

And all these little pieces, like coloured glass, came down
and they all turned in to different things.



Some of them turned into Dibliin,
the birds, really colourful birds, all the birds you see today.

Pittwater High School Year 12 (HSC) Assessment Guide 2019-2020

Front cover by
Grace Heemstra Year 11 2019 – Extract from Aboriginal Studies
Major Project

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ASSESSMENT CALENDAR

HSC Term 4 2019

Term 4	HSC	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Weeks 1-5	2018	NO ASSESSMENTS		NO ASSESSMENTS		NO ASSESSMENTS		NO ASSESSMENTS		NO ASSESSMENTS	
Week 6	NOV	18		19		20	Legal Studies	21	Design and Technology	22	Industrial Technology – (Timber & Multimedia)
Week 7	NOV / DEC	25	Visual Arts	26	Studies of Religion	27	French Beginners	28	Biology French Continuers	29	Community and Family Studies Physics Sport Lifestyle and Recreation Studies
Week 8	DEC	2	Business Studies Industry Based Learning PDHPE	3		4		5	Ancient History Economics Food Technology Mathematics Ext 1	6	Aboriginal Studies Agriculture English as an Additional Language/Dialect Work Studies
Week 9	DEC	9	English Ext 2	10		11	Drama Geography Mathematics Adv. Mathematics Stand. 1 Mathematics Stand. 2 Music 1	12		13	Chemistry English (Advanced) English (Standard) English Studies Mathematics Ext 2 Modern History
Week 10	DEC	16		17		18					

ASSESSMENT CALENDAR

HSC Term 1 2020									
Weeks 1-2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
NO ASSESSMENTS	English Ext 1 Music 2	Society and Culture	Design and Technology Legal Studies Music Ext Society and Culture Studies of Religion	Geography Industrial Technology – (Timber & Multimedia)	Ancient History Business Studies English Ext 2 French Beginners French Continuers Sport Lifestyle and Recreational Studies	Chemistry Economics English as an Additional Language/Dialect Industry Based Learning PDHPE Visual Arts Work Studies	Food Technology Mathematics Advanced Mathematics Ext 1 Mathematics Standard 1 Mathematics Standard 2 Modern History	Aboriginal Studies Drama English (Advanced) English (Standard) English Studies Mathematics Ext 2 Music 1 Physics	Agriculture Community and Family Studies

ASSESSMENT CALENDAR

HSC Term 2 2020

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 – 10 (TRIALS)
Biology History Ext		History Ext Music Ext Society and Culture	French Beginners French Continuers Music 2	Chemistry Community and Family Studies English Ext 2 Music 1	Design and Technology	Biology Sport Lifestyle and Recreational Studies	Industry Based Learning Work Studies	Aboriginal Studies Agriculture Ancient History Biology Business Studies Chemistry Community and Family Studies Construction Design and Technology Drama Economics English (Advanced) English as an Additional Language/Dialect English Ext 1 English (Standard) English Studies Food Technology French Beginners French Continuers Geography History Extension Hospitality Industrial Technology – (Timber & Multimedia) Legal Studies Mathematics Advanced Mathematics Ext 1 Mathematics Ext 2 Mathematics Standard 1 Mathematics Standard 2 Modern History Music 1 Music 2 Music Ext PDHPE Physics Society and Culture Studies of Religion Visual Arts

ASSESSMENT CALENDAR

HSC Term 3 2020

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 - 10
Industrial Technology – (Timber & Multimedia)	Drama	Agriculture Aboriginal Studies Music 2	Chemistry Modern History Physics	Ancient History Biology Business Studies English (Advanced) English (Standard) English Studies Food Technology Visual Arts	Economics English Ext 1 Legal Studies Mathematics Advanced Mathematics Ext 1 Mathematics Std 1 Mathematics Std 2 PDHPE Society and Culture Studies of Religion	English as an Additional Language/Dialect Geography Mathematics Ext 2 Sport Lifestyle and Recreation Studies	Industry Based Learning Work Studies

ASSESSMENT FOR THE HSC 2019 / 2020

The purpose of school assessment is to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning
- provide evidence of satisfactory completion of courses
- provide multiple opportunities for students to demonstrate their achievements

Student performance in the Higher School Certificate (HSC) is assessed in two ways – the HSC examinations and the internal (school) assessment. In some subjects, there are also external assessable components.

The HSC examinations are conducted by the NSW Education Standards Authority (NESA) during October and November each year. The internal assessment mark is based on achievement in a range of tasks developed by the school according to syllabus components and weightings. The tasks allow students to demonstrate the breadth and depth of their knowledge, skills and understanding in a variety of ways such as research, oral presentations, aural analysis, practical work and experiences appropriate to the outcomes in each course studied. Marks awarded for each task will align with the quality of the response; work that shows more complex development and higher order achievement will receive more marks than work that demonstrates a more basic level of achievement.

The final HSC assessment mark is a combination of the mark gained in each HSC exam (50%) and the moderated school assessment (50%). The internal (school) assessment for the HSC will commence after the Year 11 course during Term 4, 2019.

The award of an HSC is dependent upon a student's satisfactory progress and completion of course work with regard to both formal assessment and assessment for learning tasks. Students should appreciate that assessment for learning tasks are very important in the context of the whole course, both as practice for assessment tasks and as preparation for the HSC examination.

SATISFACTORY COMPLETION OF COURSES

The following course completion criteria refer to both the Preliminary and HSC courses.

Course Completion Criteria

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 board developed or board 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.

Should a student not satisfy the course requirements, they will be at risk of being given an 'N' Determination (non-completion of course requirements). The Principal or delegate, will warn the student as soon as possible and advise the parent or guardian (if the student is less than 18 years of age) in writing. Refer to 'Non Determination'.

REQUIREMENTS OF STUDENTS

It is expected that:

- Student attendance, conduct and progress will be satisfactory. To successfully complete the HSC course student attendance should not drop below a minimum 85% of timetabled lessons.
- Continuity of learning is an essential element of senior high school education. The standards set by the school and expectations of its staff are such that only unavoidable absence due to illness, bereavement etc. should come in the way of attending school. Students who miss school must catch-up work and are expected to develop a plan to do so for any missed work, so that learning opportunities are maximised.
- Students will complete **classwork, homework, assigned work and set tasks and experiences** to the satisfaction of each faculty's requirements.
- Students will make a **serious attempt** at all set work and participate in all experiences provided in courses run by the school.
- Students will **apply themselves with diligence and sustained effort** throughout the course.
- Students will have achieved some or all of the course outcomes.

SCHOOL RESPONSIBILITIES

NESA outlines the requirement that schools establish an HSC assessment program for each course we teach within the guidelines outlined in each syllabus. We are expected to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- **encourage students to take greater responsibility for their own learning**
- evaluate and refine teaching programs in response to student performance
- report student achievement to various audiences including parents, employers and others, in ways that meet their needs

INTERNAL ASSESSMENT

The school is required to submit an assessment mark for each subject undertaken by the students. The assessment marks submitted by a school for each course are intended to indicate achievement at the end of the HSC course, based on:

- a wide range of syllabus outcomes that can be measured by the external examination, although internal assessment must cover all the objectives measured by the examination;
- multiple measures and observations made throughout the HSC course rather than a single, final examination.

Each student must attempt tasks worth in excess of 50% of the course. If students fail to attempt tasks in excess of 50% in any course the Principal will certify that the course outcomes have not been studied satisfactorily and will indicate the outcomes still to be completed. Students and parents will be informed in advance if a student has placed himself / herself in such a position.

The internal assessment schedule will commence during Term 4 2019 at the completion of the Year 11 Course.

Between three and four tasks will be allocated in each subject's assessment schedule. An individual task would not normally be worth less than 10 per cent, or more than 40 per cent, of the total weighted mark.

This booklet outlines the approximate timing of internal assessment marks. They have been scheduled with student's workloads and school events in mind. Information regarding the exact timing of assessment tasks will be communicated to students via the class teacher. At Pittwater High School we aim to give students a minimum of three weeks notification of assessment tasks. If a student is absent on the day that a notification is distributed to the class, they can sign and collect a copy from the relevant faculty staff room upon their return.

Students will acknowledge the receipt of this Assessment Policy by initialing a receipt sheet. It is recommended that students keep a photocopy of all materials handed out for assessment.

The internal assessment mark is based on the HSC course only (**except in Mathematics**). Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics. No more than 20% of the Mathematics assessment is to be based on the Year 11 course.

COMPLETION AND SUBMISSION OF ASSESSMENT TASKS

Students are expected to perform all tasks required on the set date and to sit for all tasks scheduled as part of the assessment program. The number of assessment tasks given is decided by the school and details of these tasks are provided in the course assessment program that follows. Students should sign a receipt sheet to indicate submission of the task.

Assessment tasks must be submitted **no later than 9.00am on the day they are due**. Students can hand in tasks before the due date. Please ensure if submitted early, that students sign to say handed in early.

If an assessment task is handed in late or a student fails to attend an in class task, the task will incur a zero result. If students have an explanation such as illness, bereavement, for their lateness, they may complete an illness / misadventure form with accompanying documentation and hand this to the Head Teacher.

Failure of computers, printers or software **will not be accepted** as a reason for the lateness of a task, as students are expected to use good management practices such as USB storage, devices, email and keeping draft copies of work. Students have access to computers and printers at school. Work already undertaken for the task and a USB containing the task may be submitted to the teacher or Head Teacher for consideration in this case.

If a Head Teacher is not able to determine the legitimacy of a lateness explanation, it will be presented to the Assessment Review Panel (ARP) for determination. If the ARP determines that the reason for late submission is not acceptable, the task will score zero.

ILLNESS MISADVENTURE & LATE SUBMISSIONS

If you have a valid reason for missing an in-school assessment task or late submission of a task you need to complete an Illness Misadventure or Late Submission form. The forms are available online at the school website, from the Year Adviser, student services office or Head Teachers.

When completing the form attach as much supporting information as possible e.g. Doctor's certificates, funeral notices etc. and return the completed form to your teacher or Head Teacher as soon as possible after your return to school.

The faculty Head Teacher will make a recommendation in the appropriate place on the form for the Assessment Review Panel and forward the application to the Panel Convener. The 2019/2020 Panel Convener is the Principal Jane Ferris.

A copy of the Illness Misadventure form can be found at the end of this document.

MEDICAL CERTIFICATES

When requesting a medical certificate, please give the following information to the doctor to ensure the necessary documentation is provided without further inconvenience to busy professionals.

- the time and date of the consultation
- the nature of the student's illness
- an explanation of how this illness would affect the student's performance on an assessment task or in completing an assignment.

School assessments are the principal means of determining satisfactory completion of the HSC course outcomes in the senior school.

At a time when competition for the very best results is sought by so many students for acceptance into tertiary education, business cadetships and apprenticeships, it is important the school's Assessment Review Panel be able to accurately ascertain the extent to which the student has been disadvantaged by illness and therefore how much extra time he / she be given to complete a task.

Should you have any concerns please telephone the Principal on 9999 4035.

THE ASSESSMENT REVIEW PANEL (ARP)

The Principal of Pittwater High School selects a number of Head Teachers to monitor and review the procedures set down for the Pittwater High School HSC Assessment program. It also meets, if required, to consider student appeals on the grounds of unexpected illness, misadventure, or accident. The Principal is the final arbiter in all appeals.

ATTENDANCE

A student will score zero marks if absent from an in-school assessment task unless they have a valid reason supported by documentation (e.g. a medical certificate in case of illness) and completes an Illness, Misadventure & Late submission form.

- Whole day or partial truancy on the day of an assessment task, or when an assessment task is due, will automatically score a zero mark.
- A student knows in advance of their absence on a date an assessment task is due should, where appropriate, submit the task ahead of time.
- The Principal has discretion in granting leave for legitimate reasons (e.g. school approved activities such as CHS / DoE representation). Requests for leave on an assessment task due date or during an assessment period need to be made in writing to the Principal with supporting documentation. It is the responsibility of the student to show the notification of approved leave to the teacher concerned or exam coordinator before the due date of the assessment task(s).
- Vacations taken outside the normal school holidays will generally not be accepted as a valid reason for absence from an assessment task. Leave that has not been approved will automatically result in a zero mark for any missed assessment tasks. Any requests for leave must be submitted in writing to the Principal with documentation as noted above.
- Students are to be in attendance for all timetabled classes on the day an assessment task is due or assessed. Students may not be in the library or use other school resources during timetabled lessons on the day the task is to be undertaken or examined.

MALPRACTICE (INCLUDING PLAGIARISM)

Dishonesty and unfair advantage during an assessment task will be directed to the subject's Head Teacher, who will report the matter to the ARP. The panel may elect to give a zero result for the task. No student should gain an unfair advantage by having all or part of the task produced by another person. Teachers and Head Teachers must be satisfied that the work is the students own.

Plagiarism and Malpractice includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own
- Using material directly from books, journals, CD's or the internet without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as your own
- Submitting work to which another person such as a parent, coach or subject expert has prepared
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non approved aides during an assessment task
- Making false claims to explain work not handed in by the due date
- Assisting another student to engage in malpractice.

Misbehavior during an exam or assessment task will be reported to a Deputy Principal and the ARP. The ARP may award a mark of zero.

ALTERNATE TASKS

- If an unfair advantage is gained by a student in completing a task after the due date or if a doubt exists as to the security of a task then an alternate task will be given.
- If a task fails to discriminate among candidates, the teacher may decide to reduce the mark value of the task or set an extra task. In extreme cases, an invalid task will be discarded completely. At least one week's notice will be given of an extra task.
- In exceptional circumstances where a student has missed a task and the completion of a substitute task is not feasible, the Principal may authorise the use of an estimate for that particular task. This will be used to determine the student's position in the order of merit for that task.
- When the position is determined, the student will be awarded and have recorded the mark that is most appropriate to that position according to the outcomes being assessed.

'N' DETERMINATIONS

Students studying an HSC course must make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks. 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 cases of non-satisfactory completion, an 'N' Determination will be submitted by the Principal to NESA. Courses which are not satisfactorily completed will not be printed on Records of Achievement or Results notices.

Students who have received an 'N' determination, have the right to appeal.

APPEAL PROCEDURES FOR 'N' DETERMINATIONS

The Principal's Report will be completed and a copy given, together with the Student Appeal Form to the student, or forwarded to the student's home address. The Principal will advise the student's parent or guardian in writing (if the student is under 18 years of age) of their right to appeal against the Principal's determination. NESA will review appeals only on the information submitted with the Principal's report and the Student Appeal Form. No further information will be sought.

If the student's appeal is successful at the school level, notification of the removal of the 'N' determination must be sent to the NESA, so that the 'N' can be removed from the unsatisfactory completion of course schedule. If the student's appeal to the school should be unsuccessful, then the Principal's Report form and Student Appeal form and other relevant information will be sent to the NESA.

The Principal will:

- advise the student in writing in time for the problem to be corrected
- advise the parent or guardian in writing (if the student is under 18 years of age)
- request from the student/parent a written acknowledgement of the warning
- retain copies of the warning notice(s) and other relevant documentation.

CREENTIALS

NESA is a statutory Authority which determines the structure and areas of study for the Year 11 and Year 12 courses. It has the power to award to students the credential of a Higher School Certificate. Students must comply with the entry requirements, course guidelines and the rules and regulations set down by the NESA. The assessment guidelines for Pittwater High School as outlined in this booklet comply with NESA requirements.

The HSC Test Amur is awarded to students who have fulfilled all eligibility requirements.

The HSC *Record of Achievement* is awarded to students who have satisfactorily completed an HSC course. In addition to the course name(s) and unit value, the *Record of Achievement* will also show, as appropriate, an examination mark and / or performance band for each NESA developed HSC course.

A *Certificate of Competence* is awarded to students who successfully complete all requirements of a two year, 2 unit course in a Vocational Education and Training (VET course). The Certificate lists all modules satisfactorily achieved and is issued by NESA on behalf of the Vocational Education and Training Accreditation Board.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

Students who have completed requirements for the Australian Tertiary Admission Rank (ATAR) will also receive a further document reporting their ATAR unless they have taken the option to not have an ATAR provided. The ATAR is a rank not a mark.

To be eligible for an ATAR a student must satisfactorily complete at least ten units of ATAR courses, that is, NESA developed courses for which there is an examination conducted by NESA that has a graded assessment.

These ATAR courses must include at least:

- eight units of Board Developed courses
- two units of English
- three NESA developed courses of two units or more
- at least four subjects

DISABILITY PROVISIONS

If a student requires disability provisions it is their responsibility to apply to the school counsellor and / or Learning Support teacher to establish eligibility through the NESA processes. The student must apply well in advance to allow sufficient time for the disability provisions that are required to be put in place. Except for circumstances of illness or misadventure the only students that will be granted disability provisions are those who have applied for and been granted disability provisions by NESA.

HSC RANKINGS

At the end of the course the school will submit an assessment mark for each student in each subject. To ensure validity between schools NESA moderates this mark with the schools performance in the external examination. Although the mark that appears on the Record of Achievement may change, the position (rank order) of each student will not.

ASSESSMENT SCHEDULES

ABORIGINAL STUDIES

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 8 6/12/19	Assessment Task 1 Global Perspectives task	H1.2, H1.3, H2.2	5	5		5	15
Term 1 Week 10 31/3/20	Assessment Task 2 Major Project and Logbook	H4.1, H4.2 H4.3	5	15	15	5	40
Term 2 Weeks 9/10	Assessment Task 3 Trial HSC Examination	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3	20	5	5		30
Term 3 Week 3	Assessment Task 4 Community Comparison task	H2.1, H2.2, H3.3	10			5	15
		Total	40	25	20	15	100

COMPONENTS & WEIGHTINGS

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

OUTCOMES

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 issues 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, analyse, synthesis 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

AGRICULTURE

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 4 Week 8 6/12/19	Assessment Task 1 Farm product case study	H3.1, H3.2, H3.4	10	10	5	25
Term 1 Week 11	Assessment Task 2 Sustainable plant production	H1.1, H2.1	10	10	5	25
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	10	10	5	25
Term 3 Week 3	Assessment Task 4 Elective Research	H3.3, H4.1, H5.1	10	10	5	25
		Total	40	40	20	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Knowledge, understanding and skills required to manage agricultural production systems	40
C	Skills in effective research, experimentation and communication	20

OUTCOMES

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

ANCIENT HISTORY

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 8 5/12/19	Assessment Task 1 Sparta task In-class response	AH12-3, AH12-5, AH12-7	5	5	5	5	20
Term 1 Week 7	Assessment Task 2 Pompeii and Herculaneum task Research and extended response	AH12-6, AH12-7, AH12-9	10	5	5	5	25
Term 2 Weeks 9/10	Assessment Task 3 Trial HSC Examination	AH12-1, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7	15	5		5	30
Term 3 Week 5	Assessment Task 4 Hatshepsut task Hand-in extended response	AH12-7, AH12-8, AH12-9	10	5	10	5	25
		Total	40	20	20	20	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course contents	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

OUTCOMES

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

BIOLOGY

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 7 28/11/19	Assessment Task 1 Data analysis and research	BIO12-3, BIO12-4, BIO12-5, BIO 12-6, BIO12-7, BIO12-15	15	5	20
Term 2 Week 1	Assessment Task 2 Depth Study Disease and Genetic technologies (starts in class Week 6 Term1)	BIO12-1, BIO12-3, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-15	20	10	30
Term 2 Weeks 9/10	Assessment Task 3 Trial HSC Examination	BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13 BIO12.14	10	20	30
Term 3 Week 5	Assessment Task 4 Modelling and research task	BIO12-3, BIO12-6, BIO12-7, BIO12-14,	15	5	20
		Total	60	40	100

COMPONENTS & WEIGHTINGS

A	Skills in Working Scientifically	60
B	Knowledge and Understanding of Course Content	40

OUTCOMES

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

BUSINESS STUDIES

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 8 2/12/19	Assessment Task 1 Operations task	H2, H4, H5, H9	5		10	5	20
Term 1 Week 7	Assessment Task 2 Marketing task	H4, H6, H7, H8, H9	10	10		5	25
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination	H1, H2, H3, H4, H5, H8, H9, H10	15	10		5	30
Term 3 Week 5	Assessment Task 4 Finance and Human Resources Case Study task	H6, H8, H9, H10	10		10	5	25
		Total	40	20	20	20	100

COMPONENTS & WEIGHTINGS

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

OUTCOMES

H1	Critically analyses the role of business in Australia and globally
H2	Evaluates management strategies in response to changes in internal and external influences
H3	Discusses the social and ethical responsibilities of management
H4	Analyses business functions and processes in large and global businesses
H5	Explains management strategies and their impact on businesses
H6	Evaluates the effectiveness of management in the performance of businesses
H7	Plans and conducts investigations into contemporary business issues
H8	Organises and evaluates information for actual and hypothetical business situations
H9	Communicates business information, issues and concepts in appropriate formats
H10	Applies mathematical concepts appropriately in business situations

CHEMISTRY

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 9 13/12/19	Assessment Task 1 Depth Study: Equilibrium and colourimetry	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-15	20	10	30
Term 1 Week 8	Assessment Task 2 Practical Task: Acids and Bases	CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-13	15	5	20
Term 2 Week 5	Assessment Task 3 Research Task: Organic Chemistry	CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-14	15	5	20
Term 2 Week 9/10	Assessment Task 4 Trial HSC Examination	CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14	10	20	30
		Total	60	40	100

COMPONENTS & WEIGHTINGS

A	Skills in working Scientifically	60
B	Knowledge and understanding of course content	40

OUTCOMES

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

COMMUNITY AND FAMILY STUDIES (CAFS)

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 7 29/11/19	Assessment Task 1 Groups in Context Investigation of a Community Group	H2.2, H2.3, H3.1, H3.2, H3.3, H5.1, H6.2	10	15	25
Term 1 Week 11	Assessment Task 2 Independent Research Project	H4.1, H4.2	5	15	20
Term 2 Week 5	Assessment Task 3 Research Assignment Formal Support for Families Presentation (sample bag)	H1.1, H2.2, H3.2, H3.3	10	15	25
Term 2 Week 9/10	Assessment Task 4 Trial HSC Examination	H1.1, H2.1, H2.2, H2.3, H3.1, H3.3, H3.4, H4.2, H5.1, H5.2, H6.1, H6.2	15	15	30
		Total	40	60	100

COMPONENTS & WEIGHTINGS

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

OUTCOMES

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

DESIGN AND TECHNOLOGY

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 6 21/11/19	Assessment Task 1 Project Proposal	H4.1, H4.2		25	25
Term 1 Week 5	Assessment Task 2 Innovation Case Study	H3.1, H3.2, H6.2	20		20
Term 2 Week 6	Assessment Task 3 Project Development + Video	H1.2, H5.1, H5.2, H4.3, H6.1		35	35
Term 2 Week 9/10	Assessment Task 4 Trial HSC Examination	H1.1, H2.1, H2, H3.1, H6.2	20		20
		Total	40	60	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Knowledge and skills in designing, managing, producing and evaluating design projects	60

OUTCOMES

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 through the study of industrial and commercial practices
H6.2	Critically assesses the emergence and impact of new technologies, and the factors affecting their development

DRAMA

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 4 Week 9 11/12/19	Assessment Task 1 1a Black Comedy – Performance and Essay 1b Individual Project – Work in Progress + Log Book	H3.2 H1.9	10	5	10	25
Term 1 Week 10	Assessment Task 2 2a Australian Drama – Performance and Essay 2b Individual Project – Work in Progress	H3.4 H2.2	10	5	10	25
Term 2 Week 9/10	Assessment Task 3 3a Individual Project – Complete 3b Group Performance – Work in Progress + Log 3c Written Exam – Australian Drama & Black Comedy essays	H1.7 H2.5 H3.1	10	10	10	30
Term 3 Week 2	Assessment Task 4 4a Group Performance - Complete	H1.4	10	10		20
		Total	40	30	30	100

COMPONENTS & WEIGHTINGS

A	Making	40
B	Performing	30
C	Critically Studying	30

OUTCOMES

H1.1	Uses acting skills to adopt and sustain a variety of characters and roles
H1.2	Uses performance skills to interpret and perform scripted and other material
H1.3	Uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
H1.4	Collaborates effectively to produce a group-devised performance
H1.5	Demonstrates directorial skills
H1.6	Records refined group performance work in appropriate form
H1.7	Demonstrates skills in using the elements of production and values and attitudes
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

ECONOMICS

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 8 5/12/19	Assessment Task 1 Extended Response – Global Economy Case Study	H1, H3, H4, H7, H10, H11	10		10		20
Term 1 Week 8	Assessment Task 2 In class Test – Topic 1 and 2	H1, H2, H3, H4, H7, H10, H11	5	10		10	25
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination Topics 1, 2 and 3	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	15	10		5	30
Term 3 Week 6	Assessment Task 4 In class extended response Topic 4 Economic policies and management	H1, H2, H4, H5, H6, H7, H8, H10	10		10	5	25
		Total	40	20	20	20	100

COMPONENTS & WEIGHTINGS

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

OUTCOMES

H1	Demonstrates understanding of economic terms, concepts and relationships
H2	Analyses the economic role of individuals, firms, institutions and governments
H3	Explains the role of markets within the global economy
H4	Analyses the impact of global markets on the Australian and global economies
H5	Discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
H6	Analyses the impact of economic policies in theoretical and contemporary Australian contexts
H7	Evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
H8	Applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
H9	Selects and organises information from a variety of sources for relevance and reliability
H10	Communicates economic information, ideas and issues in appropriate forms
H11	Applies mathematical concepts in economic contexts
H12	Works independently and in groups to achieve appropriate goals in set timelines

ENGLISH (ADVANCED)

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Weight %		
			A	B	Total
Term 4 Week 9 13/12/19	Assessment Task 1 Common Module: Texts and Human Experiences Extended Response	EA12-1, EA12-5, EA12-6, EA12-7, EA12-8	15	10	25
Term 1 Week 10	Assessment Task 2 Module A: Textual Conversations Extended Response	EA12-1, EA12-4, EA12-6, EA12-7, EA12-8	10	10	20
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	15	15	30
Term 3 Week 5	Assessment Task 4 Module C: Craft of Writing Multimodal Assessment	EA12-1, EA12-2, EA12-4, EA12-9	10	15	25
		Total	50	50	100

COMPONENTS & WEIGHTINGS

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

OUTCOMES

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

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Weight %		
			A	B	Total
Term 4, Week 8 6/12/19	Assessment Task 1 Module A: Texts and Human Experiences Writing	EAL12-1B , EAL12-3, EAL12-5, EAL12-6	10	10	20
Term 1, Week 8	Assessment Task 2 Module D: Focus on Writing	EAL12-1A, EAL12-3 EAL12-4, EAL12-9	10	15	25
Term 2, Week 9/10	Assessment Task 3 Trial HSC Examination	EAL12-1A, EAL12-3 EAL12-5, EAL12-7 EAL12-8	15	10	25
Term 3, Week 7	Assessment Task 4 Module B: Language, Identity and Culture Multimodal Presentation	EAL12-1A, EAL12-2, EAL12-5, EAL12-7, EAL12-8	15	15	30
		Total	50	50	100

COMPONENTS & WEIGHTINGS

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

OUTCOMES

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

ENGLISH EXTENSION 1

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Weight %		
			A	B	Total
Term 1, Week 3	Assessment Task 1 Creative Writing and Reflection	EE12-1, EE12-2, EE12-5	15	20	35
Term 2, Week 9/10	Assessment Task 2 Trial HSC Examination	EE12-1, EE12-2, EE12-4	15	15	30
Term 3, Week 6	Assessment Task 3 Tutorial Presentation	EE12-1, EE12-3, EE12-5	20	15	35
		Total	50	50	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of complex texts and of how and why they are valued	50
B	Skills in complex analysis, sustained composition and independent investigation	50

OUTCOMES

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 synthesizes 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 process

ENGLISH EXTENSION 2

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Weight %		
			A	B	Total
Term 4 Week 9	Assessment Task 1 Viva Voce	EEX12-1, EEX12-4	15	15	30
Term 1 Week 7	Assessment Task 2 Literature Review	EEX12-2, EEX12-4,	20	20	40
Term 2 Week 5	Assessment Task 3 Critique of the Creative Process	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EX12-5	15	15	30
		Total	50	50	100

COMPONENTS & WEIGHTINGS

A	Skills in extensive independent research	50
B	Skills in sustained composition	50

OUTCOMES

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

ENGLISH (STANDARD)

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Weight %		
			A	B	Total
Term 4 Week 9 13/12/19	Assessment Task 1 Common Module: Texts and Human Experiences Extended Response	EN12-1, EN12-5, EN12-6, EN12-7, EN12-8	15	10	25
Term 1 Week 10	Assessment Task 2 Module A: Language, Identity and Culture Extended Response	EN12-1, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	10	10	20
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	15	15	30
Term 3 Week 5	Assessment Task 4 Module C: Craft of Writing Multimodal Assessment	EN12-1, EN12-2, EN12-4, EN12-9	10	15	25
		Total	50	50	100

COMPONENTS & WEIGHTINGS

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

OUTCOMES

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

ENGLISH STUDIES

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Weight %		
			A	B	Total
Term 4 Week 9 13/12/19	Assessment Task 1 Mandatory Module: Texts and Human Experiences	ES12-1, ES12-4, ES12-7, ES12-8	15	10	25
Term 1 Week 10	Assessment Task 2 English in filmmaking The Big Screen	ES 12-1, ES12-2, ES12-3, ES12-5, ES12-6, ES12-9	10	10	20
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination	ES12-1, ES 12-3, ES12-6, ES12-9	15	15	30
Term 3 Week 5	Assessment Task 4 Who do I think I am? – English and the Self Portfolio of course classwork	ES12-1, ES12-4, ES 12-10	10	15	25
		Total	50	50	100

COMPONENTS & WEIGHTINGS

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

OUTCOMES

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

FOOD TECHNOLOGY

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 4 Week 8 5/12/19	Assessment Task 1 Food Product Development Portfolio and Prototype	H2.1, H3.2, H5.1			30	30
Term 1 Week 9	Assessment Task 2 Industry Case Study	H1.2, H1.4, H3.1	5	15		20
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination	H1.1, H1.2, H1.4, H3.1, H4.2	25			25
Term 3 Week 5	Assessment Task 4 Extended Response: Contemporary Nutrition	H1.1, H4.2	10	15		25
		Total	40	30	30	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Knowledge and skills in designing, researching, analysing and evaluating	30
C	Skills in experimenting with and preparing food by applying theoretical concepts	30

OUTCOMES

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

FRENCH BEGINNERS

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 7 27/11/19	Assessment Task 1 Reading	H2.1 – H2.6		20			20
Term 1 Week 7	Assessment Task 2 Listening	H2.1 – H2.6	20				20
Term 2 Week 4	Assessment Task 3 Speaking and Writing	H1.1 – H1.4 H3.1 – H3.4			15	15	30
Term 2 Week 9/10	Assessment Task 4 Trial HSC Examination	H1.1 – H3.4	10	10	5	5	30
		Total	30	30	20	20	100

COMPONENTS & WEIGHTINGS

A	Listening	30
B	Reading	30
C	Speaking	20
D	Writing	20

OUTCOMES

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
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
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

FRENCH CONTINUERS

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 7 28/11/19	Assessment Task 1 Reading	H2.1 – H2.6		20			20
Term 1 Week 7	Assessment Task 2 Listening	H2.1 – H2.6	20				20
Term 2 Week 4	Assessment Task 3 Speaking and Writing	H1.1 – H1.4 H3.1 – H3.4			15	15	30
Term 2 Week 9/10	Assessment Task 4 Trial HSC Examination	H1.1 – H3.4	10	10	5	5	30
		Total	30	30	20	20	100

COMPONENTS & WEIGHTINGS

A	Listening	30
B	Reading	30
C	Speaking	20
D	Writing	20

OUTCOMES

1.1	Uses a range of strategies to maintain communication
1.2	Conveys information appropriate to context, purpose and audience
1.3	Exchanges and justifies opinions and ideas
1.4	Reflects on aspects of past, present and future experience
2.1	Applies knowledge of language structures to create original text
2.2	Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3	Structures and sequences ideas and information
3.1	Conveys the gist of texts and identifies specific information
3.2	Summarises the main ideas
3.3	Identifies the tone, purpose, context and audience
3.4	Draws conclusions from or justifies an opinion
3.5	Interprets, analyses and evaluates information
3.6	Infers points of view, attitudes or emotions from language and context
4.1	Recognises and employs language appropriate to different social contexts
4.2	Identifies values, attitudes and beliefs of cultural significance
4.3	Reflects upon significant aspects of language and culture

GEOGRAPHY

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 9 11/12/19	Assessment Task 1 Urban Places task	H1, H3, H7, H12	5	5	5	5	20
Term 1 Week 6	Assessment Task 2 Ecosystems at Risk task	H2, H5, H6, H13,	10	5	10	5	30
Term 2 Weeks 9/10	Assessment Task 3 Trial HSC Examination	H1, H9, H10, H11, H12	15	5		5	25
Term 3 Week 7	Assessment Task 4 People and Economic Activity task	H4, H7, H8, H13	10	5	5	5	20
		Total	40	20	20	20	100

COMPONENTS & WEIGHTINGS

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

OUTCOMES

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 of people 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 synthesise 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

HISTORY EXTENSION

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 2 Week 1 1/5/20	Assessment Task 1 History Project – Historical Process	HE12-1, HE12-2, HE12-4	10	20	30
Term 2 Week 3 15/5/20	Assessment Task 2 History Project - Essay	HE12-1, HE12-2, HE12-3, HE12-4	10	30	40
Term 2 Weeks 9/10	Assessment Task 3 Trial HSC Examination	HE12-1, HE12-3, HE12-4	20	10	30
		Total	40	60	100

COMPONENTS & WEIGHTINGS

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

OUTCOMES

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

INDUSTRIAL TECHNOLOGY – (TIMBER & MULTIMEDIA)

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4, Week 6 22/11/19	Assessment Task 1 Project Design and Planning	H3.1, H3.2, H5.2, H6.1		20	20
Term 1, Week 6	Assessment Task 2 Project Development	H3.3, H4.1, H4.2, H4.3, H5.1, H6.2	25		25
Term 2, Week 9/10	Assessment Task 3 Trial HSC Examination	H1.1 – H7.2	15	10	25
Term 3, Week 1	Assessment Task 4 Record of production & evaluations	H3.3, H4.1, H4.2, H4.3, H5.1, H6.2		30	30
		Total	40	60	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Knowledge and skills in the design, management, communication and production of a major project	60

OUTCOMES

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

LEGAL STUDIES

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 4 Week 6 20/11/19	Assessment Task 1 Human Rights task	H1 H2 H3 H4 H8 H9	10	10		25
Term 1 Week 5	Assessment Task 2 Family Law task	H1 H2 H4 H5 H6 H7	15	5	5	25
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination	H1 – H10	20		10	30
Term 3 Week 6	Assessment Task 4 Indigenous Peoples task	H1 H2 H3 H4 H5 H7 H8	15	5	5	20
		Total	60	20	20	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding	60
B	Research	20
C	Communication	20

OUTCOMES

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

MATHEMATICS ADVANCED

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 9 11/12/19	Assessment Task 1 Written test	MA12-1, MA12-2, MA12-4, MA12-5, MA12-9, MA12-10	10	10	20
Term 1 Week 9	Assessment Task 2 Assignment	MA12-3, M112-6, MA12-7, MA12-9, MA12-10	12.5	12.5	25
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	15	15	30
Term 3 Week 6	Assessment Task 4 Written test	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	12.5	12.5	25
		Total	50	50	100

COMPONENTS & WEIGHTINGS

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

OUTCOMES

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

MATHEMATICS EXTENSION 1

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 8 5/12/19	Assessment Task 1 Assignment	ME12-2, ME12-6, ME12-7 MA12-1, MA12-2, MA12-4, MA12-5, MA12-9, MA12-10	10	10	20
Term 1 Week 9	Assessment Task 2 Written Test	ME12-1, ME12-3, ME12-4, ME12-6, ME12-7 MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	12.5	12.5	25
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination	ME12-1, ME12-2, ME12-3, ME12-4, ME12-6, ME12-7 MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	15	15	30
Term 3 Week 6	Assessment Task 4 Written Test	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7 MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	12.5	12.5	25
Total			50	50	100

COMPONENTS & WEIGHTINGS

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

OUTCOMES

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

MATHEMATICS EXTENSION 2

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 9 13/12/19	Assessment Task 1 Written Test	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	10	10	20
Term 1 Week 10	Assessment Task 2 Assignment	MEX12-3, MEX12-7, MEX12-8	12.5	12.5	25
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-7, MEX12-8	15	15	30
Term 3 Week 7	Assessment Task 4 Written Test	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	12.5	12.5	25
		Total	50	50	100

COMPONENTS & WEIGHTINGS

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

OUTCOMES

MEX12-1	Appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems
MEX12-2	Chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings
MEX12-3	Uses the relationship between algebraic and geometric representations of complex number
MEX12-4	Uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials
MEX12-5	Uses ideas and techniques from calculus to solve problems in mechanics involving resolution of forces, resisted motion and circular motion
MEX12-6	Combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions
MEX12-7	Uses the techniques of slicing and cylindrical shells to determine volumes
MEX12-8	Applies further techniques of integration, including partial fractions, integration by parts and recurrence formulae, to problems
MEX12-9	Communicates abstract ideas and relationships using appropriate notation and logical argument

MATHEMATICS STANDARD 1

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 9 11/12/19	Assessment Task 1 Assignment	MS1-12-5, MS1-12-10	10	10	20
Term 1 Week 9	Assessment Task 2 Written Test	MS1-12-1, MS1-12-6, MS1-12-9	12.5	12.5	25
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination	MS1-12-2, MS1-12-3, MS1-12-7	15	15	30
Term 3 Week 6	Assessment Task 4 Written Test	MS1-12-4, MS1-12-8	12.5	12.5	25
		Total	50	50	100

COMPONENTS & WEIGHTINGS

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

Up to 30% of the internal assessment in the Mathematics General 1 course may be based on the Preliminary course.

OUTCOMES

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

MATHEMATICS STANDARD 2

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 9 11/12/19	Assessment Task 1 Assignment	MS2-12-5 MS2-12-9	10	10	20
Term 1 Week 9	Assessment Task 2 Written Test	MS2-12-1 MS2-12-6 MS2-12-8	12.5	12.5	25
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination	MS2-12-2 MS2-12-7	15	15	30
Term 3 Week 6	Assessment Task 4 Written Test	MS2-12-8	12.5	12.5	25
		Total	50	50	100

COMPONENTS & WEIGHTINGS

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

OUTCOMES

MS2-12-1	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS2-12-2	Analyses representations of data in order to make inference, 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 recognize appropriate times and methods for such use
MS2-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

MODERN HISTORY

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 9 13/12/18	Assessment Task 1 CORE: Power and Authority in the Modern World 1919-1946 Source analysis	MH12-4, MH12-5, MH12-6	10	5		5	20
Term 1 Week 9	Assessment Task 2 National Study: USA 1919-1941 Historical analysis	MH12-1, MH12-8, MH12-9	5	5	10	5	25
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination	MH12-3, MH12-4, MH12-5, MH12-7, MH12-9	10	10		10	30
Term 3 Week 4	Assessment Task 4 Change in the Modern World: The Cultural Revolution to Tiananmen Square 1966-1989	MH12-3, MH12-5, MH12-6	15		10		25
Total			40	20	20	20	100

COMPONENTS & WEIGHTINGS

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

OUTCOMES

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

MUSIC 1

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component							Weight	
			A	B	C	D	E	F	G		
Term 4 Week 9 11/12/19	Assessment Task 1 Core Composition Elective 1	H1, H3, H5, H7, H8, H9, H10, H11		10				10			20
Term 1 Week 10	Assessment Task 2 Core Aural Skills Core Performance Elective 2	H2, H3, H4, H5, H6, H9, H11	5			15			10		30
Term 2 Week 5	Assessment Task 3 Core Musicology Elective 3	H2, H4, H6, H10, H11,			10					10	20
Term 2 Week 9/10	Assessment Task 4 Trial HSC Examination Core Performance Core Aural Elective 1 Elective 2 Elective 3	H1 – H11	5			10	5	5	5		30
		Total	10	10	10	25	15	15	15	15	100

COMPONENTS & WEIGHTINGS

A	Core Performance	10	E	Elective 1	15
B	Core Composition	10	F	Elective 2	15
C	Core Musicology	10	G	Elective 3	15
D	Core Aural	25			

OUTCOMES

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 the 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

MUSIC 2

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component					Weight
			A	B	C	D	E	
Term 1 Week 3	Assessment Task 1 Composition Performance Musicology / Aural Elective	H1 – H12	5	5	5	5	10	30
Term 2 Week 4	Assessment Task 2 Performance / Sight Singing Composition Musicology / Aural	H1 – H12	10	5	5	10		30
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination Performance / Sight Singing Musicology / Aural Elective	H1 – H12	5		10	5	10	30
Term 3 Week 3	Assessment Task 4 Composition	H2 – H4		10				10
		Total	20	20	20	20	20	100

COMPONENTS & WEIGHTINGS

A	Performance	20	D	Aural	20
B	Composition	20	E	Elective	20
C	Musicology	20			

OUTCOMES

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 criticises 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, recognises, 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

MUSIC EXTENSION

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 1, Week 5	Assessment Task 1 Component - P C or M	1 - 6	20	20	20	20
Term 2 Week 3	Assessment Task 2 Component - P C or M	1 - 6	40	40	40	40
Term 2, Week 9/10	Assessment Task 3 Trial HSC Examination Component - P C or M	1 - 6	40	40	40	40
Total			100	100	100	100

COMPONENTS & WEIGHTINGS

A	Performance	100	OR	Students choose one component to study for the duration of the HSC. Weightings are equal regardless of the component chosen.
B	Composition	100		
C	Musicology	100		

OUTCOMES

	PERFORMANCE		COMPOSITION		MUSICOLOGY
1	Performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member	1	Composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style	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 performances and the performances of others	2	Leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others	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 with regard to the interpretation of music performed	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	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 works performed	4	Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed	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 concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction	5	Presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition	5	Presents, discusses and evaluates the problem-solving process and the development and realisation of a research project
6	Critically analyses the use of musical concepts to present a stylistic interpretation of the music performed	6	Critically analysis the use of musical concepts to present a personal composition style	6	Critically analyses the use of musical concepts to articulate their relationship to the style of music analysed.

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 4 Week 8 2/12/19	Assessment Task 1 Core 1 Health priorities in Australia	H2 H4 H5 H15	10	5	10	25
Term 1 Week 8	Assessment Task 2 Core 2 Factors affecting performance	H7 H9 H10	10	5	10	25
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination	H2 – H17	15	10	5	30
Term 3 Week 6	Assessment Task 4 Extended Response Questions : Sports Medicine	H8, H13, H16, H17	5	10	5	20
Total			40	30	30	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of health and the way the body moves	40
B	Influencing personal and community health and taking action to improve participation and performance in physical activity	30
C	Critical thinking, research and analysis	30

OUTCOMES

H1	Describes the nature and justifies the choice of Australia's health priorities
H2	Analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	Analyses the determinants of health and health inequities
H4	Argues the case for health promotion based on the Ottawa Charter
H5	Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
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

PHYSICS

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 7 29/11/19	Assessment Task 1 Practical Skills Task Advanced Mechanics	PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-12	15	5	20
Term 1 Week 10	Assessment Task 2 Depth Study: Electromagnetism	PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-13	25	5	30
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination	PH12-4, PH12-5, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14	10	20	30
Term 3 Week 4	Assessment Task 4 Research: From the Universe to the Atom	PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-15	10	10	20
Total			60	40	100

COMPONENTS & WEIGHTINGS

A	Skills in working scientifically	60
B	Knowledge and Understanding	40

OUTCOMES

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

SOCIETY AND CULTURE

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 1 Week 5 27/2/20	Assessment Task 1 Social & Cultural Continuity & Change Research & Report	H6, H7, H10, H11	15	10	5	30
Term 2 Week 3	Assessment Task 2 Depth Study 1 Research & Related Response	H1, H2, H5, H9	10	5	5	20
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination	H1, H2, H3, H4, H5, H6, H7, H10	15	10	5	30
Term 3 Week 6	Assessment Task 4 Depth Study 2 Research & Related Response	H3, H4, H8, H9, H11	10	5	5	20
		Total	50	30	20	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of course content	50
B	Application and evaluation of social and cultural research methodologies	30
C	Communication of information, ideas and issues in appropriate forms	20

OUTCOMES

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

SPORT LIFESTYLE AND RECREATION STUDIES

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 4 Week 7 29/11/19	Assessment Task 1 Sports Administration project	1.1, 1.3, 1.6, 4.2	10	5	10	25
Term 1 Week 7	Assessment Task 2 Aquatics Seminar	1.1, 1.3, 3.1, 3.6, 4.4	10	10	5	25
Term 2 Week 7	Assessment Task 3 Practical Athletics presentation	1.1, 1.3, 2.1, 2.3, 4.4	10	5	10	25
Term 3 Week 7	Assessment Task 4 Coaching performance	3.1, 3.2	10	10	5	25
		Total	40	30	30	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding	40
B	Investigation skills	30
C	Skills in communication	30

OUTCOMES

1.1	Applies the rules and conventions that relate to participation in a range of physical activities
1.2	Explains the relationship between physical activity, fitness and healthy lifestyle
1.3	Demonstrates ways to enhance safety in physical activity
1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	Describes administrative procedures that support successful performance outcomes
2.1	Explains the principles of skill development and training
2.2	Analyses the fitness requirements of specific activities
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities
2.4	Describes how societal influences impact on the nature of sport in Australia
2.5	Describes the relationship between anatomy, physiology and performance
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts
3.2	Designs programs that respond to performance needs
3.3	Measures and evaluates physical performance capacity
3.4	Composes, performs and appraises movement
3.5	Analyses personal health practices
3.6	Assesses and responds appropriately to emergency care situations analyses the impact of professionalism in sport
4.1	Plans strategies to achieve performance goal
4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context
4.3	Makes strategic plans to overcome the barriers to personal and community health
4.4	Demonstrates competence and confidence in movement contexts
4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
5.1	Accepts responsibility for personal and community health
5.2	Willingly participates in regular physical activity
5.3	Values the importance of an active lifestyle
5.4	Values the features of a quality performance
5.5	Strives to achieve quality in personal performance

STUDIES OF RELIGION

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 7 26/11/19	Assessment Task 1 Depth Study – Buddhism	H.2, H.4, H.5, H.9	5	5	10	5	25
Term 1 Week 5	Assessment Task 2 Religion in post-war Australia	H.1, H.2, H.3, H.8, H.9	10	5	5	5	25
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination	H1 – H9	15	10		5	30
Term 3 Week 6	Assessment Task 4 Religion and Peace	H1, H2, H5, H6, H8	10		5	5	20
		Total	40	20	20	20	100

COMPONENTS & WEIGHTINGS

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

OUTCOMES

H.1	Explains aspects of religion and belief systems
H.2	Describes and analyses the influence of religion and belief systems on individuals and society
H.3	Examines the influence and expression of religion and belief systems in Australia
H.4	Describes and analyses how aspects of religious traditions are expressed by their adherents
H.5	Evaluates the influence of religious traditions in the life of adherents
H.6	Organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
H.7	Conducts effective research about religion and evaluates the findings from the research
H.8	Applies appropriate terminology and concepts related to religion and belief systems
H.9	Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

VISUAL ARTS

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 7 25/11/19	Assessment Task 1 Historical and Critical research Task	H7, H8, H9, H10	15		15
Term 1 Week 8	Assessment Task 2 Historical critical research task Art Making	H1 – H10	20	10	30
Term 2 Week 9/10	Assessment Task 3 Trial HSC Examination	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	15	15	30
Term 3 Week 5	Assessment Task 4 Art making	H1, H2, H3 H4, H5, H6		25	25
		Total	50	50	100

COMPONENTS & WEIGHTINGS

A	Art criticism and Art History	50
B	Art Making	50

OUTCOMES

H1	Initiates and organises 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

VET ASSESSMENT POLICY

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

- Units towards Year 11 and Year 12 qualifications
- Competencies which can lead to a statement of Attainment, Certificate I or II which is awarded under the Australian Qualifications Framework (AQF)

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

1. AQF Assessment

All Industry Curriculum Framework Courses are assessed under national competency standards that have been determined by industry for inclusion in the framework training packages. Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as **competent**. A student must demonstrate to be qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either **competent** or **not yet competent**.

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

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

- WHS requirement
- Cost
- Time frame
- Supervision required
- Resource availability

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

2. Higher School Certificate (HSC)

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

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

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the **achievement of competency**, AQF qualification will be assessed by NESA separately.

For students who have undertaken the HSC examination, a scaled **examination mark** will be recorded on the HSC Certificate. **No school based assessment mark will be recorded. No Assessment mark** for VET Courses is required by NESA. An estimated examination mark for students entered for the HSC written examination must be submitted **this mark will be used only in the case of an illness/disadvantage appeal.**

The estimated mark will reflect each student's achievement on one or more written tasks, similar in nature to the HSC examination. A trial HSC examination mark would be a suitable task.

3. Work placement

Work placement is a mandatory HSC requirement of Curriculum Framework VET courses. Appropriate hours are as follows:

- 240 hour course - a minimum of 70 hours in a workplace

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled the NESA course requirements. Penalties will occur if, mandatory hours are not met. Learning in the workplace will enable students:

- Progress towards the achievement of industry competencies.
- Develop appropriate attitude towards work
- Learn a range of behaviours appropriate to the industry
- Practice skills acquired off the job in a classroom or workshop
- Develop additional skills and knowledge, including key competencies.

4. Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses. Refer to School Assessment Booklet.

School Name:
Student Competency Assessment Schedule
COURSE: HSC Construction
2020

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster D	Cluster E	Cluster F	Half year Exam	HSC Trial Exam
		Formwork	Level a simple slab	Assemble for off-site manufacture		
		Week: Term:	Week: Term:	Week: Term:	Week: N/A Term: N/A	Week: 9/10 Term: 2
Code	Unit of Competency				HSC Examinable Units of Competency	HSC Examinable Units of Competency
CPCCCA2003A	Erect and dismantle formwork for footings	X				
CPCCCA2011A	Handle carpentry materials	X				
CPCCCM2006B	Apply basic levelling procedures		X			
CPCCCO2013A	Carry out concreting to simple forms		X			
CPCCCM20005B	Use construction tools and equipment		X			
CPCCJN2001A	Assemble components			X		
CPCCJN2002B	Prepare for off-site manufacturing process			X		

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211.

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

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

School Name:
Student Competency Assessment Schedule
COURSE: HSC Hospitality - Kitchen Operations
2020

Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster D	Cluster E	Cluster F	Work placement	Trial HSC Exam
		Food Glorious Food	Working in Industry	Cooking in the Commercial Kitchen		
		Week: Term:	Week: Term:	Week: Term:		
					Week: 7 Term: 1	Week: 9/10 Term: 2
Code	Unit of Competency					HSC Examinable Units of Competency
SITHCCC003	Prepare and present sandwiches	X				
SITHCCC006	Prepare appetisers and salads	X				
BSBWOR203	Work effectively with others		X			
SITHIND002	Source and use information on the hospitality industry		X			
BSBSUS201	Participate in environmentally sustainable work practices		X			
SITHCCC005	Prepare dishes using basic methods of cookery			X		
SITHCCC011	Use cookery skills effectively			X		

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

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

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

INDUSTRY BASED LEARNING

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes
Term 4 Week 8 2/12/19	Assessment Task 1 Technology in the workplace Written Task & Diary check	1.1 3.4 5.3
Term 1 Week 8	Assessment Task 2 My place in the workplace Diary check	3.1 5.1 5.2 5.3
Term 2 Week 8	Assessment Task 3 Tools of the trade Diary check	1.1 2.1 2.2 2.3
Term 3 Week 8	Assessment Task 4 Where to from here Diary check	3.2 3.3. 3.4 4.1 5.2

OUTCOMES

1.1	Understand work and enterprise
2.1	Understand the relationship between workplace and the broader industry
2.2	Understand the pathways for work, education and training in the industry
2.3	Understand the contribution of the industry to the Australian society and economy
3.1	Demonstrate skills in communication and teamwork
3.2	Demonstrate skills in initiative, problem-solving and enterprise
3.3	Demonstrate skills in planning, organising and self-managing
3.4	Demonstrate skills in life-long learning and technology
4.1	Identify and appreciate the personal attributes that contribute to overall employability
5.1	Identify and appreciate the range of behaviours appropriate to work
5.2	Identify and appreciate appropriate attitudes towards work
5.3	Identify and appreciate the ethical and social responsibility dimensions of work

WORK STUDIES

ASSESSMENT TASKS YEAR 12 2019-2020

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 8 6/12/19	Assessment Task 1 Teamwork and Enterprise Project - Case Study / Business Operations	3, 5, 6, 7, 8, 9	5	20	25
Term 1 Week 8 20/3/20	Assessment Task 2 Personal Finance - Developing Budgets / Research Project	2, 3, 5, 6, 7, 8, 9	15	10	25
Term 2 Week 8 19/6/20	Assessment Task 3 Workplace Issues - Media File and Interview Reports	1, 3, 4, 5, 6, 7, 8, 9	5	15	20
Term 3 Week 9 4/9/20	Assessment Task 4 Managing Work and Life Commitments - Career Planning Research Task	4, 5, 7, 8, 9	5	25	30
		Total	30	70	100

COMPONENTS & WEIGHTINGS

A	Knowledge and understanding of work, the work environment, skills for employment, employment option, career management, life planning and further education and training	30
B	Skills for success in the workplace, skills in critically assessing personal and social influences on individuals and groups	70

OUTCOMES

1	Investigates a range of work environments
2	Examines different types of work and skills for employment
3	Analyses employment options and strategies for career management
4	Assesses pathways for further education, training and life planning
5	Communicates and uses technology effectively
6	Applies self-management and teamwork skills
7	Utilises strategies to plan, organise and solve problems
8	Assesses influences on people's working lives
9	Evaluates personal and social influences on individuals and groups



PITTWATER HIGH SCHOOL

ILLNESS, MISADVENTURE OR LATE SUBMISSION APPEAL

Submit this form to the Head Teacher of the subject concerned by roll call on the first day back following the illness, misadventure or late submission. Complete one form for each subject.

SECTION A (Student to complete)

Student Full Name		Appeal Type (Tick one) <input type="checkbox"/> Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> Late Submission Appeal	
Date & Time of Appeal Submission		Course Level (Tick ONE) <input type="checkbox"/> ROSA <input type="checkbox"/> Year 11 <input type="checkbox"/> Year 12	
Subject	Assessment Task Title		Weighting
Teacher	Original Due Date	Date Submitted	
Reason for appeal – Briefly state the reason for your appeal			
Supporting documentation – List the documentation that you have attached in support of your appeal			
Student Signature	Parent Print Name	Parent Signature	Date

SECTION B (Head Teacher & Class Teacher to complete)

Student phoned school before 9am to advise of illness, misadventure or late submission Office to enter initial details on Sentral		YES <input type="checkbox"/> NO <input type="checkbox"/>
Student submitted form on the first day of return and either submitted task OR made arrangements to complete the task in class		YES <input type="checkbox"/> NO <input type="checkbox"/>
Teacher Comment		Teacher Signature
Head Teacher Recommendation		Head Teacher Signature
Appeal Panel Recommendation		Delegate Signature
Principal Signature	Date	Student advised by Date

Office to enter illness, misadventure or late submission into Sentral once form has been completed. Keep a copy of this form and any supporting documents in the relevant ROSA, Year 11 or Year 12 Monitoring folder; give the original to your Head Teacher.

ILLNESS, MISADVENTURE OR LATE SUBMISSION CHECKLIST

If a student has a valid reason for not submitting an assessment task or not completing an in-class assessment task on the due date, the following procedure is to be followed.

If you know before the due date:

1. Complete the Illness, Misadventure or Late Submission appeal as soon as you know there is a problem or no later than the day before the due date for all affected tasks.
2. Submit the form to the Head Teacher no later than the day before the due date.
3. Head Teacher will arrange an alternative date and/or refer to the Assessment Review Panel.

If you DO NOT know before the due date:

1. **Phone the school before 9:00am** on the day the task is scheduled or due, providing the following details:
 - Name
 - Subject and type of assessment task
 - Class teacher
 - Brief detail of the Illness / Misadventure / late submission
2. **For illness see a doctor** for a medical certificate (NB doctor's will not postdate certificates and post-dated certificates will not be considered)
3. **Complete the Illness, Misadventure or Late Submission Appeal form.**
4. The first day the student returns to school, **report to the Head Teacher immediately**
5. **Submit the completed form to Head Teacher** attaching the medical certificate or other documentation.
6. **Hand in the assessment task OR arrange a time to complete the task.**
 - Be prepared to complete the task on the first day of your return to school.
7. Head Teacher will submit their recommendation to the Principal who will make a decision and/or consult with the Assessment Review Panel.