



ARMIDALE SECONDARY COLLEGE

Year 12 HSC Assessment Handbook 2021

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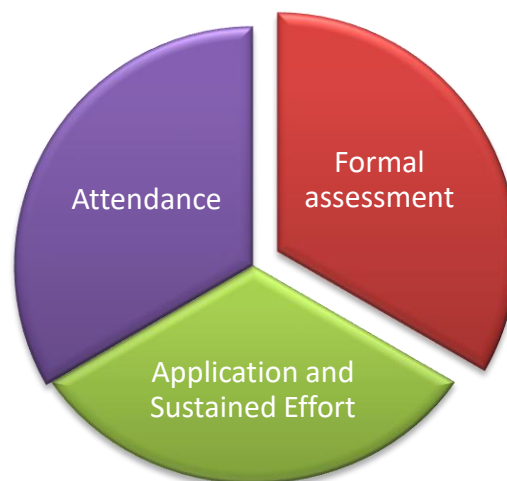
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Component 1: Attendance

1. Students are expected to attend a minimum of 85% of all classes. This is essential to achieve course outcomes, cover the content of each course and enable accurate assessment of effort and participation in a course.
2. Students must explain every absence from school and must apply for exemption (with evidence) for absences from school of more than 10 days.
3. Students must check with all teachers regarding work missed due to absence and what they need to do to catch up. The Year Adviser can assist students and parents.



Component 2: Application and Sustained Effort

Students must study each course in Years 7 – 12 for the required hours and at a satisfactory level. A student will be considered unsatisfactory in a course if she or he has failed to work with diligence and sustained effort to the set tasks and experiences required by the school to achieve course outcomes.

Indicators of possible failure to demonstrate ‘diligence and sustained effort’ or possible failure to fulfil course requirements to the school’s satisfaction include:

- An excessive number of absences or lateness to school, particularly if these are unexplained
- An excessive rate of absences from or lateness to classes in one or more courses, particularly if these are unexplained
- A recurring pattern of lateness or absences
- Poor achievement in class tests, assignments etc *caused by lack of application*
- Poor classroom behaviour (this inhibits your own and others’ learning)
- Failure to submit assessment items
- Failure to complete classwork and homework
- Proven cases of copying, plagiarism or cheating

If at any stage during the course it appears that a student will not achieve a sufficient number of course outcomes, a warning letter will be sent. The purpose of these letters is:

- (i) to give students a warning in time for them to correct the problem, and/or
- (ii) to clarify their current status regarding an unsatisfactory designation.

Component 3: Formal Assessment

1. Students are expected to complete **ALL** assessment tasks by the due dates.
2. Some assessment tasks will involve attendance at excursions, field studies etc. Attendance is compulsory.
3. All work submitted for assessment must be the student's own work. Students are required to acknowledge all sources and provide footnotes and references for all information cited.
4. It is the student's responsibility to be aware of assessment task dates for all courses and to organise their homework schedule accordingly. We encourage them to use our Homework Centre and the HSC Hub for help with any assessment task.

Senior Assessment Policy and Procedures

The School Assessment Policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment.

Assessment at Armidale Secondary College encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- co-ordination of the assessment program to ease the load on students

School assessment is an integral part of a student's Higher School Certificate. This internal school assessment counts for 50% of a student's final HSC grade. Each subject has developed an Assessment Schedule in strict accordance with the NSW Education Standards Authority (NESA) guidelines.

School-based assessment tasks are designed to measure performance against course outcomes through a range of assessment tasks and in a wider range of objectives than may be tested in an examination. Assessment tasks may include:

- Tests which may take a written, practical or oral form
- Class essays, research tasks, assignments, portfolios, log books
- Practical tasks and major works
- Fieldwork and projects

During an assessment period, students may be required to do more than one assessment task or examination on any one day. As well, students may be required to hand in more than one prepared HSC assessment task on any one day.

Assessment in the HSC courses is the ranking of students across the allotted tasks in components as determined by NESA for each subject. The components and their weightings for each subject are specified by NESA syllabus documents and are outlined in this booklet. Also outlined are the nature of the various tasks, the components to which it relates, the approximate time when the task will be assessed, and the syllabus outcomes assessed by the task.

The exact date of each assessment task will be notified in writing **at least three weeks in advance**. In special circumstances the school reserves the right to vary this information, subject to written notification.

The school submits to the NSW Education Standards Authority (NESA) in September the assessment marks awarded at the school in each subject.

These assessment marks indicate the rank order and relative performance of all candidates in each course. NESA moderates these marks according to the HSC examination performance of the students in the cohort. The rank order is not altered, but the marks themselves may be higher or lower than the marks submitted depending on the examination performance.

Responsibilities of the School

The school is required to provide students with the following information:

- **An Assessment Calendar.** This outlines what components are to be assessed, when the assessment tasks are scheduled, and the relative weighting attached to each assessment task.
- **Written Assessment Notification.** This notification outlines a more detailed explanation of the specific nature of each calendared assessment task. **This notification will be issued at least three weeks in advance.** In exceptional circumstances some tasks may be rescheduled or substituted and in such cases class teachers will inform students of the new arrangements in writing at least three weeks in advance. Assessment tasks will be of the same type and have the same weighting for all classes studying that course.
- **Assessment Task Feedback and Record of Progress.** At the completion of each task, students will receive a **mark, rank and cumulative rank, detailed marking criteria and written feedback concerning areas for development.** Ideally, assessment tasks will be returned within two weeks of submission. Exceptions to this may occur in the case of a teacher's absence from school or vacation times. Students may request information regarding their rank within the course for a particular assessment.
- A register will be maintained for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student).
- **Official NESA non-completion of a course warning letter.** Official letters will be posted home to parents/carers outlining the areas of unsatisfactory completion of the HSC course requirements.

Responsibilities of the Student

- Students must demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.
- Students must attend classes regularly and ensure their attendance **does not fall below 85%.**
- Students must complete all set tasks in order to achieve course outcomes.
- Every student has the responsibility to be familiar with this document. Every student must also be familiar with the course information contained in the handbook.
- If a student is absent on the day that an assessment task notification is issued, it is the responsibility of the student to contact the teacher and/or Head Teacher to obtain the task notification.
- It is important that the student speaks with their Class Teacher or Head Teacher of the Faculty if there is any doubt about the requirements of the subject/course assessment policy.

- It is the responsibility of the student to be present for or to hand in all assessment tasks at the required time as specified in the booklet and the assessment calendar.
- Any assessment item conducted over more than one day (e.g. Drama practical or oral presentations) - students are to be prepared to complete the assessment item from the first lesson of the nominated week.
- Assessment events comprising oral components will be due on the same date and students must be prepared to deliver their oral presentation as required.

Submission of Assessment Tasks

- The **NSW Education Standards Authority (NESA)** expects students to complete all assessment tasks outlined in the school's Assessment Booklet. Details of the nature of assessment tasks and procedures for submission will be provided to students in writing at **least three weeks prior to the due date.**
- To be considered to have satisfactorily studied the course, students must complete assessment tasks that contribute more than 50% of available marks in a course.
- **Unless specified otherwise, students will hand in their assessment tasks by 9:00 am on the due date.**
- Students are required to sign to identify that they have submitted the task on time.
- Receipt of the task will be acknowledged by the teacher.

Failure to submit a task on time will result in a zero mark being awarded

- If a student is absent on the day the task is due to be submitted, they should arrange to have the task delivered to the school office.
- If applying for illness/misadventure students, should follow the procedures outlined in this booklet.
- If a student knows in advance that they will be absent on the day a task is due, then the task should be handed in prior to the due date.
- Students are reminded of the requirements of "All My Own Work". Students who submit identical/near identical individual tasks will have such tasks forwarded to the HSC Review Committee for consideration of possible sanctions.
- Students who are granted leave from an assessment task, including examinations, in general will be required to do a substitute paper at the earliest possible time after returning from leave (time to be determined by the relevant Head Teacher) and may not receive an examination ranking.
- Students must always make back up and hard copies of all assessment tasks. Computer or printer malfunction is not an acceptable reason for failing to submit a task on time. It remains the responsibility of the student at all times.
- All tasks are completed by students **individually**, unless otherwise stated.

Absence from Excursions and Fieldwork

- Some course rules require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence for such activities, students must negotiate alternate arrangements prior to the event. The granting of any concession is at the discretion of the Principal.

Absence due to School Representation and Excursions

- If a student is chosen in a representative team/group (zone, regional, state, national), a request for leave/extension should be given to the Faculty Head Teacher/Stage Head Teacher at least **one week prior** to the start of the assessment task or examination.

- Students away on excursions on the due date should hand the assessment task in the day before if they cannot hand it in on the day due.

Late to a Formal Exam

- Students must make sure that they carefully read their examination timetable and are punctual for all formal examinations.
- If a student is up to 15 minutes late after the start of a formal examination, they will complete the examination and no extra time will be given.
- If a student is more than 15 minutes late to a formal examination, they are to report directly to the Stage 6 Deputy Principal where a decision regarding the completion of the task will be negotiated.

Unfair Advantage

NESA outlines that no student is to gain an unfair advantage over other students. Causes of unfair advantage include:

- To absent yourself from **any** lessons on a day that an assessment task is scheduled, or a hand-in task is due.
- To absent yourself from **any** lessons or normal school routine on the day that a hand-in task is due.
- Arriving late on the day of a scheduled assessment task or hand-in task.
- To absent yourself from **any** lessons the week prior to a scheduled assessment task without a doctor's certificate.
- Students who truant from school/class in order to complete an assessment task will have part or all of their assessment task mark deducted. **A penalty of up to 10% of marks** allocated for that task may be imposed.
- Students absent the day before a task is due, or for a period of time prior to submission/completion must provide a doctor's certificate.

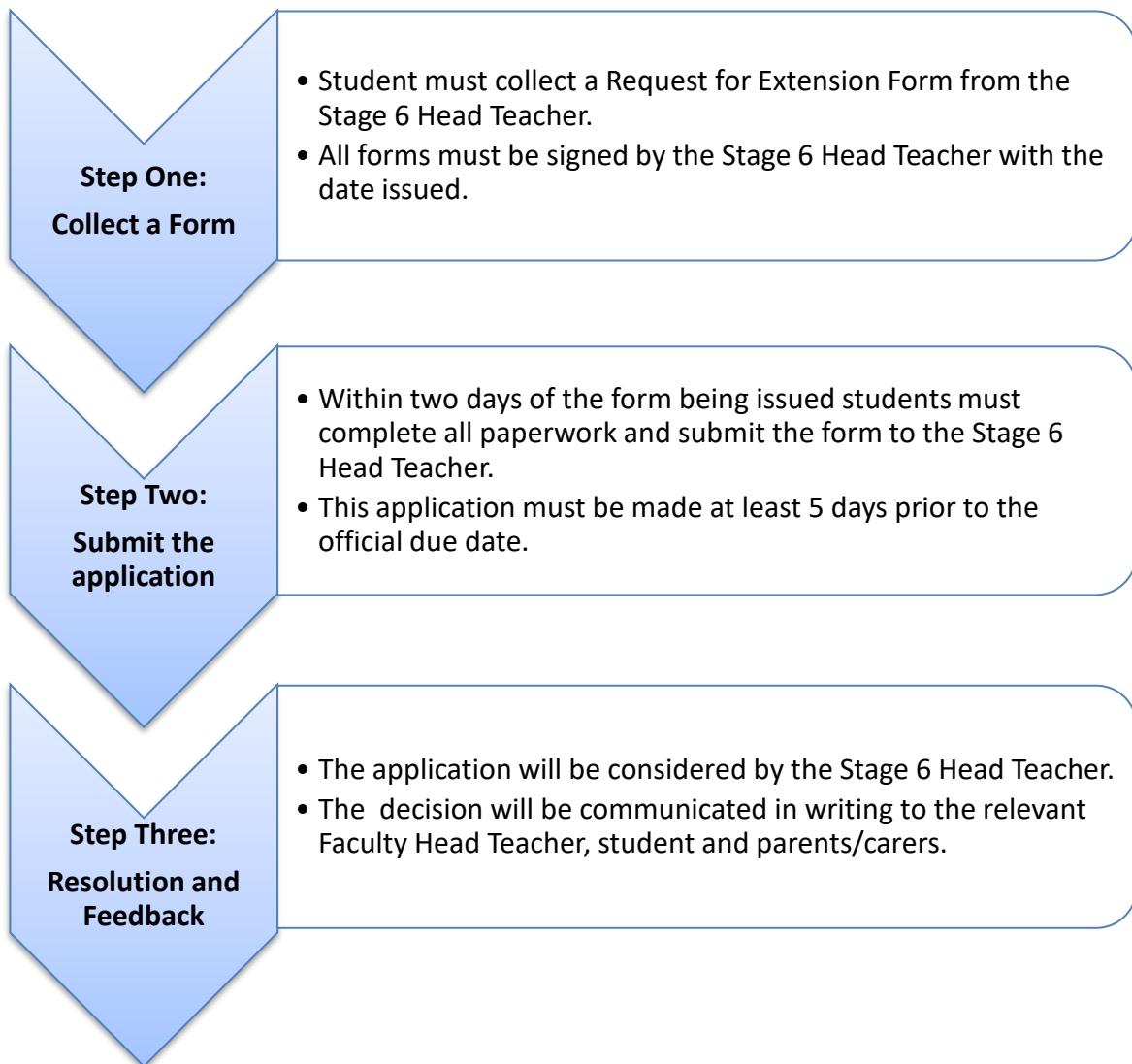
Suspension

- If a student is on suspension from Armidale Secondary College at the time when an assessment item is due, it remains the student's responsibility to ensure that this task is submitted **on the due date**.
- On all such occasions, submission of the task is to be organised through the school office – the student is not to go directly to the course teacher as students are excluded from the school grounds when on suspension.
- If the nature of the assessment item requires the student's attendance on the grounds for a set period (e.g. listening exercise, class test, presentation or speech), then the completion of this assessment item on the due date is at the discretion of the Principal and in negotiation with the relevant Head Teacher.
- Where appropriate, a student may be asked to complete the task upon return from suspension.
- Under no circumstances does suspension from school entitle a student to submit an assessment item after the due date, nor entitle a student to additional time in which to complete an item.
- It remains the responsibility of the student to notify the Principal at the time of suspension that an assessment item is due over the period of suspension.

PROCEDURES FOR REQUESTING AN EXTENSION

- All students are provided with the opportunity to request an extension if they feel they have a genuine inability to meet a scheduled due date.
- All applications for an extension must be made **at least 5 school days prior to the due date.**
- These applications are to be expressed in writing using the **Request For Extension form** (in back of booklet) provided by the school. These forms are to be collected from the Stage 6 Head Teacher and must be returned to the Deputy Principal within **two days of issue.**
- Students will receive a zero mark for handing in assessment tasks after the due time/date without an extension or misadventure application.

Students wishing to request an extension must follow the procedure outlined below:



Malpractice

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

- breaching published school examination rules
- being in possession of unauthorised notes
- being in possession of electronic devices during a test or examination
- using words, ideas, designs or workmanship of others without acknowledgement
- copying from another student
- submitting another person's work as their own
- paying someone to write or prepare an assessment task
- offering false documentation or explanations in support of an appeal/non-serious attempt in an exam or assessment task
- work presented which contains frivolous and/or objectionable material
- assisting other students to engage in malpractice
- behaving in a way likely to disrupt the work or concentration of other students

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Faculty Head Teacher. Malpractice in an examination or task will result in a zero mark being awarded for the task.

Students may appeal any such decision using the appeals procedures existing within the school.

In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with the NSW Education Standards Authority (NESA).

Consequences of malpractice

- the disqualification from the award of marks for that assessment task
- the student may be awarded zero marks
- the issuing of an 'N' warning. If two or more 'N' warnings are issued in any one subject, then the course may be withheld from the award of the Higher School Certificate
- advice sought from NESA in relation to the student's continuing eligibility for the award of the Higher School Certificate.

Illness, Accident or Misadventure

If a student is unable to submit a task on the due date due to illness, accident or misadventure, a full and adequate written explanation must be provided through the completion of an 'Illness, Accident or Misadventure Application'. This will require a Medical Certificate to be provided in the case of illness and a copy submitted with the form.

The student is required to inform the relevant Head Teacher of his/her absence from the task and submit the Illness, Accident or Misadventure Application form to the Head Teacher within the week of their return to school.

The HSC Review Committee will determine the outcome of the submission. In most cases the student must complete an alternative task as soon as possible after return from leave (time to be determined by the Head Teacher but will generally be on the day of return).

PROCEDURES FOR ILLNESS/MISADVENTURE

Students missing an assessment task and wishing to make an application for Illness/Misadventure must follow the procedure outlined below:

Step One: Contact the School

- Student/family member is requested to inform the school of the absence.

Step Two: Obtain Relevant Documentation

- For illness, the student **MUST** obtain a medical certificate for the period of absence.
- For misadventure, the student should obtain a statement or any supporting documentation, where possible, outlining the situation.

Step Three: On first day of return

- It is the student's responsibility to:
- Report to the Faculty Head Teacher of the faculty concerned for missed in-school assessment tasks and hand-in tasks.
 - Report to the Stage 6 Head Teacher for missed examinations.
 - Complete an **Illness/Misadventure Application** form (in back of booklet) including Faculty Head Teacher comments and parenta signature.

Step Four: Submission, Resolution and Feedback

- Submit the application form to the Stage 6 Head Teacher within 2 days of your return.
- The Stage 6 Deputy Principal will consider the application.
- Resolution and feedback will be given to the Faculty and Stage 6 Head Teacher, student and parents.

The consequences of not following these procedures may result in your application for Illness/Misadventure being rejected and a zero mark being awarded.

Outcome of Illness/Misadventure

The Deputy Principal for that year group will consider all illness/misadventure cases. They will assess the presented evidence and determine whether the application is to be upheld or rejected.

If the application is upheld one of three things may occur:

1. **Substitute task set** - a zero will be recorded for the original task and the student will be required to complete the substitute task. The mark gained for this task will replace the zero.
2. **Awarded mark remains** - the performance may be unaffected, and the student's result in the task will remain as marked.
3. **Maintain rank applied to task** - in exceptional circumstances, where undertaking an alternative task is not possible, the Stage 6 Deputy Principal may determine that the student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period.

In all cases, students may lodge an appeal to the Stage 6 Deputy Principal in writing to reconsider the decision. Students must follow the appeal process and the appeal must be submitted **within two days** of receiving the initial decision.

Non-Serious and Non-Attempts - Assessment Task or Examination

The Non-completion of a course procedure commences when a student has not:

- (a) Followed the course developed by the board; and
- (b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) Achieved some or all the course outcomes.

Students who do not make a serious attempt at an examination or assessment task will receive an 'N' determination in that task. This may render some students ineligible for the award of the Preliminary or Higher School Certificate.

Non-serious attempts include minimal or frivolous responses (including a repetitive pattern of answers in multiple choice questions) or those that include objectionable material. Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will also have an 'N' determination awarded.

Non-attempts may include those where only multiple-choice questions are attempted but who leave other sections incomplete.

Students who fail to submit assignments or complete other assessment tasks to the total value of 50% or more of the final course assessment marks, may be considered not to have satisfactorily studied the course.

Students not completing more than 50% of available task marks will be considered to have not completed course requirements.

An 'N' award may be applied in any of these circumstances. The Principal will be required to inform NESA and the subject concerned may not appear on the HSC/Result Notice or Certificate. If fewer than 10 units have been satisfactorily studied, no HSC Certificate will be awarded. (Where a genuine excuse exists for failure to attempt an assessment task, an illness/misadventure form must be submitted. If approved, a

substitute task may be required. Where no substitute task can be arranged an estimate may be given for the task with the Principal's authorisation.)

Any student identified as making a non-serious attempt or a non-attempt will be asked why they should receive a result in the task or examination concerned.

'N' Award

Students recommended for an 'N' award in any course will have received at least two formal warnings, in time for problems identified to be corrected. The school will follow the timeline set out by NESAs with respect to notification to a student of an 'N' award. Students have the right to appeal the 'N' award, firstly to the School, and if unsuccessful to NESAs. The school HSC Review Committee will investigate and make school judgements.

PROCEDURES FOR NON-COMPLETION OF PRELIMINARY AND HSC COURSE REQUIREMENTS

Process and Support for Students

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

- (a) followed the course developed or endorsed by NESAs
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all the course outcomes

Structure	Intervention and support
First Warning letter	
<p>This letter is issued due to concerns with the satisfactory completion of a course. This may include but not limited to:</p> <ul style="list-style-type: none"> • Non-serious attempt made in a formal assessment task • Lack of application in completing course work • A pattern of unexplained absence impacting on the undertaking of the course 	<ul style="list-style-type: none"> • Classroom Teacher sends an official warning – ‘Non-completion of Course’ letter • Action required by the student to resolve the warning letter • The revised due date for the work to be completed <p>Has a conversation with the student affirming the need to undertake and complete course work to satisfy the course outcomes.</p> <p>Records letter on Sentral.</p> <hr/> <p>Faculty Head Teacher/Student interview</p> <ul style="list-style-type: none"> • Areas of concern discussed, and support provided • A plan is devised, outlining steps required to resolve the issue • A minimum of two weeks is given to redeem the situation <p>Records interview on Sentral.</p>
Second Warning Letter	
<p>This letter is issued due to concerns with the satisfactory completion of a course. This may include but not limited to:</p> <ul style="list-style-type: none"> • Non-serious attempt made in a formal assessment task • Lack of application in completing course work • A pattern of unexplained absence impacting on the undertaking of the course 	<p>Crew/Year Adviser Student Interview</p> <p>Interview support could include:</p> <ul style="list-style-type: none"> • A step-by-step plan and direction to address and resolve issues as stipulated in the Course Warning letters • A two-week time frame to resolve the issue with a review meeting to confirm progress • Support student with organisational skills • Outline further school provided support mechanisms (eg. mentoring period) • Referral to the Stage Head Teacher if unresolved
Series of Warning Letters	
<p>An interview is conducted between the parent/carer, student and Deputy to discuss the letters issued to date, NESAs requirements, and explain the N-Award process (Years 11 and 12)</p> <ul style="list-style-type: none"> • A formal program of improvement is developed • The program of improvement is implemented and reviewed at an agreed time 	<p>Stage 6 Deputy Principal Interview support includes:</p> <ul style="list-style-type: none"> • Parental interview conducted • Negotiated Program of Improvement developed and communicated to student/parent/teachers • Support provided with clear targets/goals and a review meeting time arranged

Student Grievances

Student Grievances Concerning Assessment Practices

Where students find they have grievances concerning assessment practices, they should consult with the teacher concerned. Where serious difficulties remain, the student and teacher should consult with their Faculty Head Teacher.

Student Grievances Concerning Marks

Students are entitled to meaningful (effective) feedback. Any concerns about the marks awarded for an individual assessment task are to be made directly to the teacher concerned within a week of the assessment task being returned to the student. Unresolved problems may be dealt with by Stage 6 Head Teacher/Deputy Principal.

School Reports

Students and parents will receive formal written reports in Terms 2 and 4 (Preliminary) and Terms 1 and 3 (HSC).

The assessment rank will be the student's placing in a course. Weighted assessment marks will be combined to produce a final mark out of 100 (50 for Extension and 1-unit courses). The assessment rank, rather than the assessment mark, will be recorded on the student's report.

Calculating Assessment Marks

As individual assessment tasks carry their own weighting, students should be aware that simply adding up their raw scores for each task will not give a true indication of their overall score or rank.

Review of Assessment Ranking

The Student

Following the completion of the HSC examinations for the school, students may apply to NESAs to inform them of their ranking on assessment in each course. If a student's position in the group does not conform to his/her expectations, based on feedback from assessment tasks, the student may apply to the Principal in writing for a review of assessment ranking. If the student believes that the review did not conform to NESAs requirements, an appeal directly to NESAs may be made. NESAs sets a timeframe for any appeals.

The School

For any subject in which an appeal is initiated, the school's HSC Review Committee will investigate and make a final determination. The conduct of the appeal shall conform to the requirements of NESAs, as prescribed in the HSC Assessment, Certification and Evaluation Manual.

Presentation of Assessments

Reporting to Parents and/or Caregivers

Students are to be given feedback on their performance on assessment tasks. The final assessment mark submitted to NESA is, however, confidential.

The following will be reported to parents and/or caregivers during HSC reporting periods:

- an examination mark; and
- position in examination; and
- an assessment ranking (i.e. position in group) based on all assessment tasks to date.

Special Provisions

The purpose of Special Examination Provisions is to provide students who have special examination needs with practical support in NESA tests and examinations. Special provisions may be applied for under the areas of:

- Learning difficulty
- Physical difficulty (e.g. cerebral palsy, muscular dystrophy)
- Illness (e.g. chronic fatigue syndrome)
- Hearing impairment
- Vision impairment
- Psychological
- Pregnancy

Special provisions identification and application are co-ordinated by the secondary Learning and Support Teacher (LaST), in consultation with the Learning Support Team. The role of the LaST is to consult with teaching staff, gather diagnostic data and supporting evidence (including medical documentation), co-ordinate/administer testing, liaise with students, parents, school executive and NESA, and complete/submit all applications to NESA.

Identification of students to whom special provisions may apply occurs through:

- Nominations from teaching staff
- Parent notification
- Known physical/developmental disabilities/impairments
- Medical advice
- Diagnosed learning difficulties

Special provisions apply specifically to NESA tests and examinations. In cases of known physical/developmental disabilities/impairments, medical conditions or diagnosed learning difficulties, special provisions support may be provided in formal school-based examinations (Preliminary, Trial HSC).

Major Works

Major Works must be submitted on the time and dates as specified by NESA. This information is contained in written brochures distributed by the school during the HSC year. Students should ensure that they have this information or see the Careers Adviser for copies.

Vocational Education and Training (VET) Assessment

VET courses are competency-based courses. NESA and the Australian Skills Quality Authority (ASQA) require that a competency-based approach to assessment be used and that a record be held by the Registered Training Organisation (RTO) of the competencies achieved.

In a competency-based course, assessment of competencies is criterion referenced. This means that a student's performance is judged against a prescribed standard – not against the performance of other students.

The purpose of assessment is to judge competence based on performance against the performance criteria set out under each element of competency. A student is judged either competent or not yet competent.

The Higher School Certificate examination for all VET courses is optional but may be mandatory for some students gaining an ATAR. It is recommended that students check this with their teacher or the Careers Adviser. Students will nominate during the HSC year to undertake the optional examination. The examination is independent of the competency-based assessment undertaken during the course and has no impact on student's eligibility for Australian Quality Frameworks (AQF) qualifications.

For a student to be considered to have satisfactorily completed a VET course there must be sufficient evidence that the student has:

- followed the course
- applied themselves with diligence and sustained effort to the set tasks and experiences
- participated in the course
- achieved some or all the course outcomes
- undertaken the mandatory work placement

Work placement is a mandatory HSC requirement of all VET courses. A minimum of 70 hours work placement, in an appropriate workplace, is required by students in 240-hour VET courses.

To facilitate flexibility of VET in the HSC, all VET courses may be delivered as Preliminary units, HSC units or as a combination of Preliminary and HSC units.

To achieve a qualification, a student must achieve the full set of units of competence as specified in the training package.

If a qualification is only partly achieved, a Statement of Attainment can be issued for successful achievement of a single unit or for a group of units.

Variation to Year 11 and Year 12 Assessment Policy

The Principal reserves the right to alter the Armidale Secondary College HSC Assessment Policy should exceptional circumstances present themselves.

Aboriginal Studies (Heading in the Right Direction)

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Research Study - Social Justice and Human Rights Issues	Major Project Research and Inquiry Methods	Aboriginal Community Study - Heritage and Identity	Trial HSC Examination
Timing		Term 4 Week 8	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 5/6
Assessment Component					
Knowledge and understanding of course content	40%	5	10	5	20
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25%		15	5	5
Research and inquiry methods, including aspects of the Major Project	20%	5	10	5	
Communication of information, ideas and issues in appropriate forms	15%		5	5	5
Total	100%	10	40	20	30
Outcomes Assessed		H1.1, H1.2, H1.3, H3.1, H4.1	H2.1, H2.2, H3.2, H3.3, H4.2, H4.3	H1.1, H1.2, H4.1, H4.3	H1.1 - H4.3

Course Outcomes:

- H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
- H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
- H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
- H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
- H2.2 analyses the importance of Country as a contemporary 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

Ancient History

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Historical Analysis (Cities of Vesuvius)	Annotated Source File (Personalities in their Times)	Essay (Historical Period)	Trial HSC Examination
Timing		Term 1 Week 5	Term 2 Week 2	Term 2 Week 8	Term 3 Weeks 5/6
Assessment Component					
Knowledge and understanding of course content	40%	5	5	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20%	5	5		10
Historical inquiry and research	20%	10	5	5	
Communication of historical understanding in appropriate forms	20%	5	5	10	
Total	100%	25	20	25	30
Outcomes Assessed		AH12-6 AH12-8 AH12-9 AH12-10	AH12-4 AH12-5 AH12-6	AH12-1 AH12-2 AH12-3 AH12-9	AH12-3 AH12-4 AH12-5 AH12-7

Course Outcomes:

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

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Biology

Course Components	Syllabus Weightings	Task 1 (AT1)	Task 2 (AT2)	Task 3 (AT3)	Task 4 (AT4)
Task Type		Scientific Modelling Task (DNA Replication)	Depth Study (Intensive in Week 9 or 10 of Term 4)	Processes Task	Trial HSC Examination
Timing		Term 4 Week 7	Term 1 Week 3	Term 2 Week 3	Term 3 Weeks 5/6
Assessment Component		Module 5	Module 6	Module 7	Modules 5, 6, 7, 8
Knowledge and understanding	40%	5	10	5	20
Skills in working scientifically	60%	15	20	15	10
Total	100%	20	30	20	30
Outcomes Assessed		BIO11/12-2 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO12-12	BIO11/12-1 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO12-12 BIO12-13 BIO12-14	All outcomes

Course Outcomes:

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



Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Operations Report	Marketing Strategies	Finance Case Study	Trial HSC Examination
Timing		Term 1 Week 4	Term 2 Week 2	Term 3 Week 1	Term 3 Weeks 5/6
Assessment Component					
Knowledge and understanding	40%	10	10	5	15
Stimulus based skills	20%		5	10	5
Research	20%	5	10	5	
Communication	20%	5		5	10
Total	100%	20	25	25	30
Outcomes Assessed		H2, H5, H8, H9	H5, H6, H8, H9	H4, H6, H7, H10	H1, H3, H5, H9

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Practical Task	Practical Task	Depth Study/Data Analysis	Trial HSC Examination
Timing		Term 1 Week 5	Term 2 Week 2	Term 3 Week 1	Term 3 Weeks 5/6
Assessment Component		Module 5	Module 5/6	Module 8	Modules 5, 6, 7, 8
Knowledge and understanding	40%	5	5	10	20
Skills in working scientifically	60%	15	15	20	10
Total	100%	20	20	30	30
Outcomes Assessed		CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-5 CH12-12	CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13	CH11/12-4 CH11/12-7 CH12-15	CH11/12-1 to CH11/12-7 and CH12-12 to CH12-15

Course Outcomes:

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

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Community and Family Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Parenting and Caring Task	Independent Research Project	Groups in Context Investigation	Trial HSC Examination
Timing		Term 4 Week 7	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 5/6
Assessment Component					
Knowledge and understanding of impact on wellbeing	40%	10		10	20
Skills in applying management processes	30%	10		10	10
Research methodology	30%	5	20	5	
Total	100%	25	20	25	30
Outcomes Assessed		H1.1 H2.2 H3.2 H5.2	H4.1 H4.2	H3.1 H3.3 H5.1 H6.2	All outcomes

Course Outcomes:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups H3.2 evaluates networks available to individuals, groups and families within communities H3.3 critically analyses the role of policy and community structures in supporting diversity H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments



Drama

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Workshop Performance and Rationale	Performance and Workshop Presentation	Presentation of Individual Project with log book, including research and evaluation of preliminary ideas	Trial HSC Examination Written examination Presentation of Group Performance and log book
Timing		Term 1 Week 4	Term 2 Week 2	Term 3 Week 2	Term 3 Week 3 and Weeks 5/6
Assessment Component		Australian Drama and Rationale	Studies in Drama and Theatre: Black Comedy	Individual Project	Week 5: Examination (Australian Theatre and Black Comedy) Week 6: Group Performance
Making	40%	10	10	10	10
Performing	30%			20	10
Critically studying	30%	10	10		10
Total	100%	20	20	30	30
Outcomes Assessed		H1.1, H1.2 H1.3, H3.1 H3.2, H3.3	H1.1, H1.2 H1.3, H3.1 H3.2, H3.3	H1.2, H1.3 H1.5, H1.7 H2.2, H2.3 *	H1.4, H1.5 H2.1, H2.2 H2.3, H3.1 H3.2, H3.3

* Teachers will select the appropriate outcomes based on the Individual Project option selected by each student.

Course Outcomes:

- H1.1 uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 uses performance skills to interpret and perform scripted and other material
- H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
- H1.4 collaborates effectively to produce a group-devised performance
- H1.5 demonstrates directorial skills
- H1.6 records refined group performance work in appropriate form
- H1.7 demonstrates skills in using the elements of production
- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media
- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements



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Earth and Environmental Science

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Research: Geological Timeline	Presentation: Disasters	Depth Study: Waste Management	Trial HSC Examination
Timing		Term 1 Week 4	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 5/6
Assessment Component		Module 5	Module 6	Module 8	Modules 5, 6, 7, 8
Skills in working scientifically	60%	15	15	20	10
Knowledge and understanding	40%	5	5	10	20
Total	100%	20	20	30	30
Outcomes Assessed		EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-7 EES12-12	EES11/12-1 EES11/12-5 EES11/12-6 EES11/12-7 EES12-13	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-15	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12 EES12-13 EES12-14 EES12-15

Course Outcomes:

- EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES11/12-5 analyses and evaluates primary and secondary data and information
- EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history
- EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
- EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
- EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems



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Economics

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Economic Issues Media File	Contemporary Economic Policy - Extended Response	In-class Assessment - Economic Skills	Trial HSC Examination
Timing		Term 1 Week 5	Term 2 Week 2	Term 3 Week 1	Term 3 Weeks 5/6
Assessment Component					
Knowledge and understanding	40%	10	10	5	15
Stimulus based skills	20%			10	10
Research	20%	10	10		
Communication	20%	5	5	5	5
Total	100%	25	25	20	30
Outcomes Assessed		H1, H8, H9, H12	H6, H7, H8, H10	H3, H4, H5, H11	H1, H2, H6, H7

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Civil Engineering Solution and Report *	Transport Engineering Problem-Solving	Aeronautical Engineering Materials Modification Research	Trial HSC Examination
Timing		Term 4 Week 6	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 5/6
Assessment Component					
Knowledge and understanding of course content	60%	10	15	15	20
Knowledge and skills in research, problem-solving and communication related to engineering practice	40%	15	10	5	10
Total	100%	25	25	20	30
Outcomes Assessed		H1.2, H2.1, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H6.1, H6.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1

* **Mandatory task**

Course Outcomes:

- 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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Multimodal Presentation	Critical Analysis	Portfolio	Trial HSC Examination
Timing		Term 4 Week 8	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 5/6
Assessment Component		Common Module	Module A: Textual Conversations	Module C: Craft of Writing	All Modules
Knowledge and understanding	50%	10	10	15	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10	15	10	15
Total	100%	20	25	25	30
Outcomes Assessed		EA12-1, EA12-2, EA12-7, EA12-9	EA12-3, EA12-5, EA12-6, EA12-8	EA12-1, EA12-3, EA12-4, EA12-9	All outcomes

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Analytical Response with Related Material	Multimodal Presentation	Imaginative Response	Trial HSC Examination
Timing		Term 4 Week 8	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 5/6
Assessment Component		Common Module	Module A Language, Identity and Culture	Module C Craft of Writing	All Modules
Knowledge and understanding	50%	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10	15	10	15
Total	100%	25	25	20	30
Outcomes Assessed		EN12-1, EN12-3, EN12-6, EN12-7	EN12-1, EN12-2, EN12-3, EN12-8	EN12-1, EN12-2, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Discursive response incorporating related material	Multimodal Presentation	Travel Journal	Trial HSC Examination
Timing		Term 4 Week 8	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 5/6
Assessment Component		Mandatory Module: Texts and Human Experiences	Elective Module D: Digital Worlds - English and the Web	Elective Module C: On the Road - English and the experience of travel	All modules
Knowledge and understanding of course content	50%	15	10	10	15
Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	50%	10	10	15	15
Total	100%	25	20	25	30
Outcomes Assessed		ES12-1, ES12-4 ES12-7, ES12-8	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Creative Response	Critical Response with related material	Trial HSC Examination
Timing		Term 4 Week 7	Term 2 Week 7	Term 3 Weeks 5/6
Assessment Component		Common Module: Literary Worlds	Elective 3: Worlds of Upheaval	Common Module and Elective
Knowledge and understanding of complex texts and of how and why they are valued	50%	20	15	15
Skills in complex analysis, sustained composition and independent investigation	50%	20	15	15
Total	100%	40	30	30
Outcomes Assessed		EE12-2, EE12-3, EE12-5	EE12-1, EE12-3, EE12-4	All outcomes

Course Outcomes:

- EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
- EE12-3 independently investigates, interprets and 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

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English Extension 2

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Viva Voce	Literature Review	Critique of the Creative Process
Timing		Term 4 Week 10	Term 1 Week 9	Term 2 Week 8
Assessment Component		Independent investigation	Independent investigation and composition	Reflection
Skills in extensive independent research	50%	15	20	15
Skills in sustained composition	50%	15	20	15
Total	100%	30	40	30
Outcomes Assessed		EEX12-1, EEX12-4 EEX12-5	EEX12-3, EEX12-4	EEX12-1, EEX12-2 EEX12-3, EEX12-5

Course Outcomes:

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

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

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

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

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

Exploring Early Childhood

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Play and the Developing Child	Promoting Positive Behaviour	Food and Nutrition	Trial HSC Examination
Timing		Term 4 Week 10	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 5/6
Assessment Component					
Physical and cognitive implications of play on development	30%	25			5
Factors influencing the behaviour of young children	40%		25	5	10
Contributing factors of healthy child growth and development	30%			20	10
Total	100%	25	25	25	25
Outcomes Assessed		1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.2, 6.2	1.2, 1.3, 1.4, 2.4, 3.1, 4.1, 4.2 4.3, 6.2	1.3, 1.4, 1.5, 6.1, 6.2	All outcomes

Course Outcomes:

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood – infant, toddler, preschool and the early school years
- 1.4 examines ways in which family, community and culture influence the growth and development of young children
- 1.5 examines implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision-making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others



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French Beginners

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Response in English to spoken texts/multimodal Spoken presentation Neighbourhoods and Communities Education/Work	Response in English and French to written texts/article People, places and communities	Response to written and spoken texts in English Future plans Personal World Conversation - Response to spoken texts in French	Trial HSC Examination
Timing		Term 4 Week 7	Term 1 Week 5	Term 2 Week 8	Term 3 Weeks 5/6
Assessment Component					
Listening	30%	10		10	10
Reading	30%		10	10	10
Speaking	20%	10		10	
Writing	20%		10		10
Total	100%	20	20	30	30
Outcomes Assessed		1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4

Course Outcomes:

- 1.1 establishes and maintains communication in French
- 1.2 manipulates linguistic structures to express ideas effectively in French
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of French-speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of French-speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in French
- 3.4 applies knowledge of the culture of French-speaking communities to the production of texts



Geography

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Fieldwork and Analysis Ecosystems at Risk	Research and Essay Urban Places	Trial HSC Examination
Timing		Term 1 Week 5	Term 2 Week 8	Term 3 Weeks 5/6
Assessment Component				
Knowledge and understanding of course content	40%	10	15	15
Geographical tools and skills	20%	5	5	10
Geographical inquiry and research, including fieldwork	20%	10	10	
Communication of geographical information, ideas and issues in appropriate forms	20%	10	5	5
Total	100%	35	35	30
Outcomes Assessed		H1, H2, H4, H8, H10	H3, H6, H7, H9	H5, H11, H12, H13

Course Outcomes:

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

History Extension

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Historical Process (proposal, process log, annotated sources) History Project	Essay History Project	Trial HSC Examination
Timing		Term 2 Week 2	Term 2 Week 10	Term 3 Weeks 5/6
Assessment Component				
Knowledge and understanding about significant historiographical ideas and processes	40%	10	10	20
Skills in designing, undertaking and communicating historical inquiry and analysis	60%	20	30	10
Total	100%	30	40	30
Outcomes Assessed		HE12-1, HE12-2, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Research, Design and Management	Study of Industry	Production Industry Link	Trial HSC Examination
Timing		Term 4 Week 7	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 5/6
Assessment Component					
Students are able to research appropriate equipment, production and manufacturing techniques relevant to the design and construction of their Major Projects	30%	30			
Students to investigate real life industry through the study of one focus area/business in the timber industry	40%		20		20
Competently perform the range of processes through practical experiences which are required for the production work undertaken	30%			20	10
Total	100%	30	20	20	30
Outcomes Assessed		3.1, 3.2, 5.2, 6.1	1.1, 1.2, 1.3, 5.1, 7.1, 7.2	2.1, 3.1, 3.3, 4.1, 4.2, 4.3, 5.2, 6.1, 6.2	1.1, 1.2, 1.3, 3.1, 3.2, 5.1, 5.2, 6.1, 7.1, 7.2

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Investigative Process	Depth Study	Data Analysis Task	Trial HSC Examination
Timing		Term 4 Week 5	Term 1 Week 5	Term 2 Week 3	Term 3 Weeks 5/6
Assessment Component		Module 5	Module 6, 7	Module 7	Modules 5, 6, 7, 8
Knowledge and understanding	40%	5	10	5	20
Skills in working scientifically	60%	15	20	15	10
Total	100%	20	30	20	30
Outcomes Assessed		INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS12-12	INS11/12-1 INS11/12-5 INS11/12-6 INS11/12-7 INS12-14 INS12-15	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-7 INS12-13	All outcomes

Course Outcomes:

- INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11/12-5 analyses and evaluates primary and secondary data and information
- INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS12-12 develops and evaluates the process of undertaking scientific investigations
- INS12-13 describes and explains how science drives the development of technologies
- INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
- INS12-15 evaluates the implications of ethical, social, economic and political influences on science

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Response in English to spoken texts/multimodal Spoken presentation Neighbourhoods and communities Education/work	Response in English and Japanese to written texts/article People, places and communities	Response to written and spoken texts in English Future plans Personal world Conversation - Response to spoken texts in Japanese	Trial HSC Examination
Timing		Term 4 Week 6	Term 1 Week 4	Term 2 Week 6	Term 3 Weeks 5/6
Assessment Component					
Listening	30%	10		10	10
Reading	30%		10	10	10
Speaking	20%	10		10	
Writing	20%		10		10
Total	100%	20	20	30	30
Outcomes Assessed		1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4

Course Outcomes:

- 1.1 establishes and maintains communication in Japanese
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of text

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Response in English to spoken texts Education and aspirations/world of work	Response in English and Japanese to written texts Lifestyles - daily life	Conversation Personal world	Trial HSC Examination
Timing		Term 4 Week 6	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 5/6
Assessment Component					
Listening	30%	20			10
Reading	30%		20		10
Speaking	20%			20	
Writing	20%		10		10
Total	100%	20	30	20	30
Outcomes Assessed		3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1

Course Outcomes:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to the production of 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

Legal Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Crime Essay	Human Rights Research Presentation	Option 1 Essay	Trial HSC Examination
Timing		Term 4 Week 6	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 5/6
Assessment Component					
Knowledge and understanding of course content	40%	10	10	10	10
Analysis and evaluation	20%	10			10
Inquiry and research	20%		10	10	
Communication of legal information, ideas and issues in appropriate forms	20%		10		10
Total	100%	20	30	20	30
Outcomes Assessed		H1, H3, H4, H6	H2, H5, H7, H8	H6, H8, H9, H10	H2, H3, H6, H9

Course Outcomes:

- 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 between law, justice and encouraging cooperation and encouraging cooperation and society and the changing resolving conflict, as well as resolving conflict, as well as nature of the law. 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



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Mathematics Advanced

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Investigation	Question Bank Test	Open Book Test	Trial HSC Examination
Timing		Term 1 Week 3	Term 2 Week 3	Term 2 Week 9	Term 3 Weeks 5/6
Assessment Component					
Concepts, skills and techniques	50%	10	15	15	10
Reasoning and communication	50%	10	10	10	20
Total	100%	20	25	25	30
Outcomes Assessed		MA12-1 MA12-8 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-5 MA12-6	MA12-1 MA12-5 MA12-6 MA12-7 MA12-9	MA12-1 to MA12-10

Course Outcomes:

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



Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Assignment/ Investigation	Assignment/ Investigation	Assignment/ Investigation	Trial HSC Examination
Timing		Term 1 Week 3	Term 2 Week 3	Term 2 Week 9	Term 3 Weeks 5/6
Assessment Component					
Understanding, fluency and communicating	50%	15	10	15	10
Problem solving, reason and justification	50%	10	15	10	15
Total	100%	25	25	25	25
Outcomes Assessed		MS1-12-5 MS1-12-9 MS1-12-10	MS1-12-2 MS1-12-3 MS1-12-7 MS1-12-9	MS1-12-1 MS1-12-4 MS1-12-6 MS1-12-8	MS1-12-1 to MS1-12-10

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Investigation	Question Bank Test	Open Book Test	Trial HSC Examination
Timing		Term 1 Week 3	Term 2 Week 3	Term 2 Week 9	Term 3 Weeks 5/6
Assessment Component					
Understanding, fluency and communicating	50%	10	15	15	10
Problem solving, reasoning and justification	50%	10	10	10	20
Total	100%	20	25	25	30
Outcomes Assessed		MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-8	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 to MS2-12-10

Course Outcomes:

MS2-12-1	uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS2-12-2	analyses representations of data in order to make 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



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Mathematics Extension 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Question Bank Test	Open Book Test	Investigation	Trial HSC Examination
Timing		Term 1 Week 6	Term 2 Week 1	Term 2 Week 10	Term 3 Weeks 5/6
Assessment Component					
Concepts, skills and techniques	50%	15	15	10	10
Reasoning and communication	50%	10	10	10	20
Total	100%	25	25	20	30
Outcomes Assessed		ME12-1 ME12-3 ME12-4	ME12-1 ME12-2 ME12-4	ME12-6 ME12-7	ME12-1 to ME12-7

Course Outcomes:

- ME12-1 applies techniques involving proof or calculus to model and solve problems
- ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems
- ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
- ME12-4 uses calculus in the solution of applied 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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Open Book Test #1	Investigation	Open Book Test #2	Trial HSC Examination
Timing		Term 4 Week 10	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 5/6
Assessment Component					
Concepts, skills and techniques	50%	15	5	15	15
Reasoning and communication	50%	10	10	15	15
Total	100%	25	15	30	30
Outcomes Assessed		MEX12-1 MEX12-2 MEX12-4	MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-7	MEX12-1 to MEX12-8

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Research Essay Core: Power & Authority in the Modern World 1919-1946	Historical Analysis National Study: USA 1919-1941	Source Study Peace and Conflict in Indochina	Trial HSC Examination
Timing		Term 4 Week 7	Term 1 Week 8	Term 3 Week 1	Term 3 Weeks 5/6
Assessment Component					
Knowledge and understanding of course content	40%	15	15	5	5
Source-based skills	20%			20	
Historical inquiry and research	20%		10		10
Communication of historical understanding in appropriate forms	20%	5	5	5	5
Total	100%	20	30	30	20
Outcomes Assessed		MH12-1 MH12-3 MH12-5 MH12-9	MH12-2 MH12-3 MH12-6 MH12-8	MH12-1 MH12-2 MH12-4 MH12-6	MH12-5 MH12-7 MH12-9

Course Outcomes:

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

Music 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Portfolio 1 Core Composition and Elective 1 (P/C/M)	Portfolio 2 Core Musicology, Aural Exam and Elective 2 (P/C/M)	Portfolio 3 Core Performance and Elective 3 (P/C/M)	Trial HSC Examination Core Aural
Timing		Term 1 Week 4	Term 2 Week 3	Term 2 Week 10	Term 3 Weeks 5/6
Assessment Component					
Core Performance	10%			10	
Core Composition	10%	10			
Core Musicology	10%		10		
Core Aural	25%		10		15
Electives	45%	15	15	15	
Total	100%	25	35	25	15
Outcomes Assessed		H3, H5, H7, H8	H2, H4, H6	H1, H5, H7, H8, H9	H4, H6, H10, H11

Course Outcomes:

- H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 articulates an aural understanding of 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 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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Portfolio 1 Core Composition, Performance and Elective (P/C/M)	Portfolio 2 Aural Exam, Core Musicianship, Performance and Elective (P/C/M)	Portfolio 3 Core Performance and Elective (P/C/M)	Portfolio 4 Trial HSC Examination Aural and Sight Singing Exam
Timing		Term 1 Week 4	Term 2 Week 3	Term 2 Week 10	Term 3 Weeks 5/6
Assessment Component					
Core Performance	20%	5	5	10	
Core Composition	20%	20			
Core Musicology	20%		20		
Core Aural	20%		10		10
Electives	20%	5	5	10	
Total	100%	30	40	20	10
Outcomes Assessed		H3, H4, H5, H6, H9	H2, H5, H6, H7, H9	H1, H6, H8, H9	H5, H6, H7, H9

Course Outcomes:

- H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 articulates an aural understanding of 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 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



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Music 2 Extension

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Portfolio 1	Portfolio 2	Portfolio 3
		Draft 1	Draft 2	Final Product
Timing		Term 1 Week 8	Term 2 Week 8	Term 3 Week 7
Assessment Component				
Performance OR Composition OR Musicology Extension Project	50%	10	15	25
Total	50%	10	15	25
Outcomes Assessed		H1-6	H1-6	H1-6

Course Outcomes:

Performance Through performance and related activities, a student"	Composition Through composition and related activities, a student:	Musicology Through musicology and related activities, a student:
1. performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member	1. composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style	1. presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
2. leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others	2. leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others	2. leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others
3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed	3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style	3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed	4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed	4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
5. presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction	5. presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition	5. presents, discusses and evaluates the problem-solving process and the development and realisation of a research project
6. critically analyses the use of musical concepts to present a stylistic interpretation of music performed	6. critically analyses the use of musical concepts to present a personal compositional style	6. critically analyses the use of the musical concepts to articulate their relationship to the style analysed

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Personal Development, Health, and Physical Education (PDHPE)

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Research Project Core 1	Video Analysis and Report Core 2	Case Study and Presentation Option	Trial HSC Examination
Timing		Term 4 Week 6	Term 1 Week 5	Term 2 Week 8	Term 3 Weeks 5/6
Assessment Component					
Knowledge and understanding	40%	10	10	5	15
Skills in critical thinking, research analysing and communicating	60%	15	15	15	15
Total	100%	25	25	20	30
Outcomes Assessed		H1, H2, H3, H5, H6, H14, H15	H7, H8, H9, H10, H16, H17	H10, H13	All outcomes

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Portfolio Review	Case Study	Final Portfolio	Trial HSC Examination
Timing		Term 1 Week 3	Term 2 Week 3	Term 2 Week 9	Term 3 Weeks 5/6
Assessment Component					
Making	60%	25		35	
VAPD	10%	5		5	
Critical and historical	30%		10		20
Total	100%	30	10	40	20
Outcomes Assessed		M2, M3, M4, M6	CH1, CH2, CH4, CH5	M1, M2, M3, M4, M5, M6	CH1, CH2, CH3, CH4

Course Outcomes:

- 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



Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Practical Task	Processing	Depth Study	Trial HSC Examination
Timing		Term 4 Week 6	Term 1 Week 4	Term 3 Week 2	Term 3 Weeks 5/6
Assessment Component		Module 5	Module 6	Module 7	Modules 5, 6, 7, 8
Knowledge and understanding	40%	5	10	5	20
Skills in working scientifically	60%	15	20	15	10
Total	100%	20	30	20	30
Outcomes Assessed		PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH12-12	PH11/12-1 PH11/12-5 PH11/12-7 PH12-13	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-14	PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research Proposal Oral Presentation	Statistical Analysis Exam	Scientific Research Report
Timing		Term 1 Week 3	Term 2 Week 8	Term 3 Week 7
Assessment Component				
Communicating scientifically	30%	15	5	10
Gathering, recovering, analysing and evaluating data	30%	5	15	10
Application of scientific research	40%	10	10	20
Total	100%	30	30	40
Outcomes Assessed		SE-1, SE-3, SE-6, SE-7	SE-4, SE-5, SE-6, SE-7	All outcomes

Course Outcomes:

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Society and Cultural Continuity and Change Research Essay	Viva Voce Presentation Personal Interest Project - process	Social Conformity and Non-Conformity Portfolio	Trial HSC Examination
Timing		Term 4 Week 6	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 5/6
Assessment Component					
Knowledge and understanding of course content	50%	15		15	20
Application and evaluation of social and cultural research methods	30%	10	10		10
Communication of information, ideas and issues in appropriate forms	20%	5		15	
Total	100%	30	10	30	30
Outcomes Assessed		H2, H3, H5, H7, H9	H6, H7, H8	H1, H2, H5, H9, H10	H1, H2, H3, H4, H5, H6

Course Outcomes:

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

Higher School Certificate 2021

Software Design & Development

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Programming Project Design	Programming Project	In Class Content Assessment	Trial HSC Examination
Timing		Term 4 Week 7	Term 2 Week 2	Term 3 Week 1	Term 3 Weeks 5/6
Assessment Component					
Knowledge and understanding of course content	50%	5	10	15	20
Knowledge and skills in the design and development of software solutions	50%	5	20	5	20
Total	100%	10	30	20	40
Outcomes Assessed		H2.1, H2.2, H3.1, H3.2	H1.2, H4.1, H4.3, H6.4	H1.3, H4.2, H5.1, H5.2, H5.3, H6.3	H1.1, H6.1, H6.2

Course Outcomes:

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



Higher School Certificate 2021

Sport, Lifestyle and Recreation Studies (Heading in the Right Direction)

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Module 7 Games and Sports Applications II Research Task	Module 14 Sports Administration Assessment Grid	Module 4 First Aid and Sports Injuries Practical Assessment of Skills	Assessment of skills, knowledge in relation to Games and Sports
Timing		Term 1 Week 5	Term 2 Week 3	Term 3 Week 2	Ongoing
Assessment Component					
Knowledge and understanding of course content	50%	10	10	10	20
Skills in critical thinking, research, analysing and communication	50%	10	10	10	20
Total	100%	20	20	20	40
Outcomes Assessed		1.1, 1.3, 2.1, 3.1, 3.2, 4.1	1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5	1.3, 2.5, 3.6, 4.2, 4.4, 4.5	1.1, 1.3, 2.2, 2.3, 3.1, 4.4

Course Outcomes:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 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
- 3.5 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 goals
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 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



Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Practical Assessment of First Aid Skills	Healthy Lifestyle Research Assignment	Assessment of skills, knowledge in relation to games and sports	Trial HSC Examination
Timing		Term 4 Week 8	Term 2 Week 7	Ongoing	Term 3 Weeks 5/6
Assessment Component					
Knowledge and understanding of course content	50%	5	10	25	10
Skills in critical thinking, research, analysing and communication	50%	10	5	25	10
Total	100%	15	15	50	20
Outcomes Assessed		3.6, 4.2, 4.4, 4.5	1.5, 3.5, 4.3	1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3, 3.6, 3.7, 4.4, 4.5	1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3, 3.6, 3.7, 4.4, 4.5

Course Outcomes:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 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
- 3.5 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 goals
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 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

Visual Arts

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Introduction to Body of Work + Case Study	Body of Work Development	Near completion of Body of Work	Trial HSC Examination
Timing		Term 1 Week 5	Term 2 Week 2	Term 3 Week 1	Term 3 Weeks 5/6
Assessment Component		Artmaking Practice with exploration of ideas through use of the Frames	Artist Practice/Frames and Conceptual Framework	Artmaking Practice/Frames and Conceptual Framework	Artist Practice/Frames and Conceptual Framework
Artmaking and VAPD	50%	10	15	25	
Critical and Historical	50%	20			30
Total	100%	30	15	25	30
Outcomes Assessed		H1, H2, H3, H4, H5	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5	H6, H7, H8, H9

Course Outcomes:

- H1 initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3 demonstrates an understanding of the frames when working independently in the making of art
- 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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Portfolio Review/ Introduction	Portfolio Development (Major Project)	Trial HSC Examination	Completion of Portfolio (Major Project)
Timing		Term 1 Week 2	Term 3 Week 1	Term 3 Weeks 5/6	Term 3 Week 6
Assessment Component		Designing and Making	Designing and Making Critical and Historical Studies	Critical and Historical Studies	Designing and Making
Art Historical and Critical Studies	30%		10	20	
Artmaking	70%	10	15		45
Total	100%	10	25	20	45
Outcomes Assessed		DM1- DM6	DM1 - DM6 CH1 - CH4	CH1 - CH4	DM1 - DM6

Course Outcomes:

- DM1 generates a characteristic style that is increasingly self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3 investigates different points of view in the making of designed works
- DM4 generates images and ideas as representations/simulations
- DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6 takes into account issues of Work Health and Safety in the making of a range of works
- CH1 generates in their critical and historical practice ways to interpret and explain design
- CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Work Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research/ Course Work	Research/ Course Work	Examination
Timing		Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 5/6
Assessment Component		Module: Personal Finance	Module: In the Workplace	Modules: Teamwork and Enterprise Skills; Workplace Issues
Knowledge and understanding of course content	30%	10	10	10
Skills	70%	20	20	30
Total	100%	30	30	40
Outcomes Assessed		4, 5, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8	1, 3, 4, 5, 6, 7, 8, 9

Course Outcomes:

A student

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

School Name: Armidale Secondary College

Student Competency Assessment Schedule

COURSE: HSC Business Services

2020/2021

Assessment Events for Business Services BSB20115 Certificate II in Business		Event Four	Event Five	Event Six	Work Placement	Trial Exam
		Sustainability and Innovation	Workplace information and technology	Customer Service		
		Term: 1 Week: 2	Term: 2 Week: 2	Term: 3 Week: 2		
Code	Unit of Competency					
BSBINN201	Contribute to workplace innovation	✓				
BSBSUS201	Participate in environmentally sustainable work practices	✓				
BSBINM201	Process and maintain workplace information		✓			
BSBWOR204	Use business technology		✓			
BSBINM202	Handle mail		✓			
BSBWOR203	Work effectively with others			✓		
BSBWOR202	Organise and complete daily work activities			✓		
BSBCUS201	Deliver a service to customers			✓		

Depending on the achievement of units of competency, the possible HSC qualification outcome is a **Certificate II in Business** or a **Statement of Attainment towards a Certificate II in Business**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

School Name: Armidale Secondary College

Student Competency Assessment Schedule

COURSE: HSC 2021 Construction Pathways

Assessment Events for Certificate II in Construction Pathways CPC20211		Event 3	Event 4	Event 5		Trial HSC Exam	Work Placement 2
		Basic Levelling	Concreting	Construction Project	Holistic		
		Term 4 Week 5	Term 1 Week 5	Term 3 Week 8	Term 3 Week 8	Term 3 Week 5/6	TBA
Code	Unit of Competency						
CPCCCM2006A	Apply basic levelling procedures	X					
CPCCCO2013A	Carry out concreting to simple forms		X				
CPCCCN2005A	Use construction tools and equipment <small>*Any additional units as determined by assessment</small>			X			
CPCCCM1012A CPCCCM1013A CPCCCM1015A CPCCCM2001A CPCCOHS2001A	Work effectively and sustainably Plan and organise work Carry out measurements and calculations Read and interpret plans and specifications Apply OHS requirements, polices and pros			X			

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

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and/or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

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

SIT20416 Certificate II in Kitchen Operations

Assessment Events for Hospitality Kitchen Operations SIT20416 Certificate II in Kitchen Operations		Topic quiz	Event No. 3	Event No. 4	Event No 5	Event No. 6	Event No 7	Work Placement	Trial Exam
		Online	Pop up sandwich bar	Light Bites	Winner Winner	Let's get inducted	E- Portfolio Checks 2,3 &4		
		These quizzes combined with event assessments will determine outcome of unit	Week: 5 Term 4 2020	Week: 7 Term:1 2021	Week: 9 Term: 2 2021	Week: 7 Term:3 2021	Term: 4 2020 Term: 1 2021 Term: 3 2021	Week: TBA Term:	Week: 5/6 Term: 3
Code	Unit of Competency								
SITHCCC011	Use cookery skills effectively						Portfolio checks and feedback on students skill and knowledge development	✓	
SITHCCC003	Prepare and present sandwiches	Term 4 Wk 3	✓						
SITHCCC002	Prepare and present simple dishes	Term 4 Wk 7		✓					
SITHKOP001	Clean kitchen premises and equipment	Term 1 Wk 6		✓					
SITHCCC006	Prepare appetisers and salads	Term 1 Wk 4		✓					
SITHCCC005	Prepare dishes using basic methods of cookery	Term 2 Wk 8			✓				
SITXFSA002	Participate in safe food handling practices				✓				
SITXINV002	Maintain the quality of perishable items	Term 2 Wk 3	✓						
SITHCCC001	Use food preparation equipment	Term 2 Wk 3			✓				
SITHIND002	Source and use information on the Hospitality Industry	Term 3 Wk 4				✓			

Students' may achieve a full SIT20416 Certificate II in Kitchen Operations if they achieve competence in all units, or a statement of attainment towards the SIT20416 Certificate II in Kitchen Operations if they achieve competence in some of the units. Assessments are competency based. Students' must consistently demonstrate the application of the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". A course mark is not allocated.

COURSE: HSC Manufacturing & Engineering
Student Competency Assessment Schedule
HSC outcome: MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways

Assessment Events for Certificate I in Engineering MEM10119		Cluster 4	Cluster 5	Work Placement 35hrs	Yearly Exam*
		Can we build it	Sparks and Noise		
		Week: 8 Term 1, 2021	Week: 8 Term 3, 2021	Week: 5/6 Term: T4 2020 or T1 2021	Week: 5/6 Term: 3
Code	Unit of Competency				
MEMPE006A	Undertake a basic engineering project	✓			
MEMPE001A	Use engineering workshop machines	✓			
MEMPE005A	Develop a career plan for the engineering and manufacturing industry	✓			
MEMPE002A	Use electric welding machines		✓		
MEMPE004A	Use fabrication equipment		✓		

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways** or a Statement of Attainment towards a **MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”.

* Indicates no mark is collected for external assessment

School Name: Armidale Secondary College

Student Competency Assessment Schedule

COURSE: HSC Primary Industries - Agriculture

2020/2021

Assessment Events for Certificate II in Agriculture AHC20116			Event 4	Event 2	Event 3	Event 4	Event	Event
							Work Placement 2*	Trial Exam**
			Term 4 Week 9	Term 1 Week 5	Term 2 Week 10	Term 3 Week 10	Week Term TBA	Term 3 Weeks 5-6
Cluster	Code	Unit of Competency						
Cluster 11-Show time	AHCLSK316	Prepare Livestock for competition	X					
Cluster 9 - Fencing	AHCINF201 AHCINF202	Carry out basic electric fencing operations Install, maintain and repair farm fencing		X				
Cluster 4 - Chemicals	AHCCHM201 AHCPMG201	Apply chemicals under supervision Treat weeds	X					
Cluster 5 - Livestock	AHCLSK202 AHCLSK204 AHCLSK205 AHCLSK206	Care for health and welfare of livestock Carry out regular livestock observation Handle livestock using basic techniques Identify and mark livestock			X			
Cluster 8 –Feeding and Watering Livestock	AHCLSK209 AHCLSK211	Monitor water supplies Provide feed for livestock				X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Agriculture (AHC20116) or a Statement of Attainment towards a Certificate II in Agriculture (AHC20116).

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

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



HSC Assessment Variation Form Request for Extension and/or Consideration Due to Illness or Misadventure

Assessment Year: Year 11 HSC

Students are to fill in the form and take to the Classroom Teacher.

Student Name: _____ Teacher Name: _____ Course: _____ Task No. and Name: _____ Scheduled Completion Date: _____														
Nature of task: (please circle) <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Examination</td> <td style="width: 33%;">Portfolio</td> <td style="width: 33%;">Written Task</td> </tr> <tr> <td>Performance</td> <td>Research Activity</td> <td>Speaking Task</td> </tr> <tr> <td>Assignment</td> <td>Practical Task</td> <td>Field Work</td> </tr> <tr> <td>Listening Task</td> <td></td> <td></td> </tr> </table>			Examination	Portfolio	Written Task	Performance	Research Activity	Speaking Task	Assignment	Practical Task	Field Work	Listening Task		
Examination	Portfolio	Written Task												
Performance	Research Activity	Speaking Task												
Assignment	Practical Task	Field Work												
Listening Task														
Reason for consideration: <input type="checkbox"/> illness <input type="checkbox"/> misadventure <input type="checkbox"/> accident <input type="checkbox"/> other _____														
Supporting Documentation for Medical/Other Reason is attached: Yes <input type="checkbox"/> No <input type="checkbox"/> Medical or Pharmacy Certificate/Statutory Declaration (signed by parent/carer – copy attached): _____ <i>Name of Doctor/Pharmacist/Justice of the Peace</i> _____														
_____ / / <i>Signature of Student</i> <i>Date</i>	_____ / / <i>Signature of Parent/Carer</i> <i>Date</i>													
Classroom Teacher Comment: _____ _____ _____														
_____ / / <i>Signature of Classroom Teacher</i> <i>Date</i>		<i>Please turn over →</i>												

Faculty Head Teacher Recommendation:

- Sit or submit the task without penalty
- Complete an alternative task
- Approve an extension without penalty
- Estimate to be given
- Task to be submitted with penalty
- No extension granted
- No marks to be awarded

Reason for decision: _____

New due date (if applicable): _____

_____/_____/_____
Signature of Faculty Head Teacher *Date*

Deputy Principal Stage 6 Recommendation:

_____/_____/_____
Signature of Deputy Principal Stage 6 *Date*

- * **Original given to student**
- * **Copy given to Classroom Teacher**
- * **Copy retained by Deputy Principal**



ARMIDALE
SECONDARY
COLLEGE

HSC Examination Variation Form Request to Reschedule Examination

Examination: Preliminary HSC HSC Trial

Student Name: _____ Course: _____

Reason for Rescheduling Request

- illness, accident misadventure
- school business other _____

Supporting Documentation is attached: Yes No

Medical or Pharmacy Certificate/Statutory Declaration (signed by parent/carer – copy attached):

Name of Doctor/Pharmacist/Justice of the Peace

Examination(s) to be rescheduled

- _____ Date of Exam: _____
- _____ Date of Exam: _____
- _____ Date of Exam: _____
- _____ Date of Exam: _____
- _____ Date of Exam: _____

Parent/Carer Signature: _____ Date ___/___/___

Student Signature: _____ Date ___/___/___

The following to be consulted if required.

Stage Head Teacher Notified: _____

Faculty Head Teacher Notified: _____

Classroom Teacher Notified: _____

Comment: _____

Please turn over →

Stage Head Teacher recommendation

- Reschedule examination without penalty
- Reschedule a new examination
- Request not granted

Rescheduled Examination Times

_____ Date of Exam: _____

_____ Date of Exam: _____

_____ Date of Exam: _____

_____ Date of Exam: _____

_____ Date of Exam: _____

Head Teacher Stage 6

_____ Date ____/____/____

Assessment Task Cover Sheet

Student Name:	
Student Year:	Subject:
Teacher's Name:	Faculty Head Teacher:
Assessment Task Title:	Assessment Weighting:
Due Date:	Date Received:

I have retained a copy of this assignment/ assessment
 Declaration of Originality: *In accordance with the Armidale Secondary College Assessment Policy, I am submitting my **own work**. It contains no material previously published or written by another person or me. It has not been submitted before as another assessment task.*

Student Signature: _____

Feedback:
You demonstrated proficiency in these areas of assessment in this task:
You need to work on these areas of assessment in the future:
Some ideas to help achieve success in these areas:

Cumulative Rank:	Task Rank: