



Loreto
Normanhurst

HSC Assessment

Handbook

2020 - 2021

Year 12

www.loretonh.nsw.edu.au learning@loretonh.nsw.edu.au
Ph: 02 9487 3488 91-93 Pennant Hills Road, Normanhurst

Mission Statement

Loreto Normanhurst,
in the spirit of Mary Ward, as a school community:

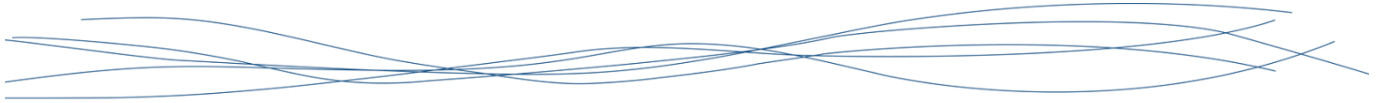
encourages each student to fulfill her academic
and personal potential, in an atmosphere of
freedom, care and respect for the individual



celebrates a joyous Christian faith which
grows from reflection and leads to justice



develops independent, articulate and
compassionate women of integrity.



Contents

Loreto Normanhurst Learning Team	5
HSC Assessment Program 2020-2021	6
<i>Aboriginal Studies</i>	19
<i>Drama</i>	22
<i>English</i>	25
English Advanced	25
English Standard.....	28
English Extension 1	30
EAL/D English as an Addition Language / Dialect (Course not running in 2021)	32
English Extension 2.....	35
English Studies	37
<i>History</i>	40
Ancient History.....	40
Modern History	43
History Extension	46
<i>Languages</i>	48
Chinese Continuers	48
French Beginners.....	51
French Continuers.....	54
French Extension	56
Italian Beginners	58
Italian Continuers	60
Italian Extension.....	62
<i>Mathematics</i>	64
Advanced Mathematics.....	64
Mathematics Standard 2	67
Mathematics Extension 1	70
Mathematics Extension 2	72
<i>Music</i>	74
Music 1	74
Music 2	77
Music Extension.....	80
<i>PDHPE</i>	83
Community and Family Studies	83
Dance	86
Personal Development, Health and Physical Education	89
<i>Science</i>	92
Biology.....	92
Chemistry.....	95

Investigating Science (Course not running in 2020-2021)	98
Physics	101
Science Extension	104
<i>Social Science</i>	107
Business Studies	107
Economics	110
Geography	113
Legal Studies	116
<i>Studies of Religion</i>	119
Studies of Religion I	119
Studies of Religion II	122
<i>Technological and Applied Studies (TAS)</i>	125
Design and Technology	125
Food Technology	128
Textiles and Design	131
Hospitality	133
<i>Visual Arts</i>	135
<i>NESA – Glossary of Key Words</i>	138

Loreto Normanhurst Learning Team

Principal

Ms Marina Ugonotti

Deputy Principal

Ms Lynn Long

Director of Learning

Ms Kieryn Bateman

Deans of Learning

Ms Michelle Albert
Ms Maryse Martin
Mr Martin Pluss

Key Learning Coordinators

Creative Arts:

Drama
Music
Visual Arts

Ms Anna-Lea Russo
Ms Sarah Ashton (Acting)
Mrs Monica Boardman

English

Ms Rebecca Birch (Acting),
2021 Ms Rosanne Timmins

Human Society and Its Environment (HSIE)

History

Social Science

Mr Michael Rafe (Acting)
Mrs Gauri Gupta

Languages

Mrs Stefania Thomsett

Diverse Learning

Mrs Simonetta Cesamolo

Mathematics

Mrs Sally Brimfield

Personal Development/Health/Physical Education

Ms Marie Bugge

Religious Education

Mr Jason Currao

Science

Mr David Little

Technical and Applied Studies

Mr Anthony Horth (Acting)

Careers

Ms Katrina Smith/Alexi Kayes

Sydney Distance Education (except Languages) Ms Maryse Martin

TAFE courses

Ms Katrina Smith/Alexi Kayes

NSW School of Languages, Sydney Distance Education

Mrs Stefania Thomsett

HSC Assessment Program 2020-2021

1. INTRODUCTION

The Higher School Certificate (HSC) is the highest educational award that can be gained by students in NSW schools. The NSW Education Standards Authority, (NESA) replaced the Board of Studies Teaching and Educational Standards (BOSTES) on 1 January 2017. The NSW Education Standards Authority, (NESA) administers the HSC in NSW.

Students' results in Board Developed courses are reported in the following way on the Higher School Certificate.

- (a) An examination mark is shown. This shows a student's performance in the external examination.
- (b) A moderated school assessment mark is shown. This is derived from the assessment mark provided by the school for each student. It is moderated to enable different schools' assessments to be compared fairly.
- (c) A percentile band is shown. This indicates the level of achievement of a student in that subject.

An ATAR (Australian Tertiary Admission Rank) is provided separately by the Universities Admission Centre. This is a rank for those students who have applied for University Admission.

The ATAR

Admission to most university courses in New South Wales is based on performance in the Higher School Certificate. Applicants for each course are ranked in order of merit using the ATAR. This is calculated using the student's examination marks and moderated school assessment marks.

The ATAR is used to select students for the limited number of places available in University courses and so allow the fairest possible assessment between students with differing backgrounds and choices of subjects.

The ATAR will be based on the aggregate of scaled marks in ten (10) units of Board Developed Higher School Certificate courses, comprising:

1. Two units of English:
2. The best eight units chosen from the remaining units presented for examination, subject to the following restrictions:
 - English must be satisfactorily completed;
 - The units may be accumulated by a candidate over a total time span of five years.
 - The units may include units derived from Distinction courses and from courses completed by a candidate in advance of her Higher School Certificate cohort;
 - Distinction courses will be accredited as two unit courses and as far as possible be scaled in the same way as other courses;
 - If a candidate repeats a course, the mark from the latest (satisfactory) attempt will be used;
 - A candidate who enrolls in a repeat course and subsequently withdraws (either officially by advising their principal or NESA or unofficially by non-attendance at the appropriate examination) will be considered as not having completed the course and it will be regarded as a non-satisfactory attempt, leading to the mark from her previous (satisfactory) attempt in that course or paper being available for inclusion in the ATAR calculation;
 - And at most two units of Category B units can be included.

Category B courses include:

- English Studies
- Hospitality
- Joint Secondary School/TAFE course

2. THE NSW EDUCATION STANDARDS AUTHORITY REQUIREMENTS FOR THE DEVELOPMENT OF ASSESSMENT PROGRAMS

NESA's requirements for Board Developed courses state the components of the assessment in terms of groupings of syllabus objectives and the weighting to be attached to these components. These two elements are used in determining the assessment program. Each school determines the various tasks, such as tests, assignments, projects, on which the assessments are based, and the marks to be allocated to each task. This information is provided by each subject department and is included in this Assessment Handbook.

Schools are required to maintain records of marks awarded for each task identified as part of the Assessment Program. Schools are not required to retain test papers, student assignments, projects or practical exercises as evidence for assessments.

Students must be given reasonable warning of assessment tasks. Loreto Normanhurst students are issued with a calendar. This information is also available on the assessment calendar on the portal. For any change they would expect two weeks' prior notice. On this timetable the percentage value of each task in relation to the total number of marks for the course is indicated. The nature of the task is also indicated.

Students must receive meaningful feedback on their performance on individual assessment tasks. The nature of this reporting varies from subject and department. It is usually in the form of marks. As a result of this feedback students will be able to gain an indication of their relative position in the school group within a particular course.

The school must assess a student's actual performance, not potential performance. This means that the final assessment mark must not be modified to take into account possible effects of illness or domestic situations. The student's conduct will not be taken into account in either the final assessment mark or in any assessment task.

Where a student fails to submit 50% of assessment tasks for whatever reasons, that student will have neither a moderated assessment mark nor an HSC examination mark awarded for that course.

Marks are recorded in our school mark-book . Students will be asked to check a printout of their marks to ensure that the marks recorded for each assessment that they undertake have been correctly entered. If a student believes that the marks entered are incorrect, she may appeal to have the marks reviewed. Such an appeal must be lodged with a Dean of Learning in the first instance. Appeals must be made prior to the final submission of marks to NESA, usually around the end of September.

3. THE PURPOSE OF SCHOOL ASSESSMENT MARKS

At the end of Year 12 this school will send to the NSW Education Standards Authority (NESA) an assessment mark for each course undertaken by each student as part of her HSC program. This mark is a measure of each student's performance on set assessment tasks, throughout each course taken. Assessment tasks are designed to measure achievements in a wider range of syllabus outcomes than can be measured in an examination. They measure performance in the whole course but do not take into account interest, attitudes or conduct. The assessment program is designed to give a student credit for what she has achieved throughout the course.

Various types of assessment tasks are used throughout different courses. They may include:

- Written, practical or aural tests
- Class assignments
- Projects
- Oral presentations
- Fieldwork
- Experimental work
- Examinations

4. THE ADMINISTRATION OF THE HSC ASSESSMENT PROGRAM AT LORETO NORMANHURST

The Deans of Learning are responsible for the administration of the HSC Assessment Program. Students with any concerns regarding assessment should speak to them. Each Head of Department, together with the relevant Years 11 and 12 teachers, develops the assessment program for individual courses in accordance with the guidelines laid down by the NSW Education Standards Authority (NESA). The overall assessment program for each course is shown in this Assessment Handbook.

Students are issued with an assessment calendar which shows the type of assessment task in a particular subject. In order to receive a result in any course a student must demonstrate satisfactory completion, attendance and application in accordance with the NSW Education Standards Authority (NESA) policy below.

NSW Education Standards Authority (NESA) states:

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

- (a) Followed the course developed or endorsed by NESA, and
- (b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
- (c) Achieved some or all of the course outcomes.

Whilst the NSW Education Standards Authority (NESA) does not mandate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria have not been met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences.

Students studying an HSC course must make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. It is emphasised that completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be attempted. If this is not the case, the Principal must indicate that the course has not been satisfactorily completed. In addition, students studying the HSC course must sit for and make a genuine attempt at the requisite examination(s).

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Preliminary courses and 10 units of HSC courses which satisfy the NESA's pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

Students may accumulate HSC courses towards the Higher School Certificate over up to five years.

The five year period will commence in the first year the student attempts an HSC course examination. It will apply regardless of whether the student defers her studies for one or more years during the five year period. Accumulation of HSC courses cannot extend over more than a five year period.

5. LORETO NORMANHURST ASSESSMENT POLICY

(a) HSC Assessment Programs

Assessment marks in each subject are determined according to the components to be covered and the weightings attached to these components as determined by the NSW Education Standards Authority (NESA).

Each subject department determines the type, number and percentage weighting of the tasks which constitute their assessment program in accordance with the guidelines set down by the NSW Education Standards Authority (NESA). The assessment programs of all departments are included in this Assessment Handbook. The name of the Head of Department responsible for that Program is also included.

The number and timing of assessment tasks will vary between courses. The information provided in this Handbook indicates the Term in which an assessment task will take place and the percentage weighting of the assessment. The timing of an assessment may vary slightly due to unforeseen circumstances.

An assessment timetable showing the actual timing of all assessment tasks is accessible to all students on the school portal.

Generally, at least 2 weeks' notice will be given of the specific nature of any assessment tasks or of any changes to dates for tasks.

It is up to each student to apply herself consistently throughout the HSC Assessment period in order to maximise her final HSC results. The school does everything possible to assist all students during this time.

(b) Student Absence when Assessment Information is given out

It is the student's responsibility to inform the subject teacher within a reasonable time that she was absent on the day the assessment information was given out.

It is the teacher's responsibility to then ensure that the student receives the assessment information and has adequate time to complete the task.

(c) Procedures for Submitting Assessment Tasks

The individual subject teacher will explain the procedure for submitting an assessment task in a particular course. It is the student's responsibility to ensure the appropriate teacher receives the task.

(d) Word Limit

Any tasks that significantly exceed the word count will be penalised at the discretion of the Head of Department.

(e) Appeals for Illness/Misadventure

(1) Grounds for appeal

The NSW Education Standards Authority (NESA) provides this advice regarding illness and misadventure in external examinations. Loreto Normanhurst uses this advice regarding illness and misadventure in school-based assessment.

As the assessment marks are intended to be a measure of a student's actual performance, appeals must relate to illness or misadventure suffered immediately before or during assessment task(s) that has affected the student's performance.

Appeals may be in respect of:

- i. illness or accident – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (e.g. influenza, an asthma attack, a cut hand);
- ii. misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (e.g. death of a friend or family member, disruption at the examination centre).

(2) Unacceptable ground for appeal

The provisions of the appeals process do not cover:

- i. attendance at a sporting or cultural event, or family holiday (unless prior written permission has been granted by the school);
- ii. alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities (there may be cases involving the interruption to the completion of a HSC submitted work or loss of materials prepared by the student which the NSW Education Standards Authority (NESA) will consider, e.g. major works stolen or destroyed by vandals);
- iii. disabilities for which the NSW Education Standards Authority (NESA) has already granted special provisions, unless an unforeseen episode occurs during the examination (e.g. a hypoglycaemic attack suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer and school; Note: A student who has suffered an injury such as a broken writing arm immediately before the examinations will require careful consideration as the student generally will not have had sufficient time to practice with the provision(s) granted;
- iv. long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the examination(s);
- v. matters avoidable by the student (e.g. misreading of timetable; misinterpretation of examination paper).

(f) Late Submission of Assignments or Tasks

Each student is expected to perform the tasks which are part of the Assessment Program and all tasks are to be completed or submitted on the set day (and/or time if applicable).

Failure to complete or submit on the set day/time will result in a 20% mark reduction per day late. Late assessments may be submitted to Boarding Reception during weekends. After 4 days a zero score will be recorded unless:

- i. A genuine illness occurs.
- ii. A proven case of misadventure (accident etc.) occurs.

The student will be required to complete the online Illness/Misadventure form and to provide valid, written evidence of the illness or misadventure in order for an extension to be approved by the Dean of Learning.

If an assessment task is due on the last day of a Term but not submitted, then it is to be handed into the school office on the next working day, together with the relevant documentation.

An extension for an assessment task can only be given by The Director of Learning or a Dean of Learning.

(g) Student Absence or Illness on the day of Assessment Task

(1) If a student is present at school on the day of an assessment

If a student is ill on the day of an assessment task and is present at school she should see the Dean of Learning before the period when the assessment task is due to occur. If she feels she is able to sit the assessment, she will be advised to verbally notify the supervising teacher if she feels that her performance may be adversely affected due to her physical health or sense of well-being. She will also be advised to apply for Illness/Misadventure form and to obtain a medical certificate.

If she is not well enough to sit the assessment she will be advised to apply for Illness/Misadventure and obtain a medical certificate.

(2) If a student is absent from school on the day of an assessment

If a student is absent due to illness or misadventure on the day of an assessment task, she will be required to apply for Illness/Misadventure and provide valid, written evidence of the illness or misadventure.

If a student is absent from school on the day of an assessment she will need to sit a substitute task at the next available opportunity. This is the day the student returns to school unless otherwise negotiated with the Dean of Learning or Director of Learning. Make up tasks will be used only as the basis for an estimate mark for the task missed.

The subject Teacher and/or Head of Department may confer with a Dean of Learning and/or Director of Learning about the validity of the reason for an absence.

If a student is absent from school without any valid reason on the day of an assessment task she will automatically receive a mark of zero. She will receive a statement to this effect.

All students are to attend school the day before an assessment task. If absent, a student will be required to have formal documentation or a penalty will be incurred.

(3) Application process for Illness/Misadventure

All applications for Illness/Misadventure must be made on the School's online Illness/Misadventure form available on the Learning Office Canvas page. All applications must be made as soon as possible and no later than within 48 hours of a student's return to school.

No applications for Illness/Misadventure will be accepted for an assessment task once a student has received her marks.

(4) Evidence

In all cases the student is required to provide evidence that clearly identifies the disadvantage experienced during the time the student was attempting to complete the assessment task. Supporting evidence from any source is acceptable but a student's appeal must include:

- a) a statement from the student explaining how she was affected during the examination session and/or why they failed to complete the assessment
- b) a specific medical certificate with details of the date of onset of the illness, plus any additional dates of consultation, together with a statement about how the student's performance in the examination may have been affected. In cases of misadventure, evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance in the examination may have been affected) should be provided with the date and time of the occurrence and subsequent events.
- c) All documentation must be submitted to the Learning Office within 48 hours of a student's return to school.

Medical Certificates

Medical Certificates written by a doctor closely related to the student **will not** be accepted as valid documentation.

Medical Certificates:

- *should be issued during the period of illness
- *should state the nature of the illness
- *should state the date the student visited the doctor

(h) Extended Illness, Domestic Problems and Holidays

No compensation in regard to assessment will be made for factors such as loss of preparation time, extended illness, long-term domestic problems or holiday trips which may affect a student's preparation, or performance on an assessment task. There will also be no compensation for matters which could have been avoided by the candidate e.g. misreading the timetable.

(i) Malpractice in Assessment Tasks

All students have completed "All My Own Work" by Year 11 2020

The NSW Education Standards Authority (NESA) has decided to implement a Register of Malpractice in HSC assessment tasks.

The Register – and further information – is available on [Schools Online](#).

The decision to create this new measure was initiated by an Independent Commission Against Corruption investigation, which required the development of a new register for incidents of malpractice by students undertaking HSC school assessment tasks.

The Register is similar to the existing report on malpractice in HSC examinations and will help inform strategies for schools, school sectors and NESA on how malpractice can be prevented or addressed.

Students are subject to the normal rules of the school throughout the period of assessments. Failure to observe these rules may incur a penalty determined by the Principal (on the advice of a Dean of Learning or the Director of Learning) according to the circumstances. Charges of malpractice may result from:

1. Speaking to any person other than a supervisor during an assessment task.
2. Deliberately behaving in any way likely to disturb the work of any other student during an assessment task.
3. Deliberately behaving in a way likely to upset the conduct of the assessment task.
4. Communicating or receiving communication regarding the content of an assessment task before the task is completed by all the classes involved.
5. Passing notes during an assessment task.
6. Being in possession of, or using a mobile phone during an assessment task.
7. Possessing unauthorised written material during an assessment task.
8. Being dishonest in any way during an assessment task.
9. Plagiarism – Using work written or prepared by another person without written acknowledgement.

Students who do not comply with these rules will be reported to the Deans of Learning and Director of Learning. The penalty for proven malpractice will be cancellation of marks achieved in relation to that particular task. A statement to this effect will be issued to the student.

Students who are confident that they have a reasonable suspicion of malpractice on the part of another student should feel obliged to discuss their concern with the Deans of Learning or Director of Learning in confidence, as soon as possible after the assessment task has finished.

(j) Procedures for lodging an appeal regarding a particular assessment task.

An appeal regarding an assessment task may be lodged in regard to the following situations:

1. Where a student is concerned about her result in an assessment task
2. Where a student is concerned about the validity of an assessment task
3. Where a student is concerned about the outcome of her illness/misadventure application
4. Where a student is concerned about the estimate mark she received as a result of her illness/misadventure

The procedures for lodging an appeal are as follows:

1. She must approach the Head of Department concerned and discuss her concerns.
2. If a student is still not satisfied she may request an interview with a Dean of Learning or the Director of Learning. The Director of Learning or Dean of Learning will discuss the student's concerns with her.
3. A student may query a mark for an assessment task only at the time the task is returned to her.
4. If the student remains unsatisfied she may lodge an appeal with the Principal.

The outcome of the appeal will be determined by the Curriculum Panel called by the Principal. The panel must be comprised of at least three people and must include the Deputy Principal and the Director of Learning. Other panel members may include the Director of Pastoral Care, a Dean of Learning and the relevant Head of Department depending on the nature of the appeal and determined by the Principal.

The panel will report their decision to the Principal who will be the final arbiter. The final decision will then be communicated to the student.

(k) Disability Provisions

Disability Provisions may be available for Higher School Certificate examinations including oral/aural examinations. If a student believes she may be eligible for special provisions she should discuss this with the Head of Diverse Learning.

(l) Invalid Assessment Tasks

The school has the right to declare an assessment task as invalid. The reasons for declaring an invalid assessment task may include breach of security, school evacuation, fire drill and compromised integrity of the task. Should an assessment task be declared invalid, it will be rescheduled at the school's discretion.

(m) Referencing & Plagiarism

All students have completed "All My Own Work" prior to beginning the Preliminary course in 2020.

Referencing is a method of acknowledging another person's contribution to your work. It allows you to demonstrate knowledge of previous research and to use selected words, images or ideas of others to inform your work.

A Reference List or Bibliography is an alphabetical list of resources. This list acknowledges your sources and helps avoid plagiarism.

Plagiarism occurs when a student represents the thoughts or works of others as their own, without acknowledging the original source of the words, images or ideas. The NSW Education Standards Authority (NESA) regards plagiarism as cheating, malpractice or dishonest behaviour because it gives a student an unfair advantage over others.

Plagiarism includes:

- using another person's ideas, work or research data without acknowledgement.
- copying and pasting information directly from the internet or another source,
- copying, buying or stealing someone else's work in part or whole,
- submitting work with large contribution from another student, parents or teachers,
- closely paraphrasing material without correctly acknowledging the source,
- copying/modifying software, computer files or programs from sources such as a computer network and submitting as your own.

Penalties for plagiarism range from a warning to losing all or part of the marks for an assessment task. The examples below will help you understand and avoid plagiarism.

Original text:

'The 1902 drought was Australia's greatest natural disaster to that date. An understanding of its impact and ramifications is and was no easy thing.' Source: McKernan, M 2005, Drought: The Red Marauder, Allen & Unwin, Crow's Nest, NSW, p.107.

Example 1: Australia's greatest natural disaster to that date was the 1902 drought. It was not easy to understand its impact and ramifications – This is plagiarism. The source is not acknowledged and there is no indication the idea is from another author. The student has misrepresented the words and ideas as their own work.

Example 2: McKernan (2005, p.107) says that the 1902 drought was Australia's greatest natural disaster to that date. He argues that an understanding of its impact and ramifications is and was no easy thing.

This is still plagiarism. The student acknowledges the source but copies the original text almost word for word and does not use quotation marks.

Example 3: According to McKernan (2005, pp.107) it has always been difficult to understand the 'impact and ramifications' of the 1902 drought, which he says is 'Australia's greatest natural disaster'.

This student has acknowledged the source, paraphrased most of the passage and used quotation marks to indicate the words that are a direct quote.

REFERENCE LISTS & BIBLIOGRAPHIES:

Loreto Normanhurst uses the **Author/Date Referencing System**. This is sometimes called the Harvard system. All students are expected to acknowledge sources used by including a Reference List. This list is placed at the end of your work and includes details about sources mentioned in your work, such as author, date, title, publishers, internet address and date of viewing etc.

A **Bibliography** also gives details about sources mentioned in your writing PLUS other sources that you consulted or used in your research, but did not mention in your work.

A **bibliography/reference list** should be constructed as **one consolidated list**, not separated into sections for books, magazines etc. The list should be **arranged alphabetically** by first work in reference (disregard 'a', 'an', 'the').

Examples below show how to construct a reference list. Please note punctuation, italics and spacing are important. If you are handwriting the list, use underlining instead of italics for titles.

Books

Author's family name, Initial Year of Publication, Title, Edition, Publisher, Place of Publication.

E.g. Shakespeare, W. 2005, *As You Like It*, 2nd edn. Penguin, London England.

Magazine and Newspaper articles

Author's family name, Initial Year of Publication, 'title of article', Magazine/Newspaper Name, Volume, number or Date of publication, Page number(s).

E.g. Grose, M 2006, 'Generation X parents want the best'. *Education today*, vol. 6 No. 35, .18.

Encyclopaedias

Title, Year of publication, Edition, 'Title of article', Volume number, Publisher, Place of publication, Page number(s).

E.g. *Encyclopaedia of visual art*, 1985, 3rd edn, ' , Connecticut, pp. 100-101.

Films, Videos, TV/Radio programs and CD-ROMS

Title Year of recording, format, Publisher or Broadcaster, Place of publication or Broadcast, date of recording.

E.g. *Behind the mast* 1990, video recording, Appleseed Productions, Williamstown.

Web sites

Organisation responsible or Author's family name. Year site was created or updated, Title of document, Date viewed, <URL>.

E.g. UNICEF, 2000, Humanitarian crisis looming in Eritrea, viewed 26 September 2006. <http://www.unicef.org/drought>

REFERENCE LIST

Aleish, C. 2006, Amazing journeys, Heinemann Library, Port Melbourne.

Behind the mast, 1990, video recording, Appleseed Productions, Williamstown.

Cohn-Sherbok, D & El-Alami, D 2002, The Palestine-Israeli conflict: a beginner's guide, Oneworld Publications, Oxford.

Encyclopaedia of visual art, 1985, 3rd edn. 'Mycenean metalwork', vol. 1 Grolier, Connecticut. 100-101.

Grose, M 2006, 'Generation X parents want the best', Education today, vol. 6, No. 35, .18.

McKernan, M 2005, drought: the red marauder, Allen & Unwin, Crow's Nest.

My Fair Lady 1994, DVD, CBS Inc. & Warner Bros entertainment Inc., Pyrmont.

Pyers, G 2002, Australia's environment, Binara Publishing, ort Melbourne.

Shakespeare, W 2005, As you like it, 2nd edn. Penguin, London.

UNICEF, 2000, Humanitarian crisis looming in Eritrea, viewed 26 September 2006 <<http://www.unicef.org/drought>>

IN-TEXT REFERENCING:

Senior students are also expected to use the Author/Date system of 'in-text' referencing. This system includes the author's name, date of publication and page numbers in the body of the text (in brackets, immediately following the idea, concept, data or quotation). The examples below illustrate how this is done.

Paraphrasing

The Tasmanian devil and thylacine became extinct on mainland Australia because the dingo became wild and spread across the country (Pyers 2002, p.13).

Direct Quotation

Pyers (2002, p.13) states that as the dingo became wild and spread on mainland Australia, it 'drove the Thylacine and Tasmanian devil to extinction'.

Footnotes area not used for citation purposes with the Harvard or Author/Date system. Footnotes may be used for explanatory purposes. As footnotes can be distracting for the reader, they should be used sparingly and only for additional notes not critical to your writing.

COPYRIGHT

Australian copyright laws protect the intellectual property rights of authors, composers, designers and artists. Loreto Normanhurst is licensed to allow 'fair' copying of protected materials for educational or research purposes only. Students are allowed to copy 1 article from a newspaper or magazine and 10% of a literary, dramatic or musical work. Limited copying of graphics is also permitted provided it is not for commercial purposes. More information is available from the Head of information Services or Copyright Agency Ltd at <<http://www.copyright.com.au>>

6. REVIEW OF ASSESSMENTS

If a student considers that her final rank in a course is not correct she may apply to the school for a review. In order to do this a student must request an interview with a Dean of Learning in the first instance. The final date for such a review is usually in mid-November after the HSC has finished.

The way the marks or grades were awarded by the teacher for individual Assessment tasks are not part of the review.

In conducting a review, a school is expected to establish whether:

1. The weightings specified by the school in its assessment program conform with NESA's requirements as detailed in the subject manuals;
2. The procedures used by the school for determining the final assessment mark conform with its stated assessment program (in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program);
3. There are no computational or other clerical errors in the determination of the assessment mark.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made.

A student who is dissatisfied with the school's review procedures may then appeal to NESA against the conduct of the school's review. Such an appeal is to be forwarded initially to the Director Learning and then the Principal who will forward it to NESA. Dates for appeals to NESA are advised to students by the NSW Education Standards Authority (NESA).

NESA will not change the Assessment marks but may request that the school amend its procedures and conduct a further review. Under no circumstances will an appeal to the NSW Education Standards Authority (NESA) be undertaken after the date assigned.

7. REPORTING

(a) From the School

There are two School Reports issued during the HSC Assessment Period.

- A 2021 Semester 1 Report which shows the course mark and mean as well as the cumulative rank of each student in a course based on the assessment tasks completed.
- A HSC Trial Transcript at the end of Term 3, which shows a student's HSC Trial Examination mark, mean and rank and a pre-trial rank for each course.

Students do not receive their actual final assessment mark as this is confidential to the school and NESA. This mark is moderated by NESA according to the school's performance in that course on the HSC examination.

Please note that most subject departments at Loreto Normanhurst use computer programs to standardise marks.

(b) The NSW Education Standards Authority (NESA) Students Online personal account

Every student in Years 10, 11 and 12 is eligible for a Students Online account via the NSW Education Standards Authority (NESA). It features a personal account area called [My Details](#) where students are able to log in and see their personal study details

By logging into their account a student is able to see their personal contact details, course enrolments, grades and HSC marks, personal HSC exam timetable and HSC assessment ranks, when they become available. It is important a student tells their school immediately if any details are incorrect.

Students log in with their NESA eight-digit Student Number and also a six-digit PIN.

Students will need to [activate their account](#) following the instructions to receive their Student Number and also create their six-digit PIN (also needed to access HSC results by SMS and online in December).

Students are able to [change their PIN](#) if they forget it.

A student is able to activate their account only if their school has submitted an email address for them to NESA.

Maryse Martin
Dean of Learning

Aboriginal Studies

Head of Department: Mr Jason Currao

Aboriginal Studies HSC Course Assessment Program 2020-2021

OUTCOMES

Code	Descriptor
	A student :
H1.1	evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
H1.2	analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
H1.3	assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
H2.1	examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
H2.2	analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
H3.1	assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
H3.2	evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
H3.3	evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
H4.1	plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
H4.2	undertakes community consultation and fieldwork and applies ethical research practices
H4.3	investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

COMPONENTS

WEIGHTING (%)

A	Knowledge and understanding of course content	40
B	Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25
C	Research and inquiry methods, including aspects of the Major Project	20
D	Communication of information, ideas and issues in appropriate forms	15

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 1 2021	H1.1,H1.2,H1.3H2.1,H2.2,H3.1H3.2,H3.3,H4.1,H4.3	Research essay- Research and prepare extended response on a given question written in class	5	10			15
Term 2 2021	H4.1,H4.2,H4.3	Major Project		15	15	10	40
Term 2 2021	H1.1,H1.2,H1.3H2.1,H2.2,H3.1H3.2,H3.3,H4.3	Oral Task- Students will respond to a series of questions through discussion	10			5	15
Term 3 2021	H1.1,H1.2,H1.3H2.1,H2.2,H3.1H3.2,H3.3,H4.3	Trial Examination	25		5		30
		TOTAL	40	25	20	15	100

Higher School Certificate Performance Bands Aboriginal Studies

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> • displays extensive knowledge and understanding of social justice, human rights and other contemporary issues and how they impact on Aboriginal and other Indigenous peoples • comprehensively compares and evaluates the experiences of Aboriginal peoples and other Indigenous peoples using relevant and specific examples • critically analyses a wide variety of visual and written stimulus material in relation to the study of Aboriginal and Indigenous peoples • investigates, analyses and synthesises information from a variety of Aboriginal, non-Aboriginal and other Indigenous people's perspectives • shows superior skill in developing a sustained and balanced argument using a local, national and/or global perspective • extensive knowledge of appropriate research practices and their application in undertaking community consultation and fieldwork
Band 5	<ul style="list-style-type: none"> • displays detailed knowledge and understanding of social justice, human rights and other contemporary issues and their significance to Aboriginal and other Indigenous peoples • thoroughly compares and contrasts the experience of Aboriginal peoples and Indigenous peoples using relevant examples • analyses competently a wide variety of visual and written stimulus material in relation to the study of Aboriginal and Indigenous peoples • investigates and analyses information from a variety of Aboriginal, non-Aboriginal and Indigenous people's perspectives • competently develops a balanced argument with a local, national and/or global perspective • accomplished knowledge of research practices and their relevance to community consultation and fieldwork
Band 4	<ul style="list-style-type: none"> • demonstrates a sound knowledge of social justice, human rights and other contemporary issues and how they relate to Aboriginal and other Indigenous peoples • compares the experiences of Aboriginal peoples and Indigenous peoples using some applicable examples • investigates a variety of visual and written stimulus material in relation to the study of Aboriginal and Indigenous peoples • investigates information from a variety of Aboriginal, non-Aboriginal and other Indigenous people's perspectives • develops an argument using local, national and/or global perspective • sound knowledge of research practices and their connection with community consultation and fieldwork
Band 3	<ul style="list-style-type: none"> • demonstrates knowledge of social justice, human rights and other contemporary issues and how they relate to Aboriginal and other Indigenous peoples • recounts the experiences of Aboriginal peoples and Indigenous peoples using some examples • draws on a variety of visual and written stimulus material in relation to the study of Aboriginal and Indigenous peoples • recounts information from a variety of Aboriginal, non-Aboriginal and other Indigenous people's perspectives • endeavours to develop an argument using local, national and/or global perspective • basic knowledge of research practices and their importance to community consultation and fieldwork
Band 2	<ul style="list-style-type: none"> • demonstrates awareness of and attempts to recall elementary knowledge of social justice, human rights and other contemporary issues and what they mean to Aboriginal and other Indigenous peoples • expresses opinions about Aboriginal peoples and other Indigenous peoples with minimal supporting evidence • limited reference made to visual and written stimulus material in relation to the study of Aboriginal and Indigenous peoples • Attempts to recount information from a variety of Aboriginal, non-Aboriginal and other Indigenous people's perspectives • expresses a personal point of view using local, national and/or global perspective • some knowledge of research practices and their role in community consultation and fieldwork
Band 1	

Drama

Head of Department: Ms Anna-Lea Russo

Drama HSC Course Assessment Program 2020-2021

OUTCOMES

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

COMPONENTS		WEIGHTING (%)
A	Making	40
B	Performing	30
C	Critically Studying	30
Core Topics:		
<ul style="list-style-type: none"> • Australian Drama and Theatre; • Studies in Drama and Theatre; • The Individual Project; Group Performance. 		

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 4 2020	H1.1, H1.2 H1.3,H1.5, H1.7, H2.2, H2.3, H3.1,H3.2, H3.3	Australian Drama and Theatre. (Week 7) Assessment Block 15%			15	15
Term 1 2021	H1.2 H1.3, H1.5,H1.7,H2.1,H2.2, H3.2, H3.3 H1.1 H1.2, H1.3,H1.5, H1.7, H2.3, H3.1, H3.2, H3.3	IP Progress/logbook Measurement 1 (feedback only) Week 2 Studies in Drama and Theatre: Week 8/9 Assessment - 35%	15	10	10	35
Term 2 2021	H1.2, H1.3, H1.5, H1.7, H2.1, H2.2, H3.2, H3.3 H1.1, H1.2, H1.3, H1.4 H1.6, H2.1, H2.2, H2.3 H3.2, H3.3 H1.2 H1.3, H1.5,H1.7,H2.1,H2.2,H 3.2, H3.3	I P Progress Measurement No. 2 (feedback only) Week 1 Group Performance Progress Measurement (feedback only) due Week 5/6 TRIAL HSC Individual Project Examination (Week 9)	10	10		20
Term 3 2021	H1.1, H1.2 H1.3,H1.4, H1.5,1.6, H1.7 H2.1,H2.2, H2.3 H3.1,H3.2, H3.3	TRIAL HSC Group Performance Trial HSC – Two essays	10 5	10 5		20 10
Total Weighting			40	30	30	100%

Higher School Certificate Performance Bands – Drama

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> • Has extensive knowledge, understanding and appreciation of the elements of drama and can demonstrate these using exemplary skills in making, performing and critically studying drama • Demonstrates flair and originality in conceptualising, developing and producing an exemplary dramatic work. • Collaborates at a sophisticated level to devise the present an innovative group performance which evokes a powerful audience response. • Demonstrates sophisticated analysis, syntheses, and application of information and/or research about drama and theatre, and ability to frame responses in an informed personal and coherent manner.
Band 5	<ul style="list-style-type: none"> • Has substantial knowledge, understanding and appreciation of the elements of drama and can demonstrate these using high level skills in making, performing and critically studying drama conceptualises, develops and produces a high quality dramatic work • collaborates effectively to devise and present an engaging group performance which demonstrates an understanding of the actor and audience relationship. • demonstrates skills of analysis and synthesis of information and/or research about drama and theatre which is presented through coherent, informed responses.
Band 4	<ul style="list-style-type: none"> • has sound knowledge, understanding and some appreciation of the elements of drama and can demonstrate these using well developed expressive skills in making, performing and critically studying drama • Is able to develop and produce dramatic work of some quality. • is able to contribute towards devising and presenting a coherent group performance which demonstrates an awareness of the actor and audience relationship • can analyse and use information and/or research about drama and theatre to structure clear, relevant responses..
Band 3	<ul style="list-style-type: none"> • has basic knowledge and understanding of the elements of drama and can demonstrate these when making, performing and critically studying drama. • can produce a satisfactory dramatic work • co-operates to devise and present a satisfactory group performance • can recall relevant information about drama and theatre to form basic responses
Band 2	<ul style="list-style-type: none"> • has some knowledge and understanding of the elements of drama and can demonstrate this when making, performing and critically studying drama • can produce an elementary dramatic work • participates and performs to a limited level in group performance. • recounts some relevant information about drama and theatre to form limited responses.
Band 1	

English

Head of Department: Ms Rebecca Birch (Acting)
2021 Ms Rosanne Timmins

English Advanced

English Advanced Year 12 Course Assessment Program 2020-2021

OUTCOMES

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

COMPONENTS

COMPONENTS		WEIGHTING (%)
A	Knowledge & understanding of course content	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes Stimulus-based skills	50

ASSESSMENT TASKS

Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/Week	Outcomes	Task	Components		Weight
			A	B	
Term 4 2020 Week 7	EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7	Multi Modal Presentation: Prescribed and One Related Text Texts and Human Experiences	10	15	25
Term 1 2021 Assessment block	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	Extended response Textual Conversations	15	10	25
Term 2 2021 Assessment block	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	Imaginative task Craft of Writing	10	10	20
Term 3 2021	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	Trial HSC Examination Common Module Module A Module B Module C	15	15	30
		Total Weighting	50	50	100%

Higher School Certificate Performance Bands – English Advanced

The typical performance in this band

Band 6	<ul style="list-style-type: none"> demonstrates extensive, detailed knowledge, insightful understanding and sophisticated evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts. displays a highly developed ability to describe and analyse a broad range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts. presents a critical, refined personal response showing highly developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail. exhibits an ability to compose imaginatively, interpretively and critically with sustained precision, flair, originality and sophistication for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.
Band 5	<ul style="list-style-type: none"> demonstrates detailed knowledge, perceptive understanding and effective evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts. displays a well-developed ability to describe and analyse a broad range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts. presents a critical personal response showing well developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail. exhibits an ability to compose imaginatively, interpretively and critically with flair, originality and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.
Band 4	<ul style="list-style-type: none"> demonstrates sound knowledge and understanding of the way meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts. displays ability to describe and analyse a range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts. presents a sound critical personal response showing developed skills in interpretation and analysis of texts. exhibits an ability to compose imaginatively, interpretively and critically with confidence and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.
Band 3	<ul style="list-style-type: none"> demonstrates generalised knowledge and understanding of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts. displays ability to describe a limited range of language forms, features and structures of texts and convey an awareness of the ways these shape meaning and influence responses in a variety of texts and contexts. presents a response showing some evidence of interpretation and analysis of texts. exhibits an ability to compose imaginatively, interpretively and critically with variable control in using language appropriate to audience, purpose and context in order to explore and communicate ideas, information and values.
Band 2	<ul style="list-style-type: none"> demonstrates elementary knowledge and understanding of the ways meanings are shaped and changed. displays ability to recognise and comment on basic language forms, features and structures of texts. presents an undeveloped response showing recognition of the main ideas in texts. exhibits an ability to compose with some awareness of audience, purpose and context in order to explore and communicate ideas and information.
Band 1	

OUTCOMES

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

COMPONENTS

WEIGHTING (%)

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

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term / Week	Outcomes	Task	Component		Weight (%)
			A	B	
Term 4 2020 Week 7	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	Multi Modal Presentation; Prescribed and related text Texts and Human Experiences	10	15	25
Term 1 2021 Assessment block	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8, EN12-9	Extended response; Language, Identity and Culture	15	10	25
Term 2 2021 Assessment block	EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	Imaginative task Craft of Writing	10	10	20
Term 3 2021	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	Trial HSC Examination Common Module Module A Module B Module C	15	15	30
		Total Weighting	50	50	100%

Higher School Certificate Performance Bands - English Standard

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> • demonstrates extensive, detailed knowledge, insightful understanding and sophisticated evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts. • displays a highly developed ability to describe and analyse a broad range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts. • presents a critical, refined personal response showing highly developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail. • exhibits an ability to compose imaginatively, interpretively and critically with sustained precision, flair, originality and sophistication for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.
Band 5	<ul style="list-style-type: none"> • demonstrates detailed knowledge, perceptive understanding and effective evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts. • displays a well developed ability to describe and analyse a broad range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts. • presents a critical personal response showing well developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail. • exhibits an ability to compose imaginatively, interpretively and critically with flair, originality and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.
Band 4	<ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of the way meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts. • displays ability to describe and analyse a range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts. • presents a sound critical personal response showing developed skills in interpretation and analysis of texts. • exhibits an ability to compose imaginatively, interpretively and critically with confidence and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.
Band 3	<ul style="list-style-type: none"> • demonstrates generalised knowledge and understanding of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts. • displays ability to describe a limited range of language forms, features and structures of texts and convey an awareness of the ways these shape meaning and influence responses in a variety of texts and contexts. • presents a response showing some evidence of interpretation and analysis of texts. • exhibits an ability to compose imaginatively, interpretively and critically with variable control in using language appropriate to audience, purpose and context in order to explore and communicate ideas, information and values.
Band 2	<ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of the ways meanings are shaped and changed. • displays ability to recognise and comment on basic language forms, features and structures of texts. • presents an undeveloped response showing recognition of the main ideas in texts. • exhibits an ability to compose with some awareness of audience, purpose and context in order to explore and communicate ideas and information.
Band 1	

OUTCOMES

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

COMPONENTS

WEIGHTING (%)

A	Knowledge and Understanding of texts and why they are valued	50
B	Skills in complex analysis composition and investigation	50

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term / Weeks	Outcomes	Task	Component		Weight
			A	B	
Term 4 2020 Week 8	EE12-2, EE12-4, EE12-5	Imaginative response and reflection	15	15	30
Term 1 2021 Assessment block	EE12-1, EE12-2, EE12-3, EE12-4	Critical response with related text	20	20	40
Term 3 2021	EE12-2, EE12-3, EE12-4, EE12-5	Trial HSC Examination	15	15	30
		Total Weighting	50	50	100%

Higher School Certificate Performance Bands - English Extension 1

The typical performance in this band:

<p>Band E4</p>	<ul style="list-style-type: none"> • Demonstrates insightful understanding and sophisticated evaluation of the concepts and values in texts and the ways in which these are expressed • Displays highly developed ability to analyse and evaluate the nature of texts and the relationships between them, and the different ways in which texts are valued • Integrates independent investigation with the student's own reflection on both process and product to develop insightful conclusions • Composes complex extended texts, imaginatively, interpretively and critically with a high level of expertise • Demonstrates outstanding control of language to express complex ideas with precision in a form and style appropriate to purpose, audience and context
<p>Band E3</p>	<ul style="list-style-type: none"> • Demonstrates clear understanding and thoughtful evaluation of the concepts and values in texts and the ways in which these are expressed • Displays well developed ability to analyse and evaluate texts and the relationships between them, and the different ways in which texts are valued • Integrates independent investigation with the student's own reflection on both process and product to develop perceptive conclusions • Composes extended texts, imaginatively, interpretively and critically with substantial expertise • Demonstrates skilful control of language to express complex ideas with clarity in a form and style appropriate to purpose, audience and context
<p>Band E2</p>	<ul style="list-style-type: none"> • Demonstrates sound understanding and some evaluation of the concepts and values in texts and the ways in which these are expressed • Displays developed ability to analyse and evaluate texts and the relationships between them, and the different ways in which texts are valued • Integrates independent investigation with the student's own reflection on both process and product to develop informed conclusions • Composes extended texts, imaginatively, interpretively and critically with competence • Demonstrates confident control of language to express complex ideas in a form and style appropriate to purpose, audience and context
<p>Band E1</p>	

EAL/D English as an Addition Language / Dialect (Course not running in 2021)

EAL/D Year 12 Course Assessment Program 2020-2021

OUTCOMES

Code	Descriptor
	English as an Additional Language or Dialect EAL/D
EAL12-1A	responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EAL12-1B	communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts
EAL12-2	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	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	applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
EAL12-5	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	investigates and evaluates the relationships between texts
EAL12-7	integrates understanding of the diverse ways texts can represent personal and public worlds
EAL12-8	analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
EAL12-9	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

COMPONENTS

WEIGHTING (%)

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

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 4 2020 Week 8	EAL12-1A, EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7	Multimodal: Speaking and Listening task presentation Module A: Texts and Human Experiences Related text and prescribed text	10	15	25
Term 1 2021	EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-8	Reading and Writing Module B: Language, Identity and Culture	15	10	25
Term 2 2021	EAL12-2, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-9	Writing Task Module D: Focus on Writing	10	15	25
Term 3 2021	EAL12-1A, EAL12-3, EAL12-4, EAL12-5, EAL12-7, EAL12-8	Trial HSC Examination Modules A, B and C + Focus on Writing + Listening Paper	15	10	25
		Total Weighting	50	50	100%

Higher School Certificate Performance Bands - : EAL/D

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> demonstrates extensive knowledge, insightful understanding and sophisticated evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts displays highly developed skills in describing and analyzing a broad range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts presents a critical, refined personal response showing highly developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail composes imaginatively, interpretively, critically and reflectively with sustained precision, flair, originality and sophistication for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values
Band 5	<ul style="list-style-type: none"> demonstrates detailed knowledge, perceptive understanding and effective evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts displays well developed skills in describing and analysing a broad range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts presents a critical personal response showing well developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail composes imaginatively, interpretively, critically and reflectively with flair, originality and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values
Band 4	<ul style="list-style-type: none"> demonstrates sound knowledge and understanding of the way meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts describes and analyses a range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts presents a sound critical personal response showing developed skills in interpretation and analysis of texts composes imaginatively, interpretively, critically and reflectively with confidence and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values
Band 3	<ul style="list-style-type: none"> demonstrates generalised knowledge and understanding of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts describes a limited range of language forms, features and structures of texts and conveys an awareness of the ways these shape meaning and influence responses in a variety of texts and contexts presents a response showing some evidence of interpretation and analysis of texts composes imaginatively, interpretively, critically and reflectively with variable control in using language appropriate to audience, purpose and context in order to explore and communicate ideas, information and values
Band 2	<ul style="list-style-type: none"> demonstrates elementary knowledge and understanding of the ways meanings are shaped and changed recognises and comments on basic language forms, features and structures of texts presents an undeveloped response showing recognition of the main ideas in texts composes with some awareness of audience, purpose and context in order to explore and communicate ideas and information
Band 1	

English Extension 2

English Extension 2 Year 12 Course Assessment Program 2020-2021

OUTCOMES

Code	Descriptor
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

COMPONENTS

A	Skills in extensive independent research
B	Skills in sustained composition

WEIGHTING (%)

50
50

ASSESSMENT TASK

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/Week	Outcomes	Task	Component		Weight
			A	B	
Term 4 2020 Week 8	EEX12-1, EEX12-4, EEX12-5	Viva Voce (including written proposal)	15	15	30
Term 1 2021 Week 9	EEX12-1, EEX12-2, EEX12-3, EEX12-4	Literature review	20	20	40
Term 2 2021 Week 8	EEX12-2, EEX12-3, EEX12-5	Critique of the creative process	15	15	30
		Total Weighting	50	50	100%

Higher School Certificate Performance Bands - English Extension 2

<p>Band E4</p>	<ul style="list-style-type: none"> • Demonstrates highly developed insights and outstanding ability to formulate and communicate complex concepts supported by thorough and extensive independent investigation • Composes a substantial and sustained original major work that effectively engages audience and is appropriate to purpose, concept and medium • Exhibits sophisticated and highly developed ability to articulate, monitor and reflect on processes of investigation, interpretation, analysis and composition.
<p>Band E3</p>	<ul style="list-style-type: none"> • Demonstrates well developed insights and accomplished ability to formulate and communicate complex concepts supported by competent independent investigation • Composes a substantial and sustained original major work that engages audience and is appropriate to purpose, concept and medium • Exhibits well developed ability to articulate, monitor and reflect on processes of investigation, interpretation, analysis and composition.
<p>Band E2</p>	<ul style="list-style-type: none"> • Demonstrates developing insights and sound ability to formulate and communicate concepts of some complexity supported by independent investigation • Composes a substantial and sustained original major work that is appropriate to audience, purpose, concept and medium • Exhibits sound ability to articulate, monitor and reflect on processes of investigation, interpretation, analysis and composition.

English Studies

English Studies Year 12 Course Assessment Program 2020-2021

OUTCOMES

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

COMPONENTS WEIGHTING (%)

A	Knowledge & understanding of course content	50
B	Skills in comprehending texts, communicating ideas, and using language accurately, appropriately and effectively	50

Page Break

ASSESSMENT TASKS

Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/Week	Outcomes	Task	Components		Weight
			A	B	
Term 4 2020 Week 7	ES12-1, ES12-2 ES12-3, ES12-5, ES12-6, ES12-7	Multimodal speech on Prescribed and One Related Text Texts and Human Experiences	15	15	30
Term 1 2021 Assessment block	ES12-1, ES12-3, ES12-5, ES12-6,	Extended response Module A: We Are Australians	10	10	20
Term 2 2021 Assessment block	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-9 ES12-8	Imaginative task portfolio Module C: On the Road	15	15	30
Term 3 2021	ES12-3, ES12-4, ES12-5, ES12-6, ES12-8	Trial HSC Examination Common Module Module A Module C	10	10	20
		Total Weighting	50	50	100%

Higher School Certificate Performance Bands – English Studies

The typical performance in this band

Band 6	<ul style="list-style-type: none"> • demonstrates extensive knowledge, insightful understanding and sophisticated evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts • displays highly developed skills in describing and analysing a broad range of language forms, features and structures of texts and explaining the ways these shape meaning and influence responses in a variety of texts and contexts • presents a critical, refined personal response showing highly developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail • composes imaginatively, interpretively, critically and reflectively with sustained precision, flair, originality and sophistication for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values
Band 5	<ul style="list-style-type: none"> • demonstrates detailed knowledge, perceptive understanding and effective evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts • displays well developed skills in describing and analysing a broad range of language forms, features and structures of texts and explaining the ways these shape meaning and influence responses in a variety of texts and contexts • presents a critical personal response showing well developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail • composes imaginatively, interpretively, critically and reflectively with flair, originality and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values
Band 4	<ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of the way meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts • describes and analyses a range of language forms, features and structures of texts and explains the ways these shape meaning and influence responses in a variety of texts and contexts • presents a sound critical personal response showing developed skills in interpretation and analysis of texts • composes imaginatively, interpretively, critically and reflectively with confidence and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values
Band 3	<ul style="list-style-type: none"> • demonstrates generalised knowledge and understanding of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts • describes a limited range of language forms, features and structures of texts and conveys an awareness of the ways these shape meaning and influence responses in a variety of texts and contexts • presents a response showing some evidence of interpretation and analysis of texts • composes imaginatively, interpretively, critically and reflectively with variable control in using language appropriate to audience, purpose and context in order to explore and communicate ideas, information and values
Band 2	<ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of the ways meanings are shaped and changed • recognises and comments on basic language forms, features and structures of texts • presents an undeveloped response showing recognition of the main ideas in texts • composes with some awareness of audience, purpose and context in order to explore and communicate ideas and information
Band 1	

History

Head of Department: Mr. Michael Rafe (Acting)

Ancient History

Ancient History Year 12 Course Assessment Program 2020-2021

OUTCOMES

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

COMPONENTS

WEIGHTINGS

HSC Course

The mandatory components and weightings for the HSC course are set out below

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

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4, 2020	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	Historical Analysis: Pompeii and Herculaneum		5	15	5	25
Term 1, 2021	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	In-Class Essay: Historical Periods: The Julio-Claudians AD 14-69	10	5	5	5	25
Term 2, 2021	AH12-6 AH12-7, AH12-9, AH12-10	Structured responses using sources: Agrippina the Younger	10	5		5	20
Term 3,, 2021	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10	<p>Trial HSC Examination Core Study Cities of Vesuvius: Pompeii & Herculaneum</p> <p>Part II: Ancient Societies. Spartan Society to the Battle of Leuctra 371BC</p> <p>Part III: Personalities and their Times. Option: Rome: Agrippina the Younger</p> <p>Part IV: Historical Periods: Option O: Rome: The Julio-Claudians AD14-69</p>	2.5	5		5	30
		Total Weighting:	40	20	20	20	100%

Pompeii = 32.5%, Julio-Claudians = 32.5%, Sparta = 7.5%, Agrippina = 27.5%

Higher School Certificate Performance Bands – Ancient History

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> *comprehensive assessment of the significance of people, events, institutions and forces in Ancient History. *analyses, synthesizes and interprets information to accurately address problems and issues in Ancient History. *displays a superior use of ancient terms and concepts to answer historical questions. *high level evaluation of factors contributing to continuity and change in the ancient world. *uses a range of relevant ancient sources and evaluates their reliability. *assesses different historical interpretations and perspectives. *communicates a high level argument through well-structured and detailed texts.
Band 5	<ul style="list-style-type: none"> *detailed assessment of significance of people events, institutions and forces in Ancient History. *accomplished analysis, synthesis and interpretation of information to accurately address problems and issues in Ancient History. *displays an accurate use of ancient terms and concepts to answer historical questions. *thorough evaluation of factors contributing to continuity and change in the ancient world. *uses a variety of relevant ancient sources and evaluates their reliability. *argues using different historical interpretations and perspectives. *communicates a coherent and sustained argument through well-structured and detailed texts.
Band 4	<ul style="list-style-type: none"> *clear assessment of significance of people, events, institutions and forces in Ancient History. *good analysis and interpretation of information to address problems and issues in Ancient History. *displays a broad use of ancient terms and concepts to answer historical questions. *sound evaluation of factors contributing to continuity and change in the Ancient World. *uses a variety of relevant Ancient sources to support their argument. *explains different historical interpretations and perspectives. *clearly communicates a general argument through well-structured texts.
Band 3	<ul style="list-style-type: none"> *basic assessment of significance of people, events, institutions and forces in Ancient History. *basic interpretation of information in Ancient History. *uses ancient terms and concepts descriptively. *basic recognition of continuity and change in the Ancient World. *quotes some ancient sources in an attempt to support their argument. *describes different historical interpretations and perspectives. *communicates relevant information through descriptive text type.
Band 2	<ul style="list-style-type: none"> *describes people, events, institutions and forces in Ancient History. *provides simple interpretations of information in Ancient History. *demonstrates comprehension of basic historical terms and concepts. *demonstrates through simple sequencing of historical events, some understanding of continuity and change in the ancient world. *some use of ancient sources. *recognises simple historical interpretations and perspectives. *provides limited coherent descriptions of people and events from the ancient past in simple narrative style.
Band 1	

OUTCOMES

Code	Descriptor
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	<ul style="list-style-type: none"> 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

COMPONENTS

WEIGHTING (%)

HSC Course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to NESA is to be based on the HSC course only.

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

ASSESSMENT TASKS

- **Times are approximate.** Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

2 Unit HSC Modern History

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4, 2020	MH12-6, MH12-7, MH12-8	Core Study: Power and Authority in the Modern World 1919-1946 (Source Analysis Task- in class)	10	10			20
Term 1, 2021	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	National Studies: Russia and the Soviet Union 1917-1941 (Research Essay- in class)	10		5	10	25
Term 2, 2021	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	Peace and Conflict: Conflict in Indochina 1954-1979 (Historical Analysis)		5	15	5	25
Term 3, 2021	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	Trial HSC Examination Part I: Core Study: Power and Authority in the Modern World (1919-1946) Part II: National Studies: Russia and the Soviet Union (1917-1941) Part III: Peace and Conflict: Conflict in Indochina (1954-1979) Part IV: Change in the Modern World: Civil Rights in the USA (1945-1968)	2.5 2.5 7.5 7.5	5		5	30
		Total Weighting	40	20	20	20	100%

Power and Authority = 27.5%, Russia = 32.5%, Conflict in Indochina= 32.5%, Civil Rights = 7.5%

Higher School Certificate Performance Bands – Modern History

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> • Comprehensively analyses the key features of specific periods of twentieth century history and evaluated the role of key individuals, groups, events and ideas. • Evaluates the relative significance of factors contributing to change and continuity in the modern world. • Displays a sophisticated understanding of historical terms and concepts. • Utilises a variety of relevant historical sources and evaluates their reliability. • Assesses different historical interpretations and perspectives. • Communicates high level argument through well-structured and detailed texts.
Band 5	<ul style="list-style-type: none"> • Presents detailed analysis of the key features of specific periods of Twentieth century history and evaluates the role of key individuals, groups, events and ideas. • Explains the relative significance of factors affecting change and continuity in the modern world. • Demonstrates a thorough understanding of historical terms and concepts. • Utilises a number of relevant historical sources and evaluates their reliability. • Argues using different historical interpretations and perspectives • Communicates a coherent and sustained argument through well-structured and detailed texts.
Band 4	<ul style="list-style-type: none"> • Explains the key features of specific periods of twentieth century history and makes some judgements on the role of key individuals, groups, events and ideas. • Describes the significance of factors affecting change and continuity in the modern world. • Demonstrates a sound understanding of historical terms and concepts. • Identifies and makes adequate reference to prominent relevant historical sources. • Explains different historical interpretations and perspectives. • Clearly communicates a general argument through well-structured texts.
Band 3	<ul style="list-style-type: none"> • Describes the key features of specific periods of twentieth century history and the roles of key individuals, groups, events and ideas. • Draws conclusions based on an understanding of change and continuity in the modern world. • Correctly uses some historical terms and concepts. • Identifies and draws basic conclusions to prominent relevant historical sources. • Describes different historical interpretations and perspectives. • Provides coherent descriptions of people and events with some evidence of simple argument.
Band 2	<ul style="list-style-type: none"> • Describes people, events and ideas from specific periods of twentieth century history. • Demonstrates through sequencing of historical events, some understanding of continuity and change in the modern world. • Demonstrates comprehensions of basic historical terms and concepts. • Recognises and draws simple conclusions from different sources. • Recognises simple historical interpretations and perspectives. • Provides limited coherent descriptions of people and events from the past in simple narrative style.
Band 1	

History Extension

History Extension Year 12 Course Assessment Program 2020-2021

OUTCOMES

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

COMPONENTS

WEIGHTING (%)

A	Knowledge and understanding of significant historical ideas and processes	40
B	Skills in designing, undertaking and communicating historical inquiry and analysis	60

ASSESSMENT TASKS

Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 1 2021,	HE12-1, HE12-2, HE12-3	History Project: Historical Process (Proposal and Preliminary Research)	10		10
Term 3 (Week 1), 2021	HE12-1, HE12-2, HE12-3, HE12-4	History Project: Essay		40	40
Term 3 (Week 1), 2021	HE12-2	History Project: Historical Process (Process Log and Annotated Sources). Handed in as part of History Project: Essay		20	20
Term 3, 2021	HE12-1, HE12-3, HE12-4	HSC Trial Examination Constructing History Part I: Key Questions Part II: Case Studies	30		30
		Total Weighting	40	60	100%

Higher School Certificate Performance Bands – History Extension

The typical performance in this band:

Band E4	<ul style="list-style-type: none">• Demonstrates extensive knowledge and understanding of the nature of history and the way in which historical interpretations are developed from different perspectives and approaches.• Designs, conducts and presents a substantial historical investigation involving extensive analysis and synthesis of complex historical information and evaluation of a wide range of historical sources.• Communicates complex and coherent historical argument through detailed, well-structured and referenced texts.• Constructs and defends an historical position and effectively challenges other positions.
Band E3	<ul style="list-style-type: none">• Demonstrates thorough knowledge and understanding of the nature of history and the way historical interpretations are developed from different perspectives and approaches.• Designs, conducts and presents a substantial historical investigation involving thorough analysis and synthesis of historical information and evaluation of a range of historical sources.• Communicates detailed and coherent historical argument through well-structured and referenced texts• Constructs and defends an historical position and effectively challenges other positions.
Band E2	<ul style="list-style-type: none">• Demonstrates sound knowledge and understanding of the nature of history and the way historical interpretations are developed from different perspectives and approaches.• Plans, conducts and presents an historical investigation involving analysis and synthesis of historical information and evaluation of a range of historical sources.• Communicates coherent historical argument through well-structured texts/• Constructs an historical position and challenges other positions.
Band E1	

Languages

Head of Department: Mrs Stefania Thomsett

Chinese Continuers

Chinese Continuers HSC Course Assessment Program 2020-2021

Objectives	Outcomes
The student will: 1. exchange information, opinions and experiences in Chinese	The student: 1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas 1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in Chinese	2.1 applies knowledge of language structures to create original text # 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience 2.3 structures and sequences ideas and information
3. analyse, process and respond to texts that are in Chinese	3.1 conveys the gist of texts and identifies specific information 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience 3.4 draws conclusions from or justifies an opinion 3.5 interprets, analyses and evaluates information 3.6 infers points of view, attitudes or emotions from language and context
4. understand aspects of the language and culture of Chinese-speaking communities	4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture
# written or spoken text created by students incorporating their own ideas	

COMPONENTS		WEIGHTING (%)
A	Speaking	20
B	Listening	30
C	Reading and Responding	30
D	Writing	20

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes Code	Assessment Task	Weight	Components
Term 4 2020 Week 7	2.1, 2.2, 2.3	Writing in Chinese	15	Written Chinese text(s) in response to visual cues.
Term 1 2021 Week 4	3.1 3.2 3.3 3.4 3.5 3.6	Listening and Responding	20	Listening Comprehension with responses in English to audio-visual and/or audio material(s).
Term 2 2021 Week 3	1.1, 1.2, 1.3, 1.4 ,3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Reading and Responding	20	Reading Comprehension text(s) with responses in English
	1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	Speaking	15	Oral response in Chinese to a written text.
Term 3 2021 Trial Timetable	All of the above	HSC Trial Examination	30	All of the above
		Total Weighting	100%	

Higher School Certificate Performance Bands – Chinese Continuers

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> • Maintains conversation through the exchange of relevant information and ideas, confidently and without hesitation, with correct intonation and pronunciation • Demonstrates a good knowledge of Chinese characters • Demonstrates a wide range of vocabulary and language structures, a high level of grammatical accuracy and fluency, and the ability to use language creatively • Manipulates language structures appropriate to context audience and purpose • Organises content well with a logical flow of ideas • Demonstrates an excellent understanding of the overall and detailed meaning by analysing, processing and responding to spoken and written texts • Observes all or nearly all conventions of text types and register
Band 5	<ul style="list-style-type: none"> • Maintains conversation through the exchange of relevant information and ideas, confidently but with occasional error in intonation and pronunciation • Demonstrates a thorough knowledge of Chinese characters but with some minor errors • Attempts to use a wide range of vocabulary and language structures, mostly successfully • Attempts with some success to use language creatively • Demonstrates an ability to organise and express ideas accurately and coherently • Demonstrates a thorough understanding of the overall meaning of spoken and written texts and identifies most relevant detail • Demonstrates a thorough knowledge of text types
Band 4	<ul style="list-style-type: none"> • Maintains conversation through the exchange of information and ideas, confidently with some inaccuracies in pronunciation, vocabulary and structure • Demonstrates a sound knowledge of prescribed Chinese characters and attempts to use less familiar characters with some errors • Demonstrates a range of vocabulary and language structures • Demonstrates the ability to organise and express most ideas reasonably with a number of weaknesses in sequencing and/or linking • Demonstrates a sound understanding of the overall meaning of spoken and written texts and identifies some relevant detail • Demonstrates a sound knowledge of text types
Band 3	<ul style="list-style-type: none"> • Exchanges information and some ideas hesitantly and with mispronunciation and evidence of the influence of English syntax • Demonstrates a limited knowledge of some of the prescribed Chinese characters which are reproduced with errors • Demonstrates a basic knowledge of vocabulary, structures and text types • Uses simple language structures and a limited number of complex sentence structures with occasional errors • Conveys ideas in an often fragmented fashion • Identifies some relevant detail from spoken and written texts
Band 2	<ul style="list-style-type: none"> • Responds ungrammatically, hesitantly and/or monosyllabically with some mispronunciation and some reliance on English syntax • Writes some isolated Chinese characters with errors • Demonstrates a limited knowledge and understanding of vocabulary, structures and text types • Writes using formulaic expressions • Identifies some detail from spoken and written texts
Band 1	

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

COMPONENTS		WEIGHTING (%)
A	Speaking	20
B	Listening and Responding	30
C	Reading and Responding	30
D	Writing	20

ASSESSMENT

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes Code	Assessment Task	Weight	Components
Term 4 2020 Week 7	3.1 3.2 3.3	Writing in French	15	2 writing tasks as a narrative response to visual clues
Term 1 2021 Week 4	2.1 2.2 2.3 2.4 2.5 2.6	Listening and Responding	20	Listening Comprehension 8-10 items with responses in English in response to visual stimulus material (e.g. a video)
Term 2 2021 Week 3	2.1 2.2 2.3 2.4 2.5 2.6, 1.1 1.2 1.3 1.4	Reading and Responding Speaking	20 15	1 Reading comprehension text with responses in English. Oral response to a written text with 7 minutes preparation time and 3 minutes of verbal response to the given text
	All of the above	HSC Trial Examination	30	All of the above
		Total Weighting	100	

Higher School Certificate Performance Bands – French Beginners

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> • Communicates effectively across a range of topics in spoken French • Writes cohesive, well-structured texts appropriate to a range of audiences, purposes and contexts • Demonstrates an excellent control of vocabulary and language structures • Demonstrates an excellent understanding of a range of texts by identifying their audience, purpose and context; by interpreting and summarizing information; and by drawing conclusions and justifying opinions about them
Band 5	<ul style="list-style-type: none"> • Communicates across a range of topics in spoken French • Writes cohesive texts appropriate to audience, purpose and context • Demonstrates a good control of vocabulary and language structures • Demonstrates a good understanding of a range of texts by identifying their audience, purpose and context; by interpreting and summarizing information; and by drawing some conclusions and justifying opinions about them
Band 4	<ul style="list-style-type: none"> • Communicates ideas and information in spoken French • Writes texts with some regard to audience, purpose and context, linking ideas and information • Demonstrates some control of vocabulary and language structures • Demonstrates a general understanding of and identifies some specific information in a range of texts
Band 3	<ul style="list-style-type: none"> • Communicates some ideas and information in familiar contexts in spoken French • Writes texts with some regard to purpose • Demonstrates a basic knowledge of French vocabulary and applies French grammar and syntax inconsistently • Demonstrates a general understanding of straightforward texts and identifies some specific information in more complex ones.
Band 2	<ul style="list-style-type: none"> • Understands some simple questions and responds in comprehensible spoken French • Writes some words, phrases and sentences in comprehensible French • Identifies some information in texts.
Band 1	

French Continuers

French Continuers HSC Course Assessment Program 2020-2021

Objectives	Outcomes
The student will: 2. exchange information, opinions and experiences in French	The student: 2.1 uses a range of strategies to maintain communication 2.2 conveys information appropriate to context, purpose and audience 2.3 exchanges and justifies opinions and ideas 2.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in French	2.1 applies knowledge of language structures to create original text # 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience 2.3 structures and sequences ideas and information
3. analyse, process and respond to texts that are in French	3.1 conveys the gist of texts and identifies specific information 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience 3.4 draws conclusions from or justifies an opinion 3.5 interprets, analyses and evaluates information 3.6 infers points of view, attitudes or emotions from language and context
4. understand aspects of the language and culture of French-speaking communities	4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture
# written or spoken text created by students incorporating their own ideas	

COMPONENTS		WEIGHTING (%)
A	Speaking	20
B	Listening	30
C	Reading and Responding	30
D	Writing	20

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes Code	Assessment Task	Weight	Components
Term 4 2020 Week 7	2.1, 2.2, 2.3	Writing in French	15	2 Writing tasks as a narrative response to Visual clues
Term 1 2021 Week 4	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Listening and Responding	20	Listening Comprehension with responses in English to audio-visual; and/or Audio material(s)
Term 2 2021 Week 3	1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Reading and Responding	20	One reading comprehension text(s) with responses in English
	1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	Speaking	15	Oral response in French to a written text.
Term 3 2021 Trial Timetable	All of the above	HSC Trial Examination	30	All of the above
		Total Weighting	100%	

Higher School Certificate Performance Bands – French Continuers

The typical performance in the band:

Band 6	<ul style="list-style-type: none"> • Uses complex structures to exchange information and opinions and express ideas fluently and accurately in a range of contexts. • Competently conveys information appropriate to different social contexts, purpose and audience. • Expresses a range of ideas with few inaccuracies. • Demonstrates an excellent understanding of unfamiliar written and spoken texts and an ability to summarise all relevant information.
Band 5	<ul style="list-style-type: none"> • Uses a variety of structures and vocabulary to exchange information and opinions and express ideas competently in a range of contexts. • Conveys information appropriate to social context, purpose and audience with some inaccuracies in relation to register. • Expresses a range of ideas with occasional inaccuracies • Demonstrates substantial understanding of unfamiliar written and spoken texts and an ability to extract relevant details.
Band 4	<ul style="list-style-type: none"> • Uses a variety of simple structures and accurately attempts to use some complex structures to exchange information and opinions and express ideas effectively. • Makes some use of register for different social contexts, purpose and audience. • Expresses a range of ideas with inaccuracies. • Demonstrates a basic general understanding and identifies relevant details in unfamiliar written and spoken texts.
Band 3	<ul style="list-style-type: none"> • Uses simple structures and a limited range of vocabulary to exchange information and opinions and express some ideas at a basic level. • Demonstrates some awareness of register in different social contexts. • Attempts to express a limited range of ideas. • Demonstrates a superficial understanding and recognises some details of unfamiliar texts.
Band 2	<ul style="list-style-type: none"> • Uses simple words and formulaic expressions to exchange information and opinions and express some ideas for minimal communication. • Recognises some elements of unfamiliar texts.
Band 1	

French Extension

French Extension HSC Course Assessment Program 2020-2021

Objectives	Outcomes
The student will: 1 present and discuss opinions, ideas and points of view in French	The student: 1.1 discusses attitudes, opinions and ideas in French 1.2 formulates and justifies a written or spoken argument in French.
2 evaluate, analyse and respond to text that is in French and that reflects the culture of French-speaking communities	2.1 evaluates and responds to text personally, creatively and critically 2.2 analyses how meaning is conveyed 2.3 analyses the social, political, cultural and/or literary contexts of text that is in French

COMPONENTS

WEIGHTING (%)

A	Speaking	20
B	Text analysis of prescribed text <i>Intouchables</i>	40
C	Writing in French	40

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes Code	Assessment Task	Weight				Description
			A	B	C	Total	
Term 1 2021 Week 8	1.1 1.2 2.1, 2.2, 2.3	Text analysis of ,and response to, a written text that is in French		30		30	1 Analysis on the film <i>Intouchables</i> in English, response to the film in French
Term 2 2021 Week 5	1.1 1.2 1.1 1.2	Speaking skills Writing	10		30	40	2-3 speech/presentation related to the issues in French Written task in French
Term 3 2021 Trial Timetable	All	Trial Examination	10	10	10	30	All
		Total Weighting	20	40	40	100%	

Higher School Certificate Performance Bands – French Extension

The typical performance in this band:

Band E4	<ul style="list-style-type: none">• Formulates a sophisticated argument• Sustains written and spoken argument with a high level of competence• Demonstrates a sophisticated and extensive knowledge of vocabulary and language structures• Uses complex and varied language to develop a range of ideas and opinions• Responds to and evaluates texts critically and sensitively
Band E3	<ul style="list-style-type: none">• Formulates a detailed and well-developed argument• Sustains written and spoken argument with clarity• Demonstrates substantial knowledge of vocabulary and language structures• Expresses ideas and opinions effectively• Responds to and analyses texts effectively
Band E2	<ul style="list-style-type: none">• Attempts to develop and sustain a coherent written and spoken argument• Demonstrates an adequate knowledge of vocabulary and language structures• Expresses a limited range of ideas and opinions• Responds to and comments on texts with some understanding of their meaning and purpose and the effects of language forms and features
Band E1	

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

COMPONENTS		WEIGHTING (%)
A	Speaking	20
B	Listening and Responding	30
C	Reading and Responding	30
D	Writing	20

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes Code	Assessment Task	Weight	Components
Term 4 2020 Week 7	3.1, 3.2, 3.3	Writing in Italian	15	2 Writing tasks as a narrative response to visual clues
Term 1 2021 Week 4	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Listening & Responding	20	Listening Comprehension 8-10 items with responses in English in response to visual stimulus material (e.g. a video)
Term 2 2021 Week 3	2.1 2.2 2.3 2.4 2.5 2.6, 1.1 1.2 1.3 1.4	Reading and Responding Speaking	20 15	1 Reading comprehension text with responses in English. Oral response to a written text with 7 minutes preparation time and 3 minutes of verbal response to the given text
Term 3 2021 Trial Timetable	All of the above	HSC Trial Examination	30	All of the above
		Total Weighting	100%	

Higher School Certificate Performance Bands – Italian Beginners

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> • Communicates effectively across a range of topics in spoken Italian • Writes cohesive, well-structured texts appropriate to a range of audiences, purposes and contexts • Demonstrates an excellent control of vocabulary and language structures • Demonstrates an excellent understanding of a range of texts by identifying their audience, purpose and context; by interpreting and summarizing information; and by drawing conclusions and justifying opinions about them
Band 5	<ul style="list-style-type: none"> • Communicates across a range of topics in spoken Italian • Writes cohesive texts appropriate to audience, purpose and context • Demonstrates a good control of vocabulary and language structures • Demonstrates a good understanding of a range of texts by identifying their audience, purpose and context; by interpreting and summarizing information; and by drawing some conclusions and justifying opinions about them
Band 4	<ul style="list-style-type: none"> • Communicates ideas and information in spoken Italian • Writes texts with some regard to audience, purpose and context, linking ideas and information • Demonstrates some control of vocabulary and language structures • Demonstrates a general understanding of and identifies some specific information in a range of texts
Band 3	<ul style="list-style-type: none"> • Communicates some ideas and information in familiar contexts in spoken Italian • Writes texts with some regard to purpose • Demonstrates a basic knowledge of Italian vocabulary and applies Italian grammar and syntax inconsistently • Demonstrates a general understanding of straightforward texts and identifies some specific information in more complex ones.
Band 2	<ul style="list-style-type: none"> • Understands some simple questions and responds in comprehensible spoken Italian • Writes some words, phrases and sentences in comprehensible Italian • Identifies some information in texts.
Band 1	

Italian Continuers

Italian Continuers HSC Course Assessment Program 2020-2021

Objectives	Outcomes
The student will: 3. exchange information, opinions and experiences in Italian	The student: 1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas 1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in Italian	2.1 applies knowledge of language structures to create original text 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience 2.3 structures and sequences ideas and information
3. analyse, process and respond to texts that are in Italian	3.1 conveys the gist of texts and identifies specific information 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience 3.4 draws conclusions from or justifies an opinion 3.5 interprets, analyses and evaluates information 3.6 infers points of view, attitudes or emotions from language and context
4. understand aspects of the language and culture of Italian-speaking communities	4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture
# written or spoken text created by students incorporating their own ideas	

COMPONENTS		WEIGHTING (%)
A	Speaking	20
B	Listening and Responding	30
C	Reading and Responding	30
D	Writing	20

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes Code	Assessment Task	Weight	Components
Term 4 2020 Week 7	2.1 2.2 2.3	Writing in Italian	15	2 writing tasks as a narrative response to visual clues
Term 1 2021 Week 4	3.1 3.2 3.3 3.4 3.5 3.6	Listening and Responding	20	Listening Comprehension items with responses in English in response to visual stimulus material (e.g. a video)
Term 2 2021 Week 3	1.1 1.2 1.3 1.4 3.1 3.2 3.3 3.4 3.5 3.6, 1.1 1.2 1.3 1.4 4.1 4.2 4.3	Reading and Responding Speaking	20 15	1 Reading comprehension text with responses in English. Oral response to a written text
Term 3 2021 Trial Timetable	All of the above	HSC Trial Examination	30	All of the above
Total Weighting			100%	

Higher School Certificate Performance Bands – Italian Continuers

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> • Maintains communication by clarifying, justifying and elaborating on ideas appropriately on known topics. • Demonstrates an extensive knowledge of language structures, vocabulary, idiom, grammar and syntax. • Demonstrates an ability to use various written text types proficiently. • Demonstrates a comprehensive global understanding of spoken and written texts and the ability to identify specific detail by summarising, interpreting and evaluating ideas and information. • Uses Italian accurately and creatively to communicate a range of ideas and opinions appropriate to audience and purpose.
Band 5	<ul style="list-style-type: none"> • Maintains communication through the exchange of relevant information and ideas expressed coherently with occasional hesitation and some imperfections. • Demonstrates a thorough knowledge of language structures, vocabulary, idiom, grammar and syntax. • Demonstrates an ability to use various written text types competently. • Demonstrates a good global understanding of spoken and written texts and the ability to identify most specific detail by summarising and interpreting ideas and information. • Uses Italian accurately to communicate a range of ideas and opinions appropriate to audience and purpose.
Band 4	<ul style="list-style-type: none"> • Maintains communication with some hesitation and some inaccuracies expressing a limited range of ideas. • Demonstrates an adequate knowledge of language structures, vocabulary, idiom and syntax. • Demonstrates an ability to use various written text types adequately. • Demonstrates a global understanding of spoken and written texts and the ability to identify some specific information. • Conveys information with some regard to context, purpose and audience.
Band 3	<ul style="list-style-type: none"> • Maintains communication with simple structures but with repetition, some dependence on anglicisms, frequent pauses and errors. • Demonstrates a limited understanding of grammatical concepts using simple language structures and vocabulary with frequent grammatical and idiom errors. • Demonstrates an ability to use some text types. • Demonstrates an elementary global understanding of spoken and written text and the ability to identify some relevant information.
Band 2	<ul style="list-style-type: none"> • Communicates orally using single, well-rehearsed phrases or with recourse to English vocabulary and syntax resulting in a laboured communication. • Demonstrates a limited range of vocabulary and syntax and no knowledge of idiom. • Demonstrates an elementary understanding of spoken and written texts.
Band 1	

Italian Extension

Italian Extension HSC Course Assessment Program 2020-2021

Objectives	Outcomes
The student will: 2 present and discuss opinions, ideas and points of view in Italian	The student: 1.1 discusses attitudes, opinions and ideas in Italian 1.2 formulates and justifies a written or spoken argument in Italian
2 evaluate, analyse and respond to text that is in Italian and that reflects the culture of Italian-speaking communities	2.1 evaluates and responds to text personally, creatively and critically 2.2 analyses how meaning is conveyed 2.3 analyses the social, political, cultural and/or literary contexts of text that is in Italian

COMPONENTS

WEIGHTING (%)

A	Speaking	20
B	Text analysis of prescribed text <i>Bianca come il latte, rossa come il sangue</i>	40
C	Writing in Italian	40

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes Code	Assessment Task	Weight	Components
Term 1 2021 Week 8	1.1, 1.2, 2.1, 2.2, 2.3	Text analysis of and response to a written text that is in Italian	30	Analysis on the film <i>Bianca come il latte, rossa come il sangue</i> and response in Italian about the film.
Term 2 2021 Week 5	1.1, 1.2 1.1, 1.2	Speaking Writing	10 30	3-4 speech/presentation related to the issues. 1 Written task
Term 3 2021 Trial timetable	All	HSC Trial Examination	30	All
		Total Weighting	100%	

Higher School Certificate Performance Bands – Italian Extension

The typical performance in this band:

Band E4	<ul style="list-style-type: none">• Formulates a sophisticated argument• Sustains written and spoken argument with a high level of competence• Demonstrates a sophisticated and extensive knowledge of vocabulary and language structures• Uses complex and varied language to develop a range of ideas and opinions• Responds to and evaluates texts critically and sensitively
Band E3	<ul style="list-style-type: none">• Formulates a detailed and well-developed argument• Sustains written and spoken argument with clarity• Demonstrates substantial knowledge of vocabulary and language structures• Expresses ideas and opinions effectively• Responds to and analyses texts effectively
Band E2	<ul style="list-style-type: none">• Attempts to develop and sustain a coherent written and spoken argument• Demonstrates an adequate knowledge of vocabulary and language structures• Expresses a limited range of ideas and opinions• Responds to and comments on texts with some understanding of their meaning and purpose and the effects of language forms and features
Band E1	

Advanced Mathematics

Advanced Mathematics Year 12 Course Assessment Program 2020-2021

OUTCOMES	
Code	Descriptor
	A student :
MA11-1	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
MA11-2	uses the concepts of functions and relations to model, analyse and solve practical problems
MA11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MA11-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MA11-5	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
MA11-6	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MA11-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MA11-8	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MA11-9	provides reasoning to support conclusions which are appropriate to the context
	A student :
MA12-1	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
MA12-2	models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
MA12-3	applies calculus techniques to model and solve problems
MA12-4	applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
MA12-5	applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
MA12-6	applies appropriate differentiation methods to solve problems
MA12-7	applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA12-8	solves problems using appropriate statistical processes
MA12-9	chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
MA12-10	constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

COMPONENTS		WEIGHTING (%)
A	Understanding, Fluency and Communicating	50
B	Problem Solving, Reasoning and Justification	50

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.
- Topics will also be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 4 2020	MA12-1, MA12-4, MA12-9, MA12-10	Written Task (With student prepared notes)	12	8	20
Term 1 2021	MA12-8, MA12-9, MA12-10	Investigation	8	12	20
Term 2 2021	MA12-3, MA12-7, MA12-8, MA12-10	Written Task	15	15	30
Term 3 2021	All outcomes MA12-1 to MA12-10	HSC Trial Examination	15	15	30
		Total Weighting	50	50	100%

Higher School Certificate Performance Bands – Advanced Mathematics

The typical performance in this band:

Band 6	<ul style="list-style-type: none">• Demonstrates extensive knowledge and skills appropriate to the course• Demonstrates sophisticated multi-step reasoning and justification• Integrates and applies ideas from across the course to successfully solve problems• Demonstrates modelling and problem-solving skills in a wide range of familiar and unfamiliar contexts• Communicates effectively using appropriate mathematical language, notation, diagrams and graphs
Band 5	<ul style="list-style-type: none">• Demonstrates thorough knowledge and skills appropriate to the course• Demonstrates multi-step logical reasoning and justification• Combines ideas from across the course to solve problems• Demonstrates a range of modelling and problem-solving skills• Communicates appropriately using mathematical language, notation, diagrams and graphs
Band 4	<ul style="list-style-type: none">• Demonstrates sound knowledge and skills appropriate to the course• Uses logical reasoning and justifies answers• Uses appropriate approaches to solve problems• Communicates using mathematical language, notation, diagrams and graphs
Band 3	<ul style="list-style-type: none">• Demonstrates basic knowledge and skills appropriate to the course• Applies reasoning in familiar contexts• Solves simple problems• Uses mathematical language, notation, diagrams and graphs
Band 2	<ul style="list-style-type: none">• Demonstrates limited knowledge and skills appropriate to the course• Solves simple familiar problems with limited accuracy• Uses some mathematical language, notation, diagrams and graphs
Band 1	

Mathematics Standard 2

Mathematics Standard 2 Year 12 Course Assessment Program 2020-2021

OUTCOMES

Code	Descriptor
	A student :
MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	performs calculations in relation to two-dimensional figures performs calculations in relation to two-dimensional and three-dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

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

COMPONENTS

WEIGHTING (%)

A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50

ASSESSMENT TASKS

- Dates are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.
- Topics will also be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 4 2020	MS2-12-1 MS2-12-2 MS2-12-6	Written Task (With Student Notes)	12	8	20
Term 1 2021	MS2-12-3 MS2-12-8 MS2-12-9 MS2-12-10	Investigation	8	12	20
Term 2 2021	MS2-12-5 MS2-12-7 MS2-12-8	Written Task	15	15	30
Term 3 2021	MS11-1 to -10 MS2-12-1to -10	Trial Examination	15	15	30
		Total Weighting	50	50	100%

Higher School Certificate Performance Bands - Mathematics Standard 2

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> • selects and uses appropriate mathematical concepts, skills and techniques consistently and accurately in a wide range of familiar and unfamiliar contexts • selects and uses a wide variety of problem-solving strategies to solve mathematical problems • applies thorough reasoning to evaluate and efficiently construct mathematical arguments and to accurately interpret and analyse mathematical models • uses symbols, numbers, words, diagrams and graphs to clearly and effectively communicate and justify mathematical ideas, relationships and reasoning • analyses representations of data to make predictions, inferences and conclusions • carries out statistical processes to analyse, interpret and compare data • solves problems involving statistical analysis • makes and justifies informed decisions about financial situations • uses networks to represent and model information and solve problems
Band 5	<ul style="list-style-type: none"> • selects and uses mathematical concepts, skills and techniques accurately in a range of familiar and unfamiliar contexts • selects and uses a variety of problem-solving strategies to solve mathematical problems • applies sound reasoning to evaluate and construct mathematical arguments and to interpret and analyse mathematical models • uses symbols, numbers, words, diagrams and graphs to communicate and justify mathematical ideas, relationships and reasoning • interprets representations of data to make predictions, inferences and conclusions • carries out statistical processes to interpret and compare data • solves some problems involving statistical analysis • makes informed decisions about financial situations • uses networks to represent and model information and solve problems
Band 4	<ul style="list-style-type: none"> • uses mathematical concepts, skills and techniques accurately in familiar and some unfamiliar contexts • uses some problem-solving strategies to solve mathematical problems • applies reasoning to construct mathematical arguments and to use mathematical models • uses symbols, numbers, words, diagrams and graphs to communicate mathematical ideas and relationships • uses information given in symbolic, tabular or graphical form to make predictions, inferences and conclusions • performs calculations in financial mathematics calculates statistics and summary statistics • performs probability calculations to solve problems • applies network techniques to solve problems
Band 3	<ul style="list-style-type: none"> • uses mathematical concepts, skills and techniques in familiar contexts • presents steps in sequence in the construction of simple mathematical arguments • uses numbers, words, diagrams and graphs to communicate mathematical results • draws simple diagrams when given clear instructions to assist in solving problems • uses information given in diagrammatic, tabular or graphical form to make predictions, inferences and draw conclusions • calculates simple summary statistics • performs simple probability calculations to solve problems • performs basic calculations in financial mathematics • performs simple network techniques to solve problems
Band 2	<ul style="list-style-type: none"> • uses basic mathematical concepts, skills and techniques to solve simple familiar problems with limited accuracy • presents two steps in the correct order in the construction of a simple mathematical argument • uses numbers, words, simple diagrams and graphs to communicate mathematical results • uses information given in diagrammatic, tabular or graphical form to assist in solving problems • recognises language of probability • performs basic calculations in financial mathematics with limited accuracy • recognises the language of networks
Band 1	<ul style="list-style-type: none"> •

Mathematics Extension 1

Mathematics Extension 1 Year 12 Course Assessment 2020-2021

OUTCOMES

Code	Descriptor
	A student :
ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
ME11-2	manipulates algebraic expressions and graphical functions to solve problems
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-6	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs

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

COMPONENTS

		WEIGHTING (%)
A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50

ASSESSMENT TASKS

- Dates are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.
- Topics will also be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 4 2020	ME12-1 ME12-6	Investigation	8	12	20
Term 1 2021	ME12-2 ME12-3 ME12-7	Written task with student prepared notes	12	8	20
Term 2 2021	ME12-1 ME12-4 ME12-5 ME12-7	Written Task	15	15	30
Term 3 2021	ME12-1 to ME12-7	HSC Trial Examination	15	15	30
		Total Weighting	50	50	100%

Higher School Certificate Performance Bands - Mathematics Extension 1

The typical performance in this band:

Band E4	<ul style="list-style-type: none"> • Demonstrates extensive knowledge and skills appropriate to the course • Synthesises mathematical techniques, results and ideas effectively to solve problems • Demonstrates insightful and sophisticated multi-step mathematical reasoning and justification • Interprets, explains, justifies and evaluates solutions to problems across a wide range of familiar and unfamiliar contexts • Applies mathematical models to efficiently solve problems • Communicates complex ideas and arguments effectively using appropriate mathematical language, notation, diagrams and graphs
Band E3	<ul style="list-style-type: none"> • Demonstrates thorough knowledge and skills appropriate to the course • Synthesises mathematical techniques, results and ideas to solve problems across a range of familiar and unfamiliar contexts • Demonstrates well-developed multi-step mathematical reasoning and justification • Interprets, explains, justifies and evaluates solutions to problems • Communicates effectively using appropriate mathematical language, notation, diagrams and graphs
Band E2	<ul style="list-style-type: none"> • Demonstrates sound knowledge and skills appropriate to the course • Uses mathematical techniques, results and ideas to solve problems across a range of contexts • Demonstrates logical reasoning and justification • Communicates using mathematical language, notation, diagrams and graphs
Band E1	

Mathematics Extension 2

Mathematics Extension 2 Year 12 Course Assessment Program 2020-2021

OUTCOMES

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

COMPONENTS

WEIGHTING (%)

A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.
- Topics will be confirmed with a minimum of two weeks' notice.

Term/Week	Outcomes	Task	Component		Weight
			A	B	
Term 4 2020	MEX12-1 MEX12-2 MEX12-7 MEX12-8	Open book task	15	5	20
Term 1 2021	MEX12-3 MEX12-4 MEX12-6 MEX12-7 MEX12-8	Investigation	10	15	25
Term 2 2021	MEX12-1 MEX12-5 MEX12-7 MEX12-8	Written Task	10	15	25
Term 3 2021	MEX12-1 to MEX12-8	HSC Trial Examination	15	15	30
		Total Weighting	50	50	100%

Higher School Certificate Performance Bands - Mathematics Extension 2

The typical performance in this band:

Band E4	<ul style="list-style-type: none">• Demonstrates extensive knowledge and skills appropriate to the course• Synthesises mathematical techniques, results and ideas creatively to solve problems• Demonstrates sophisticated multi-step logic and mathematical insight to solve problems across a wide range of contexts• Proves results in familiar and unfamiliar settings• Communicates complex mathematical ideas and relationships using algebraic, diagrammatic and graphical techniques, concise notation and clear logical argument
Band E3	<ul style="list-style-type: none">• Demonstrates thorough knowledge and skills appropriate to the course• Solves problems effectively across a wide range of contexts• Demonstrates complex multi-step mathematical reasoning and justification• Demonstrates a sound grasp of techniques required to prove results in familiar settings• Communicates mathematical ideas and relationships using algebraic, diagrammatic and graphical techniques, appropriate notation and logical argument
Band E2	<ul style="list-style-type: none">• Demonstrates sound knowledge and skills appropriate to the course• Solves problems across a range of contexts• Demonstrates reasoning and justification in a range of contexts• Communicates effectively using mathematical language, notation, diagrams and graphs
Band E1	

Music

Head of Department: Ms Sarah Ashton (Acting)

Music I

Music 1 HSC Course Assessment Program 2020-2021

OUTCOMES

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

COMPONENTS

WEGHTING (%)

A	Core Performance	10
B	Core Musicology	10
C	Core Composition	10
D	Core Aural	25
E	Electives (Performance, Composition or Musicology)	45

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component					Weight
			A	B	C	D	E	
Term 4 2020	H2, H4, H6, H10	Core Musicology - Viva Voce presentation .(10%)		10				10
Term 1 2021	H1, H2, H5, H7, H10 + Elective outcomes	Core Performance (5%) Elective 1 – performance, or composition, or viva voce(5%)	5				5	10
Term 2 2021	H3, H5, H7, H8.	Core Composition (10%) Elective 2 & 3 – performance, or composition, or viva voce (10%)			10		10	20
Term 3 2021	H4, H6, H7, H1, 2, H5 + Elective Outcomes	Trial Examination Core Aural (25%) Core Performance (5%) Elective 1 (10%) Elective 2 (10%) Elective 3 (10%)	5			25	30	60
		Total Weighting	10	10	10	25	45	100%

Higher School Certificate Performance Bands – Music 1

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> • Displays extensive knowledge and skills about the concepts of music and of music as an art form in a variety of cultural and historical contexts. • Displays extensive understanding of the concepts of music in a diverse range of aural experiences. • Communicates a comprehensive understanding of the concepts of music and makes extensive musical observations on the chosen topic. • Performs with a high level of technical skill and stylistic interpretation. • Composes with a high level of stylistic understanding and musical discrimination
Band 5	<ul style="list-style-type: none"> • Displays detailed knowledge and skills about the concepts of music and of music as an art form in a variety of cultural and historical contexts. • Displays a detailed understanding of the concepts of music in a diverse range of aural experiences. • Communicates a thorough understanding of the concepts of music and makes detailed musical observations on the chosen topic. • Performs with sustained technical skill and an understanding of style. • Composes with a thorough stylistic understanding and musical discrimination.
Band 4	<ul style="list-style-type: none"> • Displays sound knowledge and skills about the concepts of music and of music as an art form in a variety of cultural and historical contexts. • Displays a clear understanding of the concepts of music in a diverse range of aural experiences. • Communicates a clear understanding of the concepts of music and makes sound musical observations on the chosen topic. • Performs with sound technical skill and a sense of style. • Composes with a sound stylistic understanding.
Band 3	<ul style="list-style-type: none"> • Displays basic knowledge and skills about the concepts of music and of music as an art form in a variety of cultural and historical contexts. • Displays a basic understanding of the concepts of music across a range of aural experiences. • Communicates a basic understanding of the concepts of music and makes musical observations on the chosen topic. • Performs with a basic technical skill and an inconsistent awareness of style. • Composes with a basic stylistic understanding.
Band 2	<ul style="list-style-type: none"> • Displays limited knowledge and skills about the concepts of music and of music as an art form in a variety of cultural and historical contexts. • Displays a simplistic understanding of the concepts of music in aural experiences. • Communicates a limited understanding of the concepts of music and simple musical observations on the chosen topic. • Performs with a limited interpretive and technical skill. • Composes with a limited stylistic understanding.
Band 1	<ul style="list-style-type: none"> •

OUTCOMES

Code	Descriptor
	Through activities in performance, composition, musicology and aural, a student :
H1	performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
H2	Demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols, reflecting those characteristically used in the mandatory and additional topics
H3	Composes works focusing on a range of concepts for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
H4	Stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
H5	Analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
H6	Discusses, constructively criticizes and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
H7	critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
H8	Understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
H9	Identifies, recognizes, experiments with and discusses the uses and effects of technology in music
H10	Performs as a means of self-expression and communication
H11	Demonstrates a willingness to participate in performance, composition, musicology and aural activities
H12	Demonstrates a willingness to accept and use constructive criticism

COMPONENTS		WEIGHTING (%)
A	Core Performance	20
B	Core Musicology	20
C	Core Composition	20
D	Core Aural	20
E	Elective (Performance, Composition or Musicology)	20

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks notice.

Term / Week	Outcomes	Task	Component					Weight
			A	B	C	D	E	
Term 4 2020	H3, H4, H5, H7, H8, H10, H11	Core Composition Portfolio			20			20
Term 1 2021	H2, H4, H5, H6, H8, H10, H11	Aural/ Musicology paper		10		10		20
Term 2 2021	H1, H5, H6, H9, H10, H11	Core Performance + Elective (Performance 1+2, or Composition or Musicology essay) + sight singing	10				10	20
Term 3 2021	H1, H4, H5, H6, H9, H10, H11	Trial Core Performance + sight singing + Elective (Performance 1+2, or Composition or Musicology essay) Trial Aural/Musicology Examination	10	10		10	10	40
Total Weighting			20	20	20	20	20	100%

Higher School Certificate Performance Bands – Music 2

The typical performance in this band:

<p>Band 6</p>	<ul style="list-style-type: none"> • Displays extensive knowledge, skills and understanding of music in social, cultural and historical contexts and of music as an art form. • Makes high level musical observations reflecting comprehensive musical experiences. • Demonstrates excellent development of ideas, musical discrimination and stylistic understanding in composition. • Performs with expertise displaying stylistic interpretation and a high level of technical skill. • Demonstrates comprehensive analytical skills supported by an excellent understanding of the musical concepts.
<p>Band 5</p>	<ul style="list-style-type: none"> • Displays detailed knowledge, skills and understanding of music in social, cultural and historical contexts and of music as an art form. • Makes detailed musical observations reflecting diverse musical experiences. • Demonstrates successful development of ideas, stylistic and technical competence in composition. • Performs stylistically with musical sensitivity and technical accomplishment • Displays detailed analytical skills supported by a thorough understanding of the musical concepts.
<p>Band 4</p>	<ul style="list-style-type: none"> • Displays sound knowledge, skills and understanding of music in social, cultural and historical contexts and of music as an art form. • Makes sound musical observations based on broad musical experiences. • Demonstrates musical merit and stylistic awareness in composition. • Performs with musical style and proficiency. • Demonstrates broad analytical skills based on a good understanding of the musical concepts with stylistic inconsistencies.
<p>Band 3</p>	<ul style="list-style-type: none"> • Displays basic knowledge, skills and understanding of music in social, cultural and historical contexts and of music as an art form. • Makes musical observations based on their musical experiences. • Demonstrates inconsistent musical merit and stylistic awareness in composition. • Performs competently but inconsistently. • Demonstrates basic analytical skills and understanding of the musical concepts.
<p>Band 2</p>	<ul style="list-style-type: none"> • Displays limited knowledge, skills and understanding of music in social, cultural and historical contexts and of music as an art form. • Makes simple musical observations. • Demonstrates limited musical merit in composition. • Performs with limited interpretive and technical skills. • Demonstrates limited analytical skills and simple understanding of the musical concepts.
<p>Band 1</p>	

OUTCOMES

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

COMPONENTS		WEIGHTING (%)
A	Performance Extension — THREE assessment tasks or	100
B	Composition Extension — THREE assessment tasks or	100
C	Musicology Extension — THREE assessment tasks	100

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 1 2021	H1, H2, H3, H4, H5	Performance or Composition or Musicology	30			30
Term 2 2021	H1, H2, H3, H4, H5	Performance or Composition or Musicology	40			40
Term 3 2021	H1, H2, H3, H4, H5	Performance or Composition or Musicology	30			30
		Total Weighting	100			100%

Higher School Certificate Performance Bands – Music Extension –

The typical performance in this band:

<p>Band E4</p>	<p>Displays highly sophisticated understanding of the concepts of music, demonstrating independence of thought and a personal style. This is exemplified in a particular option when the candidate:</p> <ul style="list-style-type: none"> • Displays a high level of creativity in composition demonstrating superior use of compositional techniques, sophisticated development of ideas and musical refinement <p>OR</p> <ul style="list-style-type: none"> • Presents a well-argued hypothesis demonstrating sophisticated and perceptive understanding of the concepts of music <p>OR</p> <ul style="list-style-type: none"> • Demonstrates a superior level of performance based upon stylistic refinement and highly developed technical skills.
<p>Band E3</p>	<p>Displays sophisticated understanding of the concepts of music demonstrating independence of thought and the emergence of a personal style. This is exemplified in a particular option when the candidate:</p> <ul style="list-style-type: none"> • Displays a high level of creativity in composition demonstrating successful use of compositional techniques and sustained development of ideas and musical refinement <p>OR</p> <ul style="list-style-type: none"> • Presents well-argued hypothesis demonstrating sophisticated understanding of the concepts of music. <p>OR</p> <ul style="list-style-type: none"> • Demonstrates a high level of performance based on a convincing and stylistic interpretation and highly developed technical skills.
<p>Band E2</p>	<p>Displays comprehensive understanding of the concepts of music, demonstrating some independence of thought. This is exemplified in a particular option when the candidate:</p> <ul style="list-style-type: none"> • Displays creativity in composition demonstrating successful use of compositional techniques, development of ideas and musical. <p>OR</p> <ul style="list-style-type: none"> • Presents a hypothesis demonstrating thorough understanding of the concepts of music. <p>OR</p> <ul style="list-style-type: none"> • Demonstrates an accomplished level of performance based on a convincing and stylistic interpretation and a high level of technical skill.
<p>Band E1</p>	

Community and Family Studies

Community & Family Studies HSC Assessment Program 2020-2021

OUTCOMES

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

COMPONENTS**WEIGHTING (%)**

A -	Knowledge and understanding of course content	40%
B -	Skills in critical thinking, research methodology, analysing and Communicating	60%

ASSESSMENT TASKS

- Times and outcomes are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/Week	Outcomes	Task	Weight (%)		
			A	B	
Term 4 2020	H4.1, H4.1	Independent Research Project	5	15	20
Term 1 2021	H1.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.1	Groups in Context: Presentation	10	15	25
Term 2 2021	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	Parenting & Caring: Case Study	10	15	25
Term 3 2021	H1.1 to H6.2	Trial HSC Examination	15	15	30
		Total Weighting	40	60	100%

Higher School Certificate Performance Bands Community and Family Studies

The typical performance in this band:

<p>Band 6</p>	<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding about the influence of a range of societal factors on individuals and on the nature of groups, families and communities • Demonstrates superior understanding and application of research methodologies to the study of social issues. • Predicts and draws valid conclusions by analysing data relevant to the study of social issues. • Proposes, develops and sustains arguments based on relevant research and examples to justify points of view • Comprehensively applies the management process and proposes relevant strategies in a wide range of contexts. • Evaluates the impact of resource management on the wellbeing of individuals, groups, families and communities in a wide range of contexts. • Demonstrates superior analysis of interrelationships between individuals, groups, families and communities • Effectively communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology
<p>Band 5</p>	<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding about the influence of a range of societal factors on individuals and on the nature of groups, families and communities. • Demonstrates accomplished understanding and application of research methodologies to the study of social issues. • Successfully draws conclusions using available data relevant to the study of social issues. • Sustains arguments using relevant research and individual experiences. • Effectively applies the management process and proposes strategies in a range of contexts. • Explains the impact of resource management on the wellbeing of individuals, groups, families and communities in a range of contexts. • Competently identifies and explains interrelationships between individuals, groups, families and communities. • Competently communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology.
<p>Band 4</p>	<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding about the influence of a range of societal factors on individuals and on the nature of groups, families and communities. • Demonstrates sound understanding and application of research methodologies to the study of social issues. • Interprets data relevant to the study of social issues in various forms, • Draws on personal experience to support discussion • Demonstrates clear knowledge of the management process and provides some examples of strategies. • Adequately communicates the relationship between resource management and wellbeing. • Shows a sound understanding of interrelationships between individuals, families and communities. • Communicates ideas, issues and opinions in a clear and logical way using appropriate terminology.
<p>Band 3</p>	<ul style="list-style-type: none"> • Demonstrates a basic knowledge and understanding of the influence of a range of societal factors on individuals and on the nature of groups, families and communities. • Demonstrates basic understanding and limited application of research methodologies to the study of social issues. • Demonstrates basic data-interpretation skills relevant to the study of social issues. • Relies heavily on personal experience to support discussion. • Demonstrates basic knowledge of the management process • Shows a basic understanding of interrelationships between individuals, groups, families and communities. • Communicates ideas and opinions in basic form using some relevant terminology.
<p>Band 2</p>	<ul style="list-style-type: none"> • Demonstrates a basic knowledge and understanding of the influence of a range of societal factors on individuals and on the nature of groups, families and communities. • Demonstrates limited understanding of research methodologies applicable to the study of social issues. • Relies only on personal experience. • Shows limited knowledge of the management process. • Communicates simple and limited ideas and opinions using limited and elementary terminology.
<p>Band 1</p>	<ul style="list-style-type: none"> •

Dance

Dance HSC Assessment Program 2020-2021

OUTCOMES

	Descriptor
	A student:
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

COMPONENTS AND WEIGHTING (%)

Core Performance (CP)	20
Core Composition (CC)	20
Core Appreciation (CA)	20
Major Study (MS)	40
	100

ASSESSMENT TASKS

- Times and outcomes are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/Week	Outcomes	Task	Component (%)				Total Task Weighting
			CP	CC	CA	MS	
Term 4, Week 7	H1.1, H2.1, H2.2	Presentation of Core Performance - Under Development	20				20
Term 1, Week 7	H3.1, H3.2, H3.4	Presentation of Draft Core Composition		20			20
Term 2, Week 6	H1.2, H1.3, H1.4, H2.3, H3.3, H4.5	Submission and/or Performance of Draft Major Study Work in Progress				40	40
Trial Exam Block	H1.4, H4.2, H4.3, H4.4	Written Core Appreciation Examination			20		20
Total Component Weightings			20	20	20	40	100

Higher School Certificate Performance Bands Dance

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> • Synthesises extensive knowledge, understanding and skill, through the appreciation of dance as an artform, which is communicated in movement, written and oral forms • Demonstrates outstanding dance technique, performance quality, interpretation and heightened anatomical awareness • Demonstrates a high level of problem solving using the elements of composition/choreography to communicate concepts/intent in a personal style • Demonstrates in well-structured text and in oral form the outstanding ability to analyse information, present ideas and make discriminating judgements
Band 5	<ul style="list-style-type: none"> • Sustains a high level of knowledge, understanding and skill through the acknowledgment of dance as an artform which is communicated in movement, written and oral forms • Demonstrates a high level of dance technique, performance quality, interpretation and anatomical awareness • Successfully demonstrates problem solving using the elements of composition/choreography, to communicate concepts/intent in a personal style • Demonstrates in well structured text and in oral form a high level of ability to analyse information, present ideas and make competent judgements
Band 4	<ul style="list-style-type: none"> • Demonstrates sound knowledge, understanding and skill, through the awareness of dance as an artform, which is communicated in movement, written and oral forms • Demonstrates a sound level of dance technique, performance quality, interpretation and anatomical awareness • Demonstrates the ability to use problem solving in composition/choreography to present concepts/intent in a personal style • Demonstrates in clear, structured text and in oral form the ability to present information and ideas and make judgements
Band 3	<ul style="list-style-type: none"> • Shows basic knowledge, understanding and skill through dance as an artform which is presented in movement, written and oral forms • Shows a basic level of dance technique and performance quality • Shows a basic level of problem solving in composition and choreography and present movement in a personal style • Comprehends information and presents ideas in text and oral forms
Band 2	<ul style="list-style-type: none"> • Indicates some knowledge, understanding and skill, relative to dance as an artform, which are presented in movement and/or written and/or oral forms • Demonstrates at a limited level some dance technique and performance quality • Demonstrates at a simple level, some elements of composition in a personal style • Recounts some information which is presented in text and oral forms

Personal Development, Health and Physical Education

PDHPE HSC Course Assessment Program 2020-2021

OUTCOMES

	Descriptor
	A student:
H1	describes the nature and justifies the choice of Australia's health priorities
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	analyses the determinants of health and health inequities
H4	argues the case for health promotion based on the Ottawa Charter
H5	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H6	demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
H7	explains the relationship between physiology and movement potential
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	explains how movement skill is acquired and appraised
H10	designs and implements training plans to improve performance
H11	designs psychological strategies and nutritional plans in response to individual performance needs
H12	analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
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

COMPONENTS

WEIGHTING (%)

A -	Knowledge and understanding of course content	40%
B -	Skills in critical thinking, research, analysis and communicating	60%

ASSESSMENT TASKS

- Times and outcomes are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/Week	Outcomes	Task	Weight (%)		
			A	B	
Term 4 2020	H7, H8, H9, H10, H16, H17	Improving Performance Case Study Report	5	15	20
Term 1 2021	H7, H8, H9, H10, H11, H16, H17	Factors affecting Performance. In class Task	15	10	25
Term 2 2021	H1, H2, H3, H4, H5, H14, H15, H16	Health priorities in Australia. Presentation	10	15	25
Term 3 2021	H1 – H17	Trial HSC Exam	10	20	30
		Total Weighting	40	60	100%

Higher School Certificate Performance Bands - Personal Development, Health and Physical Education

The typical performance in this band:

<p>Band 6</p>	<ul style="list-style-type: none"> • demonstrates extensive knowledge and understanding of the range of concepts related to health and physical performance • comprehensively applies theoretical principles to design and evaluate specific strategies for improving health, participation and performance • demonstrates a superior understanding of the interrelated roles and responsibilities of individuals, groups and governments in the management and promotion of health • critically analyses movement and the range of factors that affect physical performance and participation • provides relevant and accurate examples to justify complex arguments about health, participation and performance
<p>Band 5</p>	<ul style="list-style-type: none"> • clearly expresses ideas that demonstrate a thorough understanding of health and physical performance concepts • identifies strategies for improving health, participation and performance and discusses the links between individual health behaviour, social issues and community health status • demonstrates a detailed understanding of the interrelated roles of individuals, groups and governments in the management and promotion of health • demonstrates an understanding of the interrelationships between the various factors that impact on physical performance • supports particular arguments thoroughly by using relevant examples and current information on health, participation and performance
<p>Band 4</p>	<ul style="list-style-type: none"> • demonstrates a clear understanding of the broad concepts that relate to personal health and physical performance • relates strategies for managing the major causes of sickness and death to the contributing risk factors • demonstrates a sound understanding of the roles of individuals, groups and governments in promoting health • describes a range of factors that affect the quality of physical performance • communicates information in a clear and logical way providing some examples about health, participation and performance
<p>Band 3</p>	<ul style="list-style-type: none"> • uses basic definitions and facts when explaining health and physical performance concepts • identifies the major causes of sickness and death and understands that a healthy lifestyle is a desirable goal • demonstrates an understanding of the need for government and community action in relation to promoting health • identifies some relevant factors which influence physical performance • provides basic support for the arguments presented on health, participation and performance
<p>Band 2</p>	<ul style="list-style-type: none"> • recalls some simple facts and writes brief descriptions • demonstrates an understanding of elementary terms and recognises simple cause and effect relationships as they apply to health and movement • outlines some factors affecting health and identifies relevant illness prevention measures • demonstrates an understanding of general movement principles • provides limited support for the arguments presented on health, participation and performance
<p>Band 1</p>	

OUTCOMES

Code	Descriptor
Skills Objective develop skills in applying the processes of Working Scientifically	
BIO 12 - 1	Questioning and predicting develops and evaluates questions and hypotheses for scientific investigation
BIO 12 - 2	Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information
BIO 12 - 3	Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information
BIO 12 - 4	Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO 12 - 5	Analysing data and information analyses and evaluates primary and secondary data and information
BIO 12 - 6	Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO 12 - 7	Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Knowledge and Understanding Objective Students develop knowledge and understanding of heredity and genetic technologies	
BIO 12 - 12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO 12 - 13	explains natural genetic change and the use of genetic technologies to induce genetic change
Knowledge and Understanding Objective Students develop knowledge and understanding of the effects of disease and disorders	
BIO 12 - 14	develop knowledge and understanding of the effects of disease and disorders
BIO 12 - 15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

COMPONENTS		WEIGHTING (%)
A	Skills in working scientifically	60
B	Knowledge and understanding of course content	40

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 4 2020	12-2 to 12-6, 12-14	Practical Task	15	5	20
Term 1 2021	12-6, 12-7, 12- 12	Modelling Task	15	5	20
Term 2 2021	12-1 to 12-7, Students choose from 12-12, 12-13, 12-14, 12-15	Depth Study	20	10	30
Term 3 2021 Exam Block	12 – 1 to 12 -15	Trial HSC Examination: All Modules	10	20	30
		Total Weighting	60	40	100%

Higher School Certificate Performance Bands – Biology

The typical performance in this band:

<p>Band 6</p>	<ul style="list-style-type: none"> • demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas • communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts • designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence • selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions • designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats • applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios
<p>Band 5</p>	<ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of scientific concepts, including complex and abstract ideas • communicates scientific understanding, logically, and effectively using correct scientific terms and application of nomenclature in a variety of formats and wide range of contexts • designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making some modifications in response to new evidence • selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships • designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, and valid primary and secondary data, and scientific evidence, by applying processes, and formats • applies knowledge and information to unfamiliar situations to propose explanations for scientific issues or scenarios
<p>Band 4</p>	<ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of scientific concepts • communicates scientific understanding effectively using scientific terms and application of nomenclature • designs and plans investigations to obtain primary and secondary data and evaluates risks • processes and interprets primary and secondary data, and represents it using a range of scientific formats • identifies scientific problems, questions, or hypotheses and applies processes, and formats to primary or secondary data • applies knowledge and information relevant to scientific issues or scenarios
<p>Band 3</p>	<ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of scientific concepts • communicates scientific understanding using basic scientific terms and application of nomenclature • implements scientific processes to obtain primary and secondary data and identifies risks • processes primary or secondary data, and represents it using scientific formats • responds to scientific problems, questions, or hypotheses • recalls scientific knowledge and information
<p>Band 2</p>	<ul style="list-style-type: none"> • demonstrates limited knowledge and understanding of scientific concepts • communicates scientific understanding using limited scientific terms • partially outlines investigations to obtain data and information • provides simple descriptions of scientific phenomena • recalls basic scientific knowledge and information
<p>Band 1</p>	

OUTCOMES

Code	Descriptor
Skills Objective	
develop skills in applying the processes of Working Scientifically	
CH 12 - 1	Questioning and predicting develops and evaluates questions and hypotheses for scientific investigation
CH 12 - 2	Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information
CH 12 - 3	Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information
CH 12 - 4	Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH 12 - 5	Analysing data and information analyses and evaluates primary and secondary data and information
CH 12 - 6	Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH 12 - 7	Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Knowledge and Understanding Objective	
Students develop knowledge and understanding of equilibrium and acid reactions in chemistry	
CH 12 - 12	explains the characteristics of equilibrium systems, and the factors that affect these systems
CH 12 - 13	describes, explains and quantitatively analyses acids and bases using contemporary models
Knowledge and Understanding Objective	
Students develop knowledge and understanding of the applications of chemistry	
CH 12 - 14	analyses the structure of, and predicts reactions involving, carbon compounds
CH 12 - 15	describes and evaluates chemical systems used to design and analyse chemical processes

COMPONENTS		WEIGHTING (%)
A	Skills in working scientifically	60
B	Knowledge and understanding of course content	40

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 4 2020	12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12 (Module 5) 12-15 (Module 8)	Research and Communication	10	10	20
Term 1 2021	12-3, 12-4, 12-5, 12-6 12-7 12-12 (Module 5) 12-13 (Module 6)	Practical & Problem solving	15	5	20
Term 2 2021	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-14 (Module 7)	Depth Study	25	5	30
Term 3 2021 Exam Block	12-1 to 12-15	Trial Examination	10	20	30
		Total Weighting	60	40	100%

Higher School Certificate Performance Bands – Chemistry

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios
Band 5	<ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of scientific concepts, including complex and abstract ideas communicates scientific understanding, logically, and effectively using correct scientific terms and application of nomenclature in a variety of formats and wide range of contexts designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making some modifications in response to new evidence selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, and valid primary and secondary data, and scientific evidence, by applying processes, and formats applies knowledge and information to unfamiliar situations to propose explanations for scientific issues or scenarios
Band 4	<ul style="list-style-type: none"> demonstrates sound knowledge and understanding of scientific concepts communicates scientific understanding effectively using scientific terms and application of nomenclature designs and plans investigations to obtain primary and secondary data and evaluates risks processes and interprets primary and secondary data, and represents it using a range of scientific formats identifies scientific problems, questions, or hypotheses and applies processes, and formats to primary or secondary data applies knowledge and information relevant to scientific issues or scenarios
Band 3	<ul style="list-style-type: none"> demonstrates basic knowledge and understanding of scientific concepts communicates scientific understanding using basic scientific terms and application of nomenclature implements scientific processes to obtain primary and secondary data and identifies risks processes primary or secondary data, and represents it using scientific formats responds to scientific problems, questions, or hypotheses recalls scientific knowledge and information
Band 2	<ul style="list-style-type: none"> demonstrates limited knowledge and understanding of scientific concepts communicates scientific understanding using limited scientific terms partially outlines investigations to obtain data and information provides simple descriptions of scientific phenomena recalls basic scientific knowledge and information
Band 1	

Investigating Science (Course not running in 2020-2021)

Investigating Science Year 12 Course Assessment Program 2020-2021

OUTCOMES

Code	Descriptor
Skills Objective develop skills in applying the processes of Working Scientifically	
INS 12 - 1	Questioning and predicting develops and evaluates questions and hypotheses for scientific investigation
INS 12 - 2	Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information
INS 12 - 3	Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information
INS 12 - 4	Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS 12 - 5	Analysing data and information analyses and evaluates primary and secondary data and information
INS 12 - 6	Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS 12 - 7	Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Knowledge and Understanding Objective Students develop knowledge and understanding of science and technology	
INS 12 - 12	develops and evaluates the process of undertaking scientific investigations
INS 12 - 13	describes and explains how science drives the development of technologies
Knowledge and Understanding Objective Students develop knowledge and understanding of contemporary issues involving science	
INS 12 - 14	uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS 12 - 15	evaluates the implications of ethical, social, economic and political influences on science

Components		WEIGHTING (%)
A	Skills in working scientifically	60
B	Knowledge and understanding of course content	40

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 4	12-1 to 12-7, 12-12, 12-14	Practical Task	15	5	20
Term 1	12 – 1 to 12 -15	Topic Test	10	10	20
Term 2	12-2, 12-3, 12-4, 12-5, 12-6,12-7, 12-15	Depth Study	20	10	30
Term 3 Exam Block	12 – 1 to 12 -15	Trial HSC Examination: All Modules	15	15	30%
		Total Weighting	60	40	100%

Higher School Certificate Performance Bands – Investigating Science

The typical performance in this band:

<p>Band 6</p>	<ul style="list-style-type: none"> • demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas • communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts • designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence • selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions • designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats • applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios
<p>Band 5</p>	<ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of scientific concepts, including complex and abstract ideas • communicates scientific understanding, logically, and effectively using correct scientific terms and application of nomenclature in a variety of formats and wide range of contexts • designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making some modifications in response to new evidence • selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships • designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, and valid primary and secondary data, and scientific evidence, by applying processes, and formats • applies knowledge and information to unfamiliar situations to propose explanations for scientific issues or scenarios
<p>Band 4</p>	<ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of scientific concepts • communicates scientific understanding effectively using scientific terms and application of nomenclature • designs and plans investigations to obtain primary and secondary data and evaluates risks • processes and interprets primary and secondary data, and represents it using a range of scientific formats • identifies scientific problems, questions, or hypotheses and applies processes, and formats to primary or secondary data • applies knowledge and information relevant to scientific issues or scenarios
<p>Band 3</p>	<ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of scientific concepts • communicates scientific understanding using basic scientific terms and application of nomenclature • implements scientific processes to obtain primary and secondary data and identifies risks • processes primary or secondary data, and represents it using scientific formats • responds to scientific problems, questions, or hypotheses • recalls scientific knowledge and information
<p>Band 2</p>	<ul style="list-style-type: none"> • demonstrates limited knowledge and understanding of scientific concepts • communicates scientific understanding using limited scientific terms • partially outlines investigations to obtain data and information • provides simple descriptions of scientific phenomena • recalls basic scientific knowledge and information
<p>Band 1</p>	

OUTCOMES

Code	Descriptor
Skills Objective develop skills in applying the processes of Working Scientifically	
PH 12 - 1	Questioning and predicting develops and evaluates questions and hypotheses for scientific investigation
PH 12 - 2	Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information
PH 12 - 3	Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information
PH 12 - 4	Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH 12 - 5	Analysing data and information analyses and evaluates primary and secondary data and information
PH 12 - 6	Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH 12 - 7	Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Knowledge and Understanding Objective Students develop knowledge and understanding of advanced mechanics and electromagnetism	
PH 12 - 12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH 12 - 13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively.
Knowledge and Understanding Objective Students develop knowledge and understanding of the role of evidence and prediction in the development of theories in physics	
PH 12 - 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
PH 12 - 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

Components		WEIGHTING (%)
A	Skills in working scientifically	60
B	Knowledge and understanding of course content	40

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 4 2020	12-1, 12-4, 12-5, 12-6, 12-7, 12-12	Advanced Mechanics Topic Test	5	10	15
Term 1 2021	12-1, to 12 -7, 12-13	Electromagnetism Depth Study	25	5	30
Term 2 2021	12-1 to 12-7, 12-13	Practical Task	20	5	25
Term 3 2021 Exam Block	PH 12-1 to 12-15	Trial HSC Examination: All Modules	10	20	30
		Total Weighting	60	40	100%

Higher School Certificate Performance Bands – Physics

The typical performance in this band:

<p>Band 6</p>	<ul style="list-style-type: none"> • demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas • communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts • designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence • selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions • designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats • applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios
<p>Band 5</p>	<ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of scientific concepts, including complex and abstract ideas • communicates scientific understanding, logically, and effectively using correct scientific terms and application of nomenclature in a variety of formats and wide range of contexts • designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making some modifications in response to new evidence • selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships • designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, and valid primary and secondary data, and scientific evidence, by applying processes, and formats • applies knowledge and information to unfamiliar situations to propose explanations for scientific issues or scenarios
<p>Band 4</p>	<ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of scientific concepts • communicates scientific understanding effectively using scientific terms and application of nomenclature • designs and plans investigations to obtain primary and secondary data and evaluates risks • processes and interprets primary and secondary data, and represents it using a range of scientific formats • identifies scientific problems, questions, or hypotheses and applies processes, and formats to primary or secondary data • applies knowledge and information relevant to scientific issues or scenarios
<p>Band 3</p>	<ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of scientific concepts • communicates scientific understanding using basic scientific terms and application of nomenclature • implements scientific processes to obtain primary and secondary data and identifies risks • processes primary or secondary data, and represents it using scientific formats • responds to scientific problems, questions, or hypotheses • recalls scientific knowledge and information
<p>Band 2</p>	<ul style="list-style-type: none"> • demonstrates limited knowledge and understanding of scientific concepts • communicates scientific understanding using limited scientific terms • partially outlines investigations to obtain data and information • provides simple descriptions of scientific phenomena • recalls basic scientific knowledge and information
<p>Band 1</p>	

OUTCOMES

Code	Descriptor
Objective apply the Working Scientifically processes as they are practised by the scientific community	
SE-1	refines and applies the Working Scientifically processes in relation to scientific research
Objective develop extensive knowledge and understanding about the development of scientific inquiry and research	
SE- 2	analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
Objective develop extensive understanding of the nature of, and the application and processes involved in, modern scientific research	
SE- 3	interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
SE- 4	uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
SE- 5	analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
Objective develop and apply comprehensive knowledge, understanding and skills, to a specific area of science informed by researching, manipulating and analysing primary and secondary-sourced data in relation to relevant publicly available data sets	
SE- 6	analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
Objective develop and apply extensive knowledge, understanding and skills relating to the current methods of communicating scientific ideas through scientific research	
SE- 7	communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

COMPONENTS		WEIGHTING (%)
A	Communicating scientifically	30
B	Gathering, recording, analyzing and evaluating data	30
C	Application of scientific research skills	40

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 1 2021	SE-1, SE-2, SE-3, SE-6	Oral Report on Research Proposal	15	10	5	30
Term 3 2021	SE-1 to SE-7	Scientific Research Report	10	10	20	40
Term 3 2021 Exam Block	SE-3 to SE-7	Trial HSC Examination: Data Analysis	5	10	15	30
		Total Weighting	30	30	40	100%

Higher School Certificate Performance Bands – Extension Science

The typical performance in this band:

Band E4	<ul style="list-style-type: none">• demonstrates extensive knowledge and understanding of the development of scientific thinking and scientific methods of inquiry• designs, conducts and presents a scientific investigation involving extensive analysis and synthesis of complex qualitative and quantitative scientific information and evaluation of a range of scientific sources• determines and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research• communicates complex scientific arguments coherently, incorporating appropriate scientific language and referencing techniques
Band E3	<ul style="list-style-type: none">• demonstrates thorough knowledge and understanding of the development of scientific thinking and scientific methods of inquiry• designs, conducts and presents a scientific investigation involving thorough analysis of complex qualitative and quantitative scientific information and evaluation of a range of scientific sources• applies the processes used in reliable and valid scientific research to solve scientific problems and suggest further research• communicates scientific arguments logically, by incorporating appropriate scientific language and referencing techniques
Band E2	<ul style="list-style-type: none">• demonstrates sound knowledge and understanding of the development of scientific thinking and scientific methods of inquiry• designs and conducts a scientific investigation involving sound analysis of complex, qualitative and quantitative scientific information and evaluation of related scientific sources• incorporates the processes used in reliable and valid scientific research to solve scientific problems and identify related issues• communicates scientific arguments by incorporating scientific language and referencing techniques
Band E1	

Social Science

Head of Department: Mrs. Gauri Gupta

Business Studies

Business Studies HSC Course Assessment Program 2020-2021

OUTCOMES

Code	Descriptor
	A student :
H1	critically analyses the role of business in Australia and globally
H2	evaluates management strategies in response to changes in internal and external influences
H3	discusses the social and ethical responsibilities of management
H4	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	organizes 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

COMPONENTS

WEIGHTING (%)

A	Knowledge & understanding of course content	40
B	Stimulus-based skills	20
C	Inquiry & research	20
D	Communication of business information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight (%)
			A	B	C	D	
Term 4 2020	H2, H3, H4, H5, H6, H7, H8, H9	Business Report (Marketing - Topic 2)	5	15		5	25
Term 1 2021	H2, H4, H5, H6, H7, H8, H9, H10	In-class Test (Finance - Topic 3)	10		5	5	20
Term 2 2021	H2, H3, H4, H5, H6, H7, H8, H9	Extended Response (Human Resource - Topic 4)	10		10	5	25
Term 3 2021	H1, H2, H3, H4, H5, H6, H8, H9, H10	Trial HSC Examination (Topics 1- 4)	15	5	5	5	30
		Total Weighting (%)	40	20	20	20	100%

Higher School Certificate Performance Bands – Business Studies

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> • Demonstrates comprehensive knowledge and understanding of business structures, functions and operations. • Critically analyses the role of business in Australia and the ethical and social responsibilities of management to stakeholders. • Demonstrates superior understanding of global business processes and operations and this relationship to the global business environment. • Evaluates the effectiveness of management responses to internal and external factors and change that affect business. • Applies specific financial models and data to analyse and solve business problems and predict future trends. • Synthesises issues concerning the management of business operations when evaluating its effectiveness. • Clearly communicates using business terminology, business principles and comprehensive case studies via business reports and other audience appropriate contexts.
Band 5	<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of business structures, functions and operations. • Analyses the role of business in Australia and the ethical and social responsibilities of management to stakeholders. • Demonstrates detailed understanding of global business processes and operations and their relationship to the global business environment. • Analyses the effectiveness of management responses to internal and external factors and change that affect business. • Applies financial models and data to analyse and solve business problems and predict future trends. • Analyses issues concerning the management of business operations when evaluating its effectiveness. • Communicates using relevant business terminology, business principles and case studies via business reports and other audience appropriate contexts.
Band 4	<ul style="list-style-type: none"> • Demonstrates knowledge and some understanding of business structures, functions and operations. • Explains the role of business in Australia and the social and ethical responsibilities of management to stakeholders. • Describes global business processes and the global business environment • Explains management responses to change. • Applies financial models and data with some analysis to solve business problems • Describes issues concerning the management of business operations when explaining its effectiveness. • Communicates using business terminology, business principles and case study examples via descriptive business reports and other contexts.
Band 3	<ul style="list-style-type: none"> • Demonstrates basic understanding of business structures, functions and operations. • Describes business roles and identifies some social and ethical responsibilities of management to stakeholders. • Demonstrates an understanding of business processes and the business environment • Explains management practices. • Refers to financial models and data when solving business problems. • Displays limited analysis of business information. • Communicates using basic business terminology and basic business principles.
Band 2	<ul style="list-style-type: none"> • Demonstrates limited understanding of business structures, functions and operations. • Demonstrates limited knowledge of the role of business and management responsibilities to stakeholders. • Demonstrates elementary understanding of global business practices. • Identifies management principles. • Uses elementary financial information. • Shows limited communication skills.
Band 1	

OUTCOMES

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

COMPONENTS**WEIGHTING (%)**

A	Knowledge and understanding of course content	40
B	Stimulus-based skills	20
C	Inquiry and research	20
D	Communication of economic information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term /Week	Outcomes	Task	Components				Weight (%)
			A	B	C	D	
Term 4, 2020	H1, H2, H4, H5, H9, H10, H11	In Class Test The Global Economy	5	10		5	20
Term 1 2021	H1, H3, H6, H8, H9, H10, H11	In Class Test Australia's Place in the Global Economy	15	5		5	25
Term 2 2021	H1, H5, H6, H7, H9, H10, H11, H12	Research Task and In-Class essay Economic Issues	5	5	10	5	25
Term 3 2021	H1, H2, H5, H6, H7, H8, H10, H11	Trial HSC Examination All Topics	15	10		5	30
		Total Weighting	40	30	10	20	100%

Higher School Certificate Performance Bands – Economics

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> • Integrates economic terms, concepts, relationships and theory in a variety of economic contexts • Displays superior analysis of the role of economic participants and markets in a variety of economic contexts. • Uses extensive economic vocabulary and illustrate examples in exposition of problems and policies in a variety of contexts. • Demonstrates critical judgement and sound reasoning to select, organise, synthesise and evaluate relevant information from a variety of sources. • Presents excellent explanation and evaluation of the impact of government economic policies in a contemporary and hypothetical economic context. • Presents comprehensive application of appropriate mathematical concepts in a variety of economic contexts. • Produces comprehensive economic, arguments to evaluate the consequences of economic problems and issues on economic participants.
Band 5	<ul style="list-style-type: none"> • Provides concise definitions of economic terms and applies concepts and relationships in contemporary and hypothetical economic contexts. • Demonstrates detailed analysis of the role of economic participants and markets in a variety of economic contexts. • Uses precise economic vocabulary and illustrative examples in the exposition of problems and policies in a variety of contexts. • Demonstrates accomplished judgement and reasoning to select, organise and evaluate relevant information from a variety of sources. • Presents accurate analysis using mathematical concepts appropriate in economic contexts. • Provides thorough analysis and evaluation of the policy options and their consequences in a contemporary and hypothetical economic context.
Band 4	<ul style="list-style-type: none"> • Provides clean definitions of relevant economic terms and sound discussion of economic concepts and relationships in contemporary and hypothetical economic contexts. • Demonstrates an understanding of current economic issues, participants, markets, government economic policies and their impact. • Demonstrates a clear understanding of economic problems, policies in theoretical and contemporary contexts. • Makes competent use of mathematical concepts in appropriate economic contexts. • Demonstrates a clear understanding of the implications of changes in economic data for economic policy makers.
Band 3	<ul style="list-style-type: none"> • Provides basic definition of some economic terms, concepts and relationships. • Offers basic, descriptions or relationships between economic issues, participants, markets, data and theory in a variety of contexts. • Communication in a descriptive way. • Demonstrates basic computational skills. • Provides basic descriptions of the main economic problems and policies
Band 2	<ul style="list-style-type: none"> • Demonstrates an elementary knowledge of some economic concepts. • Provides limited understanding of the links between economic concepts, relationships and theory to a variety of economic contexts. • Demonstrates limited interpretation of simple economic data. • Attempts simple computational techniques. • Uses some appropriate terminology to communicate basic economic ideas.
Band 1	

OUTCOMES

Code	Descriptor
H1	explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
H2	explains the factors which place ecosystems at risk and the reasons for their protection
H3	analyses contemporary urban dynamics and applies them in specific contexts
H4	analyses the changing spatial and ecological dimensions of an economic activity
H5	evaluates environmental management strategies in terms of ecological sustainability
H6	evaluates the impacts of, and responses to, environmental change
H7	justifies geographical methods applicable and useful in the workplace and relevant to a changing world.
H8	plans geographical inquiries to analyse and synthesises information from a variety of sources
H9	evaluates geographical information and sources for usefulness, validity and reliability
H10	applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
H11	applies mathematical ideas and techniques to analyse geographical data
H12	explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
H13	communicates complex geographical information, ideas and issues effectively using appropriate written and/or oral, cartographic and graphic forms.

COMPONENTS

WEIGHTING (%)

A	Knowledge & understanding of course content	40
B	Geography tools and skills	20
C	Geographical inquiry & research, including fieldwork	20
D	Communication of geographical information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term / Week	Outcomes	Task	Components				Weight (%)
			A	B	C	D	
Term 4 2020	H1, H4, H8, H10, H11, H12, H13	In-class test People & Economic Activity	5	10		5	20
Term1 2021	H6, H8, H9, H13	Oral Presentation Urban Places	10		10	5	25
Term2 2021	H1, H2, H5, H7, H9, H11, H12, H13	In-class essay Ecosystems at Risk	10		10	5	25
Term 3 2021	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13	Trial HSC examination All topics	15	10		5	30
		Total weighting	40	20	20	20	100%

Higher School Certificate Performance Bands – Geography

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> • Evaluates a wide range of geographic sources in an integrated format. • Explains complex spatial and ecological relationships and processes, establishing cause by providing details of multiple links. • Applies detailed geographic knowledge and understanding from a variety of case studies at a range of scales. • Evaluates ecological issues and human responses using appropriate, diverse criteria such as socioeconomic and political factors. • Integrates sample studies, statistical trends, geographic models and theoretical perspectives, providing evidence of wide reading, • Initiates, plans and implements geographic research and problem solving, including fieldwork, in a highly organised manner. • Efficiently communicates in written form characterised by use of appropriate text types, application of precise and abstract geographic terms and the use of complex graphic forms.
Band 5	<ul style="list-style-type: none"> • Evaluates a range of geographic sources in a structural format. • Explains spatial and ecological relationships and processes establishing cause by detailing links. • Applies geographic knowledge and understanding from relevant case studies, at a range of scales. • Presents major advantages and disadvantages of complex ecological issues and human responses by outlining major advantages and disadvantages. • Outlines sample studies, statistical trends, geographic models and perspectives in a structures format. • Initiates, plans and implements geographic research and problem solving, including fieldwork to an organised manner. • Communicates in written form characterised by use of appropriate text types, application of major technical geographic terms and the use of graphic forms.
Band 4	<ul style="list-style-type: none"> • Interprets major features evident in a range of geographic sources. • Describes spatial and ecological relationships and processes, identifying major causes and impacts. • Demonstrates general geographic knowledge through relevant sample studies at different scales. • Describes main arguments relevant to major ecological issues and human responses. • Describes sample studies, trends and significant geographic models. • Plans and implements descriptive geographic research including fieldwork. • Communicates in written form characterised by use of major text types, geographic terms and graphic forms.
Band 3	<ul style="list-style-type: none"> • Describes major features evident in some common geographic sources. • Describes spatial and ecological features, identifying general inter-relationships. • Recalls general geographic knowledge of sample studies of different scales. • Identifies some arguments relevant to major ecological issues and human responses. • Outlines sample studies and trends and identifies simple geographic models. • Implements descriptive geographic research including fieldwork, attempting to use source information. • Communicates in written form characterised by use of some major geographic terms and concepts.
Band 2	<ul style="list-style-type: none"> • Lists some general features and information evident in simple geographic sources. • Identifies some spatial and ecological features. • Demonstrates some general geographic knowledge in a sample study usually at a local scale. • States an environmental issue and states a response. • Makes simple reference for a sample study and states a simple trend. • Follows some steps of a geographic research sequence to study an obvious environmental problem. • Communicates in written form characterised by use of general geographic terms and brief phrases.
Band 1	

OUTCOMES

Code	Descriptor
	A student :
H1	Identifies and applies legal concepts and terminology.
H2	Describes and explains key features of and the relationship between Australian and International law.
H3	Analyses the operation of domestic and international legal systems.
H4	Evaluates the effectiveness of the legal system in addressing issues.
H5	Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change.
H6	Assesses the nature of the interrelationship between the legal system and society.
H7	Evaluates the effectiveness of the law in achieving justice.
H8	Locates, selects, organizes, synthesizes 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.

COMPONENTS

WEIGHTING (%)

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

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/Week	Outcomes	Task	Components				Weight (%)
			A	B	C	D	
Term 4 2020	H1, H3, H8, H9	In-Class Test Human Rights	5		10	5	20
Term 1 2021	H1, H6, H7, H9, H10	Crime Test Crime	10	5	5	5	25
Term 2 2021	H4, H5, H7, H9, H10	In-class essay Consumers	10	5	5	5	25
Term 3 2021	H1, H2, H3, H4, H5, H7, H9, H10	Trial Examination All topics	15	10		5	30
		Total Weighting	40	20	20	20	100%

Higher School Certificate Performance Bands – Legal Studies

The typical performance in this band:

<p>Band 6</p>	<ul style="list-style-type: none"> • Analyses information, synthesises ideas and interprets issues to evaluate the effectiveness of the legal system. • Demonstrates extensive knowledge and understanding of continuity and change of the legal system and the processes and mechanisms involved in that change. • Applies sophisticated analysis of the operation and dimensions of the legal system in addressing specific issues. • Makes comprehensive use of relevant cases, legislation, media reports and opinion to support arguments in a domestic and international context. • Presents balanced and coherent arguments on controversial and contemporary issues • Analyses and provides explanation of the inter-relationships between individuals, groups and society in the legal system. • Communicates an argument opinion using relevant legal vocabulary.
<p>Band 5</p>	<ul style="list-style-type: none"> • Analyses information and interprets issues to evaluate the effectiveness of the legal system. • Demonstrates detailed knowledge and understanding of continuity and change of the legal system and the processes and mechanisms involved in that change. • Analyses the operation and dimensions of the legal system. • Uses relevant research from cases, legislation, media reports and opinion to support arguments in a domestic and international context. • Presents clear arguments on controversial and contemporary issues. • Describes the complexity of inter-relationships between individuals, groups and society in the legal system. • Uses appropriate legal vocabulary competently.
<p>Band 4</p>	<ul style="list-style-type: none"> • Provides some analysis of information and issues related to the effectiveness of the legal system. • Demonstrates good knowledge and understanding of continuity and change of the legal system and of the broad processes and mechanisms involved in that change. • Demonstrates an understanding of the operation and dimensions of the legal system. • Refers to relevant cases and or legislation in the legal system in a domestic and international context. • Describes inter-relationships between individuals, groups and society in the legal system. • Uses appropriate legal vocabulary.
<p>Band 3</p>	<ul style="list-style-type: none"> • Demonstrates basic knowledge and understanding of continuity and change of the legal system. • Describes some issues related to the effectiveness of the legal system. • Demonstrates a basic understanding of the operation and dimensions of the legal system. • Makes basic reference to cases and legislation in the legal system in a domestic and international content. • Provides simple descriptions of the inter-relationships between individuals, groups and society in the legal system • Uses basic legal vocabulary.
<p>Band 2</p>	<ul style="list-style-type: none"> • Recognises some issues and changes in the legal system. • Demonstrates a limited understanding of some aspects of the operations and dimensions of the legal system. • Recognises the role individuals, groups and society have in the legal system. • Uses some elementary legal vocabulary.

Studies of Religion

Head of Department: Mr Jason Currao

Studies of Religion I

Studies of Religion 1 HSC Course Assessment Program 2020-2021

OUTCOMES

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

COMPONENTS

WEIGHTING (%)

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

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks notice.

Term/week	Outcomes	Task	Components				Weight
			A	B	C	D	
Term 4 2020	H1, H2, H3, H4, H5, H6, H7, H8, H9	Religious Tradition Depth Study Islam: Research and prepare extended response on a given question written in class	5	2.5	5	5	17.5
Term 2 2021	H1, H2, H3, H4, H5, H6, H7, H8, H9	Religious Tradition Depth Study Christianity and Religion and Belief Systems in Australia post-45: Oral Task: Students will be provided with stimulus material, to analyse and comment on through discussion	5	7.5	5		17.5
Term3 2021	H1, H2, H3, H4, H5, H6, H7, H8, H9	HSC Trial Examination All Modules	10			5	15
		Total Weighting	20	10	10	10	50%

Performance Band Descriptions Studies of Religion 1 unit

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> • Demonstrates comprehensive knowledge and understanding of the influence of religion, its diversity and commonality and its expression in Australian society, Aboriginal beliefs and spirituality, and key religious concepts and issues in two religious traditions noting variants. • Demonstrates high level analysis, synthesis and evaluation of religious-based information. • Displays depth of interpretation and insight into religion and belief systems with an Australian focus. • Applies specific terminology. • Evaluates and uses a variety of sources, including sacred writings and stories to substantiate an objective and coherent argument. • Shows high level understanding of the diversity of expression within religious traditions. • Applies religious beliefs and practices to the day to day experience of believers. • Clearly communicates complex information coherently.
Band 5	<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of the influence of religion, its diversity and commonality and its expression in Australian society, Aboriginal beliefs and spirituality, and key religious concepts and issues in two religious traditions noting variants. • Competently explains, discusses and analyses religious-based information. • Demonstrates detailed interpretation and insight into religion and belief systems with an Australian focus. Understands specific terminology. • Uses relevant sources and provides detail to support an objective argument. • Acknowledges diversity of expression within religious traditions. • Establishes links between religious beliefs, practices and the day to day experience of believers. • Communicates complex information effectively.
Band 4	<ul style="list-style-type: none"> • Demonstrates a sound knowledge and some understanding of the influence of religion and its expression in Australian society, its diversity and commonality, Aboriginal beliefs and spirituality, and key religious concepts and issues in two religious traditions. • Provides factual religious-based information. • Employs an adequate descriptive approach to religion and belief systems with an Australian focus. • Generally uses accurate terminology specific to Studies of Religion. • Refers to some relevant sources. • Displays some understanding of the link between religious beliefs, practices and the day to day experience of believers. • Demonstrates effective communication skills.
Band 3	<ul style="list-style-type: none"> • Demonstrates basic knowledge of the influence of religion and its expression in Australian society, its diversity and commonality, Aboriginal beliefs and spirituality, and key religious concepts and issues in two religious traditions. • Provides general religious-based information. • Employs a basic descriptive approach to religion and belief systems with an Australian focus. • Makes general reference to terminology specific to Studies of Religion. • Demonstrates the ability to undertake basic research. • Demonstrates basic communication skills.
Band 2	<ul style="list-style-type: none"> • Demonstrates a limited knowledge of the influence of religion and its expression in Australian society, its diversity and commonality, Aboriginal beliefs and spirituality, and key religious concepts and issues in two religious traditions. • Recalls some facts of religious-based information. • Provides a limited description of religion and belief systems with an Australian focus. • Makes simple reference to terminology specific to Studies of Religion. • Demonstrates some ability to research. Shows limited communication skills.
Band 1	<ul style="list-style-type: none"> • A mark in this band indicates that the student has achieved below the minimum standard expected.

OUTCOMES

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

COMPONENTS

WEIGHTING(%)

A	Knowledge and understanding of course content	40
B	Source-based skills	20
C	Investigation and research	20
D	Communication of information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks notice.

Term/week	Outcomes	Task	Components				Weight
			A	B	C	D	
Term 4 2020	H1, H2, H3, H4, H5, H6, H7, H8, H9	Religious Tradition Depth Study Islam: Research and prepare extended response on a given question written in class	10	5	5	5	25
Term 1 2021	H1, H2, H3, H4, H5, H6, H7, H8, H9	Religion & Peace Research and extended response question on Religion and Peace- Christianity & Islam	10	5	5	5	25
Term 2 2021	H1, H2, H3, H4, H5, H6, H7, H8, H9	Religious Tradition Depth Study Christianity & Religion and Belief Systems in Australia post-45: Oral Task: Students will be provided with stimulus material, to analyse and comment on through discussion	5	5	10		20
Term 3 2021	H1, H2, H3, H4, H5, H6, H7, H8, H9	HSC Trial Examination All Modules	15	5		10	30
		Total Weighting	40	20	20	20	100%

Performance Band Descriptions: - Studies of Religion 2 unit

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> • Demonstrates comprehensive knowledge and understanding of the influence of religion, its diversity and commonality and its expression in Australian society, Aboriginal beliefs and spirituality, and key religious concepts and issues in three religious traditions noting variants. • Demonstrates high level analysis, synthesis and evaluation of religious-based information. • Displays depth of interpretation and insight into religion and belief systems with an Australian focus. Applies specific terminology. • Evaluates and uses a variety of sources, including sacred writings and stories to substantiate an objective and coherent argument. • Shows high level understanding of the diversity of expression within religious traditions. • Applies religious beliefs and practices to the day to day experience of believers. • Clearly communicates complex information coherently.
Band 5	<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of the influence of religion, its diversity and commonality and its expression in Australian society, Aboriginal beliefs and spirituality, and key religious concepts and issues in three religious traditions noting variants. • Competently explains, discusses and analyses religious-based information. • Demonstrates detailed interpretation and insight into religion and belief systems with an Australian focus. Understands specific terminology. • Uses relevant sources and provides detail to support an objective argument. • Acknowledges diversity of expression within religious traditions. • Establishes links between religious beliefs, practices and the day to day experience of believers. • Communicates complex information effectively.
Band 4	<ul style="list-style-type: none"> • Demonstrates a sound knowledge and some understanding of the influence of religion and its expression in Australian society, its diversity and commonality, Aboriginal beliefs and spirituality, and key religious concepts and issues in three religious traditions. • Provides factual religious-based information. • Employs an adequate descriptive approach to religion and belief systems with an Australian focus. Generally uses accurate terminology specific to Studies of Religion. • Refers to some relevant sources. • Displays some understanding of the link between religious beliefs, practices and the day to day experience of believers. • Demonstrates effective communication skills.
Band 3	<ul style="list-style-type: none"> • Demonstrates basic knowledge of the influence of religion and its expression in Australian society, its diversity and commonality, Aboriginal beliefs and spirituality, and key religious concepts and issues in three religious traditions. • Provides general religious-based information. • Employs a basic descriptive approach to religion and belief systems with an Australian focus. • Makes general reference to terminology specific to Studies of Religion. • Demonstrates the ability to undertake basic research. Demonstrates basic communication skills
Band 2	<ul style="list-style-type: none"> • Demonstrates a limited knowledge of the influence of religion and its expression in Australian society, its diversity and commonality, Aboriginal beliefs and spirituality, and key religious concepts and issues in three religious traditions. • Recalls some facts of religious-based information. • Provides a limited description of religion and belief systems with an Australian focus. • Makes simple reference to terminology specific to Studies of Religion. • Demonstrates some ability to research. Shows limited communication skills.
Band 1	<ul style="list-style-type: none"> • A mark in this band indicates that the student has achieved below the minimum standard expected.

Technological and Applied Studies (TAS)

Head of Department: Mr Anthony Horth

Design and Technology

Design & Technology HSC Course Assessment Program 2020-2021

OUTCOMES

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

COMPONENTS

WEIGHTING (%)

A	Knowledge and Skills in: Innovation and Emerging Technologies
B	Designing and Producing

40
60

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight (%)
			A	B	
Term 4 2020 Monday 23rd November period 1-6	H1.1, H1.2, H4.1, H5.1, H5.2,	Oral Presentation Based on MDP Project Proposal		20	20
Term 1 2021	H2.2, H3.1, H3.2 H6.2,	Innovations Case Study	20		20
Term 2 2021	H1.1, H1.2, H3.2, H4.1, H4.2, H4.3 H5.1, H5.2, H6.1	Knowledge and skills in designing, managing, producing and evaluating a major design project.		30	30
Term 3 2021	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H4.3, H5.2, H6.1, H6.2.	HSC Trial Examination	20	10	30
		Total Weighting	40	60	100%

Higher School Certificate Performance Bands – Design and Technology

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> • Demonstrates a high level of understanding of design theory and the factors affecting design. • Critically analyses the factors which influence design and technological development. • Exemplifies quality design practice and it's innovative in applying design theory. • Selects from, and effectively uses a wide range of research methodologies and communication techniques. • Selects and appropriately uses materials, tools and techniques and manages the production of an outstanding major design project. • Comprehensively evaluates processes undertaken in their own and other's design and technological activities. • Critically assesses the impact of current and emerging technologies.
Band 5	<ul style="list-style-type: none"> • Demonstrates a detailed understanding of design theory and the factors affecting design. • Analyses the factors which influence design and technological development. • Applies understanding of design theory to exhibit quality design practice. • Selects from, and uses appropriately a range of research methodologies and communication techniques. • Selects and appropriately uses materials, tools and techniques and manages the production of a high quality major design project. • Evaluates processes undertaken in their own and other's design and technological activities. • Assesses the impact of current emerging technologies.
Band 4	<ul style="list-style-type: none"> • Demonstrates a sound understanding of design theory and the factors affecting design. • Explains the factors which influence design and technological development. • Applies understanding of design theory to display good design practice. • Selects and uses a range of research methodologies and communication techniques. • Selects and uses materials, tools and techniques and manages the production of a major design product of substantial quality. • Explains processes undertaken in their own and other's design and technological activities. • Demonstrates a broad knowledge and understanding of current and emerging technologies.
Band 3	<ul style="list-style-type: none"> • Demonstrates a basic understanding of design theory and the factors affecting design. • Describes the factors which influence design and technological development. • Develops and implements design ideas. • Conducts basic research and presents findings and ideas using only one or two communication techniques. • Uses materials, tools and techniques and manages the production of a satisfactory major design project. • Describes processes undertaken in their own and other's design and technological activities. • Demonstrates a basic knowledge of current and emerging technologies.
Band 2	<ul style="list-style-type: none"> • Demonstrates a limited understanding of design theory and the factors affecting design. • Identifies some factors which influence design and technological development. • Implements design ideas. • Conducts limited research and communicates ideas in a simple way. • Uses materials, tools and technologies to produce an elementary major design project. • Identifies design criteria for their own and other's design and technological activities. • Demonstrates an elementary knowledge of current and emerging technologies.
Band 1	

OUTCOMES

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

COMPONENTS

WEIGHTING (%)

A	knowledge & understanding	20
B	research analysis and communication	30
C	experimentation and preparation	30
D	design, implementation and evaluation	20

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4 2020 Oral Presentation	H1.2, H1.4, H3.1	Research & Oral Presentation Australian Food Industry		15		5	20
Term 1 2021	H1.1, H 4.2	Research Assignment Food Manufacturing		15		10	25
Term 2 2021	H1.3, H3.2, H4.1, H5.1	Case Study and practical			30	5	35
Term 3 2021	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H4.2,	Trial Examination	20				20
		Total Weighting	20	30	30	20	100%

Higher School Certificate Performance Bands - Food Technology

The typical performance in this band:

Band 6	<ul style="list-style-type: none">• demonstrates extensive and detailed knowledge and understanding of food manufacture and product development, the Australian food industry, and contemporary food issues• displays expertise in applying theoretical concepts to a comprehensive range of practical activities in food technology• effectively communicates information using explicit technical language in a concise and focused format• displays a high degree of interpretive, analytical and reporting skills in dealing with food technology concepts• demonstrates evidence of well-developed critical thinking skills in debate and discussion of issues surrounding relevant food technologies• designs creative solutions to food technology issues
Band 5	<ul style="list-style-type: none">• demonstrates a thorough knowledge and understanding of food manufacture and product development, the Australian food industry, and contemporary food issues• displays competence in applying this knowledge to a range of practical activities in food technology• effectively communicates information using specific technical detail and accurate terminology• clearly demonstrates the ability to interpret, analyse and organise information• shows evidence of critical thinking in discussion of issues surrounding relevant food technologies
Band 4	<ul style="list-style-type: none">• demonstrates a sound knowledge and understanding of food manufacture and product development, the Australian food industry, and contemporary food issues• displays skill in applying knowledge to a range of practical activities in food technology• communicates successfully using appropriate terminology• analyses and interprets information with attempts to organise thoughts and ideas• displays a broad understanding of the impact of technologies on society and the environment
Band 3	<ul style="list-style-type: none">• recalls some specific food technology facts• displays limited skill in applying knowledge to practical activities in food technology• expresses ideas in simple form using correct terminology and with limited discussion and analysis• displays some awareness of the impact of technologies on society and the environment
Band 2	<ul style="list-style-type: none">• recalls general information about food• communicates using basic terminology and simple explanations• applies basic food facts to a limited number of practical activities in food technology• displays some comprehension of content with a limited application of knowledge
Band 1	

Textiles and Design

Textiles and Design HSC Course Assessment Program 2020-2021

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	knowledge & understanding of course content	50
B	Skills and knowledge in the design, manufacture and management of a major textiles project	50

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 4 2020	H2.1, H2.3, H4.2	Designing and Planning Presentation		20	20
Term 1 2021	H3.1, H3.2, H4.1, H4.2	Properties and Performance Research Task	15		15
Term 2 2021	H1.1, H1.2, H2.2, H3.1, H4.2	Project Development and Management Report	5	30	35
Term 3 2021	H1.3, H3.1, H3.2, H4.1, H5., H6.1	Trial Examination	30		30
		Total Weighting	50	50	100

Higher School Certificate Performance Bands – Textiles and Design

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> demonstrates an extensive knowledge and understanding of the properties, performance, design, and production of textiles and the development of new textile technologies displays expertise in a variety of design and technological skills in the development and production of the Major Textiles Project communicates ideas and information clearly and comprehensively in written, visual and graphic forms generates, modifies and evaluates complex, aesthetically pleasing and functionally appropriate textile designs selects and extensively justifies fabric, yarn, fibre and manufacturing techniques for specific end uses critically evaluates the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied industries
Band 5	<ul style="list-style-type: none"> demonstrates a thorough knowledge and understanding of the properties, performance, design, and production of textiles and the development of new textile technologies displays proficiency in a variety of design and technological skills in the development and production of the Major Textiles Project communicates ideas and information clearly in written, visual and graphic forms generates, modifies and evaluates creative and functionally appropriate textile designs selects and justifies fabric, yarn, fibre and manufacturing techniques for specific end-uses evaluates the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied industries
Band 4	<ul style="list-style-type: none"> demonstrates a sound knowledge and understanding of the properties, performance, design, and production of textiles and the development of new textile technologies displays competence in a variety of design and technological skills in the development and production of the Major Textiles Project communicates ideas and information adequately in written, visual and graphic forms generates and modifies creative design ideas selects fabric, yarn, fibre and manufacturing techniques for specific end-uses with limited justification analyses the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied
Band 3	<ul style="list-style-type: none"> shows a basic understanding of the properties, performance, design, and production of textiles and the development of new textile technologies displays sound design and technological skills in the development and production of the Major Textiles Project. communicates information and ideas in simple diagrammatical and written forms generates and modifies design ideas in a basic way selects fabric, fibre and manufacturing techniques for specific end-uses explains the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied industries
Band 2	<ul style="list-style-type: none"> recalls elementary textile concepts and processes displays limited design and technological skills in the development and production of the Major Textiles Project communicates ideas and information using simple textile terminology and diagrams generates design ideas in an elementary way uses a limited selection of fabrics, fibres and manufacturing techniques describes the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied industries
Band 1	

Hospitality

Hospitality Assessment Program 2020-2021

Units of Competency to be Delivered <i>(approved by the AIS NSW RTO)</i> Units are correct at time of printing			
Unit Title	AQF Category	HSC Hours	Timing Term
Participate in safe work practices	Core	15	Year 11 Term 2
Use hygienic practices for food safety	Core	10	Year 11 Term 1
Work effectively with others	Core	15	Year 11 Term 4
Source and use information on the hospitality industry	Elective	20	Year 12 Term 2 & 3
Use food preparation equipment Prerequisite: SITXFSA001	Core	20	Year 11 Term 1 & 2
Prepare dishes using basic methods of cookery Prerequisite: SITXFSA001	Core	40	Year 11 Term 4 Year 12 Term 1 & 2
Clean kitchen premises and equipment Prerequisite: SITXFSA001	Core	10	Year 11 Term 2 & 3
Participate in safe food handling practices	Elective	15	Year 12 Term 1
Use cookery skills effectively Prerequisite: SITXFSA001	Core	20	Throughout the duration of Year 11 & Year 12
Maintain the quality of perishable items	Core	5	Year 11 Term 4
Prepare and present simple dishes Prerequisite: SITXFSA001	Elective	20	Year 11 Term 1 & 2
Prepare appetisers and salads Prerequisite: SITXFSA001	Elective	25	Year 11 Term 3 & 4
Prepare vegetable, fruit, egg and farinaceous dishes Prerequisite: SITXFSA001	Elective	35	Year 11 Term 4 Year 12 Term 1 & 2
Prepare and serve espresso coffee Prerequisite: SITXFSA001 Delivered by External Provider	Elective	15	Year 11 Term 2

Assessment in VET courses consists of both formal and informal tasks. While competencies can be observed and assessed while you are completing practical tasks in class or on work placement, there will also be opportunities for competencies to be demonstrated in a more formal way through written assignments, portfolios and examinations.

NESA ASSESSMENT TASKS

Times are approximate. Exact dates are written on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks written notice.

Term / Week	Unit of Competency	Description	Weighting
Term 1 2021	Participate in safe food handling practices Maintain the quality of perishable items	Unit test	25%
Term 2 2021	Source and Use Information on the Hospitality Industry	Unit Test	25%
Term 3 2021 Trial Period	All Core Units listed in Curriculum Framework on Previous Page	HSC Trial examination	50%
	Total Weighting		100%

Visual Arts

Head of Department: Ms Monica Boardman

Visual Art HSC Assessment program 2020-2021

OUTCOMES

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

COMPONENTS

WEIGHTING (%)

A	Art-making	50
B	Art Criticism & Art History	50

ASSESSMENT TASKS

- Times are approximate. Exact dates are on the Year 12 Assessment Calendar and will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight%
			A	B	
Term 1 2021 Week 4	H1, H2, H3, H4, H9	Development of the Body of Work Submission of artworks in progress, VAPD with annotated research and critical evaluation of material and conceptual intention through the frames	10	5	15
Term 2 2021 Week 2	H8, H9, H10	Essay Extended written research response. Account for the critical and historical interpretation(s) of selected artist's practice at a certain time and over time.		20	20
Term 2 2021 Week 6	H1, H2, H3, H4, H6, H8	Development of the Body of Work Submission of artworks under development, VAPD including a written account of artmaking practice through the artwork/ audience relationship of the CF	20	5	25
Term 3 2021 Week 3	H2, H4, H5, H6 H7, H8, H9, H10	Trial HSC Examination Art Criticism and Art History Written Examination Resolving the Body of Work: artworks undergoing refinement, VAPD including curation of works for HSC submission with written evaluation of these decisions	20	20	40
		Total weighting	50	50	100

VAPD must accompany the Body of Work for all Practical Hand in Tasks and is MANDATORY on completion of the HSC Body of Work (See table above).

Year 12 Bodies of Work Hand-in Task for Final Assessment Term 3 Week 3, 2021 Trial Period
Bodies of Work submitted for BOSTES HSC Marking – August/September 2021(tbc)

Higher School Certificate Performance Bands – Visual Arts:

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> • a highly developed understanding of practice and a sustained reflective engagement informed by a knowledge of possibilities, conventions, processes and ways to proceed both practically and conceptually • an authoritative understanding of the art world acknowledging the complex and subtle relations among the artist, artwork, world and audience • a sophisticated understanding of how different interpretive frameworks can be employed to represent a point of view • a sophisticated understanding of how ideas and interests may be represented involving a synthesis of the interpretation of content/subject matter and the form of the work • a highly developed understanding of how meaning is sustained at a number of levels through engagement with practice, art world agencies and interpretive frameworks • resolution, coherence, completeness which is outstanding, innovative and cutting edge
Band 5	<ul style="list-style-type: none"> • a well-developed understanding of practice and a sustained engagement involving a knowledge of possibilities, conventions, processes and ways to proceed both practically and conceptually • an accomplished understanding of the art world involving relations among the artist, artwork, world, and audience • an accomplished understanding of how different interpretive frameworks can be employed to represent a point of view • a well-developed understanding of how ideas and interests may be represented involving a synthesis of the interpretation of content/subject matter and the form of work • an accomplished understanding of how meaning is sustained at a number of levels that involve practice, artwork agencies and interpretive frameworks • resolution, coherence, completeness which is accomplished
Band 4	<ul style="list-style-type: none"> • a good understanding of conventions, processes and possibilities of practice • a sound understanding of the art world and relations among the artist, artwork, world and audience • a good understanding that interpretive frameworks inform a point of view • a sound understanding of representation by attempting some synthesis and interpretation of the content/subject matter and the form of the work • a good understanding that meaning can be sustained at a number of levels by makers, audiences and artworks • consideration of the need to adapt, refine and select ideas and approaches employed to achieve resolution • resolution, cohesion, completeness which is sound
Band 3	<ul style="list-style-type: none"> • some understanding of conventions, processes and possibilities available to them yet demonstrates a limited engagement • a basic knowledge of the art world understood and described as artist, artwork, world and audience • a foundational understanding of how different points of view may be possible but has difficulty presenting their own point of view • a basic understanding of representational issues by attempting to select and organise the subject matter/content and form of the work • some basic awareness that different meanings are possible in the visual arts • a foundational understanding of ideas and approaches to achieve resolution
Band 2	<ul style="list-style-type: none"> • some understanding of conventions, processes and possibilities of practice • a simple understanding of the art world involving some knowledge of a few artists and artworks • some understanding that points of view are possible and may differ from their own • a limited understanding of how ideas and subject matter and materials can be represented • a belief that meaning is self-evident or apparent in their own and others' work • a limited selection of ideas and approaches to achieve resolution
Band 1	

NESA – Glossary of Key Words

Account

Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

Analyse

Identify components and the relationship between them; draw out and relate implications

Apply

Use, utilise, employ in a particular situation

Appreciate

Make a judgement about the value of

Assess

Make a judgement of value, quality, outcomes, results or size

Calculate

Ascertain/determine from given facts, figures or information

Clarify

Make clear or plain

Classify

Arrange or include in classes/categories

Compare

Show how things are similar or different

Construct

Make; build; put together items or arguments

Contrast

Show how things are different or opposite

Critically (analyse/evaluate)

Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

Deduce

Draw conclusions

Define

State meaning and identify essential qualities

Demonstrate

Show by example

Describe

Provide characteristics and features

Discuss

Identify issues and provide points for and/or against

Distinguish

Recognise or note/indicate as being distinct or different from; to note differences between

Evaluate

Make a judgement based on criteria; determine the value of

Examine

Inquire into

Explain

Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract

Choose relevant and/or appropriate details

Extrapolate

Infer from what is known

Identify

Recognise and name

Interpret

Draw meaning from

Investigate

Plan, inquire into and draw conclusions about

Justify

Support an argument or conclusion

Outline

Sketch in general terms; indicate the main features of

Predict

Suggest what may happen based on available information

Propose

Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

Recall

Present remembered ideas, facts or experiences

Recommend

Provide reasons in favour

Recount

Retell a series of events

Summarise

Express, concisely, the relevant details

Synthesise

Putting together various elements to make a whole