



**JAMISON HIGH SCHOOL**

**2020**  
**HIGHER SCHOOL**  
**CERTIFICATE**

**ASSESSMENT POLICY AND PROCEDURES**  
**COURSE ASSESSMENT SCHEDULES**

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## **MESSAGE FROM THE PRINCIPAL**

Dear Year 12,

Congratulations on completing your Preliminary Courses and entering into Year 12 to complete your Higher School Certificate. The year ahead will be a challenging one with many rewards.

This booklet outlines expectations of the NSW Education Standards Authority (NESA), the Department of Education and Jamison High School in regard to assessment. Students need to ensure that they have read and understood the requirements so that they are aware of their responsibilities and those of the school with regards to HSC assessment. There are a number of important expectations and rules around the completion and submission of tasks as well as illness and misadventure. These need to be strictly enforced to ensure that the HSC is fair across the state.

Your teachers and Year Advisers will be there to assist you in the year ahead. They are highly qualified and have taken students through this pathway more than once. Many of your teachers are HSC Markers and as such, are a wealth of knowledge about the content and skills required for each course, as well as the expectations of the HSC examination.

Your family and friends are also walking this journey with you. Together with your teachers, they will form a support for you as you work through the many challenges of completing the HSC.

The assessment schedules for every course outlined in this booklet are your guide to formal assessment. The due dates have been considered so the timing of tasks is spread as fairly as possible.

Students who succeed in the HSC focus on three main things:

- Attending school regularly
- Allocating time to complete tasks and homework and submitting on time
- Applying sustained and diligent effort

I encourage you to give yourself the best possible chance at a successful outcome by taking this advice on board and working consistently throughout the next four terms in pursuit of your HSC.

I wish you every success in the journey ahead.

Mr Glyn Trethewy

Principal

# HIGHER SCHOOL CERTIFICATE ASSESSMENT

## DEFINITION

Schools are required to provide an Assessment of student achievements' in each course studied for the Higher School Certificate. The Assessment will be based on achievement measured throughout the HSC course and will encompass your performance in all syllabus objectives and outcomes, except those relating to values and attitudes.

## PURPOSE

The purpose of the School Assessment is to provide an indication of your achievement in a wider range of syllabus objectives than can be measured by the HSC examination alone.

## ASSESSMENT AND COURSE REQUIREMENTS

Students are expected to undertake ALL TASKS and CLASS ACTIVITIES in order to satisfactorily complete the course, whether they are part of an assessment schedule or not.

One of the conditions of completing a course satisfactorily is that students must “*apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school*” (NESA – Assessment & Examinations Manual).

## UNSATISFACTORY PROGRESS AND ATTENDANCE

Poor attendance and unsatisfactory progress are closely linked. Your attendance in each course needs to meet satisfactory levels in order to complete sufficient course outcomes. Where attendance and/or course outcomes completion are of concern the student will be notified in writing and letters will be sent home. Continued unsatisfactory progress could result in the student being given an “N” Determination for the course.

### **In extreme circumstances the Principal may expel a student from the school.**

The grounds for expulsion will be “*unsatisfactory participation in learning by a student of post-compulsory age (17 years old) e.g. a documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives and/or non-compliance with NESA requirements for the award of Higher School Certificate*”. (Department of Education & Training Suspension and Expulsion Policy)

## ASSESSMENT PROGRAMS

Each school has to develop an Assessment Program for each course. In practical terms, this means that the school is required to -

- Inform students of requirements in each course;
- Set tasks that will measure student performance in each specified component of the course and focus on outcomes;
- Specify a mark/weighting for each task;
- Keep records of each student's performance on each task;
- Provide students with information on their progress.

This handbook sets out the weightings of the component assessed in each course, as well as the value and nature of each task.

Assessment programs will begin at the start of the HSC course. The Assessment period normally finishes with the completion of the Trial HSC Examination.

If a task does not discriminate adequately between students or has been made invalid by circumstances, teachers may set an additional Assessment Task.

Valid, completed tasks in your Assessment Program cannot be discarded although your teacher may re-weight them after consultation with the Principal.

### **NOTIFICATION OF ASSESSMENT TASKS**

With the exception of formal Examinations, you will be notified in writing at least 14 calendar days of each of your Assessment Tasks.

The due date and information for all Assessment Tasks will be given to you on our Senior Assessment Task Notice Cover Sheet (see Appendix 1) which will be issued when you are notified of the task.

An assessment task register is to be completed by the student and retained by class teacher.

### **ABSENCE WHEN TASK IS NOTIFIED**

Whenever you are absent from school, it is **your responsibility** to ensure that you know what work has been missed and to catch up on that work.

The same conditions apply if you are absent when an Assessment Task is notified. You are not entitled to any automatic extension of time for the task.

If you have a prolonged absence, you may submit to the Principal an Application for Consideration/Extension.

### **COMPLETING AND SUBMITTING ASSESSMENT TASKS**

The NESA expects all students to undertake all assessment tasks set. Once notice of deadline has been given, staff will not pursue students for work. All tasks are to be submitted, with the Senior Assessment Task Cover Sheet attached, at the **start** of the first timetabled lesson in the relevant subject due on that day.

All tasks submitted after this time will be deemed **late**. Late work will receive a zero mark unless there is a valid reason. Where a student misses or is late with an assessment task, with no valid reasons, a zero mark will be recorded for that task.

The cover sheet includes a tear-off slip which will be given back to you when you submit your assignment on the due date. The slip ensures that both you and your teacher have an official record that you have submitted the task.

Note: No allowance will be made for failure of a student's computer hardware and software. Students are advised to keep back-ups of all work completed on computer equipment.

### **LATENESS/ABSENCE FROM TASK DUE TO ILLNESS, MISADVENTURE OR EXCEPTIONAL CIRCUMSTANCES**

It is your responsibility to perform/submit all tasks which are a part of your Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time.

If, because of a valid reason, you cannot attend school on the day when an Assessment Task is to be done/submitted, on the day you return to school, before the start of the school day you must:

- (1) Negotiate with your class teacher or Head Teacher a time to do the task or a similar substitute class
- (2) Submit an Application for Consideration/Extension Form with supporting documentation (Statutory Declaration, completed form (Appendix 2) by a medical practitioner) to the Head Teacher who will then submit it to the Principal/Deputy Principal for a decision.

Absences due to illness **MUST** have the reverse of the Special Consideration/Extension Application Form completed by a doctor.

Failure to have this form completed or you do not follow the above procedure or your application is not successful, you will receive ZERO for that task.

In exceptional circumstances, the Principal may authorise that an estimate be given for a missed task. This applies only if giving a substitute task would be unreasonable, difficult to arrange or not feasible.

**NOTE:**

- A letter from a parent may not be sufficient to satisfy the requirement
- If you are involved in a sporting event or excursion or know you will be absent on the day you must submit the task before the due date
- Family holidays and other non-emergencies are not justifiable reasons for missing an assessment task and will result in a zero mark being recorded along with an N Warning Notification
- If you are suspended from school when assessment tasks are due you must:
  - a) not attend school for the duration of your suspension
  - b) submit out-of-school assessment tasks by delivery to the Front Office
  - c) miss your in-school assessment task for which you will be given an alternative task or an estimate

**EXTENSIONS TO DUE DATES**

An extension to the due date of an assignment may be approved, **by the Principal only**, in cases of severe illness or other exceptional circumstances. Approval for an extension **must** be sought at least one week in advance of the due date. A medical certificate will be required in cases of illness.

For an extension you must complete an Application for Special Consideration/Extension (Appendix 2). This is available in the back of this booklet. You must submit this form to the Head Teacher of that subject who will make a recommendation on the application. The Head Teacher will then submit it to the Principal for consideration.

If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved **by the Principal**, the late submission of a task will result in zero marks being awarded for that task.

**MANAGING LONG TERM ASSESSMENT**

Long Term Assessment Tasks are characterised by one or more of the following –

- Extended preparation time (usually at least 4 weeks);
- Submission of work in stages over a sequence of deadlines;
- Substantial weighting and task size.

Stages of Long Term Assessments must be presented on the due date, even if incomplete due to a student's illness during preparation time.

The Principal, in conjunction with the Head Teacher responsible, will then make a decision (linked with medical information/advice) about the consequences for you and the task.

These may include:

- Completion of the same task   OR
- Alternative task       OR
- An estimate based upon evidence of programs through the duration of the project   OR
- Extension of deadline.

**Extension will only be granted in exceptional circumstances.** These circumstances might occur as the result of prolonged illness or misadventure, especially during the week leading up to the due date. The Principal is unlikely to grant an extension in the case of –

- Technical difficulties;
- Misplaced work assignment;
- Difficulties with research which could have been addressed by early commencement of research;
- Brief periods of illness or misadventure.

Failure to hand in a stage of a long term project will result in a zero mark for that stage. Failure to complete one component does not necessarily mean a zero mark for the whole task. However, continued failure to submit stages of a long-term project may result in a zero mark for the whole task. This may in turn call into question your capacity to meet the requirements of the course.

### **USE OF ELECTRONIC EQUIPMENT**

When you choose to use electronic equipment to prepare and record Assessment tasks and assignments, you must ensure that the work is saved regularly and that a hard copy is made well in advance of the due date.

Failure of equipment, where there is no evidence of the preparation of the lost material, is not an acceptable reason for handing work in after the due date.

### **SUBMISSION OF ASSESSMENT TASKS**

All assessment tasks must be submitted in written hard copy form, on the due day and at the **beginning** of the **first** timetabled lesson in that subject. Assessment tasks must be personally delivered into the possession of the relevant teacher (or delegate) at this time- not left at staffrooms or in classrooms or anywhere else. Students must submit the task themselves and remain in class for the entire lesson. Failure to adhere to any of the above necessitates the Illness/Misadventure Application Appeal Process being accessed. It is important that students attend **ALL** day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on the due date is **MALPRACTICE**. It is a form of cheating. You will receive a **zero mark** for the task.

### **ELECTRONIC SUBMISSION OF ASSESSMENT TASKS**

Students are not to assume that they may submit assessment tasks by email or by other digital media. However, on some occasions the Head Teacher may instruct or allow students to submit electronically. Head Teachers may require subsequent provision of a printed copy of the task. Any such instructions will be clearly specified on the assessment task. When electronic submission does occur, the following rules will apply:

1. All assessment tasks must be submitted at the **beginning** of the **first** timetabled lesson in that subject on the due day. Failure to adhere to any of the above necessitates the Illness/Misadventure Application Appeal Process being accessed. It is important that students attend **ALL** day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on the due date is **MALPRACTICE**. It is a form of cheating. You will receive a **zero mark** for the task.
2. The school will not be responsible for unreadable, unusable or virus infected files or media.
3. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in format which can be read by most school computers.
4. The assessment task should be readily identifiable on the medium.
5. An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
6. The school will not be responsible for the non-receipt or delay of emails. If submitting work by email, students must specifically request acknowledge by return email of the receipt of their work. Teachers will acknowledge receipt as soon as feasible. Students who do not receive a receipt within a reasonable time should regard their work as not submitted and take appropriate action.
7. The school will make every endeavour to ensure the safe return of submitted media but cannot guarantee this.

## NON-ATTEMPT OF TASKS

When a student does not attempt a task –

- A **zero** mark will be awarded for the task;
- The task will be recorded as a non-attempt;
- Parents/guardians will be informed by letter and copies of the letter filed by the Subject Head Teacher;
- It may be necessary to invoke the 50% regulation (see Completion of 50% of Total Value of Tasks below).

## NON-GENUINE ATTEMPT OF TASKS

**Students must make a genuine attempt at all Assessment Tasks.** If, in the opinion of the class teacher, a student makes a non-genuine attempt at a task, it will not be marked and it will be treated in the same manner as a non-attempt of the task.

A non-genuine attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which has been answered frivolously. A genuine attempt is the presentation of an assessment task which meets the requirements of the set task and which has been done to the best of the student's ability.

## COMPLETION OF 50% OF TOTAL VALUE OF TASKS

Students studying an HSC course **must complete and/or make a genuine attempt** at assessment tasks (including examinations) which contribute in **excess** of 50% of the total marks for the course. If this is not the case, the Principal must certify that the course has not been satisfactorily completed. This will result in the student not being awarded an assessment mark or an examination mark in that subject and it may result in the non-award of an HSC. The Principal will warn students (and their parents/guardians) in advance if they are in danger of not meeting the assessment requirements of the course.

## MALPRACTICE IN ASSESSMENT TASKS

- a) Copying and Non-Original Work – Where there is evidence of copying, or where outside sources are used by not acknowledged, marks will be deducted in proportion to the extent of non-original or unacknowledged work.
- b) Cheating – If a student is found to be cheating (or assisting others to cheat) in any assessment task, they will score **zero** for the task, parents/guardians will be informed, and the Principal or Head Teacher may take further action as appropriate.
- c) Examinations – You must follow the school rules for examinations. If you break these rules or if you cheat in the examinations in any way your paper will be cancelled and you will be reported to the Principal. The Principal may determine that you received a zero mark for your examination paper.

## ZERO MARKS

Zero is awarded to –

A non-attempt at a task;

A non-genuine attempt at a task;

A task submitted late (without a **valid** reason which must be approved **by the Deputy Principal**);

A task involving cheating or serious malpractice.

In such cases –

- Parental guardians will be notified in writing;
- It may be necessary to invoke the “50% Regulation (see above).



## **REVIEW OF ASSESSMENT MARKS AND PROCEDURES**

If a student is dissatisfied with the mark awarded for a particular task they may ask their teacher and subject Head Teacher for a review of the mark. Any complaint relating to the marking of a task can only be considered at the time the task result is given back.

If a student has concerns that correct assessment procedures have not been followed in relation to a particular assessment task they can lodge an appeal to the school's HSC Review Panel. The panel consists of:

The Principal  
Deputy Principal responsible for Year 12  
Year 12 Year Adviser

The panel will consider the grounds for the appeal and will inform the student of the decision.

## **Parallel Classes**

When there is more than one class in a particular course, common assessment tasks should be given.

## **STUDENTS WHO CHANGE COURSES/SCHOOLS/REPEAT**

NESA will be notified as soon as possible of all HSC student movements both in and out of the school. For students who transfer between the commencement of assessments in a particular course and before 30 June in an HSC examination year, the receiving school is to prepare the final assessment based upon those tasks which the students complete at the receiving school. Any information from the student's previous school may also be taken into account. For students who transfer schools after 30 June, their previous school is to provide the assessments. For students who transfer from interstate or overseas, only tasks undertaken at the receiving school should be assessed. For students who repeat Year 12, an assessment will be made for the repeated year only. No changes to the HSC entries will occur after 30 June in the HSC examination year, other than withdrawal from the course.

## **NEED MORE HELP?**

Within the school you can obtain more assistance in relation to assessment tasks and procedures from:

- Your class teacher
- Head Teachers
- Year 12 Advisers
- Deputy Principal responsible for Year 12

Outside the school you can contact the NESA, 117 Clarence Street, Sydney, Telephone 9367 8111 or website [www.educationstandards.nsw.edu.au/](http://www.educationstandards.nsw.edu.au/)

## **CONCLUSION**

It is important to keep Assessments in perspective and recognise that is one part of a broad learning process. Together with the school examinations and other assignments, essays, seminars, and class activities, it is intended to measure understanding and development in the subjects studied. Assessment is really just an extension of the normal classroom practice. Non-Assessment work enables you to acquire the knowledge and skills to be used in assessment tasks and examinations, and is a great help in attaining maximum marks. The students who achieve their best in both Assessment and HSC examinations will be those who work consistently throughout their senior years, maintaining a balance between Assessment Tasks and the remainder of their responsibilities.



## SPECIAL CONSIDERATION APPLICATION FORM (Stage 1)

*(For illness / accident / misadventure / special circumstances)*

1. If illness, accident, misadventure or special circumstances prevent a student completing an assessment task on, or by the due date and time, the school must be advised immediately the situation is known – before the due date, if possible.
2. This form must then be completed as soon as possible after notification. If the student is absent on the due date it must be completed as soon as he/she returns.
3. The form, when completed, is to be submitted to the Deputy Principal via the Head Teacher.

|   |  |      |
|---|--|------|
| Name of Student   |  |      |
| Teacher   |  |      |
| Subject / Course  |  |      |
| Faculty / Department  |  |      |
| Nature of Assessment Task, e.g. Essay, Title                                      |  |      |
| Due Date  |  |      |
| Time  |  |      |
| Reason for and nature of request, e.g. Special consideration or extension of time |  |      |
| Specify and attach any supporting documentation, e.g. Medical Certificate         |  |      |
| Signature of Parent   |  | Date |
| Comments  |  |      |
|   |  |      |
|   |  |      |
|   |  |      |
| Head Teacher's Signature  |  | Date |
| Deputy Principal's Decision   |  |      |
| Deputy Principal's Signature  |  | Date |

## CONSIDERATION / EXTENSION FORM

*(To be completed by the professional authority- Doctor/ Medical Officer)*

To the Professional Authority:

Students at Jamison High School have to complete a series of tests and assessments as part of their Preliminary Course and HSC. In the event of absence due to illness they are required to provide a doctor's certificate or evidence of misadventure.

Your help in providing information about this student's illness or misadventure is appreciated. This information will help the school to make a fair and informed assessment about your client's academic performance. The information you provide on this form will remain confidential.

Date of consultation ..... / ..... / .....

Date of illness or misadventure ..... / ..... / .....

or

Period of illness or misadventure ..... / ..... / .....

*Please complete the following statements by ticking the appropriate box*

In my opinion the student was (or will be)

☐

Fit / Able

☐

Unfit / Not Able

to complete the examination or assessment task on that day or in the period. In my opinion, the effect of the illness or misadventure on the student for that day or in this period was (or will be):

☐

Negligible

☐

Mild

☐

Moderate

☐

Severe

Nature of illness or misadventure: .....  
.....  
.....  
.....

Name:

.....

.

Profession: .....

Signature: .....

Provider No: ..... Date: .....

Phone No: .....

Stamp or Seal of Professional (or attach letterhead)

## Assessment Appeal Form (Stage 2)

*This form only needs to be submitted if you want to appeal the decision that the Faculty Head Teacher made about your Illness/Misadventure Claim OR you want to appeal the Assessment Rank that you have been awarded for a course. This form needs to be completed and submitted to the Principal within 5 days of being notified of the Deputy Principal's decision about your Illness/Misadventure Claim OR within 5 days of receiving your Assessment Rank.*

STUDENT'S NAME..... YEAR/CLASS .....

COURSE NAME ..... TEACHER'S NAME .....

### STUDENT APPEAL – ILLNESS/MISADVENTURE CLAIM DECISION

- ☐ I completed and submitted the School Based Illness/Misadventure form to the Deputy Principal before school on the day I returned to school.

*Attach your copy of the form to this Appeal form.*

- ☐ I am appealing the decision about my Illness/Misadventure Claim for the following reason/s:

.....

.....

.....

.....

- ☐ I declare that all the information I have supplied is true.

### STUDENT APPEAL – FINAL ASSESSMENT RANK AWARDED

- ☐ I would like to appeal the Assessment rank awarded to me for this course for the following reasons:

.....

.....

.....

.....

I declare that all the information I have supplied is true.

Student's signature ..... Date ..... Parent's signature .....

### APPEAL DECISION

***Illness/Misadventure Claim:*** Upheld / Declined

***Assessment Rank:*** Upheld / Declined

***Reason/s:***

.....

.....

.....

.....

|           |              |
|-----------|--------------|
| Principal | Head Teacher |
| Date      |              |

# ASSESSMENT TASK NOTIFICATION



Student Name: ..... Subject/Course: .....

Assessment Task Title: .....

Value of Task: ..... Date Task Issued: ..... Date Task Due: .....

## Outcomes to be assessed:

- .....
- .....
- .....
- .....
- .....

## Task description:

## Assessment Criteria -

Your task will be assessed according to your ability to:

- 
- 
- 
- 
- 
- 
- 
-

**TOPIC NAME:**

**DEFINITION AND EXPLANATION** of Topic:

**CRITERIA FOR EVALUATION:**

| Content Facts & Details  |  |                                |   | Levels of Interpretation and Judgement of Content  |   |
|--|--|--------------------------------|---|--|---|
| (What)<br>NAME AND DEFINE:<br>Areas of Content   | (What)<br>DESCRIBE: Features/<br>Characteristics | (Why)<br>EXPLAIN SIGNIFICANCE: | (How)<br>ANALYSE:<br>Each area/Feature of Content | (How well)<br>CRITICALLY ANALYSE:<br>Each Area/Feature<br>+’s advantages -’s disadvantages | (How well)<br>EVALUATE/CONCLUDE: Each<br>Area/Feature |
|  |  |                                |   |  |   |
|  |  |                                |   |  |   |
|  |  |                                |   |  |   |
|  |  |                                |   |  |   |
| (How well) <b>EVALUATE OVERALL/CONCLUDE OVERALL EVALUATIONS/CRITICALLY EVALUATE: all areas/features covered</b>  |  |                                |   |  |   |
| (Why Important) <b>CONCEPTUALISE TOPIC: Essential idea of topic or summation/judgement on the developmental process and/or its change of procedures in the process over time; the importance of the interrelationship amongst the areas/features</b>                       |  |                                |   |  |   |
| (Why Important) <b>APPRECIATE (concept/question): Why is this understanding of the topic concept important for life? Or why should it be learned? Or why is it important to be able to evaluate the situation? Or why is this of importance in response to a question?</b> |  |                                |   |  |   |

# **Assessment**

# **Schedules**

## AGRICULTURE HSC 2020

| TASK NUMBER  |             | TASK 1   | TASK 2                                 | TASK 3                     | TASK 4   |
|--|-------------|--|--|----------------------------|--|
| TIMING OF TASKS  |             | Term 4<br>Week 5                               | Term 1<br>Week 5                       | Term 2<br>Week 9           | Term 3<br>Weeks 2 & 3                                |
| NATURE OF TASKS  |             | Research Project<br>Plant/Animal<br>Production | Practical Report<br>Farm Product Study | Research<br>Elective Topic | Trial Examination                                    |
| SYLLABUS COMPONENT   | WEIGHTING % |  |  |                            |  |
| Knowledge and understanding of course content  | 40%         | 10%  | 5%                                     | 10%                        | 15%  |
| Knowledge, understanding and skills required to manage agricultural production systems | 40%         | 5%   | 10%                                    | 10%                        | 15%  |
| Skills in effective research, experimentation and communication                        | 20%         | 5%   | 5%                                     | 10%                        | -  |
| Marks  | 100%        | 20%  | 20%                                    | 30%                        | 30%  |
| HSC OUTCOMES   |             | H1.1, H2.1, H2.2                               | H3.1, H3.2, H3.3, H3.4                 | H3.4, H4.1, H5.1           | H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1 |

The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must focus on a depth study or an aspect of a depth study with a weighting of 30-40%.

### HSC OUTCOMES:

|      |   |      |  |
|------|---|------|--|
| H1.1 | Explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production                | H3.3 | Critically examines the technologies and technological innovations employed in the production and marketing of agricultural products   |
| H2.1 | Describes the inputs, processes and interactions of plant production systems  | H3.4 | Evaluates the management of the processes in agricultural systems  |
| H2.2 | Describes the inputs, processes and interactions of animal production systems   | H4.1 | Justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations |
| H3.1 | Assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products | H5.1 | Evaluates the impact of innovation, ethics and current issues on Australian agricultural systems   |
| H3.2 | Critically assesses the marketing of a plant OR animal product  |      |  |

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.



## ANCIENT HISTORY HSC 2019

| TASK NUMBER  |             | TASK 1                                | Task 2   | TASK 3                               | TASK 4                             |
|--|-------------|---------------------------------------|--|--------------------------------------|------------------------------------|
| TIMING OF TASKS  |             | Term 4<br>Week 7                      | Term 1<br>Week 6                                 | Term 3<br>Week 1                     | Term 3<br>Week 2 & 3               |
| NATURE OF TASKS  |             | Assessment Task<br>Scaffolded Writing | Assessment Task<br>Research and<br>Investigation | Assessment Task<br>Oral Presentation | Trial HSC Exam                     |
| SYLLABUS COMPONENT   | WEIGHTING % |                                       |  |                                      |                                    |
| Knowledge and Understanding of course content  | 40%         | 5%                                    | 10%  | 5%                                   | 20%                                |
| Source- based skills   | 20%         | 5%                                    | -  | 5%                                   | 10%                                |
| Historical inquiry and research  | 20%         | 5%                                    | 5%   | 10%                                  | -                                  |
| Communication of historical understanding in appropriate forms   | 20%         | 5%                                    | 10%  | 5%                                   | -                                  |
| MARKS  | 100%        | 20%                                   | 25%  | 25%                                  | 30%                                |
| HSC OUTCOMES ASSESSED  |             | AH 12.6, AH 12.8, AH 12.9, AH 12.10   | AH 12.1, AH 12.2, AH 12.3, AH 12.9               | AH 12.5, AH 12.6, AH 12.8, AH 12.9   | AH 12.3, AH 12.4, AH 12.6, AH 12.7 |
| The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must be an Historical Analysis with a weighting of 20-30% |             |                                       |  |                                      |                                    |

### HSC OUTCOMES:

|         |  |          |   |
|---------|--|----------|---|
| AH 12.1 | Accounts for the nature of continuity and change in the ancient world  | AH 12.6  | Analyses and interprets different types of sources for evidence to support an historical account or argument                    |
| AH 12.2 | Proposes arguments about the varying causes and effects of events and developments                             | AH 12.7  | Discusses and evaluates differing interpretations and representations of the past   |
| AH 12.3 | Evaluates the role of historical features, individuals and groups in shaping the past                          | AH 12.8  | Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources |
| AH 12.4 | Analyses the different perspectives of individuals and groups in their historical context                      | AH 12.9  | Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms |
| AH 12.5 | Assesses the significance of historical features, people, places, events and developments of the ancient world | AH 12.10 | Analyses issues relating to the ownership, custodianship and conservation of the ancient past                                   |

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## BIOLOGY HSC 2020

| TASK NUMBER  |             | TASK 1                           | TASK 2                  | TASK 3                                      | TASK 4                         |
|--|-------------|----------------------------------|-------------------------|---|--------------------------------|
| TIMING OF TASKS  |             | Term 4<br>Week 10                | Term 1<br>Week 8        | Term 2<br>Week 10                           | Term 3<br>Weeks 2 & 3          |
| NATURE OF TASKS  |             | Process Task                     | Research Task           | Depth Study                                 | Trial Examination              |
| SYLLABUS COMPONENT   | WEIGHTING % |                                  |                         |   |                                |
| Knowledge and Understanding  | 40%         | 5%                               | 10%                     | 10%   | 15%                            |
| Working Scientifically   | 60%         | 15%                              | 10%                     | 20%   | 15%                            |
| MARKS  | 100%        | 20%                              | 20%                     | 30%   | 30%                            |
| HSC OUTCOMES   |             | 12-4, 12.5, 12-6,<br>12-7, 12-12 | 12-4, 12-5, 12-7, 12-13 | 12-1, 12.2, 12-3, 12-4<br>12-5, 12-7, 12-14 | 12-1 to 12-7<br>12-12 to 12-15 |
| The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must focus on a depth study or an aspect of a depth study with a weighting of 30-40%. |             |                                  |                         |   |                                |

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## BUSINESS STUDIES HSC 2020

| TASK NUMBER   |             | TASK 1                          | TASK 2                         | TASK 3                       | TASK 4                              |
|---|-------------|---------------------------------|--------------------------------|------------------------------|-------------------------------------|
| TIMING OF TASKS   |             | Term 4<br>Week 9                | Term 1<br>Week 6               | Term 2<br>Week 9             | Term 3<br>Week 2 & 3                |
| NATURE OF TASKS   |             | Business Report<br>(Operations) | Extended Response<br>(Finance) | Research Task<br>(Marketing) | Trial HSC Exam                      |
| SYLLABUS COMPONENT  | WEIGHTING % |                                 |                                |                              |                                     |
| Knowledge and understanding of course content   | 40%         | 15%                             | 5%                             | 5%                           | 15%                                 |
| Stimulus-based skills   | 20%         | 5%                              | 5%                             | 5%                           | 5%                                  |
| Inquiry and research  | 20%         | -                               | 10%                            | 10%                          | -                                   |
| Communication of business information, ideas and issues in appropriate forms  | 20%         | -                               | 5%                             | 5%                           | 10%                                 |
| <b>MARKS</b>  | <b>100%</b> | <b>20%</b>                      | <b>25%</b>                     | <b>25%</b>                   | <b>30%</b>                          |
| <b>HSC OUTCOMES ASSESSED</b>  |             | H1, H2, H3, H4, H9              | H7, H8, H10                    | H7, H8, H9,                  | H1, H2, H3, H4, H5, H6, H8, H9, H10 |
| The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% |             |                                 |                                |                              |                                     |

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## COMMUNITY AND FAMILY STUDIES HSC 2020

| TASK NUMBER  |             | TASK 1                            | TASK 2                                | TASK 3                               | TASK 4               |
|--|-------------|-----------------------------------|---------------------------------------|--------------------------------------|----------------------|
| TIMING OF TASKS  |             | Term 4<br>Week 8                  | Term 2<br>Week 5                      | Term 3<br>Week 5                     | Term 3<br>Week 2 & 3 |
| NATURE OF TASKS  |             | IRP on Groups Research<br>Product | Parenting and Caring<br>Research      | Social Impact of<br>Technology Essay | Trial HSC Exam       |
| SYLLABUS COMPONENT   | WEIGHTING % |                                   |                                       |                                      |                      |
| Knowledge and Understanding  | 40%         | 10%                               | 10%                                   | 10%                                  | 10%                  |
| Skills in critical thinking, research methodology, analysing and communicating | 60%         | 10%                               | 15%                                   | 15%                                  | 20%                  |
| MARKS  | 100%        | 20%                               | 25%                                   | 25%                                  | 30%                  |
| HSC OUTCOMES ASSESSED  |             | H4.1, H4.2                        | H1.1, H2.2, H2.3, H3.1,<br>H3.3, H5.1 | H2.2, H3.2, H4.2, H5.1,<br>H5.2      | H1.1 to H6.2         |

The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must be an Independent Research Project with a maximum weighting of 20%

### HSC OUTCOMES:

|      |  |      |   |
|------|--|------|---|
| H1.1 | Analyses the effect of resource management on the well-being of individuals, groups, families and communities                    | H3.4 | Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities                            |
| H2.1 | Analyses different approaches to parenting and caring relationships  | H4.1 | Justifies and applies appropriate research methodologies  |
| H2.2 | Evaluates strategies to contribute to positive relationships and the well-being of individuals, groups, families and communities | H4.2 | Communicates ideas, debates issues and justifies opinions   |
| H2.3 | Critically examines how individual rights and responsibilities in various environments contribute to well-being                  | H5.1 | Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources           |
| H3.1 | Analyses the socio-cultural factors that lead to special needs of individuals in groups  | H5.2 | Develops strategies for managing multiple roles and demands of family, work and other environments  |
| H3.2 | Evaluates networks available to individuals, groups and families within communities  | H6.1 | Analyses how the empowerment of women and men influences the way they function within society   |
| H3.3 | Critically analyses the role of policy and community structures in supporting diversity  | H6.2 | Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments |

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESa.

## CHEMISTRY HSC 2020

| TASK NUMBER                 |             | TASK 1                                 | TASK 2  | TASK 3                           | TASK 4                         |
|-----------------------------|-------------|--|---|----------------------------------|--------------------------------|
| TIMING OF TASKS             |             | Term 4<br>Week 7                       | Term 1<br>Week 8                                      | Term 2<br>Week 7                 | Term 3<br>Weeks 2 & 3          |
| NATURE OF TASKS             |             | Research Task                          | Practical Exam  | Research Task                    | Trial Examination              |
| SYLLABUS COMPONENT          | WEIGHTING % |  |   |                                  |                                |
| Knowledge and Understanding | 40%         | 10%                                    | 5%  | 10%                              | 15%                            |
| Working Scientifically      | 60%         | 10%                                    | 15%   | 20%                              | 15%                            |
| MARKS                       | 100%        | 20%                                    | 20%   | 30%                              | 30%                            |
| HSC OUTCOMES                |             | 12-1, 12-2, 12-5,<br>12-6, 12-7, 12-12 | 12-1, 12.2, 12-3, 12-4<br>12-6, 12-7, 12-12,<br>12-13 | 12-4, 12-5, 12-6,<br>12-7, 12-14 | 12-1 to 12-7<br>12-12 to 12-15 |

The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must focus on a depth study or an aspect of a depth study with a weighting of 30-40%.

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## DANCE HSC 2020

| TASK NUMBER   |             | TASK 1                            | TASK 2                          | TASK 3   | TASK 4   |
|---|-------------|-----------------------------------|---------------------------------|--|--|
| TIMING OF TASKS   |             | Term 4 2019<br>Week 9/10          | Term 1 2020<br>Week 8           | Term 2 2020<br>Week 7/8  | Term 2 2020<br>Week 9/10<br>Trial HSC Exam   |
| NATURE OF TASKS   |             | Core Appreciation<br>Written Exam | Core Performance &<br>Interview | Core Composition,<br>Interview & Process<br>Diary<br>Major Study & Interview | Core Performance & Interview<br>Core Composition, Interview, Process Diary<br>Core Appreciation & Interview<br>Major Study & interview |
| SYLLABUS COMPONENT  | WEIGHTING % |                                   |                                 |  |  |
| Core Performance  | 20%         | -                                 | 10%                             | -  | 10%  |
| Core Composition  | 20%         | -                                 | -                               | 10%  | 10%  |
| Core Appreciation   | 20%         | 10%                               | -                               | -  | 10%  |
| Major Study   | 40%         | -                                 | -                               | 30%  | 10%  |
| MARKS   | 100%        | 10%                               | 10%                             | 40%  | 40%  |
| HSC OUTCOMES ASSESSED   |             | H4.1, 4.2, 4.3, 4.4               | H2.1, 2.2, 2.3                  | H2.1, 2.2, 2.3<br>H3.1, 3.2, 3.3, 3.4  | H1.1, H1.2, H1.3, H1.4, H2.1, 2.2, 2.3, H3.1, 3.2, 3.3, 3.4<br>H4.1, 4.2, 4.3, 4.4, 4.5  |
| The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% |             |                                   |                                 |  |  |

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs

## DESIGN AND TECHNOLOGY HSC 2020

| TASK NUMBER  |             | TASK 1                           | TASK 2   | TASK 3                       | TASK 4                                      |
|--|-------------|----------------------------------|--|------------------------------|---|
| TIMING OF TASKS  |             | Term 4<br>Week 6                 | Term 1<br>Week 5                                 | Term 2<br>Week 2 & 3         | Term 3<br>Week 1                            |
| NATURE OF TASKS  |             | Project Proposal<br>Presentation | Innovation and Emerging<br>Technology Case Study | Trial HSC Exam               | Design Management                           |
| SYLLABUS COMPONENT   | WEIGHTING % |                                  |  |                              |   |
| Knowledge and understanding of<br>course content   | 40%         | -                                | 20%  | 20%                          | -   |
| Knowledge and skills in designing,<br>managing, producing and evaluating a<br>major design project | 60%         | 20%                              | -  | 10%                          | 30%   |
| <b>MARKS</b>   | <b>100%</b> | <b>20%</b>                       | <b>20%</b>                                       | <b>30%</b>                   | <b>30%</b>                                  |
| <b>HSC OUTCOMES ASSESSED</b>   |             | H3.2, H4.1, H5.2                 | H1.1, H1.2, H2.1, H2.2,<br>H3.1, H5.2, H6.2      | H1.1, H2.1, H2.2, H3.1, H6.2 | H3.2, H4.1,<br>H4.2, H4.3, H5.1, H5.2, H6.1 |

The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%. ♣ one task must be a case study of an innovation with a weighting of 20%.

### HSC OUTCOMES:

|      |   |      |  |
|------|---|------|--|
| H1.1 | Critically analyses the factors affecting design and the development and success of design projects | H4.1 | Identifies a need or opportunity and researches and explores ideas for design development and production of the major design project |
| H1.2 | Relates the practices and processes of designers and producers to the major design project          | H4.2 | Selects and uses resources responsibly and safely to realise a quality major design project  |
| H2.1 | Explains the influence of trends in society on design and production                                | H4.3 | Evaluates the processes undertaken and the impacts of the major design project   |
| H2.2 | Evaluates the impact of design and innovation on society and the environment                        | H5.1 | Manages the development of a quality major design project  |
| H3.1 | Analyses the factors that influence innovation and the success of innovation                        | H5.2 | Selects and uses appropriate research methods and communication techniques   |
| H3.2 | Uses creative and innovative approaches in designing and producing                                  | 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                         |

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## DRAMA HSC 2020

| TASK NUMBER           |             | TASK 1  | TASK 2  | TASK 3   | TASK 4  |
|-----------------------|-------------|---|---|--|---|
| TIMING OF TASKS       |             | Term 4 2019<br>Week 8                             | Term 1 2020<br>Week 7                                 | Term 2 2020<br>Week 9/10                       | Term 3 2020<br>Week 2 & 3   |
| NATURE OF TASKS       |             | Performance Essay<br>Australian Theatre           | I.P. & Log Book Work in<br>Progress<br>(75% complete) | Trial HSC Exam: Group<br>Performance & Logbook | Written Exam: Significant Plays of<br>the 20 <sup>th</sup> Century and Australian<br>Contemporary Drama Studies |
| SYLLABUS COMPONENT    | WEIGHTING % |   |   |  |   |
| Making                | 40%         | 20%   | 10%   | 10%  | -   |
| Performing            | 30%         | -   | 10%   | 20%  | -   |
| Critical Study        | 30%         | 10%   | -   | -  | 20%   |
| MARKS                 | 100%        | 30%   | 20%   | 30%  | 20%   |
| HSC OUTCOMES ASSESSED |             | H1.1, H1.2, H1.3, H2.1, H2.2,<br>H2.3, H3.1, H3.3 | H1.1, H1.2, H1.3, H2.1,<br>H2.2, H2.3, H3.1, H3.3     | H1.3, H1.6, H1.7, H2.2,                        | H3.1, H3.2, H3.4 H2.5   |

The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%

### HSC OUTCOMES:

|      |   |      |  |
|------|---|------|--|
| H1.1 | Uses acting skills to adopt and sustain a variety of characters and roles.  | H2.2 | Uses dramatic and theatrical elements effectively to engage an audience.   |
| H1.2 | Uses performance skills to interpret and perform scripted and other material.   | H2.3 | Demonstrates directorial skills for theatre and other media.   |
| H1.3 | Uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works. | H2.4 | Appreciates the dynamics of drama as a performing art.   |
| H1.4 | Collaborates effectively to produce a group-devised performance.  | H2.5 | Appreciates the high level of energy and commitment necessary to develop and present a performance.  |
| H1.5 | Demonstrates directorial skills.  | H3.1 | Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements. |
| H1.6 | Records refined group performance work in appropriate form.   | H3.2 | Analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses.   |
| H1.7 | Demonstrates skills in using the elements of production.  | H3.3 | Demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements.   |
| H1.8 | Recognises the value of the contribution of each individual to the artistic effectiveness of productions.                                     | H3.4 | Appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies.                                   |
| H1.9 | Values innovation and originality in group and individual work.   | H3.5 | Appreciates the role of the audience in various dramatic and theatrical styles and movements.  |
| H2.1 | Demonstrates effective performance skills.  |      |  |

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.



## ECONOMICS HSC 2020

| TASK NUMBER   |             | TASK 1                                | TASK 2  | TASK 3                                 | TASK 4                              |
|---|-------------|---------------------------------------|---|--|-------------------------------------|
| TIMING OF TASKS   |             | Term 4<br>Week 10                     | Term 2<br>Week 1  | Term 2<br>Week 8                       | Term 3<br>Week 2 & 3                |
| NATURE OF TASKS   |             | In Class Test<br>(The Global Economy) | Research Task<br>(Australia's place in the<br>Global Economy) | Extended Response<br>(Economic Issues) | Trial HSC Exam                      |
| SYLLABUS COMPONENT  | WEIGHTING % |                                       |   |  |                                     |
| Knowledge and understanding of course content   | 40%         | 15%                                   | 5%  | 5%                                     | 15%                                 |
| Stimulus-based skills   | 20%         | 5%                                    | 5%  | 5%                                     | 5%                                  |
| Inquiry and research  | 20%         | -                                     | 10%   | 10%                                    | -                                   |
| Communication of economic information, issues and ideas in appropriate forms  | 20%         | -                                     | 5%  | 5%                                     | 10%                                 |
| MARKS   | 100%        | 20%                                   | 25%   | 25%                                    | 30%                                 |
| HSC OUTCOMES ASSESSED   |             | H1, H2, H3, H4, H11                   | H8, H9, H10, H12  | H8, H9, H10, H12                       | H1, H2, H3, H4, H5, H6, H7, H9, H11 |
| The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% |             |                                       |   |  |                                     |

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## ENGLISH ADVANCED HSC 2020

| TASK NUMBER  |             | TASK 1                      | TASK 2                        | TASK 3                   | TASK 4                                 |
|--|-------------|-----------------------------|-------------------------------|--------------------------|--|
| TIMING OF TASKS  |             | Term 4<br>Week 9            | Term 1<br>Week 7              | Term 2<br>Week 10        | Term 3<br>Weeks 2 & 3                  |
| NATURE OF TASKS  |             | MULTIMODAL<br>COMMON MODULE | EXTENDED RESPONSE<br>Module A | WRITING TASK<br>Module C | TRIAL HSC EXAMINATION<br>Module C (5%) |
| SYLLABUS COMPONENT   | WEIGHTING % |                             |                               |                          |  |
| Knowledge and understanding of course content  | 50%         | 10%                         | 15%                           | 10%                      | 15%                                    |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes   | 50%         | 15%                         | 10%                           | 10%                      | 15%                                    |
| MARKS  | 100%        | 25%                         | 25%                           | 20%                      | 30%                                    |
| HSC OUTCOMES ASSESSED  |             | EA12-2 EA12-4<br>EA12-6     | EA12-3 EA12-7<br>EA12-8       | EA12-1 EA12-5<br>EA12-9  | EA12-1 - EA12-9                        |
| The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ Module C – The Craft of Writing must be assessed with a total weighting of 25% ♣ one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes ♣ assessment of the Common Module must integrate student selected related material. |             |                             |                               |                          |  |

### HSC OUTCOMES:

|        |   |        |   |
|--------|---|--------|---|
| EA12-1 | Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.                         | EA12-6 | Investigates and evaluates the relationships between texts  |
| EA12-2 | Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies                                 | EA12-7 | Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued                  |
| 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 | EA12-8 | Explains and evaluates nuanced cultural assumptions and values in texts and 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  | EA12-9 | Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner |
| EA12-5 | Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments              |        |   |

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in English Advanced Stage 6.page 7..

## ENGLISH EXTENSION HSC 2020

| TASK NUMBER   |             | TASK 1                              | TASK 2                              | TASK 3                         |
|---|-------------|-------------------------------------|-------------------------------------|--------------------------------|
| TIMING OF TASKS   |             | Term 1<br>Week 8                    | Term 2<br>Week 9                    | Term 2<br>Weeks 2 & 3          |
| NATURE OF TASKS   |             | Imaginative response and reflection | Critical response with related text | Trial HSC Examination          |
| SYLLABUS COMPONENT  | WEIGHTING % |                                     |                                     |                                |
| Knowledge and understanding of course content   | 50%         | 15%                                 | 20%                                 | 15%                            |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes  | 50%         | 20%                                 | 15%                                 | 15%                            |
| MARKS   | 100%        | 35%                                 | 35%                                 | 30%                            |
| HSC OUTCOMES ASSESSED   |             | EE12-2, EE12-4, EE12-5              | EE12-1, EE12-2, EE12-3, EE12-4      | EE12-2, EE12-3, EE12-4, EE12-5 |
| The Year 12 formal school-based assessment program is to reflect the following requirements: The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ three assessment tasks ♣ the minimum weighting for an individual task is 20% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must be a creative response with a maximum weighting of 40% ♣ at least one task must integrate student selected related material. |             |                                     |                                     |                                |

### HSC OUTCOMES:

|        |   |        |  |
|--------|---|--------|--|
| EE12-1 | Demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies                                   | EE12-4 | Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts  |
| 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                                     | EE12-5 | Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes |
| 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 |        |  |

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in English Extension Stage 6 page 7.

## ENGLISH STANDARD HSC 2020

| TASK NUMBER  |             | TASK 1                      | TASK 2                        | TASK 3                   | TASK 4                                    |
|--|-------------|-----------------------------|-------------------------------|--------------------------|---|
| TIMING OF TASKS  |             | Term 4<br>Week 9            | Term 1<br>Week 7              | Term 2<br>Week 10        | Term 3<br>Weeks 2 & 3                     |
| NATURE OF TASKS  |             | MULTIMODAL<br>COMMON MODULE | EXTENDED RESPONSE<br>Module A | WRITING TASK<br>Module C | TRIAL HSC<br>EXAMINATION<br>Module C (5%) |
| SYLLABUS COMPONENT   | WEIGHTING % |                             |                               |                          |   |
| Knowledge and understanding of course content  | 50%         | 10%                         | 15%                           | 10%                      | 15%                                       |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes   | 50%         | 15%                         | 10%                           | 10%                      | 15%                                       |
| MARKS  | 100%        | 25%                         | 25%                           | 20%                      | 30%                                       |
| HSC OUTCOMES ASSESSED  |             | EN12-2, EN12-4, EN12-6      | EN12-3, EN12-7, EN12-8        | EN12-1, EN12-5, EN12-9   | EN12-1, to EN12-9                         |
| The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ Module C – The Craft of Writing must be assessed with a total weighting of 25% ♣ one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes ♣ assessment of the Common Module must integrate student selected related material. |             |                             |                               |                          |   |

### HSC OUTCOMES:

|        |   |        |  |
|--------|---|--------|--|
| EN12-1 | Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.                 | EN12-6 | Investigates and explains the relationships between texts  |
| EN12-2 | Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies                         | EN12-7 | Explains and evaluates the diverse ways texts can represent personal and public worlds                                       |
| 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              | EN12-8 | Explains and assesses cultural assumptions in texts and their effects on meaning   |
| EN12-4 | Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts  | EN12-9 | Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner |
| EN12-5 | Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments |        |  |

**Important Note:** Assessment and Reporting in Stage 6. “All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes.” See Assessment and Reporting in English Standard Stage 6 page 6.

## ENGLISH STUDIES HSC 2020

| TASK NUMBER  |             | TASK 1                         | TASK 2   | TASK 3  | TASK 4                                   |
|--|-------------|--------------------------------|--|---|--|
| TIMING OF TASKS  |             | Term 4<br>Week 9               | Term 1<br>Week 10                                      | Term 2<br>Week 10                               | Term 3<br>Weeks 2 & 3                    |
| NATURE OF TASKS  |             | MULTIMODAL<br>COMMON MODULE    | RESEARCH TASK AND<br>VISUAL REPRESENTATION<br>Module A | PORTFOLIO TASK                                  | EXIT EXAMINATION<br>All Modules Assessed |
| SYLLABUS COMPONENT   | WEIGHTING % |                                |  |   |  |
| Knowledge and understanding of course content  | 50%         | 15%                            | 15%  | 15%   | 5%                                       |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes   | 50%         | 10%                            | 15%  | 15%   | 10%                                      |
| MARKS  | 100%        | 25%                            | 30%  | 30%   | 15%                                      |
| HSC OUTCOMES ASSESSED  |             | ES12-1, ES12-4, ES12-5, ES12-8 | ES12-2, ES12-6, ES12-7, ES12-9                         | ES12-1, ES12-3, ES12-4, ES12-6, ES12-7, ES12-10 | ES12-1, - ES12-10                        |
| The Year 12 formal school-based assessment program is to reflect the following requirements: The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 20% ♣ one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30% ♣ assessment of the Common Module must integrate teacher or student selected related material. |             |                                |  |   |  |

### HSC OUTCOMES:

|        |   |         |   |
|--------|---|---------|---|
| ES12-1 | Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes | ES12-6  | Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes   |
| ES12-2 | Identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts                 | ES12-7  | Represents own ideas in critical, interpretive and imaginative texts  |
| ES12-3 | Accesses, comprehends and uses information to communicate in a variety of ways  | ES12-8  | Understands and explains the relationships between texts  |
| ES12-4 | Composes proficient texts in different forms  | ES12-9  | Identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences |
| ES12-5 | Develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences                             | ES12-10 | Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner   |

Important Note: Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in English Studies Stage 6, page 7.

## EXPLORING EARLY CHILDHOOD HSC 2020

| TASK NUMBER   |             | TASK 1                | TASK 2                       | TASK 3                       | TASK 4               |
|---|-------------|-----------------------|------------------------------|------------------------------|----------------------|
| TIMING OF TASKS   |             | Term 4<br>Week 8      | Term 1<br>Week 7             | Term 2<br>Week 9             | Term 3<br>Week 2 & 3 |
| NATURE OF TASKS   |             | Children's Literature | Children & Media             | Children with Special Needs  | Trial HSC Exam       |
| SYLLABUS COMPONENT  | WEIGHTING % |                       |                              |                              |                      |
| Knowledge and Understanding   | 50%         | 15%                   | 10%                          | 10%                          | 15%                  |
| Skills  | 50%         | 10%                   | 10%                          | 15%                          | 15%                  |
| MARKS   | 100%        | 25%                   | 20%                          | 25%                          | 30%                  |
| HSC OUTCOMES ASSESSED   |             | H1.3, H1.4, H4.1      | H1.4, H2.1, H2.2, H2.4, H6.1 | H1.2, H2.2, H2.5, H3.1, H6.2 | ALL                  |
| The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% |             |                       |                              |                              |                      |

### HSC OUTCOMES:

|      |   |      |   |
|------|---|------|---|
| H1.1 | Analyses prenatal issues that have impacted on development  | H2.4 | Analyses the role of a range of environmental factors that have an impact on the lives of young children                |
| H1.2 | Examines major physical, social-emotional, behavioural, cognitive and language development of young children      | H2.5 | Examine strategies that promote safe environments   |
| H1.3 | Examines the nature of different periods in childhood – infant, toddler, preschool and the early school years     | H3.1 | Evaluates strategies that encourage positive behaviour in young children  |
| H1.4 | Analysis the ways in which young family, community and culture influence growth and development of young children | H4.1 | Demonstrate appropriate communication skills with children and/or adults  |
| H1.5 | Examines the implications for growth and development when a child has special needs                               | H4.2 | Interacts appropriately with children and adults from a wide range of cultural backgrounds                              |
| H2.1 | Analyses issues relating to the appropriateness of a range of services for different families                     | H4.3 | Demonstrates appropriate strategies to resolve group conflict   |
| H2.2 | Critically examines factors that influence the social world of young people                                       | H5.1 | Analyses and compares information from a variety of sources to develop an understanding of child growth and development |
| H2.3 | Explains the importance of diversity as a positive issue for children and their families                          | H6.1 | Demonstrates an understanding of decision making processes  |
|      |   | H6.2 | Critically examines all issues including beliefs and values that may influence interactions with others                 |

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## FOOD TECHNOLOGY HSC 2020

| TASK NUMBER  |             | TASK 1                                 | TASK 2                               | TASK 3                      | TASK 4               |
|--|-------------|--|--------------------------------------|-----------------------------|----------------------|
| TIMING OF TASKS  |             | Term 4<br>Week 8                       | Term 1<br>Week 7                     | Term 2<br>Week 10           | Term 3<br>Week 2 & 3 |
| NATURE OF TASKS  |             | Australian Food<br>Industry/Case Study | Food Manufacture/<br>Research Report | Food Product<br>Development | Trial HSC Exam       |
| SYLLABUS COMPONENT   | WEIGHTING % |  |                                      |                             |                      |
| Knowledge and understanding of course content                                    | 40%         | 15%                                    | -                                    | 10%                         | 15%                  |
| Knowledge and skills in designing, researching, analysing and evaluating         | 30%         | 10%                                    | 10%                                  | -                           | 10%                  |
| Skills in experimenting with and preparing food by applying theoretical concepts | 30%         | -                                      | 15%                                  | 15%                         | -                    |
| MARKS  | 100%        | 25%                                    | 25%                                  | 25%                         | 25%                  |
| HSC OUTCOMES ASSESSED  |             | H1.2, 3.1                              | H1.1, 1.4, 4.2                       | H1.3, 4.1                   | H1.3, 3.2, 4.1, 5.1  |

The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%

### HSC OUTCOMES:

|      |  |      |  |
|------|--|------|--|
| H1.1 | Explains manufacturing processes and technologies used in the production of food products  | H3.2 | Independently investigates contemporary nutrition issues                               |
| H1.2 | Examines the nature and extent of the Australian food industry   | H4.1 | Develops, prepares and presents food using product development processes               |
| H1.3 | Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations | H4.2 | Applies principles of food preservation to extend the life of food and maintain safety |
| H1.4 | Evaluates the impact of food manufacture on the individual, society and environment  | H5.1 | Develops, realises and evaluates solutions to a range of food situations               |
| 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  |      |  |

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## GEOGRAPHY HSC 2020

| TASK NUMBER   |             | TASK 1                                       | TASK 2                                    | TASK 3  | TASK 4                                |
|---|-------------|--|---|---|---------------------------------------|
| TIMING OF TASKS   |             | Term 4<br>Week 9                             | Term 1<br>Week 5                          | Term 2<br>Week 7  | Term 3<br>Week 2 & 3                  |
| NATURE OF TASKS   |             | Research Task<br>(Ecosystems at Risk)<br>25% | Fieldwork Report<br>(Urban Places)<br>20% | Extended Response<br>(People and Economic<br>Activity)<br>25% | Trial HSC Exam<br><br>30%             |
| SYLLABUS COMPONENT  | WEIGHTING % |  |   |   |                                       |
| Knowledge and understanding of course content   | 40%         | 10%  | 10%                                       | 10%   | 10%                                   |
| Geographical Tools and Skills   | 20%         | 5%   | 5%  | 5%  | 5%                                    |
| Geographical inquiry and research, including fieldwork  | 20%         | 5%   | 5%  | 5%  | 5%                                    |
| Communication of geographical information, ideas and issues in appropriate forms  | 20%         | 5%   | -   | 5%  | 10%                                   |
| MARKS   | 100%        | 25%  | 20%                                       | 25%   | 30%                                   |
| HSC OUTCOMES ASSESSED   |             | H1, H2, H5, H6, H8, H9, H12, H13             | H1, H3, H8, H10                           | H4, H8, H9, H12, H13  | H1, H2, H3, H4, H5, H6, H10, H11, H12 |
| The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% |             |  |   |   |                                       |

### HSC OUTCOMES:

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

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## EXTENSION HISTORY HSC 2020

| TASK NUMBER   |             | TASK 1   | TASK 2                  | TASK 3  |
|---|-------------|--|-------------------------|---|
| TIMING OF TASKS   |             | Term 1<br>Week 1   | Term 3<br>Week 2 & 3    | Term 3<br>Week 6  |
| NATURE OF TASKS   |             | Assessment Task Historical Project –<br>Historical Process (Proposal, process<br>log, annotated sources) | Trial HSC Exam          | Assessment Task Historical<br>Project –Essay<br>with bibliography |
| SYLLABUS COMPONENT  | WEIGHTING % |  |                         |   |
| Knowledge and Understanding of significant<br>historical ideas and processes              | 40%         | 10%  | 10%                     | 20%   |
| Skills in designing, undertaking and<br>communicating historical inquiry and<br>analysis. | 60%         | 20%  | 20%                     | 20%   |
| <b>MARKS</b>  | <b>100%</b> | <b>30%</b>   | <b>30%</b>              | <b>40%</b>  |
| <b>HSC OUTCOMES ASSESSED</b>  |             | HE 12.1 HE12.2 HE 12.4   | HE 12.1 HE 12.3 HE 12.4 | HE 12.1 HE 12.2 HE 12.3 HE12.4                                    |

The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ three assessment tasks ♣ one task must be the Historical Project – Historical Process (proposal, process log, annotated sources) with a weighting of 30% ♣ one task must be the Historical Project – Essay with a weighting of 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%

### HSC OUTCOMES:

|         |   |         |   |
|---------|---|---------|---|
| HE 12.1 | Analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations  | HE 12.3 | Communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues |
| HE 12.2 | Plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches | HE 12.4 | Constructs an historical position about an area of historical inquiry, and discusses and challenges other positions     |

**Important Note:** Assessment and Reporting in Stage 6. “All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes.” See Assessment and Reporting In NESA.

## INDUSTRIAL TECHNOLOGY TIMBER PRODUCTS AND FURNITURE TECHNOLOGY HSC 2020

| TASK NUMBER   |             | TASK 1                                     | TASK 2                       | TASK 3                       | TASK 4  |
|---|-------------|--|------------------------------|------------------------------|---|
| TIMING OF TASKS   |             | Term 4<br>Week 9                           | Term 2<br>Week 2             | Term 3<br>Week 2 & 3         | Term 3<br>Week 4                                    |
| NATURE OF TASKS   |             | Major Project Folio<br>Planning Components | Industry Report              | Trial HSC Exam               | Project Development and<br>Management               |
| SYLLABUS COMPONENT  | WEIGHTING % |  |                              |                              |   |
| Knowledge and understanding of<br>course content  | 40%         | -  | 20%                          | 20%                          | -   |
| Knowledge and skills in the design,<br>management, communication and<br>production of a major project | 60%         | 20%  | -                            | -                            | 40%   |
| MARKS   | 100%        | 20%  | 20%                          | 20%                          | 40%   |
| HSC OUTCOMES ASSESSED   |             | 1.2, 3.1, 3.2, 4.3, 5.1, 5.2               | 1.1, 1.2, 1.3, 5.1, 7.1, 7.2 | 1.1, 1.3, 3.1, 4.3, 7.1, 7.2 | 2.1, 3.2, 3.3, 4.1, 4.2, 4.3,<br>5.1, 5.2, 6.1, 6.2 |

The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%

### HSC OUTCOMES:

|      |   |      |   |
|------|---|------|---|
| H1.1 | Investigates industry through the study of businesses in one focus area   | H4.2 | Explores the need to outsource appropriate expertise where necessary to complement personal practical skills        |
| H1.2 | Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry | H4.3 | Critically applies knowledge and skills related to properties and characteristics of materials/components           |
| H1.3 | Identifies important historical developments in the focus area industry   | H5.1 | Selects and uses communication and information processing skills  |
| H2.1 | Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques                                       | H5.2 | Examines and applies appropriate documentation techniques to project management                                     |
| H3.1 | Demonstrates skills in sketching, producing and interpreting drawings   | H6.1 | Evaluates the characteristics of quality manufactured products  |
| H3.2 | Selects and applies appropriate research and problem-solving skills   | H6.2 | Applies the principles of quality and quality control   |
| H3.3 | Applies and justifies design principles effectively through the production of a Major Project   | H7.1 | Explains the impact of the focus area industry on the social and physical environment                               |
| H4.1 | Demonstrates competency in a range of practical skills appropriate to the Major Project   | H7.2 | Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment |

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## INFORMATION PROCESSES AND TECHNOLOGY HSC 2020

| TASK NUMBER   |             | TASK 1                                   | TASK 2   | TASK 3   | TASK 4   |
|---|-------------|--|--|--|--|
| TIMING OF TASKS   |             | Term 4<br>Week 8                         | Term 1<br>Week 8                               | Term 3<br>Week 1                               | Term 3<br>Week 2 & 3   |
| NATURE OF TASKS   |             | Multimedia Project                       | Database Project                               | Project Report &<br>Solution                   | Trial HSC Exam   |
| SYLLABUS COMPONENT  | WEIGHTING % |  |  |  |  |
| Knowledge and understanding of course content   | 60%         | 15%                                      | 15%  | 15%  | 15%  |
| Knowledge and skills in the design and development of information systems   | 40%         | 5%                                       | 10%  | 15%  | 10%  |
| MARKS   | 100%        | 20%                                      | 25%  | 30%  | 25%  |
| HSC OUTCOMES ASSESSED   |             | H1.2, H2.2, H3.2, H5.1, H6.2, H7.1, H7.2 | H1.1, H1.2, H2.2, H3.2, H5.1, H6.2, H7.1, H7.2 | H1.1, H1.2, H2.1, H3.1, H4.1, H5.1, H6.1, H7.1 | H1.1, H1.2, H2.1, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1 |
| The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% |             |  |  |  |  |

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## INVESTIGATING SCIENCE HSC 2020

| TASK NUMBER  |             | TASK 1   | TASK 2                          | TASK 3                           | TASK 4                         |
|--|-------------|--|---------------------------------|----------------------------------|--------------------------------|
| TIMING OF TASKS  |             | Term 4<br>Week 9                                   | Term 1<br>Week 6                | Term 2<br>Week 9                 | Term 3<br>Weeks 2 & 3          |
| NATURE OF TASKS  |             | Depth Study  | Research Task                   | Practical Examination            | Trial Examination              |
| SYLLABUS COMPONENT   | WEIGHTING % |  |                                 |                                  |                                |
| Knowledge and Understanding  | 40%         | 10%  | 10%                             | 5%                               | 15%                            |
| Working Scientifically   | 60%         | 20%  | 10%                             | 15%                              | 15%                            |
| MARKS  | 100%        | 30%  | 20%                             | 20%                              | 30%                            |
| HSC OUTCOMES   |             | 12-1, 12.2, 12-3, 12-4<br>12-5, 12-7, 12-12, 12-14 | 12-3, 12-4, 12-5<br>12-7, 12-15 | 12-4, 12.5, 12-6,<br>12-7, 12-12 | 12-1 to 12-7<br>12-12 to 12-15 |
| The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must focus on a depth study or an aspect of a depth study with a weighting of 30-40%. |             |  |                                 |                                  |                                |

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## LEGAL STUDIES HSC 2020

| TASK NUMBER   |             | TASK 1  | TASK 2                           | TASK 3                            | TASK 4                         |
|---|-------------|---|----------------------------------|-----------------------------------|--------------------------------|
| TIMING OF TASKS   |             | Term 4<br>Week 8                                | Term 2<br>Week 1                 | Term 2<br>Week 8                  | Term 3<br>Week 2 & 3           |
| NATURE OF TASKS   |             | In Class Extended<br>Response<br>(Crime)<br>20% | Research Task<br>(Family)<br>25% | Research Task<br>(Shelter)<br>25% | Trial HSC Exam<br><br>30%      |
| SYLLABUS COMPONENT  | WEIGHTING % |   |                                  |                                   |                                |
| Knowledge and understanding of course content   | 40%         | 15%   | 5%                               | 5%                                | 15%                            |
| Analysis and evaluation   | 20%         | 5%  | 5%                               | 5%                                | 5%                             |
| Inquiry and research  | 20%         |   | 10%                              | 10%                               |                                |
| Communication of legal information, issues and ideas in appropriate forms   | 20%         |   | 5%                               | 5%                                | 10%                            |
| MARKS   | 100%        | 20%   | 25%                              | 25%                               | 30%                            |
| HSC OUTCOMES ASSESSED   |             | H1, H2, H3, H4, H7                              | H8, H9, H10                      | H8, H9, H10                       | H1, H2, H3, H4, H5, H6, H7, H9 |
| The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% |             |   |                                  |                                   |                                |

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

## MATHEMATICS EXTENSION 1 HSC 2020

| TASK NUMBER                                  |             | TASK 1  | TASK 2  | TASK 3                   | TASK 4                               |
|--|-------------|---|---|--------------------------|--------------------------------------|
| TIMING OF TASKS                              |             | Term 4<br>Week 7                              | Term 1<br>Week 5                              | Term 2<br>Week 8         | Term 3<br>Week 2 & 3                 |
| NATURE OF TASKS                              |             | Study notes submitted<br>and<br>in-class test | Study notes submitted<br>and<br>in-class test | Investigative Task       | Trial HSC Exam                       |
| SYLLABUS COMPONENT                           | WEIGHTING % |   |   |                          |                                      |
| Understanding, fluency and communication     | 50%         | 15%   | 15%   | 5%                       | 15%                                  |
| Problem solving, reasoning and justification | 50%         | 10%   | 15%   | 10%                      | 15%                                  |
| MARKS  | 100%        | 25%   | 30%   | 15%                      | 30%                                  |
| HSC OUTCOMES ASSESSED                        |             | ME11-4, ME11-5                                | ME12-1, ME12-3,                               | ME12-5,<br>ME12-6,ME12-7 | ME11-1 to ME11-7<br>ME12-1 to ME12-7 |

The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must be an assignment or investigation-style with weighting of 15-30%

### HSC OUTCOMES:

|        |   |        |   |
|--------|---|--------|---|
| ME11-1 | Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses   | ME12-1 | Applies techniques involving proof or calculus to model and solve problems  |
| ME11-2 | Manipulates algebraic expressions and graphical functions to solve problems   | ME12-2 | Applies concepts and techniques involving vectors and projectiles to solve problems   |
| ME11-3 | Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems                  | ME12-3 | Applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations |
| 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 | ME12-4 | Uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution           |
| ME11-5 | Uses concepts of permutations and combinations to solve problems involving counting or ordering   | ME12-5 | Applies appropriate statistical processes to present, analyse and interpret data  |
| ME11-6 | Uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts   | ME12-6 | Chooses and uses appropriate technology to solve problems in arrange of contexts  |
| ME11-7 | Communicates making comprehensive use of mathematical language, notation, diagrams and graphs   | ME12-7 | Evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms                           |

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## MATHEMATICS HSC 2020

| TASK NUMBER                                  |             | TASK 1                                     | TASK 2                                     | TASK 3                     | TASK 4                                |
|--|-------------|--|--|----------------------------|---------------------------------------|
| TIMING OF TASKS                              |             | Term 4<br>Week 7                           | Term 1<br>Week 5                           | Term 2<br>Week 8           | Term 3<br>Week 2 & 3                  |
| NATURE OF TASKS                              |             | Study notes submitted and<br>in-class test | Study notes submitted and<br>in-class test | Investigative Task         | Trial HSC Exam                        |
| SYLLABUS COMPONENT                           | WEIGHTING % |  |  |                            |                                       |
| Understanding, fluency and communication     | 50%         | 15%  | 15%  | 5%                         | 15%                                   |
| Problem solving, reasoning and justification | 50%         | 10%  | 15%  | 10%                        | 15%                                   |
| MARKS  | 100%        | 25%  | 30%  | 15%                        | 30%                                   |
| HSC OUTCOMES ASSESSED                        |             | MA11-7, MA12-3                             | MA12-1, MA12-3, MA12-5                     | MA12-8, MA12-9,<br>MA12-10 | MA11-1 to MA11-9<br>MA12-1 to MA12-10 |

The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must be an assignment or investigation-style with weighting of 15-30%

### HSC OUTCOMES:

|        |   |         |  |
|--------|---|---------|--|
| MA11-1 | Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems  | MA12-1  | Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts        |
| MA11-2 | Uses the concepts of functions and relations to model, analyse and solve practical problems   | MA12-2  | Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques                               |
| MA11-3 | Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes   | MA12-3  | Applies calculus techniques to model and solve problems  |
| MA11-4 | Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities                                 | MA12-4  | Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems   |
| MA11-5 | Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems                                   | MA12-5  | Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs   |
| MA11-6 | Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems                      | MA12-6  | Applies appropriate differentiation methods to solve 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 | MA12-7  | Applies the concepts and techniques of indefinite and definite integrals in the solution of problems   |
| MA11-8 | Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts  | MA12-8  | Solves problems using appropriate statistical processes  |
| MA11-9 | Provides reasoning to support conclusions which are appropriate to the context  | 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                         |

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## MATHEMATICS STANDARD 2 HSC 2020

| TASK NUMBER                                  |             | TASK 1  | TASK 2  | TASK 3                       | TASK 4                          |
|--|-------------|---|---|------------------------------|---------------------------------|
| TIMING OF TASKS                              |             | Term 4<br>Week 7                              | Term 1<br>Week 5  | Term 2<br>Week 6             | Term 3<br>Weeks 2 & 3           |
| NATURE OF TASKS                              |             | Study notes submitted with<br>in-class test.  | Study notes submitted<br>with in-class test.                | Investigative Task           | Trial HSC Exam                  |
| SYLLABUS COMPONENT                           | WEIGHTING % |   |   |                              |                                 |
| Understanding, fluency and communication     | 50%         | 15%   | 15%   | 5%                           | 15%                             |
| Problem solving, reasoning and justification | 50%         | 10%   | 15%   | 10%                          | 15%                             |
| MARKS  | 100%        | 25%   | 30%   | 15%                          | 30%                             |
| HSC OUTCOMES ASSESSED                        |             | MS: 11-2, 11-3, 11-5, 11-6, 11-8, 11-9, 11-10 | MS: 11-2, 11-8, 11-9, 11-10<br>MS2: 12-3, 12-4, 12-9, 12-10 | MS2: 12-1, 12-6, 12-9, 12-10 | MS 11.1-11.10<br>MS2 12.1-12.10 |

The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must be an assignment or investigation-style with a weighting of 15-30%

### HSC OUTCOMES:

|          |  |           |   |
|----------|--|-----------|---|
| MS 11-1  | Uses algebraic and graphical techniques to compare alternative solutions to contextual problems        | MS2 12-1  | Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts  |
| MS 11-2  | Represents information in symbolic, graphical and tabular form   | MS2 12-2  | Analyses representations of data in order to make inferences, predictions and draw conclusions  |
| MS 11-3  | Solves problems involving quantity measurement, including accuracy and the choice of relevant units    | 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 |
| MS 11-4  | Performs calculations in relation to two-dimensional and three-dimensional figures                     | MS2 12-4  | Analyses two-dimensional and three-dimensional models to solve practical problems   |
| MS 11-5  | Models relevant financial situations using appropriate tools   | MS2 12-5  | Makes informed decisions about financial situations, including annuities and loan repayments  |
| MS 11-6  | Makes predictions about everyday situations based on simple mathematical models                        | MS2 12-6  | Solves problems by representing the relationships between changing quantities in algebraic and graphical forms  |
| MS 11-7  | Develops and carries out simple statistical processes to answer questions posed                        | MS2 12-7  | Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data   |
| MS 11-8  | Uses appropriate technology to investigate, organise and interpret information in a range of contexts  | MS2 12-8  | Solves problems using networks to model decision-making in practical problems   |
| MS 11-9  | Uses appropriate technology to investigate, organise and interpret information in a range of contexts  | 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                       |
| MS 11-10 | Justifies a response to a given problem using appropriate mathematical terminology and/or calculations | MS2 12-10 | Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response  |

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## MODERN HISTORY HSC 2020

| TASK NUMBER   |             | TASK 1                                     | Task 2                                      | TASK 3                                     | TASK 4                                  |
|---|-------------|--|---|--|---|
| TIMING OF TASKS   |             | Term 4<br>Week 8                           | Term 1<br>Week 8                            | Term 2<br>Week 8                           | Term 3<br>Week 2 & 3                    |
| NATURE OF TASKS   |             | Assessment Task Source<br>Analysis         | Assessment Task<br>Historical Analysis      | Assessment Task<br>Oral Presentation       | Trial HSC Exam                          |
| SYLLABUS COMPONENT  | WEIGHTING % |  |   |  |   |
| Knowledge and Understanding of<br>course content                                  | 40%         | 5%   | 5%  | 15%  | 15%                                     |
| Historical skills in analysis and<br>evaluation of sources and<br>interpretations | 20%         | 5%   | 5%  | -  | 10%                                     |
| Historical inquiry and research   | 20%         | 10%  | 10%   | -  | -                                       |
| Communication of historical<br>understanding in appropriate<br>forms              | 20%         | 5%   | 5%  | 5%   | 5%                                      |
| <b>MARKS</b>  | <b>100%</b> | <b>25%</b>                                 | <b>25%</b>                                  | <b>20%</b>                                 | <b>30%</b>                              |
| <b>HSC OUTCOMES ASSESSED</b>  |             | MH 12.4 MH 12.6 MH 12.7<br>MH 12.8 MH 12.9 | MH 12. 2 MH 12.3<br>MH 12.6 MH 12.7 MH 12.9 | MH 12.1 MH 12.5 MH 12.6<br>MH 12.7 MH 12.9 | MH 12.1 MH 12.2 MH12.3<br>MH12.4 MH12.9 |

The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must be an Historical Analysis with a weighting of 20-30%

### HSC OUTCOMES:

|         |   |         |   |
|---------|---|---------|---|
| MH 12.1 | Accounts for the nature of continuity and change in the modern world  | MH 12.6 | Analyses and interprets different types of sources for evidence to support an historical account or argument                    |
| MH 12.2 | Proposes arguments about the varying causes and effects of events and developments                                      | MH 12.7 | Discusses and evaluates differing interpretations and representations of the past   |
| MH 12.3 | Evaluates the role of historical features, individuals, groups and ideas in shaping the past                            | MH 12.8 | Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources |
| MH 12.4 | Analyses the different perspectives of individuals and groups in their historical context                               | MH12.9  | Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms |
| MH 12.5 | Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world |         |   |

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## MUSIC 1 HSC 2019

| TASK NUMBER           |             | TASK 1                              | TASK 2  | TASK 3  | TASK 4  |
|-----------------------|-------------|-------------------------------------|---|---|---|
| TIMING OF TASKS       |             | Term 4<br>Week 9                    | Term 1<br>Week 5/6  | Term 2<br>Week 10   | Term 3<br>Week 4  |
| NATURE OF TASKS       |             | Composition and Viva Voce           | In-class Assessment<br>Core Performance<br>Elective 1 and<br>Aural Task | Works in Progress<br>75% completion of Elective<br>1 and Elective 2 | Trial HSC Examination<br>HSC Style Aural Examination<br>Core Performance<br>Three Electives |
| SYLLABUS COMPONENT    | WEIGHTING % |                                     |   |   |   |
| Core Performance      | 10%         | -                                   | 10%   | -   | -   |
| Core Composition      | 10%         | 10%                                 | -   | -   | -   |
| Core Musicology       | 10%         | 10%                                 | -   | -   | -   |
| Core Aural            | 25%         | -                                   | 10%   | -   | 15%   |
| Elective 1            | 15%         | -                                   | -   | 15%   | -   |
| Elective 2            | 15%         | -                                   | -   | 15%   | -   |
| Elective 3            | 15%         | -                                   | -   | -   | 15%   |
| MARKS                 | 100%        | 20%                                 | 20%   | 30%   | 30%   |
| HSC OUTCOMES ASSESSED |             | H2, H3, H4, H5, H6, H7, H10,<br>H11 | H1, H4, H6, H7, H8, H9, H10,<br>H11                                     | H1, H7, H8, H9, H10, H11  | H1, H4, H6, H7, H8, H9, H10, H11  |

The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%. \* Students are to prepare ONE Mandatory Core Performance piece. Additionally, they are to prepare THREE Electives, selected from any combination of the following course components - Composition, Musicology or Performance.

### HSC OUTCOMES:

|    |  |     |   |
|----|--|-----|---|
| H1 | Performs stylistically, music that is characteristic of topics studied, both as soloist and as a member of an ensemble                       | H7  | Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied |
| H2 | Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied                                | H8  | Identifies, recognizes, experiments with, and discusses the use and effects of technology in music  |
| H3 | Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied | H9  | Performs as a means of self-expression and communication  |
| H4 | Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles                           | H10 | Demonstrates a willingness to participate in performance, composition, musicology and aural activities  |
| H5 | Critically evaluates and discusses performances and compositions   | H11 | Demonstrates a willingness to accept constructive criticism   |
| H6 | Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening |     |   |

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## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION HSC 2020

| TASK NUMBER   |             | TASK 1            | TASK 2                                   | TASK 3                    | TASK 4               |
|---|-------------|-------------------|--|---------------------------|----------------------|
| TIMING OF TASKS   |             | Term 4<br>Week 9  | Term 1<br>Week 6                         | Term 2<br>Week 8          | Term 3<br>Week 2 & 3 |
| NATURE OF TASKS   |             | Sports Medicine   | Health Priorities in<br>Australia Report | Written Application       | Trial HSC Exam       |
| SYLLABUS COMPONENT  | WEIGHTING % |                   |  |                           |                      |
| Knowledge and understanding of course content                     | 40%         | 10%               | 10%                                      | 10%                       | 10%                  |
| Skills in critical thinking, research, analysis and communicating | 60%         | 5%                | 15%                                      | 20%                       | 20%                  |
| MARKS   | 100%        | 15%               | 25%                                      | 30%                       | 30%                  |
| HSC OUTCOMES ASSESSED   |             | H8, H13, H16, H17 | H1, H2, H3, H4, H5, H14, H15, H16        | H7, H8, H9, H11, H16, H17 | H1- H17              |

The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%

### HSC OUTCOMES:

|    |   |     |  |
|----|---|-----|--|
| H1 | Describes the nature, and justifies the choice, of Australia's health priorities  | H10 | Designs and implements training plans to improve performance   |
| H2 | Analyses and explains the health status of Australians in terms of current trends and groups most at risk                                 | H11 | Designs psychological strategies and nutritional plans in response to individual performance needs   |
| H3 | Analyses the determinants of health and health inequities   | H12 | Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)                |
| H4 | Argues the case for health promotion based on the Ottawa Charter  | H13 | Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)              |
| H5 | Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities | H14 | Argues the benefits of health-promoting actions and choices that promote social justice  |
| H6 | Demonstrates a range of personal health skills that enables them to promote and maintain health (option 1)                                | H15 | Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all                    |
| H7 | Explains the relationship between physiology and movement potential   | H16 | Devises methods of gathering, interpreting and communicating information about health and physical activity concepts                             |
| H8 | Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity                 | H17 | Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation |
| H9 | Explains how movement skill is acquired and appraised   |     |  |

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## PHYSICS HSC 2020

| TASK NUMBER                 |             | TASK 1                                      | TASK 2                     | TASK 3                           | TASK 4                         |
|-----------------------------|-------------|---|----------------------------|----------------------------------|--------------------------------|
| TIMING OF TASKS             |             | Term 4<br>Week 8                            | Term 1<br>Week 7           | Term 2<br>Week 10                | Term 3<br>Weeks 2 & 3          |
| NATURE OF TASKS             |             | Depth Study                                 | Research Task              | Process Task                     | Trial Examination              |
| SYLLABUS COMPONENT          | WEIGHTING % |   |                            |                                  |                                |
| Knowledge and Understanding | 40%         | 10%   | 10%                        | 5%                               | 15%                            |
| Working Scientifically      | 60%         | 20%   | 10%                        | 15%                              | 15%                            |
| MARKS                       | 100%        | 30%   | 20%                        | 20%                              | 30%                            |
| HSC OUTCOMES ASSESSED       |             | 12-1, 12.2, 12-3, 12-4<br>12-5, 12-7, 12-12 | 12-4, 12-5, 12-7,<br>12-13 | 12-4, 12.5, 12-6,<br>12-7, 12-14 | 12-1 to 12-7<br>12-12 to 12-15 |

The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must focus on a depth study or an aspect of a depth study with a weighting of 30-40%.

### HSC OUTCOMES:

|          |  |           |   |
|----------|--|-----------|---|
| PHY 12-1 | Develops and evaluates questions and hypotheses for scientific investigations  | PHY 12-7  | Communicates scientific understanding using suitable language and terminology for a specific audience or purpose  |
| PHY 12-2 | Designs and evaluates investigations in order to obtain primary and secondary data and information                     | PHY 12-12 | Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles                                    |
| PHY 12-3 | Conducts investigations to collect valid and reliable primary and secondary data and information                       | PHY 12-13 | Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively                               |
| PHY 12-4 | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media | PHY 12-14 | 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                              |
| PHY 12-5 | Analyses and evaluates primary and secondary data and information  | PHY 12-15 | 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 |
| PHY 12-6 | Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes         |           |   |

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## SPORT, LIFESTYLE AND RECREATION HSC 2020

| TASK NUMBER                 |             | TASK 1                       | TASK 2                          | TASK 3  | TASK 4                            |
|-----------------------------|-------------|------------------------------|---------------------------------|---|-----------------------------------|
| TIMING OF TASKS             |             | Term 4<br>Week 6-7           | Term 1<br>Week 6                | Term 2<br>Week 5                              | Term 3<br>Week 2 & 3              |
| NATURE OF TASKS             |             | Coaching Practical Task      | Healthy Lifestyle In Class Task | Games and Sports Applications- Practical Task | Trial HSC Exam                    |
| SYLLABUS COMPONENT          | WEIGHTING % |                              |                                 |   |                                   |
| Knowledge and Understanding | 40%         | 10%                          | 10%                             | 10%   | 10%                               |
| Skills                      | 60%         | 15%                          | 15%                             | 15%   | 15%                               |
| MARKS                       | 100%        | 25%                          | 25%                             | 25%   | 25%                               |
| HSC OUTCOMES ASSESSED       |             | 1.3, 2.1, 2.2, 3.1, 3.2, 4.5 | 1.2, 1.3 1.5, 3.5               | 1.1, 1.3, 3.1, 4.1, 4.2, 4.4                  | 1.1, 1.6, 2.1, 2.2, 3.1, 3.2, 4.1 |

### HSC OUTCOMES:

|     |   |     |   |
|-----|---|-----|---|
| 1.1 | Applies the rules and conventions that relate to participation in a range of physical activities      | 3.1 | Selects appropriate strategies and tactics for success in a range of movement contexts                        |
| 1.2 | Explains the relationship between physical activity, fitness and healthy lifestyle                    | 3.2 | Designs programs that respond to performance needs  |
| 1.3 | Demonstrates ways to enhance safety in physical activity  | 3.3 | Measures and evaluates physical performance capacity  |
| 1.4 | Investigates and interprets the patterns of participation in sport and physical activity in Australia | 3.4 | Composes, performs and appraises movement   |
| 1.5 | Critically analyses the factors affecting lifestyle balance and their impact on health status         | 3.5 | Analyses personal health practices  |
| 1.6 | Describes administrative procedures that support successful performance outcomes                      | 3.6 | Assesses and responds appropriately to emergency care situations  |
| 2.1 | Explains the principles of skill development and training   | 3.7 | Analyses the impact of professionalism in sport   |
| 2.2 | Analyses the fitness requirements of specific activities  | 4.1 | Plans strategies to achieve performance goal  |
| 2.3 | Selects and participates in physical activities that meet individual needs, interests and abilities   | 4.2 | Demonstrates leadership skills and a capacity to work cooperatively in movement context                       |
| 2.4 | Describes how societal influences impact on the nature of sport in Australia                          | 4.3 | Makes strategic plans to overcome the barriers to personal and community health                               |
| 2.5 | Describes the relationship between anatomy, physiology and performance                                | 4.4 | Demonstrates competence and confidence in movement contexts   |
|     |   | 4.5 | Recognises the skills and abilities required to adopt roles that support health, safety and physical activity |

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## SOCIETY AND CULTURE HSC 2020

| TASK NUMBER   |             | TASK 1                                  | Task 2   | TASK 3                             | TASK 4               |
|---|-------------|---|--|------------------------------------|----------------------|
| TIMING OF TASKS   |             | Term 4<br>Week 8                        | Term 2<br>Week 2                                       | Term 2<br>Week 10                  | Term 3<br>Week 2 & 3 |
| NATURE OF TASKS   |             | Core- Continuity and<br>Change Response | Social Conformity and<br>Nonconformity<br>Presentation | Popular Culture Research<br>Report | Trial HSC Exam       |
| SYLLABUS COMPONENT  | WEIGHTING % |   |  |                                    |                      |
| Knowledge and Understanding of<br>course content  | 50%         | 15%                                     | 10%  | 5%                                 | 20%                  |
| Application of evaluation of social<br>and cultural research methods                    | 30%         | 10%                                     | 5%   | 10%                                | 5%                   |
| Communication of information,<br>ideas and issues understanding in<br>appropriate forms | 20%         | 5%                                      | 5%   | 5%                                 | 5%                   |
| MARKS   | 100%        | 30%                                     | 20%  | 20%                                | 30%                  |
| HSC OUTCOMES ASSESSED   |             | H5 H6 H7 H8                             | H2 H3 H4 H10   | H3 H9 H10                          | H1 H2 H4 H5 H9       |

The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## SOFTWARE DESIGN AND DEVELOPMENT HSC 2020

| TASK NUMBER  |             | TASK 1             | TASK 2                 | TASK 3                       | TASK 4                       |
|--|-------------|--------------------|------------------------|------------------------------|------------------------------|
| TIMING OF TASKS  |             | Term 4<br>Week 10  | Term 1<br>Week 8       | Term 2<br>Week 10            | Term 3<br>Week 2 & 3         |
| NATURE OF TASKS  |             | INDIVIDUAL PROJECT | TAKE HOME ASSESSMENT   | GROUP PROJECT                | Trial HSC Exam               |
| SYLLABUS COMPONENT   | WEIGHTING % |                    |                        |                              |                              |
| Knowledge and understanding of course content                            | 50%         | 15%                | 10%                    | 10%                          | 15%                          |
| Knowledge and skills in the design and development of software solutions | 50%         | 5%                 | 10%                    | 20%                          | 15%                          |
| MARKS  | 100%        | 20%                | 20%                    | 30%                          | 30%                          |
| HSC OUTCOMES ASSESSED  |             | H1.2, H2.2, H5.3   | H1.1, H2.1, H3.1, H4.1 | H5.1, H5.2, H6.1, H6.3, H6.4 | H1.3, H3.2, H4.2, H4.3, H6.2 |

The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%

### HSC OUTCOMES:

|     |   |     |  |
|-----|---|-----|--|
| 1.1 | Explains the interrelationship between hardware and software                          | 4.3 | Applies a modular approach to implement well-structured software solutions and evaluates their effectiveness |
| 1.2 | Differentiates between various methods used to construct software solutions           | 5.1 | Applies project management techniques to maximise the productivity of the software development               |
| 1.3 | Describes how the major components of a computer system store and manipulate data     | 5.2 | Creates and justifies the need for the various types of documentation required for a software solution       |
| 2.1 | Explains the implications of the development of different languages                   | 5.3 | Selects and applies appropriate software to facilitate the design and development of software solutions      |
| 2.2 | Explains the interrelationship between emerging technologies and software development | 6.1 | Assesses the skills required in the software development cycle   |
| 3.1 | Identifies and evaluates legal, social and ethical issues in a number of contexts     | 6.2 | Communicates the processes involved in a software solution to an inexperienced user                          |
| 3.2 | Constructs software solutions that address legal, social and ethical issues           | 6.3 | Uses and describes a collaborative approach during the software development cycle                            |
| 4.1 | Identifies needs to which software solutions are appropriate                          | 6.4 | Develops and evaluates effective user interfaces, in consultation with appropriate people                    |
| 4.2 | Applies appropriate development methods to solve software problems                    |     |  |

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## STUDIES OF RELIGION HSC 2020

| TASK NUMBER   |             | TASK 1  | TASK 2                           | TASK 3                               | TASK 4               |
|---|-------------|---|----------------------------------|--------------------------------------|----------------------|
| TIMING OF TASKS   |             | Term 4<br>Week 7                              | Term 1<br>Week 7                 | Term 2<br>Week 8                     | Term 3<br>Week 2 & 3 |
| NATURE OF TASKS   |             | Assessment Task Source<br>Analysis and Report | Assessment Task<br>Research Task | Assessment Task<br>Oral Presentation | Trial HSC Exam       |
| SYLLABUS COMPONENT  | WEIGHTING % |   |                                  |                                      |                      |
| Knowledge and Understanding of<br>course content  | 40%         | 5%  | 10%                              | 10%                                  | 15%                  |
| Source – Based skills   | 20%         | 10%   | 5%                               | -                                    | 5%                   |
| Investigation and research  | 20%         | 5%  | 5%                               | 10%                                  | -                    |
| Communication of information,<br>ideas and issues in appropriate<br>forms   | 20%         | -   | 5%                               | 5%                                   | 10%                  |
| MARKS   | 100%        | 20%   | 25%                              | 25%                                  | 30%                  |
| HSC OUTCOMES ASSESSED   |             | H6, H7, H8, H9                                | H6, H7, H8, H9                   | H1, H2, H3, H4, H5                   | H1, H2, H3, H6, H7   |
| The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% |             |   |                                  |                                      |                      |

### HSC OUTCOMES:

|    |  |    |  |
|----|--|----|--|
| H1 | Explains aspects of religion and belief systems  | H6 | Organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias |
| H2 | Describes and analyses the influence of religion and belief systems on individuals and society | H7 | Conducts effective research about religion and evaluates the findings from the research  |
| H3 | Examines the influence and expression of religion and belief systems in Australia              | H8 | Applies appropriate terminology and concepts related to religion and belief systems  |
| H4 | Describes and analyses how aspects of religious traditions are expressed by their adherents    | H9 | Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms              |
| H5 | Evaluates the influence of religious traditions in the life of adherents                       |    |  |

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.



## TEXTILE AND DESIGN HSC 2020

| TASK NUMBER   |             | TASK 1   | TASK 2                                 | TASK 3   | TASK 4                                |
|---|-------------|--|--|--|---------------------------------------|
| TIMING OF TASKS   |             | Term 4<br>Week 8                                   | Term 1<br>Week 4                       | Term 2<br>Week 5   | Term 3<br>Week 2 & 3                  |
| NATURE OF TASKS   |             | MTP Designing and<br>Planning Oral<br>Presentation | Contemporary Designer<br>Investigation | Fabric Colouration and<br>Decoration<br>Experimentation Report | Trial HSC Exam                        |
| SYLLABUS COMPONENT  | WEIGHTING % |  |  |  |                                       |
| Knowledge and Understanding<br>of course content  | 50%         | -  | 15%                                    | 10%  | 25%                                   |
| Skills and knowledge in the design,<br>manufacture and management of textiles<br>projects   | 50%         | 20%  | 10%                                    | 20%  | -                                     |
| MARKS   | 100%        | 20%  | 25%                                    | 30%  | 25%                                   |
| HSC OUTCOMES ASSESSED   |             | H2.1, H2.3, H4.2, H6.1                             | H1.1, H2.1, H5.1, H6.1                 | H1.1, H1.3, H2.1, H2.2,<br>H3.2 H4.2, H6.1                     | H1.3, H3.1, H3.2, H4.1, H5.2,<br>H6.1 |
| The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% |             |  |  |  |                                       |

### HSC OUTCOMES:

|      |  |      |  |
|------|--|------|--|
| H1.1 | Critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project | H3.1 | Explains the inter-relationship between fabric, yarn and fibre properties                            |
| H1.2 | Designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements                           | H3.2 | Develops knowledge and awareness of emerging textile technologies                                    |
| H1.3 | Identifies the principles of colouration for specific end-uses   | H4.1 | Justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses |
| H2.1 | Communicates design concepts and manufacturing specifications to both technical and non-technical audiences                    | H4.2 | Selects and justifies manufacturing techniques, materials and equipment for a specific end-use       |
| H2.2 | Demonstrates proficiency in the manufacture of a textile item/s  | H5.1 | Investigates and describes aspects of marketing in the textile industry                              |
| H2.3 | Effectively manages the design and manufacture of a Major Textiles Project to completion                                       | 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             |

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

## VISUAL ARTS HSC 2020

| TASK NUMBER   |             | TASK 1                                    | TASK 2  | TASK 3  | TASK 4   |
|---|-------------|---|---|---|--|
| TIMING OF TASKS   |             | Term 4<br>Week 8                          | Term 1<br>Week 8                              | Term 2<br>Week 9  | Term 3<br>Week 2 & 3   |
| NATURE OF TASKS   |             | Influencing Artists<br>Written Case Study | BOW in Progress &<br>VAPD<br>& In Class Essay | Present BOW at the<br>'Works in Progress<br>Evening' & speech<br>presentation | Trial HSC Exam: Resolved<br>BOW with VAPD and<br>Written Examination |
| SYLLABUS COMPONENT  | WEIGHTING % |   |   |   |  |
| Artmaking   | 50%         | -   | 20%   | 10%   | 20%  |
| Art Criticism and Art History   | 50%         | 20%                                       | 10%   | -   | 20%  |
| MARKS   | 100%        | 20%                                       | 30%   | 10%   | 40%  |
| HSC OUTCOMES ASSESSED   |             | H4 H5 H7 H8                               | H1 H2 H3 H4 H5 H6 H7<br>H8 H9 H10             | H1 H2 H3 H4 H5 H6 H7  | H7 H8 H9 H10   |
| The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% |             |   |   |   |  |

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESa.

**School Name: JAMISON HIGH SCHOOL**
**Student Competency Assessment Schedule**
**COURSE: HSC Construction**
**2020**

| Assessment Tasks for<br>Certificate II Construction Pathways CPC20211 |  | Cluster D          | Cluster E           | Cluster F                         | Trial<br>Exam                      |
|---|--|--------------------|---------------------|-----------------------------------|------------------------------------|
|   |  | Formwork           | Level a simple slab | Assemble for off-site manufacture |                                    |
|   |  | Week: 6<br>Term: 1 | Week: 8<br>Term: 2  | Week: 10<br>Term: 3               |                                    |
| Code  | Unit of Competency                         |                    |                     |                                   |                                    |
| CPCCCA2003A   | Erect and dismantle formwork for footings  | X                  |                     |                                   | HSC Examinable Units of Competency |
| CPCCCA2011A   | Handle carpentry materials                 | X                  |                     |                                   |                                    |
| CPCCCM2006B   | Apply basic levelling procedures           |                    | X                   |                                   |                                    |
| CPCCCO2013A   | Carry out concreting to simple forms       |                    | X                   |                                   |                                    |
| CPCCCM2005B   | Use construction tools and equipment       |                    | X                   |                                   |                                    |
| CPCCJN2001A   | Assemble components                        |                    |                     | X                                 |                                    |
| CPCCJN2002B   | Prepare for off-site manufacturing process |                    |                     | X                                 |                                    |

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211.

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

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

**School Name: JAMISON HIGH SCHOOL**
**Student Competency Assessment Schedule**
**Course: HSC - Entertainment Industry**
**2020**

| Assessment Tasks for<br>CUA30415 Statement of Attainment towards<br>Certificate III in Live Production and Services |   | Cluster E           | Cluster F          | Cluster G                | Trial HSC Exam                     |
|---|---|---------------------|--------------------|--------------------------|------------------------------------|
|   |   | On the Stage        | Vision Systems     | Customer is always right |                                    |
|   |   | Week: 10<br>Term: 1 | Week: 7<br>Term: 2 | Week: 4<br>Term: 3       | Week: 2-3<br>Term: 3               |
| Code  | Unit of Competency                                      |                     |                    |                          | HSC Examinable Units of Competency |
| CUASTA301   | Assist with production operations for live performances | X                   |                    |                          |                                    |
| CUASMT301   | Work effectively backstage during performances          | X                   |                    |                          |                                    |
| MEM18002B   | Use power tools/hand held operations                    | X                   |                    |                          |                                    |
| CUAVSS302   | Operate vision systems                                  |                     | X                  |                          |                                    |
| SITXCCS303  | Provide service to customers                            |                     |                    | X                        |                                    |

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate III in Live Production and Services CUA30415

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

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

| Assessment Tasks for<br>Certificate II Hospitality SIT20316 |   | Cluster D                  | Cluster E<br>(Part 1) | Cluster E<br>(Part 2) | Cluster F                 | Trial HSC Exam                     |
|---|---|----------------------------|-----------------------|-----------------------|---------------------------|------------------------------------|
|   |   | Safe, Clean and<br>Skilled | Restaurant<br>Service | Restaurant<br>Service | Working in<br>Hospitality |                                    |
|   |   | Week: 6<br>Term: 4         | Week: 6<br>Term: 1    | Week: 6<br>Term: 2    | Week: 10<br>Term: 3       | Week: 2-3<br>Term: 3               |
| Code  | Unit of Competency  |                            |                       |                       |                           | HSC Examinable Units of Competency |
| SITXFSA002  | Participate in safe food handling practices               | X                          |                       |                       |                           |                                    |
| SITHCCC001  | Use food preparation equipment                            | X                          |                       |                       |                           |                                    |
| SITHFAB007  | Serve food and beverage                                   |                            | X                     | X                     |                           |                                    |
| SITXCC003   | Interact with customers                                   |                            | X                     | X                     |                           |                                    |
| SITHIND003  | Use hospitality skills effectively                        |                            | X                     | X                     |                           |                                    |
| SITHIND002  | Source and use information on the hospitality industry    |                            |                       |                       | X                         |                                    |
| BSBSUS201   | Participate in environmentally sustainable work practices |                            |                       |                       | X                         |                                    |
| SITXCOM001  | Source and present information                            |                            |                       |                       | X                         |                                    |

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20316.

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

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

# Assessment Mapping

Term 4 2019

|         | Tasks |
|---------|-------|
| Week 1  |       |
| Week 2  |       |
| Week 3  |       |
| Week 4  |       |
| Week 5  |       |
| Week 6  |       |
| Week 7  |       |
| Week 8  |       |
| Week 9  |       |
| Week 10 |       |

# Assessment Mapping

Term 1 2020

|         | Tasks                  |
|---------|------------------------|
| Week 1  |                        |
| Week 2  |                        |
| Week 3  |                        |
| Week 4  |                        |
| Week 5  |                        |
| Week 6  |                        |
| Week 7  |                        |
| Week 8  |                        |
| Week 9  |                        |
| Week 10 | Midcourse Examinations |
| Week 11 | Midcourse Examinations |

# Assessment Mapping

## Term 2 2020

|         | Tasks |
|---------|-------|
| Week 1  |       |
| Week 2  |       |
| Week 3  |       |
| Week 4  |       |
| Week 5  |       |
| Week 6  |       |
| Week 7  |       |
| Week 8  |       |
| Week 9  |       |
| Week 10 |       |



# Assessment Mapping

## Term 3 2020

|         | Tasks                   |
|---------|-------------------------|
| Week 1  |                         |
| Week 2  | Trials HSC Examinations |
| Week 3  | Trials HSC Examinations |
| Week 4  |                         |
| Week 5  |                         |
| Week 6  |                         |
| Week 7  |                         |
| Week 8  |                         |
| Week 9  |                         |
| Week 10 |                         |

- HSC Written Exams commence **Thursday 15 October** 2020 Check date on NESA!!!