

St Paul's Catholic College, Manly



**Year 12**  
**Higher School Certificate**  
**Assessment**  
**Handbook**  
**2021**

# Table of Contents

<b>1</b>	<b>Formal assessment program introduction.....</b>	<b>4</b>
1.1	Course completion criteria.....	4
1.1.1	Non-completion of a course.....	4
1.1.2	Non-completion or failure to submit assessment tasks.....	4
1.2	What are the attendance requirements?.....	4
1.3	What happens if I am deemed to have not satisfactorily completed a course?.....	5
<b>2</b>	<b>What happens if I want to repeat a course?.....</b>	<b>7</b>
<b>3</b>	<b>What do I need to know about assessment tasks?.....</b>	<b>7</b>
3.1	What is assessment?.....	7
3.1.1	How am I notified about assessment tasks?.....	7
3.2	What do I do if I need to apply for an extension?.....	7
3.2.1	Applying for an extension.....	7
3.3	What happens if I am sick or some other unforeseen circumstance happens?.....	8
3.3.1	Illness or misadventure (AIM Form).....	8
3.3.2	Absence from school prior to an assessment task.....	8
3.4	What happens if I hand in an assessment task late or miss it completely?.....	8
3.4.1	Implications of late or missed assessment tasks.....	8
3.4.2	Establishing the exact due time.....	8
3.5	What happens when technology fails?.....	9
3.6	What happens in the case of malpractice in an assessment task?.....	9
3.6.1	NESA Register of Malpractice in HSC Assessment Tasks.....	9
3.6.2	Is the late submission of a task or a non-serious attempt considered malpractice?.....	9
3.7	What do I do if I require disability provisions?.....	10
3.8	What happens if I have transferred into St Paul's Catholic College after assessment has commenced?.....	10
3.9	What type of assessment feedback will I receive?.....	10
3.10	Assessment in VET and work placement.....	10
3.11	Procedure for the completion of assessment tasks.....	10
<b>4</b>	<b>Certification of major works.....</b>	<b>12</b>
4.1	What courses contain major works?.....	12
4.2	What are the important work, health and safety (WH&S) considerations regarding major works?.....	12
4.3	What requirements must be completed before I can start my major work?.....	12
4.4	What will I need to do during the development stage of my major works?.....	12
4.5	Submission and certification of major works.....	12
<b>5</b>	<b>What do I do if I want to appeal a result?.....</b>	<b>13</b>
5.1	Formal Assessment: Absence–Illness–Misadventure (AIM) Form.....	14
<b>6</b>	<b>Course assessment outlines.....</b>	<b>15</b>
	Ancient History.....	16
	Biology.....	17
	Business Studies.....	18
	Chemistry.....	19
	Construction (VET).....	20
	Design and Technology.....	21
	Economics.....	22
	English Advanced.....	23
	English Extension 1.....	24
	English Extension 2.....	25
	English Standard.....	26
	English Studies.....	27
	Food Technology.....	28
	Geography.....	29
	History Extension.....	30
	Hospitality (VET).....	31
	Industrial Technology (Multimedia / Timber).....	32
	Legal Studies.....	33
	Mathematics Advanced.....	34

Mathematics Extension 1 .....	35
Mathematics Extension 2 .....	36
Mathematics Standard 1 .....	37
Mathematics Standard 2 .....	38
Modern History .....	39
Music 1 .....	40
Personal Development, Health and Physical Education .....	41
Photography, Video and Digital Imaging 1 unit .....	42
Physics .....	43
Science Extension .....	44
Software Design and Development .....	45
Sport, Lifestyle and Recreation Studies 1 unit .....	46
Sport, Lifestyle and Recreation Studies 2 unit .....	47
Studies of Religion 1 unit .....	48
Studies of Religion 2 unit .....	49
Visual Arts .....	50
Work Studies 1 unit .....	51
Year 12 2021: Personal Assessment Calendar .....	52

# 1 Formal assessment program introduction

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This handbook has been developed to provide students and parents with information regarding assessment for the NSW Education Standards Authority (NESA) Higher School Certificate Course.

## 1.1 Course completion criteria

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

- (a) studied the course developed or endorsed by NESA; and
- (b) applied themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school (this is explained in more detail below); and
- (c) achieved some or all of the course outcomes.

### 1.1.1 Non-completion of a course

Students must provide sufficient evidence of course completion and achievement of course outcomes through the learning experiences provided by the teacher. This may be through assessment tasks, home study, ongoing classwork, ongoing bookwork, class discussions, and preparation for lessons. Failure to provide such evidence may result in non-completion of a course. In such circumstances, students and their parents / caregivers will be notified through an official NESA warning letter.

### 1.1.2 Non-completion or failure to submit assessment tasks

If a student fails to complete an assessment task specified in the assessment program without a valid and accepted reason, a **zero** mark will be recorded for that task. In such circumstances, students will be notified through an official NESA warning letter. This warning letter will indicate that the assessment task must be completed to fulfil the outcomes of the course, but no marks will be awarded.

## 1.2 What are the attendance requirements?

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are five main areas that need to be clarified with regard to absenteeism.

- (a) All absences must be supported by the parent or caregiver providing letter, email, phone call or notification via the Compass parent portal.
- (b) Where absence coincides with either:
  - (i) the due date of an assessment task, or
  - (ii) the date an assessment task is to be held, a medical certificate is required to substantiate the absence.
- (c) Where a student's pattern of attendance interferes with his engagement with a substantial number of course outcomes, that student will be at risk of being awarded a **non-completion** for that course. (Refer to Section 1.3 for information on non-completion of a course). A warning letter will be issued outlining the new requirements and a due date for outstanding work / tasks to be completed to ensure outcomes are satisfactorily met.
- (d) **Approved Leave:** This may be granted by the Principal. An Exemption from Attendance Form must be completed prior to the absence, however, this does NOT exempt a student from completing assessment tasks. An AIM form must be submitted if an assessment task is scheduled or due during the approved leave. This must take place before the leave is taken. **Note:** any holidays taken during the year will not be approved under the Education Act. The absence will be recorded as explained but unjustified.
- (e) The College does not encourage leave to be taken during a student's HSC year.

### 1.3 What happens if I am deemed to have not satisfactorily completed a course?

If at any time it appears that a student is at risk of being awarded a non-completion of a course determination, the Principal must give the student and parent or caregiver written warning as soon as possible. This is a NESAs requirement. The purpose of the warning letter is to formally acknowledge when a student has not satisfied the requirements of a course. The warning letter outlines the action required by the student to address the situation by a revised date. A sample copy of the warning letter is provided on the next page. If a student does not heed the warning letter and continues to not follow course requirements, then a second warning letter will be sent. The Principal will then award the student a non-completion award in that course if he does not follow the actions required to address the situation by the due date. This may jeopardise a student's eligibility for the Higher School Certificate course.

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least:

- (a) 12 units of Preliminary Courses; and
- (b) 10 units of HSC Courses

that satisfy NESAs pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

**If a student fails to meet the College requirements in one or more of these areas (i.e. 1.1, 1.2 and 1.3), he will be awarded a non-completion of a course determination in that course.**



# St Paul's Catholic College

Darley Road  
MANLY NSW 2095

Telephone: 9977 5111

## Official Warning Letter: Non-completion of a Higher School Certificate Course

Date:  
Student's Name:

Subject:  
Year:  
Warning Letter Number:

Dear <<Parent>>,

The purpose of this letter is to advise you that <<Student Name>> is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course <<Course Name>>.

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as an official warning. This is the <<Letter Number>> official warning we have issued concerning <<Course Name>>. A minimum of two course specific warnings must be issued prior to a final non-completion of course determination being made for a course.

### Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- followed the course developed or endorsed by NESA; and
- 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.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate Course. In Year 12 (or HSC Course) students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, << Student Name>> has not satisfactorily met <<course completion criteria>> of the Course Completion Criteria.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for << Student Name>> to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes listed need to be satisfactorily completed and/or achieved.

Task Name(s) / Course Requirement(s) / Course Outcome(s) currently NOT completed / achieved	Percentage Weighting (if applicable)	Original Due Date (if applicable)	Action required by the student to address the situation	Revised date to be completed by (if applicable)

Please discuss this important matter with << Student Name>> and contact <<Leader of Learning Name>> if you need any part of the letter clarified.

Please complete the tear-off section on the next page to confirm receipt of this letter and return it to the Director of Teaching and Learning within 5 school days of receiving the letter.

Yours sincerely,

Leader of Learning

Principal

## 2 What happens if I want to repeat a course?

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A student may repeat one or more HSC courses but must do so within a FIVE (5) year accumulation period. All satisfactorily completed attempts at HSC courses will be reported on the cumulative Record of Achievement or Result Notice. However, only the most recent attempt is eligible for inclusion in the calculation of a student's ATAR.

## 3 What do I need to know about assessment tasks?

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### 3.1 What is assessment?

Assessment tasks may take many forms, for example: written examinations, research assignments, projects, presentations, practical or field work reports. Whatever the form, the primary function of an assessment task is to improve learning by providing feedback to students and their teachers about what has been learnt.

During the Higher School Certificate Course NESA stipulates that a formal assessment program is to be developed and implemented in all schools. The assessment tasks undertaken in each subject will help to determine what is to be recorded on a student's Record of Achievement which is the official NESA certificate documenting a student's final results. Measuring achievement at various points throughout the course provides a better indication of student achievement than a single examination.

#### 3.1.1 How am I notified about assessment tasks?

The assessment schedule for all HSC courses can be found in this handbook. In addition to this a student will receive an assessment notification for each task. It is the student's responsibility to keep himself informed about the timing of assessment tasks. It is the teacher's duty to provide the students with **written confirmation** of the:

- (a) weighting (e.g. 15%),
- (b) outcomes formally assessed
- (c) task type
- (d) actual date and time (e.g. Period 3, Wednesday, 5 May 2021 – Week 3 Term 2)
- (e) place – *if appropriate* (e.g. Long Reef headland), and
- (f) specific requirements

for each assessment task. This information must be given a minimum of **two weeks** prior to the task due date. Any changes to the assessment schedule will be notified to students in writing.

### 3.2 What do I do if I need to apply for an extension?

Extensions (extra time to complete an assessment task) may be granted to a student in some cases of illness and/or misadventure. A student must apply in writing at least ONE week before the scheduled date of the task (see 'AIM Form' for details).

#### 3.2.1 Applying for an extension

- (a) Obtain an "Application for Illness and Misadventure Form" (refer to copy in Section 5 of this handbook).
- (b) Complete the form and return it to the relevant Leader of Learning at least one week before the due date.
- (c) The application will be considered by the Director of Teaching and Learning and KLA Leader of Learning of Learning.
- (d) The student will be notified of the decision and if the extension is:
  - (i) **granted**, a new submission date will be given
  - (ii) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application for extension with the student, Director of Teaching and Learning and relevant KLA Leader of Learning of Learning / teacher.

### 3.3 What happens if I am sick or some other unforeseen circumstance happens?

#### 3.3.1 Illness or misadventure (AIM Form)

If, due to illness, misadventure or compassionate grounds a student either:

- (a) misses an assessment task, or
- (b) is unable to complete an assessment task by the due date, or
- (c) is absent from school just prior to an assessment task being due or
- (d) his performance in a task is affected, or
- (e) is absent on the day an assessment task is due to be submitted.

The student must provide a **medical certificate** (where applicable) on the first day of his return to school. The medical certificate must be submitted with a completed “*Application for Illness/Misadventure Form*” (AIM Form - refer to Section 5 of this handbook). Where possible the College should also be notified via a phone call or email on the morning of the task.

The completed ‘AIM form’, with supporting documentation must be returned to relevant KLA Leader of Learning of Learning the next school day. This also applies for approved leave and school events (e.g. sport). Being on approved leave or a school event does not exclude a student from completing an assessment task.

The application will be considered by the KLA Leader of Learning of Learning and the Director of Teaching and Learning. The student will be notified of the decision and if the application is:

- (iii) **granted**, the student will be notified of the outcome
- (iv) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application with the student, Director of Teaching and Learning and relevant KLA Leader of Learning of Learning.

#### 3.3.2 Absence from school prior to an assessment task

Students who are absent from school / classes prior to an assessment task may gain an unfair advantage. If a student is absent the day before a task is due his reasons must be valid and justified. The College may ask for a medical certificate or other supporting documentation. If the student has no valid reason for his absence a zero mark will be awarded, however, the task still must be completed.

If the absence is due to **illness or misadventure** – an AIM form must be completed; refer to Section 5 of this handbook.

### 3.4 What happens if I hand in an assessment task late or miss it completely?

#### 3.4.1 Implications of late or missed assessment tasks

If an assessment task is missed or handed in late without a valid reason it will be **awarded a zero mark**. The assessment task must still be submitted so that the student can demonstrate he has completed the requirements of the course.

In the HSC course, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed. Tasks that are submitted after the student has received a zero mark (i.e. task handed in late) WILL contribute to the excess of 50% required.

#### 3.4.2 Establishing the exact due time

Teachers will indicate to students in writing when an assessment task is precisely due e.g. Period 3 Wednesday 5 May 2021. There are some instances though when an exact lesson cannot be specified. In such cases, where only a due date is given, students have until **3:30pm on the due date** to submit an assessment task to their teacher. If the teacher cannot be found students are to submit the assessment task to the **College Reception** where office staff will sign and stamp the time/date on the task and place it in the relevant teacher’s pigeon hole.

### 3.5 What happens when technology fails?

Failure to complete an assessment task on time due to technological problems e.g. computer failure, printer problems, lost files, computer viruses etc. will NOT be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc. and make appropriate time allowances to avoid such problems.

No assessment task is to be submitted on Google Apps, Dropbox, USB drive or emailed to the College (unless specified by the teacher). Only hard copies will be accepted. If a task is required to be emailed, sending to an incorrect e-mail address will NOT be deemed acceptable reasons for a non-submission. It is the student's responsibility to ensure the correct e-mail address is used.

### 3.6 What happens in the case of malpractice in an assessment task?

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

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

A panel comprising the Director of Teaching and Learning and relevant KLA Leader of Learning will review any cases of suspected malpractice. If malpractice is proven a zero mark will be awarded.

#### 3.6.1 NESA Register of Malpractice in HSC Assessment Tasks

Malpractice is any attempt to gain an unfair advantage over other students. Types of malpractice in assessment tasks may include, but are not limited to:

- (a) being in possession of unauthorised notes or electronic devices during a task, test or examination.
- (b) using the words, ideas, designs or workmanship of others without acknowledgement
- (c) copying from another student
- (d) paying someone to write or prepare an assessment task.

The Malpractice Register is administered by NESA and schools must register any student who is in breach.

#### 3.6.2 Is the late submission of a task or a non-serious attempt considered malpractice?

Late submission of assessment tasks may be malpractice where it is proven to be a deliberate mechanism to gain advantage over other students. Students may submit overdue assessment work for a variety of other reasons not considered malpractice.

Submitted work may be classified as a non-serious attempt where it is frivolous or offensive. This may jeopardise a student from obtaining a Higher School Certificate. Failure to reach a level of achievement does not necessarily constitute a non-serious attempt.

### **3.7 What do I do if I require disability provisions?**

If a student requires disability provisions for an assessment task (e.g. reader, writer, extra examination time etc.) it is his responsibility to apply to the Leader of Diverse Learning to establish his eligibility. The student must apply in advance to allow sufficient time for the disability provisions that are required to be put in place. Except for circumstances of illness / misadventure the only students who will be granted disability provisions are those who have applied for and been granted by NESAs.

### **3.8 What happens if I have transferred into St Paul's Catholic College after assessment has commenced?**

If a student transfers into the school after the commencement of the HSC course he:

- (a) will sit all the remaining assessment tasks as prescribed in the assessment outline.
- (b) may be required to complete alternative tasks for any assessments missed.
- (c) will have their final assessment mark and position in the group determined by their performance in all common assessment tasks and any alternative tasks they have been required to complete.

### **3.9 What type of assessment feedback will I receive?**

Students will be given feedback on how well they have performed on each assessment task. This can take the form of marks, teacher comments, description of the competencies achieved by the student, description of what was not achieved or areas that may need improvement. The type of assessment task conducted will determine the nature of the feedback.

A student can only query the marks awarded and tallied by a teacher for an individual assessment task at the time the task is returned. Every student should reflect upon and analyse the feedback they receive in order to assist their understanding of the concepts examined in the task. Remember that the main purpose of assessment is to improve learning.

### **3.10 Assessment in VET and work placement**

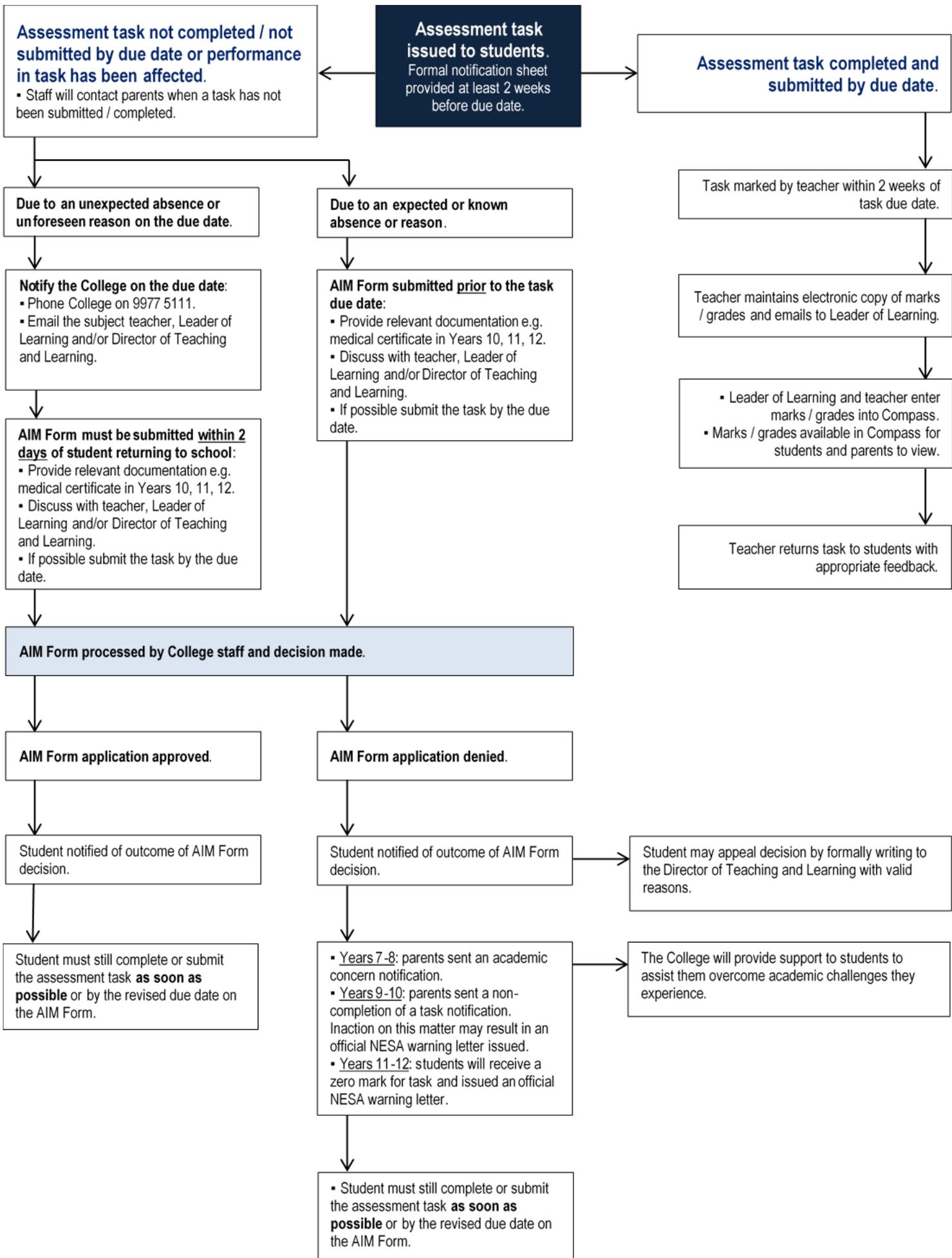
As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements.

It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an 'N' determination.

It is a student's responsibility to see each of his teachers prior to commencing work placement regarding course work and upcoming assessment tasks which need to be complete before returning to school. If a student misses an assessment task whilst on work placement an AIM form must be submitted.

### **3.11 Procedure for the completion of assessment tasks**

The flowchart on the next page provides an overview for the completion of assessment tasks. Specifically, it provides information on what procedures and outcomes occur when assessment tasks are not completed or submitted on the due date as well as the procedures followed when tasks are submitted by their due date.



## 4 Certification of major works

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### 4.1 What courses contain major works?

In the following courses students are required to complete a major work as part of the Higher School Certificate examination: Design and Technology; English Extension 2; History Extension, Industrial Technology; Music, Science Extension and Visual Arts. Students should discuss with their class teacher regarding the suitability of their major work. For further details regarding exclusions see the Director of Teaching and Learning.

### 4.2 What are the important work, health and safety (WH&S) considerations regarding major works?

With respect to issues of health and safety, the development and selection of student projects, major works, exhibitions and performances should recognise and reflect relevant state and national legislation, regulations and standards including those relating to occupational health and safety, animal welfare, dangerous goods, hazardous substances and weapons. Any HSC project that might be considered dangerous to health or safety may not be marked.

### 4.3 What requirements must be completed before I can start my major work?

Students are not permitted to commence the major work until the following requirements have been satisfied:

- (a) Have received a written copy of the course specific guidelines for the project component (as outlined syllabus documents).
- (b) Been informed of the WH&S guidelines regarding major works.
- (c) Have received a written copy of the NESA publication – *HSC Assessments and Submitted Works: Advice to Students*.
- (d) Submitted the Practical Project Record of Progress proforma to the class teacher containing an outline of the major work.
- (e) Received written consent for the project to commence from the classroom teacher.

### 4.4 What will I need to do during the development stage of my major works?

During the development phase for the major works, teachers will regularly monitor and assess the student's progress. Students will need to ensure that process diaries, logbooks, body of work, journals are kept up to date. Students will also be informed about the requirements regarding outside assistance and that they discuss any proposed outside assistance with the class teacher before it is undertaken and that outside assistance is correctly and accurately acknowledged in the major work documentation.

### 4.5 Submission and certification of major works

The submission dates for completion and hand-in to school for major work projects are determined by NESA and are published in the *Higher School Certificate Practical Examination Important Dates Schedule*.

Students will need to complete a declaration for the submitted works on which the student must certify that the submitted item or performance is their own work. The class teacher and Principal are both required to certify that the major work or performance was developed under the teacher's supervision, was the student's own work and was completed by the due date.

If either the teacher or the Principal is unable to certify any major work or performance, a non-certification report form is to be forwarded (with the major work) to NESA. NESA will then make final determinations on all cases of non-certification and advise both the school and the student at the time of the release of HSC results.

## 5 What do I do if I want to appeal a result?

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A student is entitled to formally appeal in writing to the Director of Teaching and Learning if he is not satisfied with:

- (a) the marks awarded for a particular assessment task; or
- (b) the school's response to his appeal for disability provisions on the grounds of illness/misadventure; or
- (c) the school's decision to award an 'N' Determination for a course; or
- (d) his ranking in a course (note that HSC students will not be informed of their final mark but will be informed of their final rankings; students have the right to appeal the ranking awarded).
- (e) the decision of an AIM form.

If a student intends to appeal to the College for any of the reasons (a) – (d) above, he needs to see the Director of Teaching and Learning for the appropriate documents and procedures.

A student also has the right to appeal to NESAs if he is not satisfied with:

- (a) the school's decision to award an 'N' Determination for a course; or
- (b) his ranking in a course.

Further information about appealing is provided in the *Rules and Procedures for 2021 HSC Candidates* booklet.

## 5.1 Formal Assessment: Absence–Illness–Misadventure (AIM) Form

This form is to be used when a student is absent for a formal assessment task or unable to submit a task by its due date or time due to illness, misadventure, approved Principal leave or approved involvement in a College event. Where absences are foreseen, the form must be submitted prior to the due date of the task. For unforeseen absences it is to be submitted within two days of the student returning to the College, accompanied by supporting documentation (where applicable).

<b>Student name:</b>			
<b>Year group:</b>			
<b>Subject:</b>			
<b>Teacher:</b>			
<b>Task requiring consideration:</b>	▪ Task number: ..... ▪ Task description: .....		
<b>Date task is / was due:</b>	..... / ..... / .....	<b>Date task was issued:</b>	..... / ..... / .....
<b>Date(s) absent from school:</b>	..... / ..... / ..... to ..... / ..... / .....		
<b>Reason for this absence:</b>	<input type="checkbox"/> Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> Principal leave <input type="checkbox"/> College event <input type="checkbox"/> Other		
<b>Specific details / evidence for this absence:</b> (attach any supporting documents to this form, e.g. medical certificate)			
..... ..... .....			
<b>Has the task been completed / submitted?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No		

.....  
 Student signature .....  
 Parent / Caregiver signature

**Please return this form to staff in DM8 and ensure all sections above have been completed before submitting.**

*College use only*

### College decision

The student's reason for being absent from sitting / submitting this assessment task has been deemed:

**Justified**       **Unjustified**

As a result, the action to be taken is as follows:

.....  
 .....  
 .....

.....  
 Director of Teaching and Learning signature .....  
 Date

Received stamp

Date received: ..... / ..... / .....

- Scanned copy of completed form emailed to:  Student       Leader of Learning       Subject teacher       Director of Teaching and Learning
- For AIM forms involving HSC courses:  Scanned electronic copy saved in student archives folder
- All AIM forms:  AIMS database updated       Original form retained in DM8

## 6 Course assessment outlines

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The following section contains assessment outlines for all Year 12 Higher School Certificate courses at St Paul's in 2021. Each assessment outline indicates the:

- (a) course category
- (b) syllabus outcomes
- (c) assessment components and component weightings
- (d) focus outcomes assessed in each task
- (e) assessment components for each task
- (f) nature of each task (i.e. what students will be engaged in)
- (g) weighting for each task
- (h) timing of each task

# Ancient History

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)	Your Mark	Your Rank
			A	B	C	D			
Wk. 8 Term 4	AH12-4, AH12-6, AH12-8, AH12-9, AH12-10	<b>Source analysis</b> Pompeii and Herculaneum.		15		5	20%		/
Wk. 8 Term 1	AH12-1, AH12-2, AH12-3, AH12-4, AH12-9	<b>Research essay</b> The Greek World 500-44 BC.	10		10	5	25%		/
Wk. 8 Term 2	AH12-5, AH12-6, AH12-8, AH12-9	<b>Historical analysis</b> Sparta.	10		10	5	25%		/
Wk. 3-4 Term 3	All outcomes possible	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	20	5		5	30%		/
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Analysis and use of sources: meaning and value; identify and account for different perspectives; develop reasoned claims; identify and analyse problems relating to sources	<b>20%</b>
<b>C</b>	Historical inquiry and research	<b>20%</b>
<b>D</b>	Communication of historical understanding in appropriate forms	<b>20%</b>

## OUTCOMES

Code	Descriptor. 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 perspective of individuals and groups in their historical context
AH12-5	assess the significance of historical features, people, places, events and developments of the ancient world
AH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH12-7	discusses and evaluates differing interpretations and representations of the past
AH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH12-10	analyses issues relating to the ownership, custodianship and conservation of the ancient past

# Biology

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 8 Term 4	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO12-14	<b>Practical investigation</b> Design and conduct a practical investigation.	15	5	20%		/
Wk. 9 Term 1	BIO11/12-1, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-15	<b>Depth study</b> Research task on epidemiology of a non-infectious disease.	25	5	30%		/
Wk. 8 Term 2	BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12	<b>Model building</b> Building a model of DNA.	10	10	20%		/
Wk. 3-4 Term 3	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>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	10	20	30%		/
<b>TOTAL</b>			<b>60</b>	<b>40</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Skills in working scientifically	<b>60%</b>
<b>B</b>	Knowledge and understanding	<b>40%</b>

## OUTCOMES

Code	Descriptor. 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

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)	Your Mark	Your Rank
			A	B	C	D			
Wk. 8 Term 4	H1, H2, H3, H4, H5, H6, H7, H8, H9	<b>Case study, extended response</b> Operations topic.	5	5	5	5	20%		/
Wk. 8 Term 1	H1, H2, H3, H4, H5, H6, H8, H9	<b>Marketing analysis, report and case study.</b> Marketing topic.	10	5	5	5	25%		/
Wk. 6 Term 2	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	<b>Financial analysis and business report</b> Finance topic.	5	5	10	5	25%		/
Wk. 3-4 Term 3	All outcomes possible	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	20	5		5	30%		/
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

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

## OUTCOMES

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

# Chemistry

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 10 Term 4	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH12-12	<b>Depth study</b> Chemical equilibrium.	10	10	20%		/
Wk. 10 Term 1	CH11/12-2, CH11/12-3, CH11/12-5, CH12-13	<b>Practical task</b> Volumetric analysis.	15	10	25%		/
Wk. 9 Term 2	CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7, CH12-14	<b>Research task</b> Organic Chemistry	15	10	25%		
Wk. 3-4 Term 3	CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	20	10	30%		/
<b>TOTAL</b>			<b>60</b>	<b>40</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Skills in working scientifically	<b>60%</b>
<b>B</b>	Knowledge and understanding	<b>40%</b>

## OUTCOMES

Code	Descriptor. 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

# Construction (VET)

**Course:** Higher School Certificate  
**Course Category:** B  
**Assessment Period:** 2021

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Competencies	Task Description
Ongoing throughout Year 12	As applicable to tasks.	Students will be provided with numerous written, practical and/or oral competency tasks applicable to course content. Students may have a number of opportunities to gain competency by repeating tasks throughout the year.
Wk. 3-4 Term 3	All competencies possible.	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination. Covering all units of competency marked with an asterisk (*) in unit list below.

- In addition to the major tasks listed in the table above, students will undergo regular competency assessment in numerous ongoing practical and theoretical tasks.

## UNITS OF COMPETENCY

	Unit Code	Unit of Competency
1	CPCCCM1012A *	work effectively and sustainably in the construction industry
2	CPCCCM1013A *	plan and organise work
3	CPCCCM1014A *	conduct workplace communication
4	CPCCCM1015A *	carry out measurements and calculations
5	CPCCCM2001A *	read and interpret plans and specifications
6	CPCCCM2005B *	use construction tools and equipment
7	CPCCWHS1001 *	prepare to work safely in the construction industry
8	CPCCOHS2001A *	apply OHS requirements, policies and procedures in the construction industry
9	CPCCCM2006B	apply basic levelling procedures
10	CPCCCA2003A	erect and dismantle formwork for footings and slabs on ground
11	CPCCCA2011A	handle carpentry materials
12	CPCCCM2004A	handle construction materials
13	CPCCCA2002B	use carpentry tools and equipment
14	CPCCWF2001A	handle wall and floor tiling materials
15	CPCCWF2002A	use wall and floor tiling tools and equipment

- All students must complete 35 hours compulsory work placement (70 hours over two years).
- On successful completion of all competencies and 70 hours of work placement, students will gain an AQF Certificate II in Construction Pathways (CPC20211).

# Design and Technology

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 7 Term 4	H1.1, H1.2, H2.1, H3.2, H4.1	<b>Presentation</b> Project proposal and design brief.		20	20%		/
Wk. 6 Term 1	H1.1, H2.1, H2.2, H3.1, H5.2, H6.2	<b>Case study</b> Innovation and emerging technology case study.	20		20%		/
Wk. 10 Term 2	H4.2, H4.3, H5.1, H5.2, H6.1	<b>Project</b> Impact on society and environment; project development and realisation, evaluation and MDP links to industry presentation.		30	30%		/
Wk. 3-4 Term 3	All outcomes possible	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	20	10	30%		/
<b>TOTAL</b>			<b>40</b>	<b>60</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Knowledge and skills in designing, managing, producing and evaluating a major design project	<b>60%</b>

## OUTCOMES

Code	Descriptor. 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

# Economics

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)	Your Mark	Your Rank
			A	B	C	D			
Wk. 8 Term 4	H1, H2, H4, H6, H8, H9, H10	<b>Research, case study and in-class essay</b> Emerging / developing economy and the globalisation process.	5	5	10	5	25%		/
Wk. 7 Term 1	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	<b>Topic test</b> Australia's trade and finance.	10	5		5	20%		/
Wk. 9 Term 2	H1, H2, H4, H5, H6, H8, H9, H10, H11	<b>Research task</b> Current economic issue.	5	5	10	5	25%		/
Wk. 3-4 Term 3	All outcomes possible	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	20	5		5	30%		/
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

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

## OUTCOMES

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

# English Advanced

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 2 Term 1	EA12-2, EA12-4, EA12-6	<b>Multi modal presentation</b> Texts and Human Experiences.	15	10	25%		/
Wk. 10 Term 1	EA12-1, EA12-4, EA12-5, EA 12-9	<b>Portfolio of work</b> Module C.	5	15	20%		/
Wk. 8 Term 2	EA12-3, EA 12-6, EA12-7, EA12-8	<b>Extended response</b> Module A.	15	10	25%		/
Wk. 3-4 Term 3	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	<b>HSC Trial Examination</b> Texts and Human Experiences; Module A; Module B; Module C.	15	15	30%		/
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

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

## OUTCOMES

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

# English Extension 1

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 6 Term 1	EE12-2, EE12-3, EE12--5	<b>Portfolio of writing</b> Literary Worlds.	15	20	35%		/
Wk. 10 Term 2	EE12-1, EE12-4, EE12-3	<b>Analytical response</b> Worlds of Upheaval.	20	15	35%		/
Wk. 3-4 Term 3	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	<b>HSC Trial Examination</b> Literary Worlds and Worlds of Upheaval.	15	15	30%		/
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of complex texts and of how and why they are valued	<b>50%</b>
<b>B</b>	Skills in complex analysis; sustained composition and independent investigation	<b>50%</b>

## OUTCOMES

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

# English Extension 2

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 2 Term 1	EEX12-1, EEX12-4, EEX12-5	<b>Speaking task</b> Viva Voce interview.	15	15	30%		/
Wk. 10 Term 1	EEX12-1, EEX12-2, EEX12-3, EEX12-4	<b>Analytical writing task</b> Literature review.	20	20	40%		/
Wk. 2 Term 3	EEX12-2, EEX12-3, EEX12-5	<b>Reflective writing task</b> Critique of the creative process.	15	15	30%		/
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of complex texts and of how and why they are valued	<b>50%</b>
<b>B</b>	Skills in complex analysis; sustained composition and independent investigation	<b>50%</b>

## OUTCOMES

Code	Descriptor. A student ...
<b>EEX12-1</b>	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
<b>EEX12-2</b>	strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
<b>EEX12-3</b>	applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
<b>EEX12-4</b>	undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
<b>EEX12-5</b>	reflects on and evaluates the composition process and the effectiveness of their own published composition

# English Standard

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 2 Term 1	EN12,-2, EN12-4, EN12-6	<b>Multi modal presentation</b> Texts and Human Experiences.	15	10	25%		/
Wk. 10 Term 1	EN12-1, EN12-4, EN12-5, EN12-9	<b>Portfolio of work</b> Module C.	5	15	20%		/
Wk. 8 Term 2	EN12-3, EN12-5, EN12-7	<b>Extended response</b> Module B.	15	10	25%		/
Wk. 3-4 Term 3	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	<b>HSC Trial Examination</b> Texts and Human Experiences; Module A; Module B; Module C.	15	15	30%		/
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

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

## OUTCOMES

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

# English Studies

**Course:** Higher School Certificate  
**Course Category:** B  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 2 Term 1	ES12-1, ES12-2, ES12-5, ES12-6 ES12-8	<b>Multimodal task</b> Texts and Human Experiences.	20	20	40%		/
Wk. 10 Term 2	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-10	<b>Portfolio of work</b> Collection of classwork across all modules.	20	20	40%		/
Wk. 3-4 Term 3	ES12-1, ES12-2, ES12-3, ES12-5, ES12-9	<b>HSC Trial Examination</b> Texts and human experiences and two elective modules.	10	10	20%		/
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>50%</b>
<b>B</b>	Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	<b>50%</b>

## OUTCOMES

Code	Descriptor. A student ...
<b>ES12-1</b>	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
<b>ES12-2</b>	identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
<b>ES12-3</b>	accesses, comprehends and uses information to communicate in a variety of ways
<b>ES12-4</b>	composes proficient texts in different forms
<b>ES12-5</b>	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
<b>ES12-6</b>	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
<b>ES12-7</b>	represents own ideas in critical, interpretive and imaginative texts
<b>ES12-8</b>	understands and explains the relationships between texts
<b>ES12-9</b>	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
<b>ES12-10</b>	monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

# Food Technology

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)	Your Mark	Your Rank
			A	B	C			
Wk. 7 Term 4	H1.2, H1.4, H3.1	<b>Report and written response</b> Based on a sector of the Australian food industry; in class written response.	15			15%		/
Wk. 7 Term 1	H1.1, H1.3, H4.2	<b>Case study and related practical</b> Commercial food manufacturing and preservation.		15	10	25%		/
Wk. 8 Term 2	H1.3, H2.1, H3.2, H4.1, H4.2, H5.1	<b>Design project</b> Food product development based on contemporary nutrition issues.		15	20	35%		/
Wk. 3-4 Term 3	All outcomes possible	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	25			25%		/
<b>TOTAL</b>			<b>40</b>	<b>30</b>	<b>30</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

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

## OUTCOMES

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

# Geography

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)	Your Mark	Your Rank
			A	B	C	D			
Wk. 9 Term 4	H1, H2, H5, H6, H7, H10, H12, H13	<b>Fieldwork study</b> Observation and analysis of an ecosystem at risk.			20	5	25%		/
Wk. 9 Term 1	H1, H3, H6, H8, H9, H12, H13	<b>Research essay</b> Urban Places.	10	5		5	20%		/
Wk. 8 Term 2	H1, H4, H6, H7, H8, H10, H11, H12, H13	<b>Research presentation</b> People and Economic Activity.	15	5		5	25%		/
Wk. 3-4 Term 3	All outcomes possible	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	15	10		5	30%		/
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

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

## OUTCOMES

Code	Descriptor. 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 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

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 10 Term 1	HE12-1, HE12-2	<b>Project process log</b> History project proposal, process log, annotated sources.	15	15	30%		/
Wk. 5 Term 2	HE12-3, HE12-4	<b>Project essay</b> Planning an appropriate historical investigation identifying different historical perspectives.	10	30	40%		/
Wk. 3-4 Term 3	HE12-1, HE12-2, HE12-3, HE12-4	<b>HSC Trial Examination</b> Constructing history, case study: John Fitzgerald Kennedy.	15	15	30%		/
<b>TOTAL</b>			<b>40</b>	<b>60</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of significant historiographical ideas and processes	<b>40%</b>
<b>B</b>	Skills in designing, undertaking and communicating historical inquiry – the History Project	<b>60%</b>

## OUTCOMES

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

# Hospitality (VET)

**Course:** Higher School Certificate  
**Course Category:** B  
**Assessment Period:** 2021

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Competencies	Task Description
Ongoing throughout Year 12	As applicable to tasks.	Students will be provided with numerous written, practical and/or oral competency tasks applicable to course content. Students may have a number of opportunities to gain competency by repeating tasks throughout the year.
Wk. 3-4 Term 3	All competencies possible.	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination. Covering all units of competency marked with an asterisk (*) in unit list below.

- In addition to the major tasks listed in the table above, students will undergo regular competency assessment in numerous ongoing practical and theoretical tasks.

## UNITS OF COMPETENCY

	Unit Code	Unit of Competency
1	BSBWOR203 *	work effectively with others
2	SITHIND002 *	source and use information on the hospitality industry
3	SITXFSA001 *	use hygienic practices for food safety
4	SITXWHS001 *	participate in safe work practices
5	SITHCCC001 *	use food preparation equipment
6	SITHCCC005 *	prepare dishes using basic methods of cookery
7	SITHKOP001 *	clean kitchen premises and equipment
8	SITXFSA002 *	participate in safe food handling practices
9	SITXINV002	maintain the quality of perishable items
10	SITHCCC011	use cookery skills effectively
11	SITHCCC002	prepare and present simple dishes
12	SITHCCC006	prepare appetisers and salads
13	SITHCCC007	prepare stocks, sauces and soups

- All students must complete 35 hours compulsory work placement (70 hours over two years).
- On successful completion of all competencies and 70 hours of work placement, students will gain an AQF Certificate II in Kitchen Operations (SIT20416).

# Industrial Technology (Multimedia / Timber)

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 7 Term 4	H3.1, H3.2, H3.3, H4.1, H6.2	<b>Project proposal – interview</b> Idea generation, sketching, modelling and justification of proposed project.		30	30%		/
Wk. 8 Term 1	H1.1, H1.2, H1.3, H2.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.2	<b>Research and management task</b> Address historical developments and new and emerging technologies in the industry focus area. Development of WHS plan.	20	20	40%		/
Wk. 3-4 Term 3	H7.1 and all other outcomes possible	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	20	10	30%		/
<b>TOTAL</b>			<b>40</b>	<b>60</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

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

## OUTCOMES

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

# Legal Studies

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)	Your Mark	Your Rank
			A	B	C	D			
Wk. 8 Term 4	H1, H4, H5, H6, H7, H8, H9	<b>Case study and written test</b> Crime.	5	5	5	5	20%		/
Wk. 6 Term 1	H1, H2, H3, H4, H5, H7, H8, H9, H10	<b>Topic test</b> International legal system.	5	5	5	5	20%		/
Wk. 8 Term 2	H1, H2, H3, H4, H5, H7, H8, H9, H10	<b>Media file and in class written task</b> Focus study 1.	10	10	5	5	30%		/
Wk. 3-4 Term 3	All outcomes possible	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	20		5	5	30%		/
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Analysis and evaluation	<b>20%</b>
<b>C</b>	Inquiry and research	<b>20%</b>
<b>D</b>	Communication of Legal Studies information, issues and ideas in appropriate forms	<b>20%</b>

## OUTCOME

Code	Descriptor. A student ...
<b>H1</b>	identifies and applies legal concepts and terminology
<b>H2</b>	describes and explains key features of and the relationship between Australian and international law
<b>H3</b>	analyses the operation of domestic and international legal systems
<b>H4</b>	evaluates the effectiveness of the legal system in addressing issues
<b>H5</b>	explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
<b>H6</b>	assesses the nature of the interrelationship between the legal system and society
<b>H7</b>	evaluates the effectiveness of the law in achieving justice
<b>H8</b>	locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
<b>H9</b>	communicates legal information using well-structured and logical arguments
<b>H10</b>	analyses differing perspectives and interpretations of legal information and issues

# Mathematics Advanced

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 8 Term 4	MA11-7, MA11-8, MA11-9, MA12-1, MA12-5, MA12-8, MA12-9, MA12-10	<b>In class assignment / investigation task</b> Statistical analysis (discrete probability distributions; descriptive statistics); trigonometric functions (trigonometric functions and graphs).	10	10	20%		/
Wk. 7 Term 1	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	<b>In class test, including ICLT</b> Calculus (differential calculus, first and second derivative, anti-derivative).	13	12	25%		/
Wk. 7 Term 2	MA12-1, MA12-2, MA12-3, MA12-4, MA12-7, MA12-9, MA12-10	<b>In class, open book test</b> Calculus (integral calculus, graphing techniques); financial mathematics.	12	13	25%		/
Wk. 3-4 Term 3	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	15	15	30%		/
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Understanding, fluency and communication	<b>50%</b>
<b>B</b>	Problem solving, reasoning and justification	<b>50%</b>

## OUTCOMES

Code	Descriptor. A student ...
MA11-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MA11-8	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MA11-9	provides reasoning to support conclusions which are appropriate to the context
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

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 9 Term 4	ME11-1, ME11-4, ME11-6, ME11-7, ME12-1, ME12-3, ME12-6, ME12-7	<b>In-class test</b> Rates of change and their applications; proof by mathematical induction; trigonometric equations.	10	10	20%		/
Wk. 7 Term 1	ME12-2, ME12-6, ME12-7	<b>In class assignment / investigation task</b> Vectors in two dimensions.	12	13	25%		/
Wk. 8 Term 2	ME12-1, ME12-4, ME12-6, ME12-7	<b>In class modelling and problem-solving task</b> Calculus (applications of calculus; differential equations).	13	12	25%		/
Wk. 3-4 Term 3	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	15	15	30%		/
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Understanding, fluency and communication	<b>50%</b>
<b>B</b>	Problem-solving, reasoning and justification	<b>50%</b>

## OUTCOMES

Code	Descriptor. A student ...
ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
ME11-2	manipulates algebraic expressions and graphical functions to solve problems
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-6	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs
ME12-1	applies techniques involving proof or calculus to model and solve problems
ME12-2	applies concepts and techniques involving vectors and projectiles to solve problems
ME12-3	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
ME12-4	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
ME12-5	applies appropriate statistical processes to present, analyse and interpret data
ME12-6	chooses and uses appropriate technology to solve problems in a range of contexts
ME12-7	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

# Mathematics Extension 2

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 7 Term 4	MEX12-1, MEX12-4, MEX12-7, MEX12-8	<b>In class assignment / investigation task</b> Complex numbers.	10	10	20%		/
Wk. 7 Term 1	MEX12-1, MEX-2, MEX12-4, MEX12-7, MEX12-8	<b>In class test</b> Complex numbers; proof.	12	13	25%		/
Wk. 8 Term 2	MEX12-1, MEX12-3, MEX12-5, MEX12-7, MEX12-8	<b>In class test</b> Vectors; calculus (further integration).	13	12	25%		/
Wk. 3-4 Term 3	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	15	15	30%		/
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Understanding, fluency and communication	<b>50%</b>
<b>B</b>	Problem-solving, reasoning and justification	<b>50%</b>

## OUTCOMES

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

# Mathematics Standard 1

**Course:** Higher School Certificate  
**Course Category:** B  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 8 Term 4	MS11-1, MS11-2, MS11-6, MS11-7, MS11-9, MS11-10, MS1-12-5, MS1-12-9, MS1-12-10	<b>Take home investigation</b> Investing money, depreciation and loans, driving safely.	10	10	20%		/
Wk. 6 Term 1	MS1-12-3, MS1-12-4, MS1-12-8, MS1-12-9, MS1-12-10	<b>In-class stimulus</b> Rates, scale and networks.	10	10	20%		/
Wk. 8 Term 2	MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-6, MS1-12-9, MS1-12-10	<b>In-class open-book test</b> Healthy heart, lines and curves, right-angled trigonometry and applying trigonometry.	15	15	30%		/
Wk. 3-4 Term 3	MS1-12-1 to MS1-12-10	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	15	15	30%		/
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Understanding, fluency and communication	<b>50%</b>
<b>B</b>	Problem-solving, reasoning and justification	<b>50%</b>

## OUTCOMES

Code	Descriptor. A student ...
MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular forms
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations
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

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 8 Term 4	MS11-1, MS11-2, MS11-6, MS11-7, MS11-9, MS11-10, MS2-12-5, MS2-12-9, MS2-12-10	<b>Assignment / investigation</b> Driving safely, interest and depreciation; loans and annuities.	10	10	20%		/
Wk. 6 Term 1	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-8, MS2-12-9, MS2-12-10	<b>In-class test</b> Ratios and rates, scale maps and plans, networks.	10	10	20%		/
Wk. 8 Term 2	MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-9, MS2-12-10	<b>In-class open-book test</b> Energy and sustainability, equations and linear functions, non-linear relationships, non-right angled trigonometry.	15	15	30%		/
Wk. 3-4 Term 3	All outcomes from MS2-12-1 to MS2-12-10	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	15	15	30%		/
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Understanding, fluency and communication	<b>50%</b>
<b>B</b>	Problem-solving, reasoning and justification	<b>50%</b>

## OUTCOMES

Code	Descriptor. A student ...
<b>MS11-1</b>	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
<b>MS11-2</b>	represents information in symbolic, graphical and tabular forms
<b>MS11-6</b>	makes predictions about everyday situations based on simple mathematical models
<b>MS11-7</b>	develops and carries out simple statistical processes to answer questions posed
<b>MS11-9</b>	uses appropriate technology to investigate, organise and interpret information in a range of contexts
<b>MS11-10</b>	justifies a response to a given problem using appropriate mathematical terminology and/or calculations
<b>MS2-12-1</b>	uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
<b>MS2-12-2</b>	analyses representations of data in order to make inferences, predictions and draw conclusions
<b>MS2-12-3</b>	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
<b>MS2-12-4</b>	analyses two-dimensional and three-dimensional models to solve practical problems
<b>MS2-12-5</b>	makes informed decisions about financial situations, including annuities and loan repayments
<b>MS2-12-6</b>	solves problems by representing the relationships between changing quantities in algebraic and graphical forms
<b>MS2-12-7</b>	solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
<b>MS2-12-8</b>	solves problems using networks to model decision-making in practical problems
<b>MS2-12-9</b>	chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
<b>MS2-12-10</b>	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

# Modern History

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)	Your Mark	Your Rank
			A	B	C	D			
Wk. 8 Term 4	MH12-1, MH12-2, MH12-4, MH12-5, MH12-6, MH12-8, MH12-9	<b>Research essay</b> National Study: Iran 1945-1989.	5	5	5	5	20%		/
Wk. 6 Term 1	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-7, MH12-8, MH12-9	<b>Multi-modal presentation</b> Civil Rights in the USA 1945-1968.	10	5	5	5	25%		/
Wk. 7 Term 2	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	<b>Historical analysis</b> Core study; Power and Authority in the Modern World 1919-1946.	5	5	10	5	25%		/
Wk. 3-4 Term 3	All outcomes possible	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	20	5		5	30%		/
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Analysis and use of sources: meaning and value; identify and account for different perspectives; develop reasoned claims; identify and analyse problems relating to sources	<b>20%</b>
<b>C</b>	Historical inquiry and research	<b>20%</b>
<b>D</b>	Communication of historical understanding in appropriate forms	<b>20%</b>

## OUTCOMES

Code	Descriptor. A student ...
<b>MH12-1</b>	accounts for the nature of continuity and change in the modern world
<b>MH12-2</b>	proposes arguments about the varying causes and effects of events and developments
<b>MH12-3</b>	evaluates the role of historical features, groups and ideas in shaping the past
<b>MH12-4</b>	analyses the different perspectives of individuals and groups in their historical context
<b>MH12-5</b>	assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
<b>MH12-6</b>	analyses and interprets different types of sources for evidence to support an historical account or argument
<b>MH12-7</b>	discusses and evaluates differing interpretations and representations of the past
<b>MH12-8</b>	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a wide range of sources
<b>MH12-9</b>	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

# Music 1

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component					Weight (%)	Your Mark	Your Rank
			A	B	C	D	E			
Wk. 8 Term 4	H1, H2, H5, H7, H8, H9, H10	<b>Performance core and viva voce</b> Musicology core.	10	10				20%		/
Wk. 6 Term 1	H3, H4, H5, H6, H8, H10	<b>Composition portfolio and aural analysis</b> Composition core and aural core.			10	10		20%		/
Wk. 8 Term 2	All outcomes possible based on elective options selected by student	<b>Presentation or submission</b> Elective options for Topics 1 and 2.					30	30%		/
Wk. 3-4 Term 3	All outcomes possible based on elective options selected by student	<b>HSC Trial Examination</b> Aural core; Topic 3 elective (performance, musicology or composition).				15	15	30%		/
<b>TOTAL</b>			<b>10</b>	<b>10</b>	<b>10</b>	<b>25</b>	<b>45</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Performance core	<b>10%</b>
<b>B</b>	Musicology core	<b>10%</b>
<b>C</b>	Composition core	<b>10%</b>
<b>D</b>	Aural core	<b>25%</b>
<b>E</b>	Electives (performance, composition or musicology)	<b>45%</b>

## OUTCOMES

Code	Descriptor. 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

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 7 Term 4	H8, H13, H16, H17	<b>Research and analysis task</b> Sports Medicine.	5	15	20%		/
Wk. 6 Term 1	H1, H2, H3, H4, H5, H14, H15	<b>Extended stimulus response</b> Health Priorities in Australia.	10	15	25%		/
Wk. 9 Term 2	H7, H8, H9, H10, H11, H16, H17	<b>Investigation</b> Factors affecting performance.	5	20	25%		/
Wk. 3-4 Term 3	All outcomes possible	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	20	10	30%		/
<b>TOTAL</b>			<b>40</b>	<b>60</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40%</b>
<b>B</b>	Skills in critical thinking, research, analysis and communication	<b>60%</b>

## OUTCOMES

Code	Descriptor. A student ...
H1	describes the nature, and justifies the choice, of Australia's health priorities
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	analyses the determinants of health and health inequities
H4	argues the case for health promotion based on the Ottawa charter
H5	explains the different roles and responsibilities of individuals communities and governments in addressing Australia's health priorities
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 influences of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
H14	argues the benefits of health-promoting actions and choices that promote social justice
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H16	devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

# Photography, Video and Digital Imaging 1 unit

**Course:** Higher School Certificate  
**Course Category:** Content Endorsed Course (will NOT contribute to an ATAR)  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk.5 Term 1	M2, M4, M6	<b>Portfolio and body of work</b> The arranged image.	15	5	20%		/
Wk.7 Term 2	CH1, CH3, CH4	<b>Written and visual presentation</b> Temporal image.	20	15	35%		/
Wk. 6 Term 3	CH2, CH5, M1, M3, M5	<b>Artist statement and body of work</b> Self-directed work.	35	10	45%		/
<b>TOTAL</b>			<b>70</b>	<b>30</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Making	<b>70%</b>
<b>B</b>	Critical and historical studies	<b>30%</b>

## OUTCOMES

Code	Descriptor. A student ...
<b>M1</b>	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
<b>M2</b>	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
<b>M3</b>	investigates different points of view in the making of photographs and/or videos and/or digital images
<b>M4</b>	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
<b>M5</b>	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
<b>M6</b>	takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works
<b>CH1</b>	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
<b>CH2</b>	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
<b>CH3</b>	distinguishes between different points of view and offers interpretive accounts in critical and historical studies
<b>CH4</b>	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
<b>CH5</b>	recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

# Physics

Amended version: 5 February 2021

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 7 Term 4	PH11/12-2, PH11/12-3, PH11/12-5, PH11/12-6, PH12-12	<b>Practical task</b> Advanced mechanics.	15	5	20%		/
Wk. 10 Term 1	PH11/12-1, PH11/12-2, PH11/12-4, PH11/12-6, PH11/12-7, PH12-13	<b>Depth study: processing / modelling task</b> Electromagnetism.	20	5	25%		/
Wk. 4 Term 2	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH12-14	<b>Literature review / investigation</b> Nature of light.	15	10	25%		/
Wk. 3-4 Term 3	PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH12-12, PH12-13, PH12-14, PH12-15	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	10	20	30%		/
<b>TOTAL</b>			<b>60</b>	<b>40</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Skills in working scientifically	<b>60%</b>
<b>B</b>	Knowledge and understanding	<b>40%</b>

## OUTCOMES

Code	Descriptor. 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

# Science Extension

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)	Your Mark	Your Rank
			A	B	C			
Wk.5 Term 1	SE-1, SE-3, SE-6, SE-7	<b>Oral presentation</b> Based on research proposal.	15	5	10	30%		/
Wk.6 Term 2	SE-4, SE-5, SE-7	<b>Case study</b> Statistical analysis.	5	15	10	30%		/
Wk.6 Term 3	SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7	<b>Scientific research report</b> Based on chosen research topic.	10	10	20	40%		/
<b>TOTAL</b>			<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Communicating scientifically	<b>30%</b>
<b>B</b>	Gathering, recording, analysing and evaluating data	<b>30%</b>
<b>C</b>	Application of scientific research skills	<b>40%</b>

## OUTCOMES

Code	Descriptor. A student ...
<b>SE-1</b>	refines and applies the Working Scientifically processes in relation to scientific research
<b>SE-2</b>	analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
<b>SE-3</b>	interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
<b>SE-4</b>	uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
<b>SE-5</b>	analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
<b>SE-6</b>	analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
<b>SE-7</b>	communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

# Software Design and Development

**Course:** Higher School Course  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 10 Term 4	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H6.1	<b>Research project</b> Software development process.	30		30%		/
Wk. 9 Term 2	H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.2, H6.3, H6.4	<b>Practical design project</b> Development of a solution package.		40	40%		/
Wk. 3-4 Term 3	All outcomes possible	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	20	10	30%		/
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>50%</b>
<b>B</b>	Knowledge and skills in the design and development of software solutions	<b>50%</b>

## OUTCOMES

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

# Sport, Lifestyle and Recreation Studies 1 unit

**Course:** Higher School Certificate  
**Course Category:** Content Endorsed Course (will NOT contribute to an ATAR)  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 9-10 Term 4	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	<b>Skill performance</b> Games and Sports Applications I.	15	15	30%		/
Wk. 10 Term 1	1.5, 2.3, 3.5, 4.3	<b>Investigation task</b> Healthy Lifestyle.	20	20	40%		/
Wk. 9-10 Term 2	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	<b>Skill analysis and measurement</b> Fitness.	15	15	30%		/
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>50%</b>
<b>B</b>	Skills	<b>50%</b>

## OUTCOMES

Code	Descriptor. 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

# Sport, Lifestyle and Recreation Studies 2 unit

**Course:** Higher School Certificate  
**Course Category:** Content Endorsed Course (will NOT contribute to an ATAR)  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 9-10 Term 4	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	<b>Skill performance and analysis</b> Games and Sports Application I & II.	15	15	30%		/
Wk. 10 Term 1	1.5, 2.3, 3.5, 4.3	<b>Investigation task</b> Healthy Lifestyle.	15	15	30%		/
Wk. 9-10 Term 2	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.1, 4.4	<b>Program design and demonstration</b> Fitness and resistance training.	20	20	40%		/
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>50%</b>
<b>B</b>	Skills	<b>50%</b>

## OUTCOMES

Code	Descriptor. 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 1 unit

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)	Your Mark	Your Rank
			A	B	C	D			
Wk. 9 Term 4	H4, H5, H6, H7, H8, H9	<b>In-class response</b> Islam and Judaism.	10	5	10	10	35%		/
Wk. 8 Term 1	H4, H5, H6, H7, H8, H9	<b>In-class stimulus response</b> Christianity (question provided).	10	10	10	5	35%		/
Wk. 3-4 Term 3	All outcomes possible	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	20	5		5	30%		/
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

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

## OUTCOMES

Code	Descriptor. A student ...
H1	explains aspects of religion and belief systems
H2	describes and analyses the influence of religion and belief systems on individuals and society
H3	examines the influence and expression of religion and belief systems in Australia
H4	describes and analyses how aspects of religious traditions are expressed by their adherents
H5	evaluates the influence of religious traditions in the life of adherents
H6	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 from the research
H8	applies appropriate terminology and concepts related to religion and belief systems
H9	coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

# Studies of Religion 2 unit

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)	Your Mark	Your Rank
			A	B	C	D			
Wk. 9 Term 4	H4, H5, H6, H7, H8, H9	<b>In-class response</b> Islam and Judaism.	10	5		5	20%		/
Wk. 8 Term 1	H4, H5, H6, H7, H8, H9	<b>In-class stimulus response</b> Christianity (question provided).	5	5	10	5	25%		/
Wk. 7 Term 2	H3, H4, H5, H6, H7, H8	<b>Research task</b> Religion and Peace.	5	5	10	5	25%		/
Wk. 3-4 Term 3	All outcomes possible	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	20	5		5	30%		/
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

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

## OUTCOMES

Code	Descriptor. A student ...
H1	explains aspects of religion and belief systems
H2	describes and analyses the influence of religion and belief systems on individuals and society
H3	examines the influence and expression of religion and belief systems in Australia
H4	describes and analyses how aspects of religious traditions are expressed by their adherents
H5	evaluates the influence of religious traditions in the life of adherents
H6	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 from the research
H8	applies appropriate terminology and concepts related to religion and belief systems
H9	coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

# Visual Arts

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 8 Term 4	H1, H2, H3, H4, H5, H6	<b>Development of the body of work</b> Development of concepts and skills – visual arts diary submission.	20		20%		/
Wk. 6 Term 1	H7, H8, H9, H10	<b>Extended response</b> Case study response.		20	20%		/
Wk. 8 Term 2	H1, H2, H3, H4, H5, H6	<b>Resolving the body of work</b> Body of work – 95% completed and visual arts diary submission.	30		30%		/
Wk. 3-4 Term 3	H7, H8, H9, H10	<b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.		30	30%		/
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Artmaking	<b>50%</b>
<b>B</b>	Art criticism and art history	<b>50%</b>

## OUTCOMES

Code	Descriptor. A student ...
H1	initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
H2	applies their understanding of the relationship among the artist, artwork, world and audience through the artmaking 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 a particular way as representation in artmaking
H5	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
H6	demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
H7	applies their understanding of practice in art criticism and art history
H8	applies their understanding of the relationship 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

# Work Studies 1 unit

**Course:** Higher School Certificate  
**Course Category:** Content Endorsed Course (will NOT contribute to an ATAR)  
**Assessment Period:** 2021

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)	Your Mark	Your Rank
			A	B			
Wk. 8 Term 4	2, 5	<b>Written report</b> Report on effective workplace communication practices.	30		30%		/
Wk. 7 Term 1	1, 6, 7, 9	<b>Group written and oral presentation</b> The benefits and disadvantages of teamwork directed activities in the workplace.		40	40%		/
Wk. 8 Term 2	3, 4, 8	<b>Information booklet</b> Managing work and life commitments.		30	30%		/
<b>TOTAL</b>			<b>30</b>	<b>70</b>	<b>100%</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding	<b>30%</b>
<b>B</b>	Skills	<b>70%</b>

## OUTCOMES

Code	Descriptor. A student ...
1	investigates a range of work environments
2	examines different types of work and skills for employment
3	analyses employment options and strategies for career management
4	assesses pathways for further education, training and life planning
5	communicates and uses technology effectively
6	applies self-management and teamwork skills
7	utilises strategies to plan, organise and solve problems
8	assesses influences on people's working lives
9	evaluates personal and social influences on individuals and groups

# Year 12 2021: Personal Assessment Calendar

Term 4 2020	Term 1 2021	Term 2 2021	Term 3 2021
Week 1	Week 1	Week 1	Week 1
Week 2	Week 2	Week 2	Week 2
Week 3	Week 3	Week 3	Week 3 Year 12 Trial HSC Examinations
Week 4	Week 4	Week 4	Week 4 Year 12 Trial HSC Examinations
Week 5	Week 5	Week 5	Week 5 Year 12 Trial HSC Examinations (Monday)
Week 6	Week 6	Week 6	Week 6
Week 7	Week 7	Week 7	Week 7
Week 8	Week 8	Week 8	Week 8
Week 9	Week 9	Week 9	Week 9
Week 10 Students on school holidays - no classes (All week)	Week 10	Week 10	Week 10