



**HSC POLICY &  
SUBJECT ASSESSMENT BOOKLET  
2020**



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## General Requirements of Students for HSC Course

To be determined to have met the requirements for completion of HSC Courses, students must be able to provide evidence to the Principal that they have:

NESA Terminology from Assessment, Certification & Examination (ACE) manual:	For students at Muirfield HS this means:
<b>“Followed the course developed or endorsed by the New South Wales Education Standards Authority (NESA)”</b>	<ul style="list-style-type: none"><li>• Following the relevant NESA syllabus and participating in the learning activities set by the teacher</li></ul>
<b>“Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school”</b>	<ul style="list-style-type: none"><li>• Attending all timetabled lessons unless there is a valid, explained reason</li><li>• Making a genuine attempt to complete the greater majority of tasks set in class or at home to the best of their ability</li><li>• Actively participating in the learning experiences provided</li><li>• Completing mandatory practical activities</li></ul>
<b>“Achieved some or all of the course outcomes”</b>	<ul style="list-style-type: none"><li>• Demonstrating in class that they have learnt concepts, ideas and skills in that course to at least an elementary level (as determined by the class teacher) in assessment tasks and other activities in that course</li></ul>

**Failure by a student to meet any of these requirements may result in them being issued an “N determination” warning letter.**

The issuing of 3 “N determination” warning letters by the school in any one subject may result in a student being declared to have not met course requirements.

NESA = NSW Educations Standards Authority ([www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au))

## Assessment Tasks

- 1.1 Each student is expected to complete and make a genuine attempt at all assessment tasks.
- 1.2 Assessment tasks take precedence over all other school activities, including excursions, competitions and sporting events. Under special circumstances the Principal may grant exemptions.
- 1.3 Assessment tasks take precedence over family holidays. Absence due to family holidays may result in a zero being awarded for assessment tasks.
- 1.4 Assessment tasks must be handed in personally to the class teacher or subject head teacher in their staffroom. Unless otherwise specified, all assessment tasks must be handed in as hard copies.
- 1.5 School based assessment for the HSC Course will begin Term 4, 2018 and finish approximately Week 5, Term 3, 2019.
- 1.6 Assessments can only be based on the Year 12 course, apart from exceptions noted by NESAs.
- 1.7 All work done at home must be the student's own work. The progress of home assessment tasks will be checked by the teacher where appropriate. Work submitted containing work not done by the student may receive zero marks.
- 1.8 All teachers will display laminated copies of their classes' assessment schedules in their classroom.
- 1.9 Exam type tasks are those for which no additional question details have been provided. Additional question details may include such things as marking criteria, an open book task, or the question being given beforehand.
- 1.10 Students are not permitted to be absent from timetabled classes to prepare or complete work for other subjects, if they do so, they may be awarded zero marks for the assessment task.
- 1.12 The maximum number of assessment tasks in Year 12 shall be no more than 4, including their Yearly Examination.

## Completion of Assessment Tasks

- 2.1 Work submitted late will receive a zero mark unless an illness misadventure application is approved. Illness /Misadventure application must be submitted to the Head Teacher Senior Studies within 7 days of return to school. The task must be completed or submitted on the first day back to school or the first day not covered by the medical certificate.
- 2.2 Broken USBs, computer, email and printing problems, will not be accepted as valid excuses for late work. School staff will not print assessment tasks. Students unable to attend school due to illness must email the task to the school by the date and time published on the assessment notification sheet. Students remain responsible to print and submit the task.

The school's email address is: [muirfield-h.school@det.nsw.edu.au](mailto:muirfield-h.school@det.nsw.edu.au)

Please mark email topic: *Attention: (Class Teacher Name)*

- 2.3 If a student is absent from an assessment task, a doctor's certificate as proof of illness must be submitted. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the head teacher of the subject concerned on their arrival at school on the day they return in order to arrange the task's completion. Incidents of illness leading to absence from an assessment task will be considered by the Senior Review Team.

If a student is absent and does not provide a doctor's certificate, a zero mark will be awarded.

The doctor's certificate must cover absence on the due date and any subsequent days.

- 2.4 If a student is absent due to illness/misadventure on the due date for submission of an assignment, the assignment must be submitted on the day of return (even if the student does not have the subject that day). If the task is incomplete due to the severity and length of the illness, submission of the incomplete task is still required. Failure to do so on immediate arrival to school will be considered late work and no marks will be awarded. Students must complete Appendix A form.
- 2.5 Difficulties in preparing for assessment tasks will not usually be considered for compensation. In exceptional circumstances, the Senior Review Team will consider reviewing results gained under adverse conditions.

- 2.6 If a student knows beforehand that they will be absent on the date of an in class task, the school should be contacted and their Deputy Principal informed well prior to the date. Assessment tasks should be completed and submitted before the due date unless other arrangements are made with the head teacher of the subject. Should a task be submitted late then a doctor's certificate must be submitted.
- 2.7 If a student is ill during an in class assessment task they must inform the supervising teacher and see their Deputy Principal immediately after.
- 2.8 If a student becomes ill during an in class assessment task the head teacher will decide whether an estimate or a substitute task will be given.
- 2.9 If, for any reason, an assessment task produces invalid or unreliable results an additional task may be given. Both tasks will be included in the final assessment mark but the weighting of the first task will be reduced. Students will be informed in writing if this occurs. The value of the task weighting, however, will not change.
- 2.10 Students must attend all classes on the day an assessment task is due. Students are not permitted to turn up late because they have been working on the task. No marks will be awarded if this occurs, unless the necessary documentation is provided. (See 2.3)
- 2.12 In the event of illness for an in class assessment, on their first day of return, students are expected to see the teacher or head teacher of the subject to arrange a time to sit the task. An illness misadventure form with a doctor's certificate attached must be submitted within 7 days of returning to school and handed to the Head Teacher Senior Studies.
- 2.12 In the event of a misadventure for an in class assessment, on their first day of return, students are expected to see the teacher or head teacher of the subject to arrange a time to sit the task. An illness misadventure form with relevant documentation must be attached and submitted within 7 days of returning to school and handed to the Head Teacher Senior Studies.
- 2.13 In the event of illness/misadventure for a Yearly Examination students/parents need to notify the school on the day of the examination. The student or parent must lodge an Illness Misadventure Form with relevant documentation attached to the Head Teacher Senior Studies on their return to school. Students who miss an examination will sit the task during the next available timeslot during the Yearly Examination period. Where no available timeslots are available, students should negotiate with the Subject or Faculty Head Teacher a suitable time to sit the task. The Senior Review Team will make all determinations concerning tasks during the Yearly Examination period.



## Non Completion of Assessment Tasks

- 3.1 Students awarded zero marks for assessment tasks totalling 50 or more of the final course assessment marks will be certified as not having satisfactorily completed the course. This means that the student will not receive an assessment mark or an examination mark for that subject.
- 3.2 Students and parents will be notified if a student receives a zero mark and opportunities will be provided for the student to meet course outcomes. Parents and students will also be made aware of potential consequences of non-completion of course outcomes.
- 3.3 Students who do not complete assessments are placed on the NESA malpractice register.

## Attendance

- 4.1 Student attendance at school and in timetabled classes is an essential component of completing course outcomes.

**Excessive absences from class or school may result in a notification of a Non-Award in the HSC for that subject.**

- 4.2 **Extended Personal Leave**

The following procedures need to be adopted if families are planning an overseas or interstate trip. The student must realise that doing this can place the Higher School Certificate in jeopardy.

Different subjects have different prerequisites; that is things that students are meant to have done before they sit the final examination. Practical subjects require students complete a set number of hours of practical work. An extended trip would mean that the student may not meet required hours, and therefore the Principal will not be able to confirm course attainment. In that case, the student may not meet the required hours. In addition, students may not be able to demonstrate course outcomes.

- 4.3 As per our attendance policy *“For students absent due to illness, injury or misadventure the school will provide ongoing educational support. For students absent due to family holidays, parents are responsible for ongoing educational programs.”*
- 4.4 Students must be available to sit Yearly Examinations on any day of the designated Trial period. Morning examinations may commence as early as 8:15am, and afternoon examinations end as late as 5:00pm.

4.5 The school supports students undertaking representative duties for the school, region, state, country, or other approved external programs. Students selected for representative duties or elite programs must apply for leave through the Deputy Principal. Parents are responsible for ongoing educational programs while students are on leave for representative duties.

4.5 **Student Procedure when Travelling Overseas or Interstate**

- i) Year 12 students will only be granted exemption from school in extraordinary circumstances. Parents are to apply for exemption in advance to the Year 12 Deputy Principal.
- ii) Students requesting extended leave a written request must be given to their Deputy Principal in advance.
- iii) Extended leave that clashes with assessment tasks may result in a zero being awarded for that task.

**Senior Review Panel**

5.1 Student malpractice in assessment tasks and examinations will be referred to the Senior Review Team. This may result in the student’s paper being cancelled. Malpractice consists of the following, but not limited to:

Unauthorised access to task or marking criteria	Unauthorised access to examination	Unauthorised use of electronic device	Possession or use of unauthorised notes
Plagiarism & aiding plagiarism	Frivolous attempt	Collusion	Unacknowledged assistance
Offensive content	Making a false claim	Possession or use of unauthorised notes	Distributing or sharing the content of examinations and in-class tasks during exclusion periods

This committee will inform the student of the outcome. The committee will consist of at least **three** of the following:

*Principal or their nominee, Deputy Principal or their nominee, Careers Adviser, Head Teacher Senior Studies, the relevant KLA Head Teacher, and/or Head Teacher from another KLA.*

Completion of assessment tasks must comply with the NESAs policy: “All my own work.”

Plagiarism is considered malpractice. Plagiarism is the use of the work of others without acknowledgement. Some guidelines to consider are:

- Copying someone else's entire work and submitting it as your own is plagiarism.
- Copying passages of someone else's work and submitting it as your own is plagiarism.
- Copying someone else's work and substituting some words or sentences is plagiarism.
- The copying of paragraphs or sentences from someone else's work is permitted, as long as it is appropriately acknowledged by footnoting or quotation marks.
- The copying of someone else's ideas, including paraphrasing, is allowed, as long as it is acknowledged.

5.3 When a student wishes to lodge an "Assessment Appeal" Form (see appendix B), it must be written by the student and lodged no later than TWO school days from the grievance occurring. All documentation must accompany the appeal when it is lodged.

5.4 A student who wishes to appeal should hand the appeal to the Head Teacher Senior Studies.

5.5 Students who wish to seek a review of an illness/ misadventure appeal decision must submit this request in writing to the Year 12 Deputy Principal within 5 school days of them being notified of the illness/misadventure appeal outcome

5.6 Acts of malpractice are placed on the NESA malpractice register.

## Appendix A

### Illness and Misadventure

Sometimes students will suffer from an illness or misadventure that affects their performance or prevents them from attending an assessment task or examination. The Muirfield High School illness and misadventure policy has been designed to mirror the official policy of NESAs, ensuring fairness and transparency for all students.

#### Applications

Applications can be made for, but not limited to:

- illness, primarily acute conditions that affect the students ability to perform a particular task for a limited period of time
- misadventure, including bereavement and accidents.

#### Limitations on Applications

You cannot submit an application on the basis of:

- difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
- loss of study time or facilities during your HSC
- long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during an examination
- the same grounds for which you received disability provisions, unless you experience additional difficulties during an examination
- misreading examination timetables or instructions
- other commitments, such as participation in external programs, work or sporting events, or attendance at examinations conducted by other education organisations (*these require prior leave approval by the Deputy Principal*).

If you are unsure whether you are eligible you should ask your Principal, Deputy Principal or the Head Teacher Senior Studies.

It is your right and responsibility to submit an Illness/Misadventure application whenever necessary. If you are incapacitated, an application may be completed or submitted by your parent/guardian on your behalf.

It is important that you make every effort to attend examinations or submit assessment tasks on the due date, even when applying for illness or misadventure.

## Application due to illness/misadventure of Higher School Certificate Assessment Task or Trial Examination

Family Name

First Name

Course

Home telephone

Closing date: Applications must be submitted to the **Head Teacher Senior Studies** and signed no later than 7 DAYS after the examination or submission date.

Assessment or examination task (and component if applicable) For example: English Standard, or English Standard Module C	Submission or examination date	Did you receive disability provisions for this course?

Have you, or will you be, lodging separate applications for other courses?

### Student application

I have carefully read the information provided in The Muirfield High School Assessment Booklet and the NESAs Information Guide for Students regarding the rules and procedures for illness/misadventure for Higher School Certificate students.

I consider that my performance was affected by illness or unforeseen misadventure which occurred immediately before or during the assessment/examination.

I declare all the information I have supplied is true.

Student Signature

Date

## Section 1 – Student Statement

Date	
Task/Examination	
Details of effect on performance <i>Describe how illness or unforeseen misadventure affected your performance or prevented your attendance. Give details of any action you took to report this.</i>	
Attendance	Yes/No
Submitted Work	Yes/No

## Section 2 – Witness Statement

Independent evidence of illness or misadventure should be completed by a medical practitioner, police officer, Roads and Maritime Services official, presiding examiner/assessor etc. The witness must not be related to the student.

Illness – <i>attach the following documentation:</i>	Misadventure – <i>attach the following documentation:</i>
A doctor's certificate that contains:  -Diagnosis -Date and duration of illness -Consultation date -Description of how the student's condition/symptoms could affect their performance -Contact details of medical practitioner	A written witness statement, NOT composed by the applicant or a relative, that contains:  -Date of misadventure -Were they a witness to the event? -If NO, how did they obtain evidence of the event? -Are they known to the student? -Description of event -Contact details  Or  An official report or notice of event. <i>E.g. Emergency track work at a specified time and place.</i>

## Section 4 – Application Approval

Application for:	Approved:     YES                                  NO – Date Student Informed:	
Approved by	Name:  Special Terms:	Signature:                                                  Date:

**Appendix B**

**Muirfield High School Assessment Appeal Form**

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

Student Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

Appeal Reason: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evidence to support application: \_\_\_\_\_  
\_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appeal Outcome:**

The appeal panel have noted the above and have decided:

- To grant this appeal
- Not to grant this appeal

Reason: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Deputy: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Senior Review Member: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Grievance and Appeals

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task, or an assessment process. **Grievances** may involve:

- An action
  - An omission
  - A situation
  - A decision
- which is reasonably judged to be
- Unfair
  - Discriminatory
  - Unjustified

**Students have 2 school days from the grievance arising in which to lodge an Assessment Appeal Form (Appendix C).** For example, a student receives an assignment on a Monday, the appeal must be submitted by 2:35pm Wednesday.

### ***The following procedure must be followed:***

- a. Immediately try to clarify the situation with the class teacher involved.
- b. If the situation is unresolved, complete the Assessment Appeal Form.
- c. Submit the form, within 2 school days, to the Head Teacher Senior Studies.
- d. The Senior Review Panel will meet to adjudicate on the matter.

These procedures are consistent with Board of Studies requirements.

### ***Grounds that will not be taken into consideration:***

- Individual results or marks – reviews are limited to the assessment process
- Misunderstanding assessment criteria that is published on assessment notifications
- Preferencing informal oral directives over information contained in published assessment notifications
- Absences due to work placement, work experience, TAFE, overseas or interstate trips
- External tutorial instruction
- Teacher allocations
- Class placement
- Line allocation
- Assessment workload
- Illness or misadventure (see Appendix A)

# HSC Assessment Schedules & Course Outcomes 2020

The schedules in this booklet **are not** official notifications of assessment tasks. The purpose of the booklet is to provide students an overview of assessment tasks, their corresponding outcomes, and an estimated timeframe for completion. Students will be given an assessment notification for each task with the assessment criteria, submission date and time clearly labelled. Any concerns regarding assessment schedules and notifications should be directed to the Head Teacher Senior Studies.

Yearly Examinations do not receive assessment notifications. Students should refer to the published HSC Examination Trial Timetable at the end of Term 2 for dates and times. The exclusion periods for Examinations will be published on the Muirfield High School Calendar. Students should be familiar with the examination formats through their course of study.

## AGRICULTURE 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Poultry Feed Growth Trial</b>	<b>Farm Product Study Booklet</b>	<b>Plant Growth Trial</b>	<b>Trial HSC Examination</b>	
	Animal Production	Farm Product Study	Plant Production	All topics	
	Term 4, Week 10	Term 1, Week 8	Term 2, Week 7	Term 3, Week 4	
	<b>Outcomes assessed</b> H1.1, H2.2, H4.1	<b>Outcomes assessed</b> H3.1, H3.2, H3.3, H3.4	<b>Outcomes assessed</b> H1.1, H2.1, H4.1	<b>Outcomes assessed</b> All course outcomes	
Plant / Animal Production	20		20	10	<b>50</b>
Farm Product Study		20		10	<b>30</b>
Elective Study				20	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

## **Report Outcomes**

- 12AG-1 explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production
- 12AG-2 describes the inputs, processes and interactions of plant production systems
- 12AG-3 describes the inputs, processes and interactions of animal production systems
- 12AG-4 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
- 12AG-5 critically assesses the marketing of a plant OR animal product
- 12AG-6 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
- 12AG-7 evaluates the management of the processes in agricultural systems
- 12AG-8 justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations
- 12AG-9 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

## **Syllabus Outcomes**

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

## ANCIENT HISTORY 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Source Analysis</b> Cities of Vesuvius: Pompeii and Herculaneum	<b>Research Project</b> Personalities in their Times	<b>Essay</b> Historical Period	<b>Trial HSC Examination</b>  All Topics	
	Term 4, Week 9	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 3 & 4	
	<b>Outcomes assessed</b> AH 12-3, AH 12-5, AH12-6, AH12-8, AH12-9, AH12-10	<b>Outcomes assessed</b> AH 12-2, AH 12-3, AH12-6, AH12-8, AH12-9	<b>Outcomes assessed</b> AH12-1, AH12-5, AH12-6, AH 12-7, AH12-9	<b>Outcomes assessed</b> AH 12-1, AH12-4, AH 12-5, AH12-6, AH12-7, AH12-9	
Knowledge and understanding of course content	5	5	10	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	<b>20</b>
Historical inquiry and research	5	10	5		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Report Outcomes**

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 development

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

**Syllabus Outcomes**

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 development

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

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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 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Model Building	Depth Study	Practical Investigation	Trial HSC Examination	
	Heredity	Genetic Change	Infectious Diseases		
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 3 & 4	
Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed		
	BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-14	BIO11/12-1, BIO11/12-4, BIO11/12-6, BIO12-7, BIO11/12-13	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	
Skills in Working Scientifically	15	25	10	10	<b>60</b>
Knowledge and understanding	5	5	10	20	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Report outcomes**

Skills and Application of Biology concepts

Knowledge and Understanding of Biology concepts

**Syllabus Outcomes**

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease



## BUSINESS STUDIES 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Extended Response/Research Operations	Topic Test using stimulus Marketing	Business Report Finance	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 3 & 4	
	Outcomes assessed H4, H5, H7, H8, H9	Outcomes assessed H1, H2, H3, H7, H8, H10	Outcomes assessed H3, H4, H5, H6, H7, H8, H9, H10	Outcomes assessed H1, H2, H4, H9, H10	
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Stimulus based skills		10		10	<b>20</b>
Inquiry and research	10		10		<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## **Report Outcomes**

- 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

## **Syllabus Outcomes**

- 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 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Topic Test</b>	<b>Depth Study</b>	<b>Practical Assessment</b>	<b>Trial HSC Examination</b>	
	Equilibrium and acid reactions	Acid/Base reactions	Organic Chemistry	All Modules	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 7	Term 3, Weeks 3 & 4	
	<b>Outcomes assessed</b> CH 12-4, CH 12-5, CH 12-6, CH12-12	<b>Outcomes assessed</b> CH 12-1, CH12-2, CH 12-3, CH 12-5, CH 12-7, CH12-13	<b>Outcomes assessed</b> CH 12-1, CH 12-2, CH 12-3, CH 12-7, CH12-14	<b>Outcomes assessed</b> CH 12-2, CH 12-3, CH 12-4, CH 12-7, CH12-12, CH12-13, CH12-14, CH12-15	
Skills in Working Scientifically	10	20	15	15	<b>60</b>
Knowledge and Understanding	10	5	10	15	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## **Report Outcomes**

Skills and Application of Chemistry concepts

Knowledge and Understanding of Chemistry concepts

## **Syllabus Outcomes**

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 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Workshop Performance Essay: Core – Australian Drama and Theatre</b>  Performance essay based on workshop activities	<b>Individual Project: Submission / Performance of work under development</b>  Presentation of work(s) in progress, log book including preliminary drafts and research	<b>Research Task and Workshop Performance: Studies in Drama and Theatre</b>  Written response to research question and performance based on workshop activities	<b>Trial HSC Examination</b>  Group Performance, Individual Project and logbook  Written Examination	
	Term 4, Week 10	Term 1, Week 5	Term 2, Week 1	<b>Performance &amp; Projects</b> Term 2, Week 10  <b>Written Exam</b> Term 3, Weeks 3 & 4	
	<b>Outcomes assessed</b> H3.1, H3.2, H3.3, H3.4	<b>Outcomes assessed</b> H1.2, H1.3, H2.1, H2.2, H2.3	<b>Outcomes assessed</b> H1.2, H1.3, H2.1, H2.2, H2.3	<b>Outcomes assessed</b> H1.1, H4.1, H4.2, H4.3, H4.4	
Making	10	10	10	10	<b>40</b>
Performing	10		10	10	<b>30</b>
Critically Studying		10	10	10	<b>30</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Reporting Statements

Reporting Statement 1 - Uses performance skills to interpret and perform scripted and other material

Reporting Statement 2 - Uses dramatic and theatrical elements effectively to engage an audience

Reporting Statement 3 - Uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works

Reporting Statement 4 - Records refined group performance work in appropriate form

## Syllabus Outcomes

H1.1 Uses acting skills to adopt and sustain a variety of characters and roles

H1.2 Uses performance skills to interpret and perform scripted and other material

H1.3 Uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works

H1.4 Collaborates effectively to produce a group-devised performance

H1.5 Demonstrates directorial skills

H1.6 Records refined group performance work in appropriate form

H1.7\* Demonstrates skills in using the elements of production

H1.8 \* Recognises the value of the contribution of each individual to the artistic effectiveness of productions

H1.9\* Values innovation and originality in group and individual work

H2.1 Demonstrates effective performance skills

H2.2 Uses dramatic and theatrical elements effectively to engage an audience

H2.3 Demonstrates directorial skills for theatre and other media

H2.4 Appreciates the dynamics of drama as a performing art

H2.5\* Appreciates the high level of energy and commitment necessary to develop and present a performance

H3.1 Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements

H3.2 Analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses

H3.3 Demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

H3.4\* Appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies

H3.5\* Appreciates the role of the audience in various dramatic and theatrical styles and movements

\*Note: While values and attitudes outcomes are included in this syllabus, they are not to be assessed in the HSC assessment program.

## EARTH AND ENVIRONMENTAL SCIENCE 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic / Practical	Depth Study	Investigation / Oral Presentation	Trial HSC Examination	
	Earth's Processes	Hazards	Climate Science	All modules	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Week 4	
Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed		
	EES 12-3 - EES 12-4, EES12-5, EES12-6, EES12-7, EES12-12	EES12-5, EES12-6, EES12-7, EES12-13	EES12-1, EES12-2, EES12-3, EES12-5, EES12-6, EES12-7, EES12-14	EES12-1, EES12-2, EES12-3, EES12-4, EES12-5, EES12-6, EES12-7, EES12-12. EES12-13, EES12-14, EES12-15	
Skills in Working Scientifically	10	15	25	10	<b>60</b>
Knowledge and understanding	10	5	5	20	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**Report outcomes**

Skills and Application of Earth and Environmental Science concepts

Knowledge and Understanding - develop knowledge and understanding of the evolving Earth

**Syllabus Outcomes**

EES 12-1 develops and evaluates questions and hypotheses for scientific investigation

EES 12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

EES 12-3 conducts investigations to collect valid and reliable primary and secondary data and information

EES 12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES 12-5 analyses and evaluates primary and secondary data and information

EES 12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES 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



## ENGLISH ADVANCED 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<p style="text-align: center;"><b>Imaginative Writing and Discursive Writing</b></p> <p>Module C: The Craft of Writing</p> <p><i>Barn Owl</i>, Gwen Harwood</p> <p><i>Eight Days in a Corset</i>, Siri Hustvedt</p> <p><i>Thirteen Ways of Looking at a Blackbird</i>, Wallace Stevens</p>	<p style="text-align: center;"><b>Multimedia Presentation</b></p> <p>Module A: Textual Conversations</p> <p>John Keats, <i>The Complete Poems</i> (P) and Jane Campion, <i>Bright Star</i></p>	<p style="text-align: center;"><b>Research Essay</b></p> <p>Module B:</p> <p>Critical Study of Literature</p> <p>William Shakespeare, <i>King Henry IV, Part 1</i></p>	<p style="text-align: center;"><b>Trial HSC Examination Paper 1</b></p> <p>Common Module Reading Task</p> <p><i>Past The Shallows</i> response</p> <p style="text-align: center;"><b>Paper 2</b></p> <p>Module A</p> <p>Module B</p> <p>Module C</p>	
	Term 4, Week 7	Term 2, Week 1	Term 2, Week 8	Term 3, Weeks 3 & 4	
	<p><b>Outcomes assessed</b></p> <p>EA12-5, EA12-6, EA12-9</p> <p style="text-align: center;">Reporting Statements 2, 3</p>	<p><b>Outcomes assessed</b></p> <p>EA12-1, EA12-2, EA12-7, EA12-8</p> <p style="text-align: center;">Reporting Statements 4</p>	<p><b>Outcomes assessed</b></p> <p>EA12-3, EA12-4, EA12-5, EA12-8</p> <p style="text-align: center;">Reporting Statements 1</p>	<p><b>Outcomes assessed</b></p> <p>EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9</p> <p style="text-align: center;">Reporting Statements 1, 2, 3</p>	
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## **Report Outcomes**

Statement 1: Students read complex texts for understanding, interpretation, critical analysis and pleasure.

Statement 2: Students write sophisticated texts to communicate accurately, imaginatively, creatively and critically.

Statement 3: Students respond to literature by evaluating cultural assumptions, values and the human condition.

Statement 4: Students experiment with different modes of communication, including technology with an awareness of audience, purpose and context.

## **Syllabus Outcomes**

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 EAL/D 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<p><b>Feature Article and Reflection</b> - based on set text and related material</p> <p><b>Module A:</b> Texts and Human Experiences</p> <p><b>Set Text:</b> <i>The China Coin</i></p>	<p><b>Multimodal Task</b></p> <p><b>Module B:</b> Language, Identity and Culture</p> <p><b>Set text:</b> Contemporary Asian Australian Poetry</p>	<p><b>Writing Portfolio</b> -</p> <p>Collection of 3 texts - Imaginative, Discursive, Persuasive – based on <i>The Truman Show</i></p> <p><b>Module C and D:</b> Close Study of texts and Focus on Writing</p>	<p><b>Trial HSC Examination</b></p> <p>Modules A, B, C and D</p> <p>Paper 1 - Module A and D</p> <p>Paper 2 - Module B and C</p> <p>Listening Test</p>	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 3 & 4	
	<p><b>Outcomes assessed</b> EAL12-1A, EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7</p> <p>Objectives C and E</p>	<p><b>Outcomes assessed</b> EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-8</p> <p>Objectives A and D</p>	<p><b>Outcomes assessed</b> EAL12-2, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-9</p> <p>Objectives B</p>	<p><b>Outcomes assessed</b> EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8</p> <p>Objectives B, C, D and E</p>	
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Report Outcomes

**Objective A** Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.

**Objective B** Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context.

**Objective C** Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical.

**Objective D** Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world.

**Objective E** Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to learn and reflect on their learning through their study of English.

## Syllabus Outcomes

EAL12-1A Student responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EAL12-1B Student communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts

EAL12-2 Student uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

EAL12-3 Student identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning

EAL12-4 Student applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

EAL12-5 Student thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts

EAL12-6 Student investigates and evaluates the relationships between texts

EAL12-7 Student integrates understanding of the diverse ways texts can represent personal and public worlds

EAL12-8 Student analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning

EAL12-9 Student reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

## ENGLISH EXTENSION 1 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<p style="text-align: center;"><b>Critical Research Task</b></p> <p>Students prepare a critical inquiry question on Literary Mindscapes. They lead a class discussion, based on the question, and submit a refined essay in response to research.</p>	<p style="text-align: center;"><b>Creative Writing and Reflection</b></p> <p>Students are to submit a polished narrative and deliver a multimodal presentation, which reflects on how their narrative is indicative of Literary Mindscapes.</p>	<p style="text-align: center;"><b>Trial HSC Examination</b></p> <p>Part A - Common Module Literary Worlds Part B - Elective 4 Literary Mindscapes</p>	
	Term 1, Week 6-8	Term 2, Week 8	Term 3, Weeks 3 & 4	
	<p><b>Outcomes assessed</b> 2, 3 and 5</p> <p style="text-align: center;">Objectives B and E</p>	<p><b>Outcomes assessed</b> 1, 4 and 5</p> <p style="text-align: center;">Objectives A and D</p>	<p><b>Outcomes assessed</b> 2, 3 and 4</p> <p style="text-align: center;">Objectives B and C</p>	
Knowledge and understanding of course content	20	15	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	<b>50</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Report Outcomes

**Objective A** Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.

**Objective B** Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context.

**Objective C** Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical.

## Syllabus Outcomes

Outcome 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 EE12-1

Outcome 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 EE12-2

Outcome 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 EE12-3

Outcome 4: Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts EE12-4

Outcome 5: Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes EE12-5

**Objective D** Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world.

**Objective E** Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to learn and reflect on their learning through their study of English.

## ENGLISH EXTENSION 2 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Viva Voce</b>  Viva Voce addressing the written proposal for the Major Work and progress to date. Prepared interview and response to questions, under timed conditions.  Submission of progress/research journals.	<b>Literature Review</b>  Research and reflection task, including evaluation and critical examination on how the Major Work supports and extends chosen form.  Submission of progress/research journals.	<b>Critique of the Creative Process and Draft Version of Major Work</b>  Submission of progress/research journals.	
	Term 1, Week 3	Term 2, Week 2	Term 2, Week 10	
	<b>Outcomes assessed</b> 1 and 3  Objectives A and C	<b>Outcomes assessed</b> 3 and 4  Objectives C and D	<b>Outcomes assessed</b> 2, 3 and 5  Objectives B, C and E	
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Report Outcomes

**Objective A** Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to articulate understanding through speaking, listening, reading, writing, viewing and representing.

**Objective B** Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts.

**Objective C** Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to expressive imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values.  
creative, interpretive and critical.

**Objective D** Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to express understanding of how cultural, historical and social contexts re represented in critical and creative texts.

**Objective E** Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to reflect on and evaluate their own processes of learning and creativity.

## Syllabus Outcomes

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 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<p><b>Writing Portfolio</b></p> <p><b>Module C:</b> Craft of Writing:</p> <p>Imaginative and Discursive Responses</p>	<p><b>Critical Essay and Reflection</b></p> <p><b>Module A:</b> Language, Identity and Culture</p> <p>Film</p> <p><i>One Night The Moon</i>, Rachel Perkins 2001</p>	<p><b>Multimodal Presentation</b></p> <p><b>Module B:</b> Close Study of Literature</p> <p>Poetry</p> <p><i>Coast Road</i></p> <p>Robert Gray</p>	<p><b>Trial HSC Examination</b></p> <p><b>Paper 1</b></p> <p>Common Module Reading Task</p> <p><i>Past The Shallows</i> response</p> <p><b>Paper 2</b></p> <p>Module A</p> <p>Module B</p> <p>Module C</p>	
	Term 4, Week 9	Term 2, Week 1	Term 2, Week 8	Term 3, Weeks 3 & 4	
	<p><b>Outcomes assessed</b></p> <p>EN12-1A, EN12-2B, EN12-4B, EN12-5C, EN12-6C</p> <p>Reporting Statement 1, 3</p>	<p><b>Outcomes assessed</b></p> <p>EN12-2A, EN12-6C, EN12-7D, EN12-8D</p> <p>Reporting Statement 2</p>	<p><b>Outcomes assessed</b></p> <p>EN12-1A EN12-3B, EN12-4B, EN12-5C, EN12-7D, EN12-9E</p> <p>Reporting Statement 4</p>	<p><b>Outcomes assessed</b></p> <p>EN12-3B, EN12-4B, EN12-6C, EN12-7D, EN12-8D, EN12-9E</p> <p>Reporting Statement 1, 2, 3</p>	
Knowledge and understanding of course content	10	10	15	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## **Report Outcomes**

Statement 1: Students read complex texts for understanding, interpretation, critical analysis and pleasure.

Statement 2: Students write sophisticated texts to communicate accurately, imaginatively, creatively and critically.

Statement 3: Students respond to literature by evaluating cultural assumptions, values and the human condition.

Statement 4: Students experiment with different modes of communication, including technology with an awareness of audience, purpose and context.

## **Syllabus Outcomes**

Outcome 1A: A student independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

Outcome 2A: A student uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

Outcome 3B: A student analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

Outcome 4B: A student adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

Outcome 5C: A student thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

Outcome 6C: A student investigates and explains the relationships between texts

Outcome 7D: A student explains and evaluates the diverse ways texts can represent personal and public worlds

Outcome 8D: A student explains and assesses cultural assumptions in texts and their effects on meaning

Outcome 9E: A student reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

## ENGLISH STUDIES 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<p><b>Multimodal Presentation</b></p> <p><b>Mandatory Module:</b> Texts and Human Experiences</p> <p style="text-align: center;">Prose Fiction – <i>Past the Shallows</i> Favel Parrett, 2013</p>	<p><b>Listening and Responding</b></p> <p><b>Module E:</b> Playing the Game</p> <p style="text-align: center;"><i>Bend It Like Beckham</i> – Film and a related text</p>	<p><b>Portfolio Task (Three tasks and a reflection)</b></p> <p style="text-align: center;">All modules</p> <p><b>Mandatory Module:</b> Texts and Human Experiences</p> <p><b>Module A:</b> We are Australians</p> <p><b>Module E:</b> Playing the Game</p>	<p><b>Trial HSC Examination (All Modules)</b></p>	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 7	Term 3, Week 5	
	<p><b>Outcomes assessed</b> ES12-3, ES-7, EA12-8, ES-10,</p>	<p><b>Outcomes assessed</b> ES12-1, ES12-2, ES12-5, ES-10</p>	<p><b>Outcomes assessed</b> ES12-3, ES12-6, ES12-9, ES12-10</p>	<p><b>Outcomes assessed</b> ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10</p>	
Knowledge and understanding of course content	10	15	15	10	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

## **Report Outcomes**

Statement 1: Students read complex texts for understanding, interpretation, critical analysis and pleasure.

Statement 2: Students write sophisticated texts to communicate accurately, imaginatively, creatively and critically.

Statement 3: Students respond to literature by evaluating cultural assumptions, values and the human condition.

Statement 4: Students experiment with different modes of communication, including technology with an awareness of audience, purpose and context.

## **Syllabus Outcomes**

ES12-1 A student 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 A student 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 A student accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 A student composes proficient texts in different forms

ES12-5 A student 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 A student uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-7 A student represents own ideas in critical, interpretive and imaginative texts

ES12-8 A student understands and explains the relationships between texts

ES12-9 A student 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 A student monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

## INFORMATION PROCESSES AND TECHNOLOGY 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Information System and Databases Project</b>	<b>Communication System Project</b>	<b>Half-Yearly Examination and Option (TPS) Project</b>	<b>Trial HSC Examination</b>	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 3 & 4	
	<b>Outcomes assessed</b> H1.2, H2.2, H3.2, H5.1, H6.2, H7.1, H7.2	<b>Outcomes assessed</b> H1.1, H1.2, H2.2, H5.1, H6.2, H7.1, H7.2	<b>Outcomes assessed</b> H2.1, H3.1, H4.1, H7.1	<b>Outcomes assessed</b> H1.1, H1.2, H2.1, H3.1, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1	
Knowledge and understanding of course content	10	15	15	20	<b>60</b>
Knowledge and skills in the design and development of information systems	5	10	15	10	<b>40</b>
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

## **Report Outcomes**

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

## **Syllabus Outcomes**

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

## JAPANESE CONTINUERS 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Reading &amp; Responding Part A</b> The Individual	<b>Speaking</b> <b>Writing in Japanese</b> The Individual The Japanese speaking communities	<b>Listening &amp; Responding</b> <b>Reading &amp; Responding Part B</b> The Individual The Japanese speaking communities The Changing World	<b>Trial HSC Examination</b> All Topics	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 3 & 4	
	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 1.4, 4.1	<b>Outcomes assessed</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	<b>Outcomes assessed</b> 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	<b>Outcomes assessed</b> 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	
Speaking		10		10	<b>20</b>
Listening & Responding			15	10	<b>25</b>
Reading & Responding	15		10	15	<b>40</b>
Writing in Japanese		10		5	<b>15</b>
<b>Total %</b>	<b>15</b>	<b>20</b>	<b>25</b>	<b>40</b>	<b>100</b>

## **Report Outcomes**

- 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
- 2.2 composes informative, descriptive, reflective, persuasive or evaluate 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

## **Syllabus Outcomes**

- 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
- 2.2 composes informative, descriptive, reflective, persuasive or evaluate 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 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Extended Response</b> Crime	<b>Half Yearly Examination</b> Crime/Human Rights	<b>Extended Response</b> Family	<b>Trial HSC Examination</b>	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Week 3 & 4	
	<b>Outcomes assessed</b> H1, H5, H6, H8, H9	<b>Outcomes assessed</b> H2, H3, H7, H8, H10	<b>Outcomes assessed</b> H1, H4, H7	<b>Outcomes assessed</b> All course outcomes	
Knowledge and understanding of course content	5	20	10	25	<b>60</b>
Research	10		10		<b>20</b>
Communication	10	5		5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

### **Report Outcomes**

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 the 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

### **Syllabus Outcomes**

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 the 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 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>In class assessment</b>  Log & Exponential Fn, Transformation of Fns, Trigonometric Functions, Series & Sequences	<b>In class assessment</b>  Series & Sequences, Further Calculus, Statistics Geom Apps of Calculus	<b>Hand in investigation with an in class component</b>  Geom Apps of Calculus, Integration, Correlation	<b>Trial HSC Examination</b>	
	Term 4, Week 8	Term 1, Week 6/7	Term 2, Week 6/7	Term 3, Week 3 & 4	
	<b>Outcomes assessed</b> 11-6, 12-1, 12-5,12-4	<b>Outcomes assessed</b> 12-2,12-3, 12-6, 12-8, 12-9	<b>Outcomes assessed</b> 12-6, 12-9, 12-7, 12-8	<b>Outcomes assessed</b> All course outcomes	
Concepts, Skills Techniques	10	12.5	12.5	15	<b>50</b>
Reasoning and Communication	10	12.5	12.5	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### **Report Outcomes**

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

### **Syllabus Outcomes**

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 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>In class assessment</b>	<b>In class assessment</b>	<b>In class assessment</b>	<b>Trial HSC Examination</b>	
	Ext Trigonometric Functions, Vectors, Sequences and Series	Ext Sequences and Series, Differential Equations, Geometric Apps of Calculus	Further Vectors, Further Integration, Correlation & Regression		
	Term 4, Week 9	Term 1, Week 7/8	Term 2, Week 7/8	Term 3, Week 3 & 4	
	<b>Outcomes assessed</b> ME12-3, ME12-4, ME12-6	<b>Outcomes assessed</b> ME12-6, ME12-4, ME12-1, ME12-7	<b>Outcomes assessed</b> ME12- 2, ME12-4, ME12-5	<b>Outcomes assessed</b> All course outcomes	
Concepts, Skills Techniques	10	12.5	12.5	15	<b>50</b>
Reasoning and Communication	10	12.5	12.5	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### **Report Outcomes**

- 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

### **Syllabus Outcomes**

- 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 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>In class assessment</b>	<b>In class assessment</b>	<b>In class assessment with hand in component</b>	<b>Trial HSC Examination</b>	
	Complex numbers, Natures of Proof	Mathematical Induction, Vectors, Integration by Substitution	Further Integration, Mechanics		
	Term 4, Week 10	Term 2, Week 7/8	Term 2, Week 7/8	Term 3, Week 3 & 4	
	<b>Outcomes assessed</b> MEX12-4, MEX12-2, MEX12-8	<b>Outcomes assessed</b> MEX12-2, MEX12-3, MEX12-5	<b>Outcomes assessed</b> MEX12-4, MEX12-6, MEX 12-7	<b>Outcomes assessed</b> All course outcomes	
Concepts, Skills Techniques	10	12.5	12.5	15	<b>50</b>
Reasoning and Communication	10	12.5	12.5	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Report Outcomes**

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

**Syllabus Outcomes**

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 2 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>In class assessment</b>	<b>Investigation assignment</b>	<b>In class assessment with hand in component</b>	<b>Trial HSC Examination</b>	
	Time Calculations, Investment & Depreciation, Simultaneous Eqns	Rates & Ratios, Trigonometry, Loans & Annuities	Linear & Non Linear Relationships, Networks		
	Term 4, Week 8	Term 1, Week 6/7	Term 2, Week 6/7	Term 3, Week 3 & 4	
<b>Outcomes assessed</b> 12-1, 12-3, 12-5	<b>Outcomes assessed</b> 12-3, 12-5, 12-6, 12-7	<b>Outcomes assessed</b> 12-6, 12-8, 12-9	<b>Outcomes assessed</b> All course outcomes		
Understanding, Fluency and Communicating	10	12.5	12.5	15	<b>50</b>
Problem-Solving, Reasoning and Justification	10	12.5	12.5	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### **Report Outcomes**

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

### **Syllabus Outcomes**

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 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Source based class assessment</b> Core Study “Power and Authority in the Modern World” 1919 – 1946	<b>Historical Analysis – Historical Research Task</b> National Study	<b>In class Topic Test</b> <b>Essay style assessment</b> Peace and Conflict	<b>Trial HSC Examination</b> All Topics	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 3 & 4	
	<b>Outcomes assessed</b> MH12-1, MH12-4, MH12-6	<b>Outcomes assessed</b> MH12-3, MH12-8, MH12-9	<b>Outcomes assessed</b> MH12-2, MH12-5, MH12-7	<b>Outcomes assessed</b> MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	
Knowledge and understanding of course content	10	10	15	5	<b>40</b>
Source based skills	10			10	<b>20</b>
Historical inquiry and research		5	5	10	<b>20</b>
Communication of historical understanding in appropriate forms		10	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Report Outcomes**

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

**Syllabus Outcomes**

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

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Health Priorities in Australia</b> In-class Extended Response Task	<b>Factors Affecting Performance</b> Research Task	<b>Sports Medicine</b> Multimodal Presentation	<b>Trial HSC Examination</b>	
	Term 4, Week 8	Term 1, Week 9	Term 2, Week 2	Term 3, Week 3 & 4	
	<b>Outcomes assessed</b> H1, H2, H3, H4, H5	<b>Outcomes assessed</b> H7, H8, H11, H16	<b>Outcomes assessed</b> H8, H16, H17	<b>Outcomes assessed</b> H1, H2, H3, H4, H5, H7, H8, H9, H11, H13, H14, H15, H17	
Knowledge and understanding of the factors that affect health and the way the body moves		10	5	20	<b>35</b>
Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	10		5	10	<b>25</b>
Skills in critical thinking, research and analysis	10	10	10	10	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

## Report Outcomes

- H1 Describes the nature and justifies the choice of Australia's health priorities
- H2 Analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 Analyses the determinants of health and health inequities
- H4 Argues the case for health promotion based on the Ottawa Charter
- H5 Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H7 Explains the relationship between physiology and movement potential
- H8 Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 Explains how movement skill is acquired and appraised
- H10 Designs and implements training plans to improve performance
- H11 Designs psychological strategies and nutritional plans in response to individual performance needs
- H13 Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- 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

## Syllabus Outcomes

- H1 Describes the nature and justifies the choice of Australia's health priorities
- H2 Analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 Analyses the determinants of health and health inequities
- H4 Argues the case for health promotion based on the Ottawa Charter
- H5 Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H7 Explains the relationship between physiology and movement potential
- H8 Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 Explains how movement skill is acquired and appraised
- H10 Designs and implements training plans to improve performance
- H11 Designs psychological strategies and nutritional plans in response to individual performance needs
- H13 Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- 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

## PHOTOGRAPHY, VIDEO & DIGITAL IMAGING 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Portfolio &amp; VAPD</b> The Arranged Image DI5 / WP5 Digital imaging and/or darkroom photo manipulation where students are self-reflective in developing intentions and meanings in their work and in their actions. <ul style="list-style-type: none"> <li>• Portfolio of completed and developing works.</li> <li>• VAPD documentation: all research &amp; experimentation</li> </ul>	<b>Portfolio &amp; VAPD</b> Developing a Point of View DI4 / WP2 Digital imaging and/or darkroom photo manipulation with a focus on the image and how photographic ideas and images can be constructed in meaningful ways. <ul style="list-style-type: none"> <li>• Portfolio of completed and developing works</li> <li>• VAPD documentation: all research &amp; experimentation</li> </ul>	<b>Portfolio &amp; VAPD</b> Individual Project G1 Individual project negotiated with teacher. <ul style="list-style-type: none"> <li>• Portfolio of completed and developing works.</li> <li>• VAPD documentation: all research &amp; experimentation</li> </ul>	<b>Trial HSC Examination</b>  Historical and critical study of photography written examination	
	Term 1, Week 2	Term 1, Week 10	Term 3, Week 6	Term 3, Weeks 3 & 4	
	<b>Outcomes assessed</b> M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5, CH6	<b>Outcomes assessed</b> M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5, CH6	<b>Outcomes assessed</b> M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5, CH6	<b>Outcomes assessed</b> CH1, CH2, CH3, CH4 CH5	
Making	25	25	20		<b>70</b>
Critical and Historical	5	5	5	15	<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>25</b>	<b>15</b>	<b>100</b>

### **Report Outcomes**

M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice

M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

M3 investigates different points of view in the making of photographs and/or videos and/or digital images

M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images

M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations

CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies

CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

### **Syllabus Outcomes**

M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice

M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

M3 investigates different points of view in the making of photographs and/or videos and/or digital images

M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images

M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations

CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies

CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production



## PHYSICS 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic Test	Processing / Modelling Task	Depth Study Literature Review and Investigation	Trial HSC Examination	
	Advanced Mechanics	Electromagnetism	Nature of Light		
	Term 4, Week 10	Term 1, Week 9	Term 2, Week 8	Term 3, Week 3 & 4	
Outcomes assessed PH112-2, PH12-3, PH12-5, PH12-6, PH12-12	Outcomes assessed PH12-1, PH12-5, PH12-7, PH12-13	Outcomes assessed PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-7, PH12-14	Outcomes assessed PH12-2, PH12-4, PH12-5, PH12-6, PH12-12, PH12-13, PH12-14 PH12-15		
Skills in working scientifically	15	15	15	15	<b>60</b>
Knowledge and understanding	5	10	10	15	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## **Report outcomes**

Skills and Application of Physics concepts

Knowledge and Understanding of Physics concepts

## **Syllabus Outcomes**

PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11/12-5 analyses and evaluates primary and secondary data and information

PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles

PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world

PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

## SOCIETY & CULTURE 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task	Oral Presentation – PIP Proposal	In class Examination	Trial HSC Examination	
	HSC Core Social and Cultural Continuity and Change	HSC core: PIP Proposal	Depth Study – Popular Culture Depth Study – Social Inclusion and Exclusion	All Topics	
	Term 4, Week 10	Term 1, Week 6	Term 2, Week 10	Term 3, Weeks 3 & 4	
Outcomes assessed H6, H7,H8, H9, H10	Outcomes assessed H1, H3, H5, H7,H9, H10	Outcomes assessed H1, H2, H3, H9, H10	Outcomes assessed H1, H3, H4, H5, H6, H9, H10		
Knowledge and understanding of course content	10	5	15	20	<b>50</b>
Application and evaluation of social and cultural research methodologies	10	10	5	5	<b>30</b>
Communication of information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## **Report Outcomes**

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

## **Syllabus Outcomes**

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

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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

## SOFTWARE DESIGN & DEVELOPMENT 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Software Solution Case Study	Design Presentation	Half Yearly Examination and Project	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 3 & 4	
	<b>Outcomes assessed</b> H1.1, H2.2, H5.1, H5.2	<b>Outcomes assessed</b> H2.1, H4.1, H4.2, H5.2, H6.2, H6.4	<b>Outcomes assessed</b> H3.2, H4.2, H4.3, H5.1, H5.2, H5.3, H6.3	<b>Outcomes assessed</b> H1.2, H1.3, H3.1, H5.2, H6.1, H6.4	
Knowledge and understanding of course content	10	10	10	20	<b>50</b>
Knowledge and skills in the design and development of software solutions	5	15	20	10	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## **Report Outcomes**

- H1.1 explains the interrelationship between hardware and software
- H1.2 differentiates between various methods used to construct software solutions
- H1.3 describes how the major components of a computer system store and manipulate data
- H3.1 identifies and evaluates legal, social and ethical issues in a number of contexts
- H3.2 constructs software solutions that address legal, social and ethical issues
- H4.2 applies appropriate development methods to solve software problems
- H4.3 applies a modular approach to implement well structured software solutions and evaluates their effectiveness
- H5.1 applies project management techniques to maximise the productivity of the software development
- H5.2 creates and justifies the need for the various types of documentation required for a software solution
- H5.3 selects and applies appropriate software to facilitate the design and development of software solutions
- H6.2 communicates the processes involved in a software solution to an inexperienced user
- H6.3 uses and describes a collaborative approach during the software development cycle
- H6.4 develops and evaluates effective user interfaces, in consultation with appropriate people

## **Syllabus Outcomes**

- H1.1 explains the interrelationship between hardware and software
- H1.2 differentiates between various methods used to construct software solutions
- H1.3 describes how the major components of a computer system store and manipulate data
- H2.1 explains the implications of the development of different languages
- H2.2 explains the interrelationship between emerging technologies and software development
- H3.1 identifies and evaluates legal, social and ethical issues in a number of contexts
- H3.2 constructs software solutions that address legal, social and ethical issues
- H4.1 identifies needs to which software solutions are appropriate
- H4.2 applies appropriate development methods to solve software problems
- H4.3 applies a modular approach to implement well structured software solutions and evaluates their effectiveness
- H5.1 applies project management techniques to maximise the productivity of the software development
- H5.2 creates and justifies the need for the various types of documentation required for a software solution
- H5.3 selects and applies appropriate software to facilitate the design and development of software solutions
- H6.1 assesses the skills required in the software development cycle
- H6.2 communicates the processes involved in a software solution to an inexperienced user
- H6.3 uses and describes a collaborative approach during the software development cycle
- H6.4 develops and evaluates effective user interfaces, in consultation with appropriate people

## VISUAL ARTS 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<p style="text-align: center;"><b>Presentation</b></p> <p>Investigations of artmaking practice presentation</p> <p>Development of body of work – presentation on investigations of artmaking practice evident in Visual Arts Process Diary (VAPD) including experiments with materials, written reflections and explanations, research about related artists’ practice and planning.</p>	<p style="text-align: center;"><b>Essay</b></p> <p>Art criticism and art history</p> <p>In-class essay based on class work and/or case study content Section I and Section II style questions</p>	<p style="text-align: center;"><b>BOW</b></p> <p>Development of body of work to be submitted</p> <ul style="list-style-type: none"> <li>• School based submission the week before before Trial HSC Exams start. Marking panel time by appointment.</li> <li>• NESAs completion and submission date TBC</li> </ul>	<p style="text-align: center;"><b>Trial HSC Examination</b></p> <p>Art criticism and art history</p> <p>Section I: All questions Section II: 1 question</p>	
	Term 1, Week 2	Term 2, Week 6	Term 3, Week 3	Term 3, Weeks 3 & 4	
	<p><b>Outcomes assessed</b></p> <p>H1, H2, H3, H4</p>	<p><b>Outcomes assessed</b></p> <p>H7, H8, H9</p>	<p><b>Outcomes assessed</b></p> <p>H1, H2, H3, H4, H5, H6</p>	<p><b>Outcomes assessed</b></p> <p>H7, H8, H9, H10</p>	
Artmaking	15		35		50
Art Criticism and Art History		20		30	50
<b>Total %</b>	<b>15</b>	<b>20</b>	<b>35</b>	<b>30</b>	<b>100</b>

<b>Artmaking Outcomes</b>	
<b>Content</b>	<b>HSC course</b>
<b>practice</b>	A student: H1: initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
<b>conceptual framework</b>	H2: applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
<b>frames</b>	H3: demonstrates an understanding of the frames when working independently in the making of art
<b>representation</b>	H4: selects and develops subject matter and forms in particular ways as representations in artmaking
<b>conceptual strength and meaning</b>	H5: demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
<b>resolution</b>	H6: demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

<b>Art Criticism and Art History Outcomes</b>	
<b>Content</b>	<b>HSC course</b>
<b>practice</b>	A student: H7: applies their understanding of practice in art criticism and art history
<b>conceptual framework</b>	H8: applies their understanding of the relationships among the artist, artwork, world and audience
<b>frames</b>	H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
<b>representation</b>	H10: constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts



## VET COURSE ASSESSMENT

Assessment in VET is **competency** based.

In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

A participant is judged either 'competent' or 'not yet competent'. This judgment is made on the basis of a range of evidence, which may be in a variety of forms and may take place at any time during the course although the regional tasks should be submitted by the due dates as these are submitted online to region.

The HSC examination is optional in this course. There is no formal assessment that counts towards the HSC.

The trial HSC examination will assess the core units and will only be used for assessment if the student is sick, or undergoes a misadventure on the day of the HSC examination.

**Full attendance at work placement** is a **mandatory** component of the course.

School Name: Muirfield High School

Student Competency Assessment Schedule

Course: HSC – Primary Industries – Agriculture AHC20120

2020

Assessment Tasks for Certificate II in Agriculture AHC20120		Cluster E	Cluster F	Cluster G	Cluster H (Option)	Yearly Examination
		Tractors and safety	Health and Welfare of Livestock	Basic Nursery Work	Growing Plants	
		Week: 5 Term: 4 (2019)	Week: 1 Term: 1 (2020)	Week: 1 Term: 2 (2020)	Week: 1 Term 3 (2020)	
Code	Unit of Competency					
AHCCHM201	Apply chemicals under supervision	X				
AHCPMG201	Treat weeds	X				
AHCWRK209	Participate in environmentally sustainable work practices		X			
AHCWRK204	Work effectively in the industry		X			
AHCWRK201	Observe and report on weather			X		
AHCINF202	Install, maintain and repair farm fencing			X		
AHCWRK205	Participate in workplace communications			X		
AHCNSY201	Pot up plants				X	
AHCNSY203	Undertake propagation activities				X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Agriculture AHC20120 or a Statement of Attainment towards Certificate II Agriculture AHC20120.

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

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

School Name: Muirfield High School

Student Competency Assessment Schedule

Course: HSC Hospitality - Kitchen Operations and Cookery Stream

2020

Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster D	Cluster E	Cluster F	Yearly Examination
		Food Glorious Food	Working in Industry	Cooking in the Commercial Kitchen	
		Week: 10 Term: 2	Week: 10 Term: 2	Week: 10 Term: 3	Week: Term:
Code	Unit of Competency				HSC Examinable Units of Competency
SITXFSA001	Use hygienic practices for food safety	X			
SITXWHS001	Participate in safe work practices	X			
SITHKOP001	Clean kitchen premises and equipment		X		
SITHCCC001	Use food preparation equipment		X		
SITXINV002	Maintain the quality of perishable items			X	
SITXFSA002	Participate in safe food handling practices			X	
SITHCCC002	Prepare and present simple dishes			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Kitchen Operations SIT20416 or a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416.

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

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

**School Name: Muirfield High School**

**Student Competency Assessment Schedule**

**Course: HSC – Information and Digital Technology**

**2020**

Assessment Tasks for Statement of Attainment towards Certificate III in Information, Digital Media and Technology ICT30115		Cluster E	Cluster F	Cluster G	Cluster H	Half Yearly Examination	Trial HSC Examination
		Working on the web	Working Sustainably	Advanced Applications	Social Media		
		Week: Term:	Week: Term:	Week: Term:	Week: Term:	Week: Term:	Week: Term:
Code	Unit of Competency					HSC Examinable Units of Competency	HSC Examinable Units of Competency
ICTWEB302	Build simple website using commercial programs	X					
ICTWEB303	Produce digital images for the web	X					
ICTICT203	Operate application software packages		X				
BSBSUS401	Implement and monitor environmentally sustainable work practices		X				
ICTICT308	Use advanced features of computer applications			X			
ICTWEB201	Use social media tools for collaboration and engagement				X		

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate III in Information, Digital Media and Technology ICT30115.

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

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

School Name: Muirfield High School

Student Competency Assessment Schedule

Course: HSC – Sport Coaching

2020

Assessment Tasks for Certificate II in Sport Coaching SIS20513		Cluster F	Cluster G	Cluster H	Cluster I
		Communication in Sport	Motor Skills	Sport Industry Knowledge	Elective Group
		Week: 7 Term: 4	Week: 8 Term: 1	Week: 7 Term: 2	Week: 9 Term: 3
Code	Unit of Competency				
SISSDE201	Communicate effectively with others in a sport environment	X			
SISSOF101	Develop and update officiating knowledge	X			
SISSCO202	Coach beginner or novice participants to develop fundamental motor skills		X		
SISXCAI101A	Provide equipment for activities		X		
SISXIND211	Develop and update sport, fitness and recreation industry knowledge			X	
<b>Group Units from the Elective stream to be entered here (From Page 2 of TAS - )</b>					
SISSNTB203A	Participate in Conditioning for Netball				X
SISSNTB204A	Teach Foundational Netball Skills				X

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Sport Coaching SIS20513 or a Statement of Attainment towards a Certificate II in Sport Coaching SIS20513.

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

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

## Life Skills Courses

Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes identified through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community.

There is no requirement for formal assessment of Life Skills outcomes. Stage 6 Life Skills courses do not have external examinations.

Students may achieve Life Skills outcomes either **independently** or **with support**.

Students can demonstrate independent achievement of outcomes either:

- without adjustments
- with adjustments.

These adjustments should enable the student to demonstrate achievement during assessment opportunities on the same basis as their peers. The collaborative curriculum planning process will have determined these adjustments. The type of adjustments will vary according to the needs of the student and the requirements of the activity.

Each student accessing Years 11–12 Life Skills course/s needs to demonstrate achievement of one or more outcomes for Life Skills course to be credentialed for the HSC.

## Need more information?

Visit [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/) for more detailed information regarding HSC course outcomes, syllabus requirements and support documents.