



# MARIST COLLEGE NORTH SHORE

## ASSESSMENT PROGRAMME 2020

**12**

**YEAR TWELVE**

# Year 12 Assessment Task Schedule

## TERM FOUR

## YEAR 12/2019-2020

Week	Subject	Task	Date	Period/Time	
1					
2					
3					
4					
5					
6					
	YEAR 12 GOAL SETTING - Thursday 22nd of November				
7	Biology	Model Building (Heredity)	29/11/19	Hand in	
	Industrial Technology	Project Proposal	28/11/19	in class	
	Modern History	Source Analysis	04/12/19	In Class	
8	Physics	Processing/Modelling Task	4/12/19	Hand in	
	Mathematics Standard 1	Class test	2/12/19	In class	
	Mathematics Standard 2	Class test	2/12/19	In class	
	Mathematics Advanced	Class test	2/12/19	In class	
	Mathematics Extension 1	Class test	6/12/19	In class	
	Studies of Religion II	Religions and Belief Systems in Australia Post 1945 Test	4/12/19	In-class test	
	Design and Technology	Project Proposal	5/12/19	In class	
9	English Studies	Common Module Multimodal Task	9/12/19	Hand in	
	English Standard	Common Module Multimodal Task	9/12/19	Hand in	
	English Advanced	Common Module Multimodal Task	9/12/19	Hand in	
	Ancient History	Historical Analysis	9/12/19	Hand in	
	English Extension 2	Viva Voce Interview	11/12/19	In class	

<b>9 Cont.</b>	Mathematics Extension 2	In class test	10/12/19	In class	
	Music	Performance and Composition	10/12/19	In class & Hand in	
	Chemistry	Depth Study	10/12/19	Hand in	
	Drama	Black Comedy In class Workshop and Written Reflection	11/12/19 Double Period	In class & Hand in	
	Legal Studies	Crime Research task	12/12/19	Hand in	
	SLR	Research task	10/12/19	Hand in	
	Catholic Studies	Video and Written Component	11/12/19	Hand in	
	PDHPE	Designing Training Programs	12/12/19	Hand in	
<b>10</b>		<b>YEAR 12 FINISH CLASSES 12 DECEMBER, 2019</b>			

# TERM ONE

# YEAR 12/2020

Week	Subject	Task	Date	Period/ Time	
1					
2	Visual Arts	Practice: Case Studies and BOW Proposal	7/2/20	Hand in	
	Studies of Religion I	Religion and Belief Systems in Australia Post 1945 - Test	4/5/20	In class test	
3	Business Studies	Research Task	12/02/20	Hand in 8.15-8.35am	
	Economics	Research task	10/2/20	Hand in 8.15-8.35am	
	Drama	Individual Project Progress Assessment	14/2/20	In class	
	Hospitality	Competency Task - practical	M,W,F	In class	
4	Geography	Research + Short Answer on Urban Places	17/2/20	In class	
5					
6	Studies of Religion II	Buddhism Source Analysis and Report	6/3/20	8:15-8:30am in ARC	
7	Modern History	Research Task	11/3/20	Hand in 8.15-8.35am	
	Industrial Technology	Industry Study	13/3/20	In class	
	Physics	Practical Test	12/3/20	P3-P4	
	Biology	Depth Study	13/3/20	12BIO1 P1 12BIO2 P4	
8	English Advanced	Module A Comparative Essay and Module C Discursive and Reflection	17/3/20	In class and Hand in	
	English Standard	Module A Essay and Module C Discursive and Reflection	17/3/20	In class and Hand in	
	English Studies	Research Task: Part of a Family	17/3/20	In class	
	Ancient History	Research Task	19/3/20	Hand in in class.	
	Chemistry	Titration Practical	20/3/20	P1-P2	
9	English Ext 1	Imaginative Writing	27/3/20	Hand in	
	Mathematics Standard 1	Class test	23/3/20	In class	
	Mathematics Standard 2	Investigation Task	23/3/20	In class and Hand in	
	Mathematics Advanced	Investigation Task	23/3/20	In class and Hand in	

Week	Subject	Task	Date	Period/ Time	
10	Business Studies	Topic test	30/3/20	In-class during period	
	Construction	Competency Task	Week 10	in class	
	Drama	Australian Drama and Theatre Workshop and Written Reflection	30/3/20	In class	
	Hospitality	Competency Task - Cafe Culture	Week 10	in class	
	PDHPE	Topic test	2/4/20	In-class during period	
	Mathematics Extension 1	In class test	31/3/20	In class	
	Music	Musicology (Viva Voce) & Elective Performance	1/4/20	In class	
	SLR	Online certification task	Week 10	In class	
11	Design and Technology	Innovation and Emerging Technology Case Study	7/4/20	in class	
	Economics	Topic test	7/4/20	In-class during period	
	Hospitality	Competency Task - Case Study	6/4/20	submit in class	
	Mathematics Extension 2	In class test	7/4/20	In class	
	Legal Studies	Topic test	8/4/20	In class	

# TERM TWO

# YEAR 12/2020

Week	Subject	Task	Date	Period/Time
1	Studies of Religion I	Research Essay on Christianity	4/5/20	8:15-8:30 In ARC
2	English Extension 2	Literature Review	5/5/20	Hand in
	Geography	Fieldwork Report	6/5/20	Hand In
3	<b>Year 12 Retreat Week</b>			
4				
5	Biology	Practical Test (Infectious Disease)	31/5/20	
6	Modern History	Historical analysis	3/6/20	Hand in 8.15-8.35am
7	Business Studies	Business Report	12/6/20	Hand in 8.15-8.35am
	Hospitality	Competency Task/In Class Test - The Hospitality Industry	10/6/20	Submit in class
	Construction	Topic Test	Week 7	In class
	English Advanced	Mod B Essay and Mod C Creative and Reflection	11/6/20	In class
	English Standard	Mod B Essay and Mod C Creative and Reflection	11/6/20	In class
	English Studies	Collection of Classwork: Playing the Game	11/6/20	In class
8	Physics	Depth Study	18/6/20	
	Economics	Stimulus Task	17/6/20	Hand in 8.15-8.35am
	Music	Elective Options Presentation/Submission	19/6/20	Performance & Hand in
	Studies of Religion II	Religion and Peace Research Essay	22/06/20	8:15-8:30am in ARC
	Visual Arts	Conceptual Framework Case Studies	17/6/20	8:15-8:30am in ARC
	History Extension	Historical Project - Historical Process	16/6/20	In-class submission
	Mathematics Standard 2	In class test	15/6/20	In class
	Mathematics Advanced	In class test	15/6/20	In class
9	English Extension 1	Critical Essay	23/6/20	In class
	Chemistry	Depth Study	26/6/20	Hand in
	Mathematics Extension 1	Investigation Task	23/6/20	Hand in 8.15-8.35am
	Geography	Research Essay - Ecosystems at risk	24/6/20	Hand in 8.15-8.35am
	Drama	Individual Project Presentation/Performance and Group Performance	25/6/20 6.00pm	Performance & Hand In
	SLR	Practical demonstration & written task	Week 9	In class
	Legal Studies	Research Task	29/6/20	In-class task
10	Mathematics Extension 2	Investigation Task	30/6/20	Hand in 8.15-8.35am
	Mathematics Standard 1	Investigation task	29/6/20	Hand in 8.15-8.35am
	PDHPE	Research Task	3/7/20	Hand in
	Industrial Technology	Industrial Process Analysis	3/7/20	In class

# TERM TWO Continued

## YEAR 12/2020

Week	Subject	Task	Date	Period/Time
10 Cont.	Construction	Competency Task	Week 10	in class
	Design and Technology	Project Development and Folio	30/6/20	in class
	Industrial Technology	Project Development and Folio	Week 10	in class
	Catholic Studies	Moral Issues Research Task	3/7/20	in class
	English Extension 2	Critique of the Creative	30/6/20	Hand in

# TERM THREE

## YEAR 12/2020

Week	Subject	Task	Date	Period/Time
1	Science Extension	Trial and all day Research Project	23/7/20	All day
	Visual Arts	Body of Work Submission	24/7/20	Hand in
	Ancient History	Source Analysis	22/7/20	In class task
2	<b>Major Works Week (No Other Assessments)</b>			
	History Extension	History Project - Essay	29/7/20	In-class submission
3	<b>Trial HSC</b>			
4				
5				
6	Hospitality	Competency Task - Practical and Portfolio	Week 6 TBC	Inclass
	Construction	Competency Task - Brick and Block Laying	Week 6	In class
8		NO FURTHER ASSESSMENT TASKS		
9		NO FURTHER ASSESSMENT TASKS		
10		NO FURTHER ASSESSMENT TASKS		

# SECTION ONE

## HIGHER SCHOOL CERTIFICATE - YEAR 12

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### INTRODUCTION - THE PURPOSE OF ASSESSMENT

Assessment is the process of gathering information and making judgements about student achievement. It is useful in:

- Assisting student learning
- Evaluating and improving teaching programmes
- Providing evidence of satisfactory achievement
- Providing HSC results

The Assessment Programme within the College allows for a broader range of tasks than those used in HSC examinations and, therefore, provides opportunity to demonstrate achievement of the learning outcomes in various ways.

Assessment at Marist College North Shore in the Year 11 and HSC courses will follow a standards referenced approach for all subjects other than VET. This means that assessments are measured against standards of performance.

The **Competency-Based Vocational Education Courses** studied as part of a Career/TAFE Preparation Programme or as part of a blended programme do not have a formal HSC Assessment Mark that is submitted to NESA by the College. Consequently students in these courses will **not** receive an Assessment Mark on their Year 12 Record of Achievement in these subjects.

Students in Vocational Education and Training (VET) *courses, who choose to sit for the HSC Examination* in their particular VET courses, will receive an HSC Examination Mark on their Record of Achievement. Although competencies in VET courses are often assessed while students are completing practical tasks, there will also be opportunities for competencies to be demonstrated in a more formal way through written assignments, presentations, tests, etc.

Students sitting **Board Endorsed Courses** (e.g. Studies in Catholic Thought/Catholic Studies, English Studies, Standard Mathematics 1) will have the assessment mark submitted by the College **only**, which will appear on their Year 12 Record of Achievement. **There is no external HSC examination in these subjects.**

#### **Australian Tertiary Admission Rank (ATAR) Requirements:**

The requirements for the ATAR are determined by the universities. A candidate's ATAR is calculated from the scaled aggregate of the marks in the best 10 units of Board Developed HSC courses, inclusive of English.

**NOTE:** *It is a student's responsibility to ensure he meets the requirements for an ATAR.*



# INFORMATION FOR PARENTS AND STUDENTS

## RoSA Curriculum

### Explanation of RoSA

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

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### A Cumulative Record of all Academic Achievement

The RoSA is designed to record and credential all secondary school students' academic results up until the HSC.

- While all students currently receive grades for courses they complete at the end of Year 10, this system will be extended to also capture grades for courses a student completes in Year 11.
- If a student leaves school before receiving a grade in Year 11 or 12 courses, their RoSA will record the courses they commenced.
- This measure acknowledges the fact that many students begin senior secondary study but leave school for employment or other training opportunities before receiving their HSC.
- Students who leave before the completion of the HSC but do not qualify for a RoSA will receive a Transcript of Study

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### Fair Allocation of Grades

It is important for parents, employers and students to know that grades awarded for the RoSA credential are given fairly and consistently.

- NSW teachers are very experienced in determining the standard of work that warrants a particular grade. As grading is extended into senior secondary courses, NESA will work with teachers to ensure that appropriate standards are developed and applied at that level.
- NESA will also provide schools with information about the historical allocation of grades to their students. This will serve as a guide for the allocation of grades to current students.
- These methods of moderation and monitoring of grades will help ensure that parents and employers can know that a grade awarded in one school is equivalent to the same grade awarded in another school.

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### Literacy and Numeracy Tests

Students who leave school before they get their HSC will have the option to undertake literacy and numeracy tests.

- The tests, which will be offered online and under teacher supervision, will be reported separately to the RoSA credential.
- The tests will not be available to all students, only those who indicate they wish to leave school. The tests will be designed to reflect the needs and expectations of students who leave school before undertaking the HSC.
- Students will be able to take the tests during 'windows' of availability throughout the year. They will be able to sit the tests only once during each window, but can sit for them again should they decide to stay on longer at school. The most recent results will be issued as part of the RoSA when a student leaves school.

Students who are sitting HSC exams in or after 2020 must sit online reading, writing and numeracy tests when they are ready in Year 10, 11 or 12 or even after the HSC, to receive their HSC.

Students who will sit the HSC in 2019 or 2020 do not need to take these tests.

Students planning to leave school before completing their HSC are also able to take these tests to show their level of literacy and numeracy skills.

**\*This information is correct at the current time of writing inline with government policy. Subject to change\***

More information of the RoSA can be found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests>

# SECTION ONE

## HIGHER SCHOOL CERTIFICATE - YEAR 12

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### ASSESSMENT POLICY

The following policy relates to Assessment Tasks in all HSC courses conducted at Marist College North Shore.

Formal Assessment Task results contribute to the overall mark achieved by a student and subsequently contribute to his school-based Assessment Mark submitted for the HSC.

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#### 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 11.4)

#### Attendance

At Marist College North Shore, **85% attendance** is considered a minimum:

- Exceptional cases involving less than 85% attendance **need to be approved by the Headmaster.**
- **In particular, any extended overseas leave requires the approval of the Headmaster two weeks prior to the student commencing the leave.**
- There are to be no unexplained absences.
- Attendance deemed unsatisfactory will proceed to the Review Process.

#### Participation

A **GENUINE ATTEMPT** must be made concerning the learning and teaching activities of a course.

- Participating in a course involves completing assignments, homework and set tasks.
- It is up to the teacher’s professional judgment to determine what constitutes genuine participation.
- Those deemed unsatisfactory will be referred to the Review Process.
- Assessment or examination answers that contain frivolous or objectionable material may result in the cancellation of the task and a zero mark being awarded.

#### Completion of Assessment Tasks

A student must make a **GENUINE ATTEMPT** at all Assessment Tasks in each course in which he is entered.

- Any student who fails to complete Assessment Tasks worth in excess of 50% of the available marks will be issued with an official NESAs “N” (non-Completion) notice, which will disqualify him from this particular course.
- This may in turn disqualify him from receiving the RoSA or HSC.
- Warnings are sent to parents in writing if this eventuality appears likely.

## Unsatisfactory Completion of a course

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- STEP 1** ➤ **NOTIFICATION** Parents will be notified by letter when students are reviewed for their performance in a course. This formal **WARNING** is called an '**N-Warning**'.
- The appropriate Leader of Learning and Director of Teaching and Learning are responsible for notifying parents at all stages of a review of a student's performance in a course.
- STEP 2** ➤ Students are given **OPPORTUNITY TO RECTIFY THEIR SITUATION**.
- **Attendance** may involve students being placed on an attendance contract to meet requirements.
  - **Participation** may involve students being placed on a monitoring card/contract to meet learning requirements.
  - **Completion Of Assessment** requires students to complete the assessment task within a two week period.
- STEP 3** ➤ **SECOND N-WARNING LETTER SENT** – Students are given a **second** opportunity to rectify their situation.
- STEP 4** ➤ **UNSATISFACTORY DETERMINATION (N-AWARD)** An unsatisfactory result in a course will be determined by the Headmaster, in conjunction with the Director of Teaching and Learning.
- This will occur after an Assessment Appeals Process has been completed.
  - The aim of the Assessment Appeals Process is restoration and the avoidance of awarding unsatisfactory results.

## Schedule of Tasks

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MCNS use a common template for the notification of assessment tasks. Each notification has the following information presented:

- task number
- weighting
- timing
- outcomes assessed
- nature of task
- marking criteria
- guidelines/scaffolds (if appropriate)
- feedback to be provided

For each formal task, school will provide

- adequate written notification in advance of the task (typically, two weeks)
- details of the task,
- each student will receive clear feedback on their performance. This advice should indicate the student's relative position within the school group.

The following steps occur in the process of assessment notification

**STEP 1 ➤**                    **NOTIFICATION OF TASKS** – The Schedule of Tasks (Section 2) indicates specific dates scheduled from Term 4, 2019 to Term 3, 2020.

- For hand-in assessment tasks, written notice will also be given outlining details and marking criteria at least two weeks prior to the task date. Teachers use their professional judgement to ensure students have adequate time to prepare for each task.
- For in-class tasks and 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 change will be given in writing at least two weeks prior to the task date.

**STEP 2 ➤**                    **RECORD IN STUDENT DIARY AND FAMILY CALENDAR** – It is the student's responsibility to know and understand the expectations, tasks and timing for each of their courses.

## Marking, reporting and task feedback

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All assessment tasks are marked reflecting relative standards of the course. Marks awarded will reflect the standards described in the marking guidelines and be commensurate with the quality of the response. Tasks that show more complex development and higher order achievement should receive more marks than tasks that demonstrate a more basic level of achievement.

All students will receive meaningful feedback on their performance in each Assessment Task. Tasks will be adequately reported on in reporting periods, usually at the mid and end point of the HSC course.

- Timing** ➤ Feedback will normally be provided as a raw mark, and/or ranked position within the course cohort.
- If it is a major task and undertaken by a large group, feedback will normally be within **10 school days**.
- Nature** ➤ The College will provide each student with formal details of his ranked position within this school's candidature for each course, as part of his final HSC report.
- NESA regulations prohibit the College from providing a raw aggregate of marks scored in any course or subject.
- Appeal** ➤ Appeals against the ranking may be made within **three (3) school days** of receiving it and should be directed through the **Director of Teaching and Learning**. **SEE APPEALS PROCESS**
- The onus is on students to check their mark calculations and report any discrepancies at the time the assessment task is returned to them.

### **INVALID or UNRELIABLE TASKS**

In a situation where a task does not function as required or unforeseeable problems occur in the administration of the task, the Leader of Learning will forward a request to the Assessment Committee to determine a suitable approach to address the issue. The Assessment Committee may undertake a variety of measures including reduce the weighting assigned to the task and supplement with an additional task (with sufficient notice), or adjust the assessment weightings accordingly. In extreme cases, tasks may be discarded completely, and a replacement task scheduled.

\*Note that the results of assessment tasks that have been completed by the students generally cannot be discarded and will be retained by the College even though they will not be used.

## Submission of Tasks

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### Electronic

**ALL HAND IN ASSESSMENT TASKS** for Year 12 must be **ELECTRONICALLY** submitted by 8.15am on the due date or handed in as a **HARD COPY** between 8.15-8.35am.

- ALL students are to submit tasks **ON TIME** regardless of illness on the day.
- Teachers will inform students how the task is to be submitted.
- Tasks will be time stamped with the student's name when submitted electronically.
- Storage devices e.g. USB, cannot be submitted for a task.
- **COMPUTER MALFUNCTION** cannot be used as a reason for submitting a task late.
- To avoid this problem, students should manage their time to ensure that tasks are not left to the last minute.

### Group Work

The **EXPECTATIONS** of the **TASK** will be made clear in **WRITING** relating to what is required of each individual within that group, as distinct from what is expected of the group as a whole.

- The group work may require each student to submit his own report. In this case, the task may be based on shared research and analysis. However, the final presentation will be the work of each individual student.
- Where a group submission is to be made, the teacher will generally award the group mark to each individual student. However, where there is evidence to support the suggestion that there has been an inequitable distribution of work, or a group member has failed to make satisfactory contribution to the group presentation, the teacher has the right to vary the marks in order to reflect this.
- Normally a logbook or other electronic means of tracking student contribution is a co-requisite of such tasks.

### Late Submission

Students who are late submitting a task on the due date **MUST** submit the task the very next day they attend school to their Class Teacher or the appropriate Leader of Learning **even if there is NO scheduled lesson on that day**.

### Extensions

Under **EXCEPTIONAL CIRCUMSTANCES** the Director of Teaching and Learning may grant an extension.

- In this case, parents should contact the Director of Teaching and Learning, either in writing or by telephone, to request an extension.
- Medical or other documentation supporting the request may be required.
- Extensions may only be requested with a minimum of **THREE DAYS PRIOR** to the due date of the submitted task.

***The College accepts no responsibility for a student's work if he does not follow these procedures. All students should retain a paper or electronic copy of the task.***

## Task Length Requirements

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- **Students are expected to adhere to the requirements of the Assessment Task for word count and time duration.**
- **Students are not expected to go beyond the requirements outlined in the Assessment Task Notification.**
- **Work submitted that is beyond the word count or time duration will not be considered towards their mark.**
- **In consultation with their classroom teacher, students can develop the skills required in ensuring their task meet the allocated requirements.**

## Procedures for Student Absence from an Assessment Task

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In all instances of assessment it is best that the student submits the task on time or sits the task at the scheduled time. Where there is proven illness/misadventure documentations must be supplied to support this claim. Teachers must assess the student's actual performance, not potential performance in any given task.

Assessment marks must not be modified to take into account the possible effects of illness or domestic situations.

Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks. This must be in accordance with the illness/misadventure provisions published in the school's assessment program. Attendance and application are not taken into account in either the final assessment mark or in any individual assessment task.

### Unforeseeable Absence

**NOTE:** ALL HAND IN ASSESSMENT TASKS for Year 12 must be ELECTRONICALLY submitted by 8.15am on the day the task is due, or handed in as a hard copy between 8.15 – 8.35am at the La Valla Hall. This means ALL students are to submit assignments ON TIME regardless of illness on the day.

**STEP 1** ➤ **NOTIFY** the Director of Teaching and Learning personally **before 8.30am** on the morning of the task or task due by date. **CALL: 9957 5000**

**STEP 2** ➤ **OBTAIN** documentation

- Illness – a Doctor's Medical Certificate will be required covering the absence.
- Funeral – a detailed letter from home prior to the assessment task.

Other documentation such as police reports in the case of accidents, hospital documents for family illness or other equivalent professional (objective) documents may be considered. Letters from family members or friends are rarely acceptable.

**STEP 3** ➤ **SUBMIT** documentation to the Director of Teaching and Learning. This must be done before the commencement of the student's first period on the day of his return to the College.

A student must:

- Complete all the details on the Illness/Misadventure form.
- Attach documentation to the form and submit it to the Director of Teaching and Learning.

***Documentation provided must cover all days absent from the College up to and including the task date OR from the task date until the day before returning to College. Undocumented absence beyond this/these dates may result in a zero determination.***

***Please ensure documentation notes specifics to the illness and/or misadventure. Doctor's Certificates must not simply read 'IS UNFIT FOR SCHOOL' - this will not be accepted by the College or NESAs***

### When is a Doctor's Certificate Required?



A Doctor's Certificate is required if a student is absent:

- the week before the Assessment Block
- the day before an assessment (hand in, examination or in class task)
- the day of an assessment task
- for College events such as Commencement Mass, Swimming Carnival etc
- the last day of Term
- for all doctor's certificates, please ensure specific illness is addressed. 'Unfit for school' is **NOT** acceptable. Please see below and Page 85 of this Assessment Booklet.

*(In the case of **illness**, the College requires a statement from a doctor or other health professional. The statement should describe the nature and effects of your illness and its implications for your examination presentation.)*

**Note that a medical certificate that merely states that you were unfit for study/work is not acceptable**

### **Foreseeable Absence – Leave**

A student requiring Leave must obtain written permission from the Headmaster before commencement date. Students who do not have leave approved are at risk of not meeting attendance requirements.

**STEP 1 ➤ OBTAIN** approval from the Headmaster.

- Parent/Guardian to access the leave form from the College website and send to the Headmaster **at least two weeks prior to the leave.**
- The Headmaster will respond in writing.

**STEP 2 ➤ RESCHEDULE** task(s) with the Director of Teaching and Learning **PRIOR** to leave.

- Students must discuss with the Director of Teaching and Learning the details of the task(s) that will be missed during their absence.
  - Arrangements will then be made regarding submission of missed task(s) with the Director of Teaching and Learning and the relevant Leader of Learning.
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## Foreseeable Absence – Prior Appointments

An appointment made for the date or submission of an Assessment Task is not an acceptable reason, unless there is an emergency as evidenced by acceptable documentation, for a task not to be handed in or completed on time. Such documentation would need to be presented before the appointment (if it was known), or immediately upon return. If it is not possible to present documentation before the task date, the student or his parent/guardian must telephone the College on the day of the appointment to inform the Director of Teaching and Learning of the circumstances. Failure to comply may result in a zero determination for the Assessment Task.

### STEP 1 ➤ SCHEDULING APPOINTMENTS

- Check appointments and task dates at beginning of the year.
- Reschedule appointments, where possible, and ensure further clashes are avoided.

### STEP 2 ➤ NOTIFY the Director of Teaching and Learning of absence **BEFORE** task date. **CALL: 9957 5000**

### STEP 3 ➤ RESCHEDULE task with Director of Teaching and Learning **BEFORE** the task due date.

- Student must discuss with Director of Teaching and Learning the details of task(s) that will be missed during absence.
- Arrangements will then be made regarding submission of missed task(s).

### STEP 4 ➤ SUBMIT documentation to the Director of Teaching and Learning. (Refer to Step 3 Instructions on previous page.)

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***If a student complies with these requirements, then he may:***

- i) sit the task or a substitute task; or
- ii) be provided with an ***estimate***.

# Penalties Applied for Student NOT Meeting Requirement

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## Penalties for Late Submission Without Supporting Documentation

The following penalties will apply in the case of an Assessment Task not being submitted on time and where there is no acceptable supporting documentation.

### ONE school day late

#### ***20% deduction from the maximum mark a student can achieve***

- for example: If a student submits a task that is marked out of 10, and is one day late, then the maximum mark a student can receive is 8 marks.
- Parents notified via the diary by the classroom teacher.

### TWO school days late

#### ***40% of the total mark awarded will be deducted***

- for example: If a student submits a task that is marked out of 10, and is one day late, then the maximum mark a student can receive is 6 marks.
- Parents notified via the diary by the classroom teacher.

### MORE THAN THREE school days late

#### **Zero awarded**

- In this case, the task must still be submitted.
- It will be marked and returned to the student with feedback.
- The mark, however, may not contribute to the aggregated assessment mark in that subject or course.
- **Failure to submit the task may lead to an “N” determination.**
- **PARENTS WILL BE NOTIFIED IN WRITING BY THE LEADER OF LEARNING AND THE DIRECTOR OF TEACHING AND LEARNING.**

### LATE SUBMISSION

For assessments that **CANNOT BE SUBMITTED ELECTRONICALLY**, students who are late in submitting a task on a given day **MUST** hand in the task the next day they attend school to their class teacher or the appropriate Leader of Learning even if there is **NO** scheduled lesson on that day.

- There is **NO EXCUSE** for submitting a **RESEARCH TASK LATE** if these can be submitted electronically.

## Penalties for Non-Authentic Work or Other Malpractice

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- **All work submitted, whether as part of an assignment or test, must be solely completed by the student.**
- **All research assignments MUST include a reference list. Criteria for referencing can be found in the student diary**
- **If references are NOT provided, students will be required to provide evidence that the work is their own.**

Schools register with NESAs via Schools Online all instances where a student was found to have engaged in malpractice in a Year 12 school-based assessment task.

- If malpractice is proven, a zero mark may be considered for that task or sections where malpractice is proven. In some circumstances, the school may decide to administer a substitute task

### What is Malpractice?

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 (either intentionally or unintentionally) to engage in malpractice e.g. passing on an assignment to another student in any form.

### How to Avoid Malpractice

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

- Use numerous, relevant, short/concise quotes rather than a few long quotes. These quotes are used as relevant proof of ideas in answer to the question.
- Avoid long quotes that are added as padding and take up more than one quarter of a page.
- Develop an awareness of academic writing skills and conventions.

**A range of workshops and online resources related to referencing and using evidence can be found on the University of Wollongong website.** <https://www.uow.edu.au/student/learningcoop/referencingciting/index.html>

### Penalties

**RESEARCH TASKS** – a zero determination for the section or sections affected, or for the entire task

**EXAMINATIONS** – a zero determination for the whole paper.

## Appeal

If doubt arises regarding the authenticity and originality of the submitted work, the Director of Teaching and Learning will be asked to consider the matter.

- A student log may be required in the case of some Research Tasks, Major Works or Projects, and must be presented upon request.
- Drafts, proofs and rough copies of assignments should be kept to support the authenticity of the assignment.
- The student may appeal this decision **WITHIN THREE DAYS** of written notification of the zero being given.

## Malpractice in Examinations and Examination-Type Tasks

All Assessment Tasks are conducted under conditions set by the College, and are based on HSC and RoSA Examination Rules and Procedures as specified by the NSW Education Standards Authority (Formerly known as BOSTES). Each instance of a breach of rules is treated separately and penalties may be imposed as a result.

*For details of expectations during examination-type tasks, refer to the Appendix pages.*

Two main breaches are outlined below:

### Notes

If a student is found to have notes, texts or summaries of the subject being examined with him during an examination (whether he uses them or not) it will be assumed that it was for the purpose of using it during the examination and he may be awarded a zero determination for that task.

- Students who accidentally take notes, texts etc into an examination-type task must report this to the supervising teacher immediately they become aware of the fact.
- Supervising teachers will take the material from the student, make a note of the incident on your paper and report it to the Leader of Learning. However, no action will be taken provided no evidence exists that shows the material was used during the examination.

### Mobile phones and Smart watches

Students are **NOT** permitted to take mobile phones or smart watches into an examination.

- Any student who is found to have taken a mobile phone or worn a smart watch into an examination will be penalised.

### Communication

Students are **NOT** permitted to speak with or communicate with any person other than an exam supervisor.

### Penalties

**Examinations** – a zero determination for the whole paper.

## Appeals Process

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## ZERO OR N-WARNINGS

The aim of the Assessment Appeals Process is restoration and the avoidance of awarding unsatisfactory results. If a student has a Zero determination or 'N-Warning' made against him, he has the right of appeal.

- STEP 1 ➤**            **LODGE APPEAL** with the **Director of Teaching and Learning**.
- Must be lodged within three school days of receiving the zero or 'N-warning' notice.
  - See the Director of Teaching and Learning for the appropriate paperwork.

- STEP 2 ➤**            **SUBMITTED** to the College Assessment Appeals Committee.
- This committee will consider the procedures surrounding the determination and evaluate them against the College's Assessment Policy and the requirements of NESAs.
  - This committee is made up of the Director of Teaching and Learning, the relevant Leader of Learning, the Assistant Principal and where necessary a Year 12 Leader.

- STEP 3 ➤**            **LODGE APPEAL** with **NESA**.
- Failure at **STEP TWO** procedure may lead a student to appeal to NESAs, in which case he must see the Director of Teaching and Learning for details of the procedure to be followed.

## APPEAL AGAINST MARKS OR RANKS AWARDED

- STEP 1 ➤**            **NOTIFY TEACHER** at the time assessment task is handed back.
- The task **MUST NOT** go home if an appeal is to be lodged.
  - Hand back the task to the Class Teacher with reasons for the appeal, **IN WRITING**, outlined on the front of the task.

- STEP 2 ➤**            **REMARKING OF TASK** - The task **MAY** be remarked by a different teacher **OR** reviewed by the teacher who initially marked the task
- Marks **MAY** change at this stage or further explanation as to why marks were not awarded given.

- STEP 3 ➤**            **SPEAK TO** the appropriate Leader of Learning about the reasons for the appeal of marks or rank.
- Marks **MAY** change at this stage or further explanation as to why marks were not awarded given.

- STEP 4 ➤**            **LODGE APPEAL** with the **DIRECTOR OF TEACHING AND LEARNING**.
- **MARKS** – May only be lodged if the assessment task or exam paper has **not been taken home**.
  - **RANKS** – Must be lodged within three school days of receiving the RANKS notice.
  - **STEP TWO** procedure followed.

*If not resolved with the marking teacher or Leader of Learning, obtain an Assessment Task Appeal form from the Director of Teaching and Learning within one (1) day of the task being returned.*

## ILLNESS AND MISADVENTURE

### DURING A SCHOOL BASED ASSESSMENT TASK/PERIOD

The College takes very seriously all instances of illness and misadventure. At all times students who begin an assessment are encouraged to complete the task. The College also encourages students who are ill directly before an assessment task to complete the task as a genuine reflection of their preparatory learning and revision.

Any student who is ill during an assessment task is to complete the task and then immediately obtain a Doctor's Certificate following the guidelines already stated. This is then to be forwarded to the Director of Teaching and Learning. The appeals process may or may not be enacted.

### HSC Examinations

Students whose performance during the HSC Examination is impaired by either illness or misadventure (the death of a family member or friend for example) ***must make the supervisor of the examination aware of the situation prior to or during the examination. The student must see the Director of Teaching and Learning as soon as possible in order to commence the necessary paperwork.***

Documentation including professional assessment will be needed to support the claim. Should the claim be upheld, the student's Assessment Mark **or** his Examination Mark (whichever is the higher) will be awarded in the affected course or courses.

# SECTION TWO

## SUBJECT ASSESSMENT POLICIES & SCHEDULES

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**Please note:**

*Dates are correct at the time of writing*

*This booklet forms official notification of assessment tasks for the HSC Year.*

*Wherever possible, students will be given two-weeks notice of assessment scheduling for Assessment Blocks.*



# ANCIENT HISTORY

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<b>Date of Task</b>		Term 4, 2019 Week 9 9/12/19	Term 1, 2020 Week 8 19/3/20	Term 3, 2020 Week 1 22/7/20	Term 3, 2020 Weeks 3 – 5
<b>Type of Task</b>		<b>Historical Analysis</b>	<b>Research Task</b>	<b>Source Analysis In class</b>	<b>Trial HSC Examination</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Knowledge and understanding of course content	40%	5%	5%	15%	15%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%		10%	5%
Historical inquiry and research	20%	10%	10%		
Communication of historical understanding in appropriate forms	20%		10%		10%
<i>Outcomes</i>		AH12-2 AH12.3 AH12.5 AH12.6 AH12-9	AH12-2 - AH12-4, AH12-6, AH12-8- AH12-9	AH12-4 - AH12-6, AH12-8 - AH12-9	AH12-1 - AH12-10
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

# Ancient History – HSC Course Outcomes

## Knowledge and understanding:

### Objectives

#### Students:

- **develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical context.**
- **develop an understanding of continuity and change over time.**

#### A 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

## Skills:

#### Students:

- **undertake the process of historical inquiry**
- **use historical concepts and skills to examine the modern past**
- **communicate an understanding of history, sources and evidence, and historical interpretations.**

#### A Student:

- AH12-6: analyses and interprets different types of sources for evidence to support an historical account or argument
- AH 12-7: 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

**Assessment Task Distribution and Weighting Table**

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<b>Date of Task</b>		Term 4, 2019 Week 7 29/11/19	Term 1, 2020 Week 7 15/3/20	Term 2, 2020 Week 5 31/5/20	Term 3, 2020 Weeks 3 - 5
<b>Type of Task</b>		<b>Model Building</b> <i>Heredity</i>	<b>Depth Study</b> <i>Genetic Change</i>	<b>Practical Test</b> <i>Infectious Disease</i>	<b>Trial HSC</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Skills in Working Scientifically	60%	15	10	25	10
Knowledge and understanding	40%	5	10	5	20
Outcomes		BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-1 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO12-14	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

**Biology – HSC Course Outcomes**

**A 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 and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5 analyses and evaluates primary and secondary data and information
- BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change
- BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
- BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

# BUSINESS STUDIES

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 1, 2020 Week 3 12/02/20	Term 1, 2020 Week 10 30/3/20	Term 2, 2020 Week 7 12/06/20	Term 3, 2020 Weeks 3 - 5
<i>Type of Task</i>		Research Task – Hand in 8.15 – 8.35am	Topic test	Business Report	Trial HSC Weeks 3-4 Term 3
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and Understanding	40%	5%	15%	5%	15%
Stimulus-based Skills	20%			10%	10%
Inquiry and Research	20%	10%		10%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
<b>Outcomes</b>		H2, H4-H9	H1-H5, H6, H8, H9	H4, H6, H7, H8, H9	H1-H10
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## Business Studies – HSC Course Outcomes

### A student:

- H1** critically analyses the role of business in Australia and globally
- H2** evaluates management strategies in response to changes in internal and external influences
- H3** discusses the social and ethical responsibilities of management
- H4** analyses business functions and processes in large and global businesses
- H5** explains management strategies and their impact on businesses
- H6** evaluates the effectiveness of management in the performance of businesses
- H7** plans and conducts investigations into contemporary business issues
- H8** 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

# CATHOLIC STUDIES

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>
<i>Date of Task</i>		Term 4, 2019 Week 9 11/12/19	Term 2, 2020 Week 10 3/7/20
<i>Type of Task</i>		Video and Written Component	Research Task
<i>Component being assessed</i>	<i>Syllabus Weighting</i>		
Knowledge and understanding of course content	20	10	10
Investigation and research	15	5	10
Communication of information, ideas and issues in appropriate form	15	10	5
Outcomes-Unit		B6-3 Being Catholic	E6-3 Moral Issues
<i>Task Weighting</i>	<b>50</b>	<b>25</b>	<b>25</b>

### Catholic Studies – Summary of Internal Assessment

Year 12 Students choosing to study Catholic Studies follow the Catholic Studies Course endorsed by the Catholic Education Office, Sydney.

Throughout the year they will cover a range of outcomes for each topic through class work, assessments and exams.

#### Students will complete the following topics in Catholic Studies:

- Christian Prayer
- Being Catholic
- Living with Good and Evil
- Moral Issues

# CHEMISTRY

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		Task 1	Task 2	Task 3	Task 4
<b>Date of Task</b>		Term 4, 2019 Week 8 10/12/19	Term 1, 2020 Week 8 22/3/20	Term 2, 2020 Week 9 26/6/20	Term 3, 2020 Weeks 3-5
<b>Type of Task</b>		<b>Research (Hand in)</b> <i>Equilibrium and Acid Reactions</i>	<b>Titration Practical</b> <i>Acid/Base Reactions</i>	<b>Depth Study</b> <i>Applying Chemical Ideas</i>	<b>Trial HSC</b>
Component being assessed	Syllabus Weighting				
Skills in Working Scientifically	60%	10	15	20	15
Knowledge and understanding	40%	10	5	15	10
Outcomes		CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-15	CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH12-15	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>35%</b>	<b>25%</b>

## Chemistry – HSC 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 and quantitative data and information using a range of appropriate media
- CH11/12-5 analyses and evaluates primary and secondary data and information
- CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models
- CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes



# CERTIFICATE II IN CONSTRUCTION PATHWAYS

## CPC20211

### ASSESSMENT SCHEDULE 2020 HSC YEAR

#### Competency Based Tasks:

	<i>Competency Task</i>	<i>Competency Task</i>	<i>Competency Task</i>	<i>Competency Task</i>
<i>Date of Task</i>	Term 1, 2020 Week 5	Term 2, 2020 Week 5	Term 2, Week 10	Term 3, 2020 Week 6
<i>Type of Task</i>	<b>Competency Assessment - Dog House and Floor</b>	<b>Competency Assessment - Concreting, + Read, Interpret, Measure and Calculate</b>	<b>Competency Assessment - Effective &amp; Sustainable Construction</b>	<b>Competency Assessment - Brick and Block Laying</b>
Competencies Assessment	CPCCCM2004A Handle construction materials  CPCCCM2005B Use construction tools and equipment  CPCCCM2006B Apply basic leveling procedures	CPCCCO2013A Carry Out Concreting to Simple Forms  CPCCCM1015A Carry out measurements and calculations  CPCCCM2001A Read and interpret plans and specifications	GPCCCM1012A Work effectively and sustainably in the construction industry	CPCCBL2001A - handle and prepare bricklaying and blocklaying materials  CPCCBL2002A – use bricklaying and blocklaying tools and equipment
<i>Task Weighting</i>	Competent OR Not Yet Competent	Competent OR Not Yet Competent	Competent OR Not Yet Competent	Competent OR Not Yet Competent

#### Compulsory Attendance and Course Requirement: Work Placement - 35 Hours Term 4, 2020

#### Assessment Tasks Distribution

		<i>Task 1</i>
<i>Date of Task</i>		Term 3, 2020 Weeks 3- 5
<i>Type of Task</i>		HSC Trial Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>	
<i>Weightings</i>	100%	Various 100%

## Construction – CONSTRUCTION PATHWAYS

Unit Code and Title		COURSE STATUS	HSC indicative hours of credit
CPCCCO2013A	Carry out concreting to simple forms	Elective	20
CPCCCM1015A	Carry out measurements and calculations	Mandatory	20
CPCCCM2001A	Read and interpret plans and specifications	Mandatory	20
CPCCCM1012A	Work effectively and sustainably in the construction industry	Mandatory	25
CPCCCBL2001A	Handle and prepare bricklaying and blocklaying materials	Elective	20
CPCCCBL2002A	Use bricklaying and blocklaying tools and equipment	Elective	10
<b>Total mandatory HSC indicative hours</b>			<b>115</b>

### Practical Competency Assessments:

There will be ongoing practical competency assessments throughout the year where full participation is required to be assessed. Students will receive notification of these competency tasks with a minimum of two-weeks notice.

The Trial HSC will be used to indicate your estimated HSC mark between 1 – 100.

A minimum of thirty-five (35) hour Work Placement takes place during this year (70 hours in total). ***This is mandatory.*** Students who are absent **MUST** provide a Doctor's Certificate for each day absent

An external written Higher School Certificate examination will be conducted for this course. In the year they will complete the course, students **MUST** specify whether or not they choose to undertake the external written examination.

# DESIGN AND TECHNOLOGY

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		Task 1	Task 2	Task 3	Task 4
<b>Date of Task</b>		Term 4, 2019 Week 8 5/12/19	Term 1, 2020 Week 11 7/4/20	Term 2, 2020 Week 10 30/6/20	Term 3, 2020 Weeks 5-6
<b>Type of Task</b>		Project Proposal MDP	Innovation and Emerging Technology Case Study	Project Development and Folio - Major Design Project	Trial HSC
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Knowledge and skills in designing, managing, producing and evaluating a major design project	60%	10%	10%	35%	5%
Outcomes		H1.1, H4.1	H3.2, H5.1	H2.1, H2.2, H4.2, H4.3, H6.1, H6.2	H2.1, H2.2, H3.1, H4.2, H4.3, H6.1, H6.2
<b>Task Weighting</b>	<b>100%</b>	<b>15%</b>	<b>20%</b>	<b>40%</b>	<b>25%</b>

## Design and Technology – HSC Course Outcomes

### A 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

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<b>Date of Task</b>		Term 4, 2019 Week 9 11/12/19 Double Period	Term 1, 2020 Week 3 14/2/20	Term 1, 2020 Week 10 30/3/20	Term 2, 2020 Week 9 25/6/20 6.00pm
<b>Type of Task</b>		<b>Black Comedy</b> In class Workshop Written Reflection/Log	<b>Individual Project Progress Assessment</b>	<b>Australian Drama &amp; Theatre</b> In class workshop & Written Reflection/Log	<b>IP &amp; GP Trial HSC</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Making	40%	10%	10%	10%	10%
Performing	30%	7%	5%	8%	10%
Critically Studying	30%	15%		15%	
		H1.1, H1.2, H1.3, H1.4, H1.5, H1.9, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5	H1.2, H1.3, H1.5, H1.7, H1.9, H2.1, H2.4, H3.2, H3.3, H3.5	H1.1, H1.2, H1.3, H1.5, H1.9, H2.1, H2.2, H2.3, H2.4, H3.1, H3.2, H3.3, H3.4, H3.5	H1.2, H1.3, H1.5, H1.7, H2.2, H2.3, H2.4, H3.2, H3.3, H3.4, H3.5
<b>Total Weightings</b>	<b>100%</b>	<b>32%</b>	<b>15%</b>	<b>33%</b>	<b>20%</b>

## **Content: Drama HSC Course**

The HSC course comprises:

- Australian Drama and Theatre (Core component)
- Studies in Drama and Theatre
- the Group Performance (Core component)
- the Individual Project.

## **Australian Drama and Theatre (Core component) and Studies in Drama and Theatre**

### **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
- H1.5** demonstrates directorial skills
- H1.7** demonstrates skills in using the elements of production
- H1.9** values innovation and originality in group and individual work
- H2.3** demonstrates directorial skills for theatre and other media
- H2.4** appreciates the dynamics of drama as a performing art
- H3.1** critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2** analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3** demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
- H3.4** appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5** appreciates the role of the audience in various dramatic and theatrical styles and movements

# ECONOMICS

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 1, 2020 Week 3 10/2/20	Term 1, 2020 Week 11 7/4/20	Term 2, 2020 Week 8 17/6/20	Term 3, 2020 Weeks 3 – 5
<i>Type of Task</i>		Research Task	In-class test	Stimulus Task	Trial HSC
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and Understanding of course content	40%	5%	10%	5%	20%
Stimulus-based skills	20%		5%	10%	5%
Inquiry and Research	20%	10%		10%	
Communication of economic ideas, issues in appropriate forms	20%	5%	5%	5%	5%
Outcomes		H1, H2, H3, H5 H8, H9, H10	H1- H4, H7,H8,H10,H1 1	H1, H6, H7 H8, H9, H10, H12	H1-H11
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## Economics – HSC Course Outcomes

### A student:

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



# ENGLISH ADVANCED

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<b>Date of Task</b>		Term 4, 2019 Week 9 9/12/12	Term 1, 2020 Week 8	Term 2, 2020 Week 7	Term 3, 2020 Weeks 3 – 5
<b>Type of Task</b>		<b>Common Module: Texts and Human Experiences:</b> <i>Vertigo</i> Multimodal using prescribed AND related text	<b>Mod A: Textual Conversations Comparative:</b> <i>King Richard III and Looking for Richard</i> Essay 15% <b>AND</b> <b>Mod C:</b> Discursive and Reflection 10%	<b>Mod B: Critical Study of Text:</b> <i>T. S Eliot Poetry</i> Essay 15% <b>AND</b> <b>Mod C:</b> Creative/Persuasive and Reflection 9%	<b>Trial HSC Paper 1: 12%</b> S1: 6% S2: 6% <b>Paper 2: 18%</b> Mod A: 6% Mod B: 6% Mod C: 6% <b>Total: 30%</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Knowledge and understanding of course content	50	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	11	10	14	15
<b>Outcomes</b>		EA 12-1,2,4,5, 9	EA 12-1,3,5,6,8, 9	EA 12-1,2-9	EA 12-1 - 12-9 (all outcomes)
<b>Task Weighting</b>	<b>100%</b>	<b>21%</b>	<b>25%</b>	<b>24%</b>	<b>30%</b>

## **Advanced English – HSC Course Outcomes**

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

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

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

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

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

EA12-6 investigates and evaluates the relationships between texts

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

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

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

# ENGLISH - EXTENSION 1

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

	<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Weighting</i>
<i>Date of Task</i>	Term 1, 2020 Week 9	Term 2, 2020 Week 9	Term 3, 2020 Weeks 3 – 5	
<i>Type of Task</i>	<b>Common Module:</b> Literary Worlds Creative	<b>Worlds of Upheaval:</b> Critical Essay <i>Students will require related text.</i>	<b>Trial HSC</b>	
<b>Component being assessed</b>				
Knowledge and understanding of complex texts and of how and why they are valued	5	10	10	25
Skills in: <ul style="list-style-type: none"> <li>• complex analysis</li> <li>• sustained composition</li> <li>• independent investigation</li> </ul>	10	10	5	25
Task Weighting	15	20	15	50
<b>Outcomes</b>	EE12-1, 2, 3	EE12-1, 2, 3, 4,5	EE12-1, 2, 3, 4	

## English (Extension 1) – HSC Course Outcomes

**EE 12-1** 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

**EE 12-2** analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

**EE 12-3** 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

**EE 12-4** critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

**EE 12-5** reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

# ENGLISH - EXTENSION 2

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

	<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Weighting</i>
<i>Date of Task</i>	Term 4, 2019 Week 9 11/12/19	Term 2 , 2020 Week 2	Term 2, 2020 Week 10	
<i>Type of Task</i>	Viva Voce	Literature Review	Critique of the Creative	
<i>Component being assessed</i>				
<b>Objective 1</b> Skills in extensive independent investigation	15	20	15	50
<b>Objective 2</b> Skills in sustained composition	15	20	15	50
<i>Outcomes</i>	EEX 12-1,2	EEX 12-1,2,3,4,5	EEX 12-1,2,3,4,5	
<i>Task Weighting</i>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### English Extension 2 – HSC Course Outcomes

EEX 12-1 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

EEX 12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

EEX 12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition

EEX 12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea

EEX 12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition

# ENGLISH STANDARD

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<b>Date of Task</b>		Term 4, 2019 Week 9 9/12/19	Term 1, 2020 Week 8 17/3/20	Term 2, 2020 Week 7	Term 3, 2020 Weeks 3 – 5
<b>Type of Task</b>		<b>Common Module: Texts and Human Experiences:</b> <i>Billy Eliot</i> Multimodal using prescribed AND related text	<b>Mod A: Language, Identity and Culture:</b> <i>Henry Lawson's Short Stories</i> 15% <b>AND</b> <b>Mod C:</b> Discursive or Persuasive 10%	<b>Mod B: :</b> <i>Robert Gray's Poetry</i> Essay 15% <b>AND</b> <b>Mod C:</b> Creative 9%	<b>Trial HSC Paper 1: 12%</b> S1: 6% S2: 6% <b>Paper 2: 18%</b> Mod A: 6% Mod B: 6% Mod C: 6% <b>Total: 30%</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Knowledge and understanding of course content	50	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	11	10	14	15
<b>Outcomes</b>		EN12-1,2,4,5,9	EN12-1,2,4,5,9	EN12-1,2,3,4,5,6,7,8	All outcomes
<b>Task Weighting</b>	<b>100%</b>	<b>21%</b>	<b>25%</b>	<b>24%</b>	<b>30%</b>

## English Standard – HSC Course Outcomes

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

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

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

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

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

EN12-6 investigates and explains the relationships between texts

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

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

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

# ENGLISH STUDIES

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<b>Date of Task</b>		Term 4, 2019 Week 9 9/12/19	Term 1, 2020 Week 8	Term 2, 2020 Week 7	Term 3, 2020 Weeks 3-5 2020
<b>Type of Task</b>		<b>Common Module: Texts and Human Experiences:</b> <i>Billy Eliot</i> Multimodal using prescribed AND related text	<b>Mod H: Part of a Family:</b> <i>Film</i> Research Task	<b>Mod E: Playing the Game:</b> <i>Series of texts</i> Collection of classwork portfolio	<b>Exam</b> S1: 12% S2: 13%
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Knowledge and understanding of course content	50%	10	10	15	15
Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively	50%	10	15	15	10
Outcomes		ES12-1,2,4,6,10	ES12-1,2,3,5,6, 9	ES12-1,2,3,4	All outcomes
<b>Task Weighting</b>	100%	20	25	30	25

## English Studies – HSC Course Outcomes

- ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and context
- 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



# GEOGRAPHY

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 1,2020 Week 4 17/2/20	Term 2, 2020 Week 2 6/5/20	Term 2, 2020 Week 9 24/6/20	Term 3, 2020 Weeks 3 – 5
<i>Type of Task</i>		<b>Research + Short Answer (Urban Places)</b>	<b>Fieldwork Report</b>	<b>Essay - Research task</b>	<b>Trial HSC Exam</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and Understanding	40%	10%	5%	5%	20%
Geographical tools and skills	20%	5%		10%	5%
Geographical inquiry and research, including fieldwork	20%	5%	10%	5%	
Communication of geographical information, ideas and issues in appropriate forms	20%	10%	5%		5%
Outcomes		H1, H6, H10, H12, H13	H1, H4, H6 H10, H12, H13	H1,H2, H5-H8, H10, H11	H1-H13
<b><i>Task Weighting</i></b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>

# Outcomes

## A student:

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

# HISTORY - EXTENSION

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<i>Date of Task</i>		Term 2, 2020 Week 8 16/6/20	Term 3, 2020 Week 2 29/07/20	Term 3, 2020 Week 3-5
<i>Type of Task</i>		History Project - Historical Process (proposal, process log, annotated sources)	History Project - Essay	Trial HSC Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Knowledge and understanding of significant historical ideas and processes	40	10	10	20
Skills in designing, undertaking and communicating historical inquiry and analysis	60	20	30	10
Outcomes		HE12-1 - HE12-4	HE12-1 - HE12-4	HE12-1 HE12-3 HE12-4
<i>Task Weighting</i>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

### History Extension – HSC Course Outcomes

#### A student:

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

# HOSPITALITY - CERT II KITCHEN OPERATIONS

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

#### Competency Based Assessments

(as per Sydney Catholic Schools delivery plan requirements)

	Hospitality Competency Assessment	Hospitality Competency Assessment	Hospitality Competency Assessment	Hospitality Competency Assessment	Hospitality Competency Assessment	Hospitality Competency Assessment
<b>Date of Task</b>	Term 1, 2020 Week 3 In Class	Term 1 2020 Week 10 in Class,	Term 1, 2020 Week 11, 6/4/20	Term 2, 2020 Week 7, 10/6/20	Term 3, 2020 Week 5 or 6 - pending double lesson	Holistic 2019/2020
<b>Task:</b>	Catering Event and Portfolio - Staff lunch	Cafe Culture	Sustainability in the Hospitality Industry - Case Study	The Hospitality Industry + Exam	Catering Event - Staff lunch - Appetisers and Salads	Service Periods Work Placement/ Functions
<b>Competency Units:</b>	SITHCCC005 Prepare dishes using basic methods of cookery  SITXINV002 Maintain the quality of perishable items	SITHFAB005 Prepare and serve espresso coffee	BSBSUS201  Participate in environmentally sustainable work practices	SITHIND002  Source and use information on the hospitality industry	SITHCCC006  Prepare appetisers and salads  SITXFSA002 Participate in safe food handling practices	SITHCCC011  Use cookery skills effectively
<b>Weighting:</b>	Competent OR Not Yet Competent	Competent OR Not Yet Competent	Competent OR Not Yet Competent	Competent OR Not Yet Competent	Competent OR Not Yet Competent	Competent OR Not Yet Competent

### Compulsory Attendance and Course Requirement: Work Placement - 35 Hours Term 4, 2020

#### Assessment Tasks:

		<b>Task 1</b>	<b>Task 2</b>
<b>Date of Task</b>		Term 2, 2020 Week 7 In Class 10/6/2020	Term 3, 2020 Weeks 3- 5
<b>Type of Task</b>		<b>In Class Topic Test</b>	<b>HSC Trial Examination</b>
<b>Weighting</b>	<b>Syllabus Weighting 100%</b>	30%	70%
<b>Component being assessed</b>		<b>Various The Hospitality Industry Environmental Work Practices</b>	<b>Various</b>

# HOSPITALITY - CERT II KITCHEN OPERATIONS

## Practical Competency Assessments:

There will be ongoing practical competency assessments throughout the year where full participation is required to be assessed. Students will receive notification of these competency tasks with a minimum of two- weeks notice.

The Trial HSC will be used to indicate your estimated HSC mark between 1 – 100.

A thirty-five (35) hour Work Placement takes place during this year (70 hours in total across Year 11 and Year 12). ***This is mandatory.*** Students who are absent **MUST** provide a Doctor's Certificate for each day absent. Work Placement will take place in Week 3 of Term 4.

## Expected Dress:

Students are expected to wear their "Chefs Whites" during all competency practicums or when required by the teacher. Failure to do so may result in a "not yet competent" being awarded.

## Expected Attendance:

### Immersion Dinner Prep and Cooking.

*Attendance is expected at different times, as this will contribute to the holistic practical assessment of several competencies.*

### Assistance with College Functions including:

- Mother's Day Morning Tea
- Public Speaking and Oriety Nights hosted by MCNS
- Other functions from time to time

# INDUSTRIAL TECHNOLOGY TIMBER

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 4, 2019 Week 7 In class 28/11/19	Term 1, 2020 Week 7 in class 13/3/20	Term 2, 2020 Week 10 In class 3/7/20	Term 3, 2020 Weeks 3-5
<i>Type of Task</i>		<b>Project Proposal</b>	<b>Industry Study</b>	<b>Industrial Process Analysis</b>	<b>Trial HSC Exam</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding of course content	40%		10%	10%	20%
Knowledge and skills in the design, management, communication and production of a major project	60%	20%	10%	30%	
Outcomes		H3.1, H3.2, H4.2, H 5.1	H7.2, H7.1	H1.2, H3.2, H4.3, H6.2	Various
<i>Task Weighting</i>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>	<b>20%</b>

## Industrial Technology – HSC Course Outcomes

### A student:

<b>Project Proposal</b>	<b>H3.1</b>	demonstrate skills in sketching, producing and interpreting drawings
	<b>H3.2</b>	selects and applies appropriate research and problem-solving skills
	<b>H4.2</b>	explores the need to outsource appropriate expertise where necessary to complement personal practical skills
	<b>H5.1</b>	selects and uses communication and information processing skills
<b>Industry Study</b>	<b>H7.1</b>	explains the impact of the focus area industry on the social and physical environment
	<b>H7.2</b>	analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment
<b>Industrial Process Analysis</b>	<b>H1.2</b>	identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
	<b>H3.2</b>	selects and applies appropriate research and problem-solving skills
	<b>H4.3</b>	critically applies knowledge and skills related to properties and characteristics of materials/components
	<b>H6.2</b>	applies the principles of quality and quality control
<b>Trial HSC</b>	<b>Various</b>	

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### A student:

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

# LEGAL STUDIES

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 4 Week 9 8.15 – 8.35am 12/12/19	Term 1, 2020 Week 11 8/4/20	Term 2, 2020 Week 9 In class 29/6/20	Term 3, 2020 Weeks 3-5
<i>Type of Task</i>		<b>Crime Research Task</b>	<b>Topic test</b>	<b>Research Family In class task</b>	<b>Trial HSC Exam</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and Understanding of course content	<b>40%</b>	5%	10%	5%	20%
Analysis and evaluation	<b>20%</b>	5%	5%	5%	5%
Inquiry and research	<b>20%</b>	10%		10%	
Communication of legal information, issues and ideas in appropriate forms	<b>20%</b>	5%	5%	5%	5%
Outcomes		H1, H7, H8, H9, H10	H1-7 H9-10	H1, H4 - H10	H1-7 H9-10
<b><i>Task Weighting</i></b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>



## **Legal Studies – HSC 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 STANDARD 1**

**Assessment Task Distribution and Weighting Table**

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<i>Date of Task</i>		Term 4, 2019 Week 8 2/12/19	Term 1, 2020 Week 9 23/3/20	Term 2, 2020 Week 10 29/6/20
<i>Type of Task</i>		<b>In class task</b>	<b>In class task</b>	<b>Investigation Task</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Understanding, fluency and communicating	50%	15	15	20
Problem solving, reasoning and justification	50%	15	15	20
<i>Outcomes</i>		MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-3, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-5, MS1-12-9,
<i>Task Weighting</i>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## Mathematics Standard 1 – Year 12 Course Outcomes

### A 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

# MATHEMATICS STANDARD 2

## ASSESSMENT SCHEDULE

2020 HSC Year

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 4, 2019 Week 8 2/12/19	Term 1, 2020 Week 9 23/3/20	Term 2, 2020 Week 8 15/6/20	Term 3, 2020 Weeks 3 - 5
<i>Type of Task</i>		Class Test	Investigation Task	Class Test	Trial HSC Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Understanding, fluency and communicating	50%	10%	12.5%	12.5%	15%
Problem solving, reasoning and justification	50%	10%	12.5%	12.5%	15%
Outcomes		MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1 - MS2-12-10
<i>Task Weighting</i>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## Mathematics Standard 2 – Year 12 Course Outcomes

### A student:

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

# MATHEMATICS ADVANCED

## ASSESSMENT SCHEDULE

2020 HSC Year

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 4, 2019 Week 8 02/12/19	Term 1, 2020 Week 9 23/3/20	Term 2, 2020 Week 8 15/6/20	Term 3, 2020 Weeks 3 - 5
<i>Type of Task</i>		Class Test	Investigation Task	Class Test	Trial HSC Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Understanding, fluency and communicating	50%	10%	12.5%	12.5%	15%
Problem solving, reasoning and justification	50%	10%	12.5%	12.5%	15%
Outcomes		MA12-2, MA12-4, MA12-9, MA12-10	MA12-1, MA12-5, MA12-9, MA12-10	MA12-3, MA12-6, MA12-8, MA12-9, MA12-10	MA12-1 - MA12-10
<i>Task Weighting</i>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## Mathematics Advanced – Year 12 Course Outcomes

### A student:

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

# MATHEMATICS EXTENSION 1

## ASSESSMENT SCHEDULE

2020 HSC Year

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 4, 2019 Week 8 6/12/19	Term 1, 2020 Week 10 31/3/20	Term 2, 2020 Week 9 23/6/20	Term 3, 2020 Weeks 3 – 5
<i>Type of Task</i>		<b>Class Test</b>	<b>Class Test</b>	<b>Investigation Task</b>	<b>Trial HSC Exam</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Understanding, fluency and communicating	50%	10%	12.5%	12.5%	15%
Problem solving, reasoning and justification	50%	10%	12.5%	12.5%	15%
Outcomes		ME12-1, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-6, ME12-7	ME12-2, ME12-6, ME12-7	ME12-1 - ME12-7
<b><i>Task Weighting</i></b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

**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 revolutions

**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

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 4, 2019 Week 9 10/12/19	Term 1, 2020 Week 11 7/4/20	Term 2, 2020 Week 10 30/6/20	Term 3, 2020 Weeks 3 - 5
<i>Type of Task</i>		<b>Class Test</b>	<b>Class Test</b>	<b>Investigation Task</b>	<b>Trial HSC Exam</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Understanding, fluency and communicating	50%	10%	12.5%	12.5%	15%
Problem solving, reasoning and justification	50%	10%	12.5%	12.5%	15%
Outcomes		MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-5, MEX2-7, MEX12-8	MEX12-6, MEX2-7, MEX12-8	MEX12-1 – MEX12-8
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## Mathematics Extension 2 – Year 12 Outcomes

### A student:

- MEX12-1** Understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
- MEX12-2** Chooses appropriate strategies to construct arguments and proofs in both 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 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 prove results, 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



# MODERN HISTORY

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 4, 2019 Week 8 04/12/19	Term 1, 2020 Week 7 11/3/20	Term 2, 2020 Week 6 3/6/20	Term 3, 2020 Weeks 3 – 5
<i>Type of Task</i>		<b>Source Analysis In Class</b>	<b>Research Task</b>	<b>Historical analysis</b>	<b>Trial HSC examination</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding of course content	40%	10%	5%	10%	15%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%			10%
Historical inquiry and research	20%		10%	10%	
Communication of historical understanding in appropriate forms	20%		10%	5%	5%
Outcomes		MH12-2- MH12-7, MH12-9.	MH12-1, MH12-2, MH12-5 MH12-8, MH12-9	MH12-1- MH12-3, MH12-5 - MH12-9	MH12-1- MH12-9
<b><i>Task Weighting</i></b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## Modern History – HSC Course Outcomes

### A 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

## MUSIC 1

**Assessment Task Distribution and Weighting Table**

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4, 2019 Week 9 10/12/19	Term 1 Week 10 1/4/20	Term 2 Week 8 19/6/20	Term 3, 2020 Weeks 3- 5
Type of Task		Performance and Composition (Hand in & in class)	Musicology (Viva Voce) & Performance (In Class)	Elective Options Presentation/ Submission (In class)	Trial HSC Aural Examination
Component being assessed	Syllabus Weighting				
Performance (Core)	10%	10%			
Composition (Core)	10%	10%			
Musicology (Core)	10%		10%		
Aural (Core)	25%				25%
Electives 1, 2, 3	45%		15%	30%	
Outcomes		H1, 2, 3, 5, 7, 9, H10, 11	H1 - H11	H1 - H11	H5 - H11
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>25%</b>

**Music 1 – HSC Course Outcomes**

**Through activities in performance, composition, musicology and aural, a student:**

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

# **PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION**

**Assessment Task Distribution and Weighting Table**

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Date of Task</b>		Term 4, 2019 Week 9 12/12/19	Term 1, 2020 Week 10 2/4/20	Term 2, 2020 Week 10 3/7/20	Term 3, 2020 Weeks 3 – 5
<b>Type of Task</b>		<b>Hand in</b> Designing training programme Core 2	<b>Topic Test</b> on Improving Performance	<b>Research Task</b> on Health Priority Issue Hand in Core 1	<b>Trial HSC</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Knowledge and understanding of: Factors that affect health The way the body moves	40%	10%	10%	10%	10%
Skills in critical thinking, research, analysis and communicating	60%	10%	10%	20%	20%
Outcomes		H8, H10, H16	H1-5, H7-11, H14-H17	H1, H2, H3, H4, H5, H15, H16	H1-6, H7-11, H13-17
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## PDHPE – HSC Course Outcomes

### A student:

- H1** Describes the nature, and justifies the choice, of Australia's health priorities
- H2** Analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** Analyses the determinants of health and health inequities
- H4** Argues the case for the new public health approach to health promotion
- 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 socio-cultural 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 (Option 3)
- H14** Argues the benefits of health-promoting actions and choices that promote social justice
- H15** Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16** Devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17** Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

# PHYSICS

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		Task 1	Task 2	Task 3	Task 4
<b>Date of Task</b>		Term 4, 2019 Week 8 4/12/19	Term 1, 2020 Week 7 12/3/20	Term 2, 2020 Week 8 18/6/20	Term 3, 2020 Weeks 3 – 5
<b>Type of Task</b>		<b>Processing/ Modelling Task</b> <i>Electromagnetism</i>	<b>Practical Test</b> <i>Advanced Mechanics</i>	<b>Depth Study</b> <i>Nature of Light</i>	<b>Trial HSC</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Knowledge and understanding	40%	5	10	10	15
Skills in Working Scientifically	60%	20	15	15	10
Outcomes		PH11/12-1 PH11/12-5 PH11/12-7 PH12-13	PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH12-12	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-14	PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15
<b>Task Weighting</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Physics – HSC Course Outcomes

**A student:**

- PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 analyses and evaluates primary and secondary data and information
- PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

## **SPORT, LIFESTYLE AND RECREATION - 1 UNIT**

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**Assessment Task Distribution and Weighting Table**

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Date of Task</b>		Term 4, 2019 Week 9 10/12/19	Term 1, 2020 Week 10	Term 2, 2020 Week 9
<b>Type of Task</b>		<b>Research Task</b> Hand in class	<b>Online Certification Task</b> Hand in in class	<b>Practical demonstration and written task</b> (In class and hand-in)
<b>Component being assessed</b>	<b>Syllabus Weighting</b>			
<b>Knowledge and understanding of:</b> Planning to improve fitness Types of sporting events and event management Games and sports strategies and skills	25	5	10	10
<b>Skills in:</b> Measuring and conducting fitness tests Certifying in an area of sports administration (ASC) Confidently participating in selected games and sports	25	10	5	10
Outcomes		1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4
<b>Task Weighting</b>	<b>50</b>	<b>15</b>	<b>15</b>	<b>20</b>

## Sport, Lifestyle and Recreation (1 Unit) – HSC Course Outcomes

### A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
  - 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
  - 1.3 demonstrates ways to enhance safety in physical activity
  - 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
  - 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
  - 1.6 describes administrative procedures that support successful performance outcomes
- 
- 2.1 explains the principles of skill development and training
  - 2.2 analyses the fitness requirements of specific activities
  - 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
  - 2.4 describes how societal influences impact on the nature of sport in Australia
  - 2.5 describes the relationship between anatomy, physiology and performance
- 
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
  - 3.2 designs programs that respond to performance needs
  - 3.3 measures and evaluates physical performance capacity
  - 3.4 composes, performs and appraises movement
  - 3.5 analyses personal health practices
  - 3.6 assesses and responds appropriately to emergency care situations
  - 3.7 analyses the impact of professionalism in sport
- 
- 4.1 plans strategies to achieve performance goal
  - 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
  - 4.3 makes strategic plans to overcome the barriers to personal and community health
  - 4.4 demonstrates competence and confidence in movement contexts
  - 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

# STUDIES OF RELIGION I - 1 UNIT

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<i>Date of Task</i>		Term 1 2020 Week 2 TBA	Term 2, 2020 Week 1 4/5/20	Term 3, 2020 Exam Block Weeks 3 - 5
<i>Type of Task</i>		<b>Test: Religion and Belief Systems in Australia post 1945</b>	<b>Research Essay: Christianity</b>	<b>Trial HSC</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Knowledge and understanding of course content	20	10	5	5
Source-based skills	10	5		5
Investigation and research	10		10	
Communication of information, ideas and issues in appropriate forms	10		5	5
Outcomes		H1,2,6,7,8,9	H4,5,6,7,8,9	H1-9
<b><i>Task Weighting</i></b>	<b>50</b>	<b>15</b>	<b>20</b>	<b>15</b>

## Studies of Religion I (1 Unit) – HSC Course Outcomes

### A student:

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

# STUDIES OF RELIGION II - 2 UNITS

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		Task 1	Task 2	Task 3	Task 4
<b>Date of Task</b>		Term 4, 2019 Week 8 4/12/19	Term 1, 2020 Week 6 6/3/20	Term 2, 2020 Week 8 22/6/20	Term 3, 2020 Weeks 3 – 5
<b>Type of Task</b>		<b>Test: Religion and Belief Systems in Australia Post 1945</b>	<b>Source Analysis and Report: Buddhism</b>	<b>Research Essay: Religion and Peace</b>	<b>Trial HSC</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Knowledge and understanding of course content	<b>40%</b>	5%	10%	10%	15%
Source-based skills	<b>20%</b>	10%	5%		5%
Investigation and research	<b>20%</b>	5%	5%	10%	
Communication of information, ideas and issues in appropriate forms	<b>20%</b>		5%	5%	10%
Outcomes		H1, H2, H6, H7, H8, H9	H4, H5, H6, H7, H8, H9	H6, H7, H8, H9	H1, H2, H3, H6, H7
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## Studies of Religion II (2 Unit) – HSC Course Outcomes

### A student:

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

# VISUAL ARTS

## ASSESSMENT SCHEDULE

2020 HSC YEAR

### Assessment Task Distribution and Weighting Table

		Task 1	Task 2	Task 3	Task 4
<b>Date of Task</b>		Term 1, 2020 Week 2 7/2/20	Term 2, 2020 Week 8 17/6/20	Term 3, 2020 Week 1 24/7/20	Term 3, 2020 Weeks 3 - 5
<b>Type of Task</b>		<b>Practice: Body of Work - Proposal and Case Studies (Hand in)</b>	<b>Case Studies (8:15-8:30am in ARC)</b>	<b>Body of Work Completion (Hand in)</b>	<b>Trial HSC Exam</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Art Making	50%	10%		40%	
Art Criticism and Art History	50%	15%	15%		20%
Outcomes		H1-10	H7-10	H1-6	H7-10
<b>Task Weighting</b>	<b>100%</b>	<b>25%</b>	<b>15%</b>	<b>40%</b>	<b>20%</b>

VAPD is taken into account for the BOW

### Visual Arts – Summary of Internal Assessment

<b>Internal Assessment</b>	<b>Weighting %</b>
<b>Artmaking</b> knowledge, understanding and skills of content <ul style="list-style-type: none"> <li>artmaking as a practice</li> <li>conceptual framework</li> <li>frames</li> </ul> evident in the lead-up working diaries, works under development, in the body of work, and student explanations	50
<b>Art criticism and art history</b> knowledge, understanding and skills of content <ul style="list-style-type: none"> <li>art criticism and art history as practices</li> <li>conceptual framework</li> <li>frames</li> </ul> evident in: <ul style="list-style-type: none"> <li>short answer responses and reports derived from critical and historical case studies applied to understanding of practice, the conceptual framework and frames</li> <li>class essays</li> <li>critical and contemporary reviews and reports in class</li> <li>research techniques suited to criticism and history in the investigation of particular cases</li> <li>research assignments</li> <li>research essays</li> <li>written and oral accounts of particular cases</li> </ul>	50
	<b>100 %</b>

## Visual Arts – HSC Course Outcomes

### A student:

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

# SECTION THREE

## Rules and Procedures for Examinations/Tests

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### Examination Dates and Times

- The College publishes the examination/test timetable and distributes copies to students. It is your responsibility to make sure you receive a timetable and read it carefully.
  - If you miss an examination simply because you have misread the timetable you will receive a mark of zero in that examination/test.
  - You must be at the examination/test location at least 10 minutes before the start of each examination/test. 30 mins before HSC Exams
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### Examination Attendance Rules

- You must sit for all examinations/tests/tasks unless prevented by illness or misadventure. If you cannot attend an examination/test because of illness or misadventure, notify the Director of Teaching and Learning immediately.
  - If illness occurs before the examination and you are still able to attend, notify the Teacher-in-charge of the examination/test when entering the venue.
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### Equipment for the Examination/Test

- It is your responsibility to make sure that you know and possess the correct equipment.
- Before the examination/test begins, staff supervising will inspect any equipment brought into the venue. It is recommended that you place all equipment into an A4 plastic sleeve.
- Equipment should bear only the original inscribed information. You must supply materials that are in working order (this includes calculators). You cannot lodge an appeal on the grounds that your examination equipment did not work correctly.
- You may only use those calculator models that appear on the NESA list of approved calculators
- Where students are permitted to take dictionaries into a Languages examination, dictionaries cannot be annotated in any way, including using stickers to mark a particular place.
- You are not permitted to borrow equipment during examinations/tests.
- Supervisors will not be responsible for the safekeeping of any unauthorised material and equipment, including mobile telephones.



## **Examination/Test Room Procedures**

- You must sit at the desk designated by the Teacher-in-charge of the examination/test.
  - You must place your Identification card at the top right hand side of the desk. If necessary, a drivers licence or travel pass will be acceptable.
  - It is your responsibility to check question papers to make sure there are no pages missing.
  - Reading Time – there will be between 5 and 10 minutes of reading and familiarisation time. You must not write during this time.
  - During written examinations/tests, you must:
    - Read the instructions on the front page of the examination paper carefully. Teachers supervising are not permitted to interpret questions or instructions relating to questions.
    - Write your name on all writing booklets/pages.
    - Write with black or blue pen. Pencil may be used only where specifically directed.
    - Make sure that you write your answers in the correct answer booklets. If you write an answer in the wrong section or booklet, write a note on the front and back of all booklets that an answer has been written in the wrong place. Do not rewrite your answers, but ensure you label and hand in all parts of your answers.
    - Stop writing immediately when told to do so by the teacher supervising.
    - Arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them.
  - You must not:
    - Commence writing until instructed to do so by the teacher-in-charge.
    - Write your name on answer books or sheets.
    - Use the toilet unless approval is given by the supervising teacher
    - Leave the examination/test room (except in an emergency) without permission.
    - Communicate with anyone other than the exam supervisor
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## **Conduct During the Examination/Test**

- You must follow the rules of the College at all times.
- You must follow the Teacher in charges' instructions at all times and must behave in a polite and courteous manner towards the teachers supervising and other students.
- You must not:
  - Eat in the examination/test room.
  - Speak to any person other than a teacher supervising during an examination/test.
  - Behave in any way likely to disturb the work of any other student or upset the conduct of the examination/test.
  - Take into the examination/test room any books, notes, any paper, or any equipment other than the equipment necessary.
  - Take a mobile phone into the examination/test room.
  - Take any electronic device into the examination/test room

- Remove any examination/test booklets, whether used or not, from the room. Question papers may only be removed with the permission of the Teacher in charge.
  - If you do not follow these rules, or if you cheat in the examinations/tests in any way, you may be removed from the examination/test venue and reported to the Director of Teaching and Learning.
  - The penalty will be a zero mark for that examination/test.
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### **What to do if you miss an Examination Due to Illness or Misadventure**

- You must notify the College (ph: 9957 5000) if you are prevented from attending an examination/test because of illness or misadventure.
- At the first opportunity after the test/examination you must provide written and complete details of your illness or misadventure, and describe how it affected your performance in the examination/test.
- Provide **independent written evidence** which specifies the dates during which your illness or misadventure has occurred. This documentation must be dated at the time of the examinations.

In the case of **illness**, the College requires a statement from a doctor or other health professional. The statement should describe the nature and effects of your illness and its implications for your examination presentation. ***Note that a medical certificate that merely states that you were unfit for study/work is not acceptable.***

In the case of **misadventure**, a Police Officer or a counsellor or another appropriate professional person should be approached for a written statement. Again, it should outline the nature and effects of your misadventure and its implications for your examination presentation.

***Completed documentation must be presented to the Director of Teaching and Learning on the morning of your return to school.***