



# *Assessment Booklet*

*Year 12*

*2021*

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# Introduction

School Assessments are a compulsory and integral part of senior school life. This booklet has been prepared for our senior students so that they will have thorough understanding of their responsibilities and of the various procedures associated with Higher School Certificate (HSC) assessment tasks.

Students and teachers are required to follow the guidelines determined by the National Education Standards Authority (NESA) for all HSC assessment tasks. These guidelines are compulsory for all HSC candidates in the State. It is vital that students consult this assessment handbook, as well as the assessment calendar. **It is also strongly recommended that they refer to the NESA website (the website link is noted at the end of this handbook section) to ensure they have a clear understanding of the rules and processes within the guidelines.**

Students should remember that on-going assessment (e.g. essays, texts) remains the basis for senior study. It is important not to just concentrate on HSC assessment tasks to the exclusion of general work. Normal class work underpins the assessment programme and is the main way to prepare for the HSC.

## The Role of Assessment Tasks in the Higher School Certificate

The HSC result is made up of two marks: the moderated School Assessment Mark (see also Moderation below) and the Examination Mark (for NESA Determined Courses only). These two marks are recorded separately for each subject and are averaged to give the final HSC mark.

## Why Have a School Assessment Mark?

There has been some concern in recent years that there has been too much emphasis on a student's performance in a single examination in determining a student's HSC mark. Assessing students over their whole course is seen to be fairer because of the variety of tasks that can be assessed.

NESA also uses the school assessment mark if a student, through illness and/or misadventure, is disadvantaged or unable to take any HSC examination.

## Moderation

If Universities, Colleges and employers are going to value the overall HSC mark, then they will have to be confident that the school assessment mark used to determine the HSC mark means the same from any school. This is so with statewide exam marks as all students take the same exam, but school assessment marks will be calculated using different tests, exams, etc at different schools, producing sets of marks which cannot be compared. The assessments from all schools therefore must be put on the same scale. This process is called Moderation.

## Rules Concerning Official Assessment Tasks and Appeals

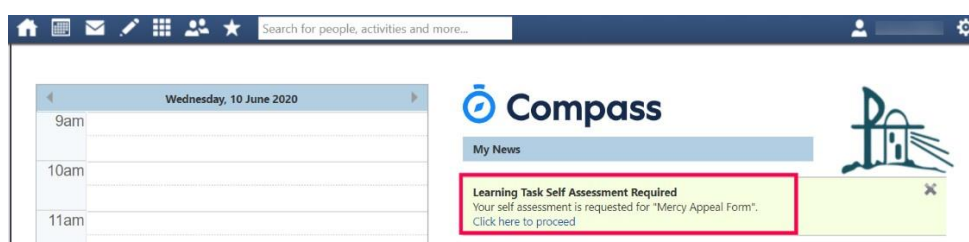
1. **All assessment tasks:** Will be given at least 2 weeks' notice and must be submitted/attended on the date stipulated. Assessments will be typed, indicating outcomes/descriptors being assessed and marking criteria/or marking scheme.
2. **Hand-in tasks:** If hand-in assessment tasks are late, a penalty of 10% per day of the total marks for the task will be deducted to a total of 5 days (including weekends). Assessments are not to be emailed to teachers unless specifically directed by the class teacher. Technology malfunction will not be accepted as a reason for appeal.
3. **Personal presentation tasks:** e.g. Experiments, orals, examinations, in-class tasks. For these assessments, the whole task is considered due on the first day of the presentation with no 5-day period applicable.
4. **Failure to submit:** In cases where a student fails to hand in an assessment task at all, a zero mark will be recorded. The assessment task, however, must still be completed to satisfy the requirements of the course. If this occurs for more than 50% of assessment tasks, the student will be deemed to have failed to complete the course. In this case, neither an assessment mark nor an examination mark for that subject will be included in the HSC result. This could mean that the student cannot receive an HSC certification because of failure to satisfy sufficient units.
5. **If students are away** on the **day prior** to an assessment task or **late (after P.1.)\_on the day** of an assessment task, a medical certificate is required to be submitted with an Appeal Form. On occasion, a non-medical explanation of a serious nature may be accepted. The Curriculum Co-ordinator will be the arbiter of whether the appeal is upheld in consultation with the subject teacher and KLA Co-ordinator. A copy of the decision will be given to the student, KLA Co-ordinator, subject teacher and Year Co-ordinator via email.
6. **Appeal Forms:** If there is a valid reason to lodge an appeal on any assessment task the process is outlined in the following pages - "Completing an Appeal Form". This must be done **within 24 hours** after the assessment task due date. The relevant KLA Co-ordinator needs to be emailed first for the electronic form to be sent to you.
7. **Designated practical work:** Must be completed and excursions/field trips/retreats, where applicable, must be attended.
8. **Own work:** Students are expected to produce work that is entirely their own. Any unacknowledged use of another author or of another student's material will be viewed as a serious breach of HSC requirements. A bibliography and the notation of sources used are required in most assessment tasks and will be discussed with students when the assessment task is distributed. A maximum penalty of 10% can be deducted from assessments for lack of required referencing.
9. **Malpractice:** Any case of proven dishonesty or of non-compliance with exam procedures will be referred to the School Committee of Review. Such cases will be regarded as being very serious breaches of school and HSC rules and be dealt with accordingly – notification must be made to NESAs.
10. **Interference with other students:** Students must under no circumstances interfere with the progress of others e.g. in a group work or in the use of resources.
11. **The subject teacher will record all submissions of assessment tasks:** Students must personally hand in every assessment to their subject teacher. Assessments are not to be left in pigeonholes, with other teachers or given to other students to hand in.

12. ***For special projects*** such as a Personal Interest Project (PIP) or Interest Study Project (ISP), a due date will be set which will be the final date to submit these projects.
13. When students enrol late in the year every effort will be made to provide substitute assessment tasks for completion. If this is not possible, the School Committee of Review will decide on any estimate mark awarded based on work achieved over the year and the student's subject ranking.
14. All of the above rules apply to in-class assessment tasks as well as assessment tasks completed outside the classroom.

## Diocese of Broken Bay - Compass Quick Guides

### Mercy College - Completing an Appeal Form

- If you need to submit an Appeal for an assessment task, first email the KLA Coordinator and your class teacher to request an Appeal Form to be added to your class on Compass.
- Log into Compass. When you get to your Home Page, you will notice a green bar above your News Feed stating that you have a Learning Task requiring self-assessment. Click on 'Click here to proceed'. You must complete this within 24 hours.



- A window will open with three comment boxes in the Self Assessment Tab. You will need to enter the Name of the Task, the Date of the Task and the Reason for Appeal.

The screenshot shows the "Learning Task - Mercy Appeal Form" window with the "Self Assessment" tab selected. The window contains three text input fields: "Name of Task", "Date of Task", and "Reason for the Appeal".

- Click on the Task Details tab to upload a document to support your appeal (e.g. Doctor's certificate). Click + Create Submission. Attach the document.

The screenshot shows the "Learning Task - Mercy Appeal Form" window with the "Task Details" tab selected. The window displays the following information: Name: Mercy Appeal Form, Due Date: 02/07/2020 04:00 PM, Online Submission Enabled: Yes. On the right side, there is a "File Upload | Not-submitted" section with a "+ Create Submission" button. Below this, there is a table with columns "Filename" and "Submitted". At the bottom, it says "You have not submitted any items yet".

- To check on the Result of Review: Go to Compass – Pencil menu – Learning Tasks – Scroll down to find the Subject and task named Mercy Appeal Form. When you open it, go to the Feedback Tab. Here you will see what the result is.
- Please email the KLA Coordinator to let them know that you have submitted the form.

The screenshot shows the "Learning Task - Mercy Appeal Form" window with the "Feedback" tab selected. The window displays a table with the following information:

Grades	
Name of Task	9COM.T1 Business Analysis
Date of Task	05/06/2020
Reason for the Appeal	I have been suffering from the flu. See attached medical certificate.
Result of Review	The Appeal is up-held under the following conditions: a substitute task will be given
Comment (if required)	KLA Coordinator - sighted

## Turnitin Policy

Mercy Catholic College places great importance on academic integrity and the correct referencing of sources of information used in students' work. The school uses the online text-matching software "Turnitin" to enable students to check the authenticity of their written work and to provide feedback on correct referencing. The software compares students' work with online sources including websites, electronic databases, and assessments previously submitted by other students held in a digital repository. Once submitted, students' work will be added to this repository.

All students from Years 7 to 12 are required to submit a digital copy of their written assessments into Turnitin prior to handing in their work (either digitally or in hard copy format), unless advised otherwise by their teacher. Students must achieve an Originality Score from the software of less than 15% to be able to submit their work for assessment. Students are required to print off a copy of the Originality Report showing their score and submit it alongside the hard copy version of their assessment task, or include a screen shot of the Originality Score and include this in assessments submitted digitally.

If a student receives an Originality Report score of 15% or above, they will be required to make corrections to their work, based on the feedback from Turnitin, and ensure all sources are properly referenced before resubmitting their work to the software for checking.

Students may submit their work numerous times to Turnitin before the due date, to allow them to gain feedback and improve the quality of their work and ensure it has been correctly referenced.

Students must ensure that they are well organised and allow enough time before the assessment due date to submit their work to Turnitin and make any necessary changes, in case resubmission to the software is necessary.

In instances where a student receives an Originality Score over the 15% threshold, the portion of the work, at the subject teacher's discretion, that has been plagiarised will not be recognised as their own work or included in the marking process.

In instances where a student has not submitted their work through Turnitin, the subject teacher will not mark the assessment task until it has been submitted to Turnitin and the Originality Score provided to the teacher. In this case normal assessment procedures for late submission of assessment tasks apply.

## Assessment Tasks: Students' Rights

- To be informed of the type, number, weight and timing of tasks in both Year 11 and 12. (This information for each subject is included in this Assessment Handbook).
- To be informed in writing at least two weeks in advance of the exact nature and exact time of each specific task. This information could be given to students in either or both of the following ways:
  - by written notification given to students in class
  - by notification on the assessment calendar.
- To appeal against the award of a zero mark or for special consideration under extreme circumstances.
- To be informed of their rank in each subject:
  - on each assessment task
  - on a cumulative basis by means of school reports.

## Assessment Tasks: Student's Responsibilities

- To find out what assessment tasks are to be in each subject.
- To find out when each assessment task is due or is to be held. (If a student is absent, it is her responsibility to find out if notification of an assessment task has been given during their absence.)
- To observe appropriate examination procedures.
- To hand assessment tasks in on time.
- To **personally** hand assessment tasks to the designated teacher.
- To follow appeal procedures as outlined above.
- To make up any assessment task missed **immediately** on returning to school, with the appeals form **completed** and appropriate documentation attached. The acceptance or not of the appeal will then be advised.

## School Committee of Review

This Committee consists of the Assistant Principal, subject teacher and KLA Co-ordinator together with the Director of Curriculum, and/or other(s) nominated by the Principal.

This Committee will decide whether:

- a zero mark will stand
- a task submitted late can be accepted
- an extension of time is granted
- a substitute task may be set
- an estimated mark is awarded (this applies only in exceptional circumstances)
- another course of action is warranted.

The decisions of this Committee are final.

## Ranking: What Will Students be Told?

During Year 11 & 12 students will be made aware of their ranking (place in order of merit) in their various subjects within the group of students at the school taking the same subject. In this way it is hoped that students will gain a realistic view of their potential HSC result. Students must be aware, however, that their school marks **may not be an accurate reflection of their HSC mark, because NESA will moderate the school assessment marks in calculating the final HSC mark (see Moderation above).**

In the HSC result, for each subject NESA will assign each student a performance band which will show how well the student performed compared to other students within the state taking the same subject.



## **What Can Students Do if Their School Assessment Mark Does Not Correlate with What They Expected?**

Students can request a review of their school assessment mark if they consider the school's mark for a particular subject is not consistent with their expectations, on the basis of their performance in assessment tasks. However, it is important that students (and parents) are aware of the following:

1. Marks for individual tasks can only be reviewed when the task is returned to the student.
2. The school's review will only consider if the school has:
  - weighted its assessment tasks in line with the NESA requirements;
  - complied with its stated assessment programme when deciding the final assessment mark;
  - miscalculated or made a clerical error when deciding the assessment mark

This review will be carried out by a separate committee, made up according to the Principal's direction. If a student wants to apply for a review, they must do this before the HSC cut-off date. The school will advise the student of the review outcome and inform NESA if the assessment mark should change.

**A student can appeal to NESA if they are unhappy with the school's response.**

If the student is dissatisfied with the outcome of the school's review, they can ask the Principal to lodge an appeal with NESA. However, NESA will only consider whether the school's review was:

- Adequate for deciding the 3 areas in item 2 above
- Done properly

NESA will not revise school assessment marks or rank order. If the appeal is upheld, NESA will ask the school to correct any errors.

## **Absences from School**

NESA gives guidelines for student attendance at school. A student must satisfy these guidelines in order to sit for the HSC.

If there is concern about the number of days absent, unexplained absences or an unusual pattern of attendance, then the first of two warning letters signed by the Principal will be sent home. If there is no improvement, the Principal will recommend that the student has not satisfactorily completed course requirements for the HSC.

## **Behaviour and Application to Work**

A student's behaviour and application to work should be such that the Principal is satisfied that the student has completed course requirements. If there is concern about either or both of these, then a letter expressing concern will be sent home.

If there is no improvement, then the first of two official warning letters will be sent home. If there is still no improvement, this can result in a student receiving a non-award for the course.

## **Certification of Major works**

For all major works submitted as part of an HSC course, the student must sign a declaration stating that the work is their own and that they have properly acknowledged anyone else's ideas, designs or work used.

The subject teacher and the Principal must then certify that the student's work was done under that teacher's supervision and that it:

- Is their own work
- Is consistent with earlier drafts and other examples of the student's work
- Was finished by the due date.

As part of this process, any work that must be worked on at home must have the subject teacher's permission for this to happen. Requirements for major works will be distributed by the relevant course teacher.

## **HSC Minimum Standards**

Students must meet a minimum standard in literacy and numeracy to receive the HSC from 2020. These tests are conducted in Year 10.

To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in reading, writing and numeracy tests.

Some students with disability may be exempt from meeting the minimum standard to receive their HSC testamur

**For further information students should refer to the NESA Rules and Procedures Guide on the NESA website**

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

## Glossary

<b>Accountability</b>	A teacher's and school's responsibility to fulfil obligations to school authorities, relevant Boards and the school community.
<b>Accuracy</b>	Assessment marks will be deemed accurate if they reflect the weighting specified by NESAs, have been obtained by the school in accordance with procedures specified in the school's assessment programme, if the weighting used for the various assessment tasks are consistent with those specified in the school's assessment programme and if there are no computational or clerical errors in the determination of the mark.
<b>Appeal</b>	Students will have the right to appeal to NESAs if dissatisfied with the result of a review by the School, of that student's assessment mark. NESAs will judge whether procedures followed by the school complied with NESAs policy and will, if necessary, request correction by the school, using proper criteria. This further review will involve staff who were not part of the original Assessment review.
<b>Assessment</b>	A measure of a student's achievement relative to that of others forwarded to NESAs by schools and recorded on each student's Higher School Certificate.
<b>Assessment Calendar</b>	The approximate timing of assessment tasks is outlined in the subject guides. It is the student's responsibility to check the Assessment Calendar to determine the exact date of any assessment task. Students may expect 2 weeks' notice of an assessment task.
<b>Atypical Student</b>	A student who has an attribute that places him or her outside the norm.
<b>Component</b>	An element of a syllabus to be assessed.
<b>Confidentiality</b>	The maintenance of privacy of students, results for assessment tasks, and of the assessment mark. The assessment mark must not be given by the school to any other student. (In general, a scatter sheet will be posted to indicate rank order in a course. This will not involve the use of students' names.)
<b>Disability</b>	A disability may occasionally prevent a student from performing at her best for a particular task. Application for special consideration should be made to the Year Co-ordinator in such cases.
<b>Discriminate</b>	Assessment tasks need to produce results that reflect the relative abilities and performance of students.
<b>Mean</b>	Average mark.
<b>Meaningful Feedback</b>	Information to students following assessment tasks that: a. indicate rank order, and b. suggest ways in which students might improve their performance
<b>Moderation</b>	Adjustment of the assessment mark to a common scale for all schools in order to achieve statewide comparability.
<b>Rank Order</b>	Position in group, e.g. first, second, third, etc.

<b>Raw Mark</b>	Numerical score achieved in a test.
<b>Relative Weighting</b>	Total marks allocated to one task in comparison to others.
<b>Review</b>	Students may request a review of their assessments if their position in the school's order of merit differs significantly from expectations derived from feedback on their performance in assessment tasks throughout the course. The review will be based on procedures for determining the final assessment mark, not on the worth of the assessment tasks.
<b>Standardisation</b>	Statistical process that alters marks to a set mean without altering rank order.
<b>Task</b>	Any activity (test, experiment, excursion, etc.) that is used to assess students.
<b>Valid</b>	Assessment tasks are valid if they reflect the component weighting in the Subject Guides.
<b>Years 11 &amp; 12</b>	In all subjects, the total value of assessment tasks will be greater in Year 12 than those in Year 11.

## Glossary of Key Words (NESA)

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite

<b>Critically (analyse / evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole

# Ancient History

Course: H.S.C  
Category: A  
Assessment Period: 2021

## OUTCOMES

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

## COMPONENTS

## WEIGHTING

A.	Knowledge and Understanding	40
B.	Source based skills	20
C.	Historical inquiry and research	20
D.	Communication of historical understanding	20

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4 Week 8	AH12-6, 12-7, 12-9, 12- 10	Cities of Vesuvius Source Analysis	5	5	10		20
Term 1 Week 9	AH12-1, 12-3, 12-5	New Kingdom Egypt to the Death of Thutmosis IV Research Essay	15	5		5	25
Term 2 Week 9	AH12-3, 12-4, 12-8	Hatshepsut Historical Analysis – Viva Voce	5	5	5	10	25
Term 3 Week 3 / 4 Trial Examination	AH12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-9	Trial Examination	15	5	5	5	30
		<b>TOTAL</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

# Biology

Course: H.S.C.  
Category: A  
Assessment Period: 2021

## OUTCOMES

Code	Descriptor
	<b>A student:</b>
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

## COMPONENTS

## WEIGHTING

A.	Skills in Working Scientifically	60
B.	Knowledge and Understanding of Course Content	40

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 2	BIO11/12-4, 12-5, 12-6, 12-12	Data Task	15	5	20
Term 2 Week 1	BIO11/12-1, 12-4 12-5, 12-7,12-13	Depth Study	20	10	30
Term 2 Week 9	BIO11/12-2, 12-3, 12-5, 12-6, 12-14	Practical & Write Up	15	10	25
Term 3 Week 3 / 4 Trial Examination	ALL OUTCOMES	Trial HSC Examination	10	15	25
		<b>TOTAL</b>	<b>60</b>	<b>40</b>	<b>100</b>

# Business Studies

Course: H.S.C.  
Category: A  
Assessment Period: 2021

## OUTCOMES

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

## COMPONENTS

## WEIGHTING

A.	Knowledge and understanding of course content	40
B.	Stimulus-based skills	20
C.	Inquiry and research	20
D.	Communication of business information, ideas and issues in appropriate forms	20

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4 Week 7	H1, H2, H5, H8	Case Study Research and In-class Task - Operations	5		10	5	20
Term 1 Week 9	H4, H6, H8, H10	MCQ & SA Task Finance	10	5	5	5	25
Term 2 Week 8	H2, H3, H5, H8	In-class Business Report Marketing & Finance	10	5	5	5	25
Term 3 Week 3 / 4 Trial Examination	H1, H2, H3, H4, H5, H6, H9, H10	Trial HSC Examination	15	10		5	30
		<b>TOTAL</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>



# Chemistry

Course: H.S.C.  
Category: A  
Assessment Period: 2021

## OUTCOMES

Code	Descriptor
	<b>A student:</b>
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

## COMPONENTS

## WEIGHTING

A.	Skills in Working Scientifically	60
B.	Knowledge and Understanding of Course Content	40

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 10	CH11/12-4, CH12-5, CH12-6, CH12-7, CH12-12	Data Processing Examination	20	10	30
Term 2 Week 10	CH11/12-1, CH12-2, CH12-3, CH12-7, CH12-13	Depth study assessment	30	10	40
Term 3 Week 3 / 4 Trial Examination	CH11/12-1 – CH12-15 (all)	Trial HSC Examination	10	20	30
		<b>TOTAL</b>	<b>60</b>	<b>40</b>	<b>100</b>

# Community and Family Studies

Course: H.S.C  
Category: A  
Assessment Period: 2021

## OUTCOMES

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

## COMPONENTS

## WEIGHTING

A.	Knowledge and understanding of how the following impact on wellbeing: - resource management; positive relationships; range of societal factors	40
B.	Skills in:- applying management processes to meet the needs of individuals, groups, families and communities; planning to take responsible action to promote wellbeing	25
C.	Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	35

## ASSESSMENT TASKS

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

Term Week	Outcomes	Task	A	B	C	Weight
Term 4 Week 7	H4.1,4.2	IRP Research Methodology	5	5	20	20
Term 1 Week 8	H2.3, 3.4, 4.1, 4.2, 6.1	Social Impact of Technology In class task	10	5	5	25
Term 2 Week 8	H1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2	Groups In Context Parenting & Caring Independent Task	10	5	5	25
Term 3 Week 3 / 4 Trial Examination	H1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2	HSC trial All Areas	15	10	5	30
		<b>TOTAL</b>	<b>40</b>	<b>25</b>	<b>35</b>	<b>100</b>

# Design & Technology

Course: H.S.C.  
Category: A  
Assessment Period: 2021

## OUTCOMES

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

## COMPONENTS

## WEIGHTING

A.	Knowledge & understanding of course content	40
B.	Knowledge & skills in designing, managing, producing & evaluating a major design project	60

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 4 Week 6	H4.1 H4.2	Presentation on Major Design Project		30	30
Term 1 Week 4	H2.1 H2.2 H3.1 H6.2	Case study: Innovative and Emerging Technology	20		20
Term 2 Week 2	H4.3 H5.1 H5.2 H3.2 H6.1 H4.2	Report of Ideas Generation, Factors Affecting Design + Research & Experimentation		30	30
Term 3 Week 3 / 4 Trial Examination	H1.1 H2.2 H1.2 H2.1 H3.1 H6.2	Trial HSC	20		20
		<b>TOTAL</b>	<b>40</b>	<b>60</b>	<b>100</b>

# Drama

Course: H.S.C.  
Category: A  
Assessment Period: 2021

## OUTCOMES

Code	Descriptor
	<b>A Student:</b>
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 skills for theatre and other media
H2.4 *	appreciates the dynamics of drama as a performing art
H2.5 *	appreciates a high level of energy and commitment necessary to develop and present a performance
H3.1	critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H3.2	analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H3.3	demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
H3.4 *	appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
H3.5 *	appreciates the role of the audience in various dramatic and theatrical styles and movements

\* Values and attitudes are not assessed

## COMPONENTS

## WEIGHTING

A.	Making	40
B.	Performing	30
C.	Critically Studying	30

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 4 Week 8	H1.1, H1.7, H2.3, H3.2	Contemporary Australian Theatre Performance & Written Reflection	10	5	5	20
Term 1 Week 9	H1.2, H1.3, H2.3, H3.1	Approaches to Acting Performance & Written Reflection	10	5	5	20
Term 2 Week 10	H1.1, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2	Project Work in Progress a) Individual Project b) Group Performance	20	20		40
Term 3 Week 4	H3.1, H3.2, H3.3	Trial Exam - Written			20	20
Term 3 Week 3 / 4 Trial Examination		<b>TOTAL</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

# Economics

Course: HSC  
Category: A  
Assessment Period: 2021

## OUTCOMES

Code	Descriptor
	<b>A student:</b>
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

## COMPONENTS

## WEIGHTING

A.	Knowledge and understanding of course content	40
B.	Stimulus-based skills	20
C.	Inquiry and research	20
D.	Communication of economic information, ideas and issues in appropriate forms	20

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4 Week 8	H1, H4, H8, H9	Case study research and In-Class Task: The Global Economy	5		10	5	20
Term 1 Week 8	H1, H4, H7, H8	Extended Response Australia's Place in the Global Economy	10	5	5	5	25
Term 2 Week 8	H1, H2, H10, H11	In-Class test - Short answer Responses - Economic Issues	10	5	5	5	25
Term 3 Week 3 / 4 Trial Examination	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	Trial HSC Examination All Topics	15	10		5	30
		<b>TOTAL</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

# English Advanced

Course: H.S.C  
Category: A  
Assessment Period: 2021

## OUTCOMES

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

## COMPONENTS

## WEIGHTING

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

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			Knowledge	Skills	
Term 4 Week 8	EA12-1, EA12-2, EA12-3, EA12-9	Common Module (multimodal with related material)	5	10	15
Term 1 Week 10	EN 12-4, EN 12-5, EN12-6, EN12-8	Module A and Module C	20	20	40
Term 2 Week 7	EA 12-1, EA12-5, EA12-7, EA12-8,	Module B	10	10	20
Term 3 Week 3 / 4 Trial Examination	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8,	Trials - Common Module Trials - Modules	15	10	10 15
		<b>TOTAL</b>	<b>50</b>	<b>50</b>	<b>100</b>

# English Standard

Course: H.S.C  
Category: A  
Assessment Period: 2021

## OUTCOMES

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

## COMPONENTS

## WEIGHTING

- |    |  |    |
|----|--|----|
| A. | Knowledge and understanding of course content  | 50 |
| B. | Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50 |

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			Knowledge	Skills	
Term 4 Week 8	EN12-1, EN12-2, EN12-3, EN12-9	Common Module (multimodal with related material)	5	10	15
Term 1 Week 10	EN 12-4, EN 12-5, EN12-6, EN12-9	Module A and Module C	20	20	40
Term 2 Week 7	EN 12-4, EN12-5, EN12-6, EN12-8	Module B	10	10	20
Term 3 Week 3 / 4 Trial Examination	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	Trials - Common Module Trials - Modules	15	10	10 15
		<b>TOTAL</b>	<b>50</b>	<b>50</b>	<b>100</b>

# English Extension 1

Course: H.S.C  
Category: A  
Assessment Period: 2021

## OUTCOMES

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

## COMPONENTS

## WEIGHTING

- |    |   |    |
|----|---|----|
| A. | Knowledge and understanding of complex texts and of how and why they are valued | 50 |
| B. | Skills in complex analysis, sustained composition and independent investigation | 50 |

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			Knowledge	Skills	
Term 1 Week 4	EE12-1, EE12-2, EE12-3, EE12-5	Common Module - Literary Worlds Creative and Analytical Response	15	20	35
Term 2 Week 4	EE12-1, EE12-3, EE12-4,	Elective - World of Upheaval Response to Texts and Related Texts	20	15	35
Term 3 Week 3 / 4 Trial Examination	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	Common and Elective Trials Examination	15	15	30
		<b>TOTAL</b>	<b>50</b>	<b>50</b>	<b>100</b>



# English Extension 2

Course: H.S.C  
Category: A  
Assessment Period: 2021

## OUTCOMES

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

## COMPONENTS

## WEIGHTING

A.	Skills in extensive independent research	50
B.	Skills in sustained composition	50

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			Knowledge	Skills	
Term 1 Week 3	EEX12-1, EEX12-3	Viva Voce	15	15	30
Term 2 Week 6	EEX12-1, EEX12-4	Literature Review	20	20	40
Term 3 Week 6	EEX12-1, EEX12-2, EEX12-3, EEX12-4	Critique of Creative Process	15	15	30
		<b>TOTAL</b>	<b>50</b>	<b>50</b>	<b>100</b>

# Food Technology

Course: H.S.C.  
Category: A  
Assessment Period: 2021

## OUTCOMES

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

## COMPONENTS

## WEIGHTING

A.	Knowledge and understanding of course content	40
B.	Knowledge and skills in designing, researching, analysing and evaluating	30
C.	Skills in experimenting with and preparing food by applying theoretical concepts	30

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 4 Week 8	H1.2, H1.4, H3.1	AFI		10		10
Term 1 Week 7	H1.1, H1.3, H4.2	Food Manufacture		10	10	20
Term 2 Week 6	H2.1, H3.2, H4.1, H5.1	Food Product Development Nutrition		10	20	30
Term 3 Week 3 / 4 Trial Examination	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H4.2, H5.1	Trial HSC Exam	40			40
		<b>TOTAL</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

# French Continuers

Course: H.S.C  
 Category: A  
 Assessment Period: 2021

## OUTCOMES

Code	Descriptor
	<b>A student:</b>
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, attitudes 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

## COMPONENTS

## WEIGHTING

A.	Reading	30
B.	Speaking	20
C.	Writing	20
D.	Listening	30

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4 Week 7	H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.2	Response in English to written texts	20				20
Term 1 Week 9	H1.1, H1.2, H1.3, H1.4, H3.1, H3.2, H3.4, H3.5, H3.6	Response to spoken text/ oral interaction		15		20	35
Term 2 Week 6	H2.1, H2.2, H2.3, H4.1	Composing a written text			15		15
Term 3 Week 3 / 4 Trial Examination	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.1, H4.2	Trial HSC Examination	10	5	5	10	30
		<b>TOTAL</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

# Geography

Course: HSC  
Category: A  
Assessment Period: 2021

## OUTCOMES

Code	Descriptor
	<b>A student:</b>
H1	explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
H2	explains the factors which place ecosystems at risk and the reasons for their protection
H3	analyses contemporary urban dynamics and applies them in specific contexts
H4	analyses the changing spatial and ecological dimensions of an economic activity
H5	evaluates environmental management strategies in terms of ecological sustainability
H6	evaluates the impacts of, and responses 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.

## COMPONENTS

## WEIGHTING

A.	Knowledge and understanding of course content	40
B.	Geographical tools and skills	20
C.	Geographical inquiry and research, including fieldwork	20
D.	Communication of geographical information, ideas and issues in appropriate forms	20

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4 Week 8	H2, H5, H6, H10, H11	In class test – Geographical Skills and Ecosystems at Risk	5	10		5	20
Term 1 Week 8 2019	H4, H5, H8, H10, H13	Geographical Inquiry – Viticulture & Coastal Dunes	10		10	5	25
Term 2 Week 7	H3, H6, H9, H12	Research Task Urban Places	10		10	5	25
Term 3 Week 3 / 4 Trial Examination	H1, H2, H3, H4, H5, H6, H7, H10, H11, H12, H13	Trial HSC Examination - All Topics	15	10		5	30
		<b>TOTAL</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

# History Extension

Course: H.S.C  
 Category: A  
 Assessment Period: 2021

## OUTCOMES

Code	Descriptor
	<b>A student:</b>
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

## COMPONENTS

## WEIGHTING

- |    |  |    |
|----|--|----|
| A. | Knowledge and understanding of significant historical ideas and processes                    | 10 |
| B. | Skills in designing, undertaking and communicating historical inquiry: 'The History Project' | 40 |

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 2 Week 1	HE12.1, HE12.2, HE12.3, HE12.4	Oral Presentation	5	10	15
Term 2 Week 8	HE12.1, HE12.2, HE12.3, HE12.4	History Project		20	20
Term 3 Week 3 / 4 Trial Examination	HE12.1, HE12.2, HE12.3, HE12.4	Trial Examination	5	10	15
		<b>TOTAL</b>	<b>10</b>	<b>40</b>	<b>50</b>

# Italian Continuers

Course: H.S.C  
Category: A  
Assessment Period: 2021

## OUTCOMES

Code	Descriptor
	<b>A student:</b>
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, attitudes 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

## COMPONENTS

## WEIGHTING

A.	Reading	30
B.	Speaking	20
C.	Writing	20
D.	Listening	30

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4 Week 7	H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.2	Response in English to Written Texts	20				20
Term 1 Week 9	H1.1, H1.2, H1.3, H1.4, H3.1, H3.2, H3.4, H3.5, H3.6	Response to Spoken Text/ oral Interaction		15		20	35
Term 2 Week 6	H2.1, H2.2, H2.3, H4.1	Composing a Written Text			15		15
Term 3 Week 3 / 4 Trial Examination	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.1, H4.2	Trial HSC Examination	10	5	5	10	30
		<b>TOTAL</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

# Legal Studies

Course: H.S.C.  
Category: A  
Assessment Period: 2021

## OUTCOMES

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

## COMPONENTS

## WEIGHTING

A.	Knowledge and understanding	60
B.	Research	20
C.	Communication	20

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 4 Week 7	H1, H7, H8, H9, H10	<b>Crime</b> Research/ In class essay	10	10	5	25
Term 1 Week 8	H2, H3, H4, H7, H8, H9	Human Rights Research/ In class essay	10	5	5	20
Term 2 Week 7	H2, H3, H4, H5, H6, H7, H8, H9	<b>Family Law</b> Research/ In class essay	10	5	5	20
Term 3 Week 3 / 4 Trial Examination	H1, H2, H3, H4, H5, H6, H7, H9, H10	Examination	30		5	35
		<b>TOTAL</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>100</b>

# Mathematics Advanced 2 Unit

Course: H.S.C.  
Category: A  
Assessment Period: 2021

## OUTCOMES

Code	Descriptor
	<b>A student:</b>
MA11-1	Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
MA11-2	Uses the concept of functions and relations to model, analyse and solve practical problems
MA11-3	Use the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MA11-4	Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MA11-5	Interpret the meaning of the derivative, determine the derivative of functions and applies these to solve simple practical problems
MA11-6	Manipulate and solve expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MA11-7	Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MA11-8	Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MA11-9	Provide reasoning to support conclusions which are appropriate to the context

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

## COMPONENTS

## WEIGHTINGS

A.	Understanding, Fluency and Communicating	50
B.	Problem Solving, Reasoning and Justification	50

## ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject.
- Specific topics/outcomes will be listed in assessment notifications given.
- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- Each task may contain one or more of the components.



- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.
- Outcomes covered may vary depending on topics covered

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 4 Week 6	MA11-7, MA11-8, MA11-9, 12MA-4	Task 1 Topic Test	15	10	25
Term 1 Week 7	MA12-1, MA12-2, MA12-4, MA12-5, MA12-9, MA12-10	Task 2 Topic Test	10	15	25
Term 2 Week 5	MA12-1, MA12-3, MA12-6, MA12-9, MA12-10	Task 3 Assignment	10	10	20
Term 3 Week 3 / 4 Trial Examination	ALL OUTCOMES	Task 4 Trial Exam	15	15	30
		<b>TOTAL</b>	<b>50</b>	<b>50</b>	<b>100</b>

# Mathematics (Extension 1)

Course: H.S.C.  
Category: A  
Assessment Period: 2021

## OUTCOMES

Code	Descriptor
	<b>A student:</b>
ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
ME11-2	manipulates algebraic expressions and graphical functions to solve problems
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-6	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs
	<b>A student:</b>
ME12-1	applies techniques involving proof or calculus to model and solve problems
ME12-2	applies concepts and techniques involving vectors and projectiles to solve problems
ME12-3	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
ME12-4	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
ME12-5	applies appropriate statistical processes to present, analyse and interpret data
ME12-6	chooses and uses appropriate technology to solve problems in a range of contexts
ME12-7	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

## COMPONENTS

## WEIGHTINGS

A.	Understanding, Fluency and Communicating	50
B.	Problem Solving, Reasoning and Justification	50

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 4 Week 7	ME12-1, ME12-2, ME12-6	Task 1 Topic Test	15	10	25
Term 1 Week 9	ME12-2, ME12-6, ME12-7	Task 2 Assignment	10	10	20
Term 2 Week 7	ME12-1, ME12-4, ME12-7	Task 3 Topic Test	10	15	25
Term 3 Week 3 / 4 Trial Examination	ALL OUTCOMES	Task 4 Trial HSC Exam	15	15	30
	<b>TOTAL</b>		<b>50</b>	<b>50</b>	<b>100</b>

# Mathematics [Extension 2]

Course: H.S.C.  
 Category: A  
 Assessment Period: 2021

## OUTCOMES

Code	Descriptor
	<b>A student:</b>
<b>MEX12-1</b>	understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
<b>MEX12-2</b>	chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
<b>MEX12-3</b>	uses vectors to model and solve problems in two and three dimensions
<b>MEX12-4</b>	uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
<b>MEX12-5</b>	applies techniques of integration to structured and unstructured problems
<b>MEX12-6</b>	uses mechanics to model and solve practical problems
<b>MEX12-7</b>	applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
<b>MEX12-8</b>	communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

## COMPONENTS

## WEIGHTINGS

A.	Understanding, Fluency and Communicating	50
B.	Problem Solving, Reasoning and Justification	50

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 4 Week 9	MEX12-1, MEX12-2, MEX12-7, MEX12-8	Task 1 Assignment	15	10	25
Term 1 Week 10	MEX12-1, MEX12-2; MEX12-4; MEX12-7; MEX12-8	Task 2 Topic Test	10	15	25
Term 2 Week 10	MEX12-3; MEX12-5; MEX12-7; MEX12-8	Task 3 Topic Test	10	10	20
Term 3 Week 3 / 4 Trial Examination	ALL OUTCOMES		15	15	30
	<b>TOTAL</b>		<b>50</b>	<b>50</b>	<b>100</b>

# Mathematics [Standard]

Course: H.S.C.  
Category: A  
Assessment Period: 2021

## OUTCOMES

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

	<b>A student:</b>
MS2-12-1	uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS2-12-2	analyses representations of data in order to make inferences, predictions and draw conclusions
MS2-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
MS2-12-4	analyses two-dimensional and three-dimensional models to solve practical problems
MS2-12-5	makes informed decisions about financial situations, including annuities and loan repayments
MS2-12-6	solves problems by representing the relationships between changing quantities in algebraic and graphical forms
MS2-12-7	solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS2-12-8	solves problems using networks to model decision-making in practical problems
MS2-12-9	chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
MS2-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

## COMPONENTS

## WEIGHTINGS

A.	Understanding, Fluency and Communicating	50
B.	Problem Solving, Reasoning and Justification	50

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 4 Week 7	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	Task 1 Assignment	10	10	20
Term 1 Week 6	MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-7, MS2-12-9, MS2-12-10	Task 2 Topic Test	15	10	25
Term 2 Week 5	MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-9, MS2-12-10	Task 3 Topic Test	10	15	25
Term 3 Week 3 / 4 Trial Examination	MS2-12-1 – 10	Task 4 Trial HSC Exam	15	15	30
	<b>TOTAL</b>		<b>50</b>	<b>50</b>	<b>100</b>

# Modern History

Course: H.S.C  
Category: A  
Assessment Period: 2021

## OUTCOMES

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

## COMPONENTS

## WEIGHTING

A.	Knowledge & understanding	40
B.	Source based skills	20
C.	Historical inquiry & research	20
D.	Communication of historical understanding	20

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4 Week 9	MH12.6, 12.7, 12.9	Source Analysis	5	5	5	5	20
Term 1 Week 7	MH12.1, 12.3, 12.8	Research Task	10	5	5	5	25
Term 2 Week 4	MH12.2, 12.5, 12.7, 12.9	Historical Analysis	10	5	5	5	25
Term 3 Week 3 / 4 Trial Examination	MH12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.9,	Trail Examination	15	5	5	5	30
		<b>TOTAL</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

# Music 1

Course: H.S.C.  
Category: A  
Assessment Period: 2021

## OUTCOMES

Code	Descriptor
	<i>Through activities in performance, composition, musicology and aural, a student:</i>
H1	performs stylistically, music that is characteristic of topics, studied, both as a soloist and as a member of an ensemble
H2	reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
H3	improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H4	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
H5	critically evaluates and discusses performances and compositions
H6	critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
H7	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H8	identifies, recognises, experiments with, and discusses the use and effects of technology in music
H9	performs as a means of self-expression and communication
H10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
H11	demonstrates a willingness to accept and use constructive criticism

## COMPONENTS

## WEIGHTING

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

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component					Weight
			A	B	C	D	E	
Term 4 Week 8	Perf H1, H9	Core Performance and Aural Analysis	10			10		20
Term 1 Week 6	Comp H3, H7, H8 Mus H2, H4, H5, H6	Combined Core Composition and Musicology task		10	10			20
Term 2 Week 7	H1-H9 Depending on elective	Elective I and II					30 (15+15)	30
Term 3 Week 3 / 4 Trial Examination	Aural H4, H5, H6 Elective H1-H9	Trial Aural Examination and Elective III				15	15	30
		<b>TOTAL</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>25</b>	<b>45</b>	<b>100</b>



# Music 2

Course: H.S.C.  
Category: A  
Assessment Period: 2021

## OUTCOMES

Code	Descriptor
	<b><i>Through activities in performance, composition, musicology and aural, a student:</i></b>
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 criticizes and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
H7	critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
H8	understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
H9	identifies, recognizes, experiments with and discusses the uses and effects of technology in music
H10	performs as a means of self-expression and communication
H11	demonstrates a willingness to participate in performance, composition, musicology and aural activities
H12	demonstrates a willingness to accept and use constructive criticism

## COMPONENTS

## WEIGHTING

A.	Core Performance	20
B.	Core Musicology	20
C.	Core Composition	20
D.	Core Aural	20
E.	Elective (Performance, Composition or Musicology)	20

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component					Weight
			A	B	C	D	E	
Term 4 Week 8	Perf H1, H8, H10 Aural H2, H6, H7	Core Performance and Aural analysis	20			5		25
Term 1 Week 6	H2, H5, H7	Musicology and Aural Task		10		10		20
Term 2 Week 7	Comp H3, H4, H8, Mus H5, H9	Composition Portfolio and Musicology Viva Voce		5	20			25
Term 3 Week 3 / 4 Trial Examination	H1-9	Trial Examination and Elective Assessment		5		5	20	30
		<b>TOTAL</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

# Personal Development, Health & Physical Education

Course: H.S.C  
 Category: A  
 Assessment Period: 2021

## OUTCOMES

Code	Descriptor
	<b>A student:</b>
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
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
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Sports Med)
H14	argues the benefits of health-promoting actions and choices that promote social justice
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H16	devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

## COMPONENTS

## WEIGHTING

A.	Knowledge and understanding of the factors that affect health and the way the body moves	35
B.	Skills in influencing personal and community health and taking action to improve participation and performance	30
C.	Skills in critical thinking, research and analysis	35

## ASSESSMENT TASKS

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

Term/Week	Outcomes	Task	A	B	C	Weight
Term 4 Week 7	H8, H13, H17	Sports Injury Case Study Sports Medicine	10		10	20
Term 1 Week 7	H1, H2, H3, H4, H5, H14, H15, H16	Research Task Health priorities	5	10	10	25
Term 2 Week 10	H7, H8, H9, H10, H11	In class Task Factors Affecting Performance Improving Performance	10	10	5	25
Term 3 Week 3 / 4 Trial Examination	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	HSC Trial All Areas	10	10	10	30
		<b>TOTAL</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

# Physics

Course: H.S.C.  
Category: A  
Assessment Period: 2021

## OUTCOMES

Code	Descriptor
	<b>A student:</b>
PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	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

## COMPONENTS

## WEIGHTING

A.	Skills in Working Scientifically	60
B.	Knowledge and Understanding of Course Content	40

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 4 Week 9	PH11/12-2, 12-3, 12-4, 12-5, 12-12	Practical Task	20	10	30
Term 2 Week 8	PH11/12-1, 12-2, 12-5, 12-7 One relevant outcome from PH12 -12-15	Depth Study	30	10	40
Term 3 Week 3 / 4 Trial Examination	PH11/12-6, PH12-12, 12-13, 12-14, 12-15	Trial Exam	10	20	30
		<b>TOTAL</b>	<b>60</b>	<b>40</b>	<b>100</b>

# Society and Culture

Course: H.S.C.  
Category: A  
Assessment Period: 2021

## OUTCOMES

Code	Descriptor
	<b><i>A student:</i></b>
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

## COMPONENTS

## WEIGHTING

A.	Knowledge and Understanding	50
B.	Application and evaluation of social and cultural research methodologies	30
C.	Communication of information	20

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 4 Week 9	H1, H3, H5, H9	Core: Continuity and Change	5	10	5	20
Term 1 Week 6	H6, H7, H8, H10	Progress Report: Viva Voce	5	15	5	25
Term 2 Week 4	H1, H3, H8, H9	Depth Study: Research Task	20		5	25
Term 3 Week 3 / 4 Trial Examination	H1, H2, H3, H4, H5, H6, H9	Trial Examination	20	5	5	30
		<b>TOTAL</b>	<b>50</b>	<b>30</b>	<b>20</b>	<b>100</b>

**NB - THE PERSONAL INTEREST PROJECT IS TO BE SUBMITTED TERM 2, WEEK 9**

# Studies of Religion 1

Course: H.S.C  
Category: A  
Assessment Period: 2021

## OUTCOMES

Code	Descriptor
	<b>A student:</b>
H1	explains aspects of religion and belief systems
H2	describes and analyses the influence of religion and belief systems on individuals and society
H3	examines the influence and expression of religion and belief systems in Australia
H4	describes and analyses how aspects of religious traditions are expressed by their adherents
H5	evaluates the influence of religious traditions in the life of adherents
H6	organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
H7	conducts effective research about religion and evaluates the findings from the research
H8	applies appropriate terminology and concepts related to religion and belief systems
H9	coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

## COMPONENTS

## WEIGHTING

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

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4 Week 9	H1, H2, H4, H5, H6, H7, H8, H9	Religious Tradition Depth Study: Christianity Research Task	10	5	20		35
Term 1 Week 10	H1, H2, H4, H5, H6, H8, H9	Religious Tradition Depth Study: Judaism In-Class Task	15	10		10	35
Term 3 Week 3 / 4 Trial Examination	H1, H2, H3, H4, H5, H6, H8, H9	Trial Examination	15	5		10	30
		<b>TOTAL</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

# Studies of Religion 2

Course: H.S.C  
Category: A  
Assessment Period: 2021

## OUTCOMES

Code	Descriptor
	<b>A student:</b>
H1	explains aspects of religion and belief systems
H2	describes and analyses the influence of religion and belief systems on individuals and society
H3	examines the influence and expression of religion and belief systems in Australia
H4	describes and analyses how aspects of religious traditions are expressed by their adherents
H5	evaluates the influence of religious traditions in the life of adherents
H6	organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
H7	conducts effective research about religion and evaluates the findings from the research
H8	applies appropriate terminology and concepts related to religion and belief systems
H9	coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

## COMPONENTS

## WEIGHTING

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

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4 Week 7	H1, H2, H4, H5, H6, H7, H8, H9	Religious Tradition Depth Study Christianity Research Task	5		10	5	20
Term 1 Week 9	H1, H2, H4, H5, H6, H8, H9	Religious Tradition Depth Studies Judaism and Islam In-Class Task	5	10		5	20
Term 2 Week 7	H1, H2, H3, H5, H6, H7, H8, H9	Religion and Peace Essay	10	5	10	5	30
Term 3 Week 3 / 4 Trial Examination	H1, H2, H3, H4, H5, H6, H8, H9	Trial Examination	20	5		5	30
		<b>TOTAL</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

# Textiles and Design

Course: H.S.C.  
Category: A  
Assessment Period: 2021

## OUTCOMES

Code	Descriptor
	<b>A student:</b>
H1.1	critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
H1.2	designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
H1.3	identifies the principles of colouration for specific end-uses
H2.1	communicates design concepts and manufacturing specifications to both technical and non-technical audiences
H2.2	demonstrates proficiency in the manufacture of a textile item/s
H2.3	effectively manages the design and manufacture of Major Textiles Project to completion
H3.1	explains the interrelationship between fabric, yarn and fibre properties
H3.2	develops knowledge and awareness of emerging textile technologies
H4.1	justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses
H4.2	selects and justifies manufacturing techniques, materials and equipment for a specific end-use
H5.1	investigates and describes aspects of marketing in the textile industry
H5.2	analyses and discusses the impact of current issues on the Australian textiles industry
H6.1	analyses the influence of historical, cultural and contemporary developments on textiles

## COMPONENTS

## WEIGHTING

A.	Knowledge and understanding of course content	50
B.	Knowledge and skills in designing, managing, producing and evaluating a major design project	50

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 4 Week 6	H1.1 H1.2 H2.1	Proposal Presentation		20	20
Term 1 Week 4	H1.3 H5.1 H5.2 H6.1	Designer case study	20		20
Term 2 Week 10	H1.1 H2.2 H4.1 H2.3 H4.2 H2.1 H3.1	Report on manufacturing specifications and investigation, experimentation and evaluation		30	30
Term 3 Week 3 / 4 Trial Examination	H1.3 H5.1 H3.1 H5.2 H3.2 H6.1 H4.1	Trial Exams	30		30
		<b>TOTAL</b>	<b>50</b>	<b>50</b>	<b>100</b>

# Visual Arts

Course: H.S.C  
Category: A  
Assessment Period: 2021

## OUTCOMES

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

## COMPONENTS

## WEIGHTING

A.	Artmaking	50
B.	Art Criticism and Art History	50

## ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 9	H1, H3, H4, H7	Development for Body of Work and Artist of Influence – Practice Analysis	20	10	30
Term 2 Week 2	H8, H9, H10	Research Essay		20	20
Term 3 Week 2	H1, H2, H3, H4, H5, H6	Development of the Body of Work Submission of Artworks Under Development and VAPD	30		30
Term 3 Week 3 / 4 Trial Examination	H7, H8, H9, H10	Trial HSC Written Examination		20	20
		<b>TOTAL</b>	<b>50</b>	<b>50</b>	<b>100</b>