

# Asquith Girls High School

HSC 2019-2020

## Assessment Handbook



**EXCELLENCE - COMMITMENT - EFFORT - LEADERSHIP**

**ASQUITH GIRLS HIGH SCHOOL MISSION STATEMENT:**

*Nurturing personal best and global citizenship in every student by providing a safe and vibrant learning environment with inspiring teaching.*

**Cover artwork:** Casey Melloh 'Incrementum' (detail), 2019, drawing.

# PRINCIPAL'S MESSAGE

Dear Year 12,

Welcome to your final year at Asquith Girls High School.

You have reached a critical milestone as you enter your final year as a student at Asquith Girls High School. During your time with us you learned that learning does not happen without a challenge and when you challenge yourself to achieve just beyond your current best, you enter a zone beyond your current ability.

When you aim at a slightly higher standard, one that is currently a little too difficult for you, you are challenging current abilities and mostly you are challenging your comfort zone.

This year I ask you to challenge yourself far beyond your current abilities, as this is where your learning landscape becomes powerful. In doing so, you become a better learner and you build your learner agency.

Realising 2020 is your last year of high school could make you nervous and unsure of what lies ahead of you. It is ok to feel this way. The unknown can create fear but it is also that feeling of discovery that makes life interesting and exciting.

You must always remember:

- Balance is important.
- Do not compare yourself to others.
- Find your own best way to study.
- Make best use of your class time and teacher expertise.
- Have a voice in your learning.
- Be a responsible learner.
- Act on your challenges.
- Be realistic with your goals.
- Do not stress to an unhealthy level. Believe in yourself and your abilities.

Success is not defined by achievements or how many material possessions one has, but rather how we meet our universal need for being challenged intellectually, living a life aligned with our purpose, and regularly experiencing fulfilment and meaning. I want you to reflect on these quotes and consider the unlimited possibilities that are presented to you.

*"Success isn't about how much money you make, it's about the difference you make in people's lives." Sara Blakely*

*"If you are successful, it is because somewhere, sometime, someone gave you a life or an idea that started you in the right direction. Remember also that you are indebted to life until you help some less-fortunate person, just as you were helped." Malala Yousafzai*

*"The success of every woman should be the inspiration to another. We should raise each other up. Make sure you're very courageous: be strong, be extremely kind, and above all be humble." Melinda Gates*

I wish you a very successful transition to Year 12.

**Ms Amvrazis**  
**Principal**

# SENIOR ASSESSMENT POLICY 2019-2020

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units.

Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English (English Studies Content Endorsed Course satisfies the pattern of study English requirement)
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

A student will be considered to have satisfactorily completed the Year 11 and HSC courses, if in the principal's view; there is sufficient evidence that the student has met the course completion criteria.

To be eligible for the award of the Higher School Certificate, students must:

- satisfactorily complete Years 9 and 10 and have gained the Record of School Achievement or such other qualifications as the NSW Education Standard Authority (NESA) considers satisfactory;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- have completed *HSC: All My Own Work* (or its equivalent) before you submit any work for Year 11 or HSC courses;
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.

From 2020, students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the Higher School Certificate. Students must demonstrate the minimum standard in each domain of reading, writing and numeracy.

## WHY DO WE NEED A SCHOOL ASSESSMENT POLICY?

The school assessment policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment. Assessment at Asquith Girls High School encourages the progressive development of skills and knowledge while ensuring:

- equity
- consistency across courses and faculties
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

## WHAT IS THE PURPOSE OF ASSESSMENT IN THE HSC?

Assessment is incorporated into the Higher School Certificate to:

- assist students in their learning;
- provide information on student achievement and progress in each course;
- provide evidence that students have satisfactorily completed a course; and
- allow for the reporting of standards achieved by each student at the end of a course.

## WHAT DOES THE ASSESSMENT POLICY LOOK LIKE AT ASQUITH GIRLS HIGH SCHOOL?

At Asquith Girls High School students are assessed against course outcomes through a range of assessment tasks in each course. An outcome is a description of the learning which has taken place.

A range of tasks are used for assessment and will vary from course to course. These may include but are not limited to:

- tasks which may take a written, practical or oral form;
- class essays, research tasks, assignments, portfolios, log books;
- practical tasks and major works;
- projects.

Students' reports are issued twice each year. The reports include information about the student's working profile and their progress in achieving course outcomes.

## DEFINITIONS

**Components** are the parts of courses or major areas to be assessed

**Weightings** are the percentages of marks to be allocated to the components

**Feedback** is comments about a student's achievement towards task outcomes

**Feed-forward** is comments that identify specific strategies and/or targets for further improvement

## WHAT ARE THE RESPONSIBILITIES OF THE SCHOOL?

An assessment schedule has been developed for each course, within the guidelines provided by NESAs, incorporating mandatory assessment components and weightings for that course.

The school is required to provide students with the following information:

- an Assessment Schedule Calendar, which outlines what components are to be assessed, when the assessment tasks are scheduled and the relative weighting attached to each assessment task;
- assessment tasks of the same type and the same weighting for all classes studying that course;
- written notification at least two (2) weeks in advance of the scheduled assessment task;

At the completion of each task, students will receive:

- a mark;
- a rank;
- an indicative cumulative rank (where applicable);
- the marking criteria; and
- feedback on student achievement and feed-forward actions for further improvement.

### Note:

Assessment Tasks are returned within 2 weeks of the date of the Task/Examination. In exceptional circumstances some tasks may be rescheduled or substituted. In such cases, Head Teachers or class teachers will inform students of the new arrangements in writing at least **two (2) weeks in advance**.

Official Warning Letters will be posted home to parents/caregivers outlining where their daughter/ward the areas of unsatisfactory completion of the Year 11 and HSC Course requirements. 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:

- followed the course developed or endorsed by NESAs; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

## WHAT ARE THE RESPONSIBILITIES OF STUDENTS?

- Every student has the responsibility to be familiar with Asquith Girls High School's Senior Assessment Policy and procedures and with the course information contained in this Handbook.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified in the booklet and the assessment calendar.
- If tasks are submitted via email students must ensure to send it [asquithgir-h.school@det.nsw.edu.au](mailto:asquithgir-h.school@det.nsw.edu.au) and address it to the correct teacher.
- Students must demonstrate sustained diligence and effort in each course.
- Students must complete all set tasks (not just assessment tasks) in order to achieve course outcomes.
- Students must attend all classes. Attendance below 85% is considered to be unsatisfactory.
- Students are required to participate in all lessons constructively.
- It is important that the student speaks with their class teacher or Head Teacher of the faculty if there is any doubt about the requirements of the course assessment policy.
- Students must be present for the **whole day** in which an assessment task is scheduled. It is not acceptable for a student to attend school to fulfil the requirements of an assessment task only and not be present at all the timetabled lessons for that particular day.
- Students absent from school, on any given day, are responsible upon their return to school to see their teachers and collect any hand out materials/information/notifications that may have been given during their absence from class.

## HAND-IN ASSESSMENT TASKS

Hand-in tasks may include: essays, portfolios, written reports, practical works or research projects.

All assessment tasks are to be submitted to the class teacher or Head Teacher on the due date at the time and period specified on the assessment notification. It is the student's responsibility to ensure that tasks are submitted on time.

Tasks may be submitted:

- in person;
- via email to [asquithgir-h.school@det.nsw.edu.au](mailto:asquithgir-h.school@det.nsw.edu.au) addressed to the correct teacher; or
- other agreed processes indicated on the assessment task notification.

Students must complete a cover sheet for each hand-in assessment task and receive an assessment task receipt.

In the situation where a task submission is in question it is the student's responsibility to provide the task submission receipt to the faculty. Failure to do so may lead to a zero mark being awarded.

### **Students must not leave hand-in tasks on teachers' desks.**

If the student has only completed part of the hand-in task, this part must be submitted to the class teacher on the due date. Failure to submit tasks on time, without a valid reason may result in a zero mark. In the case of illness or misadventure, it is the student's responsibility to follow the process outlined on pages 12-14.

Students may email their hand-in assessment task to their teacher **if this is the arranged process**. In such a case students must ensure the information is sent to the correct email address. Students must keep evidence of their email and any attachments that relate to it.

## PERFORMANCES AND ORAL TASKS

Students must be prepared to present performances and oral assessment tasks (including, but not limited to: presentations, viva voce and language speaking tasks) on the specified due date. Where applicable, students must submit a hard copy of their presentation on the advertised due date of the task.

## TECHNOLOGY AND ASSESSMENT TASKS

Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to ensure that all reasonable steps are taken to prevent technology failure from hampering her ability to submit a task by the due date. **Technology failure is NOT**, in itself, a valid reason for failure to submit a task by the due date.

To minimise problems in relation to technology, students should adhere to the following protocols:

- make multiple copies of work using at least three different storage devices
- when working at home, continually back up all work on the hard drive of your computer and on an external storage device such as a flash drive/USB or email
- when working at school, save the latest version of your work to your personal file on the school server whenever possible
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school
- check the compatibility of your home software with the school's technology support specialist or your teacher
- save a copy of the final version of your task to an email address, as well as bringing it to school on a flash drive/USB
- when you save your work to a flash drive/USB, open it immediately to check that it has been successful
- to submit a hard copy of your task, print the task at home – to avoid any software incompatibility problems
- enable receipt email
- electronic copies must have proof of email sent satisfactorily

***Important Note: Technology failure or printer breakdown will not be accepted as a valid reason for late submission***

## DISABILITY PROVISIONS

NESA may approve disability provisions for students that have a disability that would, under normal assessment situations, prevent a student from:

- reading examination questions;
- communicating responses.

Students are required to speak to their Deputy Principal, Year Adviser or school counsellor if they would like to apply for disability provisions.

Provisions can not be granted to compensate for:

- difficulty completing a course or preparing for an assessment;
- lack of familiarity with English language skills.

When applying for disability provisions, students should include recent evidence of their disability. Students may need to organise testing early in the year so that applications are able to be finalised by the closing date. Students may also be required to produce work samples. Insufficient evidence may result in a decision being delayed.

# FEED-FORWARD AT ASQUITH GIRLS HIGH SCHOOL

Each teacher is committed to providing students with specific and actionable strategies to improve. These strategies, referred to as **feed-forward**, describe the opportunities for future growth by suggesting actions. Feed-forward strategies will be provided by teachers at all stages of learning, including assessment tasks. Students are responsible for actioning these suggestions to improve the quality of their work and demonstrate growth in their learning.

When students submit an assessment task, teachers will provide both feedback and feed-forward strategies.

- **Feedback** is comments about a student's achievement towards task outcomes.
- **Feed-forward** is comments that identify specific strategies and/or targets for further improvement.

## EFFECTIVE FEED-FORWARD

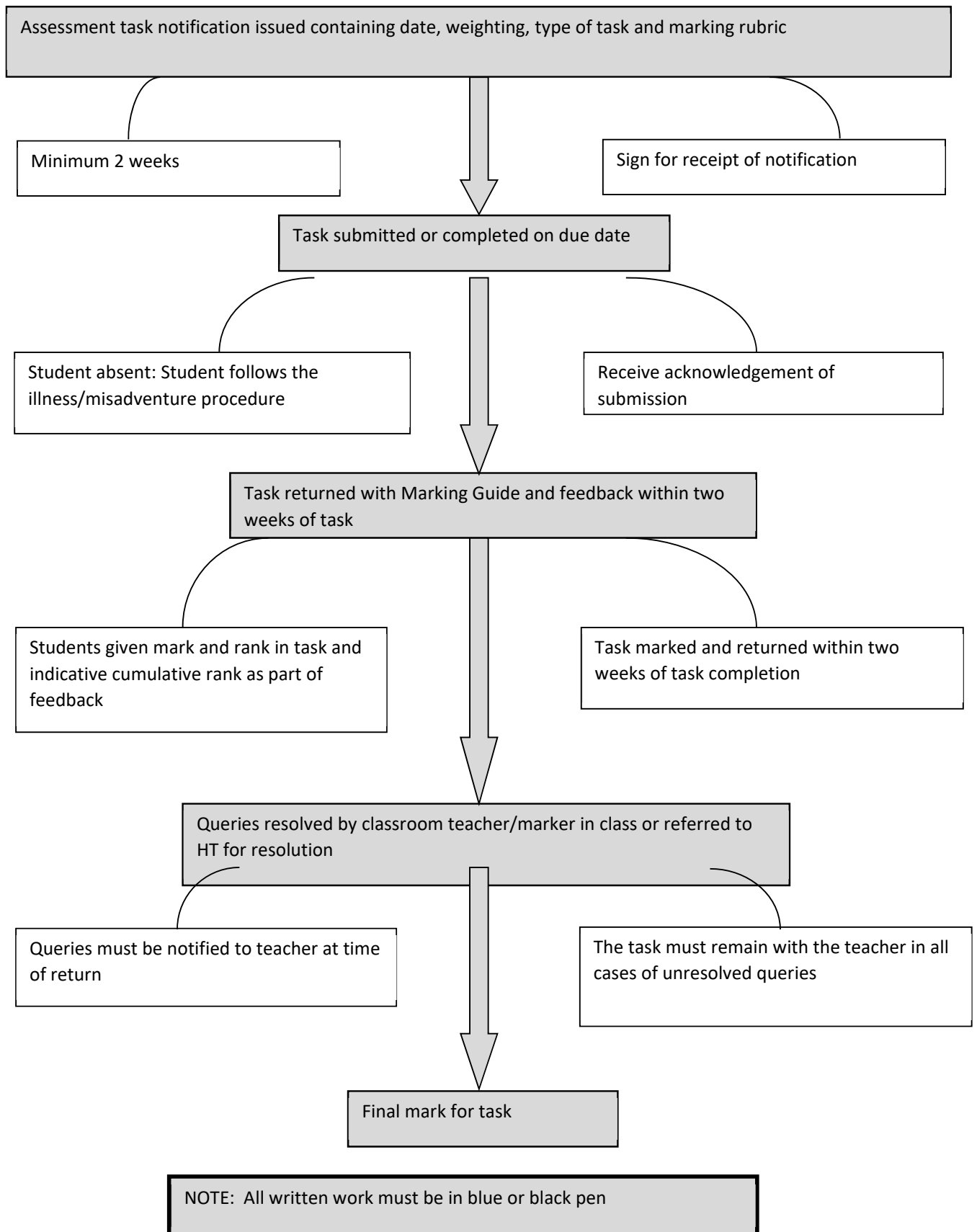
Effective feed-forward:

- describes a problem and its impact, then suggests a solution;  
*For example, a teacher may write, "You are currently referring to one source. The rubric states that to achieve high outcomes for research skills you must consult a variety of sources. Have you considered adding...."*
- will be focused on a few actionable strategies that, if actioned, may improve the standard of the work.  
*For example, a teacher may say, "You are currently demonstrating outcomes at this level. To improve to the next level consider the following steps";*
- assists students to see possibilities for improvement.  
*For example a teacher may ask, "What if you added this?" or "If you changed that, how would it strengthen your overall argument?"*

***Important Note: Feed-forward is not editing. Teachers will suggest specific strategies for growth however teachers are not responsible for editing students' work for spelling, grammar, punctuation and syntax.***



# COMPLETING AN ASSESSMENT TASK





# HSC ASSESSMENT TASK NOTIFICATION

<b>COURSE NAME:</b>		<b>DATE TASK ISSUED:</b>	
<b>NATURE OF TASK:</b>		<b>TASK DUE DATE AND TIME:</b>	
<b>TASK WEIGHTING / COMPONENTS:</b>		<b>MARKS AVAILABLE:</b>	
<b>OUTCOMES TO BE ASSESSED:</b>			

<b>TASK DESCRIPTION:</b>	
<b>CRITERIA FOR ASSESSING LEARNING:</b>	
<b>MARKING CRITERIA:</b>	
<b>FEED-FORWARD PROCEDURES</b>	



# HAND-IN ASSESSMENT TASKS COVER SHEET

Student Name:	Year
Assessment Task Title	Date Submitted:
Course:	Teacher:


### Academic Integrity Statement

I \_\_\_\_\_ declare that this work is my own and that any quotes,  
(Your name in BLOCK letters)

Information or works have been properly acknowledge and cited in the bibliography.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Warning

 You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.

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### Assessment Receipt **Student Copy**

Name of student: \_\_\_\_\_ Year: \_\_\_\_ Course: \_\_\_\_\_

Task Title: \_\_\_\_\_ Class Teacher: \_\_\_\_\_ Due Date: \_\_\_\_\_

This task was submitted to \_\_\_\_\_ on \_\_\_\_\_  
Teacher's name Date

\_\_\_\_\_  
Student Signature Teacher Signature Date

# ILLNESS/MISADVENTURE

Assessment tasks are intended to measure each student's performance in relation to course outcomes. Students may lodge an illness/misadventure application if circumstances beyond their control occur immediately before or during the assessment tasks, affected their performance for this assessment task.

This may relate to:

- Illness or accident – that is, illness or physical injuries suffered directly by the student which allegedly affected the student performance in the tasks (eg influenza, an asthma attack, a cut hand);
- Misadventure – any other event beyond the student's control, for example the death of a family member or close friend or involvement in a car accident on the way to the school. In such cases students must provide valid documentation.

The responsibility to complete and submit an Illness/Misadventure application rests with the student. Students must report to the Deputy Principal, of the relevant year, with the valid documentation on the morning of their first day at school. They must also be prepared to submit their assessment or sit their examination on their first day back.

## CHRONIC CONDITIONS

Students suffering from a chronic illness are only eligible for appeal if the condition is exacerbated immediately before or during the assessment period, or if the student experiences symptoms during the test which impede performance.

## DISABILITY PROVISIONS

Students who have received disability provision(s) are only eligible for an appeal if an unforeseen episode occurs during the assessment task.

## EVIDENCE NECESSARY FOR ILLNESS/MISADVENTURE

When students complete and submit an Illness/Misadventure application, supporting evidence must be provided.

This evidence includes:

- student statement: must detail how her performance was affected by the illness or misadventure;
- parent/caregiver statements must detail how the student's performance was affected by the illness/misadventure;
- independent evidence: doctor's certificate or other valid documentation.

**Note:** A medical certificate must be specially related to the assessment task that is the subject of the application and not general in nature. It must include details of the date of onset of the illness, any additional dates of consultation and a statement about how the student's performance may have been affected.

In cases of misadventure, evidence from other sources (eg police statements and/or statutory declarations explaining how the student's performance may have been affected) should be provided with the date and time of the occurrence and subsequent events.

If a student falls ill during an assessment task, the student must notify the teacher or assessment supervisor immediately.

Students must ensure they comply with the process in cases of:

**1. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY OF AN IN-SCHOOL ASSESSMENT TASK**

- The student or family member is requested to inform the school of the misadventure/illness on the morning the task is scheduled.
- Students must report to the Deputy Principal, of the relevant year, **on the first day of their return to school**. The student must complete an Illness/Misadventure form (ATTACHMENT A – Page 18). This form, once it has been completed by all relevant parties, should be returned to the Deputy Principal **within two days** from receiving the illness/misadventure application. Evidence needs to be attached to the completed form.
- Students should be expected to sit for the assessment task on their first day back.

**2. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY AN ASSESSMENT TASK IS DUE TO BE SUBMITTED**

- The student or family member is requested to inform the school of the illness/misadventure on the morning of the day the task is due to be handed in.
- On the first day of the student's return to school, the student must submit the task to the relevant Head Teacher of the faculty and complete an Illness/Misadventure form (ATTACHMENT A – Page 18) obtained from the Deputy Principal. This form, once it has been completed by all relevant parties, should be returned to the Deputy Principal **within two days** from receiving the illness/misadventure application. Evidence needs to be attached to the completed form.

**3. ILLNESS/MISADVENTURE DURING AN IN-SCHOOL ASSESSMENT**

- The student must acknowledge her condition to the teacher/supervisor of the task during the task and before leaving the room, or sitting for the task and collect an Illness/Misadventure form from the Deputy Principal. A student who presents for an assessment task cannot apply retrospectively for any special consideration due to illness.

**4. ILLNESS/MISADVENTURE DURING EXAMINATION PERIOD**

- The student or family member must inform the school of the illness/misadventure on the morning of the examination or inform the examination coordinator.
- Students will need to complete an Illness/Misadventure form (ATTACHMENT A – Page 18) obtained from the Deputy Principal. This form, once it has been completed by all relevant parties, should be returned to the Deputy Principal. Evidence needs to be attached to the completed form.
- The examination coordinator will liaise with the student and organise a rescheduling of the affected examination(s).

**5. GROUP PERFORMANCE ILLNESS/MISADVENTURE (ATTACHMENT B –Page 20)**

- When a group performance cannot go ahead on a scheduled date, the students affected need to complete a group performance Illness/Misadventure form from the Deputy Principal.
- This application must be returned to the relevant Deputy Principal, with appropriate evidence, **within two days**. The Head Teacher/Teacher, will reschedule an alternative date for the performance.
- The student responsible for this group Illness/Misadventure application must complete an individual Illness/Misadventure form outlining the nature of their application. Please note that this application will be considered separately to the group's application.

## IN ALL CASES INVOLVING ILLNESS/MISADVENTURE:

- The Illness/Misadventure application form must be completed and returned to the Deputy Principal **within two days** of the initial return to school. The urgency and accuracy of the procedures are important in enabling the case to be seriously considered.
- Where the reason for absence is substantiated, arrangements will be made for a student to complete the task or an alternative task at the earliest opportunity.

***The consequences of not following these procedures may result in your application for Illness/Misadventure being rejected.***

## ILLNESS/MISADVENTURE OUTCOMES

- If the documented evidence provided supports absence/late submission then the mark you receive for the task will be considered in determining your ranking in the course after the completion of all assessments for the course. Therefore your mark will be pending.
- If the documented evidence does not support your absence/late submission a zero mark will be awarded. A letter will be sent to your parent/caregiver informing them of this decision.

## SCHOOL BUSINESS (Approved School Event Participation) AND APPROVED LEAVE

Students on School Business must notify their teachers of their absence from school. The program coordinator must ensure all students complete Attachment C (Page 21) and notify the attendance officer for each stage. School Business must be approved by the Principal or the Principal's nominee.

Approved School Business does not require illness/misadventure application.

Students who miss an assessment task due to School Business will complete the task on the first day back to class. Students must make this arrangement with their Deputy Principal.

The granting of approved leave is at the discretion of the Principal. The same rule applies if a student has been granted approved leave from school by the Principal or their nominee (ATTACHMENT C – Page 21).

***Important Note: If a student knows in advance that they will be absent on the day a hand- in assessment is due, the task should be handed in prior to the due date. Family Holidays and unapproved leave are not grounds for a Misadventure. Leave not approved by Principal would result in Zero Mark.***

# NON-SERIOUS ATTEMPTS, MALPRACTICE AND PLAGIARISM

## NON-SERIOUS ATTEMPTS

- Students who do not make a serious attempt at an assessment task may receive a zero award in the course concerned. This may render some students ineligible for the award of the Year 11 and HSC course.
- Non-serious attempts include frivolous or objectionable material or failure to attempt whole questions
- Students identified as providing non-serious attempts will be asked to justify why they should receive a result in the course concerned
- Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. The Head Teacher of the faculty will advise the student and her parent/caregiver of the decision in consultation with the relevant Deputy Principal.

*Submitted work may be classified as a non-serious attempt where it is frivolous or offensive. Failure to reach a level of achievement does not necessarily constitute a non-serious attempt. Where the school applies a penalty for a frivolous or offensive response written communication will occur with the parent/caregiver.*

## HONESTY IS KEY FOR ALL STUDENTS AND STAFF

All HSC candidates, their teachers and others who guide them must comply with the NESA Honesty in Assessment Standard to maintain the integrity of the HSC.

Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

## WHAT TYPES OF PROVEN MALPRACTICE NEED TO BE RECORDED?

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own;
- using material directly from print or digital mediums without reference to the source;
- building on the ideas of another person without reference to the source;
- plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own;
- submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially;
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- cheating in an in-class assessment/examination, including having access to mobile devices;
- using non-approved aids during an assessment task;
- providing false explanations to explain work not handed in by the due date;
- assisting another student to engage in malpractice;
- being in possession of unauthorised notes or electronic devices during a test or examination;
- copying from another student.

Proven cases of malpractice may result in disciplinary action

## **IS THE LATE SUBMISSION OF A TASK OR A NON-SERIOUS ATTEMPT CONSIDERED MALPRACTICE?**

Late submission of assessment tasks may be malpractice when it is proven to be a deliberate mechanism to gain advantage over other students. Students may submit overdue assessment work for a variety of other reasons not considered malpractice, such as illness, technical or transport issues or lack of motivation.

Note, in all cases of late submission of a task, the illness/misadventure process must be followed.

Where the teacher responsible for a task has reason to suspect malpractice, this must be brought to the attention of the Head Teacher. If both are in agreement then the student will be awarded a zero mark for the plagiarised component of the assessment task.

## **THE ASSESSMENT REVIEW PANEL (ARP)**

Students may appeal a decision using the procedures existing within the school. In all cases, students may appeal in writing to the Assessment Review Panel (ARP). This application must be made **within two days** of receiving the decision.

The ARP is comprised of the Deputy Principal and two independent Head Teachers. The ARP will consider all Illness/Misadventure appeals. A decision will be made after careful examination and consideration of the evidence provided both by the student and the faculty. Each party will be notified in writing of the decision made by the ARP. Where a decision cannot be reached, the ARP will submit the appeal to the Principal for a determination (Attachment D, page 22).

## **UNACCEPTABLE GROUNDS FOR APPEAL**

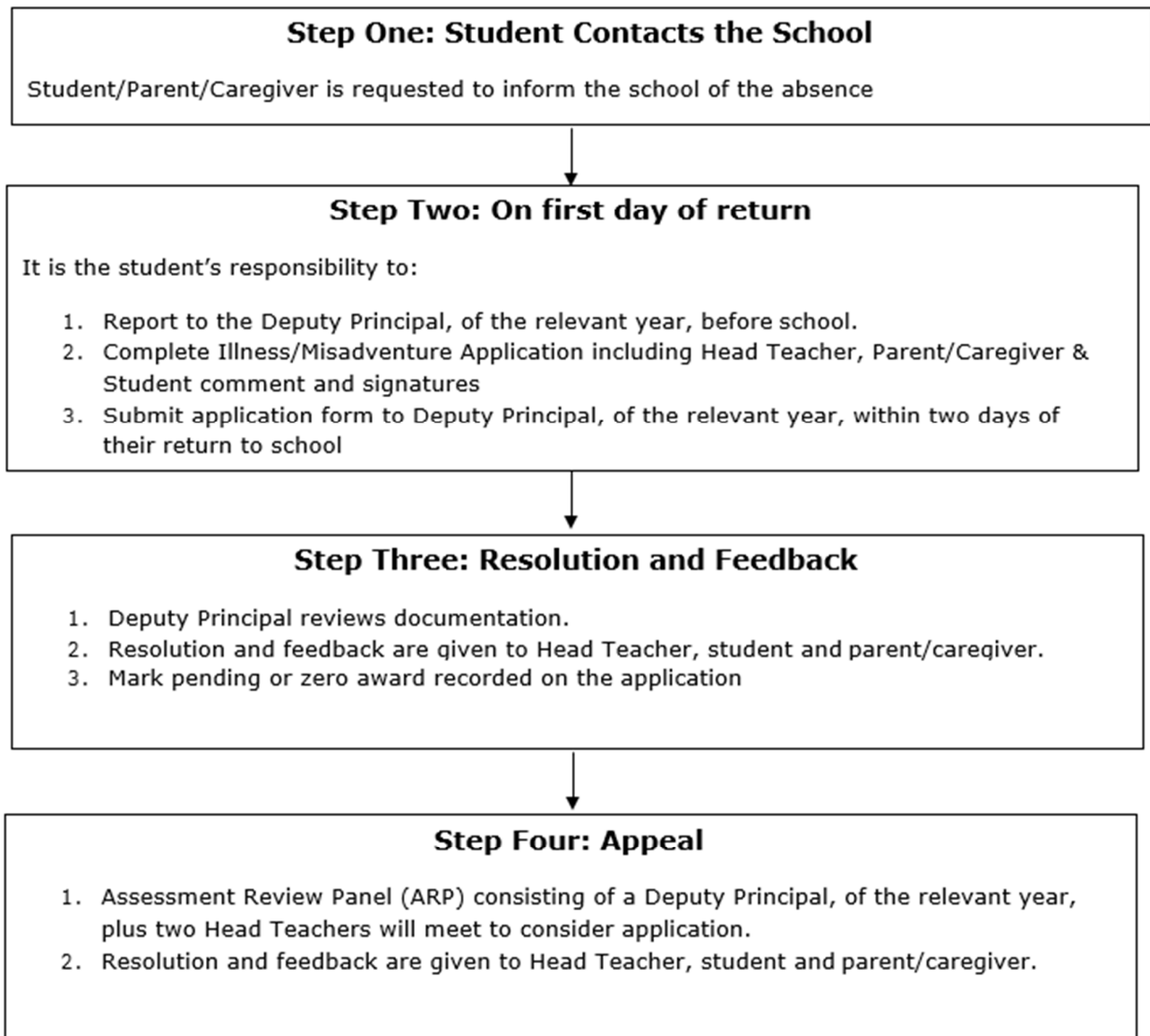
Unacceptable grounds for appeal include:

- attendance at a sporting or cultural event, or family holiday where approval has not been given by the Principal or Nominee;
- alleged deficiencies in tuition or long term matters relating to loss of preparation time;
- disabilities for which NESA has already granted special provisions, unless an unforeseen episode occurs during the test (eg a hypoglycaemic attack in a diabetic student who has been isolated but is still ill), or further difficulties which are supported by the supervising teacher and school;
- long-term illness, such as glandular fever, asthma, epilepsy, unless the student has suffered a 'flare up' of the condition during the test;
- matters avoidable by the student (eg misreading of timetable, misinterpretation of assessment task).



# PROCEDURES FOR YEAR 11 AND HSC COURSE ILLNESS/MISADVENTURE

Students missing an assessment task and wishing to make application for Illness/Misadventure must follow the procedure outlined below:





**YEAR 11 AND HSC COURSE ILLNESS/MISADVENTURE APPLICATION**

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Task: \_\_\_\_\_ Weighting: \_\_\_\_\_ Date Given: \_\_\_\_\_ Due Date: \_\_\_\_\_

**To be completed by DP (Tick as appropriate):**

Medical Certificate attached       Other verification (please specify): \_\_\_\_\_

**To be completed by the student:**

Student's comment: (Describe in detail the nature of the issue that affected your ability to complete or submit this assessment task)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

**To be completed by the student's Parent / Caregiver:**

Parent/caregiver support comment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent/Caregiver signature: \_\_\_\_\_ Date: \_\_\_\_\_

**To be completed by Head Teacher**

Head Teacher/Nominee: \_\_\_\_\_ Application submitted on (date): \_\_\_\_\_

Task/Alternative task was completed/submitted on (date): \_\_\_\_\_ Task/Alternative task to be completed/submitted on (date): \_\_\_\_\_

Outcome:       Mark pending       Zero Mark

Head Teacher's Recommendation:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Head Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**To be completed by Deputy Principal**

Date recommendation received by DP: \_\_\_\_\_

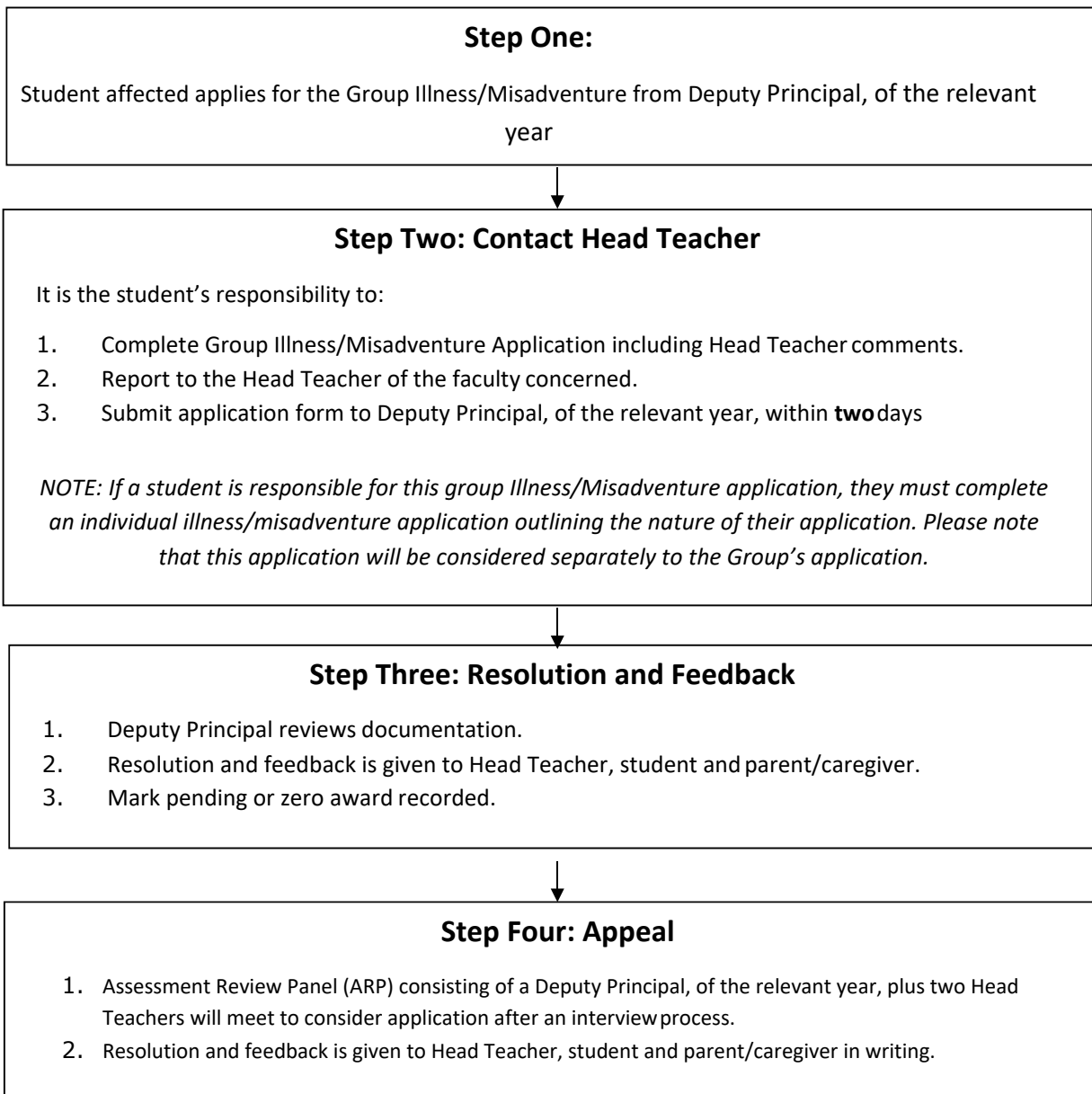
Outcome: \_\_\_\_\_ DP

signature: \_\_\_\_\_ Date: \_\_\_\_\_

# PROCEDURES FOR YEAR 11 AND HSC COURSE

## GROUP PERFORMANCE ILLNESS/MISADVENTURE

Students wishing to make application for Group Illness/Misadventure must follow the procedure outlined below:



ATTACHMENT B



**GROUP PERFORMANCE ILLNESS/MISADVENTURE APPLICATION**

SECTION A

To be completed by Class Teacher:

List of students affected (attach list of names)

Course: \_\_\_\_\_ Year: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Name of Group Performance: \_\_\_\_\_ Weighting (%) \_\_\_\_\_ Due Date: \_\_\_\_\_

Outline reasons for this application:

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**Attention: If a student is responsible for this Group Illness/Misadventure application they MUST also complete an individual illness/misadventure form otherwise they may be awarded a mark of zero.**

SECTION B

To be completed by the Head Teacher/Supervisor and forwarded to the Deputy Principal

Head Teacher: \_\_\_\_\_ Faculty: \_\_\_\_\_ Course: \_\_\_\_\_

Date: \_\_\_\_\_ Receipt Date of Illness/Misadventure form: \_\_\_\_\_

Task submitted/completed?  Yes  No

If no, date of rescheduled task: \_\_\_\_\_ Date completed: \_\_\_\_\_

Comment: (explain the circumstances that affected the students' performance and how the faculty will support the students)

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Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

SECTION C

To be completed by the Assessment Review

Panel ARP Members:

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Resolution:

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Copy to:  Relevant Head Teacher  Student  Parent-Caregiver  Student File

**APPROVED LEAVE – SCHOOL BUSINESS**



Teacher making the request: \_\_\_\_\_ Faculty: \_\_\_\_\_

Reason for the request:

Educational outcome:

Head Teacher Approved (circle one)      YES      NO      Date: \_\_\_\_\_

Students Name: \_\_\_\_\_ Year: \_\_\_\_\_

First Day of Leave: \_\_\_\_\_ Date: \_\_\_\_\_

Last Day of Leave: \_\_\_\_\_ Date: \_\_\_\_\_

Approval given by Principal (circle one)      YES      NO      Principal Sign: \_\_\_\_\_

Upon Principal’s approval the student must ensure an alternative assessment time has been negotiated with the class teacher and faculty Head Teacher and approved by the relevant Stage 6 Deputy Principal

Course	Assessment Task	Due Date	NEW Due Date	Class Teacher	Signature	Head Teacher	Signature

Once the form is completed forward copies to:

Student/Parent/Caregiver:

Faculty Head Teacher:

Student File:



### ILLNESS/MISADVENTURE APPEAL

You will need to complete this form if you appeal against an illness/misadventure decision. This form must be handed in with all necessary documentation to Deputy Principal, of the relevant year, **within two days** of decision.

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Head Teacher: \_\_\_\_\_ Title of the affected assessment task: \_\_\_\_\_

Outline reasons for this application and attach all relevant documentation

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Caregiver Name: \_\_\_\_\_ Parent/Caregiver Signature: \_\_\_\_\_

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#### ASSESSMENT REVIEW PANEL

ARP Members: \_\_\_\_\_ Date: \_\_\_\_\_

Issues discussed:

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Decision reached:

Refer to Principal:

Resolution:

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ARP Members signatures: \_\_\_\_\_

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Date: \_\_\_\_\_

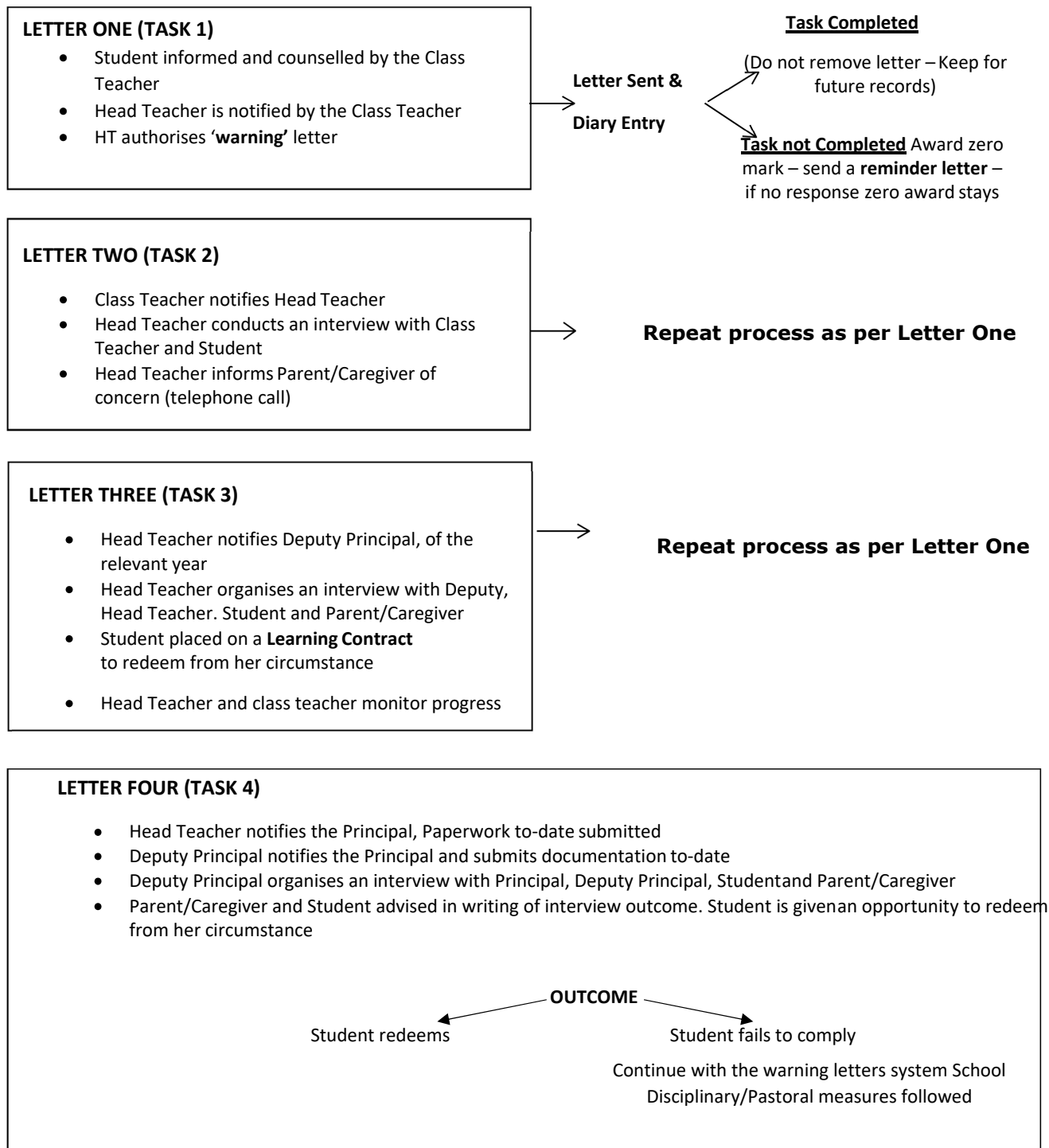
Inform of decision in writing to:

Student/Parent/Caregiver:

Relevant HT:

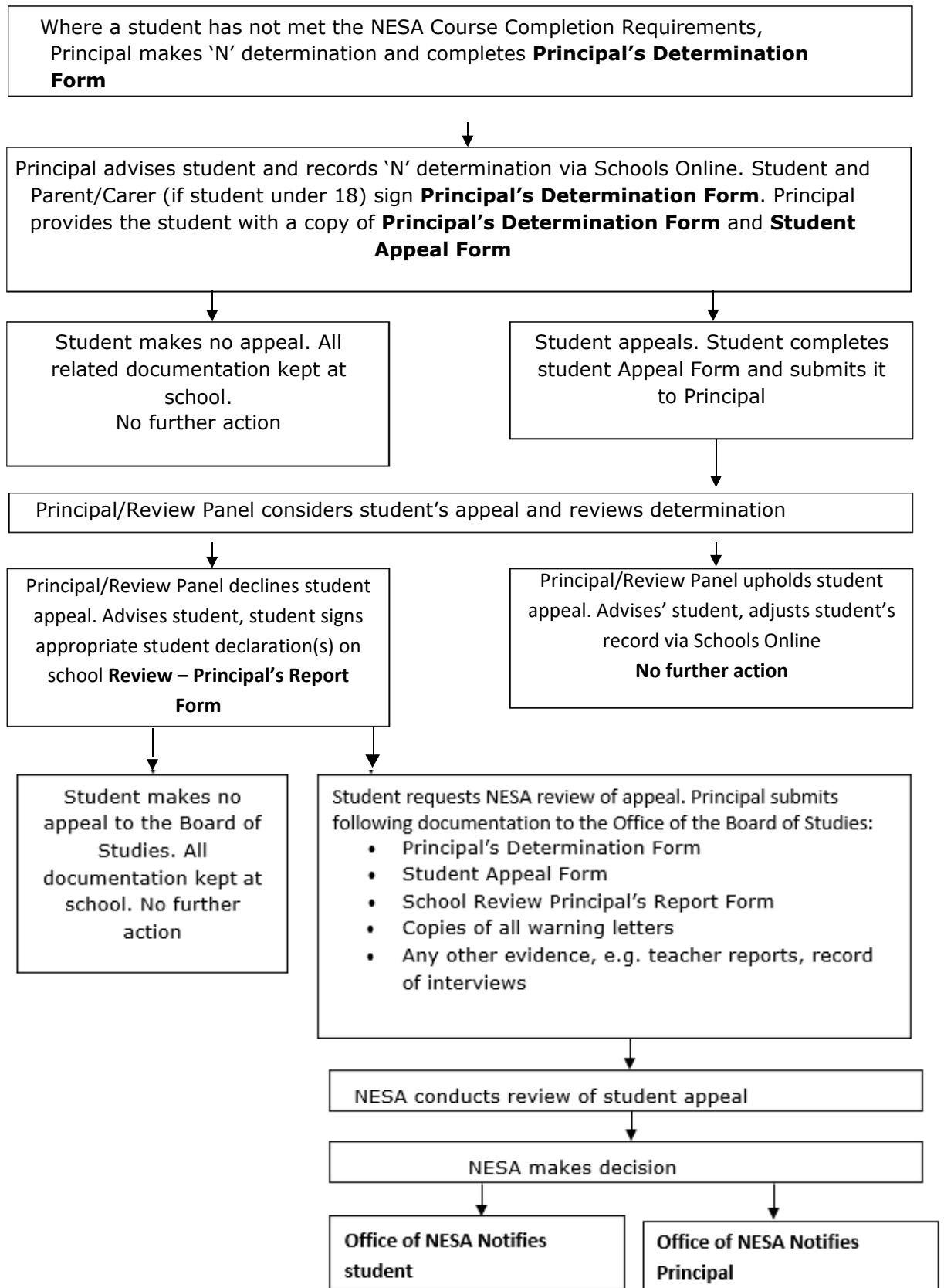
Copy Student file:

# PROCESS FOR DETERMINING AN 'N' AWARD FOR YEAR 11 AND HSC COURSE



**'N' DETERMINATION PROCESS BEGINS AT END OF THE COURSE**

# NESA PROCEDURES FOR APPEALS AGAINST 'N' DETERMINATION FOR NON-COMPLETION OF YEAR 11 AND HSC COURSE REQUIREMENTS





# VOCATIONAL EDUCATION COURSES

**Vocational Education** courses are taught and assessed through competencies in Stage 6, this should reflect the acceleration of AGHS students, Year 11 and HSC and in the HSC years. Vocational Education courses focus on the achievement of workplace competence. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as industry specific skills.

Assessment for VET courses within industry curriculum frameworks has two distinct purposes:

- a. Assessment for ASQA (Australian Skills Quality Authority) VET qualifications – competency based assessment
- b. Assessment for the ATAR if it is a Board Developed Course.

Assessment for ASQA Certification is competency based. Tasks may be holistic to demonstrate the acquired skills, knowledge and attitudes. Students are given the opportunity to develop skills over time and are required to demonstrate competence to qualified assessors. All competencies and work placement must be completed for NESAS in the allocated time. Students withdrawing from optional VET examinations must do so at this time by completing the appropriate form.

A variety of assessment strategies are employed to assess the competence of students. Competency Standards are the benchmarks for this assessment.

Assessment evidence gathering techniques and events include practical tasks, observation, questioning, written activities and may also involve third party reports from work placement. Assessment may be conducted at the delivery site, in simulated work environments, through work placement, or through a combination of these modes.

Compulsory assessment tasks called Cluster Tasks are mandated by the RTO and must be completed as part of the assessment requirements.

## THE YEAR 11 AND HSC AND HSC EXAMINATION

The examination for 240-hour VET courses only is independent of competency based assessment requirements for ASQA qualifications.

## INTERNAL ASSESSMENT TASKS

In order to ensure that students at Asquith Girls High School are equipped to exercise this option, all 240 hour VET Framework students will be required to practise appropriate written skills by completing examinations in the usual examination periods.

## WORK PLACEMENT

Work Placement is a mandatory requirement for each course within the VET frameworks and forms an essential part of the total course assessment. Indicative hours have been assigned and must be addressed. Work Placement will occur in Year 10, 11 and Year 12, at times to be advised. Each course requires Work Placement for 35 hours per year. Failure to complete Work Placement in the allotted time will render the student ineligible for the award of a Year 11 and HSC credential in the VET course.

## OTHER COURSE REQUIREMENTS

VET courses have an underlying premise that each lesson is an opportunity for assessment. Attendance at every lesson is vital because aspects of competency will be tested.

## **SCHOOL BASED VET ASSESSMENT POLICY**

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Year 11 and HSC qualifications
- Competencies which can lead to a Statement of Attainment, Certificate 1, 2 or 3 which is awarded under the Australian Qualifications Framework (AQF).

Students will be assessed in both areas during each VET Course.

## **AQF ASSESSMENT**

All Industry Curriculum Framework Courses are assessed under National Competency Standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competency skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as the “competency achieved” or “not achieved”.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards.

The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tasks. If students are deemed not competent at the time, they will be given at least one further opportunity at an agreed time to be re assessed. There are a number of competencies that may only be offered once during the course due to their:

- H&S requirement
- Cost
- Time frame
- Supervision required
- Resource availability

Specific information about these competencies will be issued to students at the beginning of the course.

## **HIGHER SCHOOL CERTIFICATE (HSC)**

Students will be awarded units towards their Year 11 and HSC by studying a VET Course.

Some VET Courses e.g. Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the Australian Tertiary Admission Rank (ATAR). As with all HSC courses, NESA procedures apply to all VET Courses.

VET courses will be listed on the Year 11 Certificate Record of Achievement. No mark will be listed for competency achieved.

## **WORK PLACEMENT**

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

- 120 hour course – a minimum of 35 hours in a workplace
- 240 hour course – a minimum of 70 hours in a workplace

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled the NESA course requirements and will therefore not be able to be accredited with the 2 units of study. Learning in the workplace will enable students:

- progress towards the achievement of industry competencies
- develop appropriate attitude towards work
- learn a range of behaviours appropriate to the industry
- practice skills acquired off the job in a classroom or workshop
- develop additional skills and knowledge, including key competencies

## **ASSESSMENT SCHEDULE**

Information regarding mandatory assessment tasks, called 'Cluster Tasks', will be set out in an assessment schedule. These tasks will be used as evidence of competency.

## **APPEALS PROCEDURE**

Normal school assessment appeals procedures will apply for VET courses.

## **RPL: RECOGNITION OF PRIOR LEARNING**

Students who have had **previous work or life experiences** will need to produce **evidence** to enable their teacher to assess their skills to ensure they are at **industry standard**.

**RPL will only be granted for competencies where a student is able to demonstrate achievement of all of the learning outcomes and performance criteria for that unit of competency. A student would then be exempt from undertaking the training and assessment for that unit of competency only.**

## **WHAT IS CREDIT TRANSFER?**

If you have already completed content and learning for all or part of a similar unit/s of competency that is deemed equivalent, you may be eligible for credit transfer. Credit transfer will be granted where you provide a transcript, a result notice, a certificate or a competency record, eg WorkCover white card.

## **EXTERNAL VET COURSES (EVET)**

External VET courses are 2 unit courses that are part of the HSC. Successful completion requires attention to attendance and assessment.

## ATTENDANCE

Students are expected to attend every scheduled TAFE class, or scheduled lesson with an external provider, even during examination periods. Classes last for up to 4 hours and learning is sequential. Students missing a lesson may find it difficult to follow what is being taught when they return to class. Courses are made up of modules. A module might be of four hours duration. Missing the lesson may result in the student missing the module.

Missing a TAFE or external provider course day is the same as missing a school day (or part of a day) in that a parent note and Doctor's Certificate **MUST** be supplied to the school explaining the absence. The absence will be recorded on the school roll and appear on the school reports.

When students miss a TAFE class they must:

- Tell the EVET co-ordinator at school (Careers Adviser) and supply an explanation note – if you went to a doctor bring doctor's certificate.
- Talk to the EVET teacher on return to find out how to catch up on the missed work.
- Students on a compulsory school activity must tell the school's EVET co-ordinator and he or she will write an explanation note for the EVET teacher.

Students must be ready to start on time and not expect to leave class early.

## ASSESSMENT

- The EVET teacher will give students an assessment schedule on the first day.
- Similar to HSC subjects at school, assessments are a compulsory requirement for successful completion of EVET courses.
- Missing an assignment task due to illness will require a doctor's certificate, and an alternative time will be organised. Students will be notified if they are in danger of not satisfying EVET (and HSC) requirements with regard to any aspect of their course through NESA letters warning of unsatisfactory completion of a course. Students should reply via the return slip and take steps to resolve the problem.

**NOTE:** The student's EVET course maybe part of the units necessary to successfully complete Year 11/HSC requirements.

**Remember the school's EVET co-ordinator (Careers Adviser) is the first contact for any problems associated with TAFE Delivered VET course.**

## BOARD ENDORSED COURSES

Students studying Board Endorsed Courses are reminded that unsatisfactory progress in these courses (as outlined in this assessment guide) may lead to an 'N' determination. This may result in a student not being eligible for a Record of Achievement for a Year 11 and HSC Course and receiving only a Certificate of Attainment.

Students not fulfilling the requirements of the course (e.g. unattempted assignments) will be warned, as will their parents, that they may be deemed unsatisfactory.

## STUDENTS STUDYING OUTSIDE COURSES

A student's pattern of study may include studying courses outside of the school. These include courses studied:

- at Saturday School of Community Languages
- at TAFE Colleges and external providers
- with an Outside Tutor
- at the Open High School

Each of these alternatives have different requirements for attendance and assessment. It is the responsibility of the student to:

- notify the Principal of her intention to study outside courses.
- meet the requirements of these bodies.
- ensure they notify the relevant Deputy Principal, and Career Adviser/Course coordinator of any variation to their study of the courses.

Students studying with an outside tutor must see the relevant Deputy Principal with the necessary documentation for course endorsement and NESAs entry.

Failure to complete a course studied outside school may reduce the number of units being studied to less than the minimum acceptable. This could mean the student may not qualify for a Preliminary HSC or HSC Course.

### **DISCONTINUATION OF A COURSE**

Students are reminded that they must have the written approval of the relevant Deputy Principal before discontinuing the study of any course, to ensure that they have sufficient units to satisfy requirements for the Year 11 Course, the HSC or an ATAR. This approval is subject to parent/caregiver request and Head Teacher consent. Students must ensure all assessment tasks for this course are completed prior to this request. This discontinuation of a preliminary HSC course must be completed by the published timeline. This is necessary to ensure a student has demonstrated successfully the minimum achievement for the course of study.

### **CONCERNS**

It is the responsibility of a student experiencing any difficulty in assessment for a course to seek help from the Head Teacher in charge of that course.

Any clarification of this policy should be sought from the Assessment Review Panel chairperson (Mrs Turnbull).

# RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Year 11 Stage 6 courses and grades, and participation in any uncompleted Stage 6 courses. It is of specific use to students leaving school prior to the HSC. Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

## ELIGIBILITY FOR THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

To qualify for the RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA;
- complied with all requirements imposed by the Minister or NESA; and
- completed Year 10

Students must continue to attend until the final day of Year 10 at their school.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

## A CREDENTIAL FOR SCHOOL LEAVERS

- While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.
- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through ['Students Online'](#).
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

## LIFE SKILLS

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA. The Profile of Student Achievement provides details on Life Skills syllabus outcomes achieved by students.

## YEAR 11 GRADES

Schools are responsible for awarding each student studying and completing a Stage 6 Year 11 course a grade (A, B, C, D or E) to represent the student's achievement (except Life Skills courses and VET). The grade awarded is reported on the student's RoSA. Teachers use the Common Grade Scale for Preliminary Courses to determine grades for all Board Developed and Board Endorsed Courses.

Grade descriptions are derived from the knowledge, skills and understandings developed in Stage 6 syllabuses and provide a general description of typical performance at each grade level from A to E.

## **'N' DETERMINATIONS**

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.
- A principal with appropriate delegation by NESA may determine that a student undertaking Stage 6 courses who was ineligible for the RoSA at the end of Year 10 because of failure to meet the requirements has subsequently met the requirements and is therefore eligible for the RoSA.

## **COMMON GRADE SCALE FOR YEAR 11 COURSES**

The Common Grade Scale shown below should be used to report student achievement in the Year 11 Stage 6 year in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

**A** The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

**B** The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

**C** The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

**D** The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

**E** The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

# A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about



<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole

# Ancient History

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Ancient Societies	Historical Periods	Core study: Cities of Vesuvius - Pompeii and Herculaneum	Trial HSC Examination
Nature of task	Research Task	Research Extended Response	Research Portfolio	Formal Written Examination
Due Date (Week, Term)	Week 6, Term 4 2019	Week 6, Term 1 2020	Week 5, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Knowledge and understanding of course content, 40%	5%	10%	5%	20%
Historical skills in the analysis and evaluation of sources and interpretations, 20%	5%	5%	5%	5%
Historical inquiry and research, 20%	5%	5%	10%	
Communication of historical understanding in appropriate forms, 20%	5%	5%	5%	5%
Task Weight	20%	25%	25%	30%
Outcomes assessed	AH12-5, AH12-6, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-7, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-6, AH12-8, AH12-9, AH12-10	AH12-1, AH12-2, AH12-3, AH12-4, AH12-6, AH12-7, AH12-9, AH12-10

# Biology

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Module	Heredity	Genetic Change	Infectious Disease	Trial HSC Examination
Nature of task	Modelling	Depth Study	Skills	Formal Written Examination
Due Date (Week, Term)	Week 7, Term 4, 2019	Week 7, Term 1	Week 7, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Skills in working Scientifically 60%	15%	15%	20%	10%
Knowledge and Understanding 40%	5%	10%	5%	20%
Task Weight	20%	25%	25%	30%
Outcomes assessed	BIO12-3, BIO12-4, BIO12-6, BIO12-7, BIO12-12	BIO12-13, BIO12-4, BIO12-6, BIO12-7, BIO12-13	BIO12-1, BIO12-2, BIO12-3, BIO12-14	BIO12-1, BIO12-2, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15

# Business Studies

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Marketing	Operations	Marketing, Finance	Trial HSC Examination
Nature of Task	Research Task	Research task	In Class Business Report	Formal Written Examination
Due Date (Week, Term)	Week 9, Term 4 2019	Week 10, Term 1 2020	Week 7, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Knowledge and understanding of course content, 40%	10%	5%	10%	15%
Stimulus-based skills, 20%	5%		5%	10%
Inquiry and Research, 20%	5%	10%	5%	
Communication of business information, ideas and issues in appropriate forms, 20%	5%	5%	5%	5%
Task Weight	25%	20%	25%	30%
Outcomes assessed	H3, H4, H5, H6, H7, H8, H9	H4, H5, H6, H7, H8	H2, H4, H5, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9, H10

# Chemistry

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Module	Equilibrium and Acid reactions	Acid/Base reactions	Organic Chemistry	Trial HSC Examination
Nature of task	Depth Study	Skills	Investigation	Formal Written Examination
Due Date (Week, Term)	Week 8, Term 4 2019	Week 7, Term 1 2020	Week 8, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Skills in Working Scientifically 60%	20%	15%	10%	15%
Knowledge and Understanding 40%	5%	5%	15%	15%
Task Weight	25%	20%	25%	30%
Outcomes assessed	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-7, CH12-12	CH12-2, CH12-3, CH12-5, CH12-6 CH12-13	CH12-1, CH12-3, CH12-4, CH12-5, CH12-7, CH12-14	CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15

# Community and Family Studies

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Parent and Caring	Research Methodology	Groups in Context	Trial HSC
Nature of task	Design Task	IRP	Research Task	Formal Written Examination
Due Date (Week, Term)	Week 6, Term 4 2019	Week 10, Term 1 2020	Week 9, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Knowledge and understanding, 40 %	5%	5%	10%	20%
Skills in critical thinking, research, analysis and communicating 60%	20%	15%	15%	10%
Task Weight	25%	20%	25%	30%
Outcomes assessed	H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.1	H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	H1.1 - H7.4

# Dance

## Syllabus Outcomes

<b>H1.1</b>	<i>understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form</i>
<b>H1.2</b>	<i>performs, composes and appreciates dance as an artform</i>
<b>H2.1</b>	<i>understands performance quality, interpretation and style relating to dance performance</i>
<b>H2.2</b>	<i>performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices</i>
<b>H3.1</b>	<i>identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent</i>
<b>H3.2</b>	<i>demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent</i>
<b>H3.4</b>	<i>explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent</i>
<b>H4.1</b>	<i>understands the concept of differing artistic, social and cultural contexts of dance</i>
<b>H4.2</b>	<i>recognises, analyses and evaluates the distinguishing features of major dance works</i>
<b>H4.3</b>	<i>utilises the skills of research and analysis to examine dance as an artform</i>
<b>H4.4</b>	<i>demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgements about dance</i>

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Core Performance	Core Composition	Major Study	Core Performance Core Composition Core Appreciation Major Study
Nature of task	Performance and Interview	Presentation of Composition and Interview	Presentation of Major Study and Interview	Presentation of all practical components, interview and a formal written examination
Due Date (Week, Term)	Week 9, Term 4 2019	Week 2, Term 1 2020	Week 9, Term 1 2020	Week 9, Term 2 2020
Core Performance 20%	15%			5%
Core Composition 20%		15%		5%
Core Appreciation 20%				20%
Major Study 40%			30%	10%
Task Weight	15%	15%	30%	40%
Outcomes assessed	H1.2, H2.1, H2.2, H4.4	H1.1, H1.2, H3.1, H3.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.4, H4.2, H4.3, H4.4	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.4, H4.1, H4.2, H4.3, H4.4

# Design and Technology

## Syllabus Outcomes

<b>H1.1</b>	<i>Critically analyses the factors affecting design and the development and success of design projects</i>
<b>H1.2</b>	<i>Relates the practices and processes of designers and producers to the major design project</i>
<b>H2.1</b>	<i>Explains the influence of trends in society on design and production</i>
<b>H2.2</b>	<i>Evaluates the impact of design and innovation on society and the environment</i>
<b>H3.1</b>	<i>Analyses the factors that influence innovation and the success of innovation</i>
<b>H3.2</b>	<i>Uses creative and innovative approaches in designing and producing</i>
<b>H4.1</b>	<i>Identifies a need or opportunity and researches and explores ideas for design development and production of the major design project</i>
<b>H4.2</b>	<i>Selects and uses resources responsibly and safely to realise a quality major design project</i>
<b>H4.3</b>	<i>Evaluates the processes undertaken and the impacts of the major design project</i>
<b>H5.1</b>	<i>Manages the development of a quality major design project</i>
<b>H5.2</b>	<i>Selects and uses appropriate research methods and communication techniques</i>
<b>H6.1</b>	<i>Justifies technological activities undertaken in the major design project through the study of industrial and commercial practices</i>
<b>H6.2</b>	<i>Critically assesses the emergence and impact of new technologies, and the factors affecting their development</i>

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Project Development	Industry Study	Project Management	Trial HSC Examination
Nature of task	Presentation & Written Report	Research Task	Written Report	Formal Written Examination
Due Date (Week, Term)	Week 8, Term 4 2019	Week 6, Term 1 2020	Week 4, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Knowledge and understanding of course content, 40%		20%		20%
Knowledge and skills in designing, managing, producing and evaluating a major design project, 60%	20%		30%	10%
Task Weight	20%	20%	30%	30%
Outcomes assessed	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2



# Drama

## Syllabus Outcomes

H1.1	<i>uses acting skills to adopt and sustain a variety of characters and roles</i>
H1.2	<i>uses performance skills to interpret and perform scripted and other material</i>
H1.3	<i>uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works</i>
H1.4	<i>collaborates effectively to produce a group-devised performance</i>
H1.5	<i>demonstrates directorial skills</i>
H1.6	<i>records refined group performance work in appropriate form</i>
H1.7	<i>records refined group performance work in appropriate form</i>
H2.1	<i>demonstrates effective performance skills</i>
H2.2	<i>uses dramatic and theatrical elements effectively to engage an audience</i>
H2.3	<i>demonstrates directorial skills for theatre and other media</i>
H3.1	<i>critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements</i>
H3.2	<i>analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses</i>
H3.3	<i>demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements</i>

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Studies in Drama & Theatre: Black Comedy	Individual Project	Australian Drama & Theatre	Trial HSC Examination Group Performance Individual Project Written Examination
Nature of task	Workshop and Essay	Presentation	Performance Essay	Group Performance, individual Project, Written Exam
Due Date (Week, Term)	Week 8, Term 4 2019	Week 5, Term 1 2020	Week 9, Term 1 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Making, 30%	10%	20%		
Performing, 30%			10%	20%
Critically Studying, 40%	10%		10%	20%
Task Weight	20%	20%	20%	40%
Outcomes assessed	H1.5, H1.7, H3.1, H3.2	H1.3, H2.3, H3.2	H1.5, H1.7, H3.1, H3.2	H1.1, H1.2, H1.3, H1.4, H1.6, H2.1, H2.2, H3.2 H3.2, H3.3

# Early Childhood Education (Content Endorsed Course)

## Syllabus Outcomes

1.1	<i>analyses prenatal issues that have an impact on development outcome here</i>
1.2	<i>examines major physical, social-emotional, behavioural, cognitive and language development of young children</i>
1.3	<i>examines the nature of different periods in childhood – infant, toddler, preschool and the early school years</i>
1.4	<i>analyses the ways in which family, community and culture influence growth and development of young children</i>
1.5	<i>examines the implications for growth and development when a child has special needs</i>
2.1	<i>analyses issues relating to the appropriateness of a range of services for different families</i>
2.2	<i>critically examines factors that influence the social world of young children</i>
2.3	<i>explains the importance of diversity as a positive issue for children and their families</i>
2.4	<i>analyses the role of a range of environmental factors that have an impact on the lives of young children</i>
2.5	<i>examines strategies that promote safe environments</i>
3.1	<i>evaluates strategies that encourage positive behaviour in young children</i>
4.1	<i>demonstrates appropriate communication skills with children and/or adults</i>
4.2	<i>interacts appropriately with children and adults from a wide range of cultural backgrounds</i>
4.3	<i>demonstrates appropriate strategies to resolve group conflict</i>
5.1	<i>analyses and compares information from a variety of sources to develop an understanding of child growth and development</i>
6.1	<i>demonstrates an understanding of decision making processes</i>
6.2	<i>critically examines all issues including beliefs and values that may influence interactions with others</i>
V1.1	<i>displays a willingness to respond to the individual needs of young children and families</i>
V1.2	<i>interacts with children and adults in a positive non-judgemental and accepting manner</i>
V2.1	<i>appreciates the importance of facilitating responsible and supportive interactions with young children</i>

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Children's Literature	The Children's Services Industry	Young Children and the Law	Trial HSC Examination
Nature of task	Design Task	Research Task	Written Report	Formal Written Examination
Due Date (Week, Term)	Week 8, Term 4 2019	Week 7, Term 1 2020	Week 7, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Knowledge and Understanding 50%	15%	10%	10%	15%
Skills 50 %	10%	15%	10%	15%
Task Weight	25%	25%	20%	30%
Outcomes assessed	2.4, 2.5, 3.1, 4.2, 4.3	1.4, 2.1, 2.4, 4.1, 6.1	1.2, 1.3, 4.1	1.3, 1.4, 1.5, 2.1, 2.4, 4.1, 4.2, 6.1

# English Advanced

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	The Common Module: Texts and Human Experiences	Module B: Critical Study of Literature	Module C: The Craft of Writing	Trial HSC Examination
Nature of task	Short Answers and Extended Response	Multimodal Presentation	Extended Written Response	Formal Written Examination
Due Date (Week, Term)	Week 10 Term 4, 2019	Week 10, Term 1, 2020	Week 10, Term 2, 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Knowledge and understanding of course content, 50%	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes, 50%	10%	15%	10%	15%
Task Weight	25%	25%	20%	30%
Outcomes assessed	EA12-1, EA12-3, EA12-6, EA12-7, EA12-8	EA12-2, EA12-4, EA12-5, EA12-7	EA12-1, EA12-2, EA12-4, EA12-6	EA12-1, EA12-3, EA12-4 EA12-5, EA12-6, EA12-8

# English Standard

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	The Common Module: Texts and Human Experiences	Module B: Close Study of Text	Module C – The Craft of Writing	Trial HSC Examination
Nature of task	Short Answers and Extended Response	Multimodal Presentation	Extended Written Response	Formal Written Examination
Due Date (Week, Term)	Week 10, Term 4, 2019	Week 10, Term 1, 2020	Week 10, Term 2, 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Knowledge and understanding of course content, 50%	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes, 50%	10%	15%	10%	15%
Task Weight	25%	25%	20%	30%
Outcomes assessed	EN12-1, EN12-3, EN12- 6, EN12-7, EN12-8	EN12-2, EN12-4, EN12- 5, EN12-7,	EN12-1, EN12-2, EN12- 4, EN12-6	EN12-1, EN12-3, EN12- 4 EN12-5, EN12-6, EN12-8

# English as an Additional Language or Dialect

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Module A: Texts and Human Experiences	Module B: Language, Identity and Culture	Focus on Writing	Trial HSC Examination
Nature of task	Multimodal Presentation	Extended Written Response	Extended Written Response	Formal Written Examination
Due Date (Week, Term)	Week 10, Term 4 2019	Week 8, Term 1 2020	Week 7, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Knowledge and understanding of course content, 50%	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes, 50%	10%	15%	15%	10%
Task Weight	25%	25%	25%	25%
Outcomes assessed	EAL12-2A, EAL12-1B, EAL12-4, EAL12-5, EAL12-7, EAL12-9	EAL12-2, EAL12-3, EAL12-6, EAL12-8, EAL12-9	EAL12-2, EAL12-3, EAL12-4, EAL12-5, EAL12-7, EAL12-8	EAL12-1A, EAL12-1B, EAL12-3, EAL12-4, EAL12-5, EAL12-6

# English Extension 1

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Literary Worlds	Worlds of Upheaval	Worlds of Upheaval	Trial HSC Examination
Nature of task	Creative Writing	Multimodal Presentation	Essay	Formal Written Examination
Due Date (Week, Term)	Week 9, Term 4 2019	Week 9, Term 1 2020	Week 9, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Knowledge and understanding of complex texts and how and why they are valued, 50%	10%	10%	15%	15%
Skills in: - Complex analysis - Sustained composition - Independent investigation, 50%	15%	10%	10%	15%
Task Weight	25%	20%	25%	30%
Outcomes assessed	1, 2, 4	1, 3	1, 2, 3	1, 2, 3

# Food Technology

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Australian Food Industry	Food Product Development	Nutrition	Trial HSC Examination
Nature of task	Research Task	Portfolio & Practical	Research Task & Practical	Formal Written Examination
Due Date (Week, Term)	Week 7, Term 4 2019	Week 10, Term 1 2020	Week 10, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Knowledge and understanding of course content, 40%	10%		5%	25%
Knowledge and skills in designing, researching, analysing and evaluating, 30%	15%	10%	5%	
Skills in experimenting with and preparing food by applying theoretical concepts, 30%		15%	15%	
Task Weight	25%	25%	25%	25%
Outcomes assessed	H1.1, H1.4, H3.1	H1.1, H1.3, H4.1	H2.1, H3.2, H5.1	H1.1, H1.4, H2.1, H3.1, H4.2

# French Beginners

## Syllabus Outcomes

1.1	<i>establishes and maintains communication in French</i>
1.2	<i>manipulates linguistic structures to express ideas effectively in French</i>
1.3	<i>sequences ideas and information</i>
1.4	<i>applies knowledge of the culture of French-speaking communities to interact appropriately</i>
2.1	<i>understands and interprets information in texts using a range of strategies</i>
2.2	<i>conveys the gist of and identifies specific information in texts</i>
2.3	<i>summarises the main points of a text</i>
2.4	<i>draws conclusions from or justifies an opinion about a text</i>
2.5	<i>identifies the purpose, context and audience of a text</i>
2.6	<i>identifies and explains aspects of the culture of French-speaking communities in texts</i>
3.1	<i>produces texts appropriate to audience, purpose and context</i>
3.2	<i>structures and sequences ideas and information</i>
3.3	<i>applies knowledge of diverse linguistic structures to convey information and express original ideas in French</i>
3.4	<i>applies knowledge of the culture of French speaking communities to the production of texts.</i>

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Response in English and French to spoken texts	Response in English and French to a written text	Response in English to spoken texts + French conversation	Trial HSC Examination
Nature of task	Listening and Speaking	Reading and Writing	Listening and Speaking	Listening, Reading & Writing
Due Date (Week, Term)	Week 5, Term 4 2019	Week 8, Term 1 2020	Week 7 Term 2, 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Listening 30%	10%		10%	10%
Reading 30%		15%		15%
Speaking 20 %	10%		10%	
Writing 20 %		15%		5%
Task Weight	20%	30%	20%	30%
Outcomes assessed	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1	2.1, .2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4



# French Continuers

## Syllabus Outcomes

1.1	<i>uses a range of strategies to maintain communication</i>
1.2	<i>conveys information appropriate to context, purpose and audience</i>
1.3	<i>exchanges and justifies opinions and ideas</i>
1.4	<i>reflects on aspects of past, present and future experience</i>
2.1	<i>applies knowledge of language structures to create original text</i>
2.2	<i>composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience</i>
2.3	<i>structures and sequences ideas and information</i>
3.1	<i>conveys the gist of texts and identifies specific information</i>
3.2	<i>summarises the main ideas</i>
3.3	<i>identifies the tone, purpose, context and audience</i>
3.4	<i>draws conclusions from or justifies an opinion</i>
3.5	<i>interprets, analyses and evaluates information</i>
3.6	<i>infers points of view, attitudes or emotions from language and context</i>
4.1	<i>recognises and employs language appropriate to different social contexts</i>
4.2	<i>identifies values, attitudes and beliefs of cultural significance</i>
4.3	<i>reflects upon significant aspects of language and culture</i>

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Responds in English and French to spoken texts	Response in English and French to a written text	Response in English to spoken texts + French conversation	Trial HSC Examination
Nature of task	Listening and Speaking	Reading and Writing	Listening and Speaking	Listening, Reading and Writing
Due Date (Week, Term)	Week 9, Term 4 2019	Week 7, Term 1 2020	Week 8, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Listening 30%	10%		10%	10%
Reading 30%		20%		10%
Speaking 20%	10%		10%	
Writing 20%		10%		10%
Task Weight	20%	30%	20%	30%
Outcomes assessed	1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3	1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3	1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3

# Geography

## Syllabus Outcomes

H1	<i>explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity</i>
H2	<i>explains the factors which place ecosystems at risk and the reasons for their protection</i>
H3	<i>analyses contemporary urban dynamics and applies them in specific contexts</i>
H4	<i>analyses the changing spatial and ecological dimensions of an economic activity</i>
H5	<i>evaluates environmental management strategies in terms of ecological sustainability</i>
H6	<i>evaluates the impacts of, and responses of people to, environmental change</i>
H8	<i>plans geographical inquiries to analyse and synthesise information from a variety of sources</i>
H9	<i>evaluates geographical information and sources for usefulness, validity and reliability</i>
H10	<i>applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical context</i>
H11	<i>applies mathematical ideas and techniques to analyse geographical data</i>
H12	<i>explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples</i>
H13	<i>communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms</i>

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Urban Places	Ecosystems at Risk	People and Economic Activity	Trial HSC Examination
Nature of task	Research Report	Short Answer Research Task	Research Extended Response	Formal Written Examination
Due Date (Week, Term)	Week 7, Term 4 2019	Week 7, Term 1 2020	Week 6, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Knowledge and understanding of course content, 40%	5%	10%	10%	15%
Geographical tools and skills, 20%			10%	10%
Geographical inquiry and research, including fieldwork, 20%	10%	10%		
Communication of geographical information, ideas and issues in appropriate forms, 20%	5%	5%	5%	5%
Task Weight	20%	25%	25%	30%
Outcomes assessed	H1, H3, H5, H6, H8, H9, H10, H11, H12, H13	H1, H2, H3, H5, H6, H8, H9, H10, H12, H13	H1, H4, H5, H6, H8, H9, H10, H11, H12, H13	H1, H2, H3, H4, H5, H6, H10, H11, H12, H13

# History Extension

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Part A: History Project	Part B History Project:	Trial HSC Examination
Nature of task	Historical Process: Proposal, process log, annotated sources	Essay, bibliography	Formal Written Examination
Due Date (Week, Term)	Week 9, Term 1 2020	Week 9, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Knowledge and understanding of significant historical ideas and processes, 40%	10%	15%	15%
Skills in designing, undertaking and communicating historical inquiry and analysis 60%	20%	25%	15%
Task Weight	30%	40%	30%
Outcomes assessed	HE12-1,HE12-2,HE12-3,HE12-4	HE12-1,HE12-2,HE12-3,HE12-4	HE12-1,HE12-3,HE12-4

# Industrial Technology: Multimedia

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Project Development	Multimedia & Design	Industry Study	Trial HSC Examination
Nature of task	Presentation & Report	Design Task	Report	Formal Written Examination
Due Date (Week, Term)	Week 7, Term 4 2019	Week 5, Term 1 2020	Week 5, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Knowledge and understanding of course content, 40%	5%	5%	10%	20%
Knowledge and skills in the design, management, communication and production of a major project, 60%	15%	20%	15%	10%
Task Weight	20%	25%	25%	30%
Outcomes assessed	H3.1, H3.2, H5.2, H6.1	H1.2, H2.1, H3.3, H4.2, H4.3	H1.2, H6.2, H7.1, H7.2	H1.2, H1.3, H4.3, H6.1, H7.1, H7.2

# Japanese Beginners

## Syllabus Outcomes

1.1	<i>establishes and maintains communication in Japanese</i>
1.2	<i>manipulates linguistic structures to express ideas effectively in Japanese</i>
1.3	<i>sequences ideas and information</i>
1.4	<i>applies knowledge of the culture of Japanese-speaking communities to interact appropriately</i>
2.1	<i>understands and interprets information in texts using a range of strategies</i>
2.2	<i>conveys the gist of and identifies specific information in texts</i>
2.3	<i>summarises the main points of a text</i>
2.4	<i>draws conclusions from or justifies an opinion about a text</i>
2.5	<i>identifies the purpose, context and audience of a text</i>
2.6	<i>identifies and explains aspects of the culture of Japanese-speaking communities in texts</i>
3.1	<i>produces texts appropriate to audience, purpose and context</i>
3.2	<i>structures and sequences ideas and information</i>
3.3	<i>applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese</i>
3.4	<i>applies knowledge of the culture of Japanese-speaking communities to the production of texts.</i>

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Response in English and Japanese to spoken texts	Responses in Japanese and English to a written text	Response in English to spoken texts + Japanese Conversation	Trial HSC Examination
Nature of task	Listening and Speaking	Reading and Writing	Listening and Speaking	Listening, Reading and Writing
Due Date (Week, Term)	Week 6 Term 4, 2019	Week 6 Term 1, 2020	Week 6 Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Listening 30%	10%		10%	10%
Reading 30%		15%		15%
Speaking 20%	10%		10%	
Writing 20%		15%		5%
Task Weight	20%	30%	20%	30%
Outcomes assessed	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4

# Legal Studies

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Crime	Human Rights	Family Law	Trial HSC Examination
Nature of task	Research Task	Project	Research Extended Response	Formal Written Examination
Due Date (Week, Term)	Week 7, Term 4 2019	Week 9, Term 1 2020	Week 8, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Knowledge and understanding of course content 40%	5%	5%	10%	20%
Analysis and evaluation, 20%	5%		10%	5%
Research and Inquiry, 20%	10%	10%		
Communication of legal information, issues and ideas in appropriate forms, 20%	5%	5%	5%	5%
Task Weight	25%	20%	25%	30%
Outcomes assessed	H1, H6, H8, H9, H10	H2, H3, H6, H7, H8, H9	H1, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10

# Mathematics Advanced

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	*S1.1&S1.2 Probability M1.2 Arithmetic Series M1.3 Geometric Series M1.1 Modelling Investments and Loans	MA-F2 Graphing Techniques MA-T3 Trigonometric Functions & Graphs C2.1 Differentiation of Trigonometric, Exponential and Logarithmic Functions C2.2 Rules of differentiation	C3.1 First and Second Derivatives C3.2 Applications of the derivative C4.1 The anti-derivative C4.2 Areas and the definite integral	Trial HSC Examination
Nature of task	In class test	Investigative style Task on one or more of the above	In class test	Formal Written Examination
Due Date	Term 4, Week 7 2019	Term1, Week 7 2020	Term2, Week 6 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Understanding, Fluency and Communication 50%	8%	10%	17%	15%
Problem-Solving, Reasoning and Justification 50%	12%	15%	8%	15%
Task Weight	20%	25%	25%	30%
Outcomes assessed	MA12-2,MA12-4, MA12-9,MA12-10	MA12-1,MA12-3, MA12-5,MA12-6 MA12-9,MA12-10	MA12-3, MA12-6, MA12-7 MA12-9,MA12-10	All course outcomes except MA12-9

# Mathematics Extension 1

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
<b>Topic</b>	*A1.1 Permutations & Combinations *A1.2 The Binomial Theorem expansion & Pascal's Triangle ME-P1-Proof by Induction V1.1 Introduction to vectors-part1	V1.1 Introduction to vectors-part2 V1.2 Further operations with vectors ME-T3 Trigonometric Equations	ME-C2 Further calculus skills C3.1-Further Area & volumes of solids of revolution V1.3 Projectile motion-Part1	Trial HSC Examination
<b>Nature of task</b>	In class test	Investigative style Task on one or more of the above	In class test	Formal Written Examination
<b>Due Date</b>	Week 8, Term4 2019	Week 8, Term1 2020	Week 7, Term2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
<b>Understanding, Fluency and Communication, 50%</b>	9%	10%	16%	15%
<b>Problem-Solving, Reasoning and Justification, 50%</b>	11%	15%	9%	15%
<b>Task Weight</b>	20%	25%	25%	30%
<b>Outcomes assessed</b>	ME12-1,ME12-2, ME12-6,ME12-7	ME12-2,ME12-3, ME12-6,ME12-7, ME12-9	ME12-1,ME12-2, ME12-4,ME12-6,ME12-7	All course outcomes except MA12-9



# Mathematics Extension 2

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	MEX-P1 The nature of proof N1.1 Arithmetic of complex numbers N1.2 Geometric Representation of a complex number N1.3 Other complex number representations	N2.1 Solving Complex Number equations N2.2 Geometrical implications of complex numbers MEX-P2 Further Proof by Mathematical Induction V1.1 Introduction to 3-Dimensional Vectors V1.2 Further 3D Vector operations	V1.3 Vector and Vector Equations of lines MEX-C1 Further Integration N1.1 Simple Harmonic Motion- Part1	Trial HSC Examination
Nature of task	In class test	In class test	Investigative style Task	Formal Written Examination
Due Date (Week, Term)	Week 10, Term 4 2019	Week 9, Term1 2020	Week 8, Term2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Understanding, Fluency and Communication, 50%	9%	15%	11%	15%
Problem-Solving, Reasoning and Justification, 50%	11%	10%	14%	15%
Task Weight	20%	25%	25%	30%
Outcomes assessed	MEX12-1, MEX12-2, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-5, MEX12-6, MEX12-7, MEX12-8	All course outcomes

# Mathematics Standard 2

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	MS-F1 Money Matters MS-M7 Rates and Ratios MS-N2 Network Concepts	MS-F4 Investments and Loans MS-M6 Non-Right Angled Trigonometry	MS-A4 Types of relationships MS-S4 Bivariate Data Analysis MS-F5 Annuities	Trial HSC Examination
Nature of task	In class test	Investigative style Task on one or both of the above	In class test	Formal Written Examination
Due Date	Week 7, Term 4 2019	Week 7, Term1 2020	Week 6, Term2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Understanding, Fluency and Communication, 50%	8%	13%	14%	15%
Problem-Solving, Reasoning and Justification, 50%	12%	12%	11%	15%
Task Weight	20%	25%	25%	30%
Outcomes assessed	MS12-2, MS12-3, MS12-4, MS12-5, MS12-6, MS12-8, MS12-9, MS12-10	MS12-2, MS12-3, MS12-5, MS12-9, MS12-10	MS12-1, MS12-2, MS12-5, MS12-6, MS12-9, MS12-10	All course outcomes except MS12-9

# Modern History

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Russia and the Soviet Union 1917-1941	Power and Authority in the Modern World 1919-1946	The Cold War 1945-1991	Trial HSC Examination
Nature of task	Research Task	Project	Presentation	Formal Written Examination
Due Date (Week, Term)	Week 8, Term 4 2019	Week 8, Term 1 2020	Week 8, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Knowledge and understanding of content, 40%	10%	10%	5%	15%
Historical skills in the analysis and evaluation of sources and interpretations, 20%		5%	5%	10%
Historical inquiry and research, 20%	5%	5%	10%	
Communication of historical understanding in appropriate forms, 20%	5%	5%	5%	5%
Task Weight	20%	25%	25%	30%
Outcomes assessed	MH12-2,MH12-3,MH12-5,MH12-9	MH12-1,MH12-4, MH12-6,MH12-7, MH12-9	MH12-2,MH12-3,MH12-5,MH12-7,MH12-8,MH12-9	MH12-1,MH12-2,MH12-3,MH12-4,MH12-5,MH12-6,MH12-7,MH12-8,MH12-9

# Music 1

## Syllabus Outcomes

H1	<i>performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble</i>
H2	<i>reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied</i>
H3	<i>improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied</i>
H4	<i>articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles</i>
H5	<i>critically evaluates and discusses performances and compositions</i>
H6	<i>critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening</i>
H7	<i>understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied</i>
H8	<i>identified, recognises, experiments with, and discusses the use and effects of technology in music</i>

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Core Composition Portfolio and Aural Analysis	Core Performance and Viva Voce	Electives 1&2	Trial HSC Examination Aural Skills Examination Elective 3
Nature of task	Core Composition Project and Aural Research Task	Presentation of Core Performance and Viva Voce	Presentation or Submission of Elective 1 & 2 Components	Presentation or Submission of Elective 3 and Formal Written Aural Examination
Due Date (Week, Term)	Week 10, Term 4 2019	Week 9, Term 1 2020	Week 6, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Performance, 10%		10%		
Composition, 10%	10%			
Musicology, 10%		10%		
Aural, 25%	10%			15%
Electives, 45%			30%	15%
Task Weight	20%	20%	30%	30%
Outcomes assessed	H2,H4,H5,H6,H7,H8	H1,H2,H4,H5,H6,	H1,H2,H3,H4,H5,H6,H7, H8	H1,H2,H3,H4,H5,H6,H7, H8

# Music 2

## Syllabus Outcomes

Through activities in performance, composition, musicology and aural, a student:

H1	<i>performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble</i>
H2	<i>demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics</i>
H3	<i>composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures</i>
H4	<i>stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts</i>
H5	<i>analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations</i>
H6	<i>discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context</i>
H7	<i>critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics</i>
H8	<i>understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied</i>
H9	<i>identifies, recognises, experiments with, and discusses the uses and effects of technology in music</i>

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Composition Draft and Analysis of Selected Works	Core Performance and Sight Singing	Performance of Electives	Musicology and Aural Skills Examination
Nature of task	Submission of Draft Composition and Research Analysis of Core Performance	Presentation of Core Performance and Sight Singing	Presentation of Two Elective Performances	Formal Written Musicology and Aural Examination
Due Date (Week, Term)	Week 5, Term 1 2019	Week 9, Term 1 2020	Week 5, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Performance 20 %		20%		
Composition 20 %	20%			
Musicology 20 %	10%			10%
Aural 20 %				20%
Elective 20%			20%	
Task Weight	30%	20%	20%	30%
Outcomes assessed	H3, H5, H6, H7, H9	H1 – H9	H1 – H9	H2, H4, H5, H6, H8

# Music Extension

## Syllabus Outcomes

<i>Performance - Through performance and related activities a student:</i>	
<b>H1</b>	<i>performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member</i>
<b>H2</b>	<i>leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others</i>
<b>H3</b>	<i>articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed</i>
<b>H4</b>	<i>demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed</i>
<b>H5</b>	<i>presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction</i>
<b>H6</b>	<i>critically analyses the use of musical concepts to present a stylistic interpretation of music performed</i>
<i>Composition - Through composition and related activities a student:</i>	
<b>H1</b>	<i>composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style</i>
<b>H2</b>	<i>leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others</i>
<b>H3</b>	<i>articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style</i>
<b>H4</b>	<i>demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed</i>
<b>H5</b>	<i>presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition</i>
<b>H6</b>	<i>critically analyses the use of musical concepts to present a personal compositional style</i>
<i>Musicology - Through musicology and related activities a student:</i>	
<b>H1</b>	<i>presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources</i>
<b>H2</b>	<i>leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others</i>
<b>H3</b>	<i>articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research</i>
<b>H4</b>	<i>demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing</i>
<b>H5</b>	<i>presents, discusses and evaluates the problem solving process and the development and realisation of a research project</i>
<b>H6</b>	<i>critically analyses the use of the musical concepts to articulate their relationship to the style analysed</i>

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Elective Performance/Musicology/Composition	Elective Performance/Musicology/Composition	Elective Performance/Musicology/Composition
Nature of task	Presentation or Submission of Elective Component Task	Presentation or Submission of Elective Component Task	Presentation or Submission of all Elective Component Tasks
Due Date (Week, Term)	Term1, Week 4 2020	Term 2 Week 4 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Performance, Composition or Musicology	30%	30%	40%
Task Weight	30%	30%	40%
Outcomes assessed	H1-H6	H1-H6	H1-H6

# Personal Development, Health and Physical Education

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Sports Medicine	Core 1	Core 2	Trial HSC Examination
Nature of task	Stimulus Response	Research Task	Report	Formal Written Examination
Due Date (Week, Term)	Week 7, Term 4 2019	Week 8, Term 1 2020	Week 7, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Knowledge and understanding 40 %	5%	10%	10%	15%
Skills in critical thinking, research, analysis and communicating 60%	15%	15%	15%	15%
Task Weight	20%	25%	25%	30%
Outcomes assessed	H8, H13 ,H16, H17	H1-H5, H14-H16	H7-H11, H16-H17	H1-H16

# Physics

## Syllabus Outcomes

	<i>Skills Outcomes</i>
<b>PH11/12-1</b>	<i>develops and evaluates questions and hypotheses for scientific investigation</i>
<b>PH11/12-2</b>	<i>designs and evaluates investigations in order to obtain primary and secondary data and information</i>
<b>PH11/12-3</b>	<i>conducts investigations to collect valid and reliable primary and secondary data and information</i>
<b>PH11/12-4</b>	<i>selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</i>
<b>PH11/12-5</b>	<i>analyses and evaluates primary and secondary data and information</i>
<b>PH11/12-6</b>	<i>solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</i>
<b>PH11/12-7</b>	<i>communicates scientific understanding using suitable language and terminology for a specific audience or purpose</i>
	<i>Knowledge and Understanding Outcomes</i>
<b>PH12-12</b>	<i>describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles</i>
<b>PH12-13</b>	<i>explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively</i>
<b>PH12-14</b>	<i>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</i>
<b>PH12-15</b>	<i>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</i>

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Module	Advanced Mechanics	Electromagnetism	The Nature of Light	Trial HSC Examination
Nature of task	Skills	Problem Solving	Depth Study	Formal Written Examination
Due Date (Week, Term)	Week 9, Term 4 2019	Week 8, Term 1 2020	Week 8, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Skills in Working Scientifically 60%	15%	20%	15%	10%
Knowledge and Understanding 40%	5%	5%	10%	20%
Task Weight	20%	25%	25%	30%
Outcomes assessed	PH12-2, PH12-3, PH12-5, PH12-6, PH12-12	PH12-1, PH12-5, PH12-7, PH12-13	PH12-1, PH12-2, PH12-3, PH12-4, PH12-7, PH12-14	PH12-2, PH12-4, PH12-5, PH12-6, PH12-12, PH12-13, PH12-14, PH12-15



# Society and Culture

## Syllabus Outcomes

H-1	<i>evaluates and effectively applies social and cultural concepts</i>
H-2	<i>explains the development of personal, social and cultural identity</i>
H-3	<i>analyses relationships and interactions within and between social and cultural groups</i>
H-4	<i>assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy</i>
H-5	<i>analyses continuity and change and their influence on personal and social futures</i>
H-6	<i>evaluates social and cultural research methods for appropriateness to specific research tasks</i>
H-7	<i>selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias</i>
H-8	<i>uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex</i>
H-9	<i>applies complex course language and concepts appropriate for a range of audiences and contexts</i>
H-10	<i>communicates complex information, ideas and issues using appropriate written, oral and graphic forms</i>

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Core: Social and Cultural Continuity and Change	Depth Study 1: Popular Culture	Depth Study 2: Social Inclusion and Exclusion	Trial HSC Examination
Nature of task	Media File	Oral Presentation	Research Extended Response	Formal Written Examination
Due Date (Week, Term)	Week 9, Term 4 2019	Week 10, Term 1 2020	Week 7, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Knowledge and Understanding of Course Content 50%	10%	10%	15%	15%
Application and evaluation of social and cultural research methods 30%	10%	10%		10%
Communication of information, ideas and issues in appropriate forms 20%	5%	5%	5%	5%
Task Weight	25%	25%	20%	30%
Outcomes assessed	H1, H5, H7, H8, H9, H10	H1, H2, H3, H7, H9, H10	H1, H2, H3, H4, H7, H9, H10	H1, H2, H3, H4, H5, H6, H9, H10

# Studies of Religion 2

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Religious Tradition: Christianity	Religious Traditions: Buddhism and Islam	Religion and Peace	Trial HSC Examination
Nature of task	Media File	Research Task	Research Extended Response	Formal Written Examination
Due Date (Week, Term)	Week 8, Term 4 2019	Week 8, Term 1 2020	Week 9, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Knowledge and understanding of course content, 40%	5%	10%	10%	15%
Source-based skills, 20%	5%	5%	5%	5%
Investigation and research, 20%	10%	5%	5%	
Communication of information, ideas and issues in appropriate forms, 20%		5%	5%	10%
Task Weight	20%	25%	25%	30%
Outcomes assessed	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9

# Visual Arts

## Syllabus Outcomes

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

## 2019-2020 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Development of the Body of Work Written Research Task	Written Research Essay Task	Resolving artmaking practices	Trial HSC Examination Resolving the Body of Work
Nature of task	Written research & Practical artmaking Assessment	Research task	Practical artmaking Assessment	Formal Written Examination & Practical artmaking Assessment
Due Date (Week, Term)	Week 9, Term 4 2019	Week 4, Term 1 2020	Week 8, Term 2 2020	Weeks 4-5, Term 3 2020 during Trial HSC Examination Period
Art Making, 50%	10%		20%	20%
Art Criticism and Art History, 50%	5%	25%		20%
Task Weight	15%	25%	20%	40%
Outcomes assessed	H1, H4, H7, H8	H7, H8, H9, H10	H1, H2, H5, H6	H1, H2,H3, H4, H5, H6, H7, H8, H9, H10