



# Byron Bay High School Year 12 | 2021 HSC Assessment Procedures and Schedules



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**Ms Janine Marcus**  
Principal

**Mr Warren Lee**  
Deputy Principal

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Year Adviser

This booklet must be read in conjunction with **“The Higher School Certificate (HSC) Rules and Procedures Guide”** for 2021 issued by NSW Education Standards Authority (NESA).  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

Resources provided by NESA were used to construct this document. [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

# Message from the Principal

## Our Vision

Byron Bay High School delivers a collaborative learning environment where students achieve excellence through our connection with community and land, creating holistic leaders of the future.

**Byron Bay High School respectfully acknowledges the Arakwal People of the Bundjalung Nation on whose land we learn and work together.**

Dear Year 12 students and parents

On behalf of the school I would like to thank you for choosing Byron Bay High School. We are extremely proud of our school and our students' amazing achievements. I know that in the next twelve months you have the opportunity to enjoy the very highest standards of academic, sporting and cultural success.

Byron Bay High School is a comprehensive, co-educational high school that consistently achieves outstanding educational outcomes. The school prides itself on developing outstanding citizens who have a strong sense of empowerment and add value to society.

Students have many expectations of senior school. They expect courses which provide learning opportunities, enriched social lives, positive relationships with peers and staff as well as recognition of their status as emerging adults. Staff and parents expect students to concentrate on their studies, balance their school and personal lives, contribute to our safe and secure environment as well as embrace the ethics, values and standards of the school and community.

This booklet contains the assessment information for your HSC courses. You should keep this booklet in a safe place and refer to it regularly. Create your own yearly planner with all your assessment tasks clearly marked. You will need to apply yourself diligently and with sustained effort throughout the duration of your course. Your attendance and application must be regular and genuine. A task does not have to be a formal assessment task to warrant a serious response from you. Please note carefully the rules in relation to malpractice, submission of tasks and illness/misadventure processes.

If and when you need help at any time do not hesitate to seek assistance from me or any of our staff. There is welfare team waiting to assist you.

I would like to wish you good luck and encourage you to work hard to achieve the best possible result in your HSC year at Byron Bay High School. Be positive and optimistic. The future is yours!

This will be a fantastic year and one you will never forget.

Ms Janine Marcus  
Principal

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It is your responsibility to read and refer to the information contained in this booklet of Assessment Procedures and Schedules throughout the HSC year.

“Not knowing” about something that is printed in this booklet will not be accepted as an excuse.

In this guide, we use the following abbreviations:

- **AQF** (Australian Qualifications Framework)
- **ATAR** (Australian Tertiary Admission Rank)
- **HSC** (Higher School Certificate)
- **NESA** (New South Wales Education Standards Authority)
- **RTO** (Registered Training Organisation)
- **VET** (Vocational Education and Training)

# Introduction

The NSW Education Standards Authority (NESA) requires that schools submit a school-based assessment mark for each of your courses. The marks Byron Bay High School submits to NESA are based on the tasks outlined in this Assessment Procedures and Schedules booklet.

Schools are required to prepare and administer an assessment program in accordance with procedures and specifications provided by NESA. These specifications identify the number of tasks, the components of the course to be assessed, weightings and the timing of tasks.

Assessment tasks are designed to measure knowledge, skills and understanding of a wide range of outcomes. Tasks may include tests, written assignments, practical activities, oral tasks, fieldwork and projects.

The provision of a separate school-based Assessment Mark from the Examination Mark in the HSC has a two-fold purpose. It is intended to provide a measure of a student's achievement which is based on:

- a wider range of syllabus objectives than is measured by the external examination;
- measures and observations obtained throughout the course rather than at a single examination.

Such assessment allows due weight to be given to measures of student achievement which, although evident to a class teacher, may not be adequately assessed by a single external examination.

In addition, schools are required to rank all students doing the same course.

For most Board Developed Courses, the raw assessment mark for each course will be moderated by NESA according to the performance of the students at Byron Bay High School in the HSC examination for that course. Your position in the course rank order will not be altered by the moderation process. For Board Developed Courses, the moderated school assessment is worth 50% of the final mark for the course, while the HSC examination result provides the other 50% of the final HSC mark.

Exceptions to this process are English Studies and Mathematics Standard 1 courses where their school-based assessment is reported to NESA as a grade (A to E). Students who sit the optional HSC examination for these courses will have an HSC mark and performance band derived from the HSC examination only.

For Board Endorsed Courses, the school assessment is the final mark which appears on the HSC. This mark is generated from Performance Descriptions for reporting achievement in HSC Board Endorsed Courses and is not moderated.

VET courses can have dual accreditation. Assessment in VET courses is further explained on page 55.

Assessment of students studying Stage 6 Life Skills courses is against the achievement of outcomes identified through the individual transition process.

## **Section One - Assessment Procedures**



## Satisfactory Completion of a Course

'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 NESA; 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' [ACE 8019]

### Attendance

At Byron Bay High School, **at least 90% attendance** is expected.

- The Principal may determine that, as a result of absence, the course completion criteria may not be met.
- Any extended leave requires the approval of the Principal prior to the student commencing their leave.
- There should be no unexplained absences.
- Unsatisfactory attendance impacts on a student's ability to satisfactorily complete course work.
- An Illness/Misadventure Application accompanied with appropriate documentation is required to explain absences:
  - on the day before an assessment task
  - during periods before an assessment task
  - for being late to school on the day of an assessment task
  - on the day of an assessment task.

Failure to provide documentation may result in zero marks being awarded for the assessment task.

### Participation

A **genuine attempt** must be made concerning the teaching and learning activities of a course.

- Participating in a course involves completing set tasks, homework and assignments, even if they are not assessment tasks. Work placement is a mandatory HSC requirement for Vocational Education Training (VET) courses.
- It is up to the teacher's professional judgment in collaboration with the Head Teacher, to determine what constitutes genuine participation.
- Those deemed unsatisfactory will be issued with an official NESA 'N' (Non-Completion) warning notice.
- 'N' (Non-Completion) Warnings are sent to parents in writing if this eventuality appears likely. Students are given an opportunity to rectify the situation.

### Completion of Assessment Tasks

A student must make a **genuine attempt** toward all Assessment Tasks in each course in which they are entered.

- Any student who fails to complete an Assessment Task will be issued with an official NESA 'N' (Non-Completion) warning notice. 'N' (Non-Completion) warning notices are sent to parents in writing via email and post. Students are given an opportunity to rectify the situation.
- Any student who fails to complete Assessment Tasks worth in excess of 50% of the available marks will be issued with an official NESA 'N' (Non-Completion) notice, which will disqualify him/her from the particular course. This may in turn disqualify the student from receiving the HSC and/or an ATAR.

# Unsatisfactory Completion of a Course

## Notification

Parents will be notified by letter when students are not meeting requirements in a course. This formal warning is called an 'N' Warning.

## Students are given an opportunity to rectify the situation

- **Attendance** and **participation** in course teaching and learning activities may need to be improved.
- **Completion of an Assessment Task** may require students to complete a missed assessment task within a two week period.

## Second N-Warning Letter Sent

Students are given a second opportunity to rectify their situation.

## Non-Completion of Course Determination (N-Award)

The process for the Principal to action a determination is managed by NESAs and documentation is provided within the HSC N-Determination package on Schools Online. An unsatisfactory completion of a course will be determined by the Principal, in conjunction with the Deputy Principal and relevant Head Teacher(s).

The Principal will explain the reasons for the determination/s to the student and advise them of the consequences of this determination.

The Principal will ensure the student has read the Information for Students and read and signed the Student's Declaration on the Principal's Determination Form.

If the student is under 18 years of age the signature of the student's parent/guardian must also be obtained.

The student will be advised of their right to seek a reconsideration of this determination and the procedures involved to submit an appeal. The student will be provided with a blank Student Appeal Form and advised of the final date for submission of this form. If an appeal is lodged, a school review committee will determine the outcome, which will be advised to the student by the Principal.

This course(s) will not be listed on the student's Higher School Certificate Record of Achievement, unless the student seeks a review of this determination and the appeal is successful.

The 'N' determination in this course(s) may also affect the student's eligibility for the award of the Higher School Certificate and/or an ATAR. To be issued with an HSC a student must have successfully completed at least 12 units satisfactorily in the Preliminary (Year 11) pattern of study and 10 units in the HSC (Year 12) study pattern.

# Sample 'N' Warning Letter



## Byron Bay High School

2 Arakwal Court Byron Bay NSW 2481  
w: www.byronbay-h.schools.nsw.edu.au  
e: byronbay-h.school@det.nsw.edu.au  
t: 02 6685 8188

Monday, 14th September 2020

Charles & Isabelle Scott  
1 Devonshire Road  
Sunshine 3020

Dear Charles & Isabelle Scott,

**OFFICIAL WARNING**  
**NON-COMPLETION OF A HIGHER SCHOOL CERTIFICATE COURSE**  
**Student's Name: Bon Scott**

I am writing to advise that your son Bon is in danger of not meeting the requirements for the satisfactory completion of the Higher School Certificate in Music.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made (N Award).

This is official warning number 3 we have issued notifying you that Bon is at risk of not completing the above course.

**Criteria for satisfactory completion of a course**

For a student to satisfactorily complete a course, NESA requires the Principal to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

Bon is not currently meeting one or more of these requirements. These requirements are detailed in the following table.

To support Bon in meeting the course requirements, we request that you discuss this matter with Bon, and encourage and support him to carry out the required actions. If you have any questions about this matter, please contact John Smith.

Yours sincerely,

Ms Janine Marcus  
**PRINCIPAL**

John Smith  
**HEAD TEACHER**

Black Adder  
**CLASS TEACHER**

**Opportunity to correct the problem**

The following task or requirements need to be completed by Bon to correct the problem.

| Task Name/Course Requirement/Course Outcome | Percentage Weighting | Date Task Initially Due | Action Required by Student      | Date to be Completed by |
|---|----------------------|-------------------------|---------------------------------|-------------------------|
| Assessment 1 - Essay on Hamlet              | 46%%                 | 16/08/2020              | Complete this essay and hand in | 23/08/2020              |

*Please sign, detach and return to the school*

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**REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A  
HIGHER SCHOOL CERTIFICATE COURSE  
Student's name: Bon Scott**

I have received the letter dated Monday, 14th September 2020 advising me that Bon is in danger of not meeting the course completion requirements for Music, and am aware that this is Official Warning Number .

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

Parent/Guardian's signature: ..... Date: .....

Student's signature: ..... Date: .....

# Assessment in practice

## Notification of tasks

- The Assessment Schedules (Section 2) indicate specific dates scheduled for assessment tasks for each course from Term 4, 2020 to Term 3, 2021.
- Teachers will provide written notification for each assessment task, outlining specific task details and marking criteria, at least two weeks prior to the task due date. Teachers will use their professional judgement to ensure students have adequate time to prepare for each task.
- Students should refer to the assessment schedules for task types, task dates, weightings and outcomes to be assessed.
- Notification of changes (eg. of date due) will be given in writing and will require Deputy Principal approval.

## Submission of tasks

- Teachers will inform students in writing of the date and time the task is to be submitted by, and how the task is to be submitted.
- Students **must not** under any circumstances leave a piece of work on a teacher's desk as no record will have been established of its presentation. Any work not personally handed to the class teacher or a person nominated by the class teacher will be dealt with in the same manner as for failure to complete a task.
- Students must follow the procedures outlined in this booklet for absence from, or inability to submit, an assessment task on the due date, if this is due to illness or misadventure.

## Late submission of tasks

- Zero marks will be awarded for the task unless there is an approved illness misadventure.
- The task must still be submitted to meet course requirements. The task will be marked and returned to the student with feedback. However, the mark will not contribute to the aggregated assessment mark in that subject or course.
- Failure to submit an assessment task will lead to an 'N' (Non-Completion) Warning and may lead to an 'N' (Non-Completion) determination for the course. This may affect a student's eligibility for the HSC and/or an ATAR.

## Reporting and task feedback

- All students will receive meaningful, timely feedback on their performance in each task.
- Feedback prior to task submission is not mandatory. Teachers may facilitate this assistance however the integrity of the assessment task must be maintained.
- Feedback will normally be provided as a comment, a raw mark, and/or ranked position within the course cohort.
- The onus is on students to check their mark calculations and report any discrepancies at the time the assessment task is returned to them.
- The school will provide each student with formal details of their ranked position within each course, reflecting this school's candidature, as part of their final Year 12 report.
- NESAs regulations prohibit the school from providing a raw aggregate of marks scored in any course or subject.

## Procedures for student absence from or inability to submit an Assessment Task on the due date

### Step 1

**NOTIFY** the Deputy Principal and/or relevant Head Teacher and/or class teacher on the morning of the task or task due-by date.



### Step 2

**OBTAIN** documentation:

- Illness - a Doctor's Medical Certificate will be required covering the absence.
- Technological Failure- Students will need to provide independent evidence of the technological failure, e.g. Attempts to rebuild or recover printouts of drafts or partial drafts or associated notes and summaries in order for extensions etc. to be granted. Students will be solely responsible for maintaining backups of all personal data files, independently of the school's computers and network.
- Other documentation such as police reports in the case of accidents, hospital documents for family illness, school counsellors report or other equivalent professional (objective) documents can be used.



### Step 3

**SUBMIT** the task:

**Every effort is to be made to submit a hand-in task on the due date regardless of illness/misadventure on the due date.**

Parents can submit the task at the Front Office or you can contact the teacher or relevant Head Teacher and submit the task electronically. If this is not possible, **SUBMIT** the task the very next day you attend school to the Class Teacher or to the relevant Head Teacher even if there is **NO** scheduled lesson on that day.

**ORGANISE** an alternate date for an in-class task or examination the very next day you attend school with the Class Teacher or the relevant Head Teacher even if there is **NO** scheduled lesson on that day.



### Step 4

**COLLECT** and **COMPLETE** an Illness/Misadventure Form.

Forms can be collected from the Deputy Principal the very next day you attend school.

Complete the form within 2 school days of your return to school.

Attach the relevant documentation and collect all required signatures.



## Step 5

**SUBMIT** the Illness/Misadventure form and documentation to the Deputy Principal. On return to school, students will be given **2 school days** to submit the form and documentation. If circumstances (e.g. class teacher or Head Teacher absent) prevent this you must notify the Deputy Principal within the 2 day period.

The Deputy Principal will notify the student and relevant Head Teacher of the decision regarding the illness/misadventure application within **2 school days** of submission.

If the **application is successful** an extension of time may be granted and the task marked without penalty, or a mark may be awarded based on a substitute task. In exceptional circumstances (where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate) the principal should authorize the use of an estimate based on other appropriate evidence. An estimate will only be applied at the end of the course. If the **application is unsuccessful** the task is marked and awarded 'zero'.



## Step 6

If the student's application is unsuccessful, students are entitled to lodge an appeal by completing the Student Appeal form and submitting it to the Deputy Principal within **two school days** of being informed of the illness/misadventure application decision.

The appeal will be considered within 2 school days of being submitted to the Deputy Principal, in consultation with the Principal and relevant Head Teacher.

If the student's appeal is successful, the student will be informed and marks awarded. If the student's appeal is unsuccessful, the student will be informed and no further actions are available.

# Sample Absence from an Assessment Task due to Illness/Misadventure Form



## Illness / Misadventure Application

- Stage 5 (Year 10)
- Preliminary
- HSC Assessment Task

*This form MUST be used for all Illness / Misadventure Applications. Refer to the Assessment Policy.*

Name: \_\_\_\_\_ Date of Task: \_\_\_\_\_  
Course: \_\_\_\_\_ Assessment Task Number: \_\_\_\_\_  
Teacher: \_\_\_\_\_

- Prior knowledge of absence (due to a clash between an Assessment Task and another School Activity) Reason for application (please tick):  **Illness** or  **Misadventure**
- Extension to submit or complete an Assessment Task
  - Absent on the day before an Assessment Task
  - Absent from school on the day an Assessment Task is due to be handed in
  - Absent from school on the day of an Assessment Task
  - Misadventure adversely affected performance during an Assessment Task
  - Illness during the completion of an Assessment Task at school. (*Note: A medical certificate MUST be obtained.*)

**Reasons supporting application (to be completed by the student):**

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

I have attached evidence to support my application (please tick and complete ONE selection from below):

**Evidence of Illness:**

Medical Certificate (attached) Dated: \_\_\_\_\_

**Evidence of Misadventure:** (eg. Police report, Hospital document outlining family member illness, independent evidence of technical or mechanical failure).

Dated: \_\_\_\_\_

Dated: \_\_\_\_\_

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

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Teacher and Head Teacher:**

Date issued \_\_\_\_\_

Lessons missed \_\_\_\_\_

Feedback given \_\_\_\_\_

Comments \_\_\_\_\_

**Signatures**

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

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



**Deputy Principal Recommendation:**

- Zero marks awarded \_\_\_\_\_
- No loss of marks for being absent on the day before an assessment task. (document attached)
- No loss of marks. Extension granted. Assessment task to be submitted by: \_\_\_\_\_
- No loss of marks. Completion of original task on: \_\_\_\_\_
- No loss of marks. Completion of substitute task on: \_\_\_\_\_
- Estimate (with Principal approval only) calculated at completion by HT, DP). Principal (estimate only)
  - Task completed       Task NOT completed

**Signatures**

Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Principal (estimate only): \_\_\_\_\_ Date: \_\_\_\_\_

**OFFICE USE**

- Approved
- Not Approved (Principal Signature)

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

- Sentral entry # \_\_\_\_\_
- Documents attached

**NOTIFY**

- Head Teacher
- Class teacher
- Head Teacher Wellbeing
- Counsellor
- Parents
- Learning Support Teacher

## Malpractice

**All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately.**

Malpractice is any activity that allows you to gain an unfair advantage over other students. 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 books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- unexplained absences:
  - on the day before the task
  - during periods before the task
  - late to school on the day of the task

### If Malpractice is suspected by a teacher

The student's work in question will be referred to the Head Teacher and/or Deputy Principal for further investigation.



### If malpractice is confirmed

The task will be awarded a zero mark and the student/s and parent/s advised accordingly. A school letter will be sent home and the student's name and details relating to the episode of malpractice will be recorded on the NESA malpractice register.



### The mark awarded is a zero

Students will be expected to complete and submit the task on an alternate date to demonstrate satisfactory completion of the course.

**Malpractice could lead to you receiving zero marks and may jeopardise your HSC or ATAR results**

## **Award of Zero**

Zero will be awarded for any task when:

- the student is absent from an in-class or examination task without a valid illness/misadventure.
- a task is submitted more than two days after the due date without a valid illness/misadventure.
- there is sufficient evidence of malpractice.
- there is sufficient evidence of breaching school examination rules.
- there is sufficient evidence of a non-serious attempt. Any non-serious attempts will be referred to the Head Teacher and Deputy Principal for review.

## **Invalid Task**

All assessment tasks and schedules should be set with integrity and conducted in fairness to ensure equity for all students. No student should be either advantaged nor disadvantaged by school assessment procedures.

The school reserves the right to deem a task invalid. The Principal, in consultation with the relevant Head Teacher and/or Deputy Principal, will consider the circumstances and determine whether the integrity of the task can be maintained. If not, appropriate action will be taken to reschedule a task.

The decision and details regarding the rescheduled task will be communicated to affected students and their parents/carers. The responsibility to communicate these changes will rest with the relevant Head Teacher and Teacher, approved by the Deputy Principal, and will adhere to school procedure ie: 2 weeks' notice.

A copy of the amended assessment schedule should be made available to the cohort.

## Senior Board of Review

A Senior Board of Review will consist of the relevant Deputy Principal, the Head Teacher Administration and the relevant Year Adviser. It will formally convene in Term 1 Week 4 and Term 2 Week 4 to interview senior students whose effort, results and attitude indicate a lack of acceptable progress in the HSC course, normally in two or more subjects.

### The purpose and function of the Senior Board of Review

- To warn the student that their progress in the HSC course may be jeopardised, and that they may be at risk of non-completion.
- To discuss the pertinent issues with the student, agreed solutions/strategies and the time frame for remedial action.
- To review student attendance in each case.
- To review any other relevant material.
- To Inform parents/caregivers in writing of the determination of the Senior Board of Review.
- To monitor subsequent progress or lack thereof through written classroom teacher feedback.
- To interview the student at a subsequent Senior Board of Review (or sooner if necessary) when a student is clearly failing to fulfil the agreed conditions.
- To recommend to the Principal that a student be warned of expulsion from school for unsatisfactory participation in learning.

### The Process

- The Deputy Principal will ask for referrals from classroom teachers and Head Teachers for students who are at risk of unsatisfactory participation and/or are an attendance concern.
- A letter advising the student of date/time/place of interview will be hand delivered to student by the Deputy Principal or delegated staff member.
- The interview will be conducted by the Deputy Principal, together with the Year Adviser, the student and their parent/s and any other relevant parties.
- Feedback regarding determinations of the Senior Board of Review would be summarised by the Deputy Principal and distributed to Faculty Head Teachers after the interview day.
- Letters summarising the determination of the Senior Board of Review and agreed solutions/strategies/timeframes, as well as consequences for non-compliance, would be prepared by the Deputy Principal and emailed or posted to parents after the interview day.

### The Benefits

- To support student engagement and academic progress.
- To provide consistent whole school monitoring of senior student progress, including the collation of cross-faculty data on a student over time.
- To facilitate the efficient identification, intervention and monitoring of students requiring assistance and guidance.
- For staff to have an overview of a student's progress

## **Student Support**

### **For students transferring from other schools/courses**

Assessment will commence at the time of transfer to Byron Bay High School.

For students transferring from other schools, advice will be sought from the previous school.

Students transferring from other courses may be required to complete any missed coursework and/or assessment tasks to meet the eligibility requirements of the newly enrolled course.

Final assessment determinations will be made on available evidence.

### **Special Provisions**

Upon application and approval, students with a diagnosed disability or medical condition will be given special provision as approved by NESAs.

If a student believes they qualify for special provisions they must see Mr Ritchie Duncan, Head Teacher Welfare, or the Head Teacher of the course concerned. Students will be required to complete an Application for Special Provisions and submit it for approval, together with supporting documentation eg. Medical Certificate.

# Sample Application for Special Provision during Examinations and In-Class Tasks



## Application for Special Provision during Examinations and In-Class Tasks

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_

**Reasons for the application: (to be completed by the student)**

(Describe how the illness and/or disability effects your ability to sit the examinations and in class tasks.)

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**Note:** Additional pages may be stapled onto this form. You will need to include a recent report (within the last 12 months) from a medical practitioner outlining your needs. A separate application will need to be lodged for the HSC examinations through NESAs and they will only accept medical reports from within the last 12 months. The school will assist with this process.

Have you notified the Head Teacher Welfare?  Yes  No

Have you attached a recent medical report?  Yes  No

Have any alternative arrangements been made by class teachers for examinations and in class task?

Yes  No

If yes, what:

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**Signatures**

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

**TO BE COMPLETED BY THE LEARNING SUPPORT TEAM**

Reason:  Approved  Not approved

Comment:

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**Recommendation:**

- |                                       |   |
|---------------------------------------|---|
| <input type="checkbox"/> Extra time   | <input type="checkbox"/> Separate supervision |
| <input type="checkbox"/> Time to rest | <input type="checkbox"/> A reader             |
| <input type="checkbox"/> A writer     | <input type="checkbox"/> Other _____          |

**Signatures**

Head Teacher Welfare: \_\_\_\_\_ Date: \_\_\_\_\_

Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

**TO BE COMPLETED BY THE DEPUTY PRINCIPAL**

- Approved  
 Not Approved (Principal Signature)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Sentral entry # \_\_\_\_\_  
 Documents attached

**NOTIFY**

- Head Teacher  
 Class teacher  
 Head Teacher Wellbeing  
 Counsellor  
 Parents  
 Learning Support Teacher

# Appeals Procedures

## Assessment Task Review

Once an Assessment task has been assessed and the mark accepted, i.e. recognised by both teacher and student, then it constitutes an “agreed mark” and cannot be altered - nor does the work have to be kept by the teacher as it is ineligible for remark.

If the student does not accept the mark i.e. there is not an ‘agreed mark’, students are entitled to lodge an appeal by completing a Student Appeal Form available from the Deputy Principal. The form must be submitted to the Principal within 2 school days of the task being returned after marking.

The appeal will be considered by the Deputy Principal, in consultation with the Principal and relevant Head Teacher, within 2 school days of being submitted.

If the student’s appeal is successful, the student will be informed and other students in the course will be informed of subsequent changes (if any) in relative positions within the cohort.

If the student’s appeal is unsuccessful, the student will be informed and no further actions are available.

## Final HSC Assessment Rank or Grade Appeal

Final assessment ranks and grades will be reported to students via their final Year 12 school report, issued before the HSC examinations. HSC assessment ranks and grades are also available to students from NESAs via Students Online from the last day of the HSC examinations.

Students are entitled to challenge the final assessment ranking on one or more of the following grounds:

- that the assessment procedure for a particular course did not occur according to the weighting of components as required by NESAs.
- that the school’s or relevant subject’s assessment policy has not been followed.
- that a computational/clerical error has led to the student’s rank in a course being incorrectly determined.

To appeal, students must complete a NESAs *Application for School Review of Assessment Rank or Grade* available from the Principal via Schools Online. The form must be submitted to the Principal promptly.

An in-school appeal will be considered by the Principal in consultation with the Deputy Principal and relevant Head Teacher.

If the student’s appeal is successful, the student will be informed and other students in the course will be informed of subsequent changes (if any) in relative positions within the cohort.

If the student’s appeal is unsuccessful, the student will be informed and they will be advised that they may also appeal to NESAs after the HSC examinations. This appeal must be made no later than the closing date as advised each year by NESAs. The Principal will inform the student of this date and how to access the appropriate NESAs appeals form.

## Appeal on ‘N’ Determination

When an ‘N’ (Non-Completion) determination for a course is made, the Principal’s Report should be completed and a copy given, together with the Student Appeal form, to the student, or forwarded to the student’s home address. A student wishing to appeal will complete the Student Appeal form and submit it to the Principal.

An in-school appeal will be considered by the Principal in consultation with the Deputy Principal and relevant Head Teacher.



If the student's appeal is successful at the school level, notification will be sent to NESAs so that the 'N' can be removed from both the assessment schedule and the unsatisfactory completion of course schedule.

If the student's appeal is unsuccessful at the school level, the Principal's Report form, the Student Appeal form and any other relevant documentation will be submitted to NESAs. This appeal must be made no later than the closing date as advised each year by NESAs. The Principal will inform the student of this date.

## Sample Student Appeals Form



### Student Appeal Form

**Arising from an Assessment task**

**This form should be completed only if the student does not accept the mark received in an individual assessment task i.e. there is not an 'agreed mark'.**

This form is to be completed and signed by the student within 2 school days after the marked task is returned to the student. The assessment task will be retained by the teacher and given to the Head Teacher until the appeal is considered.

**Arising from Illness/Misadventure Application**

**This form should be completed only if the student does not accept the decision on absence from an assessment task and illness/misadventure application.**

This form is to be completed and signed by the student within two days of being informed of the illness/misadventure application decision.

|                |                               |
|----------------|-------------------------------|
| Name: _____    | Date of Task: _____           |
| Course: _____  | Assessment Task Number: _____ |
| Teacher: _____ |                               |

**Student Statement in Support of Appeal:**

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*(Additional pages may be stapled on to this form if more space is needed)*

The appeal will be considered by the Deputy Principal in consultation with the Principal and the relevant Head Teacher within 2 school days of it being submitted to the relevant Deputy Principal.

The Deputy Principal will advise you of the outcome of the school review of your appeal. If the student's appeal is successful, the student will be informed and other students in the course informed of changes (if any) in relative positions within the course group.

If the student's appeal is unsuccessful, the student will be informed and no further actions are available.

**Student's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Received by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*(Deputy Principal Signature)*

| TO BE COMPLETED BY THE DEPUTY PRINCIPAL                     |  | NOTIFY  |
|---|--|---|
| <input type="checkbox"/> Approved                           | <input type="checkbox"/> Sentral entry # _____ | <input type="checkbox"/> Head Teacher             |
| <input type="checkbox"/> Not Approved (Principal Signature) | <input type="checkbox"/> Documents attached    | <input type="checkbox"/> Class teacher            |
| _____   |  | <input type="checkbox"/> Head Teacher Wellbeing   |
| _____   |  | <input type="checkbox"/> Counsellor               |
| _____   |  | <input type="checkbox"/> Parents                  |
|   |  | <input type="checkbox"/> Learning Support Teacher |

## Section Two - Assessment Schedules

This section contains a summary of all tasks due throughout the year followed by an assessment schedule for each course.

### Introduction to Assessment Schedules

The course Assessment Schedules are organised into Board Developed Courses and Board Endorsed Courses, and listed alphabetically within these groups.

Each course Assessment Schedule indicates the syllabus components and weightings, the task number, type and due date (Term and Week).

Each course has the syllabus outcomes listed below the schedule for your reference.

All syllabus outcomes should be taught within a course, but there is no requirement to formally assess all outcomes. The course outcomes to be assessed are identified under each task. Often a number of outcomes can be addressed by a single task. Course outcomes relating to values and attitudes should not be formally assessed.

For further information on assessment schedules for individual courses, the Class Teacher or Head Teacher of the subject should be contacted via phone on 6685 8188 or email [byronbay-h.school@det.nsw.edu.au](mailto:byronbay-h.school@det.nsw.edu.au)

## HSC Assessment Task Calendar | Term 4 2020 and Term 1 2021

| Term 4 2020  |  | Term 1 2021    |   |
|--|--|----------------|---|
| Week Beginning   | Scheduled Tasks  | Week Beginning | Scheduled Tasks   |
| 1<br>12/10/20  | No Tasks due this week   | 1<br>27/01/21  | No Tasks due this week  |
| 2<br>19/10/20  | No Tasks due this week   | 2<br>01/02/21  | No Tasks due this week  |
| 3<br>26/10/20  | No Tasks due this week   | 3<br>08/02/21  | No Tasks due this week  |
| 4<br>02/11/20  | <b>Lines 1 and 4</b><br>• Italian Beginners  | 4<br>15/02/21  | <b>Lines 3 and 6</b><br>• History Extension   |
| 5<br>09/11/20  | <b>Lines 3 and 6</b>   | 5<br>22/02/21  | <b>Lines 1 and 5</b><br>• English Extension 1<br>• Food Technology<br>• Society and Culture   |
| 6<br>16/11/20  | <b>Lines 2 and 5</b>   | 6<br>01/03/21  | <b>Lines 4 and 6</b><br>• Mathematics Advanced<br>• Mathematics Standard 1<br>• Mathematics Standard 2<br>• Music 1   |
| 7<br>23/11/20  | <b>Lines 5 and 7</b><br>• Chemistry<br>• Japanese Continuers<br>• Sport, Lifestyle and Recreation  | 7<br>08/03/21  | <b>Lines 2 and 7</b><br>• English Advanced<br>• English Standard<br>• English Studies<br>• Italian Beginners<br>• Japanese Continuers<br>• Marine Studies<br>• Textiles and Design                                      |
| 8<br>30/11/20  | <b>Lines 3 and 6</b><br>• Earth and Environmental Science<br>• Legal Studies<br>• Mathematics Advanced<br>• Mathematics Standard 1<br>• Mathematics Standard 2<br>• Personal Development, Health and Physical Education<br>• Visual Arts   | 8<br>15/03/21  | <b>Lines 4 and 7</b><br>• Ancient History<br>• Biology<br>• Business Studies*<br>• Economics<br>• Industrial Technology Multimedia*<br>• Industrial Technology Timber*<br>• Mathematics Extension 1<br>• Modern History |
| 9<br>07/12/20  | <b>Lines 2 and 1</b><br>• Drama<br>• English Advanced<br>• English Standard<br>• English Studies<br>• Food Technology<br>• Mathematics Extension 2<br>• Physics<br>• Society and Culture*  | 9<br>22/03/21  | <b>Lines 5 and 1</b><br>• Chemistry<br>• Drama<br>• English Extension 2<br>• Mathematics Extension 2<br>• Physics<br>• Sport, Lifestyle and Recreation  |
| 10<br>14/12/20   | <b>Lines 4 and 7</b><br>• Ancient History<br>• Biology<br>• Business Studies*<br>• Economics<br>• English Extension 2<br>• Industrial Technology Multimedia*<br>• Industrial Technology Timber*<br>• Marine Studies<br>• Mathematics Extension 1<br>• Modern History<br>• Music 1<br>• Textiles and Design | 10<br>29/03/21 | <b>Lines 2 and 3</b><br>• Earth and Environmental Science<br>• Legal Studies<br>• Personal Development, Health and Physical Education<br>• Visual Arts  |
| <p><i>* Multiple classes exist of this course.<br/>Both classes will have the task due the Monday of the nominated week, regardless of the class Line.</i></p> |  |                |   |

## HSC Assessment Task Calendar | Term 2 and Term 3 2021

| Term 2 2021    |  | Term 3 2021    |  |
|----------------|--|----------------|--|
| Week Beginning | Scheduled Tasks  | Week Beginning | Scheduled Tasks  |
| 1<br>19/04/21  | No Tasks due this week   | 1<br>12/07/21  | No tasks due this week   |
| 2<br>26/04/21  | No Tasks due this week   | 2<br>19/07/21  | No tasks due this week   |
| 3<br>03/05/21  | No Tasks due this week   | 3<br>26/07/21  | Trial HSC Examinations   |
| 4<br>10/05/21  | <b>Lines 2 and 6</b>   | 4<br>02/08/21  | Trial HSC Examinations   |
| 5<br>17/05/21  | <b>Lines 3 and 5</b><br>• Society and Culture*   | 5<br>09/08/21  | • English Studies<br>• Sport, Lifestyle and Recreation Studies |
| 6<br>24/05/21  | <b>Lines 1 and 7</b><br>• Marine Studies   | 6<br>16/08/21  | • Marine Studies   |
| 7<br>31/05/21  | <b>Lines 1 and 4</b><br>• Biology<br>• Drama<br>• Economics<br>• English Extension 1<br>• Food Technology<br>• Italian Beginners<br>• Mathematics Extension 2<br>• Music 1<br>• Physics  | 7<br>23/08/21  |  |
| 8<br>07/06/21  | <b>Lines 3 and 6</b><br>• Earth and Environmental Science<br>• Legal Studies<br>• Mathematics Advanced<br>• Mathematics Standard 1<br>• Mathematics Standard 2<br>• Personal Development, Health and Physical Education<br>• Visual Arts                               | 8<br>30/08/21  |  |
| 9<br>14/06/21  | <b>Lines 2 and 5</b><br>• Chemistry<br>• English Advanced<br>• English Standard<br>• English Studies<br>• History Extension<br>• Sport Lifestyle and Recreation  | 9<br>06/09/21  |  |
| 10<br>21/06/21 | <b>Lines 4 and 7</b><br>• Ancient History<br>• Business Studies*<br>• English Extension 2<br>• Industrial Technology Multimedia*<br>• Industrial Technology Timber*<br>• Japanese Continuers<br>• Mathematics Extension 1<br>• Modern History<br>• Textiles and Design | 10<br>13/10/21 |  |

# Board Developed Courses - Category A

## Ancient History

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components   | Syllabus Weighting | Task 1  | Task 2  | Task 3   | Task 4   |
|---|--------------------|---|---|--|--|
|   |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 10  | <b>Date Due:</b><br>Term 1 2021<br>Week 8                                 | <b>Date Due:</b><br>Term 2 2021<br>Week 10                         | <b>Date Due:</b><br>Term 3 2021<br>Weeks 3 - 4 |
|   |                    | <b>Task:</b><br>In class test<br>Cities of<br>Vesuvius:<br>Pompeii and<br>Herculaneum | <b>Task:</b><br>Research based<br>Source Analysis<br>Ancient<br>Societies | <b>Task:</b><br>Research Essay<br>Historical period<br>Greek World | <b>Task:</b><br>HSC Trial<br>Examination       |
| <b>Syllabus Outcomes</b>  |                    | AH12-2, AH12-4,<br>AH12-6, AH12-7,<br>AH12-8, AH12-9                                  | AH12-1, AH12-3,<br>AH12-5, AH12-6,<br>AH12-9                              | AH12-5, AH12-6,<br>AH12-7, AH12-9                                  | AH12-3, AH12-4,<br>AH12-6, AH12-7              |
| Knowledge and understanding of course content                                   | <b>40%</b>         | 5%  | 10%   | 5%   | 20%  |
| Historical skills in the analysis and evaluation of sources and interpretations | <b>20%</b>         | 5%  | 5%  | 5%   | 5%   |
| Historical inquiry and research   | <b>20%</b>         | 5%  | 10%   | 5%   |  |
| Communication of historical understanding in appropriate forms                  | <b>20%</b>         | 5%  | 5%  | 5%   | 5%   |
| <b>WEIGHTING</b>  | <b>100%</b>        | <b>20%</b>  | <b>30%</b>  | <b>20%</b>   | <b>30%</b>                                     |

### Course outcomes

#### A student:

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

# Biology

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components                           | Syllabus Weighting | Task 1   | Task 2   | Task 3  | Task 4   |
|---|--------------------|--|--|---|--|
|   |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 10                       | <b>Date Due:</b><br>Term 1 2021<br>Week 8                                      | <b>Date Due:</b><br>Term 2 2021<br>Week 7                 | <b>Date Due:</b><br>Term 3 2021<br>Week 3 - 4  |
|   |                    | <b>Task:</b><br>Model and Presentation Heredity process          | <b>Task:</b><br>Depth Study Genetic Technologies (mandatory)                   | <b>Task:</b><br>Research Presentation Infectious Diseases | <b>Task:</b><br>Trial HSC Examination  |
| <b>Syllabus Outcomes</b>                      |                    | BIO11/12-3<br>BIO11/12-4<br>BIO11/12-6<br>BIO11/12-7<br>BIO12-12 | BIO11/12-1<br>BIO11/12-4<br>BIO11/12-5<br>BIO11/12-6<br>BIO11/12-7<br>BIO12-12 | BIO11/12-3<br>BIO11/12-4<br>BIO11/12-5<br>BIO12-14        | BIO11/12-1<br>BIO11/12-2<br>BIO11/12-4<br>BIO11/12-5<br>BIO11/12-6<br>BIO11/12-7<br>BIO12-12<br>BIO12-13<br>BIO12-14<br>BIO12-15 |
| Knowledge and Understanding of course content | <b>40%</b>         | 10%  | 5%   | 5%  | 20%  |
| Skills in working Scientifically              | <b>60%</b>         | 10%  | 25%  | 15%   | 10%  |
| <b>WEIGHTING</b>                              | <b>100%</b>        | <b>20%</b>   | <b>30%</b>   | <b>20%</b>  | <b>30%</b>   |

## Course outcomes

### A student:

- BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO 11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5 analyses and evaluates primary and secondary data and information
- BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change
- BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
- BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

# Business Studies

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components  | Syllabus Weighting | Task 1  | Task 2   | Task 3   | Task 4   |
|--|--------------------|---|--|--|--|
|  |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 10            | <b>Date Due:</b><br>Term 1 2021<br>Week 8              | <b>Date Due:</b><br>Term 2 2021<br>Week 10     | <b>Date Due:</b><br>Term 3 2021<br>Weeks 3 - 4 |
|  |                    | <b>Task:</b><br>Business Investigation:<br>Operations | <b>Task:</b><br>In-class extended response:<br>Finance | <b>Task:</b><br>Topic Test:<br>Human Resources | <b>Task:</b><br>Trial HSC Examination          |
| <b>Syllabus Outcomes</b>   |                    | H2, H3, H5, H6, H8                                    | H3, H4, H7, H8, H9, H10                                | H2, H3, H4, H5, H6, H9                         | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10        |
| Knowledge and understanding of the course content                            | <b>40%</b>         | 5%  | 5%   | 10%  | 20%  |
| Stimulus-based skills  | <b>20%</b>         |   | 5%   | 10%  | 5%   |
| Inquiry and research   | <b>20%</b>         | 10%   | 5%   | 5%   |  |
| Communication of business information, ideas and issues in appropriate forms | <b>20%</b>         | 5%  | 5%   | 5%   | 5%   |
| <b>WEIGHTING</b>   | <b>100%</b>        | <b>20%</b>  | <b>20%</b>   | <b>30%</b>                                     | <b>30%</b>                                     |

## Course outcomes

### The student:

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

# Chemistry

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components                           | Syllabus Weighting | Task 1  | Task 2   | Task 3   | Task 4   |
|---|--------------------|---|--|--|--|
|   |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 7                   | <b>Date Due:</b><br>Term 1 2021<br>Week 9                                | <b>Date Due:</b><br>Term 2 2021<br>Week 9                              | <b>Date Due:</b><br>Term 3 2021<br>Weeks 3 - 4   |
|   |                    | <b>Task:</b><br>Topic Test<br>Equilibrium                   | <b>Task:</b><br>Depth Study<br>Titration<br>(mandatory)                  | <b>Task:</b><br>Practical Task<br>Analysis of<br>Organic<br>substances | <b>Task:</b><br>Trial HSC<br>Examination   |
| <b>Syllabus Outcomes</b>                      |                    | CH11/12-4<br>CH11/12-5<br>CH11/12-6<br>CH11/12-7<br>CH12-12 | CH11/12-2<br>CH11/12-3<br>CH11/12-4<br>CH11/12-5<br>CH11/12-6<br>CH12-13 | CH11/12-1<br>CH11/12-7<br>CH11/12-6<br>CH11/12-5<br>CH12-15            | CH11/12-1<br>CH11/12-2<br>CH11/12-4<br>CH11/12-5<br>CH11/12-6<br>CH11/12-7<br>CH12-12,<br>CH12-13<br>CH12-14,<br>CH12-15 |
| Knowledge and understanding of course content | <b>40%</b>         | 10%   | 5%   | 5%   | 20%  |
| Skills in working scientifically              | <b>60%</b>         | 5%  | 35%  | 10%  | 10%  |
| <b>WEIGHTING</b>                              | <b>100%</b>        | <b>15%</b>  | <b>40%</b>   | <b>15%</b>   | <b>30%</b>   |

## Course outcomes

### A student:

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



# Drama

## Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components       | Syllabus Weighting | Task 1  | Task 2   | Task 3   | Task 4  |
|---------------------------|--------------------|---|--|--|---|
|                           |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 9   | <b>Date Due:</b><br>Term 1 2021<br>Week 9  | <b>Date Due:</b><br>Term 2 2021<br>Week 7  | <b>Date Due:</b><br>Term 3 2021<br>Week 3 - 4   |
|                           |                    | <b>Task:</b><br>Core Unit<br>Australian<br>Drama and<br>Theatre:<br>Performance<br>and prepared<br>essay.<br>Log book<br>submission | <b>Task:</b><br>Elective Unit<br>Studies in<br>Drama and<br>Theatre:<br>Approaches to<br>Acting: Devised<br>performance<br>and workshop<br>task, prepared<br>essay. Log book<br>submission | <b>Task:</b><br>Individual<br>Project<br>Presentation of<br>IP where in<br>progress with<br>log book and<br>rationale. | <b>Task:</b><br>Trial HSC<br>Practical Exam<br>Group<br>performance<br>and log book.<br>Individual<br>Project |
| <b>Syllabus Outcomes</b>  |                    | H1.1, H1.2,<br>H1.5, H1.6,<br>H1.7, H3.1,<br>H3.2, H3.3   | H1.1, H1.3,<br>H1.4, H1.5,<br>H1.6,<br>H1.7, H2.1,<br>H 2.2, H2.3,<br>H3.1, H3.2, H3.3   | H1.1, H1.2,<br>H1.3, H1.5,<br>H1.7, H2.1,<br>H3.1, H3.2,<br>H3.3   | *H1.1, H1.2,<br>H1.3, H1.4,<br>H1.5, H1.6,<br>H 1.7, H2.1,<br>H 2.2, H2.3                                     |
| Making Drama              | <b>40%</b>         | 10%   | 10%  | 10%  | 10%   |
| Performing Drama          | <b>30%</b>         |   | 10%  |  | 20%   |
| Critically Studying Drama | <b>30%</b>         | 10%   | 10%  | 10%  |   |
| <b>WEIGHTING</b>          | <b>100%</b>        | <b>20%</b>  | <b>30%</b>   | <b>20%</b>   | <b>30%</b>  |

*\*Teachers may select appropriate outcomes based on Individual Project Options selected by each student*

### Course outcomes

#### The student:

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

# Earth and Environmental Science

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components                           | Syllabus Weighting | Task 1   | Task 2   | Task 3   | Task 4   |
|---|--------------------|--|--|--|--|
|   |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 8                        | <b>Date Due:</b><br>Term 1 2021<br>Week 10                       | <b>Date Due:</b><br>Term 2 2021<br>Week 8                        | <b>Date Due:</b><br>Term 3 2021<br>Week 3 - 4  |
|   |                    | <b>Task:</b><br>Online Assessment<br>Waste Management            | <b>Task:</b><br>Depth Study<br>Natural Disasters (Mandatory)     | <b>Task:</b><br>Information processing Task<br>Climate Science   | <b>Task:</b><br>Trial HSC Examination  |
| <b>Syllabus Outcomes</b>                      |                    | EES11/12-1<br>EES11/12-4<br>EES11/12-5<br>EES11/12-6<br>EES12-15 | EES11/12-1<br>EES11/12-4<br>EES11/12-5<br>EES11/12-7<br>EES12-13 | EES11/12-1<br>EES11/12-4<br>EES11/12-6<br>EES11/12-7<br>EES12-14 | EES11/12-1<br>EES11/12-2<br>EES11/12-4<br>EES11/12-5<br>EES11/12-6<br>EES11/12-7<br>EES12-12<br>EES12-13<br>EES12-14<br>EES12-15 |
| Knowledge and understanding of course content | <b>40%</b>         | 5%   | 10%  | 5%   | 20%  |
| Skills in working scientifically              | <b>60%</b>         | 10%  | 20%  | 20%  | 10%  |
| <b>WEIGHTING</b>                              | <b>100%</b>        | <b>15%</b>   | <b>30%</b>   | <b>25%</b>   | <b>30%</b>   |

## Course outcomes

### A student:

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

# Economics

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components   | Syllabus Weighting | Task 1   | Task 2  | Task 3  | Task 4  |
|---|--------------------|--|---|---|---|
|   |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 10   | <b>Date Due:</b><br>Term 1 2021<br>Week 8           | <b>Date Due:</b><br>Term 2 2021<br>Week 7                               | <b>Date Due:</b><br>Term 3 2021<br>Weeks 3 - 4      |
|   |                    | <b>Task:</b><br>In-class Essay<br>The Global;<br>Australia's Place<br>in the Global<br>Economy | <b>Task:</b><br>Video Explainer<br>Economic Issues  | <b>Task:</b><br>Research file<br>Economic<br>Policies and<br>Management | <b>Task:</b><br>Trial HSC<br>Examination            |
| <b>Syllabus Outcomes</b>  |                    | H1, H2, H3, H4,<br>H5, H6, H7, H8,<br>H9, H10  | H1, H2, H3, H5,<br>H6, H7, H8, H9,<br>H10, H11, H12 | H1, H2, H5, H6,<br>H7, H8, H9, H10,<br>H12                              | H1, H2, H3, H5,<br>H6, H7, H8, H9,<br>H10, H11, H12 |
| Knowledge and understanding of course content                       | <b>40%</b>         | 10%  | 10%   | 5%  | 15%   |
| Stimulus-based skills   | <b>20%</b>         | 10%  |   |   | 10%   |
| Inquiry and research  | <b>20%</b>         |  | 10%   | 10%   |   |
| Communication of information, ideas and issues in appropriate forms | <b>20%</b>         | 5%   | 5%  | 5%  | 5%  |
| <b>WEIGHTING</b>  | <b>100%</b>        | <b>25%</b>   | <b>25%</b>  | <b>20%</b>  | <b>30%</b>  |

## Course outcomes

### A student:

- H1 demonstrates understanding of economic terms, concepts and relationships
- H2 analyses the economic role of individuals, firms, institutions and governments
- H3 explains the role of markets within the global economy
- H4 analyses the impact of global markets on the Australian and global economies
- H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
- H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
- H9 selects and organises information from a variety of sources for relevance and reliability
- H10 communicates economic information, ideas and issues in appropriate forms
- H11 applies mathematical concepts in economic contexts
- H12 works independently and in groups to achieve appropriate goals in set timelines

# English Advanced

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components  | Syllabus Weighting | Task 1   | Task 2  | Task 3  | Task 4  |
|--|--------------------|--|---|---|---|
|  |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 9  | <b>Date Due:</b><br>Term 1 2021<br>Week 7   | <b>Date Due:</b><br>Term 2 2021<br>Week 9   | <b>Date Due:</b><br>Term 3 2021<br>Weeks 3 - 4  |
|  |                    | <b>Task:</b><br>Common<br>Module: Texts<br>and Human<br>Experiences.<br>Written task<br>incorporating<br>related text. | <b>Task:</b><br>Module B:<br>Critical Study of<br>Literature.<br>Multimodal<br>presentation | <b>Task:</b><br>Module A:<br>Textual<br>Conversations<br>(20%) + Module<br>C: The Craft of<br>Writing (20%)<br>Written task | <b>Task:</b><br>Trial HSC<br>Examination<br>Common<br>Module +<br>Module A, B and<br>C (5%) |
| <b>Syllabus Outcomes</b>   |                    | EA12-1, EA12-3<br>EA12-6, EA13-7   | EA12-2, EA12-3<br>EA12-4, EA12-8  | EA12-4, EA12-5<br>EA12-6, EA12-8  | EA12-1, EA12-3<br>EA12-5, EA13-6<br>EA12-7, EA12-8  |
| Knowledge and understanding of course content  | <b>50%</b>         | 10%  | 10%   | 20%   | 10%   |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | <b>50%</b>         | 10%  | 10%   | 20%   | 10%   |
| <b>WEIGHTING</b>   | <b>100%</b>        | <b>20%</b>   | <b>20%</b>  | <b>40%</b>  | <b>20%</b>  |

## Course outcomes

### A student:

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

# English Extension 1

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components   | Syllabus Weighting | Task 1   | Task 2   | Task 3   |
|---|--------------------|--|--|--|
|   |                    | <b>Date Due:</b><br>Term 1 2021<br>Week 5                  | <b>Date Due:</b><br>Term 2 2021<br>Week 7  | <b>Date Due:</b><br>Term 3 2021<br>Week 3 - 4  |
|   |                    | <b>Task:</b><br>Creative Response with Critical reflection | <b>Task:</b><br>Elective: Critical essay incorporating student selected related material | <b>Task:</b><br>Trial HSC Examination<br>Section 1: Common Module<br>Section 2: Elective |
| <b>Syllabus Outcomes</b>  |                    | EE12-2<br>EE12-3   | EE12-1<br>EE12-4   | EE12-1<br>EE12-2<br>EE12-3   |
| Knowledge and understanding of complex texts and of how and why they are valued | <b>50%</b>         | 20%  | 15%  | 15%  |
| Skills in complex analysis, sustained composition and independent investigation | <b>50%</b>         | 15%  | 20%  | 15%  |
| <b>WEIGHTING</b>  | <b>100%</b>        | <b>35%</b>   | <b>35%</b>   | <b>30%</b>   |

## Course outcomes

### A student:

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

# English Extension 2

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components                      | Syllabus Weighting | Task 1   | Task 2  | Task 3  |
|--|--------------------|--|---|---|
|  |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 10   | <b>Date Due:</b><br>Term 1 2021<br>Week 9                       | <b>Date Due:</b><br>Term 2 2021<br>Week 10  |
|  |                    | <b>Task:</b><br>Viva Voce<br>addressing The<br>Proposal +<br>Major Work<br>Journal | <b>Task:</b><br>Literature<br>Review +<br>Major Work<br>Journal | <b>Task:</b><br>Critique of the<br>Creative Process<br>+<br>Major Work<br>Journal |
| <b>Syllabus Outcomes</b>                 |                    | EEX12-2<br>EEX12-4   | EEX12-1<br>EEX12-3<br>EEX12-4                                   | EEX12-1<br>EEX12-2<br>EEX12-5   |
| Skills in extensive independent research | <b>50%</b>         | 15%  | 20%   | 15%   |
| Skills in sustained composition          | <b>50%</b>         | 15%  | 20%   | 15%   |
| <b>WEIGHTING</b>                         | <b>100%</b>        | <b>30%</b>   | <b>40%</b>  | <b>30%</b>  |

## Course outcomes

### A student:

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

# English Standard

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components  | Syllabus Weighting | Task 1   | Task 2  | Task 3  | Task 4  |
|--|--------------------|--|---|---|---|
|  |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 9  | <b>Date Due:</b><br>Term 1 2021<br>Week 7   | <b>Date Due:</b><br>Term 2 2021<br>Week 9   | <b>Date Due:</b><br>Term 3 2021<br>Weeks 3 - 4  |
|  |                    | <b>Task:</b><br>Common<br>Module: Texts<br>and Human<br>Experiences.<br>Written task<br>incorporating<br>related text. | <b>Task:</b><br>Module B: Close<br>Study of<br>Literature –<br>Multimodal<br>presentation | <b>Task:</b><br>Module A:<br>language,<br>Identity and<br>Culture +<br>Module C: The<br>Craft of Writing<br>(20%)<br>Written task | <b>Task:</b><br>Trial HSC<br>Examination<br>Common<br>Module +<br>Module A, B and<br>C (5%) |
| <b>Syllabus Outcomes</b>   |                    | EN12-1<br>EN12-3<br>EN12-6<br>EN12-7<br>EN12-8   | EN12-2<br>EN12-5<br>EN12-7<br>EN12-8  | EN12-4<br>EN12-5<br>EN12-7<br>EN12-8  | EN12-1<br>EN12-3<br>EN12-5<br>EN12-6<br>EN12-7<br>EN12-8                                    |
| Knowledge and understanding of course content  | <b>50%</b>         | 10%  | 10%   | 20%   | 10%   |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | <b>50%</b>         | 10%  | 10%   | 20%   | 10%   |
| <b>WEIGHTING</b>   | <b>100%</b>        | <b>20%</b>   | <b>20%</b>  | <b>40%</b>  | <b>20%</b>  |

## Course outcomes

### A student:

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

# Food Technology

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components  | Syllabus Weighting | Task 1  | Task 2   | Task 3  | Task 4   |
|--|--------------------|---|--|---|--|
|  |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 9                                   | <b>Date Due:</b><br>Term 1 2021<br>Week 5  | <b>Date Due:</b><br>Term 2 2021<br>Week 7               | <b>Date Due:</b><br>Term 3 2021<br>Weeks 3 - 4 |
|  |                    | <b>Task:</b><br>Diet and Health<br>in Australia.<br>Report and<br>Practical | <b>Task:</b><br>Food Product<br>Development.<br>Experimentation<br>and Preparation | <b>Task:</b><br>Emerging<br>Technology<br>Investigation | <b>Task:</b><br>Trial HSC<br>Examination       |
| <b>Syllabus Outcomes</b>   |                    | H2.1, H3.2, H5.1  | H1.3, H4.1, 5.1  | H2.1, H1.4, 3.1   | H1.1, H1.3,<br>H1.4, H4.2, H5.1                |
| Knowledge and understanding of course content  | <b>40%</b>         | 5%  |  | 5%  | 30%  |
| Knowledge and skills in the design, manufacture and management of a major textiles project | <b>30%</b>         | 10%   | 5%   | 15%   |  |
| Skills in experimenting with and preparing food by applying theoretical concepts           | <b>30%</b>         | 10%   | 20%  |   |  |
| <b>WEIGHTING</b>   | <b>100%</b>        | <b>25%</b>  | <b>25%</b>   | <b>20%</b>  | <b>30%</b>                                     |

## Course outcomes

### A student:

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



# History Extension

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components   | Syllabus Weighting | Task 1  | Task 2                                    | Task 3                                       |
|---|--------------------|---|---|--|
|   |                    | <b>Date Due:</b><br>Term 1 2021<br>Week 4   | <b>Date Due:</b><br>Term 2 2021<br>Week 9 | <b>Date Due:</b><br>Term 3 2021<br>Weeks 3/4 |
|   |                    | <b>Task:</b><br>Historical Process (proposal, process log, annotated sources) Relating to History Project | <b>Task:</b><br>Essay History Project     | <b>Task:</b><br>Trial HSC Examination        |
| <b>Syllabus Outcomes</b>  |                    | HE12.1, HE12.2, HE12.3, HE12.4  | HE12.1, HE12.2, HE12.3, HE12.4            | HE12.1, HE12.3, HE12.4                       |
| Knowledge and understanding about significant historiographical ideas and processes | 40%                | 10%   | 10%                                       | 20%  |
| Skills in designing, undertaking and communicating historical inquiry and analysis  | 60%                | 20%   | 30%                                       | 10%  |
| <b>WEIGHTING</b>  | <b>100%</b>        | <b>30%</b>  | <b>40%</b>                                | <b>30%</b>                                   |

## Course outcomes

### A student:

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

# Industrial Technology Multimedia

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components  | Syllabus Weighting | Task 1  | Task 2                                    | Task 3  | Task 4   |
|--|--------------------|---|---|---|--|
|  |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 10          | <b>Date Due:</b><br>Term 1 2021<br>Week 8 | <b>Date Due:</b><br>Term 2 2021<br>Week 10                | <b>Date Due:</b><br>Term 3 2021<br>Weeks 3 - 4 |
|  |                    | <b>Task:</b><br>Design and Planning<br>Presentation | <b>Task:</b><br>Industry Study            | <b>Task:</b><br>Project Development and Management Report | <b>Task:</b><br>Trial HSC Examination          |
| <b>Syllabus Outcomes</b>   |                    | H1.2, H3.1, H3.2, H3.3                              | H1.1, H1.2, H1.3, H7.1, H7.2              | H3.3, H4.2, H6.2  | H4.3, H7.1, H7.2                               |
| Knowledge and understanding of course content                                    | <b>40</b>          |   | 15%                                       |   | 25%  |
| Knowledge and skills in the management, communication and production of projects | <b>60</b>          | 25%   |   | 35%   |  |
| <b>WEIGHTING</b>   | <b>100%</b>        | <b>25%</b>  | <b>15%</b>                                | <b>35%</b>  | <b>25%</b>                                     |

## Course outcomes

### A student:

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

# Industrial Technology Timber

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components   | Syllabus Weighting | Task 1   | Task 2                                    | Task 3  | Task 4   |
|---|--------------------|--|---|---|--|
|   |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 10       | <b>Date Due:</b><br>Term 1 2021<br>Week 8 | <b>Date Due:</b><br>Term 2 2021<br>Week 10                | <b>Date Due:</b><br>Term 3 2021<br>Weeks 3 - 4 |
|   |                    | <b>Task:</b><br>Design and Planning Presentation | <b>Task:</b><br>Industry Study            | <b>Task:</b><br>Project Development and Management Report | <b>Task:</b><br>Trial HSC Examination          |
| <b>Syllabus Outcomes</b>  |                    | H1.2, H3.1, H3.2, H3.3                           | H1.1, H1.2, H1.3, H7.1, H7.2              | H3.3, H4.2, H6.2  | H4.3, H7.1, H7.2                               |
| Knowledge and understanding of course content   | <b>40%</b>         |  | 15%                                       |   | 25%  |
| Knowledge and skills in the design, management, communication and production of a major project | <b>60%</b>         | 25%  |   | 35%   |  |
| <b>WEIGHTING</b>  | <b>100%</b>        | <b>25%</b>                                       | <b>15%</b>                                | <b>35%</b>  | <b>25%</b>                                     |

## Course outcomes

### A student:

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

# Italian Beginners

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components      | Syllabus Weighting | Task 1   | Task 2   | Task 3  | Task 4   |
|--------------------------|--------------------|--|--|---|--|
|                          |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 4                                      | <b>Date Due:</b><br>Term 1 2021<br>Week 7  | <b>Date Due:</b><br>Term 2 2021<br>Week 7                                       | <b>Date Due:</b><br>Term 3 2021<br>Weeks 3 - 4   |
|                          |                    | <b>Task:</b><br>Response to spoken Italian texts. Holidays, Travel and Tourism | <b>Task:</b><br>Response to written Italian texts with a written composition in Italian. Friends, Recreation and Pastimes. | <b>Task:</b><br>Oral Conversation Education, Work, Future Plans and Aspirations | <b>Task:</b><br>Trial HSC Examination            |
| <b>Syllabus Outcomes</b> |                    | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6   | 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, 3.2, 3.3, 3.4 |
| Listening                | <b>30%</b>         | 20%  |  |   | 10%  |
| Reading                  | <b>30%</b>         |  | 20%  |   | 10%  |
| Speaking                 | <b>20%</b>         |  |  | 20%   |  |
| Writing                  | <b>20%</b>         |  | 10%  |   | 10%  |
| <b>WEIGHTING</b>         | <b>100%</b>        | <b>20%</b>   | <b>30%</b>   | <b>20%</b>  | <b>30%</b>                                       |

## Course outcomes

### A student:

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

# Japanese Continuers

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components      | Syllabus Weighting | Task 1   | Task 2   | Task 3  | Task 4   |
|--------------------------|--------------------|--|--|---|--|
|                          |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 7                            | <b>Date Due:</b><br>Term 1 2021<br>Week 7                    | <b>Date Due:</b><br>Term 2 2021<br>Week 10  | <b>Date Due:</b><br>Term 3 2021<br>Weeks 3 - 4                       |
|                          |                    | <b>Task:</b><br>Response a conversation and email<br><br>School Life | <b>Task:</b><br>Response to texts<br><br>Traditional Culture | <b>Task:</b><br>Response to advertisement and persuasive role-play<br><br>Future plans and work | <b>Task:</b><br>Trial HSC Examination                                |
| <b>Syllabus Outcomes</b> |                    | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 3.6           | 2.1, 2.2, 2.3, 3.1, 3.3, 3.4                                 | 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6   | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1 |
| Listening                | <b>30%</b>         | 15%  |  | 5%  | 10%  |
| Reading                  | <b>30%</b>         |  | 15%  | 5%  | 10%  |
| Speaking                 | <b>20%</b>         |  |  | 15%   | 5%   |
| Writing                  | <b>20%</b>         | 10%  | 5%   |   | 5%   |
| <b>WEIGHTING</b>         | <b>100%</b>        | <b>25%</b>   | <b>20%</b>   | <b>25%</b>  | <b>30%</b>   |

## Course outcomes

### A student:

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

# Legal Studies

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components   | Syllabus Weighting | Task 1                                    | Task 2                                       | Task 3  | Task 4  |
|---|--------------------|---|--|---|---|
|   |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 8 | <b>Date Due:</b><br>Term 1 2021<br>Week 10   | <b>Date Due:</b><br>Term 2 2021<br>Week 8     | <b>Date Due:</b><br>Term 3 2021<br>Week 3 - 4 |
|   |                    | <b>Task:</b><br>Topic test<br>Crime       | <b>Task:</b><br>Presentation<br>Human Rights | <b>Task:</b><br>Prepared Essay<br>World Order | <b>Task:</b><br>Trial HSC<br>Examination      |
| <b>Syllabus Outcomes</b>  |                    | H1, H4, H7, H8,<br>H9, H10                | H2, H3, H6, H10                              | H3, H4, H5, H6,<br>H7, H8, H9                 | H1, H2, H3, H4,<br>H5, H6, H7, H8,<br>H9, H10 |
| Knowledge and understanding of course content                             | <b>40%</b>         | 10%                                       | 5%   | 10%   | 15%   |
| Analysis and evaluation   | <b>20%</b>         | 5%  | 5%   |   | 10%   |
| Inquiry and research  | <b>20%</b>         | 5%  | 5%   | 10%   |   |
| Communication of legal information, issues and ideas in appropriate forms | <b>20%</b>         | 5%  | 5%   | 5%  | 5%  |
| <b>WEIGHTING</b>  | <b>100%</b>        | <b>25%</b>                                | <b>20%</b>                                   | <b>25%</b>                                    | <b>30%</b>                                    |

## Course outcomes

### A student:

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

# Mathematics Advanced

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components                          | Syllabus Weighting | Task 1  | Task 2                                      | Task 3   | Task 4   |
|--|--------------------|---|---|--|--|
|  |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 8           | <b>Date Due:</b><br>Term 1 2021<br>Week 6   | <b>Date Due:</b><br>Term 2 2021<br>Week 8                | <b>Date Due:</b><br>Term 3 2021<br>Weeks 3 - 4 |
|  |                    | <b>Task:</b><br>Open book test                      | <b>Task:</b><br>Investigation<br>Assignment | <b>Task:</b><br>In-class task                            | <b>Task:</b><br>Trial HSC<br>Examination       |
| <b>Syllabus Outcomes</b>                     |                    | MA12-1,<br>MA12-5,<br>MA12-8,<br>MA12-9,<br>MA12-10 | MA12-8<br>MA12-9<br>MA12-10                 | MA12-1<br>MA12-3<br>MA12-5<br>MA12-6<br>MA12-7<br>MA12-8 | MA12-1 to<br>MA12-10                           |
| Understanding, fluency and communication     | <b>50%</b>         | 15%   | 10%   | 10%  | 15%  |
| Problem Solving, reasoning and justification | <b>50%</b>         | 15%   | 10%   | 10%  | 15%  |
| <b>WEIGHTING</b>                             | <b>100%</b>        | <b>30%</b>  | <b>20%</b>                                  | <b>20%</b>   | <b>30%</b>                                     |

## Course outcomes

### A student:

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

# Mathematics Extension 1

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components                          | Syllabus Weighting | Task 1                                     | Task 2   | Task 3   | Task 4   |
|--|--------------------|--|--|--|--|
|  |                    | <b>Date Due:</b><br>Term 4 2021<br>Week 10 | <b>Date Due:</b><br>Term 1 2021<br>Week 8      | <b>Date Due:</b><br>Term 2 2021<br>Week 10     | <b>Date Due:</b><br>Term 3 2021<br>Weeks 3 - 4 |
|  |                    | <b>Task:</b><br>In-class task              | <b>Task:</b><br>Open book test                 | <b>Task:</b><br>Investigation<br>Assignment    | <b>Task:</b><br>Trial HSC<br>Examination       |
| <b>Syllabus Outcomes</b>                     |                    | ME12-1<br>ME12-2<br>ME12-6<br>ME12-7       | ME12-1<br>ME12-2<br>ME12-5<br>ME12-6<br>ME12-7 | ME12-1<br>ME12-3<br>ME12-4<br>ME12-6<br>ME12-7 | ME12-1 to<br>ME12-7                            |
| Understanding, fluency and communication     | <b>50%</b>         | 10%  | 15%  | 10%  | 15%  |
| Problem solving, reasoning and justification | <b>50%</b>         | 10%  | 15%  | 10%  | 15%  |
| <b>WEIGHTING</b>                             | <b>100%</b>        | <b>20%</b>                                 | <b>30%</b>                                     | <b>20%</b>                                     | <b>30%</b>                                     |

## Course outcomes

### A student:

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



# Mathematics Extension 2

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components                          | Syllabus Weighting | Task 1                                    | Task 2                                    | Task 3                                      | Task 4   |
|--|--------------------|---|---|---|--|
|  |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 9 | <b>Date Due:</b><br>Term 1 2021<br>Week 9 | <b>Date Due:</b><br>Term 2 2021<br>Week 7   | <b>Date Due:</b><br>Term 3 2021<br>Weeks 3 - 4 |
|  |                    | <b>Task:</b><br>Open Book Test            | <b>Task:</b><br>Class Task                | <b>Task:</b><br>Investigation<br>Assignment | <b>Task:</b><br>Trial HSC<br>Examination       |
| <b>Syllabus Outcomes</b>                     |                    | ME12-1,<br>ME12-4,<br>ME12-7,<br>ME12-8   | ME12-1,<br>ME12-2,<br>ME12-7,<br>ME12-8   | ME12-3,<br>ME12-6,<br>ME12-7,<br>ME12-8     | ME12-1 to<br>ME12-8                            |
| Understanding, fluency and communication     | <b>50%</b>         | 10%                                       | 10%                                       | 15%   | 15%  |
| Problem solving, reasoning and justification | <b>50%</b>         | 10%                                       | 10%                                       | 15%   | 15%  |
| <b>WEIGHTING</b>                             | <b>100%</b>        | <b>20%</b>                                | <b>20%</b>                                | <b>30%</b>                                  | <b>30%</b>                                     |

## Course outcomes

### A student:

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

# Mathematics Standard 1

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components                          | Syllabus Weighting | Task 1  | Task 2                                      | Task 3  | Task 4   |
|--|--------------------|---|---|---|--|
|  |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 8     | <b>Date Due:</b><br>Term 1 2021<br>Week 6   | <b>Date Due:</b><br>Term 2 2021<br>Week 8   | <b>Date Due:</b><br>Term 3 2021<br>Weeks 3 - 4 |
|  |                    | <b>Task:</b><br>In-class task                 | <b>Task:</b><br>Investigation<br>Assignment | <b>Task:</b><br>Field Study   | <b>Task:</b><br>Trial HSC<br>Examination       |
| <b>Syllabus Outcomes</b>                     |                    | MS1-12-3<br>MS1-12-4<br>MS1-12-9<br>MS1-12-10 | MS1-12-8<br>MS1-12-9<br>MS1-12-10           | MS1-12-2<br>MS1-12-3<br>MS1-12-4<br>MS1-12-7<br>MS1-12-8<br>MS1-12-9<br>MS1-12-10 | MS1-12-1 to<br>MS1-12-10                       |
| Understanding, fluency and communication     | <b>50%</b>         | 10%   | 15%   | 10%   | 15%  |
| Problem solving, reasoning and justification | <b>50%</b>         | 10%   | 15%   | 10%   | 15%  |
| <b>WEIGHTING</b>                             | <b>100%</b>        | <b>20%</b>                                    | <b>30%</b>                                  | <b>20%</b>  | <b>30%</b>                                     |

## Course outcomes

### A student:

- MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS1-12-2 analyses representations of data in order to make predictions and draw conclusions
- MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness
- MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems
- MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school
- MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms
- MS1-12-7 solves problems requiring statistical processes
- MS1-12-8 applies network techniques to solve network problems
- MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use
- MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

# Mathematics Standard 2

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components                          | Syllabus Weighting | Task 1   | Task 2  | Task 3  | Task 4  |
|--|--------------------|--|---|---|---|
|  |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 8        | <b>Date Due:</b><br>Term 1 2021<br>Week 6                     | <b>Date Due:</b><br>Term 2 2021<br>Week 8   | <b>Date Due:</b><br>Term 2 2021<br>Week 3 - 4 |
|  |                    | <b>Task:</b><br>Investigation<br>Assignment      | <b>Task:</b><br>Open Book Test                                | <b>Task:</b><br>In class task   | <b>Task:</b><br>Trial HSC<br>Examination      |
| <b>Syllabus Outcomes</b>                     |                    | MS2-12-3,<br>MS2-12-4,<br>MS2-12-9,<br>MS2-12-10 | MS2-12-3,<br>MS2-12-4,<br>MS2-12-5,<br>MS2-12-9,<br>MS2-12-10 | MS2-12-1,<br>MS2-12-2,<br>MS2-12-5,<br>MS2-12-6,<br>MS2-12-7,<br>MS2-12-9,<br>MS2-12-10 | MS2-12-1 to<br>MS2-12-10                      |
| Understanding, fluency and communication     | <b>50%</b>         | 10%  | 15%   | 10%   | 15%   |
| Problem solving, reasoning and justification | <b>50%</b>         | 10%  | 15%   | 10%   | 15%   |
| <b>WEIGHTING</b>                             | <b>100%</b>        | <b>20%</b>                                       | <b>30%</b>  | <b>20%</b>  | <b>30%</b>                                    |

## Course outcomes

### A student:

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

# Modern History

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components   | Syllabus Weighting | Task 1  | Task 2   | Task 3   | Task 4  |
|---|--------------------|---|--|--|---|
|   |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 10  | <b>Date Due:</b><br>Term 1 2021<br>Week 8                              | <b>Date Due:</b><br>Term 2 2021<br>Week 10                                       | <b>Date Due:</b><br>Term 3 2021<br>Weeks 3 - 4                                      |
|   |                    | <b>Task:</b><br>Source Analysis<br>Power and<br>Authority in the<br>Modern World<br>1919-1946 | <b>Task:</b><br>Research<br>National Study<br><br>In class<br>response | <b>Task:</b><br>Historical<br>Analysis Peace<br>and Conflict<br><br>Hand in Task | <b>Task:</b><br>Trial HSC<br>Examination  |
| <b>Syllabus Outcomes</b>  |                    | MH12-1,<br>MH12-4,<br>MH12-6,<br>MH12-9   | MH12-1,<br>MH12-2,<br>MH12-3,<br>MH12-5,<br>MH12-9                     | MH12-2,<br>MH12-4,<br>MH12-6,<br>MH12-7,<br>MH12-8,<br>MH12-9                    | MH12-1,<br>MH12-2,<br>MH12-3,<br>MH12-4,<br>MH12-5,<br>MH12-6,<br>MH12-7,<br>MH12-9 |
| Knowledge and understanding of course content                                   | <b>40%</b>         | 5%  | 10%  | 10%  | 15%   |
| Historical skills in the analysis and evaluation of sources and interpretations | <b>20%</b>         | 5%  |  | 5%   | 10%   |
| Historical inquiry and research   | <b>20%</b>         | 5%  | 10%  | 5%   |   |
| Communication of historical understanding in appropriate forms                  | <b>20%</b>         | 5%  | 5%   | 5%   | 5%  |
| <b>WEIGHTING</b>  | <b>100%</b>        | <b>20%</b>  | <b>25%</b>   | <b>25%</b>   | <b>30%</b>  |

## Course outcomes

### A student:

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

# Music 1

## Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components      | Syllabus Weighting | Task 1   | Task 2  | Task 3   | Task 4   |
|--------------------------|--------------------|--|---|--|--|
|                          |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 10   | <b>Date Due:</b><br>Term 1 2021<br>Week 6   | <b>Date Due:</b><br>Term 2 2021<br>Week 7  | <b>Date Due:</b><br>Term 3 2021<br>Week 3 - 4  |
|                          |                    | <b>Task:</b><br>Composition Portfolio and Aural Analysis Topic 1<br>Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic | <b>Task:</b><br>Presentation of Performance and Viva Voce Topic 2<br>Solo or ensemble performance and in-class viva voce based on performance repertoire demonstrating an understanding of compositional techniques and features of the topic | <b>Task:</b><br>Presentation or Submission: Elective Option for Topics 1 and 2<br>Presentation of performance and/or composition portfolio and/or musicology outline and viva voce | <b>Task:</b><br>Trial HSC Examination Aural Skills Examination<br>Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce based on Topic 3 |
| <b>Syllabus Outcomes</b> |                    | H2, H4, H5, H6, H7, H8   | H1, H2, H4, H5, H6, H9  | H1–8*  | H1–8*  |
| Performance              | <b>10%</b>         | Choose an item.  | 10%   | Choose an item.  | Choose an item.  |
| Composition              | <b>10%</b>         | 10%  | Choose an item.   | Choose an item.  | Choose an item.  |
| Musicology               | <b>10%</b>         | Choose an item.  | 10%   | Choose an item.  | Choose an item.  |
| Aural                    | <b>25%</b>         | 10%  | Choose an item.   | Choose an item.  | 15%  |
| Electives                | <b>45%</b>         | Choose an item.  | Choose an item.   | 30%  | 15%  |
| <b>WEIGHTING</b>         | <b>100%</b>        | <b>20%</b>   | <b>20%</b>  | <b>30%</b>   | <b>30%</b>   |

\* Teachers will select appropriate outcomes based on Elective options selected by each student.

### Course outcomes

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

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

# Personal Development, Health and Physical Education

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components   | Syllabus Weighting | Task 1   | Task 2   | Task 3   | Task 4  |
|---|--------------------|--|--|--|---|
|   |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 8  | <b>Date Due:</b><br>Term 1 2021<br>Week 10   | <b>Date Due:</b><br>Term 2 2021<br>Week 8  | <b>Date Due:</b><br>Term 3 2021<br>Week 3 - 4 |
|   |                    | <b>Task:</b><br>Reflective Journal<br><br>FAP Skill Acquisition & Psychological Strategies | <b>Task:</b><br>Case Study Analysis<br><br>Sports Medicine & Improving Performance<br>Injury Assessment and Training Program | <b>Task:</b><br>Research and Report<br><br>HPIA Health Promotion and Health Priority Areas | <b>Task:</b><br>Trial HSC Examination         |
| <b>Syllabus Outcomes</b>  |                    | H9, H11, H16, H17  | H8, H10, H113, H16, H17  | H1, H2, H3, H4, H14, H15, H16  | H1-H5, H7-H11, H13-H17                        |
| Knowledge and understanding of course content                     | <b>40%</b>         | 10%  | 10%  | 10%  | 10%   |
| Skills in critical thinking, research, analysis and communicating | <b>60%</b>         | 15%  | 10%  | 15%  | 20%   |
| <b>WEIGHTING</b>  | <b>100%</b>        | <b>25%</b>   | <b>20%</b>   | <b>25%</b>   | <b>30%</b>                                    |

## Course outcomes:

### A student:

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

# Physics

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components                           | Syllabus Weighting | Task 1   | Task 2  | Task 3  | Task 4  |
|---|--------------------|--|---|---|---|
|   |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 9                    | <b>Date Due:</b><br>Term 1 2021<br>Week 9   | <b>Date Due:</b><br>Term 2 2021<br>Week 7   | <b>Date Due:</b><br>Term 3 2021<br>Week 3 - 4   |
|   |                    | <b>Task:</b><br>Online Quiz<br>Projectile<br>motion analysis | <b>Task:</b><br>Depth Study<br>Electric Motor<br>(mandatory)                          | <b>Task:</b><br>Research Task<br>Nature of light                                      | <b>Task:</b><br>Trial HSC<br>Examination  |
| <b>Syllabus Outcomes</b>                      |                    | PH11/12-4<br>PH11/12-6<br>PH12-12                            | PH11/12-1<br>PH11/12-7<br>PH11/12-2<br>PH11/12-3<br>PH11/12-5<br>PH11/12-6<br>PH12-13 | PH11/12-1<br>PH11/12-7<br>PH11/12-2<br>PH11/12-3<br>PH11/12-4<br>PH11/12-6<br>PH12-14 | PH11/12-1<br>PH11/12-7<br>PH11/12-2<br>PH11/12-3<br>PH11/12-4<br>PH11/12-5<br>PH11/12-6<br>PH12-12<br>PH12-13<br>PH12-14<br>PH12-15 |
| Knowledge and understanding of course content | <b>40%</b>         | 5%   | 10%   | 5%  | 20%   |
| Skills in working scientifically              | <b>60%</b>         | 10%  | 20%   | 20%   | 10%   |
| <b>WEIGHTING</b>                              | <b>100%</b>        | <b>15%</b>   | <b>30%</b>  | <b>25%</b>  | <b>30%</b>  |

## Course outcomes

### A student:

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

# Society and Culture

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components   | Syllabus Weighting | Task 1  | Task 2                                    | Task 3   | Task 4   |
|---|--------------------|---|---|--|--|
|   |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 9     | <b>Date Due:</b><br>Term 1 2021<br>Week 5 | <b>Date Due:</b><br>Term 2 2021<br>Week 5      | <b>Date Due:</b><br>Term 3 2021<br>Weeks 3 - 4 |
|   |                    | <b>Task:</b><br>In Class Test<br>Short Answer | <b>Task:</b><br>PIP Procedures            | <b>Task:</b><br>In Class Test<br>Long Response | <b>Task:</b><br>Trial HSC<br>Examination       |
| <b>Syllabus Outcomes</b>  |                    | H1, H2, H9, H10                               | H6, H7, H8                                | H2, H3, H5, H7, H9                             | H1, H2, H3, H4, H5, H6                         |
| Knowledge and understanding of course content                       | <b>50%</b>         | 10%   | 5%  | 15%  | 20%  |
| Application and evaluation of social and cultural research methods  | <b>30%</b>         | 10%   | 10%                                       | 5%   | 5%   |
| Communication of information, ideas and issues in appropriate forms | <b>20%</b>         | 5%  |   | 10%  | 5%   |
| <b>WEIGHTING</b>  | <b>100%</b>        | <b>25%</b>                                    | <b>15%</b>                                | <b>30%</b>                                     | <b>30%</b>                                     |

## Course outcomes

### A student:

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



# Textiles and Design

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components   | Syllabus Weighting | Task 1  | Task 2  | Task 3  | Task 4  |
|---|--------------------|---|---|---|---|
|   |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 10                | <b>Date Due:</b><br>Term 1 2021<br>Week 7               | <b>Date Due:</b><br>Term 2 2021<br>Week 10                  | <b>Date Due:</b><br>Term 3 2021<br>Weeks 3 - 4                |
|   |                    | <b>Task:</b><br>Major Textiles<br>Project<br>Presentation | <b>Task:</b><br>Design Research<br>and Exam<br>Response | <b>Task:</b><br>Project<br>Development<br>and<br>Management | <b>Task:</b><br>Trial HSC<br>Examination                      |
| <b>Syllabus Outcomes</b>  |                    | H1.1, H1.2,<br>H2.1, H2.3, H6.1                           | H2.1, H6.1  | H1.1, H1.2,<br>H2.1, H2.2,<br>H4.1, H3.1, H4.2              | H1.2, H1.3,<br>H1.4, H3.1,<br>H3.2, H4.1,<br>H4.2, H5.1, H5.2 |
| Knowledge and understanding of course content   | <b>50%</b>         |   | 20%   |   | 30%   |
| Knowledge and skills in design, manufacture and management of a major textile project | <b>50%</b>         | 15%   |   | 35%   |   |
| <b>WEIGHTING</b>  | <b>100%</b>        | <b>15%</b>  | <b>20%</b>  | <b>35%</b>  | <b>30%</b>  |

## Course outcomes

### A student:

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

# Visual Arts

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components             | Syllabus Weighting | Task 1  | Task 2  | Task 3   | Task 4   |
|---------------------------------|--------------------|---|---|--|--|
|                                 |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 8   | <b>Date Due:</b><br>Term 1 2021<br>Week 10  | <b>Date Due:</b><br>Term 2 2021<br>Week 8  | <b>Date Due:</b><br>Term 3 2021<br>Week 3 - 4  |
|                                 |                    | <b>Task:</b><br>1a) Development of Body of Work Investigations of artmaking practice evident in Process Diary including experiments with materials, written reflections and research about related artist's practice.<br><br>1b) Artist's practice/ conceptual framework short answer examination style responses. In class task. | <b>Task:</b><br>2a) Conceptual and Technical development of Body of Work<br><br>2b) In-class essay Cultural Frame with direct reference to Case Studies | <b>Task:</b><br>3a) Refining conceptual and technical aspects of Body of Work<br><br>3b) In-class essay and short response questions Postmodern/ subjective/ conceptual frames with direct reference to Case Studies | <b>Task:</b><br>a) Resolving and submission of Body of Work 90% complete (handed in by end of week 2)<br><br>4b) Trial HSC Examination |
| <b>Syllabus Outcomes</b>        |                    | H1, H2, H3, H7  | H1, H4, H7, H8, H9  | H4, H5, H6, H7, H8, H10  | H5, H6, H7, H8, H9, H10  |
| Art Making                      | <b>50%</b>         | 5%  | 15%   | 15%  | 15%  |
| Historical and Critical studies | <b>50%</b>         | 10%   | 10%   | 15%  | 15%  |
| <b>WEIGHTING</b>                | <b>100%</b>        | <b>15%</b>  | <b>25%</b>  | <b>30%</b>   | <b>30%</b>   |

## Course outcomes

### A student:

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

# Board Developed Courses - Category B

## English Studies

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components  | Syllabus Weighting | Task 1  | Task 2   | Task 3   | Task 4  |
|--|--------------------|---|--|--|---|
|  |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 9                                 | <b>Date Due:</b><br>Term 1 2021<br>Week 7          | <b>Date Due:</b><br>Term 2 2021<br>Week 9          | <b>Date Due:</b><br>Term 3 2021<br>Week 5   |
|  |                    | <b>Task:</b><br>Common Module:<br>Written task incorporating related text | <b>Task:</b><br>Digital Worlds:<br>Multimodal task | <b>Task:</b><br>The Big Screen:<br>Multimodal task | <b>Task:</b><br>This is Life:<br>Portfolio representing a collection of class work across modules |
| <b>Syllabus Outcomes</b>   |                    | ES12-1<br>ES12-5<br>ES12-8  | ES12-2<br>ES12-3<br>ES12-6                         | ES12-4<br>ES12-9                                   | ES12-1<br>ES12-4<br>ES12-7<br>ES12-10   |
| Knowledge and understanding of course content  | <b>50%</b>         | 10%   | 5%   | 15%  | 20%   |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | <b>50%</b>         | 10%   | 15%  | 5%   | 20%   |
| <b>WEIGHTING</b>   | <b>100%</b>        | <b>20%</b>  | <b>20%</b>   | <b>20%</b>   | <b>40%</b>  |

### Course outcomes

#### A student:

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

## Important notes relating to Assessment in VET Courses

VET courses can have dual accreditation - they count as 2 units from NESA toward your HSC AND the successful achievement of competencies may award students with a Vocational Qualification (ie. Certificate II or III) or a Statement of Attainment toward a qualification, if only some competencies have been achieved.

Students are to note that the information in the following tables relate only to the School-based (Internal) assessment to satisfy requirements for NESA. Completion of mandatory Work Placement is also required by NESA (70 hours in total – typically 35 hours in each of Year 11 and 12)

### Competency-based Assessment

As this is a competency-based course, all students must work consistently throughout the course to develop the competencies, skills and knowledge as described in the Industry Framework to gain an AQF qualification.

**As such, all VET coursework is assessable and students will be given progressive assessment tasks during the course.** These will be used to demonstrate their ability and be deemed either 'competent' or 'not yet competent'. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry environment.

**Students will be given more specific information regarding competency-based assessment tasks in class time rather than in this booklet.** Competency-based assessment tasks relate to the award of a vocational qualification rather than NESA requirements.

Students must allow time to manage the completion of progressive competency tasks and coursework throughout the year, in conjunction with the internal assessments outlined in this booklet.

### External Assessment (optional HSC examination)

Students may choose to sit the HSC exam for VET courses. If it is a student's only Category B course it may also contribute to the award of an ATAR. **Advice must be sought from the Careers Advisor and your teacher before electing not to sit the HSC exam.**

However, the examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

# Entertainment

**COURSE:** HSC 2021 Entertainment Industry (VET)  
**HSC/240hr outcome:** Statement of attainment towards CUA30415 Certificate III in Live Production and Services

## Student Competency Assessment Schedule

| Assessment Events for<br><b>Statement of Attainment towards<br/>CUA30415 Certificate III in Live Production and Services</b> |  | Event 3                                     |                   | Event 4                                     | Event 5                                  |   |
|--|--|---|-------------------|---|--|---|
|  |  | Backstage to the Future                     | Work Placement 2* | Project & Serve                             | Putting the I in Team                    | Trial HSC Exam**                          |
|  |  | Date:<br>02/12/20<br>Week 8<br>Term 4, 2020 | Ongoing           | Date:<br>31/03/21<br>Week 3<br>Term 1, 2021 | Date: 09/06/21<br>Week 8<br>Term 3, 2021 | Date: TBC<br>Week 3 and 4<br>Term 3, 2021 |
| Code   | Unit of Competency                                     |   |                   |   |  |   |
| CUASTA301  | Assist with production operations for live performance | X   |                   |   |  |   |
| CUASMT301  | Work effectively backstage during performances         | X   |                   |   |  |   |
| CUAVSS302  | Operate vision systems                                 |   |                   | X   |  |   |
| CUASOU306  | Operate sound reinforcement systems                    |   |                   | X   |  |   |
| SITXCCS303   | Provide service to customers                           |   |                   | X   |  |   |
| CUAPPR304  | Participate in collaborative projects                  |   |                   |   | X  |   |
| BSBWOR301  | Organise personal work priorities                      |   |                   |   | X  |   |

Depending on the achievement of units of competency, the possible HSC qualification outcome is a Statement of attainment towards CUA30415 Certificate III in Live Production and Services. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”.

# Hospitality

Tamworth RTO 90162

NESA COURSE: Hospitality Curriculum Framework HSC 2021

Student Competency Assessment Schedule

SIT20316 Certificate II in Hospitality

\*\*\*Please note this has been amended and approved by RTO manager – Grant Weatherby on 3/9/2020

| Assessment Events for Hospitality Food and Beverage Delivery Strategy A<br>SIT20316 Certificate II in Hospitality |  | Topic quiz            | Event 1               | Event 1B                     | Event No.2             | Event No. 3           | Event No. 4                   | Event No. 5   | Work Placement 1                  | Work Placement 2                | Trial Exam                           |
|---|--|-----------------------|-----------------------|------------------------------|------------------------|-----------------------|-------------------------------|---|-----------------------------------|---------------------------------|--------------------------------------|
|   |  | Online Quiz           | Coffee Culture        | If you can't eat it leave it | Working in Industry    | Light Bites           | Let's get inducted            | E- Portfolio Checks 1,2 &Final  |                                   |                                 |                                      |
|   |  |                       | Term 1 2021<br>Week 9 | Term 4 2020<br>Week 5-6      | Term 4 2020<br>Week 10 | Term 3 2021<br>Week 6 | Week: 5<br><br>Term:3<br>2021 | Term: 4<br>2020,Wk 2<br>Term: 2<br>2021,Wk 5<br>Term: 3<br>2021,Wk 8      | Week: 3-4<br><br>Term: 4,<br>2020 | Week: 5<br><br>Term: 1,<br>2021 | Week:<br>3-4<br><br>Term:<br>3, 2021 |
| Code  | Unit of Competency                                     |                       |                       |                              |                        |                       |                               |   |                                   |                                 |                                      |
| SITHFAB007  | Serve food and beverages                               |                       |                       |                              | ✓                      |                       |                               | Portfolio checks and feedback on students skill and knowledge development |                                   |                                 |                                      |
| SITHFAB004  | Prepare and serve non-alcoholic beverages              |                       |                       |                              | ✓                      |                       |                               |   |                                   |                                 |                                      |
| BSBWOR203   | Work effectively with others                           | Term 1 2021<br>Week 5 |                       |                              | ✓                      |                       |                               |   |                                   |                                 |                                      |
| SITXCCS003  | Interact with customers                                |                       | ✓                     | ✓                            | ✓                      |                       |                               |   |                                   |                                 |                                      |
| SITHCOM002  | Show social and cultural sensitivity                   | Term 1 2021<br>Week 6 |                       |                              |                        |                       |                               |   | ✓                                 |                                 |                                      |
| SITHCCC006  | Prepare appetisers and salads                          | Term 2 2021<br>Week 6 |                       |                              |                        | ✓                     |                               |   |                                   |                                 |                                      |
| SITHCCC002  | Prepare and present simple dishes                      | Term 3 2021<br>Week 6 |                       |                              |                        | ✓                     |                               |   |                                   |                                 |                                      |
| SITHIND002  | Source and use information on the hospitality Industry | Term 3 2021<br>Week 5 |                       |                              |                        |                       | ✓                             |   |                                   |                                 |                                      |
| SITHCCC001  | Use food preparation equipment                         | Term 3 2021<br>Week 7 |                       |                              |                        | ✓                     |                               |   |                                   |                                 |                                      |
| SITHIND003  | Use hospitality skills effectively                     |                       |                       |                              |                        |                       |                               |   | ✓                                 |                                 |                                      |

Depending on the achievement of units of competency the possible qualification outcome is SIT20316 Certificate II in Hospitality or a Statement of Attainment towards SIT20316 Certificate II in Hospitality. Assessment components in this course are competency based. This means a course mark is not allocated.

# Content and Board Endorsed Courses

These courses do not count towards an ATAR

## Marine Studies

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components                                     | Syllabus Weighting | Task 1   | Task 2                                    | Task 3                                       | Task 4                                       |
|---|--------------------|--|---|--|--|
|   |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 10   | <b>Date Due:</b><br>Term 1 2021<br>Week 7 | <b>Date Due:</b><br>Term 2 2021<br>Week 6    | <b>Date Due:</b><br>Term 3 2021<br>Week 6    |
|   |                    | <b>Task:</b><br>Royal Life Saving<br>Bronze<br>Medallion<br>Knowledge<br>Component | <b>Task:</b><br>Coral Reef<br>Ecology     | <b>Task:</b><br>Personal<br>Interest Project | <b>Task:</b><br>School<br>Developed<br>Topic |
| <b>Syllabus Outcomes</b>                                |                    | 2.2, 3.1, 5.3  | 2.1, 2.3, 3.4                             | 4.1, 4.2, 5.1                                | 1.3, 1.5, 5.3                                |
| Knowledge and understanding outcomes and course content | <b>50%</b>         | 20%  | 10%                                       |  | 20%  |
| Skills outcomes and content                             | <b>50%</b>         |  | 20%                                       | 30%  |  |
| <b>WEIGHTING</b>  | <b>100%</b>        | <b>20%</b>   | <b>30%</b>                                | <b>30%</b>                                   | <b>20%</b>                                   |

### Course outcomes

#### A student:

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussions
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

# Sport, Lifestyle and Recreation

Assessment Schedule | Year 12 2020 – 2021

| Syllabus Components                           | Syllabus Weighting | Task 1  | Task 2   | Task 3                                    | Task 4   |
|---|--------------------|---|--|---|--|
|   |                    | <b>Date Due:</b><br>Term 4 2020<br>Week 7                     | <b>Date Due:</b><br>Term 1 2021<br>Week 9                                | <b>Date Due:</b><br>Term 2 2021<br>Week 9 | <b>Date Due:</b><br>Term 3 2021<br>Week 5                |
|   |                    | <b>Task:</b><br>Sports Coaching<br>Certificate &<br>Practical | <b>Task:</b><br>Sports<br>Organisation/<br>Event<br>Management<br>Report | <b>Task:</b><br>Athletics<br>Examination  | <b>Task:</b><br>Sports Research<br>Task<br>Olympic Games |
| <b>Syllabus Outcomes</b>                      |                    | 1.1, 2.1, 3.1,<br>3.2, 4.5                                    | 1.1, 1.3, 1.6,<br>3.2, 4.5   | 1.1, 2.1, 2.2, 2.5                        | 2.4, 3.7   |
| Knowledge and understanding of course content | <b>50%</b>         | 10%   | 15%  | 15%                                       | 10%  |
| Skills in research and analysis               | <b>50%</b>         | 15%   | 10%  | 10%                                       | 15%  |
| <b>WEIGHTING</b>                              | <b>100%</b>        | <b>25%</b>  | <b>25%</b>   | <b>25%</b>                                | <b>25%</b>   |

## Course outcomes

### A student:

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



**End of Document**