



**HSC POLICY &
SUBJECT ASSESSMENT BOOKLET
2019**

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ASSESSMENT AND COURSE COMPLETION FOR VET SUBJECTS

Certificate II Agriculture AHC20120

Certificate II Construction Pathways CPC20212

Certificate II Kitchen Operations and Cookery Stream SIT20416

Certificate III in Information, Digital Media and Technology ICT30125

Certificate II in Sport Coaching SIS20513

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:
"Followed the course developed or endorsed by the New South Wales Education Standards Authority (NESA)"	<ul style="list-style-type: none">• Following the relevant NESA syllabus and participating in the learning activities set by the teacher
"Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school"	<ul style="list-style-type: none">• Attending all timetabled lessons unless there is a valid, explained reason• Making a genuine attempt to complete the greater majority of tasks set in class or at home to the best of their ability• Actively participating in the learning experiences provided• Completing mandatory practical activities
"Achieved some or all of the course outcomes"	<ul style="list-style-type: none">• 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

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)

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

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

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

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

WHAT IS CHANGING FOR THE NSW HSC?

The number of school-based assessment tasks will be capped at three per course in Year 11 and four per course in Year 12 to reduce excessive stress caused by over-assessment.

The guidelines around school-based assessment will be tougher to prevent plagiarism and cheating.

WHAT EVIDENCE SUPPORTS THIS DECISION?

OECD research shows that effective in-school assessments give students better feedback to improve their learning, particularly among struggling students

Research from Hong Kong shows fewer and more targeted assessment tasks are more effective in giving feedback to teachers and students about their strengths and weaknesses. Hong Kong and Scotland have restructured their school-based assessment tasks to reflect this best practice

Limiting the number of assessments will allow more time for teaching and learning, and reduce excessive stress and pressure on students

Geoff Masters of the Australian Council for Educational Research encourages alternatives to exam-style assessments in schools to challenge students in different areas, and allow more opportunities to apply, rather than recite, knowledge

Key Changes to School Based Assessment

Students receive a wide variety of assessment tasks, such as presentations and speeches, projects, in-class problem solving, starting with English, Mathematics, Science and History

School-based assessment tasks evaluate the knowledge and skills not assessed in the end-of-year written HSC exams

Assessment tasks are capped to reduce relentless pressure and allow students more opportunities to demonstrate what they know

A reduction in assessment tasks creates opportunities for deeper learning by students

The cap on assessment tasks to reduce excessive student stress, coupled with tougher school-based assessment guidelines, reduces opportunities for plagiarism and cheating

ANCIENT HISTORY 2019

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

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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AH12-8 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 2019

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 8	Term 3, Weeks 3 & 4	
	Outcomes assessed BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12	Outcomes assessed BIO11/12-1, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-13	Outcomes assessed BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO12-14	Outcomes assessed 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	10	25	10	60
Knowledge and understanding	5	10	5	20	40
Total %	20	20	30	30	100

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 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Extended Response/Research Operations	Topic Test using stimulus Marketing	Business Report. Human Resources and 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	40
Stimulus based skills		10		10	20
Inquiry and research	10		10		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

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

Course 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 2019

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

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

DANCE 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Video of Core Composition	Video of Major Study Excerpt	Practical Trial HSC Examination	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 3 & 4	
	Outcomes assessed H3.1, H3.2, H3.3, H3.4	Outcomes assessed H1.2, H1.3, H2.1, H2.2, H2.3	Outcomes assessed H1.2, H1.3, H2.1, H2.2, H2.3	Outcomes assessed H1.1, H4.1, H4.2, H4.3, H4.4	
Core Performance	10		10		20
Core Composition	10		10		20
Core Appreciation				20	20
Major Study		25	15		40
Total %	20	25	35	20	100

Report Outcomes

- H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2 performs, composes and appreciates dance as an artform
- H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H2.1 understands performance quality, interpretation and style relating to dance performance
- H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
- H3.1 identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent
- H3.2 demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent
- H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
- H4.3 utilises the skills of research and analysis to examine dance as an artform
- H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance

Syllabus Outcomes

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

EAL/D 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<p>Speaking and Listening task - using prescribed text and related text (multimodal presentation)</p> <p>Module A: Texts and Human Experiences</p>	<p>Reading and Writing task - based on prescribed text and unseen material</p> <p>Module B: Language, Identity and Culture</p>	<p>Writing Portfolio - Collection of Creative, Imaginative, Critical, Discursive, Persuasive Informative and Reflective Texts</p> <p>Module C and D: Focus on Writing</p>	<p>Trial HSC Examination Modules A, B, C and D</p> <p>Paper 1 Module A Texts and Human Experiences Module D Focus on Writing</p> <p>Paper 2 Module B: Language, Identity and Culture Module C: Close Study of Texts</p> <p>Listening Test</p>	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 3 & 4	
	<p>Outcomes assessed EAL12-1A, EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7</p> <p>Objective C and E</p>	<p>Outcomes assessed EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-8</p> <p>Objective A and D</p>	<p>Outcomes assessed EAL12-2, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-9</p> <p>Objective B</p>	<p>Outcomes assessed EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8</p> <p>Objective B, C, D and E</p>	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	20	25	25	30	100

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 ADVANCED 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Imaginative Writing and Reflection Common Module: Texts and Human Experiences Set Text: Past the Shallows Module C: The Craft of Writing	Multimedia Presentation Module A: Textual Conversations John Keats, The Complete Poems & Jane Campion, Bright Star	Research Essay Module B: Critical Study of Literature William Shakespeare, King Henry IV, Part 1	Trial HSC Examination Paper 1 Common Module Reading Task <i>Past The Shallows</i> response Paper 2 Module A Module B Module C	
	Term 1, Week 2	Term 1, Week 9	Term 2, Week 6	Term 3, Weeks 3 & 4	
	Outcomes assessed EA12-5, EA12-6, EA12-9 <i>Objective C and E</i>	Outcomes assessed EA12-1, EA12-2, EA12-7, EA12-8 <i>Objective A and D</i>	Outcomes assessed EA12-3, EA12-4, EA12-5, EA12-8 <i>Objective B</i>	Outcomes assessed EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9 <i>Objective B, C, D and E</i>	
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
Total %	30	20	20	30	100

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

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

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 1) 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Creative and Critical Writing and Reflection Landscape of Hamlet's Mind	Multimodal Research Presentation - Response to critical Enquiry Question AND Collaborative Feedback	Trial HSC Examination Part A - Common Module Literary Worlds Part B - Elective 4 Literary Mindscapes	
	Term 1, Week 2	Term 3, Week 5	Term 3, Weeks 3 & 4	
	Outcomes assessed 2, 3 and 5 <i>Objectives B and E</i>	Outcomes assessed 1, 4 and 5 <i>Objectives A and D</i>	Outcomes assessed 2, 3 and 4 <i>Objectives B and C</i>	
	15	15	20	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

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) 2019

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

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 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Extended Response Common Module: Texts and Human Experiences Prose Fiction – <i>Past the Shallows</i> Favel Parrett 2013	Multimodal Presentation And Reflection Module A: Language, Identity and Culture Film – <i>One Night The Moon,</i> Rachel Perkins 2001	Creative and Critical Writing Portfolio and Audience Reflection Module B: Close Study of Literature - Poetry <i>Journey, the North Coast’, ‘Flames and Dangling Wire’, ‘Harbour Dusk’, ‘Byron Bay: Winter’, ‘Description of a Walk’, ‘24 Poems’</i> Robert Gray 2014 & Module C: The Craft of Writing	Trial HSC Examination Paper 1 Common Module Reading Task <i>Past The Shallows</i> response Paper 2 Module A Module B Module C	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 3 & 4	
	Outcomes assessed EN12-1A, EN12-4B, EN12-5C, EN12-6C Objective B	Outcomes assessed EN12-2A, EN 12-2B, EN12-6C, EN12-7D, EN12-8D Objective A and D	Outcomes assessed EN12-1A EN12-3B, EN12-4B, EN12-5C, EN12-7D, EN12-9E Objective C and E	Outcomes assessed EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9 Objective B, C, D and E	
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	20	20	30	30	100

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

Outcome 2 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 3 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 4 A student: adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

Outcome 5 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 6 A student: investigates and explains the relationships between texts

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

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

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

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 STUDIES 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Listening and Responding Common Module: Texts and Human Experiences <i>Billy Elliot</i> – Film and a Related Text	Essay and Portfolio Module E: Playing The Game <i>The Story of Tom Brennan</i> – Prose Fiction and Related Text	Multimodal and Portfolio Module A: We Are Australians- English in Citizenship, Community and Cultural Identity Australian Poetry and other Texts	Final Portfolio and presentation Module G: Local Heroes Various fiction and non-fiction texts	
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 6	Term 3, Week 2	
	Outcomes assessed ES12-3, ES-07, EA12-8, ES-10, Objective C	Outcomes assessed ES12-1, ES12-2, ES12-5, ES-10 Objective B	Outcomes assessed ES12-3, ES12-6, ES12-9, ES-10 Objective B and D	Outcomes assessed ES12-4, ES-10 Objective E	
Knowledge and understanding of course content	10	10	20	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	10	10	50
Total %	25	25	30	20	100

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

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

INDUSTRIAL TECHNOLOGY (MULTIMEDIA & TIMBER) 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Industry Study Oral Presentation (with written support document)	Major Design Project Interview Progress interview with teacher	Major Design Project Major Design Project to be submitted <ul style="list-style-type: none"> • School based submission the week before Trial HSC Exams start. • NESAs completion and submission date TBC 	Trial HSC Examination Multimedia and general industry content	
	Term 4, Week 5	Term 2, Week 5	Term 3, Week 2	Term 3, Weeks 3 & 4	
	Outcomes assessed H1, H2, H3, H5	Outcomes assessed H1, H3, H5	Outcomes assessed H1, H3, H5	Outcomes assessed H1, H3, H4, H6, H7	
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	15			25	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project		15	40	5	60
Total %	15	15	40	30	100

Report Outcomes

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H3.3 applies and justifies design principles through the production of a Major Project
- H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project
- H5.2 examines and applies appropriate documentation techniques to project management
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Syllabus Outcomes

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

LEGAL STUDIES 2019

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

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 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	In class assessment Topics: Quadratic Polynomial, Locus & Parabola, Series	In class assessment with hand in component Topics: Geom. Applications of Calculus, Integration	In class assessment Topics: Trigonometric Functions, Log & Exponential Functions	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 7	Term 2, Week 6	Term 3, Week 3 & 4	
	Outcomes assessed P4, P8, H5, H6, H7	Outcomes assessed H3, H5	Outcomes assessed H4, H5	Outcomes assessed All course outcomes	
Concepts, Skills Techniques	10	12.5	12.5	15	50
Reasoning and Communication	10	12.5	12.5	15	50
Total %	20	25	25	30	100

Report Outcomes

1. Applies appropriate techniques from the study of number, algebra and equations, calculus and geometry to solve problems.
2. Applies appropriate techniques from the study of trigonometry, the parabola and series to solve problems.
3. Manipulates algebraic expressions and uses calculus to investigate the relationship between displacement, velocity and acceleration and involving logarithmic and exponential functions
4. Uses the concept of primitive functions and the techniques of integration to calculate areas under curves and the volumes of revolution

Syllabus Outcomes

- P4 Chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
- P8 Understands and uses the language and notation of calculus
- H1 Seeks to apply mathematical techniques to problems in a wide range of practical contexts
- H2 Constructs arguments to prove and justify results
- H3 Manipulates algebraic expressions involving logarithmic and exponential functions
- H4 Expresses practical problems in mathematical terms based on simple given models
- H6 Applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems

MATHEMATICS (EXTENSION 1) 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	In class assessment	In class assessment	In class assessment with hand in component	Trial HSC Examination	
	Topics: Parametric representation of parabola, Applications of Series	Topics: Induction, Integration by Substitution, Integration of Trigonometric functions	Topics: Inverse Functions, Applications of Calculus, Polynomials 2		
	Term 4, Week 9	Term 1, Week 8	Term 2, Week 7	Term 3, Week 3 & 4	
Outcomes assessed P5, PE3, HE3, HE4	Outcomes assessed HE4	Outcomes assessed P8, H4, H5	Outcomes assessed All course outcomes		
Concepts, Skills Techniques	10	12.5	12.5	15	50
Reasoning and Communication	10	12.5	12.5	15	50
Total %	20	25	25	30	100

Report Outcomes

1. Estimates the roots of a polynomial by halving the interval or using Newton's Method of approximation
2. Uses a variety of strategies to investigate mathematical models of situations involving projectiles and simple harmonic motion
3. Investigates the properties of inverse trigonometric functions, and applies them to a variety of situations
4. Uses a variety of strategies to investigate mathematical models of situations involving exponential growth and decay
5. Understands and applies the binomial theorem in a variety of situations
6. Uses the relationship between functions, inverse functions and their derivatives
7. Applies the chain rule to problems including those involving velocity and acceleration as functions

Syllabus Outcomes

P5 Understands the concept of a function and the relationship between a function and its graph

P8 Understands and uses the language and notation of calculus

PE3 Solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations

HE3 Uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay

HE4 Uses the relationship between functions, inverse functions and their derivatives

HE5 Applies the chain rule to problems including those involving velocity and acceleration as functions of displacement

HE6 Determines integrals by reduction to a standard form through a given substitution

HE7 Evaluates mathematical solutions to problems and communicates them in an appropriate form

MATHEMATICS (EXTENSION 2) 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	In class assessment	In class assessment	In class assessment	Trial HSC Examination	
	Topics: Complex numbers, Graphs	Topics: Conics, Polynomials, Integration	Topics: Integration Volumes, Mechanics		
	Term 1, Week 1	Term 2, Week 9	Term 2, Week 6	Term 3, Week 3 & 4	
	Outcomes assessed E1, E2	Outcomes assessed E3, E7, E4	Outcomes assessed E4, E5, E6	Outcomes assessed All course outcomes	
Concepts, Skills Techniques	10	12.5	12.5	15	50
Reasoning and Communication	10	12.5	12.5	15	50
Total %	20	25	25	30	100

Report Outcomes

1. Uses the relationship between algebraic and geometric representations of complex numbers
2. Combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions
3. Uses efficient techniques for the algebraic manipulation required in dealing with questions involving polynomials
4. Uses the relationship between algebraic and geometric representations of conic sections
5. Investigates the properties of particle dynamics in SHM, projectile motion and motion in a circle
6. Uses a variety of techniques to investigate the volume of solids generated in the number plane

Syllabus Outcomes

- E1 Appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems
- E2 Chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings
- E3 Uses the relationship between algebraic and geometric representations of complex numbers and of conic sections
- E4 Uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials
- E5 Uses ideas and techniques from calculus to solve problems in mechanics involving resolution of forces, resisted motion and circular motion
- E6 Combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions
- E7 Uses the techniques of slicing and cylindrical shells to determine volumes
- E8 Applies further techniques of integration, including partial fractions, integration by parts and recurrence formulae, to problems
- E9 Communicates abstract ideas and relationships using appropriate notation and logical argument

MATHEMATICS STANDARD 2 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	In class assessment	Investigation assignment	In class assessment	Trial HSC Examination	
	Topics:	Topics:	Topics:		
	Term 4, Week 8	Term 1, Week 7	Term 2, Week 6	Term 3, Week 3 & 4	
	Outcomes assessed MS1-12-1, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10	Outcomes assessed MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	Outcomes assessed MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	Outcomes assessed All course outcomes	
Understanding, Fluency and Communicating	10	12.5	12.5	15	50
Problem-Solving, Reasoning and Justification	10	12.5	12.5	15	50
Total %	20	25	25	30	100

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 2019

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

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

MUSIC 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Viva Voce 10 minute Musicology interview	Core Composition 2-4 minute composition portfolio	Half Yearly Examination Aural Core Written Paper + Core Performance	Trial HSC Examination Presentation of 3 Electives + Aural Written Examination	
	Term 4, Week 8	Term 1, Week 7	Term 1, Weeks 9-10	Term 2, Week 10 + Term 3, Weeks 3 & 4	
	Outcomes assessed H6, H2, H4, H5, H10, H11	Outcomes assessed H3, H7, H8, H10	Outcomes assessed H2, H4, H1, H6, H8, H10, H3, H7, H9	Outcomes assessed H1 - H11 (per elective) + H4, H2, H5, H6, H8, H10	
Composition Core		10			10
Performance Core			10		10
Musicology Core	10				10
Aural Core			10	15	25
Elective 1				15	15
Elective 2				15	15
Elective 3				15	15
Total %	10	10	20	60	100

Report Outcomes

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

PDHPE 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %	
	Health Priorities in Australia In-class Extended Response Task	Factors Affecting Performance Research Task	Sports Medicine Multimodal Presentation	Trial HSC Examination		
	Term 4, Week 8	Term 1, Week 9	Term 2, Week 4	Term 3, Week 3 & 4		
	Outcomes assessed H1, H2, H3, H4, H5	Outcomes assessed H7, H8, H11, H16	Outcomes assessed H8, H13, H17	Outcomes assessed H1, H2, H3, H4, H5, H7, H8, H9, H11, H13, H14, H15		
Knowledge and understanding of the factors that affect health and the way the body moves	10	10	20	40		
Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	10		10	10	30	
Skills in critical thinking, research and analysis	10	10		10	30	
Total %	20	20	20	40	100	

Report Outcomes

1. Knowledge and understanding of the factors that affect health and the way the body moves
2. Skills in influencing personal and community health and taking action to improve participation and performance in physical activity
3. Skills in critical thinking, research and analysis

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 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Portfolio & VAPD 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"> • Portfolio of completed and developing works. • VAPD documentation: all research & experimentation 	Portfolio & VAPD 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"> • Portfolio of completed and developing works • VAPD documentation: all research & experimentation 	Portfolio & VAPD Individual Project G1 Individual project negotiated with teacher. <ul style="list-style-type: none"> • Portfolio of completed and developing works. • VAPD documentation: all research & experimentation 	Trial HSC Examination Historical and critical study of photography written examination	
	Term 1, Week 2	Term 1, Week 10	Term 3, Week 8	Term 3, Weeks 3 & 4	
	Outcomes assessed M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5, CH6	Outcomes assessed M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5, CH6	Outcomes assessed M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5, CH6	Outcomes assessed CH1, CH2, CH3, CH4 CH5	
Making	25	25	20		70
Critical and Historical	5	5	5	15	30
Total %	30	30	25	15	100

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 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic Test	Processing / Modelling Task	Depth Study	Trial HSC Examination	
	Advanced Mechanics	Electromagnetism	Nature of Light		
	Term 4, Week 10	Term 1, Week 10	Term 2, Week 8	Term 3, Week 3 & 4	
	Outcomes assessed PH11/12-2, PH11/12-3, PH11/12-5, PH11/12-6, PH12-12	Outcomes assessed PH11/12-1, PH11/12-5, PH11/12-7, PH12-13	Outcomes assessed PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH12-14	Outcomes assessed PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH12-12, PH12-13, PH12-14 PH12-15	
Skills in working scientifically	20	15	15	10	60
Knowledge and understanding	5	10	10	15	40
Total %	25	25	25	25	100

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 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task HSC Core Social and Cultural Continuity and Change	Oral Presentation – PIP Proposal HSC core: PIP Proposal	In class –Examination Depth Study – Popular Culture Depth Study – Social Inclusion and Exclusion	Trial HSC Examination 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		15	25	50
Application and evaluation of social and cultural research methodologies	10	10	5	5	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	15	25	35	100

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

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

SOFTWARE DESIGN & DEVELOPMENT 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic Test / Assignment Interrelationship between Software and Hardware	Topic Test Software Solutions	Project	Trial HSC Examination	
	Term 4, Week 9/10	Term 1, Week 9/10	Term 2, Week 9/10	Term 3, Weeks 3 & 4	
	Outcomes assessed H1.1, H2.2, H5.1, H5.2	Outcomes assessed H1.1, H1.3, H3.1, H4.1, H5.2	Outcomes assessed H3.2, H4.2, H4.3, H5.1, H5.2, H5.3, H6.3	Outcomes assessed H1.2, H1.3, H3.1, H5.2, H6.1, H6.4	
Knowledge and understanding of course content	10	10	10	20	50
Knowledge and skills in the design and development of software solutions	10	10	20	10	50
Total %	20	20	30	30	100

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
- 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

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 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<p>Presentation</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>Essay</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>BOW</p> <p>Development of body of work to be submitted</p> <ul style="list-style-type: none"> • School based submission the week before before Trial HSC Exams start. Marking panel time by appointment. • NESA completion and submission date TBC 	<p>Trial HSC Examination</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>Outcomes assessed</p> <p>H1 H2 H3 H4</p>	<p>Outcomes assessed</p> <p>H7 H8 H9</p>	<p>Outcomes assessed</p> <p>H1 H2 H3 H4 H5 H6</p>	<p>Outcomes assessed</p> <p>H7 H8 H9 H10</p>	
Artmaking	15		35		50
Art Criticism and Art History		20		30	50
Total %	15	20	35	30	100

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

Art Criticism and Art History Outcomes	
Content	HSC course
practice	A student: H7: applies their understanding of practice in art criticism and art history
conceptual framework	H8: applies their understanding of the relationships among the artist, artwork, world and audience
frames	H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
representation	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: Year 12 – Primary Industries – Agriculture AHC20120

2019

Assessment Tasks for Certificate II in Agriculture AHC20120		Cluster A	Cluster B	Cluster C	Yearly Examination
		Tractors and safety	Health and Welfare of Livestock	Basic Nursery Work	
		Week 5: Term: 2	Week: 10 Term: 2	Week: 10 Term: 3	
Code	Unit of Competency				
AHCMOM202A	Operate tractors	X			
AHCOHS201A	Participate in OHS processes	X			
AHCLSK205A	Handle livestock using basic techniques		X		
AHCLSK202A	Care for health and welfare of livestock		X		
AHCLSK204A	Carry out regular livestock observation		X		
AHCLSK209A	Monitor water supplies			X	
AHCSOL201A	Determine basic properties of soil/or growing media			X	
AHCNSY202A	Tend nursery plants			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: Year 12 Construction

2019

Assessment Tasks for Certificate II Construction Pathways CPC20212		Cluster A	Cluster B	Cluster C	Yearly Examination
		Safety	Organise to communicate	Reading Plans and Calculating	
		Week: 8 Term: 2	Week: 4 Term: 3	Week: 5 Term: 4	
Code	Unit of Competency				HSC Examinable Units of Competency
CPCCOHS1001A	Work safely in the construction industry	X			
CPCCOHS2001A	Apply OHS requirements, policies, and procedures in the construction industry	X			
CPCCCA2002B	Use carpentry tools and equipment	X			
CPCCCM1012A	Work effectively and sustainably in the construction industry	X			
CPCCCM1013A	Plan and organise work		X		
CPCCCM1014A	Conduct workplace communication		X		
CPCCCM2001A	Read and interpret plans and specifications			X	
CPCCCM1015A	Carry out measurements and calculations			X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20212 or a Statement of Attainment towards Certificate II Construction Pathways CPC20212.

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: Year 12 Hospitality - Kitchen Operations and Cookery Stream

2019

Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster A	Cluster B	Cluster C	Yearly Examination
		Getting ready for work	Intro to the Commercial Kitchen	Safe Food Handling	
		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.

Assessment Tasks for Statement of Attainment towards Certificate III in Information, Digital Media and Technology ICT30125		Cluster A	Cluster B	Cluster C	Cluster G	Half Year Examination
		Communicate at work	Prepare for work	Systems and Software	Work Sustainably	
		Week: 5 Term:2	Week: 5 Term: 3	Week: 10 Term:1	Week: 10 Term: 3	
Code	Unit of Competency					HSC Examinable Units of Competency
ICTICT202	Work and communicate effectively in an ICT environment	X				
BSBWHS304	Participate effectively in WHS communication and consultation processes		X			
ICTICT302	Install and optimise operating system software-			X		
ICTSAS301	Run standard diagnostic tests			X		
ICTICT308	Implement and monitor environmentally sustainable work practices				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 ICT30125.

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: Year 12 - Sport Coaching

2019

Assessment Tasks for Certificate II in Sport Coaching SIS20513		Cluster A	Cluster B	Cluster C	Cluster D	Cluster E
		Getting Organised	Tournament Time	Coaching Principles	Injury Prevention	First Aid
		Week 4 Term: 1	Week 10 Term: 1	Week 6 Term: 2	Week 4 Term: 3	Week 8 Term: 3
Code	Unit of Competency					
BSBWOR202A	Organise and complete daily work activities	X				
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions		X			
SISXWHS101	Follow work health and safety policies		X			
SISSSCO101	Develop and update knowledge of coaching practices			X		
ICPMM263C	Access and use the Internet			X		
SISSSPT303A	Conduct basic warm-up and cool down programs				X	
SISSSPT201A	Implement Sports Injury Prevention				X	
HLTAID003	Provide first aid - outsourced					Credit Transfer

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.

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.

Need more information?

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