



STAGE 6 NESA COURSES

ASSESSMENT INFORMATION & SCHOOL ASSESSMENT POLICY

YEAR 12, 2021



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1. Assessment Information for Parents and Students

1.1 Courses approved for study for the Higher School Certificate

Since 1986 schools have been required to provide an assessment of students' achievements for each Higher School Certificate (HSC) Course studied. The school's assessment and the mark awarded on the external examination are recorded separately on the Higher School Certificate Record of Achievement.

There are three types of courses approved for study for the Higher School Certificate:

BOARD DEVELOPED COURSES	These courses have their syllabus and examinations set by The NSW Education Standards Authority (NESA).
BOARD CONTENT ENDORSED COURSES	Content Endorsed Courses have been developed and issued by NESA. Such Content Endorsed Courses have been adapted by the Board to meet the needs of a wider group of students. There is no external examination in these courses.
BOARD ENDORSED COURSES	These courses have their syllabus developed and administered by individual schools and approved by NESA. There is no external examination in these courses.

ALL courses are based on a system where the unit is a measure of the amount of teaching time spent on the course within the school week. There are 1 unit, 2 unit, and 3 unit (Extension 1) courses and in Mathematics and English there is a 4 unit course (Extension 2). A student takes a combination of courses so that he has a **MINIMUM** of ten (10) units. Each unit has a maximum possible mark of fifty (50).

Students who take English Studies in the 2020 HSC and want to receive an Australian Tertiary Admission Rank (ATAR) will need to remember that only 2 units of Category B courses can be included, and at least 2 units of English must be included, in the ATAR calculation. Therefore, English Studies students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses. Students who do not sit for the English Studies HSC examination **are not** eligible for the calculation of an ATAR.

NESA specifies that English is the only compulsory course for the HSC.

This school requires that all students in Years 11 and 12 study either the Board Endorsed Course in Religion (Catholic Studies) or the Board Developed Course Studies of Religion.

For each Board Developed Course, NESA will process the school HSC Course Assessment marks to fit the same spread of marks achieved in the external HSC examination results obtained by the school in that particular Course. This process is called "moderation" and is used to ensure that the assessment marks given by each school are comparable with those awarded by other schools in the State. These *moderated* assessment marks are mapped to the six bands in the same manner as the raw HSC scores of each student.



1.2 The Purpose of School Assessments

The purpose of the school assessment is to provide an indication of a student's attainment based on:

- 1.2.1 a wider coverage of syllabus aims and objectives than can be measured by the external examination; and
- 1.2.2 measurement throughout the entire course rather than at a single point in time.

1.3 Assessment Tasks

Each subject department has developed its own Assessment Programme in accordance with the NESA guidelines for its courses that specify the weightings to be given to the various components of the course. Each school teaching that course must have an assessment programme using the NESA determined component weightings. While it is not possible for actual dates to be assigned in advance for all assessment tasks the various course summaries give an indication of when the various tasks will take place. Students will be given due notice of the actual date of a particular task and the school will monitor the assessment situation to prevent a build-up of tasks on a particular day. (See Point 4 in School Assessment Policy).

1.4 Student Responsibilities

It is the responsibility of the student to be present for, and to hand in Assessment Tasks at the required time. Students must adhere to all requirements of a HSC Assessment Task Notification including word limits, where relevant, and if specifically stated in the NESA documentation. A ten percent (10%) leeway will be accepted with the exception of HSC assessment tasks that must adhere to NESA documentation. Any word limit over the 10% leeway will not be read and considered in the determination of the final assessment task mark. If this is impossible for some reason (such reasons must be of an urgent nature and able to be substantiated) it is the student's responsibility to approach the Assistant Principal - Curriculum to make alternative arrangements. Repeated failure to meet assessment obligations may affect the student's eligibility for the award of the HSC should the student be deemed to receive an 'N' Determination.

1.5 Review of Assessments

Students should be concerned with their **ranking** within the school's course group and the relative difference between their own and other students' assessments, rather than with numerical marks. The various departments will keep students aware of their ranking on a particular task and their current cumulative ranking in the course.

After the HSC Examination the NESA will provide information to students on their relative positions in each course. No marks will be shown, simply a rank within the school group who attempted that course. If the rank assigned by the school differs **SIGNIFICANTLY** from the student's expectation, based on the information provided during the course, the student may seek a review in that course. It is also possible to have an assessment reviewed if the student believes the school did not follow procedures similar to those indicated in the assessment programme for that Course (as indicated in the course summaries which follow) or did not allocate marks according to the NESA's specification for each component, or where clerical errors in the determination of the assessment mark have occurred.

The review in November of the HSC year **will not** involve reconsideration of any teacher's marking of a student's work in any of the tasks on which the assessment has been based.



The final assessment ranking of the school within each course group will be publicised immediately after the final task in which are students are involved. Year 12 students will be notified of arrangements to obtain this information.

1.6 Putting the Assessment Programme into Perspective

Education is about the development of people, and specific skills in those people. Examinations and assessment programs are simply attempts to measure that development.

Assessment tasks should indicate how well the student has understood that section of the Syllabus to be assessed.

Syllabuses in all subjects are carefully designed to foster the development of students over a period of two years so each part of the syllabus, and each of the tasks, is important whether it is part of the assessment programme or not. Those students who complete all the work in all their courses will receive the maximum benefit in their personal growth from their two years in senior high schools. As an added bonus, those who practise in their non-assessment work, the skills that are tested in the assessment programme and the HSC Examination, will be doing all in their power to maximise the marks that finally appear on their HSC

NESA's Assessment Policy is also aimed to allow students the ability to complete tasks not used in the HSC Examination format.

1.7 HSC Course Work

The Reported Assessment of the HSC course work in each Board Developed Course studied that will be used to calculate the ATAR together with the Reported HSC examination mark. Similarly, it is only the HSC Course assessment that will appear on the student's Record of School Achievement for the HSC.

1.8 HSC Minimum Standard

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students. Students in NSW must have met a minimum standard of literacy and numeracy to receive the HSC from 2020.

To show they meet the HSC minimum standard students need to complete short online reading, writing and numeracy tests of skills for everyday life. To show they meet the standard students need to:

- achieve Level 3 or 4 in the online reading test and
- achieve Level 3 or 4 in the online writing test and
- achieve Level 3 or 4 in the online numeracy test.

Students do not need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement.

Only students who meet the HSC minimum standard will receive an HSC credential.

Some students with disability studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential.



2. School Assessment Policy

2.1 Assessment Programme

Each department in the school is expected to formulate and submit an assessment programme for each HSC course administered by that department. School-based assessment requirements for all Stage 6 Board Developed Courses (excluding VET, Life Skills and Content Endorsed Courses) are changing for Year 12 from Term 4, 2018. The number of tasks should be suitable to achieve the aims of the assessment for that course.

Each course has NESA assessment and reporting guidelines of which Christian Brother's High School Lewisham is compliant. 1 unit courses are capped at a maximum of three (3) formal tasks for HSC assessment and to include only one (1) formal examination. 2 unit courses are capped at a maximum of four (4) formal assessment tasks for HSC assessment and to include only one (1) formal examination.

2.2 Assessment Period

The assessment period should not commence before the Assessment block in Term 4 of Year 11 and should not extend beyond the end of August in Year 12. Special reasons would be required to programme assessment tasks beyond this period.

2.3 Scheduling of Assessment Tasks

Departments should distribute tasks throughout the assessment period. Approximate times of assessment tasks are given in the HSC Assessment Handbook prepared for students and their parents. Exact dates are decided upon with due consideration being given for tasks set by other departments and adequate notice of approximately four (4) weeks is to be given to students.

2.4 Central Register for Scheduling of Assessment Tasks

Individual KLA Coordinators register all assessment task dates for the academic year and display these on the school's online calendar at the commencement of the year. A maximum of two (2) assessment tasks will be allowed on any one day, other than during the Year 12 Trial HSC Examinations.

2.5 Ratio of Year 11 Marks to Year 12 Marks

In accordance with NESA's HSC Assessment Policies, while school assessment will be conducted in the Year 11 Courses, it is only the assessment for the HSC Course that will be used for the calculations of the HSC and ATAR. The exception to this is in the Mathematics' Courses that may include up to 20% (Mathematics 2 unit and Mathematics Extension 1) of Year 11 Course work in the assessment tasks of the HSC Assessment.

2.6 Marks for Individual Assessment Tasks

The marks available and the components being assessed are contained in the schedules for each course in this Student Handbook.

2.7 Recording of Assessment Marks

Each teacher is expected to keep a record of marks obtained by students in their class(es). The KLA Coordinator or Teacher in Charge of the course is required to make provision for the recording of all



assessment marks for all courses administered by their department. If records are kept on Google Docs (school based), personal devices (school owned), external hard drives (school based) or the like, hard copies of this data should also be retained at CBHS Lewisham. These should be recorded on a central mark register (Sentral).

2.8 Assessment Task Results - Feedback to Students

After each assessment task students are given the mark they obtained. The rank order in that particular assessment task should also be given.

2.9 Cumulative Ranking

Current cumulative ranking will also appear on reports to parents at the end of Term 1 in Year 12 and after the Trial HSC Examinations in Year 12.

2.10 Sufficiency of Feedback

The final assessment mark sent to NESAs is confidential. Information outlined above is sufficient and maintains the confidentiality of the final assessment mark.

2.11 Student Responsibility

Students are to be briefed on the significance of the HSC Assessment and the need to approach tasks conscientiously. The time, effort and expense of preparing a Student Handbook could be cited as evidence that the school takes the assessment programme seriously. All students are to have successfully completed NESAs All My Own Work, as mandated by NESAs, prior to commencing Stage 6.

It is the responsibility of the student to be present for, and to hand in Assessment Tasks at the required time. Students must adhere to all requirements of a HSC Assessment Task Notification including word limits, where relevant, and if specifically stated in the NESAs documentation. A ten percent (10%) leeway will be accepted with the exception of HSC assessment tasks that must adhere to NESAs documentation. Any word limit over the 10% leeway will not be read and considered in the determination of the final assessment task mark. If this is impossible for some reason (such reasons must be of an urgent nature and able to be substantiated) it is the student's responsibility to approach the Assistant Principal - Curriculum to make alternative arrangements. Repeated failure to meet assessment obligations may affect the student's eligibility for the award of the HSC should the student be deemed to receive an 'N' Determination.

2.12 Collection of Work by Teachers

At the time of giving information about the assessment task the class teacher is expected to outline the procedures for collection of the work. The teacher should keep a record of work submitted using the school Assessment Cover Sheet.

2.13 Submission of Work by Students

2.13.1 A student completing a 'hand-in' task will be required to complete an Assessment Cover Sheet confirming that the content of the task is in fact all of the student's own work and acts as a receipt that the task is handed in to the student's class teacher.



- 2.13.2 Whether the task is being submitted on time, prior to the date due or late, in all but cases of teacher absence, the task should be personally handed to the student's own class teacher of the relevant course. Students **MUST NOT** ask other teachers to place assessment tasks in pigeonholes or to pass the task on to the teacher responsible.
- 2.13.3 If a student's class teacher is absent, the task **must** be submitted to the relevant KLA Coordinator. The student should ensure that the KLA Coordinator records receipt of the task in the student's diary and signs it. The School accepts no responsibility for student's work if they do not follow these procedures. It will be assumed the assessment task has not been submitted if it cannot be located and the student did not follow procedure. Where practicable, a student should retain a paper or electronic copy of the task.
- 2.13.4 In the case of any assessment task being misplaced, the KLA Coordinator together with the Assistant Principal – Curriculum will determine whether an estimate is appropriate or the offer of the student resubmitting or re-sitting the task.
- 2.13.5 Where an assessment task has been attempted and handed up in an examination and subsequently misplaced by a teacher, that assessment task will be allocated the most appropriate estimate.

2.14 Absences from Assessment Tasks

- 2.14.1 In all cases of absence, the student must submit a medical certificate or other relevant documentation ¹* to the Assistant Principal – Curriculum before the commencement of the student's first period on the day of his return to school. The day or days of absence must be indicated on the documentation that must include all days absent from school up to and including the assessment task date until the day preceding the date of return. Undocumented absence beyond this or these dates may result in a zero mark awarded.
- 2.14.2 If a student is unable to attend or submit a particular assessment task on or by the set date of the task the Assistant Principal – Curriculum must be notified personally on or before the morning of the task or timing of the task. If the Assistant Principal – Curriculum is not available, then the documentation should be given to the Receptionist who should be asked to **date, sign** and **retain** the documentation to pass on to the Assistant Principal – Curriculum. Students are **not** to leave documentation on the Assistant Principal - Curriculum's desk or give it to another teacher.
- 2.14.3 If the absence is foreseeable, the notification should be made before the day of the task. The Assistant Principal – Curriculum can be contacted by telephone +61 2 8585 1713 or be informed by email monica.obrien@cbhslewisham.nsw.edu.au. If the Assistant Principal – Curriculum is not available, a message is to be left with the Receptionist clearly indicating that it is an **Assessment Task Absence**. This call **must** be made before 10:00 am on the day of the absence by the student, parent/carer.
- 2.14.4 Appointments made for a date of an assessment task or on the date a task is due, are not acceptable reasons for absence unless there is an emergency evidenced by acceptable

¹ Other relevant documentation includes documents such as funeral notices, police reports (in case of motor vehicle accident or other incident), hospital documentation (in case of illness of a family member), or other relevant professional (objective) documentation. Letters from family members are rarely acceptable.



documentation*. Such documentation would either be presented before the appointment if it is known, or immediately upon return to school. If it were not possible to present the documentation before the day of the task, the student or his parent/carer must telephone or email the Assistant Principal – Curriculum on the day of the appointment informing of the circumstances. Failure to comply in this regard may result in a zero determination for that Assessment task.

- 2.14.5 If a student is absent during an examination period, a student must return on the first day after expiry of the period covered by the certificate or documentation, whether they have a scheduled examination on that day or not. Upon return to school, the student is to report immediately to the Assistant Principal – Curriculum for possible rescheduling of the missed examination, should the reasons for the absence be acceptable. Failure to report immediately on the first day of return to school may result in a zero determination for that assessment task.
- 2.14.6 If a student is absent during VET work placement:
- 2.14.6.1 If the task is a 'hand in' task the student must send the task electronically to the class teacher on the due date.
 - 2.14.6.2 If task is run in-class; the student to see the Assistant Principal - Curriculum prior to departure with Illness/Misadventure Form to arrange an alternative date.
 - 2.14.6.3 Any new assessment task communicated to students while an individual is on work-placement will be sent electronically to the student's school email address.
 - 2.14.6.4 Whilst students are undertaking work placement, students must also complete all course work for all subjects during this time. Students undertaking work placement is not grounds for the submission and validity of Illness/ Misadventure Forms.
 - 2.14.6.5 Class teachers are expected to be aware of students who may be absent when information relating to assessment tasks is given out and make certain that absent students are provided with the same information on their return to school and students involved with Industry Framework work placements are not disadvantaged.
- 2.14.7 If a student has a **valid** reason for a prolonged absence that student, after completing a school based **Illness/Misadventure Form**, his assessment will not be disadvantaged because of this prolonged absence. Such a student will have their final assessment mark based on them maintaining their assessment rank achieved on the tasks that were attempted.
- 2.14.8 A student requiring Special Leave must obtain written permission from the Principal before the taking of the leave. Special leave circumstances will be determined by the Principal and the appropriate documentation will be given to the student to provide to the Assistant Principal – Curriculum before the leave is taken. The Assistant Principal – Curriculum will communicate this information with the relevant KLA Coordinator. A student will receive a zero grade for an assessment task if the student takes leave without school granted permission.

2.15 Substitute Tasks/Estimates

If a student complies with the requirements in clause 2.14 above, then they may sit a substitute assessment task or be provided with an estimate. An **estimate** would be authorised by the Principal in circumstances where the completion of a substitute task is not feasible, is unreasonable or where conditions of the



missed task are difficult to duplicate. The estimate will be based on other similar task types and will be made at the completion of the Course using NSW Education Standards Authority guidelines. The **substitute assessment task** will be held as soon as practicable upon return to school and will be organised by the relevant KLA Coordinator. This task will be similar in degree of difficulty and will assess the same course material as the original Assessment task.

2.16 Extensions

Extensions for assessment tasks will only be granted in exceptional cases and can only be granted by the Assistant Principal – Curriculum. Extensions will only be granted if the student negotiates a suitable date for submission **prior** to the timing of the assessment task.

2.17 Acceptable reasons for non-attendance at/late submission of assessment tasks

- 2.17.1 Illness on the day the task is sat/submitted. This needs to be evidenced by a medical certificate or relevant documentation. This evidence needs to be submitted to the **Assistant Principal Curriculum** on the **first** day of return to School.
- 2.17.2 Leave granted by the Principal well before the date of the assessment task.
- 2.17.3 Misadventure (accidents or extreme non-medical problems that can be documented). Documentation may include police reports, funeral notices, and major transport delays that can be verified.

2.18 Unacceptable reasons for non-attendance at/late submission of assessment tasks

- 2.18.1 Any type of computer/printer malfunction;
- 2.18.2 Early/late holidays without Principal consent;
- 2.18.3 Loss of assessment task;
- 2.18.4 Absence from school on the day an assessment task was distributed/notification given; and
- 2.18.5 An extension/permission to be absent granted by anyone other than the Assistant Principal - Curriculum.

2.19 Penalties for Late Submission of Work

Where the reason for the lateness is other than absence on the due-by date supporting documentation must be presented to the Assistant Principal – Curriculum for consideration. The task response must still be submitted, which will be marked and returned to the student with feedback. The mark, however, may not contribute to the aggregated assessment mark in that course. The following penalties will apply should an assessment task not be submitted on time, and with no acceptable supporting documentation to explain the lateness:

- 2.19.1 One school day late – 25% deduction off mark awarded.
- 2.19.2 More than one school day late – a zero mark awarded.



2.20 Examination Room and Classroom Assessment Tasks

During a HSC Assessment Task the student must NOT:

- 2.20.1 behave in any way likely to disturb the work of any other student or upset the conduct of the examination room or classroom;
- 2.20.2 speak to any person other than a teacher or supervisor during an assessment task;
- 2.20.3 attempt an assessment task in an examination room or classroom while under the influence of alcohol or drugs;
- 2.20.4 smoke, drink or eat in the examination room or classroom.

Students who do not comply with the above rules will be reported initially to the KLA Coordinator, then to the Pastoral Coordinator and the Assistant Principal - Curriculum. The penalty may be cancellation of papers for the HSC Assessment Task and the student will receive a score of zero marks for that task.

If a student is caught cheating during a HSC Assessment Task his paper will be automatically cancelled and he will receive a score of zero marks for that task. Any appeal will involve the student presenting a *viva voce* to a panel including the relevant KLA Coordinator and teacher in the Faculty together with the Assistant Principal – Curriculum.

2.21 At Home Assessment Tasks

Some HSC Assessment Tasks may be completed in the student's private study time at home. In such forms of assessment, students who submit tasks that indicate collusion will be reported initially to the KLA Coordinator, the Pastoral Coordinator and the Assistant Principal - Curriculum. The penalty for this collusion may be cancellation of papers for the HSC Assessment Task and the student will receive a score of zero marks for that task. Students involved in any form of malpractice may make appeals to the Principal.

Some students may be unsure about how much help they can be given with their assessment tasks or submitted projects. Generally speaking, it is a good idea to seek advice and feedback on a work in progress, or to discuss ideas with your teacher, your parents, your friends or a tutor. However, it is **plagiarism** if you claim someone else's work as your own, and that could have serious consequences. **Refer to NSW Education Standards Authority - Register of Malpractice.** Where a student has not acknowledged the work of another person or source and plagiarism can be proved to have occurred, that assessment task will be given a score of zero. Where a student continues to plagiarise, he may in be jeopardy of an N-award, which could have consequences for the award of the Higher School Certificate.

Any appeal will involve the student presenting a *viva voce* to a panel including the relevant KLA Coordinator and teacher in the Faculty together with the Assistant Principal – Curriculum.

2.22 Zero Awards

Zero marks may be given in the following circumstances:

- 2.22.1 A student who absents himself prior to an assessment task, without adequate reason, may be seen to actively advantage himself. If a student is absent from an assessment task and has not provided acceptable evidence to justify that absence on the first day of return to may be given a



score of zero for the particular assessment task. A student must provide a Doctor's Certificate or other pertinent documentation and complete an Illness/Misadventure Form (school-based).

- 2.22.2 A student is found to be cheating in an assessment task.
- 2.22.3 A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work.
- 2.22.4 A student has provided a false explanation for the late submission of an assessment task.
- 2.22.5 A student submits an altered medical certificate.
- 2.22.6 A student has behaved in a manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination.
- 2.22.7 A student has made a non-serious attempt at a task.
- 2.22.8 Proof by the teacher of non-submission by the student.

On any occasion where a zero mark has been awarded as a penalty, it is the responsibility of the relevant KLA Coordinator to immediately inform both the student and their parent/carer and to provide details of the circumstances that led to that result. This is done generally by a phone call home to the parent/carer and a subsequent Official Warning N-Determination Letter.

2.23 Student in Danger of an 'N' Determination

It is the responsibility of the KLA Coordinators of all departments administering HSC courses to closely monitor assessment records and give timely warning to students who are in danger of not completing tasks to the value of 50% of the total assessment mark. Warnings must be in writing and a copy kept on file at the school.

Two (2) official warnings will be made to notify students of their need to correct the outstanding assessment tasks and the timing, this will usually be within ten (10) days of the letter.

If a student fails to comply, he may be awarded a "non-satisfactory" award for that HSC Course, which may in turn, may make him ineligible for the award of the HSC

The Assistant Principal – Curriculum will generate the relevant procedures when advised by the KLA Coordinator and will file documents and monitor students across the curriculum.

The Principal, who must certify that the course has not been satisfactorily studied, must be kept informed of students who fall into this category.

2.24 Malpractice in Assessment Tasks and Examination

Malpractice includes (but is not restricted to) the following:

- 2.24.1 Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination.
- 2.24.2 Being in possession of unauthorized notes or electronic devices during a test or examination.
- 2.24.3 Paying someone to write or prepare an assessment task



- 2.24.4 Cheating in any form (including copying from another student, having someone such as a tutor complete a take home task).
- 2.24.5 Plagiarism - using the words, ideas, designs or workmanship of others without acknowledgement from the Internet, books or other sources, from another person's work, including peers.
- 2.24.6 Late submission of assessment tasks.
This may be malpractice when proven to be a deliberate mechanism to gain advantage over other students.
- 2.24.7 Submitted work may be classified as a non-serious attempt where it is frivolous or offensive. Failure to reach a level of achievement does not necessarily constitute a non-serious attempt. Where the school applies a penalty for a frivolous or offensive response, the issue should be recorded on the malpractice register.
- 2.24.8 Providing a false explanation of why work was not handed in by the TIMING.
- 2.24.9 Submitting an altered medical certificate.

If a student is deemed to be guilty of malpractice, a zero award may be given for the entire task.

If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given at the discretion of the Assistant Principal – Curriculum.

2.25 Register of Malpractice

As mandated by NESAs, all schools are required to participate in the Register of Malpractice in HSC Assessment Tasks by entering information on proven cases of malpractice in HSC assessment tasks. The Independent Commission against Corruption (ICAC) supports the implementation of this Register.

2.26 Use of Turnitin for submission of Assessment Tasks

In response to a mandatory directive from NESAs regarding the monitoring of malpractice in Assessment tasks and a second requirement that each School in NSW maintain a Register of Malpractice, Christian Brothers' High School Lewisham has employed the use of software to maintain equity in assessing students especially in the HSC year, whereby Assessment accounts for fifty percent of the HSC and in the calculation of the student's ATAR. This software is named "Turnitin".

Students in Years 7-12 will have their assessment tasks monitored to assist their training in the appropriate use of sourced material for ethical and good practice. The training in the junior years will prepare them in the expectations of society and increase their readiness for HSC Assessment.

Turnitin is an Internet-based platform for evaluating student learning. It provides a plagiarism-prevention service which checks individual documents for unoriginal content and is a deterrent to plagiarism. The results generated by Turnitin of plagiarism (expressed as a percentage) identify similarities to existing sources.

Students in Years 7-12 will be required to submit all assessment tasks (where applicable and stated on formal assessment task notifications to students) via Turnitin for teacher marking. As a result, all assessment tasks submitted by students to Turnitin for teacher marking must now have a generated score (of plagiarism) of 20% or below. The 20% leeway will ensure students are not penalised for rewriting the



assessment task question, direct quotations from sources and listed titles in the bibliography. These details will be clearly explained to all students.

All assessment policies at Christian Brothers' High School clearly state that a student who is found to have plagiarised is awarded a zero mark for the particular assessment task.

The use of Turnitin supports the NESA HSC All My Own Work program which assists Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

NESA decided to implement a Register of Malpractice in HSC Assessment Tasks in Term 4 with the 2015 HSC cohort and for all following HSC cohorts. The decision to create this new measure was initiated by ICAC investigation, which required the NESA to develop a new register for incidents of malpractice by students undertaking HSC school assessment tasks.

2.27 Parallel Classes

Parallel classes should be given the same assessment tasks and measures taken to ensure parity of marking.

2.28 Students with a disability/School-based Disability Provisions

As the occasion arises, special and appropriate provision within the spirit of the HSC Assessment Programme will be made for students with a disability.

2.29 Students Repeating Year 12

Students repeating Year 12 will not use previous year's assessment marks only the marks achieved in the repeat year. The student's assessment rank will be maintained for any tasks not attempted in Term 4, Year 11. A similar procedure will be used for students transferring from other schools for Year 12.

2.30 Scaling Procedures and Assessment Marks

Marks reported in Assessment Tasks by each department may be either all raw marks or all scaled marks and rank order will be determined on the one method used.

For the HSC, NESA is recommending that the School's final assessment marks reported to NESA are raw marks and not mapped.

2.31 Non-Discriminating or Validity of the Tests

In the event of a task not discriminating sufficiently, the marks obtained on this task must be kept. An extra task covering the same components and material, should be given and provided that the follow up task discriminates sufficiently, the two marks for each student can be averaged to obtain the mark for that assessment item. Students will be informed if a task does not discriminate.

If there is question on the validity of the task because of student involvement with malpractice, the task will be marked; the mark will be collated against all other tasks to correlate for any significant difference.

Those students who score significantly more than expected will be investigated further by the KLA Coordinator for that Course and the Assistant Principal - Curriculum. If a student has been found to engage in malpractice, he will score zero in the first instance for that task.



2.32 Distribution of NESA Results of Position within Each Board Course

At a suitable time, each student is given information concerning when such sheets will be available and details about procedure to be followed in the case of School Assessment Reviews. These are provided by NESA.

Immediately following the School's final HSC Examination in November these Assessment sheets are available through "Students Online", the day of the final HSC examinations.

2.33 Procedures for Conducting School Assessment Reviews

In the event of a student request for Assessment Review, a committee, consisting of the Assistant Principal - Curriculum, the KLA Coordinator of the Faculty in which the review has been requested, and one other KLA Coordinator, will conduct the review. The findings of this committee will be made known to the student, Principal and NESA.

2.34 Appeals to the NSW Education Standards Authority

The school accepts the responsibility of informing NESA of such appeals and providing the necessary documentation as requested by NESA. Following the result of the School Assessment Review, the student can make further Appeals to NESA.

2.35 Advice on HSC Assessment

Advice concerning HSC Assessment can be obtained from the school. In the first instance contact should be made with the KLA Coordinator of the department that administers the course. If the advice is of a more general nature, the Assistant Principal - Curriculum should be contacted.

2.36 Conduct of the Assessment Programme

The KLA Coordinator administers the Assessment Programme in each Faculty. The overall Assessment programme is monitored by the Assistant Principal – Curriculum. Should circumstances arise, a sub-committee of three (3) will be formed to deal with the particular problem or issue.

2.37 Evaluation of the Assessment Programme

Continuous evaluation of the policies, procedures and lines of communication will be carried out by the Assistant Principal - Curriculum and KLA Coordinators. Particular difficulties, which may lead to a change in school policy, will be discussed at a meeting of KLA Coordinators after staff have been made aware of the problem and asked to make their views known to their KLA Coordinator. The KLA Coordinator will, in turn, present such views at the meeting of Coordinators. The recommendation(s) of the meeting of KLA Coordinators will be communicated to the Principal for his endorsement.

2.38 Communication of Policies

This document is available on the School's Intranet.

2.38.1 *Staff:* Each teacher will be provided with an e-copy of the School Assessment Policy.

2.38.2 *Parents:* Parents will be informed of general assessment procedures at an Information Night for parents of students entering Year 11. Parents will be informed when Year 11 students are given the School's HSC Assessment Handbook and invited to peruse its contents.



2.38.3 *Students:* Year 11 students will be given a copy of the School's HSC Assessment Handbook at the start of the assessment period and will regularly receive more particulars from class teachers, KLA Coordinators and the Assistant Principal - Curriculum as the need arises.

2.39 Student Receipt of HSC Assessment Handbook

Students will either sign off or electronically have recorded their receipt of the School's HSC Assessment Handbook.



3. NESA Board Endorsed Courses

3.1 Aboriginal Studies

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	40
2. Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25
3. Research and inquiry methods, including aspects of the Major Project	20
4. Communication of information, ideas and issues in appropriate forms	15
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

ABORIGINAL STUDIES HSC COURSE ASSESSMENT SCHEDULE									
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				TOTAL %	
				1	2	3	4		
Year 11 (Term 4, 2020)									
Task 1	In Class Source Based Written Task	H1.2, H3.1, H3.2, H3.3, H4.1	Term 4 Week 7		5		10	15	
Year 12 (Term 1-3, 2021)									
Task 2	Research and Presentation Task	H2.1, H2.2, H2.3, H4.1	Term 1 Week 6	10		5	5	20	
Task 3	Major Project	H4.1, H4.2	Term 2 Week 1	15	10	15		40	
Task 4	Trial HSC Examination	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3	Term 3 Week 3-5	15	10			25	
TOTAL %				40	25	20	15	100	



HSC Course Outcomes – Aboriginal Studies

A student:

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



3.2 Ancient History

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	40
2. Historical skills in the analysis and evaluation of sources and interpretations	20
3. Historical inquiry and research	20
4. Communication of Historical understanding in appropriate forms	20
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

ANCIENT HISTORY HSC COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				TOTAL %
				1	2	3	4	
Year 11 (Term 4, 2020)								
Task 1	Research/Source Analysis Skills Task	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	Term 4 Week 8	5	5	5	5	20
Year 12 (Term 1-3, 2021)								
Task 2	Test of limited scope Sparta	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	Term 1 Week 8	10	5	5	5	25
Task 3	Research and Historical Analysis Task	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10	Term 2 Week 5	5	5	10	5	25
Task 4	Trial HSC Examination	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	Term 3 Week 3-5	20	5		5	30
TOTAL %				40	20	20	20	100



HSC Course Outcomes – Ancient History

A student:

- AH12-1** Accounts for the nature of continuity and change in the ancient world
- AH12-2** Proposes arguments about the varying causes and effects of events and developments
- AH12-3** Evaluates the role of historical features, individuals and groups in shaping the past
- AH12-4** Analyses the different perspectives of individuals and groups in their historical context
- AH12-5** Assesses the significance of historical features, people, places, events and developments of the ancient world
- 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



3.3 Biology

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	40
2. Skills in working scientifically	60
TOTAL %	100

ASSESSMENT TASKS

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

BIOLOGY HSC COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 11 (Term 4, 2020)						
Task 1	Research Assessment Task	BIO11/12-3, BIO11/12-5, BIO11/12-7, BIO 12-12	Term 4 Week 8	5	15	20
Year 12 (Term 1-3, 2021)						
Task 2	Depth Study	BIO11/12-3, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13	Term 1 Week 8	10	15	25
Task 3	Practical Assessment Task	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO12-6, BIO11/12-7, BIO12-14	Term 2 Week 8	5	20	25
Task 4	Trial HSC Examination	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	Term 3 Week 3-5	20	10	30
TOTAL %				40	60	100



HSC Course Outcomes – Biology

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



3.4 Business Studies

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	40
2. Stimulus based skills	20
3. Inquiry and research	20
4. Communication of business information, ideas and issues in appropriate forms	20
TOTAL %	100

ASSESSMENT TASKS

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

BUSINESS STUDIES HSC COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				TOTAL %
				1	2	3	4	
Year 11 (Term 4, 2020)								
Task 1	Research Task	H1, H2, H5, H7	Term 4 Week 9	5		10	5	20
Year 12 (Term 1-3, 2021)								
Task 2	Extended Response	H3, H5, H6, H7, H8, H9	Term 1 Week 8	10		10	5	25
Task 3	Case Studies Stimulus	H4, H6, H7, H8, H9, H10	Term 2 Week 5	10	10		5	25
Task 4	Trial HSC Examination	H1, H2, H3, H4, H5, H6, H8, H9, H10	Term 3 Week 3-5	15	10		5	30
TOTAL %				40	20	20	20	100



HSC Course Outcomes – Business Studies

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 business
- H6 Evaluates the effectiveness of management in the performance of business
- 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



3.5 Chemistry

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	40
2. Skills in working scientifically	60
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

CHEMISTRY HSC COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 11 (Term 4, 2020)						
Task 1	Depth Study	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-7, CH12-12	Term 4 Week 7	10	15	25
Year 12 (Term 1-3, 2021)						
Task 2	Practical Assessment Task	CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-13	Term 1 Week 9	5	20	25
Task 3	Research Task	CH11/12-3, CH11/12-5, CH11/12-7, CH12-14	Term 2 Week 7	5	15	20
Task 4	Trial HSC Examination	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH11/12-13, CH11/12-14, CH12-15	Term 3 Week 3-5	20	10	30
TOTAL %				40	60	100



HSC Course Outcomes – Chemistry

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



3.6 Economics

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	40
2. Stimulus based skills	20
3. Inquiry and research	20
4. Communication of economic information, ideas and issues	20
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

ECONOMICS HSC COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				TOTAL %
				1	2	3	4	
Year 11 (Term 4, 2020)								
Task 1	Research Task	H7, H9, H10, H11, H12	Term 4 Week 9	5	10		5	20
Year 12 (Term 1-3, 2021)								
Task 2	Extended Response	H6, H7, H8, H9, H10	Term 1 Week 9	10		10	5	25
Task 3	Case Study	H1, H2, H3, H4, H5	Term 2 Week 9	10		10	5	25
Task 4	Trial HSC Examination	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	Term 3 Week 3-5	15	10		5	30
TOTAL %				40	20	20	20	100



HSC Course Outcomes – Economics

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



3.7 Engineering Studies

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	60
2. Knowledge and skills in research, problem solving and communication related to engineering practice	40
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

ENGINEERING STUDIES HSC ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 11 (Term 4, 2020)						
Task 1	Civil Structures Topic Test	H1.1, H1.2, H2.1, H3.1, H3.3, H4.3	Term 4 Week 7	10	15	25
Year 12 (Term 1-3, 2021)						
Task 2	Transport Material Modification Research	H2.1, H3.2, H4.1, H4.2, H5.1, H6.1, H6.2	Term 1 Week 6	15	10	25
Task 3	Aeronautical Engineering Report	H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2	Term 2 Week 8	15	5	20
Task 4	HSC Trial Examination	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.1, H4.2, H4.3, H5.1, H6.1, H6.2	Term 3 Week 3-5	20	10	30
TOTAL %				60	40	100



HSC Course Outcomes – Engineering Studies

A student:

- H1.1 Describes the scope of engineering and critically analyses current innovations
- H1.2 Differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
- H2.1 Determines suitable properties, uses and applications of materials, components and processes in engineering
- H2.2 Analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
- H3.1 Demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
- H3.2 Uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
- H3.3 Develops and uses specialised techniques in the application of graphics as a communication tool
- H4.1 Investigates the extent of technological change in engineering
- H4.2 Applies knowledge of history and technological change to engineering-based problems
- H4.3 Applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
- H5.1 Works individually and in teams to solve specific engineering problems and prepare engineering reports
- H5.2 Selects and uses appropriate management and planning skills related to engineering
- H6.1 Demonstrates skills in research and problem-solving related to engineering
- H6.2 Demonstrates skills in analysis, synthesis and experimentation related to engineering



3.8 English Standard

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

MODULES	WEIGHTING %
1. Common Module Texts and Human Experiences	25
2. Module C The Craft of Writing	25
3. Module A Language, Identity & Culture	25
4. Module B Close Study of Text	25
TOTAL %	100

COURSE COMPONENTS TO BE ASSESSED ACROSS ALL MODULES	WEIGHTING %
Knowledge & understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose & context across all modes:	50
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.



**ENGLISH STANDARD
HSC COURSE ASSESSMENT SCHEDULE**

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	MODULES					COMPONENTS		
				1	2	3	4	TOTAL	KNOWLEDGE	SKILLS	TOTAL
Year 11 (Term 4, 2020)											
Task 1	Common Module – Extended Essay Response	EN12-1, EN12-3, EN12-8	Term 4, Week 8	20				20	10	10	20
Year 12 (Term 1-3, 2021)											
Task 2	Modules A/C – Listening/Viewing Task (Essay Response)	EN12-4, EN12-5, EN12-7	Term 1, Week 10		10	20		30	15	15	30
Task 3	Modules B/C – Multi-modal Presentation	EN12-2, EN12-6, EN12-9	Term 2, Week 10		10		20	30	15	15	30
Task 4	Trial HSC Examination	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	Term 3, Week 3-5	5	5	5	5	20	10	10	20
TOTAL %				25	25	25	25	100	50	50	100



HSC Course Outcomes – English Standard

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



3.9 English Advanced

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

MODULES

	WEIGHTING %
1. Common Module	25
Texts and Human Experiences	
2. Module C	25
The Craft of Writing	
3. Module A	25
Textual Conversations	
4. Module B	25
Critical Study of Literature	
TOTAL %	100

COURSE COMPONENTS TO BE ASSESSED ACROSS ALL MODULES

	WEIGHTING %
Knowledge & understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose & context across all modes:	50
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.



**ENGLISH ADVANCED
HSC ASSESSMENT SCHEDULE**

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	MODULES					COMPONENTS		
				1	2	3	4	TOTAL %	KNOWLEDGE	SKILLS	TOTAL %
Year 11 (Term 4, 2020)											
Task 1	Common Module – Extended Essay Response	EA12-1, EA12-3, EA12-8	Term 4, Week 8	20				20	10	10	20
Year 12 (Term 1-3, 2021)											
Task 2	Modules A/C – Listening/Viewing Task (Essay Response)	EA12-4, EA12-5, EA12-7	Term 1, Week 10		10	20		30	15	15	30
Task 3	Modules B/C – Multi-modal Presentation	EA12-2, EA12-6, EA12-9	Term 2, Week 10		10		20	30	15	15	30
Task 4	Trial HSC Examination	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	Term 3, Week 3-5	5	5	5	5	20	10	10	20
TOTAL %				25	25	25	25	100	50	50	100



HSC Course Outcomes – English Advanced

A student:

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



3.10 English Extension 1

COURSE UNITS: 1 unit

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS		WEIGHTING %
1.	Knowledge and understanding of complex texts and how and why they are valued	50
2.	Skills in complex analysis, sustained composition and independent investigation	50
TOTAL %		100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

ENGLISH EXTENSION 1 HSC COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 12 (Term 1-3, 2021)						
Task 1	Creative Portfolio Task	EE12-1, EE12-2, EE12-3	Term 1 Week 5	10	20	30
Task 2	Critical Extended Response	EE12-1, EE12-4, EE12-5	Term 2 Week 6	20	20	40
Task 3	Trial HSC Examination	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	Term 3 Week 3-5	10	10	30
TOTAL %				50	50	100



HSC Course Outcomes – English Extension 1

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



3.11 English Extension 2

COURSE UNITS: 1 unit

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Skills in extensive independent investigation	50
2. Skills in sustained composition appropriate to purpose, audience & form	50
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

ENGLISH EXTENSION 2 HSC COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 12 (Term 1-3, 2021)						
Task 1	Viva voce addressing the proposal for the Major Work	EEX12-1, EEX12-4	Term 1 Week 5	20	10	30
Task 2	Literature Review Outlining the impact of independent investigation on the development of the Major Work	EEX12-1, EEX12-3, EEX12-4	Term 2 Week 8	20	20	40
Task 3	Critique of Creative Process Including personal reflection of development of Major Work	EEX12-5, EEX12-3, EEX12-2	Term 3 Week 4	10	20	30
TOTAL %				50	50	100



HSC Course Outcomes – English Extension 2

A student:

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



3.12 English Studies

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS		WEIGHTING %
1.	Knowledge and understanding of course content	50
2.	Skills in comprehending text, communicating ideas, and using language accurately, appropriately and effectively.	50
TOTAL %		100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

ENGLISH STUDIES HSC ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 11 (Term 4, 2020)						
Task 1	Common Module Extended Essay Response	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8, ES12-9, ES12-10	Term 4 Week 8	10	10	20
Year 12 (Term 1-3, 2021)						
Task 2	Reading/Writing	ES12-1, ES12-2, ES12-3, ES12-4	Term 1 Week 7	15	10	25
Task 3	Multi-modal presentation <i>Listening/Speaking Task</i>	ES12-1, ES12-4, ES12-5, ES12-6	Term 2 Week 9	10	15	25
Task 4	Portfolio Task Collection of Student Writing	ES12-7, ES12-8, ES12-9, ES12-10	Term 3 Week 1	15	15	30
TOTAL %				50	50	100



HSC Course Outcomes – English Studies

A student:

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



3.13 Geography

COURSE UNITS: 1 unit

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	40
2. Geographical tools and skills	20
3. Geographical inquiry and research, including fieldwork	20
4. Communication of geographical information, ideas and issues in appropriate forms	20
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

GEOGRAPHY HSC COURSE ASSESSMENT SCHEDULE									
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				TOTAL %	
				1	2	3	4		
Year 11 (Term 4, 2020)									
Task 1	Research and response	H1, H2, H3, H5, H6, H8, H9, H10, H12, H13	Term 4 Week 8	5	5	5	5	20	
Year 12 (Term 1-3, 2021)									
Task 2	Fieldwork report and Evaluation	H1, H2, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13	Term 1 Week 9	10	5	5	5	25	
Task 3	Skill and Stimulus Test	H1, H2, H4, H5, H6, H8, H9, H10, H11, H12, H13	Term 2 Week 6	5	5	10	5	25	
Task 4	Trial HSC Examination	H1, H2, H3, H4, H5, H6, H8, H9, H10, H11, H12, H13	Term 3 Week 4	20	5		5	30	
TOTAL %				40	20	20	20	100	



HSC Course Outcomes – Geography

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



3.14 History Extension

COURSE UNITS: 1 unit

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of significant historiographical ideas and processes	40
2. Skills in designing, undertaking and communicating historical inquiry and analysis	60
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

HISTORY EXTENSION HSC COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 12 (Term 1-3, 2021)						
Task 1	Historical Process	HE12-2, HE12-3, HE12-4	Term 4 Week 7	10	20	30
Task 2	History Project	HE12-1, HE12-2, HE12-3, HE12-4	Term 3 Week 1	10	30	40
Task 3	Trial HSC Examination	HE12-1, HE12-3, HE12-4	Term 3 Week 3-5	20	10	30
TOTAL %				40	60	100



HSC Course Outcomes – History Extension

A student:

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



3.15 Industrial Technology

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	40
2. Knowledge and skills in the design, management, communication and production of a major project	60
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

INDUSTRIAL TECHNOLOGY HSC ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 11 (Term 4, 2020)						
Task 1	Designing and Planning of Major Work	H3.1, H3.2, H3.3, H5.1	Term 4 Week 7	5	15	20
Year 12 (Term 1-3, 2021)						
Task 2	Major Project Analysis	H3.2, H4.2, H4.3, H5.2, H6.1	Term 1 Week 7	10	15	25
Task 3	Project Development and Management of Major Project	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	Term 2 Week 8	10	20	30
Task 4	Trial HSC Examination	H1.1, H1.2, H1.3, H2.1, H3.1, H4.3, H5.1, H6.1, H6.2, H7.1, H7.2	Term 3 Week 3-5	15	10	25
TOTAL %				40	60	100



HSC Course Outcomes – Industrial Technology

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 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



3.16 Information Processes and Technology

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	60
2. Knowledge and skills in the design and development of information systems	40
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

INFORMATION PROCESSES & TECHNOLOGY HSC ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 11 (Term 4, 2020)						
Task 1	Communications Systems Research Task	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.2	Term 4 Week 6	10	10	20
Year 12 (Term 1-3, 2021)						
Task 2	Group Information Systems Project	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	Term 1 Week 9	10	10	20
Task 3	Practical Task: Multimedia Systems Project	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.2	Term 2 Week 10	15	15	30
Task 4	Trial HSC Examination	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	Term 3 Week 3-5	25	5	30
TOTAL %				60	40	100



HSC Course Outcomes – Information Processes and Technology

A student:

- H1.1** Applies and explains an understanding of the nature and function of information technologies to a specific practical situation.
- H1.2** Explains and justifies the way in which information systems relate to information processes in a specific context.
- H2.1** Analyses and describes a system in terms of the information processes involved.
- H2.2** Develops and explains solutions for an identified need which address all of the information processes.
- H3.1** Evaluates and discusses the effect of information systems on the individual, society and the environment.
- H3.2** Demonstrates and explains ethical practice in the use of information systems, technologies and processes.
- H4.1** Proposes and justifies ways in which information systems will meet emerging needs.
- H5.1** Justifies the selection and use of appropriate resources and tools to effectively develop and manage projects.
- H5.2** Assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices.
- H6.1** Analyses situations, identifies a need, proposes and then develops solutions.
- H6.2** Selects, justifies and applies methodical approaches to planning, designing or implementing solutions.
- H7.1** Implements and explains effective management techniques.
- H7.2** Uses methods to thoroughly document the development of individual and team projects.



3.17 Italian Beginners

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Listening	30
2. Reading	30
3. Speaking	20
4. Writing	20
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

ITALIAN BEGINNERS HSC COURSE ASSESSMENT SCHEDULE								
TASK NO	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				TOTAL %
				1	2	3	4	
Year 11 (Term 4, 2020)								
Task 1	Response to written texts and composing written text in Italian	1.1, 1.2, 1.3 2.1, 2.2, 2.5, 2.6 3.1, 3.2, 3.3, 3.4	Term 4 Week 8		20		10	30
Year 12 (Term 1-3, 2021)								
Task 2	Response to spoken text/oral interaction	1.1, 1.2, 1.3 2.1, 2.3, 2.4 3.1, 3.2, 3.3, 3.4	Term 1 Week 9	20		10		30
Task 3	Trial HSC Examination Written	1.1, 1.2, 1.3 2.1, 2.3, 2.4 3.1, 3.2, 3.3, 3.4	Term 3 Week 3-5	10	10		10	30
Task 4	Trial HSC Examination Oral Interaction	1.1, 1.2, 1.3, 1.4 2.1 3.1, 3.2, 3.3, 3.4	Term 3 Week 3-5			10		10
TOTAL %				30	30	20	20	100



HSC Course Outcomes – Italian Beginners

A student:

Interacting

- 1.1 Establishes and maintains communication in Italian
- 1.2 Manipulates linguistic structures to express ideas effectively in Italian
- 1.3 Sequences ideas and information
- 1.4 Applies knowledge of the culture of Italian-speaking communities to interact appropriately

Understanding Texts

- 2.1 Understands and interprets information in texts using a range of strategies
- 2.2 Conveys the gist of and identifies specific information in texts
- 2.3 Summarises the main points of a text
- 2.4 Draws conclusions from or justifies an opinion about a text
- 2.5 Identifies the purpose, context and audience of a text
- 2.6 Identifies and explains aspects of the culture of Italian-speaking communities in texts

Producing Texts

- 3.1 Produces texts appropriate to audience, purpose and context
- 3.2 Structures and sequences ideas and information
- 3.3 Applies knowledge of diverse linguistic structures to convey information and express original ideas in Italian
- 3.4 Applies knowledge of the culture of Italian-speaking communities to the production of texts.



3.18 Italian Continuers

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Listening	30
2. Reading	30
3. Speaking	20
4. Writing	20
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

ITALIAN CONTINUERS HSC COURSE ASSESSMENT SCHEDULE								
TASK NO	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				TOTAL %
				1	2	3	4	
Year 11 (Term 4, 2020)								
Task 1	Response to written texts and composing written text in Italian	2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	Term 4 Week 8		20		10	30
Year 12 (Term 1-3, 2021)								
Task 2	Response to spoken text/oral interaction	1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.4, 3.5, 3.6	Term 1 Week 9	20		10		30
Task 3	Trial HSC Examination Oral Interaction	1.1, 1.2, 1.3, 1.4 4.1, 4.2, 4.3	Term 3 Week 2-3			10		10
Task 4	Trial HSC Examination Written	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Term 3 Week 3-5	10	10		10	30
TOTAL %				30	30	20	20	100



HSC Course Outcomes – Italian Continuers

A student:

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

written or spoken text created by students incorporating their own ideas



3.19 Italian Extension

COURSE UNITS: 1 unit

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Speaking	20
2. Text Analysis	40
3. Writing	40
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

ITALIAN EXTENSION HSC COURSE ASSESSMENT SCHEDULE							
TASK NO.	TASK TYPE	OUTCOMES	DATE	COMPONENTS			TOTAL %
				1	2	3	
YEAR 12 (TERM 1-3, 2021)							
Task 1	Analysis of prescribed text	1.1, 1.2	Term 1 Week 8		15	15	30
Task 2	Personal response to prescribed text and discussion on prescribed issue	1.1, 1.2 2.1, 2.2, 2.3	Term 2 Week 7	10	15	15	40
Task 3	Trial HSC Examination	1.1, 1.2 2.1, 2.2, 2.3	Term 3 Week 3-5	10	10	10	30
TOTAL %				20	40	40	100



HSC Course Outcomes – Italian Extension

A student:

- 1.1 Discusses attitudes, opinions and ideas in Italian
- 1.2 Formulates and justifies a written or spoken argument in Italian
- 2.1 Evaluates and responds to text personally, creatively and critically
- 2.2 Analyses how meaning is conveyed
- 2.3 Analyses the social, political cultural and/or literary contexts of text that is in Italian



3.20 Legal Studies

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	40
2. Analysis and evaluation	20
3. Inquiry and research	20
4. Communication of legal information, issues and ideas in appropriate forms	20
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

LEGAL STUDIES HSC COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				TOTAL %
				1	2	3	4	
Year 11 (Term 4, 2020)								
Task 1	Research	H1, H2, H3, H4	Term 4 Week 8	5		10	5	20
Year 12 (Term 1-3, 2021)								
Task 2	Essay	H6, H7, H8, H9, H10	Term 1 Week 7	10	10		5	25
Task 3	Research	H6, H7, H8, H9, H10	Term 2 Week 5	10		10	5	25
Task 4	Trial HSC Examination	H5, H6, H7	Term 3 Week 3-5	15	10		5	30
TOTAL %				40	20	20	20	100



HSC Course Outcomes – Legal Studies

A student:

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



3.21 Mathematics Standard 1

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Understanding, fluency and communication	50
2. Problem solving, reasoning and justification	50
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

MATHEMATICS STANDARD 1 HSC COURSE ASSESSMENT SCHEDULE						
TASK NO	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 12 (Term 4, 2020)						
Task 1	Test of limited scope (open book)	MS1-12-3, MS1-12-4, MS1-12-8, MS1-12-10	Term 4 Week 7	15	5	20
Year 12 (Term 1-3, 2021)						
Task 2	Assignment + follow up task	MS1-12-5, MS1-12-9, MS1-12-10	Term 1 Week 9	10	20	30
Task 3	Test of limited scope	MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-6, MS1-12-10	Term 2 Week 6	10	10	20
Task 4	Trial HSC Examination	*MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10 MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	Term 3 Week 3-5	15	15	30
TOTAL %				50	50	100

* The examination will be based on the Mathematics Standard 1 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Standard Year 11 course content notated by \diamond will be assumed knowledge for this examination and may be examined.



HSC Course Outcomes – Mathematics Standard 1

A student:

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

Year 11 Course Outcomes – Mathematics Standard 1

A student:

- MS11-1** Uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2** Represents information in symbolic, graphical and tabular form
- MS11-3** Solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4** Performs calculations in relation to two-dimensional figures
- MS11-5** Models relevant financial situations using appropriate tools
- MS11-6** Makes predictions about everyday situations based on simple mathematical models
- MS11-7** Develops and carries out simple statistical processes to answer questions posed
- MS11-8** Solves probability problems involving multistage events
- MS11-9** Uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10** Justifies a response to a given problem using appropriate mathematical terminology and/or calculations



3.22 Mathematics Standard 2

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Understanding, fluency and communication	50
2. Problem solving, reasoning and justification	50
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

MATHEMATICS STANDARD 2 HSC COURSE ASSESSMENT SCHEDULE						
TASK NO	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 11 (Term 4, 2020)						
Task 1	Test of limited scope	MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-10	Term 4 Week 7	15	5	20
Year 12 (Term 1-3, 2021)						
Task 2	Assignment + follow up task	MS2-12-5, MS2-12-9, MS2-12-10	Term 1 Week 9	10	20	30
Task 3	Test of limited scope	MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7	Term 2 Week 6	10	10	20
Task 4	Trial HSC Examination	*MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10 MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	Term 3 Week 3-5	15	15	30
TOTAL %				50	50	100

*The examination will be based on the Mathematics Standard 2 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Standard Year 11 course will be assumed knowledge for this examination and may be examined.



HSC Outcomes – Mathematics Standard 2

A student:

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

Year 11 Outcomes – Mathematics Standard 2

A student:

- MS11-1** Uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2** Represents information in symbolic, graphical and tabular form
- MS11-3** Solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4** Performs calculations in relation to two-dimensional figures
- MS11-5** Models relevant financial situations using appropriate tools
- MS11-6** Makes predictions about everyday situations based on simple mathematical models
- MS11-7** Develops and carries out simple statistical processes to answer questions posed
- MS11-8** Solves probability problems involving multistage events
- MS11-9** Uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10** Justifies a response to a given problem using appropriate mathematical terminology and/or calculations



3.23 Mathematics Advanced

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Understanding, fluency and communication	50
2. Problem-solving, reasoning and justification	50
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

MATHEMATICS ADVANCED HSC COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 11 (Term 4, 2020)						
Task 1	Test of limited scope	MA12-1, MA12-2, MA12-4, MA12-10	Term 4 Week 8	13	12	25
Year 12 (Term 1-3, 2021)						
Task 2	Test of limited scope	MA12-1, MA12-3, MA12-5, MA12-6, MA12-10	Term 1 Week 9	12	13	25
Task 3	Investigation	MA12-1, MA12-5, MA12-9, MA12-10	Term 2 Week 6	10	10	20
Task 4	Trial HSC Examination	*MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9 MA2-12-1, MA2-12-2, MA2-12-3, MA2-12-4, MA2-12-5, MA2-12-6, MA2-12-7, MA2-12-8, MA2-12-9, MA2-12-10	Term 3 Week 3-5	15	15	30
TOTAL %				50	50	100

*Up to 20% of the internal assessment mark submitted to NESAs for the Mathematics course may be based on the Year 11 course.



HSC Course Outcomes – Mathematics Advanced

A student:

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

Year 11 Course Outcomes – Mathematics Advanced

A student:

- MA11-1** Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2** Uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3** Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4** Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5** Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6** Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7** Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8** Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9** Provides reasoning to support conclusions which are appropriate to the context



3.24 Mathematics Extension 1

COURSE UNITS: 1 unit

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Understanding, fluency and communication	50
2. Problem-solving, reasoning and justification	50
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

MATHEMATICS EXTENSION 1 HSC COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 11 (Term 4, 2020)						
Task 1	Test of limited scope	ME12-1, ME12-2, ME12-7	Term 4 Week 7	13	12	25
Year 12 (Term 1-3, 2021)						
Task 2	Test of limited scope	ME12-1, ME12-3, ME12-4, ME12-6, ME12-7	Term 1 Week 9	12	13	25
Task 3	Investigation	ME12-2, ME12-6, ME12-7	Term 2 Week 6	10	10	20
Task 4	Trial HSC Examination	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7 ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	Term 3 Week 3-5	15	15	30
TOTAL %				50	50	100

Formal school-based assessment in this course should focus on the course objectives and the Year 12 outcomes. The Year 11 course is an assumed knowledge and may be assessed.



HSC Course Outcomes – Mathematics Extension 1

A student:

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

Year 11 Course Outcomes – Mathematics Extension 1

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



3.25 Mathematics Extension 2

COURSE UNITS: 1 unit

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Understanding, fluency and communication	50
2. Problem-solving, reasoning and justification	50
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

MATHEMATICS EXTENSION 2 HSC COURSE ASSESSMENT SCHEDULE						
TASK NO	TASK TYPE	OUTCOMES	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 11 (Term 4, 2020)						
Task 1	Test of limited scope	MEX12-1, MEX12-4, MEX12-7, MEX12-8	Term 4 Week 8	13	12	25
Year 12 (Term 1-3, 2021)						
Task 2	Test of limited scope	MEX12-1, MEX12-2, MEX12-3, MEX12-7, MEX12-8	Term 1 Week 10	12	13	25
Task 3	Investigation	MEX12-1, MEX12-3, MEX12-7, MEX12-8	Term 2 Week 7	10	10	20
Task 4	Trial HSC Examination	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	Term 3 Week 3-5	15	15	30
TOTAL %				50	50	100



HSC Course Outcomes – Mathematics Extension 2

A student:

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



3.26 Modern History

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	40
2. Historical skills in the analysis and evaluation of sources and interpretations	20
3. Historical inquiry and research	20
4. Communication of historical understanding in appropriate forms	20
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

MODERN HISTORY HSC COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				TOTAL %
				1	2	3	4	
Year 11 (Term 4, 2020)								
Task 1	Source based skills task	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	Term 4 Week 8	10	10		5	25
Year 12 (Term 1-3, 2021)								
Task 2	Test of limited scope	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	Term 1 Week 7	10		10		20
Task 3	Historical Analysis task	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	Term 2 Week 4	10		10	5	25
Task 4	Trial HSC Examination	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	Term 3 Week 3-5	10	10		10	30
TOTAL %				40	20	20	20	100



HSC Course Outcomes – Modern History

A student:

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



3.27 Music 1

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS		WEIGHTING %
1.	Core	55
	(A) Performance (10)	
	(B) Composition (10)	
	(C) Musicology (10)	
	(D) Aural (25)	
2.	Electives	45
	(A) Performance and/or (15)	
	(B) Composition and/or (15)	
	(C) Musicology (15)	
TOTAL %		100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

MUSIC 1 HSC COURSE ASSESSMENT SCHEDULE											
TASK NO	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS							TOTAL %
				1A	1B	1C	1D	2A	2B	2C	
Year 11 (Term 4, 2020)											
Task 1	Composition and Aural Analysis	H3, H4, H5, H7, H8, H10	Term 4 Week 9		10		15				25
Year 12 (Term 1-3, 2021)											
Task 2	Performance and viva voce	H1, H2, H4, H5, H6, H9, H11	Term 1 Week 9	5		10					15
Task 3	Electives 1, 2 and 3	H1, H2, H3, H4, H5, H6, H7, H8	Term 2 Week 9					10	10	10	30
Task 4	Trial HSC Examination	H1, H2, H3, H4, H5, H6, H7, H8, H9	Term 3 Week 3-5	5			10	5	5	5	30
TOTAL %				10	10	10	25	15	15	15	100



HSC Course Outcomes – Music 1

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

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



3.28 Music 2

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Performance	20
2. Composition	20
3. Musicology	20
4. Aural	20
5. Elective	20
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

MUSIC 2 HSC COURSE ASSESSMENT SCHEDULE									
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS					TOTAL %
				1	2	3	4	5	
Year 12 (Term 1-3, 2021)									
Task 1	Core Composition	H2, H3, H4, H5, H7, H8, H9, H11	Term 1 Week 10		20	10			30
Task 2	Core Performance and Sight Singing	H1, H6, H8, H9, H10, H11, H12	Term 2 Week 2	20					20
Task 3	Elective	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12	Term 2 Week 10					20	20
Task 4	Trial HSC Examination (Aural)	H2, H5, H6, H7, H9	Term 3 Week 3-5			10	20		30
TOTAL %				20	20	20	20	20	100



HSC Course Outcomes – Music 2

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

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



3.29 Personal Development, Health and Physical Education

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	40
2. Skills in critical thinking, research, analysing and communicating	60
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION HSC COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 11 (Term 4, 2020)						
Task 1	Research Task	H8, H13, H16, H17	Term 4 Week 7	10	10	20
Year 12 (Term 1-3, 2021)						
Task 2	Case Study	H7, H8, H9, H10, H11, H16, H17	Term 1 Week 7	10	15	25
Task 3	Presentation	H1, H2, H3, H4, H5, H14, H15, H16	Term 2 Week 7	10	15	25
Task 4	Trial HSC Examination	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	Term 3 Week 3-5	10	20	30
TOTAL %				40	60	100

*HSC outcomes H6 and H12 are not assessed due to CBHS Lewisham studying Options 3 and 4 in the Syllabus.



HSC Course Outcomes – Personal Development, Health and Physical Education

A student:

- H1 Describes the nature and justifies the choice of Australia's health priorities
- H2 Analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 Analyses the determinants of health and health inequities
- H4 Argues the case for the health promotion based on the Ottawa Charter
- H5 Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- *H6 Demonstrates a range of personal health skills that enables them to promote and maintain health
- H7 Explains the relationship between physiology and movement potential
- H8 Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 Explains how movement skill is acquired and appraised
- H10 Designs and implements training plans to improve performance
- H11 Designs psychological strategies and nutritional plans in response to individual performance needs
- *H12 Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport
- H13 Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14 Argues the benefits of health-promoting actions and choices that promote social justice
- H15 Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 Devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

*HSC outcomes H6 and H12 are not assessed due to CBHS Lewisham studying Options 3 and 4 in the Syllabus.



3.30 Physics

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS		WEIGHTING %
1.	Knowledge and understanding of course content	40
2.	Skills in working scientifically	60
TOTAL %		100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

PHYSICS HSC COURSE ASSESSMENT SCHEDULE						
TASK NO	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 11 (Term 4, 2020)						
Task 1	Practical Examination	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12	Term 4 Week 6	5	20	25
Year 12 (Term 1-3, 2021)						
Task 2	Depth Study	PH11/12-1, PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-7, PH12-13	Term 1 Week 8	10	15	25
Task 3	Research Task	PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH12-14	Term 2 Week 8	5	15	20
Task 4	Trial HSC Examination	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12, PH12-13, PH12-14, PH12-15	Term 3 Week 3-5	20	10	30
TOTAL %				40	60	100



HSC Course Outcomes – Physics

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



3.31 Software Design and Development

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	50
2. Knowledge and skills in the design and development of software solutions	50
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

SOFTWARE DESIGN & DEVELOPMENT HSC COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 11 (Term 4, 2020)						
Task 1	Project Module 1 <i>Journal & Intentions</i>	H3.1, H4.1, H5.1	Term 4 Week 6	10	10	20
Year 12 (Term 1-3, 2021)						
Task 2	Project Module 2 <i>Progress Report</i>	H1.1, H1.3, H4.2, H4.3, H5.3	Term 1 Week 6	10	10	20
Task 3	Project Presentation	H1.2, H3.2, H4.2, H4.3, H6.3, H6.4	Term 2 Week 10	15	15	30
Task 4	Trial HSC Examination	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.1, H6.2, H6.3, H6.4	Term 3 Week 3-5	15	15	30
TOTAL %				50	50	100



HSC Course Outcomes – Software Design and Development

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 Describes the historical development of different language types
- H2.2 Explains the relationship 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 relationship between the roles of people involved in the software development cycle
- H6.2 Communicates the processes involved in a software solution to an inexperienced user
- H6.3 Uses a collaborative approach during the software development cycle
- H6.4 Develops effective user interfaces, in consultation with appropriate people



3.32 Sport, Lifestyle and Recreation Studies

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	50
2. Skills	50
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

SPORT, LIFESTYLE AND RECREATION STUDIES HSC COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 11 (Term 4, 2020)						
Task 1	Practical Sports Coaching	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	Term 4 Week 6	10	15	25
Year 12 (Term 1-3, 2021)						
Task 2	Research Task	1.5, 2.3, 3.5, 4.3	Term 1 Week 6	15	10	25
Task 3	Case Study	1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.4	Term 2 Week 8	10	15	25
Task 4	Trial HSC Examination	1.1, 1.3, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5	Term 3 Week 3-5	15	10	25
TOTAL %				50	50	100

HSC outcomes 1.2, 1.4, 2.4, 3.4, 3.6 and 3.7 are not assessed due to CBHS Lewisham studying from the Syllabus the following modules: Module 2: Athletics, Module 7: Games and Sports Applications II, Module 9: Healthy Lifestyle and Module 15: Sports Coaching and Training.



HSC Course Outcomes – Sport, Lifestyle and Recreation Studies

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

*HSC outcomes 1.2, 1.4, 2.4, 3.4, 3.6 and 3.7 are not assessed due to CBHS Lewisham studying from the Syllabus the following modules: Module 2: Athletics, Module 7: Games and Sports Applications II, Module 9: Healthy Lifestyle and Module 15: Sports Coaching and Training.



3.33 Studies in Catholic Thought

COURSE UNITS: 1 unit

ASSESSMENT COMMENCES: Year 12, 2021

COMPONENTS		WEIGHTING %
1.	Knowledge and understanding of course content	40
2.	Religious skills in: <ul style="list-style-type: none"> • Using Scripture and Catholic Church documents • Analysis, synthesis and evaluation based on evidence from theology, philosophy, Scripture and other relevant sources 	20
3.	Inquiry and research skills	20
4.	Communication of religious ideas and understanding in appropriate forms	20
TOTAL %		100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

STUDIES IN CATHOLIC THOUGHT HSC COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				TOTAL %
				1	2	3	4	
Year 12 (Term 1-3, 2021)								
Task 1	Research task	SCT12-1, SCT12-2, SCT12-7, SCT12-10	Term 1 Week 8		10	10	10	30
Task 2	ICT Task	SCT12-3, SCT12-4, SCT12-5, SCT12-8, SCT12-9	Term 2 Week 8	10		10	10	30
Task 3	Yearly Examination	SCT12-1, SCT12-5, SCT12-6, SCT12-10	Term 3 Week 9-10	30	10			40
TOTAL %				40	20	20	20	100



HSC Course Outcomes – Studies in Catholic Thought

A student:

Knowledge and Understanding

- SCT12-1** Analyses how Scripture and other relevant Church documents, with the integration of faith and reason, continues to guide the Church.
- SCT12-2** Describes the theology of the principle teachings and philosophy of the Catholic Church and key developments over time, which have shaped the Church's response to a range of issues.
- SCT12-3** Describes the significance of historical features and developments of the Catholic Church with reference to key people and issues.
- SCT12-4** Explains the contributions of the Catholic tradition to the understanding of what is good, true and beautiful in society, using a range of examples.
- SCT12-5** Analyses the role of the Catholic Church in guiding believers in facing the challenges of society.

Religious Skills

- SCT12-6** Synthesises and interprets a range of writings including Scripture and Church documents that inform Catholic theology
- SCT12-7** Explains and evaluates developments in theological and philosophical traditions of the Catholic Church to support a religious understanding
- SCT12-8** Explains and evaluates the human expression of Catholic faith in culture.

Skills

- SCT12-9** Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources
- SCT12-10** Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms



3.34 Studies of Religion I

COURSE UNITS: 1 unit

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	40
2. Source based skills	20
3. Investigation and research	20
4. Communication of information, ideas and issues in appropriate forms	20
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

STUDIES OF RELIGION I HSC ASSESSMENT SCHEDULE									
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				TOTAL %	
				1	2	3	4		
Year 12 (Term 1-3, 2021)									
Task 1	Part A - Portfolio of Work	H3, H4, H5, H6, H7, H8, H9	Term 1 Week 8	10	10	10	10	40	
	Part B - In-class task		Term 1 Week 10						
Task 2	Research In-class extended response	H1, H2, H4, H6, H7, H9	Term 2 Week 8	10		10	10	30	
Task 3	Trial HSC Examination	H1, H2, H3, H4, H5, H8, H9	Term 3 Week 3-5	20	10			30	
TOTAL %				40	20	20	20	100	



HSC Course Outcomes – Studies of Religion I

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



3.35 Studies of Religion II

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	40
2. Source-based Skills	20
3. Investigation and research	20
4. Communication of information, ideas and issues in appropriate forms	20
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

STUDIES OF RELIGION II HSC COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				TOTAL %
				1	2	3	4	
Year 11 (Term 4, 2020)								
Task 1	Part A – Research	H1, H2, H4, H6, H7, H9	Term 4 Week 5	10	5	10		25
	Part B - In-class extended response		Term 4 Week 7					
Year 12 (Term 1-3, 2021)								
Task 2	Part A - Portfolio of Work	H3, H4, H5, H6, H7, H8, H9	Term 1 Week 8	10	5	10	5	30
	Part B - In-class task		Term 1 Week 10					
Task 3	Unseen In-class extended response	H1, H2, H4, H9	Term 2 Week 8	10	5		5	20
Task 4	Trial HSC Examination	H1, H2, H3, H4, H5, H8, H9	Term 3 Week 3-5	10	5		10	25
TOTAL %				40	20	20	20	100



HSC Course Outcomes – Studies of Religion II

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



3.36 Visual Arts

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS		WEIGHTING %
1.	Artmaking Knowledge, understanding and skills of course content: <ul style="list-style-type: none"> • Practice • Conceptual Framework • Frames 	50
2.	Art Criticism and Art History Knowledge, understanding and skills of course content: <ul style="list-style-type: none"> • Practice • Conceptual Framework • Frames 	50
TOTAL %		100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

VISUAL ARTS HSC COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 12 (Term 1-3, 2021)						
Task 1	Case Study Research Essay	H7, H9, H10	Term 1 Week 3		20	20
Task 2	Body of Work Presentation	H1, H2, H3, H4	Term 1 Week 9	20		20
Task 3	Body of Work Progress Review Case Study Research Essay	H1, H2, H3, H4, H5 H7, H9, H10	Term 2 Week 9	15	15	30
Task 4	Trial HSC Examination: Written Exam & Final submission of Body of Work and Visual Arts Process Diary	H4, H5, H6, H7, H8, H9, H10	Term 3 Week 3-5	15	15	30
TOTAL %				50	50	100



HSC Course Outcomes – Visual Arts

A student:

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



3.37 Hospitality (VET Curriculum Framework) Certificate II in Kitchen Operations – SIT20416

COMPONENTS		WEIGHTING %
1.	Mid-Course Examination	40
2.	Trial HSC Examination	60
TOTAL %		100

Assessment Tasks

A summary of the assessment plan to form a basis for an *Estimate* for this course is outlined below.

Competencies being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

HOSPITALITY ESTIMATE SCHEDULE						
TASK NO.	NATURE OF TASK	COMPETENCIES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 12 (Term 1-3, 2021)						
Task 6	Mid-Course Examination	SITHCCC005 BSBWOR203 SITHIND002	Term 1 Week 9-10	40		40
Task 10	Trial HSC Examination	SITXFSA001 SITXWHS001 SITHCCC005 SITHKOP001 BSBWOR203 SITHCCC001 SITHIND002 SITXFSA002	Term 3 Week 3-5		60	60
TOTAL %				40	60	100
The estimate will be used if a student has an illness/misadventure appeal upheld at the HSC						



COMPETENCY TASK SCHEDULE

TASK NO.	NATURE OF TASK	COMPETENCIES ASSESSED	UNIT DESCRIPTION	TIMING
Task 4	Digital Folio/Practical	BSBSUS201	Participate in environmentally sustainable work practices	Term 4 Week 5
Task 5a and Task 5b	Staff three course lunch and digital folio	SITHCCC005 SITXINV002	Prepare dishes using basic methods of cookery Maintain the quality of perishable items	Term 1 Week 5-6
Task 7	Digital Folio Task	SITHIND002	Source and use information on the hospitality industry	Term 1 Week 8
Task 8	Appetisers and Salads practical and digital folio	SITHCCC006 SITXFSA002	Prepare appetisers and salads Participate in Safe Food Handling Practices	Term 2 Week 8-10
Task 9	Working in the Hospitality Industry Digital Folio Task	SITHCCC011	Use cookery skills effectively	Term 3 Week 7
<p>Hospitality is a competency based course. You will be required to undertake other tasks in order for these competencies to be assessed and recorded in your competency register. Tasks, units and codes are subject to change due to ASQA course upgrade requirements.</p>				



4. NESA Content Endorsed Courses

4.1 Marine Studies

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS		WEIGHTING %
1.	Core <ul style="list-style-type: none"> Knowledge and understanding 	40
2.	Modules <ul style="list-style-type: none"> Knowledge and understanding Skill outcomes and content 	60
TOTAL %		100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

MARINE STUDIES HSC COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 11 (Term 4, 2020)						
Task 1	Practical Investigation	1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 5.1, 5.3	Term 4 Week 6	10	15	25
Year 12 (Term 1-3, 2021)						
Task 2	Test	1.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	Term 1 Week 8	10	15	25
Task 3	Research Task	1.1, 1.2, 2.1, 3.1, 2.3, 5.1	Term 2 Week 6	10	15	25
Task 4	Heron Island Field Study	1.1, 1.3, 1.4, 1.5, 2.1, 3.1, 3.3, 3.4, 5.4	Term 3 Week 1	10	15	25
TOTAL %				40	60	100



HSC Course Outcomes – Marine Studies

A student:

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



4.2 Photography, Video and Digital Imaging

COURSE UNITS: 2 units

ASSESSMENT COMMENCES: Year 11 (Term 4, 2020)

COMPONENTS	WEIGHTING %
1. Making Students will develop knowledge, skills and understanding, through the making of photographs, and/or videos and/or digital images, that lead to and demonstrate conceptual and technical accomplishment	70
2. Critical and historical studies Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging	30
TOTAL %	100

Assessment Tasks

A summary of the assessment plan for this course is outlined below.

Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved.

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING HSC COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		TOTAL %
				1	2	
Year 11 (Term 4, 2020)						
Task 1	Portfolio	M1, M3, M6	Term 4 Week 7	20		20
Year 11 (Term 1-3, 2021)						
Task 2	Portfolio and research	M3, M5, CH3, CH5	Term 1 Week 11	20	10	30
Task 3	Portfolio and research	M2, M4, M5, CH2, CH3	Term 2 Week 10	30		30
Task 4	Portfolio presentation	M1, M2, M5, CH1, CH4	Term 3 Week 5		20	20
TOTAL %				70	30	100



HSC Course Outcomes – Photography, Video and Digital Imaging

A student:

- M1** Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2** 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
- M3** Investigates different points of view in the making of photographs and/or videos and/or digital images
- M4** Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5** Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6** Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
- CH1** Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2** Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3** Distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4** 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
- CH5** Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production



5. Honesty in HSC Assessment – The Standard

This standard sets out the requirements of the NSW Education Standards Authority (NESA) for students submitting their own work in HSC assessments.

Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with this standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Higher School Certificate. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- Rules and Procedures for Higher School Certificate Candidates
- HSC Assessment and Submitted Works – Advice to Students
- HSC Assessment and Submitted Works - Advice to Parents
- HSC Assessments and Submitted Works – Advice to Teachers
- HSC: All My Own Work
- HSC assessment in a standards-referenced framework – A Guide to Best Practice.

6. Assessment Cover Sheet



Assessment Task Cover Sheet

STUDENT NAME: _____

COURSE: _____

TEACHER: _____

ASSESSMENT TASK: _____

I certify that that work in this assessment task is all my own work YES NO

If you have been given some assistance to complete this task complete the following:

PERSON WHO GAVE ASSISTANCE: _____

RELATIONSHIP TO YOU: _____

PERCENTAGE OF TASK NOT YOUR OWN WORK: _____ %

SECTION OF TASK NOT YOUR OWN WORK: _____

STUDENT SIGNATURE

KEY LEARNING AREA (KLA) COORDINATOR SIGNATURE

DATE: ____ / ____ / ____



THIS SECTION MUST BE RETAINED BY THE STUDENT AFTER IT HAS BEEN SIGNED BY THE TEACHER

STUDENT NAME: _____

COURSE: _____

ASSESSMENT TASK: _____

TEACHER NAME: _____ TEACHER SIGNATURE: _____

DATE: ____ / ____ / ____

7. Illness Misadventure Form



This Illness/Misadventure/Extension Form is to be used by students who fail to submit or complete an assessment task on time due to illness, accident or other misadventure.

1. **Extension** - submit as early as possible before the due date of the assessment task.
2. **Illness** – submit upon the first day of return to school.
3. **Late submission** – submit within five (5) school days from due date of assessment task.
4. Have appropriate supporting documentation attached before submission.
5. Submit form to the Assistant Principal – Curriculum for consideration.
6. If and when approved by AP Curriculum student to provide form to KLA Coordinator for signature.

Failure to submit form within relevant timeframes will render an excuse invalid (except for documented extraordinary circumstances).

PART A: STUDENT SECTION (please complete all relevant details)

Applying for an extension
 Absent on day of task
 Submitting a 'hand in' task after due date

STUDENT: _____ YEAR LEVEL: 10 11 12

COURSE: _____ TEACHER: _____

TASK DETAILS: _____

ASSESSMENT TASK NO

1 2 3 4
 DUE DATE ____ / ____ / ____
 TERM/WEEK ____ / ____
 WEIGHTING ____ %

REASON FOR CONSIDERATION

MEDICAL (illness/injury)
 MISADVENTURE (car accident/flood/fire etc.)
 EXCEPTIONAL CIRCUMSTANCE (death)

SPORT (school approved)
 OTHER _____

SUPPORTING DOCUMENTATION ATTACHED Yes No _____

_____ STUDENT SIGNATURE
 _____ PARENT/CARER SIGNATURE
 DATE: ____ / ____ / ____

PART B: ASSISTANT PRINCIPAL – CURRICULUM SECTION

In accordance with the School Assessment Policy and the attached supporting documentation the student requests the Assistant Principal – Curriculum to review this application and indicate preferred outcome:

APPROVED
 REVISED DUE DATE ____ / ____ / ____
 PERIOD/S: P1 P2 P3 P4 P5

Extension (without penalty)
 Task accepted after due date (without penalty)

Alternative task set
 Interpolate (estimate based on student's previous performance/s)
An estimate should not alter the student's assessment rank

DECLINED Reason unacceptable, mark confirmed

AP CURRICULUM SIGNATURE _____ DATE: ____ / ____ / ____

PART C: KLA COORDINATOR SECTION

KLA COORDINATOR SIGNATURE _____ DATE: ____ / ____ / ____

KLA COORDINATOR COMMENT (if required) _____

KLA Coordinator to provide original document to student to return to Assistant Principal - Curriculum for filing

OFFICE USE ONLY:

- Original form scanned and saved
 Copy to KLA Coordinator