



ST JOSEPH'S CATHOLIC HIGH SCHOOL

YEAR 12 2020

ASSESSMENT MANUAL



**This handbook has been developed to provide students and parents with information regarding assessment for the NSW Education Standards Authority (NESA) Higher School Certificate Course.**

### **Course Completion Criteria**

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

- a) studied the course developed or endorsed by the NESA; and
- b) applied themselves with ***diligence and sustained effort*** to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

### **Non-Completion of a Course**

Students must provide sufficient evidence of course completion and achievement of course outcomes through the learning experiences provided by the teacher. This includes course work, assessment tasks, class discussions and preparation for lessons. Failure to provide such evidence may result in non-completion of a course. In such circumstances, students and their parents/carers will be notified through an official NESA Warning letter.

### **Non-Completion or Failure to Submit Assessment Tasks**

If a student fails to complete an assessment task specified in the assessment schedule, without a valid and accepted reason (medical certificate or equivalent – documented via the school's Illness/Misadventure Form by a Medical Practitioner or other professional), a zero mark will be recorded for that task. In such circumstances, students will be notified through an official NESA Warning letter.

### **Attendance Requirements**

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are five main areas that need to be clarified with regard to absenteeism.

- a) All absences must be supported with an explanation from the parent/carer
- b) Where absence coincides with either;
  - I. The due date of an assessment task, or
  - II. The date an assessment task is to be held, or
  - III. The day prior to an assessment task;a medical certificate is required to substantiate the absence.

- c) Where a student's pattern of attendance interferes with their engagement with a substantial number of course outcomes, that student will be at risk of being awarded a non-completion for that course. A warning letter will be issued outlining the new requirements and a due date for outstanding work/tasks to be completed to ensure outcomes are satisfactorily met.
- d) **Approved Leave:** This may be granted by the Principal. An *Exemption from Attendance Form* must be completed prior to the absence. Where leave is applied for during an Examination period, an interview with parent/carer and the Principal must take place. An *Illness Misadventure Form* must be submitted if an assessment task is scheduled or due during the approved leave. This must take place before the leave is taken.
- e) The School does not encourage leave to be taken during a student's HSC year.

A student presenting for a Higher School Certificate **MUST** have satisfactorily completed courses totalling at least:

- a) **12 units of Preliminary Courses; and**
- b) **10 units of HSC Courses**

that satisfy the NESA pattern of study requirements.

**If a student fails to meet the School requirements in one or more of the above outlined criteria, they will be awarded a Non-Completion of a Course Determination in that course.**

## Australian Tertiary Admissions Rank (ATAR)

The ATAR is SEPARATE from the HSC. It is a number, calculated by the universities to assist them in selecting students to undertake further study at the tertiary level.

The ATAR is OPTIONAL. You only require an ATAR if you intend to continue studies at a University. It is reported separately to the HSC and students not wishing to undertake further study at university do not have to apply for their ATAR.

The ATAR is calculated on a student's best 10 units of Board Developed Courses (Category A and 2 units of Category B courses) of study. It must include:

- at least two units of English
- at least three courses of two unit value
- at least four subjects
- at most six units of courses in Science
- at least six units from Board Developed Courses including at least two units in Board Developed Courses in English

## How to Maximise your ATAR

If you follow the suggestions below you will give yourself the best chance of maximising your ATAR.

1. Your HSC Examination result and school assessment are combined to determine your HSC result. Maximise your performance in **all** assessment tasks to ensure the highest possible ranking in each course you undertake.
2. Make sure you have an appropriate range of courses and units when you begin your HSC pattern of study.
3. Regardless of what courses you are undertaking you are capable of a high ranking by performing to the highest possible standard.
4. Have a consistent approach to study and completion of all homework and course tasks. Prioritise your study plan and do not over commit yourself to other activities.



## **HSC Pattern of Study**

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Student not intending to continue their education at University/tertiary level will still attain their HSC by meeting all the NESA requirements of study, this being the successful completion of 12 Units of Preliminary Courses and 10 Units of HSC Courses. Students are required to sit their HSC Examinations and at the successful completion of these examinations, will receive their Higher School Certificate.

This pattern of study allows students to elect a mixture of Category A, Category B (more than 1) and Content Endorsed Courses.

## **RoSA ONLY Pattern of Study**

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Students not intending to continue their education at University/tertiary level and who do not wish to sit their HSC Examinations can elect to follow a RoSA Pattern of Study. Students are required to meet all course requirements being the successful completion of 12 Units of Preliminary Courses and 10 Units of HSC Courses. Students electing this pattern will receive their RoSA transcript which is a record of their academic achievements in the courses studied from Years 10 to 12.

This pattern of study allows students to elect a mixture of Category A, Category B (more than 1) and Content Endorsed Courses.

It is a recommendation of the School, that students electing a RoSA only pattern of study, undertake the Literacy and Numeracy NESA online testing (prior to the completion of Year 12) to help bolster their academic documentation.

## **Stage 6 Assessment Policy**

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Assessment Strategies are based on the course outcomes and weightings mandated by the NESA (NSW Education Standards Authority). Assessment tasks may take many forms eg: written examinations, research assignments, projects, presentations, practical or field work reports. The assessment tasks undertaken in each subject will help to determine what is to be recorded on a student's Record of Achievement which is the official NESA certificate documenting a student's final results. Measuring achievement at various points throughout the course provides a better indication of student achievement than a single examination.

## **Assessment**

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### **1.1 Assessment Task Notification**

The assessment schedule for all HSC courses can be found in this handbook. In addition to this, students will receive an assessment notification for each task at least 2 weeks prior to submission/due date. The notification will include the following information:

- a) weighting
- b) outcomes formally assessed
- c) task type
- d) proposed timing and duration
- e) actual date and time of submission (eg: by 9 am Wednesday 10 May, 2017 to the Curriculum Office)
- f) any specific requirements
- g) marking criteria
- h) feedback

This information must be given a minimum of two weeks prior to the task due date. Any changes to the assessment schedule will be notified to students in writing. It is the student's responsibility to keep themselves informed about the timing of assessment tasks. It is the responsibility of the KLA Coordinator and Class Teacher to ensure that all students receive relevant notification.

Assessment tasks, where practical, will not have a submission or completion date the week before or the week after a major examination period (ie; the Half-Yearly and Yearly Examinations), unless no exam has been scheduled for the exam period in a particular subject.

Assessment tasks can be assigned over holiday periods permitting that the 10 days notification period is also provided for the task. Long-term major projects are completed throughout the whole assigned time period.

Where possible, assessment tasks will not be due the first day back after a holiday period, so that students are not disadvantaged.

## **1.2 Absence from School prior to an Assessment Task**

Students who are absent from school/classes the day before an assessment task may gain an unfair advantage. If a student is absent the day before a task is due the reason must be valid and justified. The School may ask for an Illness/Misadventure Form or other supporting documentation. If the student has no valid reason for their absence a zero mark will be awarded, however, the task still must be completed. If the absence is due to illness or misadventure, an Illness/Misadventure Form must be completed.

## **1.3 Illness or Misadventure**

If, due to illness, misadventure or compassionate grounds a student either:

- a) misses an assessment task, or
- b) is unable to complete an assessment task by the due date, or
- c) is absent from school just prior to an assessment task being due or
- d) their performance in a task is affected or
- e) is absent on the day an assessment task is due to be submitted.

***The student MUST provide an Illness/Misadventure Form and medical certificate (where applicable) within 3 days of the date of the task to the Curriculum Office.*** If a student is absent due to misadventure, they must approach the Curriculum Coordinator, with supporting documentation within 3 days of the due date of the task and complete an Illness/Misadventure Form.

In the event of an absence on the day of an assessment task, a phone call to the school must be made to notify the school that you will not be attending your assessment. Students will be sent an email containing the details of the task and an Illness/Misadventure Form. The completed Illness/Misadventure Form and medical certificate must be submitted to the Curriculum Office within 3 days of the assessment task due date. The Curriculum Office will arrange for the task to be completed and where possible this may be on the first day back of attendance.

Every effort must be made to submit a task on the due date. If the submission is a hand-in task, it can be submitted to the Curriculum Office by a family member if you are too unwell to attend. If the task can be submitted electronically to your class teacher, then every effort should be made to do so.

***Illness/Misadventure Forms are to be obtained from the Curriculum Office.  
No greater than 40% of assessment can be claimed as Illness and Misadventure in the HSC.***



## **Failure to Meet Assessment Requirements**

### **1.4 Implications of Late or Missed Assessment Task**

If an assessment task is missed or handed in late without a valid reason it will be awarded a zero mark. The assessment task must still be submitted so that the student can demonstrate they have completed the requirements of the course.

In the HSC Course, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed. Tasks that are submitted after the student has received a zero mark will contribute to the excess of 50% required.

### **1.5 Non-genuine attempt at an Assessment Task**

If a student does not make a genuine attempt in an assessment task, a zero mark will be awarded and an N Warning letter may be issued. A non-genuine attempt is where a student writes irrelevant or inappropriate comments or fails to seriously address the task.

### **1.6 Malpractice**

Plagiarism and/or cheating in an assessment task will be deemed Malpractice and the student will receive a zero mark. Whilst collaboration between students will occur in regard to take-home tasks, it is an expectation that each student's assessment task will be distinctly individual. Where it is established that one student copied from another, this will be regarded a plagiarism and the student who copied will receive zero.

The award of a zero mark indicates a non-genuine attempt and contributes towards non-completion of the course.

### **1.7 Technology Failure**

Failure to complete an assessment task on time due to technological problems eg: computer failure, printer problems, lost files etc will **NOT** be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc and make appropriate time allowances to avoid such problems. Submissions are only to be made online where defined in the assessment notification; otherwise, hard copies are to be submitted.

### **1.8 Student Appeals Process**

Students have the right to appeal the decision of a KLA Coordinator in relation to any individual task. This includes the award of a ZERO mark, or, if a student feels that he or she has a justifiable reason for not performing in that task. However, *there can be no appeal against a teacher's judgement of a student's performance on a particular task.*

All appeals over an individual task must be resolved **at the time the task is returned.**

- i) The student must discuss the matter with the relevant teacher/KLA Coordinator upon completion of the task, or, immediately upon returning to school following the absence.

- ii) An Assessment Appeal Form must be handed to the Curriculum Coordinator **within three school days** of the Assessment Task
- iii) The student will be invited to meet with the Appeals Panel to explain their case.
- iv) The Appeals Panel will be chaired by the Curriculum Coordinator and consist of
  - 1) the Principal (or her nominated representative)
  - 2) two independent KLA Coordinators.

The Appeals Panel will be convened within 5 school days of receiving an Appeal.

- v) The Appeals Panel will inform the student in writing of the outcome of their Appeal within 5 school days of the Panel meeting.
- vi) All decisions of the Appeals Panel will be final.

A student has the right of appeal to the NESAs against their final ranking in a subject. However, they will only accept Appeals on the basis of whether or not:

- (a) The weightings specified by the school in its assessment program conform to NESAs requirements
- (b) The procedures used by the school in determining a student's final mark conform to the school's stated program
- (c) There are computational or other clerical errors in the determination of the Assessment Mark.

***There can be no Appeal to the NESAs against a teacher's judgement of a student's performance on a particular task. This must be dealt with at the school level at the time of return of an Assessment Task.***

### **1.9 Assessment Feedback**

Students will be given feedback on how well they have performed on each assessment task. This can take the form of marks, teacher comments, description of the competencies achieved by the student, description of what was not achieved or areas that may need improvement. The type of assessment task conducted will determine the nature of the feedback.

A student can only query the marks awarded and tallied by a teacher for an individual assessment task at the time the task is returned.

## **Course Completion**

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### **2.1 Satisfactory Completion of Course**

Students will be considered to have satisfactorily completed the subject being attempted if there is sufficient evidence that they have applied themselves with diligence and sustained effort to all set tasks; this includes both Assessment and Non-Assessment Tasks. They must also have achieved some or all of the course outcomes.

### **2.2 Non-completion of Courses**

A student, who fails to make a genuine attempt to complete course work (through classwork and attendance in class) and/or who fails to complete formal and informal assessment tasks will be deemed as not satisfactorily completing the course.

If it appears that a student is at risk of not meeting the assessment or attendance requirements in a course, a warning will be given. In this case:

- the Curriculum Coordinator will be informed by the relevant KLA Coordinator
- the student will be advised, in writing, in time for the problem to be corrected
- the student is required to provide written acknowledgment of the warning
- the warning notice will be copied and retained in the students file
- the student's parent(s) or guardian(s) will be advised.

A student who fails to satisfactorily complete a course will have neither a moderated assessment nor an examination mark awarded for that course. Instead, an "N" determination will be awarded.

This decision will be made by the Senior Review Committee who will meet and discern the "N" determinations for students at risk. The committee is made up of the Curriculum Coordinator and two KLA Coordinators who are not linked to the faculties involved in the "N" determination process. The Principal will be advised of the committee's decision.

Students may appeal the decision with the Principal and/or the NESA.

### **2.3 Assessment in VET and Work Placement**

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements.

Assessment of all students in VET Courses is competency based. Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. When you successfully demonstrate your competence against a particular standard you will be judged as "competent". There is no pass/fail. You are either "competent" or "not yet competent".

The units of competency you achieve will be recognised on a vocational qualification. Your school reports will contain an on-going record of your achievements.



## **Workplace Readiness**

Students will be prepared for their work placement by their VET Teacher. You will receive a *Student's/Parent's Guide to Workplace Learning* booklet, which will give the necessary information such as responsibilities of the student, child protection legislation, accidents and insurance, safety, confidentiality, and other matters. In addition, your course will be designed so that you cover important knowledge and skills (such as WH&S) prior to your work placement.

St Joseph's Catholic High School also run a work readiness program including completing activities on [www.go2workplacement.com](http://www.go2workplacement.com) and undergoing a workshop with our work placement provider.

It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an 'N' determination.

It is a student's responsibility to see each of their teachers prior to commencing work placement regarding course work and upcoming assessment tasks which need to be complete before returning to school. If a student misses an assessment task whilst on work placement an Illness Misadventure must be submitted.

## **Submission and Certification of Major Works**

The submission dates for completion and hand-in to school for major work projects are determined by the NESA and are published in the Higher School Certificate Practical Examination Important Dates Schedule.

Students will need to complete a declaration for the submitted works on which the student must certify that the submitted item or performance is their own work. The class teacher and Principal are both required to certify that the major work or performance was developed under the teacher's supervision, was the student's own work and was completed by the due date.

If either the teacher or the Principal is unable to certify any major work or performance, a non-compliance report form is to be forwarded (with the major work) to the NESA. The NESA will then make final determinations on all cases of non-certification and advise both the school and the student at the time of the release of HSC results.

## **Course Assessment Outlines**

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The following section contains assessment outlines for all Year 12 Higher School Certificate Courses at St Joseph's in 2020. Each assessment outline indicates the:

- a) Course category
- b) Syllabus outcomes
- c) Assessment components and component weightings
- d) Focus outcomes assessed in each task
- e) Assessment components for each task
- f) Nature of each task (i.e. what students will be engaged in)
- g) Weighting for each task
- h) Timing of each task
- i) Feedback

## Ancient History

Course Category: A

**Assessment Period: 2020**

## ASSESSMENT TASKS

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

- | Due Date | Focus Outcomes | Task type and overview of | Component | Weight |
|----------|----------------|---------------------------|-----------|--------|
|----------|----------------|---------------------------|-----------|--------|

		content and skills addressed in task	Assessment				Total
			A	B	C	D	
Wk. 9 Term 4 – 2019	AH12-1, AH12-2, AH12-5, AH12-6, AH12-8, AH12-9	<u><b>1. Historical Source Analysis</b></u> Historical Periods	5	5	10	5	25
Wk. 7 Term 1	AH12-2, AH12-5, AH12-6, AH12-8, AH12-9	<u><b>2. Topic Test</b></u> Personalities in their times	10	5		5	20
Wk. 7 Term 2	AH12-1, AH12-3, AH12-6, AH12-9	<u><b>3. Essay</b></u> + In-class component Ancient Societies	5	5	10	5	25
Wk. 3-4 Term 3	AH12-6, AH12-8, AH12-9, AH12-10	<u><b>4. HSC Trial Examination</b></u>	20	5		5	30

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3. Methodik der Datenanalyse	

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

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



## Biology

**Course:** Higher School Certificate

**Course Category:** A

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Wk. 8 17 Dec Term 4	BIO11/12-3, BIO11-/12-5 BIO11/12-6, BIO11/12-7 BIO11/12-12, BIO 11/12-13	1. <u>Model Building</u> Polypeptide Synthesis (Depth Study)	15	10	25
Wk. 10/11 Term 1	BIO11/12-1, BIO11/12-2 BIO11/12-5, BIO11/12-6 BIO11/12-7, BIO11/12-12 BIO11/12-13, BIO11/12-15	2. <u>Module Test</u>	10	10	20
Wk. 8 Term 2	BIO11/12-1, BIO11/12-2 BIO11/12-3, BIO11/12-4 BIO11/12-5, BIO11/12-13 BIO11/12-14	3. <u>Practical Skills Task</u>	20	5	25
Wk. 3-4 Term 3	All outcomes possible	4. <u>HSC Trial Examination</u>	15	15	30

### COMPONENTS

A Skills in Working Scientifically	60
B Knowledge and understanding	40

### OUTCOMES

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

## Business Studies

**Course:** Higher School Certificate

**Course Category:** A  
**Assessment Period:** 2020

Assessment Period: 2020	
ASSESSMENT TASKS	

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

- | Due Date | Focus Outcomes | Task type and overview of | Component | Weight |
|----------|----------------|---------------------------|-----------|--------|
|----------|----------------|---------------------------|-----------|--------|

		content and skills addressed in task	A	B	C	D	
Wk. 9 Term 4 – 2019	H2, H4, H5, H7	<u><b>1.Operations Research Task</b></u>	10		10	5	25
Wk. 10 Term 1	H1, H3, H4, H9	<u><b>2.Marketing Topic Test</b></u>	5	5	5	5	20
Wk. 8 Term 2	H3, H6, H8, H10	<u><b>3.Financial Stimulus Task</b></u>	10	10		5	25
Wk. 3-4 Term 3	H1, H3, H5, H6, H8, H9, H10	<u><b>4.HSC Trial Examination</b></u>	15	5	5	5	30

COMPONENTS	Weight
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<b>A</b> Knowledge and understanding of course content	<b>40</b>
<b>B</b> Analysis and evaluation	<b>20</b>
<b>C</b> Inquiry and research	<b>20</b>
<b>D</b> Communication of business information, ideas and issues in appropriate forms	<b>20</b>

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

## Catholic Studies 1 Unit

**Course:** Higher School Certificate

**Course Category:** NESA Endorsed Course (will NOT contribute to an ATAR)

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Term 4 - 2018	D6-3: 1-5	<u>1.Assessment Task 1</u> Knowledge	15		15
Wk. 8 Term 2	C6-3: 1-5	<u>2.Assessment Task 2</u> Research		20	20
Wk. 4 Term 3	B6-3: 1-5 C6-3: 1-5 D6-3: 1-5	<u>3.Assessment Task 3</u> Written Reflection	15		15

### COMPONENTS

					Weight
A Knowledge and understanding					30
B Skills					20

### OUTCOMES

Code	Descriptor. A student.....
B6-3.1	describe the role of Scripture and Tradition in Catholicism
B6-3.2	identify Catholic teachings about God, Jesus Christ, salvation and human destiny
B6-3.3	explain the practice of the sacraments, liturgy and prayer in catholic life
B6-3.4	outline the sources of Catholic ethical reasoning
B6-3.5	explain the interconnectedness of Scripture, beliefs, worship and ethical teachings in Catholicism
C6-3.1	outline the historical context and principal beliefs of religious traditions
C6-3.2	describe the essential meaning of excerpts from the sacred texts of religious traditions
C6-3.3	outline the ethical teachings of religious traditions
C6-3.4	examine the contribution of Christianity and other world religions to promoting peace
C6-3.5	examine initiatives in inter-faith dialogue in relation to unity and peace
D6-3.1	explore the essential elements, which enable human beings to make mature choices and commitments
D6-3.2	explain the three dimensions and purposes of the Sacrament of Holy Orders; bishop, priest and deacon
D6-3.3	explain the essential element of service intended for the life of the community contained in the Rite of Holy Orders
D6-3.4	explore the Scriptural and Church teaching on the Sacrament of Marriage
D6-3.5	describes the Church's and society's understanding of marriage, relationships and sexuality

## Chemistry

**Course:** Higher School Certificate

**Course Category:** A

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Wk. 2 Term 1	CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH11-12-7, CH12-14	<u>1.Module 1 Test</u>	10	10	20
Wk. 9 Term 1	CH11/12-1, CH11/12-3 CH11/12-4, CH11/12-5 CH11/12-6, CH11/12-7, CH12-15	<u>2.Research (Depth Study)</u>	15	10	25
Wk. 9 Term 2	CH11/12-1, CH11/12-2 CH11/12-3, CH11/12-4 CH11/12-5, CH11/12-6 CH11/12-7, CH12-12 CH12-13, CH12-14	<u>3.Practical Skills Test</u>	20	5	25
Wk. 3-4 Term 3	CH11/12-1, CH11/12-2 CH11/12-4, CH11/12-5 CH11/12-6, CH11/12-7 CH12-12, CH12-13 CH12-14, CH12-15	<u>4.HSC Trial Examination</u>	15	15	30

### COMPONENTS

<b>A</b> Skills in Working Scientifically	<b>60</b>
<b>B</b> Knowledge and understanding	<b>40</b>

### OUTCOMES

Code	Descriptor. A student.....
<b>CH11/12-1</b>	develops and evaluates questions and hypotheses for scientific investigation
<b>CH11/12-2</b>	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>CH11/12-3</b>	conducts investigations to collect valid and reliable primary and secondary data and information
<b>CH11/12-4</b>	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>CH11/12-5</b>	analyses and evaluates primary and secondary data and information
<b>CH11/12-6</b>	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>CH11/12-7</b>	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>CH12-12</b>	explains the characteristics of equilibrium systems, and the factors that affect these systems
<b>CH12-13</b>	describes, explains and quantitatively analyses acids and bases using contemporary models
<b>CH12-14</b>	analyses the structure of and predicts reactions involving carbon compounds
<b>CH12-15</b>	describes and evaluates chemical systems used to design and analyse chemical processes

## Community and Family Studies

**Course:** Higher School Certificate

**Course Category:** A

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
2 Dec Term 4 - 2019	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	<u>1.Groups in Context</u>	10	20	30
23 March Term 2	H4.1, H4.2	<u>2.IRP + Diary</u>		20	20
16 June Term 3	H1.1, H2.1, H2.2, H3.2, H5.1, H5.2	<u>3.Parenting and Caring</u>	10	10	20
Wk. 3-4 Term 3	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	<u>4.HSC Trial Examination</u>	20	10	30

### COMPONENTS

	Weight
<b>A</b> Knowledge and understanding course content	<b>40</b>
<b>B</b> Skills in critical thinking, research methodology, analysing and communicating	<b>60</b>

### OUTCOMES

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



## Design and Technology

**Course:** Higher School Certificate

**Course Category:** A

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
6 Dec Term 4 - 2019	H1.1, H4.1, H4.2, H4.3, H5.2, H6.1	1. <u>Project Proposal - Presentation</u>	20		20
Wk. 6 Term 1	H2.2, H3.1, H3.2, H6.2	2. <u>Innovation Study</u>		20	20
Wk. 7 Term 2	H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	3. <u>Total Project Management</u>	30		30
Wk. 3-4 Term 3	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	4. <u>HSC Trial Examination</u>	20	10	30

COMPONENTS	Weight
<b>A</b> Knowledge and understanding of course content	<b>40</b>
<b>B</b> Knowledge and skills in designing, managing, producing and evaluating a major design project	<b>60</b>

### OUTCOMES

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

## Drama

**Course:** Higher School Certificate

**Course Category:** A

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight
			A	B	C	
Wk. 3 Term 1	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H2.1, H2.2, H2.3, H2.4	<b><u>1.Compulsory Area of Study</u></b> Contemporary Australian Theatre	15	10	5	30
Wk. 9 Term 1	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H2.1, H2.2, H2.3, H2.4	<b><u>2.Optional Area of Study</u></b> Multi-Disciplinary Theatre	15	10	5	30
Wk. 5 Term 2	H3.2, H3.3	<b><u>3.Alarm Booklet</u></b> Examination preparation materials			10	10
Wk. 8 T2 Wk.4 T3	H1.1 – H1.9, H2.1 – H2.4, H3.1 – H3.5	<b><u>4.HSC Trial Examination</u></b> Written, Individual Drama Projects, Group Performance	10	10	10	30

COMPONENTS	Weight
<b>A</b> Making	<b>40</b>
<b>B</b> Performing	<b>30</b>
<b>C</b> Critical Studying	<b>30</b>

### OUTCOMES

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

## English Advanced

**Course:** Higher School Certificate

**Course Category:** A

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Wk. 2 Term 1	EA12-1, EA12-2, EA12-3, EA12-6, EA12-7	<b><u>1.Multimodal Presentation with related material</u></b>	10	10	20
Wk. 2 Term 2	EA12-4, EA12-5, EA12-7	<b><u>2. Analytical Essay</u></b> Critical Study of Literature Craft of Writing	15	15	30
Wk. 1 Term 3	EA12-1, EA12-6, EA12-8	<b><u>3.Creative piece and explanation</u></b>	15	15	30
Wk. 3 Term 3	EA12-1, EA12-2, EA12-5, EA12-8, EA12-9	<b><u>4.Trial HSC Examination</u></b>	10	10	20

COMPONENTS	Weight
<b>A</b> Knowledge and understanding of course content	<b>50</b>
<b>B</b> Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>

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

## English Extension 1

**Course:** Higher School Certificate

**Course Category:** A

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Wk. 10 Term 1	EE12-1, EE12-2, EE12-4, EE12-5	<u>1.Imaginative response and reflection</u>	15	15	30
Wk. 9 Term 2	EE12-2, EE12-4, EE12-5	<u>2.Critical response with related text</u>	20	20	40
Wk. 3 Term 3	EE12-2, EE12-3, EE12-4, EE12-5	<u>3.HSC Trial Examination</u>	15	15	30

### COMPONENTS

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

### OUTCOMES

Code	Descriptor. A student.....
<b>EE12-1</b>	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
<b>EE12-2</b>	analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
<b>EE12-3</b>	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
<b>EE12-4</b>	critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
<b>EE12-5</b>	reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

## English Extension 2

**Course:** Higher School Certificate

**Course Category:** A

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Wk. 2 Term 1	EEX12-1, EEX12-3, EEX12-4	<u><b>1.Viva Voce</b></u>	15	15	30
Wk. 1 Term 2	EEX12-1, EEX12-2, EEX12-4	<u><b>2.Literature Review</b></u>	20	20	40
Wk. 3 Term 3	EEX12-1, EEX12-3, EEX12-5	<u><b>3.Critique of Creative Process</b></u>	15	15	30

### COMPONENTS

	Weight
A Objective 1: Skills in extensive independent research	50
B Objective 2: Skills in sustained composition	50

### OUTCOMES

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



## English Standard

**Course:** Higher School Certificate

**Course Category:** A

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Wk. 2 Term 1	EN12-1, EN12-2, EN12-3, EN12-6, EN12-7	<b><u>1.Multimodal Presentation with related material</u></b>	10	10	20
Wk. 2 Term 2	EN12-4, EN12-5, EN12-7	<b><u>2.Analytical Essay</u></b> Close Study of Literature Craft of Writing	15	15	30
Wk. 1 Term 3	EN12-7, EN12-8, EN12-6	<b><u>3.Creative piece and explanation</u></b> Language, Culture and Identity Craft of Writing	15	15	30
Wk. 3 Term 3	EN12-1, EN12-2, EN12-5, EN12-8, EN12-9	<b><u>4.Trial HSC Examination</u></b>	10	10	20

### COMPONENTS

**A** Knowledge and understanding of course content

**50**

**B** Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes

**50**

### OUTCOMES

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

## English Studies

**Course:** Higher School Certificate

**Course Category:** B (can only contribute to ATAR if this is the only category B Course being studied and the HSC Examination is completed)

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Wk. 2 Term 1	ES12-2, ES12-8, ES12-9	<b><u>1.Multimodal Presentation with related material</u></b>	10	10	20
Wk. 11 Term 1	ES12-1, ES12-5, ES12-7, ES12-9, ES12-10	<b><u>2.Digital Portfolio</u></b> MiTunes	15	15	30
Wk. 10 Term 2	ES12-2, ES12-3, ES12-4, ES12-6, ES12-10	<b><u>3.Vlogging Task</u></b> Digital Worlds	15	15	30
Wk. 3 Term 3	ES12-1, ES12-2, ES12-8, ES12-9, ES12-10	<b><u>4.Collection of classwork and reflection</u></b>	10	10	20

COMPONENTS	Weight
<b>A</b> Knowledge and understanding of course content	<b>50</b>
<b>B</b> Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>

### OUTCOMES

Code	Descriptor. A student.....
<b>ES12-1</b>	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
<b>ES12-2</b>	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
<b>ES12-3</b>	accesses, comprehends and uses information to communicate in a variety of ways
<b>ES12-4</b>	composes proficient texts in different forms
<b>ES12-5</b>	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
<b>ES12-6</b>	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
<b>ES12-7</b>	represents own ideas in critical, interpretive and imaginative texts
<b>ES12-8</b>	understands and explains the relationships between texts
<b>ES12-9</b>	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
<b>ES12-10</b>	monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

## Industrial Technology Timber

**Course:** Higher School Certificate

**Course Category:** A

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Term 4 – 2019 Wk. 8 28 Nov	H1.1, H1.2, H3.1, H3.2	<u>1.Presentation of Project Ideas</u>		20	20
Term 1 Wk. 8	H5.1, H5.2, H7.1	<u>2.Industry Report</u>	10	20	30
Term 2 Wk. 8	H2.1, H3.3, H4.1, H4.2, H5.1, H5.2, H6.2	<u>3.Skills Presentation</u>	10	10	20
Wk. 3-4 Term 3	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	<u>4.HSC Trial Examination</u>	20	10	30

COMPONENTS	Weight
<b>A</b> Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area	<b>40</b>
<b>B</b> Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project.	<b>60</b>

### OUTCOMES

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

Investigating Science					
<b>Course:</b> Higher School Certificate <b>Course Category:</b> A <b>Assessment Period:</b> 2020					
ASSESSMENT TASKS					
<ul style="list-style-type: none"> <li>Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.</li> </ul>					
Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Wk. 2 Term 1	INS11/12-1, INS11/12-2 INS11/12-3, INS11/12-4 INS11/12-5, INS11/12-6 INS11/12-7, INS12-12	<b>1.Depth Study</b> Design and Evaluate an Investigation	15	10	25
Wk. 9/10 Term 1	INS11/12-2, INS11/12-4 INS11/12-5, INS11/12-6 INS11/12-7, INS12-12 INS12-13, INS12-15	<b>2. Module Test</b>	10	10	20
Wk. 9 Term 2	INS11/12-1, INS11/12-2 INS11/12-3, INS11/12-4 INS11/12-5, INS11/12-6 INS11/12-7, INS12-13 INS12-14, INS12-15	<b>3. Practical Test</b> Testing Claims	20	5	25
Wk. 3 / 4 Term 3	INS11/12-1, INS11/12-2, INS11/12-4, INS11/12-5 INS11/12-6, INS11/12-7 INS12-12, INS12-13 INS12-14, INS12-15	<b>4.HSC Trial Examination</b>	15	15	30
COMPONENTS					Weight
A Skills in Working Scientifically					60
B Analysis and evaluation					40
OUTCOMES					
Code	Descriptor. A student.....				
INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation				
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information				
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information				
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media				
INS11/12-5	analyses and evaluates primary and secondary data and information				
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes				
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose				
INS12-12	develops and evaluates the process of undertaking scientific investigations				
INS12-13	describes and explains how science drives the development of technologies				
INS12-14	uses evidence-based analysis in a scientific investigation to support or refute a hypothesis				
INS12-15	evaluates the implications of ethical, social, economic and political influences on science				

## Marine Studies

**Course:** Higher School Certificate

**Course Category:** B (CEC Course)

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Weight
12 Dec Term 1	1.1, 1.4, 2.2, 2.3	<b><u>1.Field Study Report</u></b> - Estuarine environments	40
Wk. 7 Term 1	2.3, 3.3, 3.4	<b><u>2.Mural Design and Justification</u></b> - Coral Reef Communities	30
Wk. 4 Term 2	2.3, 4.2, 5.1, 5.3	<b><u>3.Instructional Video</u></b> - Fishing techniques	30

### OUTCOMES

Code	Descriptor. A student.....
<b>1.1</b>	relates with a respectful and caring attitude to the ocean and its life forms
<b>1.4</b>	recognises Aboriginal and Torres Strait Islander values and attitudes toward the sea
<b>2.2</b>	works effectively within a group
<b>2.3</b>	communicates information by writing reports, giving short talks and contributing to discussions
<b>3.3</b>	generates information from data by calculating, inferring, interpreting and generalising
<b>3.4</b>	carries out planned research activities using appropriate measurements, observations, classification and recording skills
<b>4.2</b>	appreciates marine environments as sources of employment and leisure
<b>5.1</b>	values the rules and operating principles of marine equipment and applies them
<b>5.3</b>	interprets and follows instructions with accuracy



## Legal Studies

Course Category: A

Assessment Period: 2020

## ASSESSMENT TASKS

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

- | Due Date | Focus Outcomes | Task type and overview of | Component | Weight |
|----------|----------------|---------------------------|-----------|--------|
|----------|----------------|---------------------------|-----------|--------|

		content and skills addressed in task	A	B	C	D	
Wk. 8 Term 4 – 2019	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	<b><u>1.Consumer Research Task</u></b> + In-class component	10		10	5	25
Wk. 10 Term 1	H1, H3, H4, H5, H6, H7, H8, H9	<b><u>2.Family Research Task</u></b> + in class component	10	5	5	5	25
Wk. 9 Term 2	H4, H5, H6, H7, H8, H9	<b><u>3.Crime Stimulus Response</u></b>	5	5	5	5	20
Wk. 3-4 Term 3	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	<b><u>4.HSC Trial Examination</u></b>	15	10		5	30

4. Knowledge and understanding of course content	

<b>A Knowledge and understanding of course content</b>	<b>40</b>
<b>B Analysis and evaluation</b>	<b>20</b>
<b>C Inquiry and research</b>	<b>20</b>
<b>D Communication of legal information, issues and ideas in appropriate forms</b>	<b>20</b>

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

## Mathematics Advanced

**Course:** Higher School Certificate

**Course Category:** A

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Wk. 8 Term 4 – 2019	MA12-9, MA12-8, MA12-10	<u>1.Assignment/Investigation</u>	8	12	20
Wk. 8 Term 1	MA12-1, MA12-2, MA12-4, MA12-5, MA12-9, MA12-10	<u>2.Class Test</u>	14	11	25
Wk. 8 Term 2	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	<u>3.Class Test</u>	13	12	25
Wk. 3-4 Term 3	MA12-1 to MA12-10	<u>4.HSC Trial Examination</u>	15	15	30

COMPONENTS	Weight
<b>A Understanding, fluency and communicating</b>	<b>50</b>
<b>B Problem solving, reasoning and justification</b>	<b>50</b>

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

## Mathematics Extension 1

**Course:** Higher School Certificate

**Course Category:** A

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Wk. 9 Term 4 - 2019	MA12-1, MA12-8, MA12-9, MA12-10, ME12-1, ME12-6, ME12-7	<u>1.Class Test</u>	13	12	25
Wk. 5 Term 1	MA12-8, MA12-9, MA12-10, ME12-5, ME12-6, ME12-7	<u>2.Assignment/Investigation</u>	9	11	20
Wk. 8 Term 2	MA12-3, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10, ME12-2, ME12-3, Me12-5, ME12-6, ME12-7	<u>3.Class Test</u>	13	12	25
Wk. 9 Term 3	MA12-1 to 12-10 ME12-1 to 12-7	<u>4. Trial HSC Examination</u>	15	15	30

### COMPONENTS

				Weight
<b>A Understanding, fluency and communicating</b>				<b>50</b>
<b>B Problem solving, reasoning and justification</b>				<b>50</b>

### OUTCOMES

Code	Descriptor. A student.....
<b>MA12-1 to MA12-10</b>	As per outcomes for Mathematics Advanced
<b>ME12-1</b>	applies techniques involving proof or calculus to model and solve problems
<b>ME12-2</b>	applies concepts and techniques involving vectors and projectiles to solve problems
<b>ME12-3</b>	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
<b>ME12-4</b>	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
<b>ME12-5</b>	applies appropriate statistical processes to present, analyse and interpret data
<b>ME12-6</b>	chooses and uses appropriate technology to solve problems in a range of contexts
<b>ME12-7</b>	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

## Mathematics Extension 2

**Course:** Higher School Certificate

**Course Category:** A

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Wk. 8 Term 4 - 2019	MEX12-1, MEX12-4, MEX12-7, MEX12-8	<u>1.Class Test</u>	10	10	20
Wk. 10 Term 1	MEX12-1, MEX12-4, MEX12-7, MEX12-8	<u>2.Assignment/Investigation</u>	12	13	25
Wk. 6 Term 2	MEX12-1, MEX12-2, MEX12-3, MEX12-7, MEX12-8	<u>3.Class Test</u>	13	12	25
Wk. 8 Term 3	MEX12-1 to 12-8	<u>4.HSC Trial Examination</u>	15	15	30

### COMPONENTS

<b>A Understanding, fluency and communicating</b>	<b>50</b>
<b>B Problem solving, reasoning and justification</b>	<b>50</b>

### OUTCOMES

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

## Mathematics Standard 2

**Course:** Higher School Certificate

**Course Category:** A

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Term 4 – 2019	MS11-2, MS11-6, MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10	<u>1.Networks Assignment /Test</u>	10	10	20
Term 1 Wk. 8	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10	<u>2.In-Class exam</u>	15	15	30
Wk. 5 Term 2	MS2-12-1, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	<u>3.Field Study Activity and Report</u>	10	10	20
Wk. 3-4 Term 3	MS2-12-1 to MS2-12-10	<u>4.HSC Trial Examination</u>	15	15	30

### COMPONENTS

	Weight
<b>A Understanding, fluency and communicating</b>	<b>50</b>
<b>B Problem solving, reasoning and justification</b>	<b>50</b>

### OUTCOMES

Code	Descriptor. A student.....
<b>MS11-2</b>	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
<b>MS11-5</b>	models relevant financial situations using appropriate tools
<b>MS11-6</b>	makes predictions about everyday situations based on simple mathematical models
<b>MS2-12-1</b>	uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
<b>MS2-12-2</b>	analyses representations of data in order to make inferences, predictions and draw conclusions
<b>MS2-12-3</b>	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
<b>MS2-12-4</b>	analyses two-dimensional and three-dimensional models to solve practical problems
<b>MS2-12-5</b>	makes informed decisions about financial situations, including annuities and loan repayments
<b>MS2-12-6</b>	solves problems by representing the relationships between changing quantities in algebraic and graphical forms
<b>MS2-12-7</b>	solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
<b>MS2-12-8</b>	solves problems using networks to model decision-making in practical problems
<b>MS2-12-9</b>	chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
<b>MS2-12-10</b>	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response



## Mathematics Standard 1

**Course:** Higher School Certificate

**Course Category:** B (can only contribute to ATAR if this is the only category B Course being studied and the HSC Examination is completed)

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Term 4 – 2019	MS11-2, MS11-6, MS1-12-8, MS1-12-9, MS1-12-10,	<u>1.Assignment/Test</u> Networks	16	14	30
Term 1 Wk. 6	MS1-12-2, MS1-12-5, MS1-12-7, MS1-12-9, MS1-12-10	<u>2.Assignment/Investigation</u> Further statistical analysis	10	15	25
Wk. 1-2 Term 3	MS2-12-1 to MS1-12-10	<u>3.Extended modelling and problem-solving</u>	17	13	30
Wk. 3-4 Term 3	MS2-12-1 to MS2-12-10	<u>4.HSC Trial Examination</u>	7	8	15

### COMPONENTS

**A Understanding, fluency and communicating**

**50**

**B Problem solving, reasoning and justification**

**50**

### OUTCOMES

Code	Descriptor. A student.....
<b>MS11-2</b>	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
<b>MS11-5</b>	models relevant financial situations using appropriate tools
<b>MS11-6</b>	makes predictions about everyday situations based on simple mathematical models
<b>MS1-12-1</b>	uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
<b>MS1-12-2</b>	analyses representations of data in order to make predictions and draw conclusions
<b>MS1-12-3</b>	interprets the results of measurements and calculations and make judgements about their reasonableness
<b>MS1-12-4</b>	analyses simple two-dimensional and three dimensional models to solve practical problems
<b>MS1-12-5</b>	makes informed decisions about financial situations likely to be encountered post-school
<b>MS1-12-6</b>	represents the relationships between changing quantities in algebraic and graphical forms
<b>MS1-12-7</b>	solves problems requiring statistical processes
<b>MS1-12-8</b>	applies network techniques to solve network problems
<b>MS1-12-9</b>	chooses and uses appropriate technology effectively and recognises appropriate times for such use
<b>MS1-12-10</b>	uses mathematical argument and reasoning to evaluate conclusions. Communicating a position clearly to others

## Modern History

**Course:** Higher School Certificate

**Course Category:** A

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight
			A	B	C	D	
Wk. 9 Term 4 – 2019 11 Dec	MH12-1, MH12-2, MH12-6, MH12-7	<u>1.Source Task</u>	10	5		5	20
Wk. 6 Term 1	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9	<u>2. In-class Writing Task</u>	5	5	10	5	25
Wk. 9 Term 2	MH12-3, MH12-4, MH12-5, MH12-6, MH12-8, MH12-9	<u>3.Historical Analysis</u>	5	5	10	5	25
Wk. 4 Term 3	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	<u>4.HSC Trial Examination</u>	20	5		5	30

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

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

## Music 1

**Course Category: A**

## ASSESSMENT TASKS

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

- | Due Date | Focus Outcomes | Task type and overview of content | Component | Weight |
|----------|----------------|-----------------------------------|-----------|--------|
|----------|----------------|-----------------------------------|-----------|--------|

		and skills addressed in task	A	B	C	D	E	
Wk. 3 Term 1	H1, H2, H5, H6, H7, H9, H10, H11	<u>1.Core Performance</u>	10					10
Wk. 9 Term 1	H1-11	<u>2.Core Musicology and Elective 1</u>		10			15	25
Wk. 9 Term 2	H1-11	<u>3.Core Composition and Elective 2</u>			10		15	25
Wk. 4 Term 3	H1-8 H10-H11	<u>4.Aural Trial and Performance Trial</u>				25	15	40

COMPONENTS	Weight
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<b>A</b>	<b>Performance core</b>	<b>10</b>
<b>B</b>	<b>Musicology core</b>	<b>10</b>
<b>C</b>	<b>Composition core</b>	<b>10</b>
<b>D</b>	<b>Aural core</b>	<b>25</b>
<b>E</b>	<b>Electives (performance, composition or musicology)</b>	<b>45</b>

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

Personal Development, Health and Physical Education					
<b>Course:</b> Higher School Certificate <b>Course Category:</b> A <b>Assessment Period:</b> 2020					
ASSESSMENT TASKS					
<ul style="list-style-type: none"> <li>Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.</li> </ul>					
Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Wk. 3 Term 1	H7-H11, H16, H17	<b>1.Core 2: Factors Improving Performance</b> Sports analysis	10	15	25
Wk. 10 Term 1	H8, H13, H16, H17	<b>2. Sports Medicine</b> Research task and creation of a resource	10	10	20
Wk. 9 Term 2	H1-H5, H8, H13-17	<b>3.Core 1: Health Priorities in Australia</b> Depth Study	10	15	25
Wk. 3-4 Term 3	H1-H5, H7-H11, H13-H17	<b>4.HSC Trial Examination</b>	10	20	30
COMPONENTS					Weight
<b>A Knowledge and understanding of the factors affecting health and the way the body moves</b>					<b>40</b>
<b>C Skills in critical thinking in research and analysis</b>					<b>60</b>
OUTCOMES					
Code	Descriptor. A student.....				
<b>H1</b>	describes the nature and justifies the choice of Australia's health priorities				
<b>H2</b>	analyses and explains the health status of Australians in terms of current trends and groups most at risk				
<b>H3</b>	analyses the determinants of health and health inequities				
<b>H4</b>	argues the case for health promotion based on the Ottawa charter				
<b>H5</b>	explains the different roles and responsibilities of individuals communities and governments in addressing Australia's health				
<b>H7</b>	explains the relationship between physiology and movement potential				
<b>H8</b>	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity				
<b>H9</b>	explains how movement skill is acquired and appraised				
<b>H10</b>	designs and implements training plans to improve performance				
<b>H11</b>	designs psychological strategies and nutritional plans in response to individual performance needs				
<b>H12</b>	analyses the influences of sociocultural factors on the way people participate in and value physical activity (Option 2)				
<b>H13</b>	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)				
<b>H14</b>	argues the benefits of health-promoting actions and choices that promote social justice				
<b>H15</b>	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all				
<b>H16</b>	devises methods of gathering, interpreting and communicating information about health and physical activity concepts				
<b>H17</b>	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation				

## Photography

**Course:** Higher School Certificate

**Course Category:** Content Endorsed Course (will NOT contribute to an ATAR)

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Wk. 9A 10th Dec Term 4 - 2019	M1-6, CH1-5	<u>1.The Arranged Image - Banal</u>	20		20
Wk. 4 Term 2	M1-6	<u>2.Temporal Accounts</u>	25	15	40
Wk. 6 Term 3	M1-6, CH1-5	<u>3.Traditions conventions Styles and Genres</u> Light and Shadow - Portraiture	25	15	40

### COMPONENTS

COMPONENTS	Weight
<b>A Making</b>	<b>70</b>
<b>B Critical/Historical</b>	<b>30</b>

### OUTCOMES

Code	Descriptor. A student.....
<b>M1</b>	generates a characteristic style that is increasingly self-reflective in their photographic practice
<b>M2</b>	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
<b>M3</b>	investigates different points of view in the making of photographs
<b>M4</b>	generates images and ideas as representations/simulations in the making of photographs
<b>M5</b>	develops different techniques suited to artistic intentions in the making of photographs
<b>M6</b>	take into account issues of occupational health and safety in the making of photographs
<b>CH1</b>	generates in their critical and historical practice ways to interpret and explain photography
<b>CH2</b>	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
<b>CH3</b>	distinguishes between different points of view and offers interpretive accounts in critical and historical studies
<b>CH4</b>	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography
<b>CH5</b>	recognises how photography is used in various fields of cultural production

## Physics

**Course:** Higher School Certificate

**Course Category:** A

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Wk. 9 Term 4 -	PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4 PH11/12-5, PH11/12-6 PH11/12-7, PH12-12 PH12-14, PH12-15	1. <u>Depth Study -Projectile Motion</u>	15	10	25
Wk. 9-10 Term 1	PH11/12-4, PH11/12-5 PH11/12-6, PH11/12-7 PH12-12, PH12-13 PH12-15	2. <u>Module Test</u>	10	10	20
Wk. 9 Term 2	PH11/12-2, PH11/12-3 PH11/12-4, PH11/12-5 PH11/12-6, PH11/12-7 PH12-14	3. <u>Practical Test – Nature of Light</u>	20	5	25
Wk. 3-4 Term 3	All outcomes possible	4. <u>HSC Trial Examination</u>	15	15	30

### COMPONENTS

					Weight
A Skills in Working Scientifically					60
B Knowledge and Understanding					40

### OUTCOMES

Code	Descriptor. A student.....
PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

## Society and Culture

**Course:** Higher School Certificate

**Course Category:** A

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight
			A	B	C	
Wk. 7 Term 4 – 2019	H1, H6, H7, H10	<b><u>1. Research action plan and Annotated Bibliography Task</u></b>	5	10	5	20
Wk. 8 Term 1	H2, H3, H5, H8, H9, H10	<b><u>2. Topic Test</u></b>	15	5	5	25
Wk. 5 Term 2	H1, H2, H3, H5, H7, H9, H10	<b><u>3. Research Task</u></b> + in-class response	15	5	5	25
Wk. 3-4 Term 3	H1, H2, H3, H4, H5, H6, H10	<b><u>4. HSC Trial Examination</u></b>	15	10	5	30

### COMPONENTS

	Weight
<b>A</b> Knowledge and understanding of course content	<b>50</b>
<b>B</b> Application and evaluation of social and cultural research methods	<b>30</b>
<b>C</b> Communication of information, ideas and issues in appropriate forms	<b>20</b>

### OUTCOMES

Code	Descriptor. A student.....
<b>H1</b>	explains the interaction between persons, societies, cultures and environments across time
<b>H2</b>	analyses relationships within and between social and cultural groups
<b>H3</b>	accounts for cultural diversity and commonality within societies and cultures
<b>H4</b>	evaluates continuity and change, and assesses social futures and strategies for change and the implications for societies and cultures
<b>H5</b>	evaluates the influence of power, authority, gender and technology on decision-making and participation in society
<b>H6</b>	applies and evaluates the methodologies of social and cultural research
<b>H7</b>	applies appropriate language and concepts associated with society and culture
<b>H8</b>	selects, organises and evaluates information and sources for usefulness, validity and bias
<b>H9</b>	plans an investigation, analyses and synthesises information from a variety of perspectives and sources
<b>H10</b>	communicates information, ideas and issues using appropriate written, oral and graphic forms
<b>H11</b>	uses planning and review strategies to manage complex tasks, making effective use of time and resources



## Studies of Religion 1 Unit

**Course:** Higher School Certificate

**Course Category:** A

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight
			A	B	C	D	
Wk. 3 Term 1	H1, H3, H6, H7, H8, H9	<b>1. Religion and Belief Systems in Australia Post 1945</b> In-class writing task	5	5		5	15
Wk. 4 Term 2	H1 H2, H4, H5, H6, H7, H8, H9	<b>2. Religious Tradition</b> Research task	5		10		15
Wk. 3-4 Term 3	H1, H2, H3, H4, H5, H6, H8, H9	<b>3. HSC Trial Examination</b>	10	5		5	20

### COMPONENTS

							Weight
<b>A</b> Knowledge and understanding of course content							<b>20</b>
<b>B</b> Source-based skills							<b>10</b>
<b>C</b> Investigation and research							<b>10</b>
<b>D</b> Communication of information, ideas and issues in appropriate forms							<b>10</b>

### OUTCOMES

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

Visual Arts					
<b>Course:</b> Higher School Certificate <b>Course Category:</b> A <b>Assessment Period:</b> 2020					
ASSESSMENT TASKS					
<ul style="list-style-type: none"> <li>Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.</li> </ul>					
Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Wk. 11 Term 1 from 6 April	H1 – H10	A) <u>Conceptual Framework Essay</u> B) <u>Body of Work &amp; VAPD Progress</u>	10	10	20
Wk. 9 Term 2 from 21 June	H1 – H10	A) <u>Body of Work &amp; VAPD Progress</u> B) <u>Critical Analysis Unseen Images</u>	15	15	30
Trial Period	H1 – H10	A) <u>Body of Work &amp; VAPD Final</u> B) <u>HSC Trial Examination</u>	25	25	50
COMPONENTS					Weight
A Artmaking					50
B Art Criticism and Art History					50
OUTCOMES					
Code	Descriptor. A student.....				
H1	initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions				
H2	applies their understanding of the relationship among the artist, artwork, world and audience through the artmaking of a body of work				
H3	demonstrates an understanding of the frames when working independently in the making of art				
H4	selects and develops subject matter and forms in a particular way as representation in artmaking				
H5	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways				
H6	demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work				
H7	applies their understanding of practice in art criticism and art history				
H8	applies their understanding of the relationship among the artist, artwork, world and audience				
H9	demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art				
H10	constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts				

## Sports, Lifestyle and Recreation

**Course:** Higher School Certificate

**Course Category:** Content Endorsed Course (will NOT contribute to an ATAR)

**Assessment Period:** 2020

### ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight
			A	B	
Wk. 8 5 Dec Term 4 - 2019	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	<b><u>1.Games &amp; Sports Application II</u></b> Game Analysis and practical participation	10	15	25
Wk. 9 Term 1	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	<b><u>2.Sports Coaching &amp; Training</u></b> Coaching session and evaluation	10	15	25
Wk. 8 Term 2	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	<b><u>3.Individual Games and Sports Application</u></b> Game resource development	10	15	25
Wk. 6 Term 3	1.2, 1.3, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	<b><u>4.Resistance Training</u></b> Strength Training Program	10	15	25

### COMPONENTS

					Weight
<b>A Knowledge and understanding of the factors affecting health and the way the body moves</b>					<b>40</b>
<b>B Skills in critical thinking in research and analysis</b>					<b>60</b>

### OUTCOMES

Code	Descriptor. A student.....
<b>1.1</b>	applies the rules and conventions that relate to participation in a range of physical activities
<b>1.2</b>	explains the relationship between physical activity, fitness and healthy lifestyle
<b>1.3</b>	demonstrates ways to enhance safety in physical activity
<b>2.1</b>	explains the principles of skill development and training
<b>2.2</b>	analyses the fitness requirements of specific activities
<b>2.3</b>	selects and participates in physical activities that meet individual needs, interests and abilities
<b>2.5</b>	describes the relationship between anatomy, physiology and performance
<b>3.1</b>	selects appropriate strategies and tactics for success in a range of movement contexts
<b>3.2</b>	designs programs that respond to performance needs
<b>3.3</b>	measures and evaluates physical performance capacity
<b>4.1</b>	plans strategies to achieve performance goal
<b>4.2</b>	demonstrates leadership skills and a capacity to work cooperatively in movement context
<b>4.4</b>	demonstrates competence and confidence in movement contexts
<b>4.5</b>	recognises the skills and abilities required to adopt roles that support health, safety and physical activity

## Certificate II in Construction Pathways (CPC20211)

### COURSE DESCRIPTION

This may change due to Training Package and NESA updates. Notification of variations will be made in due time.

Course: **Construction (240 indicative hours)**  
Board Developed Course (CPC08V9.1)

4 Preliminary and/or HSC units in total

Category B status for Australian Tertiary Admission Rank (ATAR)

The Curriculum Framework course is accredited for the HSC and provides Learners with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

#### CPC20211 Certificate II in in Construction Pathways

##### Units of Competency

##### Compulsory core Training Package Units

CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPCCCM1012A	Work effectively and sustainably in the construction industry
CPCCCM1013A	Plan and organise work
CPCCCM1014A	Conduct workplace communication
CPCCCM1015A	Carry out measurements and calculations
CPCCCM2001A	Read and interpret plans and specifications

##### Electives units required for qualification

CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground
CPCCCO2013A	Carry out concreting to simple form
CPCCCM2006B	Apply basic levelling procedures
CPCCCA2011A	Handle carpentry materials
CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials
CPCCBL2002A	Use bricklaying and blocklaying tools and equipment

##### Mandatory NESA Units

CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPCCCM2005B	Use construction tools and equipment

Successful completion of the unit, **CPCCWHS1001 (Prepare to work safely in the construction industry)**, will lead to the award of a **Construction Induction Card from Safework NSW**, which allows the student access to construction sites across Australia for work purposes.

**Learners may apply for Recognition of Prior Learning provided suitable evidence is submitted.**

Learners who are assessed as competent in all of the 6 core and 6 elective units of competency will be eligible for a **CPC20211 Certificate II in Construction Pathways**. Successful completion of the unit, CPCCWHS1001, will lead to the award of a **Construction Induction Card from SafeWork NSW**, which allows the student access to construction sites across Australia for work purposes.

The RTO is responsible for all aspects of creating and maintaining assessments and documentation to meet the requirements of the relevant governing bodies. There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au>

#### **Pathways to Industry**

Skills gained in this industry transfer to other occupations. Working in the construction industry involves:

- constructing buildings
- modifying buildings
- contracting
- measuring materials and sites
- communicating with Learners
- managing personnel and sites

#### **Examples of occupations in the construction industry:**

- building
- bricklaying
- carpentry
- concreting
- consulting
- contracting
- glazing
- joinery
- plastering
- structural engineering
- shop fitting
- sign writing
- roofing
- steel reinforcing

**Mandatory NESA Course Requirements:** Learners must complete a minimum of 70 hours work placement. Learners who do not meet these requirements will be 'N' determined as required by NESA. Learners who achieve competency in **CPCCOHS1001A – Work Safely in the Construction Industry**, will be issued with a **SafeWork NSW Construction Induction Card (White Card)**. This is a requirement before commencing work placement.

#### **Competency-Based Assessment**

Learners in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

**Appeals** Learners may lodge an appeal about assessment decisions through their VET Trainer.

#### **External Assessment (optional HSC examination)**

The Higher School Certificate examination for Construction (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on the compulsory units of competency and *HSC Requirements and Advice* detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification but may be used in the calculation of the ATAR.

**Course Costs:** Please refer to your School's Fees Schedule/Policy - Refund Arrangements on a pro-rata basis

**Delivery Arrangements:** Integrated into timetable

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>



## Certificate II in Electrotechnology (Career Start) (UEE22011)

### COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.

Course: **Electrotechnology (240 indicative hours)**  
Board Developed Course (UEE11V1.5)

4 Preliminary and/or HSC units in total  
Category B status for Australian Tertiary Admission Rank (ATAR)

This curriculum framework includes courses, which are accredited for the HSC, and provides Learners with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

#### UEE22011 Certificate II in Electrotechnology (Career Start)

##### Units of Competency

##### Compulsory core Training Package units

UEENEEE101A	Apply Occupational Health and Safety regulations, codes and practices in the workplace
UEENEEE104A	Solve problems in d.c. circuits
UEENEEE141A	Use of routine equipment/plant/technologies in an energy sector environment
UEENEEE148A	Carry out routine work activities in an energy sector environment
UEENEEE179A	Identify and select components, accessories and materials for energy sector work activities
UEENEK142A	Apply environmentally and sustainable energy procedures in the energy sector

##### Mandatory NESA units

UEENEEE102A	Fabricate, assemble and dismantle utilities industry components
UEENEEE105A	Fix and secure Electrotechnology equipment
UEENEEE107A	Use drawings, diagrams, schedules, standards, codes and specifications

##### Additional elective units required to attain the full Certificate II qualification

UEENEK001B	Maintain documentation
UEENEEA102A	Select electronic components for assembly
UEENEPP024A	Attach cords and plugs to electrical equipment for connection to a single phase 230 volt supply
UEENEED101A	Use computer applications relevant to a workplace

Learners may apply for Recognition of Prior Learning provided suitable evidence is submitted.

##### Qualifications

Learners who are assessed as competent in all of the above units will be eligible for **UEE22011 Certificate II in Electrotechnology**. The RTO is responsible for all aspects of creating and maintaining assessments and documentation to meet the requirements of the relevant governing bodies. There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au>

##### Pathways to Industry

Skills gained in this industry transfer to other occupations. Working in the Electrotechnology industry involves:

- fixing and securing equipment
- Solving problems in extra low voltage single path circuits
- Solving problems in multiple path d.c. circuits
- carrying out routine work activities in an electrical environment

##### Examples of occupations in the Electrotechnology industry:

- antennae equipment installer
- electronics specialist
- renewable energy worker
- computer servicing/assembly worker
- electronics assembly and repair worker
- renewable energy servicing worker
- data communications worker
- electronics servicing worker
- refrigeration and air-conditioning split-system affixer
- electrician
- instrumental trade assistant
- vegetation control worker (powerline-related)
- electrical assembly
- lineworker assistant and essential utilities worker
- electrical wholesaling
- electrical trades assistant

**Mandatory NESA Course Requirements** Learners must complete a minimum of 70 hours work placement. Learners who do not meet these requirements will be 'N' determined as required by the NSW Education Standards Authority (NESA)

##### Competency-Based Assessment

Learners in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a Learners must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Learners will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a Learners achieves a unit of competency it is signed off by the assessor.

**Appeals** Learners may lodge an appeal about assessment decisions through their VET Trainer.

##### External Assessment (optional HSC examination)

The Higher School Certificate examination for Electrotechnology (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and *HSC Requirements and Advice* detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a Learner to receive a vocational qualification but may be used in the calculation of the ATAR.

**Course Costs:** Please refer to your School's Fees Schedule/Policy  
**Delivery Arrangements:** Integrated into timetable

**Refund Arrangements on a pro-rata basis**

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

## COURSE DESCRIPTION

**This may change due to Training Package and NSW Education Standards Authority (NESA) updates.  
Notification of variations will be made in due time.**

Course: **Hospitality (240 indicative hours) Kitchen Operations**  
Board Developed Course SITV1.1

4 Preliminary and/or HSC units in total  
Category B status for Australian Tertiary Admission Rank (ATAR)

This curriculum framework includes courses which are accredited for the HSC and provides Learners with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

### **SIT20416 Certificate II in Kitchen Operations**

#### **Units of Competency**

##### **Compulsory core Training Package Units**

BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practices

#### **Mandatory NESA Units:**

SITHIND002 Source and use information on the hospitality industry

#### **Electives:**

SITHCCC002	Prepare and present simple dishes
SITHCCC006	Prepare appetisers and salads
SITHCCC008	Prepare vegetable, fruit, egg and farinaceous dishes
SITXFSA002	Participate in safe food handling practices

**Learners may apply for Recognition of Prior Learning provided suitable evidence is submitted.**

**Qualifications** Learners who undertake the Commercial Cookery stream and are assessed as competent in all of the above units of competency will be eligible for a **SIT20416 Certificate II in Kitchen Operations**. The RTO is responsible for all aspects of creating and maintaining assessments and documentation to meet the requirements of the relevant governing bodies. There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au>.

### **Pathways to Industry**

Skills gained in this industry transfer to other occupations. Working in the hospitality industry involves:

- supporting and working with colleagues to meet goals and provide a high level of customer service
- prepare menus, managing resources, preparing, cooking and serving a range of dishes

### **Examples of occupations in the hospitality industry:**

- breakfast cook
- trainee chef
- short order cook
- sandwich hand
- takeaway cook
- catering assistant

**Mandatory NESA Course Requirements** Learners must complete a minimum of 70 hours work placement.

Learners who do not meet these requirements will be 'N' determined as required by the NSW Education Standards Authority (NESA)

### **Competency – Based Assessment**

Learners in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

**Appeals** Learners may lodge an appeal about assessment decisions through their VET Trainer.

### **External Assessment (optional HSC examination)**

The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items. The questions will be based on units of competency and *HSC Requirements and Advice* detailed in the syllabus. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**Course Costs:** Please refer to your School's Fees Schedule/Policy

**Refund Arrangements on a pro-rata basis**

**Delivery Arrangements:** Integrated into timetable

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>





# Assessment Cover Sheet

*Please attach this cover sheet to the front of all hand-in assessment tasks.*

**Student Number:** .....

**Subject:** .....

**Date of Submission:** .....

**Class Teacher:** .....

**Time Submitted:** to be completed by staff member

.....

I agree that I have read and understood the school assessment policy with regard to plagiarism and by signing below I confirm that this assessment was written by me and in my own words, except for quotations from published and unpublished sources which are clearly indicated and acknowledged as such.

**Student Signature:** .....

**Date:** .....