



Mullumbimby High School

HSC Assessment Policy 2021-2022

Note: This booklet must be read in conjunction with “The Higher School Certificate (HSC) Rules and Procedures Guide” for 2022 issued by NESA Education Standards Authority (NESA)

The Assessment Schedules printed in this book have been prepared early in the HSC year. Circumstances often occur during the HSC year, which may require changes to the printed schedules.

Any changes that MAY occur will be made in consultation with staff and students and remain accountable to NESA guidelines.

It is your responsibility to read and refer to the information contained in this Assessment Policy booklet throughout the HSC year. “Not knowing” about something that is printed in this booklet will not be accepted as an excuse.

Introduction	2
Message from the Principal	4
Section One - Assessment Procedures	5
Reporting Student Progress	5
Student Leave	5
Award of Zero	5
Accelerants, accumulates and students who transfer to the school during the HSC year.	5
SATISFACTORY COMPLETION OF A COURSE	6
UNSATISFACTORY COMPLETION OF A COURSE	7
Sample 'N' Warning Letter	8
Schedule of Assessment Tasks	9
Procedures for student absence from or inability to submit an Assessment Task on the due date	10
Penalties for late submission without an acceptable illness/misadventure	11
Absence from an Assessment Task and illness/misadventure	12
Board of Review	12
Student Appeal Arising from Assessment Task	14
Responsibilities of Students	16
Getting Advice on HSC Assessment	18
Section Two - Assessment Schedules	20
Introduction to Assessment Schedules	20
Depth Study	21
Board Developed Courses - Category A	24
Ancient History	24
Biology	24
Business Studies	Error! Bookmark not defined.
Chemistry	26
Design and Technology	30
Drama	Error! Bookmark not defined.
English Advanced	32
English Extension 1	33
English Extension 2	34
English Standard	35
Industrial Technology Timber	36
Legal Studies	37
Mathematics Advanced	38
Year 12 Extension 1 Mathematics	38
Mathematics Extension 2	40
Mathematics Standard 2	40
Modern History	42
Personal Development, Health and Physical Education	42
Physics	43

Society and Culture	45
Software Design and Development	45
Textile Technology	47
Visual Arts	47
Board Developed Courses - Category B	48
English Studies	48
Hospitality	50
Mathematics Standard 1	51
Board Endorsed Courses	52
Marine Studies	52
Sport, Lifestyle and Recreation	53
A Glossary of HSC Key Words	54

Introduction

The NSW Education Standards Authority (NESA) requires that schools submit a school-based assessment mark to NESA for each of your courses. Formal assessment task results contribute to the overall mark achieved by a student in Year 12 and contribute to the school-based assessment mark submitted for the HSC. The marks Mullumbimby High School submits to NESA are based on the tasks outlined in this Assessment Policy.

Schools are required to prepare and administer an assessment program in accordance with specifications provided by NESA. These specifications identify the number of tasks, the components of the course to be assessed, weightings and the timing of tasks. Assessment tasks are designed to measure knowledge, skills and understanding of a wide range of outcomes. Tasks may include tests, written assignments, practical activities, oral tasks, fieldwork, depth studies and projects.

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

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

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

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

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

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

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

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

Message from the Principal

Dear Student,

By making the choice to enter senior school, you have shown your willingness to accept added responsibilities for your own education. Your commitment to undertaking the process of senior assessment is one of these important responsibilities.

Two marks will be given to you on your Higher School Certificate: an Examination Mark and a Moderated School Assessment Mark. Your Examination Mark will reflect your performance in the state wide examinations at the conclusion of Year 12. Your Assessment Mark will be determined by your performance on assessment tasks, set by your classroom teacher reflecting NSW Education Standards Authority (NESA) guidelines. You will be informed ahead of time when an assessment task is due and it is your responsibility to ensure that you undertake these tasks to the best of your ability.

This booklet provides the school's detailed policy regarding the submission of work for assessment purposes and you must make yourself familiar with all aspects of this policy.

At the end of Year 12 you will receive your rank in each course based upon your performance on the assessment tasks. Your performance at the HSC Examination will then be used to moderate your school-based assessment. This is why you do not receive a final assessment mark from the school because it may be altered depending on how students in your course at the school performed at the HSC Examination.

The assessment system is a very fair one. It rewards students who work conscientiously over the whole of the course. ***It is important to complete all tasks even if they are not assessable because these all contribute to your ability to do well in your overall assessment.*** Your teachers and Year Adviser are available to answer any questions you may have or give you any guidance you may need. Senior students need to be advanced learners, using up to date techniques. This book provides excellent resources to improve your learning skills. If you would like more information, see your Year Adviser or your Deputy Principal.

The challenge to achieve is before you all. Accept this challenge and reap the rewards on your Higher School Certificate.



Mr Greg Armstrong, PRINCIPAL

Section One - Assessment Procedures

Reporting Student Progress

Formal, written school reports are issued after Term 1, 2020 and following Trial examinations. These reports are designed to reflect the work achieved by the student in all aspects of their studies, not just in HSC assessment tasks. Students need to complete all work given so that they are adequately prepared for the HSC examination at the end of Year 12.

Unsatisfactory progress through incompleteness of homework, absence from lessons, poor effort, etc. will be reported to parents as soon as possible. Students are reminded that failure to complete both assessable and non-assessable tasks will contribute to their not having met the requirements for the award of a Higher School Certificate. A parent/teacher evening is conducted after the half-yearly examinations.

Student Leave

- Students who are in accelerated classes do not have access to the general designated Senior study days. As a supportive measure, accelerants are allocated a study day the day before their scheduled Trial examination for each subject they are accelerated in.
- Year 12 Students have a scheduled study day on Wednesday B. On this day teachers may organise HSC Seminars or excursions to HSC study days offered in the local area.
- Students are encouraged to use this day to attend school to complete major works for their chosen subjects.

Award of Zero

Zero will be awarded for any task when:

- The student is absent from an in-class or examination task without valid reason.
- A hand-in task is submitted more than two days after the due date without valid reason.
- There is sufficient evidence of malpractice.
- There is sufficient evidence of breaching school examination rules.
- There is sufficient evidence of a non-serious attempt, or a task contains frivolous or objectionable material

In all Assessment tasks, non-serious attempts will be identified by the Teacher/Head Teacher and dealt with by the Head Teacher Senior Studies in consultation with the Principal or Deputy Principal.

Accelerants, accumulates and students who transfer to the school during the HSC year.

- Accelerants will be required to complete all assessment tasks undertaken by students completing requirements in the normal timeframe. Accelerants will be given a study day the day before any scheduled Trial examination.
- In the case of an accumulator (Pathways student) who is repeating a subject where a major work or project is required, the major work or project entered and marked in a previous year cannot be resubmitted.
- A fair and valid process regarding assessment requirements, in line with NESA guidelines, will be determined during the enrolment process for students transferring to MHS during the HSC year.

SATISFACTORY COMPLETION OF A COURSE

"To have satisfactorily completed a course, students will have -

- followed the course;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes." [ACE 8019]

ATTENDANCE	<p>At Mullumbimby High School, at least 85% attendance is expected.</p> <p>a) The Principal may determine that, as a result of absence, the course completion criteria may not be met.</p> <p>b) Any extended leave requires the approval of the Principal prior to the student commencing their leave.</p> <p>c) There should be no unexplained absences.</p> <p>d) Unsatisfactory attendance impacts on a student's ability to satisfactorily complete course work.</p> <p>e) In particular, an Illness/Misadventure Application accompanied with appropriate documentation is required to explain absences: on the day before an assessment task, during periods before an assessment task, for being late to school on the day of an assessment task or on the day of an assessment task. Failure to provide documentation may result in zero marks being awarded for Assessment Tasks.</p>
PARTICIPATION	<p>A GENUINE ATTEMPT must be made concerning the learning and teaching activities of a course.</p> <p>a) Participating in a course involves completing assignments, homework and set tasks, even if they are not assessment tasks. Work placement is a mandatory HSC requirement for Vocational Education Training (VET) courses.</p> <p>b) It is up to the teacher's professional judgment to determine what constitutes genuine participation.</p> <p>c) Those deemed unsatisfactory will be issued with an official NESAs "N" (Non-Completion) warning notice.</p> <p>d) Warnings are sent to parents in writing if this eventuality appears likely. Students are given an opportunity to rectify the situation</p>
COMPLETION OF ASSESSMENT TASKS	<p>A student must make A GENUINE ATTEMPT at all Assessment Tasks in each course in which they are entered.</p> <p>a) Any student who fails to complete Assessment Tasks worth in excess of 50 percent of the available marks will be issued with an official NESAs "N" (Non-Completion) notice, which will disqualify him/her from the particular course.</p> <p>b) This may in turn disqualify the student from receiving an ATAR and/or the HSC.</p> <p>c) Warnings are sent to parents in writing. Students are given an opportunity to rectify the situation</p>

UNSATISFACTORY COMPLETION OF A COURSE

Step 1	<p>NOTIFICATION Parents will be notified by letter when students are not meeting requirements in a course. This formal WARNING is called an 'N-' Warning.</p>
Step 2	<p>Students are given an OPPORTUNITY TO RECTIFY THE SITUATION.</p> <ul style="list-style-type: none"> ● ATTENDANCE and PARTICIPATION in course teaching and learning activities may need to be improved. ● COMPLETION OF AN ASSESSMENT TASK may require students to complete a missed assessment task within a two week period.
Step 3	<p>SECOND N-WARNING LETTER SENT Students are given a second opportunity to rectify their situation.</p>
Step 4	<p>NON-COMPLETION OF COURSE DETERMINATION (N-AWARD) The process for the Principal to action a determination is managed by NESAs and documentation is provided within the HSC N-Determination package on Schools Online. An unsatisfactory completion of a course will be determined by the Principal, in conjunction with the Deputy Principal and relevant Head Teacher(s).</p> <p>The Principal will explain the reasons for the determination/s to the student and advise them of the consequences of this determination.</p> <p>The Principal will ensure the student has read the Information for Students and read and signed the Student's Declaration on the Principal's Determination Form. If the student is under 18 years of age the signature of the student's parent/guardian must also be obtained.</p> <p>The student will be advised of their right to seek a reconsideration of this determination and the procedures involved to submit an appeal. The student will be provided with a blank Student Appeal Form and advised of the final date for submission of this form. If an appeal is lodged, a school review committee will determine the outcome, which will be advised to the student by the Principal.</p> <p>This course(s) will not be listed on the student's Higher School Certificate Record of Achievement, unless the student seeks a review of this determination and the appeal is successful.</p> <p>The 'N' determination in this course(s) may also affect the student's eligibility for the award of the Higher School Certificate and/or an ATAR. To be issued with an HSC a student must have successfully completed at least 12 units satisfactorily in the Preliminary (Year 11) pattern of study and 10 units in the HSC (Year 12) study pattern.</p>

Sample 'N' Warning Letter



Mullumbimby High School

9 Jubilee Ave
Mullumbimby NSW 2482
Ph: 02 6684 2600
Email: mullumbimb-h.school@det.nsw.edu.au

Mr & Mrs Smith
1 First Street
Sydney NSW 2000

Sunday, 2nd August 2020

Dear Charles & Isabelle Scott

N Award Warning - Non Completion of a HSC Course

I am writing to advise that your son, Bon Scott, is in danger of not meeting the Course Completion Criteria for the HSC course *Subject*.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. A minimum of two course specific warnings must be issued prior to a final 'N' Determination being made for a course.

Please regard this as the **2nd Official Warning** that we have issued concerning Bon's participation in *Subject*

The satisfactory completion of a course requires the Principal to have sufficient evidence that the student has met the following **Course Completion Criteria**:

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination.

An 'N' determination may effect Bon's eligibility for the Higher School Certificate.

To date Bon has not satisfactorily met the following Course Completion Criteria: (a), (b) and (c)

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment 1 - Essay on >>>>	30%	16/8/2020	Complete this essay and hand in	23/8/2020

In order for Bon to satisfy the Course Completion Criteria, the above tasks, requirements or outcomes will need to be satisfactorily completed or achieved.

Please discuss the matter with Bon and contact the School if further information or clarification is needed.

Yours faithfully,

Mr B Jones
Class Teacher

Mr J Smith
Head Teacher

Mr A Bond
Deputy Principal

Schedule of Assessment Tasks

<p>Notification of Tasks</p>	<p>The Schedule of Tasks (Section 2) indicate specific dates scheduled for assessment tasks from Term 4, 2021 to Term 3, 2022.</p> <ul style="list-style-type: none"> • Teachers will provide written notification for each assessment task, outlining specific task details and marking criteria, at least two weeks prior to the task due date. Teachers will use their professional judgement to ensure students have adequate time to prepare for each task. • For examinations, written notice may be given outlining details prior to the task date. However, students should use the schedule of tasks for task dates, weightings and outcomes assessed. • Notification of changes (eg. of date due) will be given in writing and will require Deputy Principal approval.
<p>Submission of Tasks</p>	<p>Teachers will inform students in writing of how the task is to be submitted.</p> <ul style="list-style-type: none"> • Teachers will inform students in writing the date and time the task is to be submitted by. • STUDENTS MUST NOT under any circumstances leave a piece of work on a teacher's desk as no record will have been established of its presentation. Any work not personally handed to the class teacher or a person nominated by the class teacher will be dealt with in the same manner as for failure to complete a task. • Students must follow the procedures outlined in this policy for not attending or submitting a task due to an unforeseeable or foreseeable absence. • Students will note the rules outlined in this policy regarding late submission of hand-in tasks without a valid reason.
<p>Reporting and Task Feedback</p>	<p>All students will receive meaningful, timely feedback on their performance in each Assessment Task.</p> <ul style="list-style-type: none"> • Feedback prior to task submission is not mandatory. However, teachers may facilitate this assistance. • Feedback will normally be provided as a comment, a raw mark, and/or ranked position within the course cohort. • The onus is on students to check their mark calculations and report any discrepancies at the time the assessment task is returned to them. • The school will provide each student with formal details of their ranked position within this school's candidature as part of his/her final HSC report. • NESAs regulations prohibit the school from providing a raw aggregate of marks scored in any course or subject.

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

Step 1	NOTIFY the Deputy Principal and/or relevant Head Teacher and/or Head Teacher Senior Studies on the morning of the task or task due-by date.
Step 2	<p>OBTAIN documentation:</p> <ul style="list-style-type: none"> ● Illness - a Doctor's Medical Certificate will be required covering the absence. ● Technological Failure- Students will need to provide independent evidence of the technological failure, e.g. Attempts to rebuild or recover printouts of drafts or partial drafts or associated notes and summaries in order for extensions etc. to be granted. Students will be solely responsible for maintaining backups of all personal data files, independently of the school's computers and network. ● Other documentation such as police reports in the case of accidents, hospital documents for family illness, school counsellors report or other equivalent professional (objective) documents can be used.
Step 3	<p>Every effort is to be made to submit a hand-in task on the due date regardless of illness/misadventure on the due date. Parents can submit the task at the Front Office or you can contact the teacher or relevant Head Teacher and submit the task electronically. If this is not possible,</p> <p>SUBMIT the task the very next day you attend school to the Class Teacher or to the relevant Head Teacher even if there is NO scheduled lesson on that day.</p> <p>ORGANISE an alternate date for an in-class task or examination the very next day you attend school with the Class Teacher or the relevant Head Teacher even if there is NO scheduled lesson on that day.</p>
Step 4	COLLECT and COMPLETE an Illness/Misadventure Form. Ensure that it has been signed by the relevant Head Teacher before submitting it to the Head Teacher Senior Studies. Forms can be collected from the Head Teacher Senior Studies or on the school's website.
Step 5	<p>SUBMIT the Illness/Misadventure form and documentation to the Head Teacher Senior Studies. On return to school, students will be given two school days to submit the form and documentation. If circumstances (e.g. Head Teacher absent) prevent this you must notify the Head Teacher Senior Studies within the two-day period.</p> <p>The Head Teacher Senior Studies will notify the student and relevant Head Teacher the decision regarding the illness/misadventure application. If the application is successful the task is marked without penalty. For an in-class task, the original or a substitute task <i>will</i> be administered, an estimated mark <i>will only</i> be given when no alternative is possible, at the discretion of the Head Teacher. If the application is unsuccessful the task is marked with penalty, which may include the student being awarded 'zero'.</p>
Appeal	<p>If the student's application is unsuccessful, students are entitled to lodge an appeal by completing the "Student Appeal arising from Decision on Absence from an Assessment Task" form and submit it to the Principal within two school days of being informed of the illness/misadventure application decision. The appeal will be considered within two school days of being submitted to the Principal, in consultation with the Deputy Principal and relevant Head Teacher.</p> <p>If the student's appeal is successful, the student will be informed and marks awarded. If the student's appeal is unsuccessful, the student will be informed and no further actions are available.</p>
Note	Irrespective of the outcome of the illness/misadventure application, all students will be required to complete the task/substitute task to show evidence that the student has met the course completion requirements.

Penalties for late submission without an acceptable illness/misadventure

The following penalties will apply in the case of a **hand-in Assessment Task** not being submitted on time and where there is no acceptable reason or supporting documentation.

ONE DAY LATE	20% of the total mark awarded will be deducted
TWO DAYS LATE	40% of the total mark awarded will be deducted
THREE OR MORE DAYS LATE	Zero awarded. The task must still be submitted. The task will be marked and returned to the student with feedback. The mark, however, will not contribute to the aggregated assessment mark in that subject or course. Failure to submit the task may lead to an "N" determination

Award of Zero

Zero will be awarded for any task when:

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

Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately.

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

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

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

If Malpractice is suspected by a teacher, the student's work in question will be referred to the Head Teacher and/or Deputy Principal for further investigation. If malpractice is confirmed, the task will be awarded a zero mark and the student/s and parent/s advised accordingly. A school letter will be sent home and the student's name and details relating to the episode of malpractice will be recorded on the NESA malpractice register. Even though the mark awarded is to be zero, students will be expected to complete and submit the task on an alternate date to demonstrate satisfactory completion of the course.

Absence form an Assessment Task and illness/misadventure



Mullumbimby High School Application for Absence from an Assessment Task & Illness/Misadventure

NAME: _____ PRELIMINARY HSC

SUBJECT: _____ TEACHER: _____

NAME OF TASK: _____ DATE OF ASSESSMENT TASK: _____

<input type="checkbox"/> Prior knowledge of absence (due to School Activity)
Reason for application (please tick): <input type="checkbox"/> Illness <i>or</i> <input type="checkbox"/> Misadventure <input type="checkbox"/> Extension to submit or complete an Assessment Task <input type="checkbox"/> Absent on the day before an Assessment Task <input type="checkbox"/> Absent from school on the day an Assessment Task is due to be handed in <input type="checkbox"/> Absent from school on the day of an Assessment Task <input type="checkbox"/> Misadventure adversely affected performance during an Assessment Task <input type="checkbox"/> Illness during the completion of an Assessment Task at school. <i>(Note: A medical certificate MUST be obtained.)</i>

REASON SUPPORTING APPLICATION (TO BE COMPLETED BY STUDENT):

I have attached evidence to support my application (please tick and complete ONE selection from below):	
Evidence of Illness:	
<input type="checkbox"/> Medical Certificate (attached)	Dated: _____
Evidence of Misadventure: (eg. Police report, Hospital document outlining family member illness, independent evidence of technical or mechanical failure).	
<input type="checkbox"/>	Dated: _____

SIGNED: _____ (Parent) _____ (Student)

Head Teacher Recommendation:

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

SIGNED: _____ (Head Teacher) _____ (Head Teacher Senior Studies) Sentral Entry # _____

SIGNED: _____ (Principal) Estimate Only

Board of Review

A Board of Review will consist of the Head Teacher Senior Studies and Deputy Principal. It will formally convene in Terms 1-3 to interview senior students whose effort, results and attitude indicate lack of acceptable progress in the HSC course, normally in two or more subjects. A letter advising parent/carer and student of date/time/place of interview will be mailed to the student.

The purpose and functions of the Board of Review will be to:

- Warn the student that their progress in the HSC course may be jeopardised, and that they may be at risk of non-completion.
- Discuss the pertinent issues with the student, agreed solutions/strategies and the time frame for remedial action.
- Review student attendance in each case.
- Review any other relevant material.
- Monitor subsequent progress or lack thereof through written classroom teacher feedback.
- Re-interview the student at a subsequent Board of Review (or sooner if necessary) when a student is clearly failing to fulfil the agreed conditions.
- Recommend to the Principal that a student be warned of expulsion from school for Unsatisfactory Participation in Learning.

Process

- Create a document summarising the determination of the Board of Review and agreed solutions/strategies/timeframes as well as consequences for non-compliance, would be prepared by the Head Teacher Senior Studies and Deputy Principal and a copy given to to student/parent/carer and posted on Sentral.

Benefits

- Support student engagement and academic progress.
- Consistent whole school monitoring of senior student progress, including the collation of cross-faculty data on a student over time.
- Efficient identification, intervention and monitoring of students requiring assistance and guidance.
- Staff have an overview of a student's progress.

Appeals Procedures

<p>Review of individual Assessment Task</p>	<p>Once an Assessment task has been assessed and the mark accepted, i.e. recognised by both teacher and student, then it constitutes an “agreed mark” and cannot be altered - nor does the work have to be kept by the teacher as it is ineligible for remark.</p> <p>If the student does not accept the mark i.e. there is not an “agreed mark”, students are entitled to lodge an appeal by completing the “Student Appeal arising from Assessment Task” form. The form must be submitted to the Head Teacher Senior Studies within two school days of the task being returned after marking.</p> <p>The appeal will be considered within two school days of being submitted by the Head Teacher Senior Studies, in consultation with the Deputy Principal and relevant Head Teacher.</p> <p>If the student’s appeal is successful, the student will be informed and other students in the course informed of changes (if any) in relative positions within the course group. If the student’s appeal is unsuccessful, the student will be informed and no further actions are available.</p>
<p>Review of Final Assessment Rank</p>	<p>Final Assessment ranks will be given by teachers to students before the HSC examinations and from NESAs after the HSC examinations.</p> <p>Students are only entitled to challenge the final Assessment ranking on one or more of the following grounds :</p> <ul style="list-style-type: none"> • That the Assessment procedure for a particular course did not occur according to the weighting of components as required by NESAs. • That the school’s or relevant subject’s Assessment Policy has not been followed. • That computational/clerical error has led to the student’s rank in a course being incorrectly determined. <p>An in-school appeal will be considered by the Principal in consultation with the Deputy Principal and relevant Head Teacher.</p> <p>If the student’s appeal is successful, the student will be informed and other students in the course informed of changes (if any) in relative positions within the course group. If the student’s appeal is unsuccessful, the student will be informed and they will be advised that they may also appeal to NESAs after the HSC examinations. This appeal must be made no later than the closing date as advised each year. The Principal will inform the student of this date.</p>
<p>Appeal of N-Determination</p>	<p>A student may appeal an ‘N’ determination. When an ‘N’ determination is made, the Principal’s Report should be completed and a copy given, together with the Student Appeal form, to the student, or forwarded to the student’s home address. A student wishing to appeal will complete the Student Appeal form and submit it to the Principal immediately.</p> <p>An in-school appeal will be considered by the Principal in consultation with the Deputy Principal, Head Teacher Senior Studies and relevant Head Teacher.</p> <p>If the student’s appeal is successful at the school level, notification will be sent to NESAs so that the ‘N’ can be removed from both the assessment schedule and the unsatisfactory completion of course schedule. If the student’s appeal is unsuccessful at the school level, the Principal’s Report form, the Student Appeal form and any other relevant documentation will be submitted together by the date specified by NESAs</p>



Student Appeal Arising from Assessment Task

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

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

This application is to be submitted to the Head Teacher Senior Studies.

Student's Name: _____ Date: _____

Subject: _____ Assessment Task: : _____

Student Statement in Support of Appeal:
My appeal is based on the following grounds:

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

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

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

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

Student signature: : _____ Date: : _____

Parent signature:: _____ Date: _____

Received by:: _____ Date:: _____

(Head Teacher Senior Studies)

.....

(Tear off and retain for your own record)

The following section is to be completed by the student and is kept by the student as a receipt of student appeal arising from an assessment task.

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Received by Head Teacher Senior Studies:: _____ Date:: _____

Responsibilities of Students

1. Do All Tasks

It is expected that you will complete all tasks, making a genuine attempt with no sign of malpractice (cheating).

2. Do Tasks When Due

It is your responsibility to be present for, or hand in, an Assessment Task on the day it is due.

3. Attend Day Before, Lesson Before

It is your responsibility to be present at school the calendar day before and during all lessons, on the day, up until the task is due. A school excursion is considered to be attendance.

4. Clashes

It is your responsibility to let your teacher know if there is a clash, such as several tasks due on the same day or a compulsory excursion on the same day as an Assessment Task. If you feel the situation is unfair you should see the Deputy Principal immediately.

5. Absence from Tasks

It is your responsibility to arrange for the handing in of a task or providing necessary documentation if you are unable to do so.

6. NESA Requirements

Familiarise yourself with NESA requirements for the satisfactory completion of courses and for satisfactory attendance.

7. Assessment Schedule

Ensure you have a copy of the assessment schedule for EACH course you are studying and that you are aware of course requirements.

8. Mullumbimby High School Assessment Policy

Be aware of the assessment policy and procedures of Mullumbimby High School as detailed in this document.

9. Advice

It is your responsibility to seek advice from the subject Head Teacher or Deputy Principal if there is a problem, which has not been resolved satisfactorily within a course.

To be fair to everyone, the rules have to be followed.

Getting Advice on HSC Assessment

Deputy Principal and Head Teacher Senior Studies

- Responsible for the management of assessment in the school, i.e. the School Policy and HSC Assessment Program.
- Will contact NESAs re specific problems.
- First point of contact if you are not sure who to talk to.
- Give advice on Student Appeals

Careers Adviser

- Responsible for Career advice related to subject selections.
- Discuss NESAs requirements on HSC assessment.
- Provide advice on University entrance, early entry schemes and scholarships
- Provide assistance and guidance regarding TVET courses

Year Adviser

- Responsible for the wellbeing of students
- Discuss problems of adjustment with assessment and organisation of time.

School Counsellor

- Provide wellbeing support and guidance
- Assist with stress management

Head Teachers

- Responsible for own faculty policy on HSC assessment and its implementation.
- Discuss problems related to tasks, which cannot be resolved with the teacher.
- Arrange for alternate tasks due to student absence.
- Provide information and access to HSC Prescribed Texts, Topics, Projects & Works, Syllabuses and Examination Specifications.

Librarian

- Provide access to subject guidelines, syllabuses, assessment guidelines.
- Provide advice on resources and research.

BUT REMEMBER,

YOUR TEACHER IS USUALLY GOING TO BE THE FIRST PERSON TO GIVE YOU ASSISTANCE AND ADVICE IF YOU HAVE A REASONABLE PROBLEM.

Deputy Principal and Head Teacher Senior Studies

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- Will contact NESAs re specific problems.
- First point of contact if you are not sure who to talk to.
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- Discuss problems related to tasks, which cannot be resolved with the teacher.
- Arrange for alternate tasks due to student absence.
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Section Two - Assessment Schedules

Introduction to Assessment Schedules

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

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

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

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

For further information on assessment schedules for individual courses, the Class Teacher or Head Teacher of the subject should be contacted via phone on 66842 600 or email mullumbimby-h.school@det.nsw.edu.au

IMPORTANT NOTE FOR ALL STUDENTS

The Assessment Schedules printed in this book have been prepared early in the HSC year. Circumstances often occur during the HSC year, which may require changes to the printed schedules.

Any changes that MAY occur will be made in consultation with staff and students and remain accountable to NESA guidelines.

Depth Study

From NESA “ Stage 6 Science A Guide to Depth Studies “

What is a depth study?

Each Stage 6 Science syllabus contains the following information about depth studies.

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.

- *Depth studies provide opportunities for students to pursue their interests in Science, acquire a depth of understanding, and take responsibility for their own learning.*
- *Depth studies promote differentiation and engagement, and support all forms of assessment, including assessment for, as and of learning.*
- *Depth studies allow for the demonstration of a range of Working Scientifically skills.*
- *A depth study may be, but is not limited to:*
- *A practical investigation or series of practical investigations and/or a secondary-source investigation or series of secondary-sourced investigations, presentations, research assignments or fieldwork reports*
- *The extension of concepts found within the course, either qualitatively and/or quantitatively.’*
- Depth studies are designed to provide opportunities for students to:
- **Consolidate** their learning
- Develop **competence** and **confidence** in relation to their knowledge and skills
- Foster **creativity** by allowing students to apply their knowledge and skills to new situations.

Time is the essential element required for students to consolidate their learning, develop their competence and confidence, and to foster creativity.

Can students develop the same/similar depth study if they are studying more than one Science subject?

The purpose of a depth study is to expand students' understanding of scientific concepts while demonstrating Working Scientifically skills, and this is partially course-specific. In a practical sense the skills will be transferable, but are developed within the context of the course studied. Therefore, to fulfil the course requirements, each course must have documentation of the students' depth study/studies for that course only. The formal assessment of the depth study/studies must address at least one specific Knowledge and Understanding outcome for that course.

Completing only one task for both Science subjects will not fulfil the assessment requirements set down in the *Assessment Certification Examination (ACE) Manual*. *Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.* (Ace 8013).

Can students use their depth study/studies for the Scientific Research Project in Science Extension?

A student may take inspiration from their depth study/studies undertaken in a 2 Unit Science course. However, the course requirements and outcomes are different for the 2 Unit Science courses and Science Extension. Students studying Science Extension are expected to extend their Scientific Research and Working Scientifically skills to a level greater than that required for the 2 Unit courses.

Additionally, the Scientific Research Project and the depth study/studies both require separate formal school-based assessment as outlined above and in the ACE manual.

Assessment Schedule

Term 4 2021		Term 1 2022	
Week Beginning	Scheduled Tasks	Week Beginning	Scheduled Tasks
1 4/10/2021		1 24/1/2022	
2 11/10/2021		2 31/1/2022	Mathematics Ext 2
3 18/10/2021		3 7/2/2022	
4 25/10/2021		4 14/2/2022	
5 1/11/2021	DT	5 21/2/2022	English Studies Extension 2 English
6 8/11/2021		6 28/2/2022	SLR DT
7 15/11/2021	English Studies Standard 1 Mathematics	7 7/3/2022	CAFS Visual Arts Advanced Mathematics
8 22/11/2021	Extension 1 Mathematics CAFS Textiles ITT	8 14/3/2022	Society and Culture Extension 1 Mathematics Textiles Standard English Advanced English Standard 2 Mathematics Standard 1 Mathematics
9 29/11/2021	Ancient History Legal Studies Modern History PDHPE Society and Culture SLR	9 21/3/2022	Ancient History Legal Studies Modern History
10 6/12/2021	Extension 2 Mathematics Software Development and Design Standard English Advanced English Extension 1 English Standard 2 Mathematics Standard 1 Mathematics	10 28/3/2022	Drama
11 13/12/2021	Advanced Mathematics Drama		Half Yearly Examinations

Term 2 2022		Term 3 2022	
Week Beginning	Scheduled Tasks	Week Beginning	Scheduled Tasks
1 25/4/2022	Extension 2 Mathematics	1 18/7/2022	DT ITT Visual Arts
2 2/5/2022	PDHPE Visual Arts Extension 2 English	2 25/7/2022	
3 9/5/2022		3 1/8/2022	Trial HSC Examinations
4 16/5/2022		4 8/8/2022	Trial HSC Examinations
5 23/5/2022	English Studies Extension 1 English	5 15/8/2022	SLR Drama
6 30/5/2022	Software Development and Design SLR	6 22/8/2022	
7 6/6/2022	Mathematics Ext 2 CAFS	7 29/8/2022	
8 13/6/2022	Legal Studies Modern History PDHPE Extension 2 English	8 5/9/2022	Society and Culture
9 20/6/2022	Extension 1 Mathematics Textiles Standard English Advanced English	9 12/9/2022	
10 27/6/2022	Ancient History Extension 2 Mathematics ITT- Industry Study Advanced Mathematics Drama Standard 1 Mathematics Standard 2 Mathematics	10 19/9/2022	

Board Developed Courses - Category A

Ancient History

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 Week 9 2021 In Class Topic Test Historical analysis Cities of Vesuvius: Pompeii and Herculaneum	Date Due: Term 1 Week 9 2022 Take Home Essay Ancient Societies	Date Due: Term 2 Week 9-10 2022 Essay and Interview Historical Periods	Date Due: Term 3 weeks 3-4 2022 Trial Examination Term 3
Syllabus Outcomes		AH12-2 AH12-6 AH12-7 AH12-8 AH12-10	AH12-1 AH12-4 AH12-5 AH12-6 AH12-7 AH12-9	AH12-5 AH1 AH12-7 AH12-9	AH12-1 AH12-3 AH12-5 AH12-6 AH12-9
Knowledge and understanding of course content	40%	10	10	10	10
Historical skills in the analysis and evaluation of sources and interpretations	20%	5	5	5	5
Historical inquiry and research	20%	5	5	5	5
Communication of historical understanding in appropriate forms	20%	5	5	5	5
Weighting	100%	25%	25%	25%	25%

Course Outcomes

The student:

AH12-1 accounts for the nature of continuity and change in the ancient world

AH12-2 proposes arguments about the varying causes and effects of events and developments

AH12-3 evaluates the role of historical features, individuals and groups in shaping the past

AH12-4 analyses the different perspectives of individuals and groups in their historical context

AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world

AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH12-7 discusses and evaluates differing interpretations and representations of the past

AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

Biology

Assessment Schedule | Year 12 2021

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Due Date: Term 4, Week 9 Module 5 topic test	Due Date: Term 1, Week 10 Heredity and Genetic Change Practical Task	Due Date: Term 2, Week 8 Depth Study (research portfolio)	Date Due: Term 3, week 3-4 Task: Trial Examination
Syllabus Outcomes		BIO11/12-4 to BIO11/12-7 BIO12-12	BIO11/12-1 to BIO11/12-7	BIO11/12-1 to BIO11/12-7 BIO12-14 BIO12-15	BIO11/12-1 to BIO11/12-7 BIO12-12 to BIO12-15
Skills in Working Scientifically	60%	10	20	20	10
Knowledge and Understanding	40%	5	5	10	20
Weighting	100%	15%	25%	30%	30%

Course outcomes

The student:

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

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

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

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

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

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

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

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

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

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

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

Business Studies

Assessment Schedule | Year 12 2021

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: Wk 9 Task: Operations Task	Date Due: Wk 8 Task: Financial Statement Analysis	Date Due: Wk 9 Task: Marketing Analysis	Date Due: Wk 3-4 Task: Trial Exam
Knowledge and understanding of course content inquiry & research	40%	10	10	10	10
Stimulus-based Skills	15%	5			10
Inquiry and Research	15%		5	10	
Communication of business information, ideas & issues in appropriate forms	30%	5	5	10	10
Weighting	100%	20%	20%	30%	30%

Course Outcomes

The student:

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

Chemistry

Assessment Schedule | Year 12 2021

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 Week 8 Task: Module 5 topic test	Date Due: Term 1 Week 8 Task: Titration Practical	Date Due: Term 2 Week 8 Task: Depth Study	Date Due: Term 3, week 3-4 Task: Trial Examination
Syllabus Outcomes		CH11/12-2 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12	CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-7 CH12-14	CH11/12-2 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15
Skills in Working Scientifically	60%	10	20	20	10
Knowledge and Understanding	40%	5	5	10	20
Weighting	100%	15%	25%	30%	30%

Course Outcomes

A student:

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 selects and processes appropriate qualitative & quantitative data and information using a range of appropriate media

CH11/12-5 analyses and evaluates primary and secondary data and information

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 communicates scientific understanding using suitable language & 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

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 2020 Week 8 Independent Research Project	Date Due: Term 1 2021 Week 7 Investigation and Report - Groups in Context Government & Equity Issues	Date Due: Term 2 2021 Week 7 Parenting Report - Support for parents and carers	Trial HSC Examination Date Due: Term 3 2021 Weeks 3-4
Syllabus Outcomes		H4.1, H4.2	H3.2, H5.1, H5.2	H2.2, H2.3, H3.3	H1.1 to H6.2
Knowledge and understanding of course content	50%	5	10	20	15
Skills in critical thinking, research methodology, analysing and communicating	50%	15	15	5	15
Weighting %	100%	20%	25%	25%	30%

Course outcomes

The student:

H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities

H2.1 analyses different approaches to parenting and caring relationships

H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities

H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing

H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups

H3.2 evaluates networks available to individuals, groups and families within communities

H3.3 critically analyses the role of policy and community structures in supporting diversity

H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities

H4.1 justifies and applies appropriate research methodologies

H4.2 communicates ideas, debates issues and justifies opinions

H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources

H5.2 develops strategies for managing multiple roles and demands of family, work and other environments

H6.1 analyses how the empowerment of women and men influences the way they function within society

H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

Design and Technology

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 Week 5 Project Proposal Presentation	Date Due: Term 2 week 6 Innovation & Emerging Technology Case study	Date Due: Term 3 week 1 Project Development & Management Report	Date Due: Term 3 week 3-4 Trial examinations
Syllabus Outcomes		H2.1, H4.1, H4.2	H2.2, H3.1 H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H1.1, H.12, H2.1, H2.2, H3.1, H6.2
Innovation and emerging technologies. Designing and producing	20%	20			
Knowledge and Understanding. Innovation and emerging technologies	60%		20	40	
Knowledge and skills in designing, managing, producing and evaluating a major design project	20%				20
Weighting	100%	20%	20%	40%	20%

Course outcomes

The student:

- 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 Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 Week 10 Task: Australian Drama and Theatre Performance, Logbook and Essay	Date Due: Term 1 Week 10 Task: Approaches to Acting Performance, Logbook and Essay	Date Due: Term 2 Week 10 Task: Group Performance and Individual Project as work in progress	Date Due: Term 3 Week 5 Task: Trial HSC Examination Written Paper Individual Project Group Performance
Syllabus Outcomes		H1.1, H1.2, H1.3, H1.6, H1.7, H2.1, H2.3, H3.1, H3.2, H3.3,	H1.1, H1.2, H1.3, H1.4, H1.6,, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3,	H 1.1, H 1.2, H 1.3, H.1.4, H 1.5, H 1.6, H 1.7, H 2.1, H 2.2, H 2.3, H 3.3	H 1.1, H 1.2, H 1.3, H.1.4, H 1.5, H 1.6, H 1.7, H 2.1, H 2.2, H 2.3, H 3.1, H 3.2, H 3.3,
Making	40%	10	10	20	
Performing	30%			10	20
Critically Studying	30%	10	10		10
Weighting	100%	20%	20%	30%	30%

Course Outcomes

The student:

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

English Advanced

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 2021, Wk 9 Texts and Human Experience Mandatory Module Multi-modal task	Date Due: Term 1 2022, Week 10 Module A: Textual Conversations In Class - essay	Date Due: Term 2 2022, Week 10 Module C: Craft of Writing Imaginative or discursive writing with a reflection	Date Due: Term 3 2022, weeks 3-4 All Modules HSC Trial examination
Syllabus Outcomes		ENA12-1,4,7,8	ENA12-5,6,8	ENA12-3,7,9	ENA12 2,3,5,9
Knowledge and understanding of course content	50%	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10	10	15	15
Weighting	100%	25%	20%	25%	30%

Course outcomes

The student:

EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 investigates and evaluates the relationships between texts

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

English Extension 1

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Date Due: Term 4 2021, Week 10 Task: Social Change Report	Date Due: Term 2 2022, Week 5 Task: Critical response	Date Due: Term 3 2022, Weeks 3-4 Task: HSC Trial Examination
Syllabus Outcomes		EE12-2,EE,12-4, EE12-5	EE12-1 TO EE12-4	EE12-2 TO EE12-5
Weighting	100%	30%	40%	30%

Course outcomes

The student:

EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

EE12-3 independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts

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

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

English Extension 2

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Date Due: Term 1 2021, Week 5 Task: Viva Voce	Date Due: Term 2 2022, Week 2 Task: Literature Review	Date Due: Term 2 2022, Week 8 Task: Critique of the Creative Process
Syllabus Outcomes		EEX12-2,4,5	EEX12-1,2,3,4	EEX12-1,3,5
Weighting	100%	30%	40%	30%

Course outcomes

The student:

EEX12-1 demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition

EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea

EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition

English Standard

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 2021, Week 9 Texts and Human Experience Mandatory Module Multimodal assessment task	Date Due: Term 1 2022, Week 10 Module A: Language, culture and identity In Class - essay	Date Due: Term 2 2022, Week 9 Module C: Craft of Writing Imaginative or discursive writing with a reflection	Date Due: Term 3 2022, Weeks 3/4 All Modules HSC Trial examination
Syllabus Outcomes		ENS12-3,5,9	ENS12-1, 2,3,5,7	ENS12-1, 3,5,6,8	ENS12-2,4
Knowledge and understanding of course content	50%	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10	10	15	15
Weighting	100%	25%	20%	25%	30%

Course outcomes

The student:

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses

Industrial Technology Timber

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: Week 8 Term 4 2020 Milestone 1	Date Due: Week 8 Term 2 2021 Milestone 2 Week 8	Date Due: Week 3-4 Term 3 2021 Trial Exam	Date Due: Week 6 Term 3 2021 Industry Task
Syllabus Outcomes		H3.1, H3.2, H3.3, H5.1	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1	H1.1, H1.2, H6.1, H6.2, H7.1, H7.2
Knowledge and understanding of course content	40%	5	10	20	5
Knowledge and skills in the design, management, communication and production of a major project	60%	15	20	10	15
Weighting	100%	20%	30%	30%	20%

Course outcomes

The student:

H1.1 investigates industry through the study of businesses in one focus area

H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry

H1.3 identifies important historical developments in the focus area industry

H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques

H3.1 demonstrates skills in sketching, producing and interpreting drawings

H3.2 selects and applies appropriate research and problem-solving skills

H3.3 applies and justifies design principles effectively through the production of a Major Project

H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project

H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills

H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components

H5.1 selects and uses communication and information processing skills

H5.2 examines and applies appropriate documentation techniques to project management

H6.1 evaluates the characteristics of quality manufactured products

H6.2 applies the principles of quality and quality control

H7.1 explains the impact of the focus area industry on the social and physical environment

H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Legal Studies

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: Week 9 Term 4 2021 Task: Research Task - Crime	Date Due: Week 9, Term 1 2022 Task: Family Law Essay	Date Due: Week 8, Term 2 2022 Task: Shelter Report	Date Due: Term 3 Week 3-4 Task: Trial Examination
Syllabus Outcomes		Outcomes assessed H1, H3, H4, H6	Outcomes assessed H2, H5, H6, H7, H8	Outcomes assessed H6, H8, H9, H10	Outcomes assessed H2, H3, H6, H9, H10
Knowledge & understanding of course content	40%	5	15	5	15
Analysis & evaluation	20%		5	5	10
Inquiry and research	20%	10		10	
Communication of legal information, ideas and issues in appropriate forms	20%	5	5	5	5
Weighting	100%	20%	25%	25%	30%

Course outcomes

A student:

H1 identifies and applies legal concepts and terminology

H2 describes and explains key features of and the relationship between Australian and international law

H3 analyses the operation of domestic and international legal systems

H4 evaluates the effectiveness of the legal system in addressing issues

H5 explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

H6 assesses the nature of the interrelationship between the legal system and society

H7 evaluates the effectiveness of the law in achieving justice

H8 locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents

H9 communicates legal information using well-structured and logical arguments

H10 analyses differing perspectives and interpretations of legal information and issues.

Mathematics Advanced

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: Week 10 Term 4 2021 Task: In class Test	Date Due: Week 7 Term 1 2022 Task: Investigation	Date Due: Week 10 Term 2 2022 Task: In class Test	Date Due: Week 3, Term 3, 2022 Task: Trial HSC Examination
Syllabus Outcomes		MA12-1, MA12-3, MA12-5, MA12-6, MA12-8, MA12-9, MA12-10	MA12-2, MA12-3, MA12-4, MA12-6, MA12-9, MA12-10	MA12-3, MA12-7, MA12-8, MA12-9, MA12-10	MA12-1 to MA12-8, MA12-10
Understanding, fluency and communication	50%	10%	15%	10%	15%
Problem solving, reasoning and Justification	50%	10%	15%	10%	15%
Weighting	100%	20%	30%	20%	30%

Course outcomes

The student:

MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

MA12-3 applies calculus techniques to model and solve problems

MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

MA12-6 applies appropriate differentiation methods to solve problems

MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems

MA12-8 solves problems using appropriate statistical processes

MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Year 12 Extension 1 Mathematics

Assessment Schedule | Year 12 2021

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: Week 8 Term 4 Task: In Class test	Date Due: Week 8, Term 1 Task: In Class Test	Date Due: Week 9, Term 2 Task: Investigation Task	Date Due: Week 3, Term 3 Task: Trial HSC Examination
Syllabus Outcomes		ME12-1 ME12-2 ME12-7	ME12-3 ME12-6 ME12-7 ME12-4	ME12-1 ME12-2 ME12-4 ME12-5 ME12-7	ME12-4 ME12-5 ME12-7
Understanding, fluency and communication	50%	10%	10%	15%	15%
Problem solving, reasoning and Justification	50%	10%	10%	15%	15%
Weighting	100%	20%	20%	30%	30%

Course Outcomes

The student:

ME12-1: applies techniques involving proof or calculus to model and solve problems

ME12-2: applies concepts and techniques involving vectors and projectiles to solve problems

ME12-3: applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

ME12-4: uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

ME12-5: applies appropriate statistical processes to present, analyse and interpret data

ME12-6: chooses and uses appropriate technology to solve problems in a range of contexts

ME12-7: evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Mathematics Extension 2

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: Week 11 Term 4 Task: In Class Test	Date Due: Week 1 Term 2 Task: Investigation Assignment	Date Due: Week 10 Term 2 Task: In Class Test	Date Due: Task: Trial HSC Examination
Syllabus Outcomes		MEX12-2 MEX 12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-3 MEX12-7 MEX12-8	MEX 12-1 MEX 12-2 MEX12-5 MEX12-7 MEX12-8	MEX12-1 to MEX 12-8
Understanding, fluency and communication	50%	10%	15%	10%	15%
Problem solving, reasoning and justification	50%	10%	15%	10%	15%
Weighting	100%	20%	30%	20%	30%

Course outcomes

The student:

MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts

MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings

MEX12-3 uses vectors to model and solve problems in two and three dimensions

MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems

MEX12-5 applies techniques of integration to structured and unstructured problems

MEX12-6 uses mechanics to model and solve practical problems

MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems

MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

Mathematics Standard 2

Assessment Schedule | Year 12 2021

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: Week 10 Term 4, 2021 Task: In Class Test	Date Due: Week 8 Term 1, 2022 Task: Investigation Task	Date Due: Week 10 Term 2, 2022 Task: In Class Test	Date Due: Week 3 Term 3, 2022 Task: Trial HSC Exam
Syllabus Outcomes		MS2 -12-1 to MS2 -12-6 MS2 -12-9 MS2 -12-10	MS2 -12-2 to MS2 -12-4 MS2 -12-7 to MS2 -12-10	MS2 -12-1 to MS2 -12-4 MS2 -12-6 to MS2 -12-10	MS2 -12-1 to MS2 -12-10
Understanding, fluency & communication	50%	10%	15%	10%	15%
Problem solving, reasoning & justification	50%	10%	15%	10%	15%
Weighting	100%	20%	30%	20%	30%

Course Outcomes

The student:

MS2-12-1: uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2: analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3: interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4: analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5: makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6: solves problems by representing the relationships between changing quantities in algebraic and graphical forms

MS2-12-7: solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

MS2-12-8: solves problems using networks to model decision-making in practical problems

MS2-12-9: chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

MS2-12-10: uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Modern History

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4, Wk 9 Task: Essay Response to Stimulus	Date Due: Term 1, Wk 9 Task: Historical Investigation	Date Due: Term 2, Wk 8 Task: Research Presentation	Date Due: Term 3, Week 3-4 Task: Trial HSC Exam
Syllabus Outcomes		MH12-2 MH12-3 MH12-6 MH12-9	MH12-4 MH12-5 MH12-6 MH12-7 MH12-8	MH12-1 MH12-2 MH12-8 MH12-9	All syllabus outcomes
Knowledge & Understanding of Course Content	40%	15	5	5	15
Historical Skills in the Analysis & Evaluation of Sources & Interpretations	20%	5	5	5	5
Historical Inquiry & Research	20%		10	10	
Communication of Historical Understanding in Appropriate Forms	20%	5	5	5	5
Weighting	100%	25%	25%	25%	25%

Course outcomes

The student:

MH12-1 accounts for the nature of continuity and change in the modern world

MH12-2 proposes arguments about the varying causes and effects of events and developments

MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12-4 analyses the different perspectives of individuals and groups in their historical context

MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7 discusses and evaluates differing interpretations and representations of the past

MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Personal Development, Health and Physical Education

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: 2/12/21 Task: Groups experiencing health inequities research assignment	Date Due: 6/5/22 Task: Skill acquisition movement analysis task (in class task)	Date Due: 17/6/22 Task: Planning considerations for improving performance research assignment	Date Due: Week 3 Term 3 2022 Task: Trial HSC Examination
Syllabus Outcomes		H1, H2, H3, H4, H5, H14, H15, H16.	H9, H17.	H7, H8, H9, H10, H16, H17.	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17.
Weighting	100%	25%	25%	20%	30%

Course outcomes

The student:

H1 describes the nature and justifies the choice of Australia's health priorities

H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk

H3 analyses the determinants of health and health inequities

H4 argues the case for health promotion based on the Ottawa Charter

H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities

H6 demonstrates a range of personal health skills that enables them to promote and maintain health

H7 explains the relationship between physiology and movement potential

H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity

H9 explains how movement skill is acquired and appraised

H10 designs and implements training plans to improve performance

H11 designs psychological strategies and nutritional plans in response to individual performance needs

H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport

H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity

H14 argues the benefits of health-promoting actions and choices that promote social justice

H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all

H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts

H17 selects appropriate options

Physics

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
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		Date Due: Term 4, Week 9 Task: Practical task; Advanced Mechanics	Date Due: Term 1, Week 10 Task: Depth study; Electromagnetism	Date Due: Term 2, Week 8 Task: Topic Test; Nature of Light	Date Due: Term 3, Week 4 Task: Trial HSC Examination
Syllabus Outcomes		PH12-2, 3, 5, 6, 12	PH12-1,2,3,4,5,7,14	PH12-2,4,5,6,7,12,13,14	PH12-2, 4, 5, 6, 7, 12, 13, 14, 15
K&U	40%	5	5	10	20
Skills	60%	15	25	10	10
Weighting	100%	20%	30%	20%	30%

Course outcomes

The student:

PH12-1 develops and evaluates questions and hypotheses for scientific investigation

PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH12-5 analyses and evaluates primary and secondary data and information

PH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

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

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

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

Society and Culture

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 Week 9 Friday Task: Social Change Report	Date Due: Term 1 Week 8 Task: Belief Systems Essay	Date Due: Term 3 Task: Trial Exam	Date Due: Term 3 Week 8 Task: Depth Study Research
Syllabus Outcomes					
Knowledge and understanding of course content	50%	10	10	20	10
Application and evaluation of social and cultural research methods	30%	10	5	5	10
Communication of information, ideas and issues in appropriate forms	20%	5	5	5	5
Weighting	100%	25%	20%	30%	25%

Course outcomes

The student:

H1 evaluates and effectively applies social and cultural concepts

H2 explains the development of personal, social and cultural identity

H3 analyses relationships and interactions within and between social and cultural groups

H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy

H5 analyses continuity and change and their influence on personal and social futures

H6 evaluates social and cultural research methods for appropriateness to specific research tasks

H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias

H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex

H9 applies complex course language and concepts appropriate for a range of audiences and contexts

H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Software Design and Development

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Date Due: 10/12/21 Task: Software Development in Theory and Practice	Date Due: 03/06/22 Task: Individual Project	Date Due: Weeks 3-4, Term 3, 2022 Task: Trial Exam
Syllabus Outcomes		H1.2 H1.3 H2.1 H3.1 H4.1 H4.2 H4.3 H5.2 H5.3 H6.1 H6.4	H1.2 H3.1 H3.2 H4.1 H4.2 H4.3 H5.1 H5.2 H5.3 H6.2 H6.4	H1.1 H1.2 H1.3 H2.1 H2.2 H3.1 H4.1 H6.1
Knowledge and understanding of course content	50%	10%	10%	30%
Knowledge and skills in the design and development of software solutions	50%	20%	30%	0%
Weighting	100%	30%	40%	30%

Course Outcomes

The student:

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

Textile Technology

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	<u>Task 1</u>	<u>Task 2</u>	<u>Task 3</u>	<u>Task 4</u>	<u>Weighting</u>
Nature of Tasks	MTP (Major Textiles Project) Designing and Planning Oral Presentation	Innovation and Emerging Technologies Research Task (Hand in task)	Investigation and Experimentation Report	Trial HSC Examination	
Timing	Term 4, Week 8, 2021	Term 1, week 8, 2022	Term 2, week 9, 2022	Term 3, weeks 3-4, 2022	
Outcomes Assessed	H1.1, H1.2, H2.1	H3.1, H3.2, H5.2, H6.1	H1.2, H3.1, H4.1, H4.2	H1.3, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1	
Component					
Knowledge and understanding of the course content		20		30	50%
Skills and knowledge in the design, manufacture and management of a Major Textiles Project	20		30		50%
Total %	20	20	30	30	100%

Course outcomes:

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

Visual Arts

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 1 week 7 2022 BOW Development VAPD + interview	Date Due: Term 2 week 2 2022 Critical Historical response	Date Due: Term 3 Week1 2022 Final BOW	Date Due: Term 3 week 3-4 2022 Trial examination
Syllabus Outcomes		H1, H2, H3, H4	H7, H8, H9, H10	H4, H5, H6	H7, H8, H9, H10
Artmaking	50%	20		30	
Critical History	50%		25		25
Weighting	100%	20%	25%	30%	25%

Course outcomes

The student:

H1 initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions

H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work

H3 demonstrates an understanding of the frames when working independently in the making of art

H4 selects and develops subject matter and forms in particular ways as representations in artmaking

H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways

H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

H7 applies their understanding of practice in art criticism and art history

H8 applies their understanding of the relationships among the artist, artwork, world and audience

H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art

H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

Board Developed Courses - Category B

English Studies

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 2021 Week 7 Text & Human Experience	Date Due: Term 1 2022 Week 5 We are Australian	Date Due: Term 2 2022 Week 5 Portfolio	Date Due: Trial HSC Term 3 2022 Weeks 3-4
Syllabus Outcomes		ES12-1, 4,7,8	ES12-2 to ES12-6	ES12-1 to ES12-9	ES12-2, 3, 4, 5, 9
Knowledge & Understanding of course content	60%	15	15	15	15
Skills in comprehending texts Communicate ideas using language accurately, appropriately and effectively	40%	10	10	10	10
Weighting %	100%	25%	25%	25%	25%

Course outcomes

The student:

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 composes proficient texts in different forms

ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

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

ES12-8 understands and explains the relationships between texts

ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Mathematics Standard 1

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: Week 10 Term 4, 2021 Task: In Class Test	Date Due: Week 8 Term 1, 2022 Task: Investigation Task	Date Due: Week 10 Term 2, 2022 Task: In Class Test	Date Due: Week 3 Term 3, 2022 Task: In Class Exam
Syllabus Outcomes		MS1 -12-1 MS1 -12-3 MS1 -12-4 MS1 -12-5 MS1 -12-6 MS1 -12-9 MS1 -12-10	MS1 -12-2 MS1 -12-3 MS1 -12-4 MS1 -12-7 MS1 -12-8 MS1 -12-9 MS1 -12-10	MS1 -12-1 MS1 -12-2 MS1 -12-3 MS1 -12-4 MS1 -12-6 MS1 -12-7 MS1 -12-8 MS1 -12-9 MS1 -12-10	MS1 -12-1 to MS1 -12-10
Understanding, fluency and communication	50%	10%	15%	10%	15%
Problem solving, reasoning and justification	50%	10%	15%	10%	15%
Weighting	100%	20%	30%	20%	30%

Course outcomes

The student:

MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS1-12-2 analyses representations of data in order to make predictions and draw conclusions

MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness

MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems

MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school

MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms

MS1-12-7 solves problems requiring statistical processes

MS1-12-8 applies network techniques to solve network problems

MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use

MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Board Endorsed Courses

Marine Studies

Assessment Schedule | Year 12 2021 - 2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: December 14 2020 Task: Module 5 Topic Test	Date Due: February 19 2021 Task: Personal Interest Project	Date Due: June 11 2021 Task: A local ecosystem Excursion & Depth Study	Date Due: Term 3 weeks 3-4 2021 Task: Trial Exam
Syllabus Outcomes		1.1-1.5, 2.1, 5.1, 5.2	2.2, 2.3, 5.3, 5.4	1.1, 2.1 3.1-3.4	4.1, 4.2
Content	55%	15	20	10	10
Skills	45%	5	10	20	10
Weighting	100%	20%	30%	30%	20%

Course outcomes

The student:

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

Sport, Lifestyle and Recreation

Assessment Schedule | Year 12 2021-2022

Syllabus Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Date Due: 3/12/21 Task: Resistance training research assignment	Date Due: 4/3/22 Task: Sports coaching organising and participating (in class task)	Date Due: 3/6/22 Task: Athletics coaching and multimedia presentation (in class task)	Date Due: 19/8/22 Task: Outdoor education exam
Syllabus Outcomes		1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.4	1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4
Weighting	100%	25%	25%	25%	25%

Course Outcomes

The student:

Resistance Training

- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle,
- 1.3 demonstrates ways to enhance safety in physical activity
- 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
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.2 designs programs that respond to performance needs, 3.3 measures and evaluates physical performance capacity
- 4.4 demonstrates competence and confidence in movement contexts

Coaching

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity, 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs,
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

Athletics

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 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
- 2.5 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 design programs that respond to performance needs, 3.3 measures and evaluates physical performance capacity
- 4.4 demonstrates competence and confidence in movement contexts

Outdoor recreation

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 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
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 3.6 assesses and responds appropriately to emergency care situations, 4.1 plans strategies to achieve performance goals
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.4 demonstrates competence and confidence in movement contexts

A Glossary of HSC Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. This glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically	Add a degree or level of accuracy depth, knowledge and understanding, (analyse/ logic, questioning, reflection and quality to (analyse/evaluation) evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details

Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole