Pymble Ladies' College

Higher School Certificate

Assessment handbook

2019

Contents

Section I

General assessment information 1

School-based assessment 1
Satisfactory completion of a Preliminary and HSC Course 1
Students joining Year 12 mid-year 2
Students' concerns or queries 2
Types of assessment tasks 2
Students' responsibilities in assessment tasks 2
Examination rules during in-class assessment tasks 2
Confidentiality of assessment tasks 3
Malpractice 3
Plagiarism 3
Receiving notice of assessment tasks 3
Feedback to students on individual assessment tasks 3
Invalid tasks/parts of tasks/non-discriminating tasks 4

Dealing with situations arising regarding assessment tasks 4

Requesting leave of absence on the day of an assessment task 4
Requesting an extension of time for an assessment task 4
Late arrival on the day of an assessment task 4
Absence from timetabled lessons on the day of an assessment task 4
Absence on the day of an in-class assessment task 5
Absence on the day of a hand-in assessment task 5
Illness 5
Illness/misadventure on the day of an assessment task 5
Long-term illness 6
Late submission of an assessment task 6
Querying the result of an assessment task 6

The ranking process 6

Assessment rank order 6
Querying assessment rank order 6

The NSW Education Standards Authority (NESA) moderation process 7

The Universities Admissions Centre's (UAC's) scaling and ranking process 8

Disability Provisions 8

Glossary of key terms 9-10

Section II

Subject Assessment Programs 11

English
- English Advanced 12
- English Extension 1 13
- English Extension 2 14
- English Standard 15
- English EAL/D 16

Mathematics
- Mathematics Standard 2 17
- Mathematics 18
- Mathematics Extension 1 19
- Mathematics Extension 2 20

Science
- Science content and requirements 21
- Agriculture 22
- Biology 23
- Chemistry 24
- Earth and Environmental Science 25
- Investigating Science 26
- Physics 27
- Science Extension 28

History, Society and Ethics 29
- Ancient History 30
- Modern History 31
- History Extension 32
- Legal Studies 33
- Studies of Religion 1 34

Geography, Business Studies, Economics
- Geography 35
- Business Studies 36
- Economics 37

Languages
- Chinese Continuers 38
- Chinese Extension 39
- Classical Greek Continuers 40
- Classical Greek Extension 41
- French Continuers 42
- French Extension 43
- German Continuers 44
- German Extension 45
- Italian Beginners 46
- Japanese Continuers 47
- Japanese Extension 48
- Latin Continuers 49
- Latin Extension 50

Art, Design and Applied Technologies
Food Technology 51
Hospitality 52
Textiles and Design 53
Visual Arts 54

Performing Arts
Dance 55
Drama 56
Music 1 57
Music 2 58
Music Extension 59

Personal Development, Health and Physical Education (PDHPE) 60

Appendix

Illness or misadventure A1

Explanation of absence from an assessment task A2

Late arrival on day of an assessment task A3

Yearly assessment program A4

My assessment progress A5

Final rank A6

Section I

General assessment information

School-based assessment

All schools in New South Wales are required to provide an assessment of student achievement for each course presented by the candidate for the Higher School Certificate Examination. The Higher School Certificate (HSC) issued by the NSW Education Standards Authority (NESA), reports each course's assessment mark separately from the final examination mark. Each student's final HSC mark is a 50:50 combination of school-based assessment and external examination mark.

School-based assessment takes into account a wider range of syllabus outcomes than can be measured by the external examination alone. It also allows multiple measures and observations to be made throughout the course. This provides a better indication of student achievement than a single examination, increasing the accuracy of the final assessment of each student's achievement. It also caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g, fieldwork or practical skills), thus broadening the base of the assessment.

The Subject Assessment Programs published in Section II of this booklet outline the assessment programs for each course. The feedback from assessment tasks has two purposes:

1. to assist in a student's learning process by providing a formative assessment on each task

2. to provide a summative measure of a girl's overall achievement in each subject at the conclusion of the HSC Year.

In cases of accident or misadventure near the time of the HSC examinations, NESA may need to rely entirely on a student's HSC assessment marks. It is important, therefore, that each girl does her best in assessment tasks.

NESA requires that each student makes a genuine attempt at assessment tasks that contribute in excess of 50 per cent of the available assessment marks in that course. If a girl fails to do so she will not have completed the course in that subject and it will not be included in her Higher School Certificate. If it is in English, or if she does not have eight units in addition to English, she will be ineligible for a Higher School Certificate.

Satisfactory completion of a Preliminary and HSC Course

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

A. followed the course developed or endorsed by NESA

B. applied herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

C. achieved some or all of the course outcomes.

If a student has not satisfactorily completed any units in a competency-based course, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

A student will be warned, and her parent or guardian sent a warning letter, if she is not meeting the requirements in a course. The letter will document what she must do to enable her to meet the requirements satisfactorily. If the first warning letter is not effective, a further warning letter will be

sent. If a student has not complied with the above requirements at the time of finalising assessments, she cannot be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' (non-completion) determination.

The school may determine that, as a result of absence, the course completion criteria have not been met. Absences are regarded seriously by the school and NESA.

Students joining Year 12 mid-year

Occasionally, students join the school mid-year. Most commonly these are students who join from another NSW school. The relevant Heads of Learning Area will require such students to submit work to demonstrate that they have covered the outcomes of the part of the course that they have missed, and to provide additional information for the purpose of estimation.

If the missed assessment tasks total less than 25 per cent of the available marks, the student's ranking in the course, based on assessment tasks, will be obtained through estimation, using the assessment tasks she was present for and the work required by the Head of Learning Area to demonstrate missed outcomes.

If students have missed 25 per cent or more of available assessment marks, each case will be judged individually by the Director of Studies, in consultation with the Head of Learning Area.

Students' concerns or queries

In most instances, you should discuss your concerns directly with either your subject teacher or Head of Learning Area. The majority of concerns are resolved at this stage. If particular difficulties arise that cannot be resolved by the subject teacher or Head of Learning Area, you should make an appointment to see the Director of Studies.

Types of assessment tasks

There are two types of assessment tasks:

1. an assessment task that is completed in, or mostly in, school time (in-school assessment task)
2. an assessment task that is completed outside, or mostly outside, school time (take-home assessment task).

Unless specifically noted, the procedures in this booklet apply equally to both types of assessment tasks.

Students' responsibilities in assessment tasks

Examination rules during in-class assessment tasks

During in-class assessment tasks, you are subject to the school's examination rules. Details of the rules can be found in the Curriculum area of the College website. If you fail to observe the examination rules, you will be referred to the Assessment Committee, (comprised of the Director of Studies, the Head of Senior School and the relevant Head of Learning Area) which will decide whether or not your assessment task will stand. A student who fails to follow the school's examination rules may be given zero for the task.

Confidentiality of assessment tasks
No student is to divulge or discuss the nature or content of any assessment task until all the classes have completed the task. Should a student be found to have divulged information about an assessment task, she will be referred to the Assessment Committee, which will decide whether or not her assessment task will stand. A student who divulges or discusses the nature or content of any assessment task before all the classes have completed the task may be given zero for that task, even if her own work has not been advantaged.

Malpractice
You will be expected to complete assessment tasks using your own abilities. Should you get other people to complete work for you, take time off school to complete assessment tasks, engage in academic misconduct or gain other such unfair advantage, you may be interviewed, asked to complete additional or alternative tasks, and asked to supply supporting statements of the authenticity of your work. Malpractice may result in zero being given for a task.

Plagiarism
Plagiarism is the passing off of another's ideas and manner of expressing them, as one's own. It is expected that the assessment tasks that you submit are your own work. Where ideas have been taken from other sources, it is vital that those sources are acknowledged. The use of other people's ideas or direct quotes must be referenced within your work, not just listed in the bibliography. Students suspected of plagiarising an assessment task will be investigated by the Assessment Committee. You may be interviewed, asked to complete additional or alternative tasks, and asked to supply supporting statements of the authenticity of your work. Plagiarism may result in zero being given for a task.

If you are unsure about plagiarism, you should contact your subject teacher or Head of Learning Area for advice. It is your responsibility to read the College advice to students on plagiarism to ensure that you understand what constitutes plagiarism, and the consequences of plagiarism.

Receiving notice of assessment tasks

All classes doing the same assessment task are given the written notice of that assessment task on the same day. If you are absent from class when assessment information is issued, it is your responsibility to access the information from your teacher.

Students are given a minimum two weeks' written notice of the nature and timing of assessment tasks.

Feedback to students on individual assessment tasks

Every assessment task targets particular outcomes. To help students understand how well they have achieved those outcomes, teachers provide both summative (a mark) and formative (a comment) feedback based on marking guidelines which are linked to the outcomes being assessed. When an assessment task is returned to you, it is returned with the following information:

- the marking guidelines used to mark the assessment
- a mark, linked to the marking guidelines
- a written comment about your performance in the task, indicating strengths and weaknesses and offering constructive criticism
- your rank position in the task
- the top mark awarded, to give you an understanding of your performance relative to the cohort.

If, on receipt of the feedback information, you consider that a mistake has been made, you should discuss this with your teacher or Head of Learning Area immediately. If the matter cannot be

resolved, the Head of Learning Area will refer the problem to the Assessment Committee for consideration.

Invalid tasks/parts of tasks/non-discriminating tasks

Should the situation arise that an assessment task in a particular course fails to discriminate, or is faulty in design or administration, the Director of Studies will convene the Assessment Committee to decide on the most appropriate course of action. The College will exercise due care in rectifying the situation.

Dealing with situations arising regarding assessment tasks

Students should deal with particular situations in the following ways:

Requesting leave of absence on the day of an assessment task

Should special circumstances arise requiring you to be absent on the day of an assessment task, you should write to the Director of Studies requesting leave of absence, outlining the reason for the absence and attaching supporting evidence. The Director of Studies, in consultation with the Head of Learning Area, will consider the request and advise you of their decision. If the reason for the absence is accepted, a substitute task or extension of time will be given, whichever is more appropriate. Under exceptional circumstances, where neither option is possible, the Principal may authorise the use of an estimated mark.

Requesting an extension of time for an assessment task

Should special circumstances arise requiring you to need an extension of time to complete an assessment task, you should write to the Director of Studies requesting an extension of time, outlining the reason for the request and attaching supporting evidence. The Director of Studies, in consultation with the Head of Learning Area, will consider the request and advise you of their decision. Other than in exceptional circumstances, an extension of time can only be granted in advance of the due date.

Late arrival on the day of an assessment task

You must attend a full day of school on the day of an assessment task. This is to ensure that no girl is advantaged by using school time to work on an assessment task. If you arrive after 8.45am you must advise your assessment subject teacher, complete the assessment task, and then complete a 'Late Arrival on Day of Assessment Task' form and send it to the Director of Studies. Late arrival on the day of an assessment task without a valid explanation may result in zero being given for the task. Copies of the forms are available from the Director of Studies or the Head of Learning Area. The Director of Studies, in consultation with the Head of Learning Area, will decide whether or not the assessment task will stand, and inform you of the decision.

Absence from timetabled lessons on the day of an assessment task

You must attend a full day of school on the day of an assessment task. This is to ensure that no girl is advantaged by using school time to work on an assessment task. Absence from any timetabled lessons or other compulsory activities such as Chapel and assemblies on the day of an assessment task without a valid reason may result in a zero being given for the task.

Absence on the day of an in-class assessment task

If you are absent on the day of an in-class assessment task, you must collect an 'Explanation of Task Missed' form from the Director of Studies or Head of Learning Area as soon as you return to school. You must complete this form and return it to the Head of Learning Area. Supporting evidence, for example, a medical certificate, must be attached to the form. Please note that medical certificates cannot be completed by anyone related to the student. The Director of Studies, in consultation with the Head of Learning Area, will advise you of their decision regarding the missed assessment task. If the reason for the absence is accepted, a substitute task or extension of time will be given (whichever, in the Head of Learning Area's opinion, is more appropriate). Two days' notice is given by the school for substitute tasks. Under exceptional circumstances, where neither a substitute task nor extension of time is possible, the Principal may authorise the use of an estimated mark.

A student who misses an assessment task without a valid reason, supported by written evidence, will be given zero. A vacation is not considered a valid reason for absence from an assessment task.

Completed 'Explanation of Task Missed' forms must be submitted, together with supporting documentation, within one week of the date of absence from the assessment task.

Absence on the day of a hand-in assessment task

If you are away from school on the day a hand-in task is due, it is your responsibility to arrange for someone to fax, email or deliver your work to the Senior School Office by 9.00am on that day. In the case of an oral presentation you should send a copy of your preparation notes. Work delivered to the Senior School Office should be marked 'Assessment' and have the name of the teacher clearly written on it.

Illness

If you are unwell on the day of an in-class task, you should not complete the assessment task. You should then follow the procedure for absence as detailed above. If you choose to sit for the task, you cannot later submit an application for illness/misadventure for that task.

Illness/misadventure on the day of an assessment task

If you feel well enough to do a task, but believe that **circumstances occurring immediately prior to, or on the day of,** an assessment task and which were beyond your control, may diminish your result in that task, you should:

1. inform the Director of Studies **prior to** commencement or submission of the task
2. sit for or submit the assessment task
3. complete an 'Illness/Misadventure Appeal Form' (from the Director of Studies or Head of Learning Area) and hand it to the Director of Studies. The 'Illness/Misadventure Appeal Form' provides details with regard to what sorts of things constitute illness/misadventure.

The circumstances will be considered by the Director of Studies and you will be informed of the decision regarding the assessment task.

Illness/Misadventure applications must be submitted within one week of the assigned task being completed/submitted and cannot be submitted once the task has been returned to students.

Long-term illness

There is no provision for students who have lost preparation time due to long-term illness (such as glandular fever, asthma etc). If, however, there is evidence of a flare-up at the time an assessment task is due, students should follow the procedure for 'Illness/misadventure on the day of an assessment task'. Chronic illness is not in itself an acceptable reason for requesting special consideration.

Late submission of an assessment task

Unless you have requested, and had approved, an extension of time **prior** to the due date of an assessment task, an assessment task handed in late without a valid explanation will not be accepted and a zero mark will be recorded. If you have only partly completed an assessment task by the due date, and have no valid reason for its non-completion you should hand in the incomplete task, including any supporting material (for example research notes), for marking.

Querying the result of an assessment task

If, on return of your assessment task, you consider that a mistake has been made in the marking of the assessment, it is your responsibility to discuss your concern immediately either with your subject teacher or Head of Learning Area. If the matter cannot be resolved, the Head of Learning Area will refer the problem to the Assessment Committee for consideration.

Any disputes over an individual task must be resolved at the time the task is returned. There is no provision for students to seek a review of a teacher's judgement at a later date.

The ranking process

Assessment rank order

Students' final assessment marks for each course are sent to NESA at the end of the course. NESA states that the final assessment marks are not to be revealed to students because, until they are moderated, assessments given by different schools cannot be compared fairly. Because of this, the school gives students an assessment rank order, rather than their actual assessment mark, at the end of the course.

Before the assessment rank order is issued, the Head of Learning Area organises for each student to check and sign a written record of her mark in each assessment task for each course. Once signed, the record is returned to the Head of Learning Area. An assessment rank order for each subject is issued on the basis of this signed record.

NESA also issues an assessment rank order notice for each student. This notice may be collected from the Curriculum Office, or accessed through Students Online, after the final HSC examination scheduled for the school has been completed.

Querying assessment rank order

After the final HSC examination, each girl can collect her assessment rank order notice from the Curriculum Office or it can be accessed through Students Online. This notice is prepared by NESA, and indicates a student's position in the school's assessment list for each subject. If you consider that there is a mistake in your position for any subject, you should contact the Director of Studies immediately, requesting a review of your assessment in that subject. You will be required to complete an 'Application for School Review of Assessment Ranking' form and return it to the

Director of Studies, who will advise you of the outcome.

NESA has determined that students may seek a review of their assessment in any subject if their position in the school's rank order for that subject differs significantly from the expectation they may have from feedback given throughout the course. Such a review will not involve any re-evaluation of marks on individual assessment tasks. The mark for a particular task may be queried only at the time the task is returned.

The questions which would be considered in a review of a student's assessment in a particular subject are:

(a) Did the weightings specified by the school in its Assessment Program for that subject conform with NESA requirements as detailed in the syllabus for the subject?

(b) Did the procedures used by the school for determining the final assessment mark conform with the stated Assessment Program?

(c) Were there any computational or other clerical errors in the determination of any assessment mark?

Any girl who requests a review will be advised in writing of the result of the review, which is conducted by the school's Assessment Committee.

There is provision for a subsequent appeal to NESA but the only basis for such an appeal is that the conduct of the school review did not comply with NESA requirements.

The NSW Education Standards Authority (NESA) moderation process

Students' final assessment marks for each course are sent to NESA at the end of the course. As different schools are likely to be working to slightly different standards, at this stage it is not possible to compare different schools' assessment marks. To allow comparability, NESA moderates the assessment marks of each school to match the performance of that school group on the common external examination. In other words, it matches the pattern of school assessments against the pattern of examination marks obtained by the group in the final examination.

The moderation process first sets the mean of a school's assessment marks in a course equal to the mean examination mark of those students. The top assessment is set equal to the top examination mark and, where possible, the lowest assessment is set equal to the lowest examination mark for that school group.

As a rule, a *Pymble* cohort's final examination marks are higher, with a smaller standard deviation, than their final assessment marks. Many students, therefore, have a moderated assessment mark that is higher than the raw assessment mark sent to NESA by the school. It is because of this moderation process that the NSW Education Standards Authority (NESA) does not allow schools to give students their final assessment mark.

For more information, visit NESA website at www.educationstandards.nsw.edu.au

The Universities Admissions Centre's (UAC'S) scaling and ranking process

NESA sends each student's aggregated moderated assessment mark and final examination mark for each course to UAC. UAC then scales those marks. The scaled mark represents the mark that a student would have got in a particular course if all HSC students in that year had sat that course. Scaled marks change each year, depending on the cohort sitting for each course.

Each student's best ten units of scaled marks, including two units of English, are added together to give a maximum score of 500. Those marks are then put in order from top to bottom and translated into a **rank** – the ATAR (Australian Tertiary Admission Rank). The top rank is 99.95, which means that a student with an ATAR of 99.95 did better overall than 100 per cent of his or her cohort.

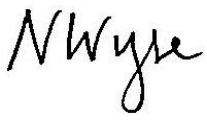
The ATAR is a rank – not a mark. It is a measure of overall academic achievement in the HSC.

For more information, visit UAC's website at www.uac.edu.au

Disability provisions

Pymble Ladies' College makes every attempt to meet the needs of every girl in a similar way to NESA in examination conditions. For girls with special needs this might include a writer, reader, additional time or separate supervision. If you wish to discuss whether disability examination provisions apply to you, contact the Director of Studies and refer to the Disability Provisions policy.

Any application to NESA for special provisions must be submitted by the school. This is because the school is required to provide specific information regarding the difficulties a student may experience in a classroom or examination situation.



Nikki Wyse
Head of Senior School



Stephen Dunk
Director of Studies

A glossary of key words has been developed by the NSW Education Standards Authority (NESA) to help provide a common language and consistent meaning in the Higher School Certificate.

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

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

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

Section II

Subject Assessment Programs

Individual subjects are assessed in different ways according to NESA Assessment Guidelines for that subject. A copy of each subject's Assessment Program is included on the following pages.

Each of these subject Assessment Programs includes:

- the date of commencement of assessment for that course
- a summary of NESA's mandatory aspects for that subject
- the tasks involved, including a table showing the relative weightings of each task and a timetable for the tasks; precise dates will be given to students in writing at least two weeks before the task is due.

HSC outcomes and other information for each subject can be found on the NSW Education Standards Authority (NESA) website

www.educationstandards.nsw.edu.au

English Advanced

Commencement of assessment: Term 4, Year 11

NESA requirements:

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

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- Module C – The Craft of Writing must be assessed with a total weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student-selected related material

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Multimodal text Texts and Human Experiences	**Comparative essay** Textual Conversations	**Imaginative task** Craft of Writing	**Trial HSC Examination** Common Module Module A Module B
		Term 1	Term 1	Term 2	Term 3
Knowledge and understanding of course content	50	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
TOTAL	100	20	25	25	30
Outcomes		EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8

English Extension 1

Commencement of assessment: Term 1, Year 12

NESA requirements:

There will be three assessment tasks comprising the following components and weightings:

Components	Weighting
Knowledge and understanding of texts and why they are valued	50%
Skills in complex analysis, sustained composition, independent investigation	50%
TOTAL	100%

The Year 12 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must be a creative response with a maximum weighting of 40%
- at least one task must integrate student-selected related material.

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3
		Creative Response	**Comparative Essay**	**Trial Exam**
		Term 1	Term 2	Term 3
Knowledge and understanding of texts and why they are valued	50	15	20	15
Skills in: - complex analysis - sustained composition - independent investigation	50	15	20	15
TOTAL	100	30	40	30
Outcomes		EE12-1, EE12-3, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5

English Extension 2

Commencement of assessment: Term 1, Year 12

NESA requirements:

There will be three assessment tasks comprising the following components and weightings:

Components	Weighting
Skills in extensive independent research	50%
Skills in sustained composition	50%
TOTAL	100%

The Year 12 formal school-based assessment program must reflect the following requirements:

- assessment will be based on the process of composing the Major Work
- three assessment tasks:
  - a Viva Voce with a weighting of 30%
  - a Literature Review with a weighting of 40%
  - a Critique of the Creative Process with a weighting of 30%
- the Major Work Journal must be submitted for monitoring with each assessment task.

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3
		Viva Voce (including written proposal)	**Literature Review**	**Critique of the Creative Process**
		Term 4	Term 1	Term 2
Knowledge and understanding of texts and why they are valued	50	15	20	15
Skills in complex analysis composition and investigation	50	15	20	15
TOTAL	100	30	40	30
Outcomes		EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5

External HSC Examination
The examination will consist of a Major Work worth 40 marks and a Reflection Statement worth 10 marks.

English

English Standard

Commencement of assessment: Term 4, Year 11

NESA requirements:

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

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- Module C – The Craft of Writing must be assessed with a total weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student-selected related material.

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Multimodal text using prescribed text and related material Texts and Human Experiences	**Persuasive speech transcript** Language, Identity and Culture	**Imaginative task** The Craft of Writing	**Trial HSC Examination** Common Module Module A Module B
		Term 1	Term 1	Term 2	Term 3
Knowledge and understanding of course content	50	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
TOTAL	100	20	25	25	30
Outcomes		EN12-1, EN12-2, EN12-3, EN12-5, EN12-6	EN12-4, EN12-8, EN12-1	EN12-3, EN12-5, EN12-5, EN12-9	EN12-4, EN12-5, EN12-7, EN12-3

English EAL/D

Commencement of assessment: Term 4, Year 11

NESA requirements:

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

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes, one of which must be listening
- one task must focus on the concurrent module, Module D – Focus on Writing with a minimum weighting of 25%

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Analytical response using prescribed text Module C: Close Study of Text	**Reading and writing task using prescribed text and unseen material** Module A: Texts and Human Experiences	**Imaginative or persuasive writing including viva voce (multimodal presentation incl. listening)** Module D: Focus on Writing	**Trial HSC Examination** Modules A, B and C
		Term 1	Term 1	Term 2	Term 3
Knowledge and understanding of course content	50	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
TOTAL	100	20	25	25	30
Outcomes		EAL12-1A, EAL12-3, EN12-4, EN12-5, EN12-7,	EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7	EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7,	EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8

	EN12-8		EAL12-9	

Mathematics Standard 2

Commencement of assessment: Term 4, Year 11

NESA requirements:

Understanding, fluency and communication

- Make connections between experiences and related concepts, and progressively expand and develop ideas.
- Recall factual knowledge and concepts, select and apply appropriate procedures flexibly, accurately and efficiently.
- Describe, represent, formulate, express and explain mathematical situations, concepts, methods and solutions to problems using a variety of presentations that utilise appropriate language, notation or diagrams.

Problem solving, reasoning and justification

- Interpret, formulate, investigate, model and solve problems, using mathematics in simple and complex, familiar and unfamiliar situations.
- Analyse, evaluate, explain, infer, generalise, deduce and reach conclusions.
- Justify strategies and strategic thinking used, conclusions reached and explain the reasonableness of findings, providing results where appropriate.

Tasks involved:

Components	Weighting (Syllabus)	**Task 1**	**Task 2**	**Task 3**	**Task 4**
		Practical Examination	Written Task using Homework Questions	Written Task	Trial Exam
		Term 4	Term 1	Term 2	Term 3
Understanding, fluency and communication	50	15	10	10	15
Problem solving, reasoning and justification	50	15	10	10	15
TOTAL	100	30	20	20	30
Outcomes		MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3 MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10

NOTE:

- ICT may be used in assessment tasks for this course.
- A NESA-approved, non-programmable calculator will be allowed in assessment tasks for this course.

Mathematics

Commencement of assessment: Term 4, Year 11

NESA requirements:

Concepts, skills and techniques

- Recalling mathematical terminology and concepts.
- Identifying the nature of mathematical problems from theoretical and practical contexts, and appropriate techniques for solution.
- Applying appropriate techniques to solve routine problems.

Reasoning and communication

- Interpreting information from theoretical and practical contexts given in written, diagrammatic or graphical form, and representing given information in other ways.
- Explaining terminology, concepts, techniques for solution or aspects of a solution, using written and/or spoken language and diagrams.
- Interpreting and using mathematical models, and constructing mathematical arguments and proofs to solve familiar and unfamiliar problems.
- Evaluating methods of solution in terms of efficiency and breadth of application, and recognising limitations to the validity of solutions.

Tasks involved:

Components	Weighting (Syllabus)	**Task 1**	**Task 2**	**Task 3**	**Task 4**
		Written Task	Investigation Task/ Assignment	Written Task	Trial Exam
		Term 4	Term 1	Term 2	Term 3
Concepts, skills and techniques	50	12.5	10	12.5	15
Reasoning and Communication	50	12.5	10	12.5	15
TOTAL	100	25	20	25	30
Outcomes		H1, H2, H4, H5, H6, H7, H9	H1, H2, H4, H5, H6, H7, H9	H1, H2, H4, H6, H8, H9	H1, H2, H3, H4, H5, H9

NOTE:

- A NESA-approved, non-programmable calculator will be allowed in assessment tasks for this course.
- Students undertaking the Extension 1 and Extension 2 Courses will also complete the Mathematics (2 Unit) assessment tasks.

Mathematics Extension 1

Commencement of assessment: Term 4, Year 11

NESA requirements:

Concepts, skills and techniques

- Recalling mathematical terminology and concepts.
- Identifying the nature of mathematical problems from theoretical and practical contexts, and appropriate techniques for solution.
- Applying appropriate techniques to solve routine problems.

Reasoning and communication

- Interpreting information from theoretical and practical contexts given in written, diagrammatic or graphical form, and representing given information in other ways.
- Explaining terminology, concepts, techniques for solution or aspects of a solution, using written and/or spoken language and diagrams.
- Interpreting and using mathematical models, and constructing mathematical arguments and proofs to solve familiar and unfamiliar problems.
- Evaluating methods of solution in terms of efficiency and breadth of application, and recognising limitations to the validity of solutions.

Tasks involved:

Components	Weighting (Syllabus)	**Task 1**	**Task 2**	**Task 3**	**Task 4**
		Written Task	Investigation Task/ Assignment	Written Task	Trial Exam
		Term 4	Term 1	Term 2	Term 3
Concepts, skills and techniques	50	12.5	10	12.5	15
Reasoning and communication	50	12.5	10	12.5	15
TOTAL	100	25	20	25	30
Outcomes		HE1, PE3, HE2, HE6, HE7	HE1, PE3, HE2, HE6, HE7	HE1, HE4, HE6, HE7	HE1, HE3, HE5, HE6, HE7

NOTE:

- A NESA-approved, non-programmable calculator will be allowed in assessment tasks for this course.
- For Extension 1 students, the marks shown in the table will be converted to form the Extension 1 assessment mark out of 50.
- Students undertaking the Extension 2 Course will also complete the Extension 1 assessment tasks.

Mathematics Extension 2

Commencement of assessment: Term 4, Year 11

NESA requirements:

Concepts, skills and techniques

- Recalling mathematical terminology and concepts.
- Identifying the nature of mathematical problems from theoretical and practical contexts, and appropriate techniques for solution.
- Applying appropriate techniques to solve routine problems.

Reasoning and communication

- Interpreting information from theoretical and practical contexts given in written, diagrammatic or graphical form, and representing given information in other ways.
- Explaining terminology, concepts, techniques for solution or aspects of a solution, using written and/or spoken language and diagrams.
- Interpreting and using mathematical models, and constructing mathematical arguments and proofs to solve familiar and unfamiliar problems.
- Evaluating methods of solution in terms of efficiency and breadth of application, and recognising limitations to the validity of solutions.

Tasks involved:

Components	Weighting (Syllabus)	**Task 1**	**Task 2**	**Task 3**	**Task 4**
		Written Task using Homework Questions	Investigation Task/ Assignment	Written Task	Trial Exam
		Term 4	Term 1	Term 2	Term 3
Concepts, skills and techniques	50	12.5	10	12.5	15
Reasoning and communication	50	12.5	10	12.5	15
TOTAL	100	25	20	25	30
Outcomes		E2, E3, E4, E9	E2, E3, E4, E9	E2, E3, E4, E6, E9	E2, E3, E4, E7, E8, E9

NOTE:

- A NESA-approved, non-programmable calculator will be allowed in assessment tasks for this course.
- Students undertaking the Extension 2 Course will also complete the Extension 1 Assessments and the Mathematics (2 Unit) Assessments.

Science

Agriculture, Biology, Chemistry, Earth and Environmental Science, Investigating Science, Physics, Science Extension

Commencement of assessment: Science courses commence assessment Term 4, Year 11 or Term 1, Year 12

Content

The outcomes of the New HSC Science courses have been divided into:

Knowledge and Understanding CH12-12, CH12-13, CH12-14, CH12-15

Working Scientifically CH11/12-1 to CH11/12-7

The knowledge outcomes are subject specific and referred to in each assessment table.

NESA requirements:

The internal assessment mark is based on the HSC Course only and on a range and balance of assessment instruments.

Components	Weighting
Working Scientifically	60
Knowledge and Understanding	40
TOTAL	100

Please note this differs for Agriculture, which is a Technology and Applied Studies subject.

One task may be used to assess several components.

NESA requirements:

Core topics make up 80% of the total weighting:

Farm Product Study – 30%
Plant /Animal Study – 50%

The student then selects to study an elective topic which makes up the remaining 20% of the weighting.

Tasks involved:

Components	Weighting	**Task 1**	**Task 2**	**Task 3**	**Task 4**
		Seminar	Practical Task	Research	Trial HSC Examination
		Term 4	Term 1	Term 2	Term 3
Knowledge and Understanding of: • the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems • the impact of innovation, ethics and current issues on Australian agricultural systems	40	10	5	5	20
• Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner • Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing	40	5	10	20	5
• Skills in effective research, experimentation and communication	20	5	10		5
TOTAL	100	20	25	25	30
Outcomes		H3.4, H4.1, H5.1	H2.1, H4.1	H3.1, H3.2, H3.3, H3.4	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Model/ Case Study	**Depth Study**	**Practical and Data Analysis**	**Trial HSC Examination**
		Term 4	Term 1	Term 2	Term 3
Skills in Working Scientifically • Questioning and predicting • Planning investigations • Conducting investigations • Processing data and information • Analysing data and information • Problem solving • Communicating	60	10	20	20	10
Knowledge and Understanding • Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species • Explains natural genetic change and the use of genetic technologies to induce genetic change • Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system • Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease	40	5	5	10	20
TOTAL	100	15	25	30	30
Outcomes		BIO 12.3 BIO 12.4 BIO 12.5 BIO 12.6 BIO 12.7 BIO 12.14	BIO 12.1 BIO 12.2 BIO 12.3 BIO 12.4 BIO 12.5 BIO 12.6 BIO 12.7 BIO 12.14	BIO 12.1 BIO 12.2 BIO 12.4 BIO 12.5 BIO 12.6 BIO 12.7 BIO 12.12 BIO 12.13	BIO 12.1 BIO 12.2 BIO 12.3 BIO 12.4 BIO 12.5 BIO 12.6 BIO 12.7 BIO 12.12 BIO 12.13 BIO 12.14 BIO 12.15

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Practical and Data Analysis	**Research**	**Depth Study**	**Trial Examination**
		Term 4	Term 1	Term 2	Term 3
Skills in Working Scientifically • Questioning and predicting • Planning investigations • Conducting investigations • Processing data and information • Analysing data and information • Problem solving • Communicating	60	10	15	25	10
Knowledge and understanding • Explains the characteristics of equilibrium systems, and the factors that affect these systems • Describes, explains and quantitatively analyses acids and bases using contemporary models • Analyses the structure of, and predicts reactions involving, carbon compounds • Describes and evaluates chemical systems used to design and analyse chemical processes	40	5	10	5	20
TOTAL	100	15	25	30	30
Outcomes		CH11/12-1 CH11/12-2 CH11/12-7 CH12-12	CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-14	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH12-13 CH12-14	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15

		CH12-15		

Earth and Environmental Science

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Data Analysis Task	**Depth Study**	**Hypothetical Practical Investigation**	**Trial HSC Examination**
		Term 4	Term 1	Term 2	Term 3
Skills in Working Scientifically • Questioning and predicting • Planning investigations • Conducting investigations • Processing data and information • Analysing data and information • Problem solving • Communicating	60	15	20	15	10
Knowledge and Understanding • Describes and evaluates the models that show the structure and development of the Earth over its history • 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 • Analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate • Describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems	40	5	5	10	20
TOTAL	**100**	**20**	**25**	**25**	**30**
Outcomes		EES12 – 4 EES12 – 5 EES12 – 6 EES 12 – 7 EES12 – 12	EES12 – 1 EES12 – 2 EES12 – 3 EES12 – 4 EES12 – 5 EES12 – 6 EES12 – 7 EES12 – 14	EES 12 – 1 EES12 – 2 EES 12 – 3 EES 12 – 4 EES 12 – 13	EES12 – 1 EES12 – 2 EES12 – 4 EES12 – 5 EES12 – 6 EES12 – 7 EES12 – 12 EES12 – 13 EES12 – 14 EES12 – 15

Components	Weighting	**Task 1**	**Task 2**	**Task 3**	**Task 4**
		Practical Investigation	**Research Task**	**Depth Study**	**Trial HSC examination**
		Term 4	Term 1	Term 2	Term 3
Skills in Working Scientifically • Questioning and predicting • Planning investigations • Conducting investigations • Processing data and information • Analysing data and information • Problem solving • Communicating	**60**	15	15	20	10
Knowledge and Understanding • Develops and evaluates the process of undertaking scientific investigations • Describes and explains how science drives the development of technologies • Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis • Evaluates the implications of ethical, social, economic and political influences on science	**40**	5	5	10	20
TOTAL	**100**	**20**	**20**	**30**	**30**
Outcomes		INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS12-12	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-7 INS12-13	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 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12 INS12-13 INS12-14 INS12-15

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Depth Study	**Theory Test**	**Data Analysis Task**	**Trial HSC Examination**
		Term 4	Term 1	Term 2	Term 3
Skills in Working Scientifically • Questioning and predicting • Planning investigations • Conducting investigations • Processing data and information • Analysing data and information • Problem solving • Communicating	60	15	15	20	10
Knowledge and Understanding • Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles • Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively • 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 • 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	40	5	10	5	20
TOTAL	100	20	25	25	30
Outcomes		PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12	PH11/12-6 PH11/12-7 PH12-13	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 PH12-15

Science Extension

Components	Weighting	Task 1	Task 2	Task 3
		Literature Review	**Progress Report**	**Scientific Research Report**
		Term 1	Term 2	Term 3
Communicating scientifically	**30**	15	5	10
Gathering, recording, analysing and evaluating data	**30**	10	10	10
Application of scientific research skills	**40**	5	15	20
TOTAL	**100**	**30**	**30**	**40**
Outcomes		SE-2, SE-3, SE-5, SE-7	SE-1, SE-6, SE-7	SE-1 – SE-7

History, Society and Ethics

Ancient History, Modern History, History Extension

Commencement of assessment: Term 4, Year 11 – Ancient and Modern History
Term 1, Year 12 – History Extension

NESA requirements:

Ancient History

Ancient History	Total weighting
Knowledge and understanding of course content.	40
Historical skills in the analysis and evaluation of sources and interpretations.	20
Historical inquiry and research.	20
Communication of historical understanding in appropriate forms.	20
TOTAL	100

Modern History

Modern History	Total weighting
Knowledge and understanding of course content.	40
Historical skills in the analysis and evaluation of sources and interpretations.	20
Historical inquiry and research.	20
Communication of historical understanding in appropriate forms.	20
TOTAL	100

History Extension

Extension History	Total weighting
Knowledge and understanding of significant historiographical ideas and issues.	40
Skills in designing, undertaking and communicating historical inquiry – the History Project.	60
TOTAL	100

Ancient History

Course time	25%	25%	25%	25%
Topics	**Pompeii and Herculaneum**	**Personality**	**Historical Period**	**Ancient Society**
Assessment date	Term 4	Term 1	Term 2	Term 3
Tasks and weightings	**Historical Analysis 20%** Source Skills (5) Communication (5) Knowledge (10)	**Research Task 25% (hand-in)** Communication (5) Knowledge (5) Source Skills (5) Research (10)	**Research Task 25% (in-class)** Knowledge (10) Communication (5) Research (10)	**Trial Exam 30%** Source Skills (10) Knowledge (15) Communication (5)
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	✓			✓
	AH12-5 AH12-6 AH12- 7 AH12-10	AH12-1 AH12-3 AH12-4 AH12-7	AH12-2 AH12-3 AH12-8 AH12-9	AH12-3 AH12-5 AH12-6 AH12-10

Modern History

Course time	25%	25%	25%	25%
Topics	**Core: Power and Authority in the Modern World**	**National Studies**	**Change in the Modern World**	**Peace and Conflict**
Assessment date	Term 4	Term 1	Term 2	Term 3
Tasks and weightings	**Vive Voce 20%** Research (5) Communication (10) Knowledge/content (5)	**Research Essay 20%** Research (5) Communication (10) Knowledge (5)	**Historical Analysis 30%** Knowledge/content (10) Analysis/evaluation (10) Research (10)	**Trial Exam 30%** Analysis/evaluation (10) Knowledge/content (20)
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 periods			✓	✓
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 of historical features and issues using appropriate and well- structured oral and written forms.	✓	✓		✓
	MH12-3 MH12-6 MH12-9	MH12-1 MH12-2 MH12-8 MH12-9	MH12-3 MH12-5 MH12-7 MH12-8	MH12-4 MH12-5 MH12-6 MH12-9

History Extension

Components	Weighting	Task 1	Task 2		Task 3	Task 4
		History Project Proposal	**History Project** Process Logs	**History Project** Annotated Sources	**History Project** Essay	**Trial HSC Examination** Constructing History and Case study
		Term 4	Term 2	Term 2	Term 2	Term 3
Skills in designing, undertaking and communicating historical inquiry – the History Project	**60**	10	10	10	30	
Knowledge and understanding of significant historiographical ideas and processes	**40**				10	30
TOTAL	**100**	**10**	**20**		**40**	**30**
Outcomes		**HE12-2, HE12-3, HE12-4**			**HE12-1, HE12-2, HE12-3, HE12-4**	**HE12-1**

Legal Studies

Commencement of assessment: Term 4, Year 11

NESA requirements:

Components	Weighting
Knowledge and understanding of course content	40
Analysis and evaluation	20
Inquiry and research	20
Communication	20
TOTAL	**100**

Tasks involved:

Students in Legal Studies, as part of their Higher School Certificate, will work towards achieving outcomes as prescribed by the Syllabus. These outcomes will be assessed as indicated in the following grid:

Components	Weighting	**Task 1**	**Task 2**	**Task 3**	**Task 4**
		Written Task	Research Class Test	Research	Trial Exam
		Human Rights	Crime	Family Law	Trial Exam
		Term 1	Term 1	Term 2	Term 3
Knowledge and understanding 40%	40	10	10	5	15
Analysis and evaluation 20%	20		5	5	10
Research 20%	20	5	5	10	
Communication 20%	20	5	5	5	5
TOTAL	100	20	25	25	30
Outcomes		H1, H2, H3	H1, H4, H5, H7	H6, H8, H9, H10	H1-H10

History, Society and Ethics

Studies of Religion 1

Commencement of assessment: Term 4, Year 11

NESA requirements:

Components	Weighting
Knowledge and understanding of course content	20
Source-based skills	10
Investigation and research	10
Communication of information, ideas and issues in appropriate forms	10
TOTAL	**100**

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3
		Research Task and Report Religious Tradition 1	**Oral Presentation** Religious Tradition 2	Trial Exam
		Term 4	Term 2	Term 3
Knowledge and understanding of course content	**40**	10	10	20
Source-based skills	**20**	5	10	5
Investigation and research	**20**	10	10	
Communication of information, ideas and issues in appropriate forms	**20**	5	10	5
TOTAL	**100**	**30**	**40**	**30**
Outcomes		H1, H2, H4, H5, H6	H1, H2, H4, H5, H6, H7	H2, H3, H6, H7, H8, H9

Geography

Commencement of assessment: Term 4, Year 11

NESA requirements:

Components	Total weighting
Knowledge and understanding of course content	40
Geographical tools and skills	20
Geographical inquiry and research including fieldwork	20
Communication of geographical information, ideas and issues	20
TOTAL	100

Tasks involved:

Students in Geography as part of their Higher School Certificate will work towards achieving outcomes as prescribed by the Syllabus. These outcomes will be assessed as indicated in the following grid:

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Urban Places	Geographic Summation Task	Ecosystem at Risk	Trial Exam
		Term 1	Term 2	Term 2	Term 3
Knowledge and understanding of course content	30		15		15
Geographical tools and skills	20		10		10
Geographical inquiry and research including fieldwork	25	15		10	
Communication of geographical information, ideas, and issues	25	5		15	5
TOTAL	100	20	25	25	30
Outcomes		H1, H3, H8, H9, H10, H13	H1, H3, H8, H9, H10, H13	H1, H4,H5, H6, H10, H11, H12, H13	H1, H2, H5, H6, H8, H9, H10, H13

Business Studies

Commencement of assessment: Term 4, Year 11

NESA requirements:

Components	Weighting
Knowledge and understanding of course content	40
Stimulus-based skills	20
Inquiry and research	20
Communicating of business information, ideas and issues in appropriate forms	20
TOTAL	100

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Marketing Test	Finance Interpretation of Financial Statements	Human Resources and Operations Research Assignment	Trial Exam
		Term 1	Term 2	Term 3	Term 3
Knowledge and understanding of course content	40	5	10	10	15
Stimulus-based skills	20	10			10
Inquiry and research	20		10	10	
Communication of business information, ideas and issues	20	5	5	5	5
TOTAL	100	20	25	25	30
Outcomes		H2, H3, H4, H5, H8, H9	H5, H6, H8, H9, H10	H2, H3, H4, H5, H6, H7, H8, H9	H1 – H10

Economics

Commencement of assessment: Term 4, Year 11

NESA requirements:

Components	Weighting
Knowledge and understanding of the course content	40
Stimulus-based skills	20
Inquiry and research	20
Communication of economic information, ideas and issues in appropriate forms	20
TOTAL	100

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		The Global Economy Research written responses in class	Australia's Place in The Global Economy Class test	Economic Issues, Policies and Management: Class test	Trial HSC Exam
		Term 4	Term 1	Term 2	Term 3
Knowledge and understanding of the course	40	5	10	10	15
Stimulus-based skills	20		5	5	10
Inquiry and research	20	10	5	5	
Communication of economic information, ideas and issues in appropriate forms	20	5	5	5	5
TOTAL	100	20	25	25	30
Outcomes		H3, H5, H7, H8, H9, H10, H12	H1, H2, H4, H8, H11	H2, H5, H6, H7, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11

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 government.
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.

Chinese Continuers

Commencement of assessment: Term 4, Year 11

NESA requirements:

NESA has fixed the following components and their relative weightings as follows:

Components	Weighting	Tasks
Speaking	20	3
Listening	30	1 and 4
Reading	30	2 and 4
Writing in Chinese	20	2 and 4
TOTAL	100	

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Listening	Reading and Writing	Speaking	Trial Exam
		Term 4	Term 1	Term 2	Term 3
Listening	30	20			10
Reading	30		20		10
Speaking	20			20	
Writing	20		10		10
TOTAL	100	20	30	20	30
Outcomes		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, 4.1, 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, 4.2, 4.3

Chinese Extension

Commencement of assessment: Term 1, Year 12

NESA requirements:

NESA has fixed the following components and their relative weightings as follows:

Components	Weighting	Tasks
Text analysis	40	1 and 3
Writing	40	2 and 3
Speaking	20	1 and 2
TOTAL	100	

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3
		Text analysis and Speaking	Writing and Speaking	Trial Exam
		Term 1	Term 2	Term 3
Text analysis	40	20		20
Writing	40		30	10
Speaking	20	10	10	
TOTAL	100	30	40	30
Outcomes		1.1, 1.2, 2.1, 2.2, 2.3	1.1, 1.2, 2.1	1.1, 1.2, 2.1, 2.2, 2.3

Commencement of assessment: Term 4, Year 11

NESA requirements:

NESA has fixed the following components and their relative weightings as follows:

Components	Weighting	Tasks
Skills in translating	30	1, 2, 3 and 4
Skills in grammar analysis	10	2 and 4
Understanding prescribed texts	30	1, 2, 3 and 4
Understanding and translating unseen texts	30	2, 3 and 4
TOTAL	100	

Tasks involved:

Components	Weighting	**Task 1**	**Task 2**	**Task 3**	**Task 4**
		Skills in translating and understanding prescribed texts	All skills	Skills in translating, understanding prescribed and un-prescribed texts	Trial Exam All skills
		Term 4	Term 1	Term 2	Term 3
Skills in translating	30	10	5	10	5
Skills in grammar analysis	10		5		5
Understanding prescribed texts	30	5	5	10	10
Understanding and translating unseen texts	30		10	10	10
TOTAL	100	15	25	30	30
Outcomes		1.1, 1.3, 2.2, 2.3, 3.1, 3.2	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2

Commencement of assessment: Term 1, Year 12

NESA requirements:

Components	Weighting	Tasks
Skills in understanding, analysing and translating complex prescribed texts	70	1, 2 and 3
Skills in understanding, analysing and translating complex non-prescribed texts	30	1, 2 and 3
TOTAL	100	

Tasks involved:

Components	Weighting	**Task 1**	**Task 2**	**Task 3**
		Skills in understanding, analysing and translating complex prescribed and non-prescribed texts	Skills in understanding, analysing and translating complex prescribed and non-prescribed texts	Trial Exam
		Term 1	Term 2	Term 3
Skills in understanding, analysing and translating complex prescribed texts	70	20	30	20
Skills in understanding, analysing and translating complex non-prescribed texts	30	10	10	10
TOTAL	100	30	40	30
Outcomes		1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1

French Continuers

Commencement of assessment: Term 4, Year 11

NESA requirements:

NESA has fixed the following components and their relative weightings as follows:

Components	Weighting	Tasks
Speaking	20	3
Listening	30	1 and 4
Reading	30	2 and 4
Writing in French	20	2 and 4
TOTAL	100	

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Listening	Reading and Writing	Speaking	Trial Exam
		Term 4	Term 1	Term 2	Term 3
Listening	30	20			10
Reading	30		20		10
Speaking	20			20	
Writing	20		10		10
TOTAL	100	20	30	20	30
Outcomes		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, 4.1, 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, 4.2, 4.3

French Extension

Commencement of assessment: Term 1, Year 12

NESA requirements:

NESA has fixed the following components and their relative weightings as follows:

Components	Weighting	Tasks
Text analysis	40	1 and 3
Writing	40	2 and 3
Speaking	20	1 and 2
TOTAL	100	

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3
		Text analysis and Speaking	Writing and Speaking	Trial Exam
		Term 1	Term 2	Term 3
Text analysis	40	20		20
Writing	40		30	10
Speaking	20	10	10	
TOTAL	100	30	40	30
Outcomes		1.1, 1.2, 2.1, 2.2, 2.3	1.1, 1.2, 2.1	1.1, 1.2, 2.1, 2.2, 2.3

German Continuers

Commencement of assessment: Term 4, Year 11

NESA requirements:

NESA has fixed the following components and their relative weightings as follows:

Components	Weighting	Tasks
Speaking	20	3
Listening	30	1 and 4
Reading	30	2 and 4
Writing in German	20	2 and 4
TOTAL	100	

Tasks involved:

Components	Weighting	**Task 1**	**Task 2**	**Task 3**	**Task 4**
		Listening	Reading and Writing	Speaking	Trial Exam
		Term 4	Term 1	Term 2	Term 3
Listening	30	20			10
Reading	30		20		10
Speaking	20			20	
Writing	20		10		10
TOTAL	100	20	30	20	30
Outcomes		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, 4.1, 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, 4.2, 4.3

German Extension

Commencement of assessment: Term 1, Year 12

NESA requirements:

NESA has fixed the following components and their relative weightings as follows:

Components	Weighting	Tasks
Text analysis	40	1 and 3
Writing	40	2 and 3
Speaking	20	1 and 2
TOTAL	100	

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3
		Text analysis and Speaking	Writing and Speaking	Trial Exam
		Term 1	Term 2	Term 3
Text analysis	40	20		20
Writing	40		30	10
Speaking	20	10	10	
TOTAL	100	30	40	30
Outcomes		1.1, 1.2, 2.1, 2.2, 2.3	1.1, 1.2, 2.1	1.1, 1.2, 2.1, 2.2, 2.3

Italian Beginners

Commencement of assessment: Term 4, Year 11

NESA requirements:

NESA has fixed the following components and their relative weightings as follows:

Components	Weighting	Tasks
Speaking	20	3 and 4
Listening	30	3 and 4
Reading	30	1 and 4
Writing in Italian	20	2 and 4
TOTAL	100	

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Reading	Writing	Listening and Speaking	Trial Exam
		Term 4	Term 1	Term 2	Term 3
Reading	30	25			5
Writing	20		15		5
Listening	30			20	10
Speaking	20			10	10
TOTAL	100	25	15	30	30
Outcomes		2.1, 2.2, 2.3, 2.4, 2.5, 2.6	3.1, 3.2, 3.3, 3.4,	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1 to 3.4

Japanese Continuers

Commencement of assessment: Term 4, Year 11

NESA requirements:

NESA has fixed the following components and their relative weightings as follows:

Components	Weighting	Tasks
Speaking	20	3
Listening	30	1 and 4
Reading	30	2 and 4
Writing in Japanese	20	2 and 4
TOTAL	100	

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Listening	Reading and Writing	Speaking	Trial Exam
		Term 4	Term 1	Term 2	Term 3
Listening	30	20			10
Reading	30		20		10
Speaking	20			20	
Writing	20		10		10
TOTAL	100	20	30	20	30
Outcomes		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, 4.1, 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, 4.2, 4.3

Japanese Extension

Commencement of assessment: Term 1, Year 12

NESA requirements:

NESA has fixed the following components and their relative weightings as follows:

Components	Weighting	Tasks
Text analysis	40	1 and 3
Writing	40	2 and 3
Speaking	20	1 and 2
TOTAL	100	

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3
		Text analysis and Speaking	Writing and Speaking	Trial Exam
		Term 1	Term 2	Term 3
Text analysis	40	20		20
Writing	40		30	10
Speaking	20	10	10	
TOTAL	100	30	40	30
Outcomes		1.1, 1.2, 2.1, 2.2, 2.3	1.1, 1.2, 2.1	1.1, 1.2, 2.1, 2.2, 2.3

Latin Continuers

Commencement of assessment: Term 4, Year 11

NESA requirements:

Components	Weighting	Tasks
Skills in translating	30	1, 2, 3 and 4
Skills in grammar analysis	10	2 and 4
Understanding prescribed texts	30	1, 2, 3 and 4
Understanding and translating unseen texts	30	2, 3 and 4
TOTAL	100	

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Skills in translating and Understanding prescribed texts	All skills	Skills in translating, Understanding prescribed and un-prescribed texts	Trial Exam All skills
		Term 4	Term 1	Term 2	Term 3
Skills in translating	30	10	5	10	5
Skills in grammar analysis	10		5		5
Understanding prescribed texts	30	5	5	10	10
Understanding and translating unseen texts	30		10	10	10
TOTAL	100	15	25	30	30
Outcomes		1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3

Commencement of assessment: Term 1, Year 12

NESA requirements:

Components	Weighting	Tasks
Skills in understanding, analysing and translating complex prescribed texts	70	1, 2 and 3
Skills in understanding, analysing and translating complex non-prescribed texts	30	1, 2 and 3
TOTAL	100	

Tasks involved:

Components	Weighting	**Task 1**	**Task 2**	**Task 3**
		Skills in understanding, analysing and translating complex prescribed and non-prescribed texts	Skills in understanding, analysing and translating complex prescribed and non-prescribed texts	Trial Exam
		Term 1	Term 2	Term 3
Skills in understanding, analysing and translating complex prescribed texts	70	20	30	20
Skills in understanding, analysing and translating complex non-prescribed texts	30	10	10	10
TOTAL	100	30	40	30
Outcomes		1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1

Food Technology

Commencement of assessment: Term 4, Year 11

NESA requirements:

Assessment Components	Weighting	Tasks
Knowledge and understanding of course content	40	4
Knowledge and skills in designing, researching, analyzing and evaluating	30	1, 2 and 3
Skills in experimenting with and preparing food by applying theoretical concepts	30	2 and 3
TOTAL	100	

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		The Australian Food Industry	Food Manufacture	Food Product Development and Nutrition	The Australian Food Industry, Food Manufacture, Food Development and Nutrition
		Term 1	Term 2	Term 3	Term 3
Knowledge and understanding of course content	40		Food preservation task 5	Development of a food product 5	Trial HSC Exam 30
Knowledge and skills in designing, researching, analysing and evaluating	30	Research an organisation of the Australian Food Industry 20	Food preservation task 5	Development of a food product 5	
Design, implementation and evaluation	30		Produce and evaluate a food product 15	Design and evaluate a food product 15	
TOTAL	100	20	25	25	30
Outcomes		H1.2, H1.4, H3.1	H4.2, H5.1	H2.1, H3.2, H4.1, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1,

Hospitality

Commencement of assessment: Term 4, Year 11

NESA requirements:

The courses within the Hospitality Curriculum framework are competency-based courses. These competencies will be assessed in subject-related activities during class time, work placement and function experiences. Students will be given prior notice of a competency assessment and performance criteria will be provided. Students will be judged as either 'competent' or 'not yet competent'. This judgement is made on the basis of a range of evidence, which may be in a variety of forms. A number of elements of competency or even several units of competency may be assessed together.

The HSC examination in Hospitality is independent of the competency-based assessment outlined above and is a two-hour written paper. The paper is marked out of 80. The total marks gained are then converted to a final mark out of 100.

In the case of illness and misadventure in the HSC, the Trial Examination mark will be provided.

Tasks involved:

Term	Task
Term 4	Test * Work effectively with others
Term 1	Essay * Produce dishes using basic methods of cookery
Term 2	Test * Source and use information on the hospitality industry
Term 3	Trial Exam

Textiles and Design

Commencement of assessment: Term 4, Year 11

NESA requirements:

Components	Weighting	Tasks
Skills and knowledge in the design, manufacture and management of a textiles project.	50	1 and 3
Knowledge and understanding of course content	50	2 and 4
TOTAL	100	

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		MTP Design Proposal	Properties and Performance Research Task	Management Skills (MTP and Support Document)	Trial Exam
		Term 4	Term 1	Term 2	Term 3
Skills and knowledge in the design, manufacture and management of a textiles project	50	20		30	
Knowledge and understanding of course content	50		20		30
TOTAL	100	20	20	30	30
Outcomes		H1.1, H1.2, H2.1	H3.1, H4.1	H2.1, H2.2, H2.3, H4.2, H4.1	H1.3, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1

Visual Arts

Commencement of assessment: Term 4, Year 11

NESA requirements:

Summary of the HSC course requirements

A focus on more interpretative investigations and relationships through:

- The content of practice, conceptual framework, frames.
- The development of a body of work.
- Use of a visual diary.
- Investigation of content through at least five art critical and historical case studies.

Components	Weighting	Tasks
Artmaking	50	1, 2 and 3
Art criticism and art history	50	1 and 4
TOTAL	100	

Tasks involved:

Components (Syllabus)	Outcomes H1-H10	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
			Body of Work (BOW) Proposal and Written Responses	BOW Mid Review	Body of Work Exhibition	Trial Exam
			Term 4	Term 2	Term 3	Term 3
Artmaking	H1-H6	50	10	15	25	
Art Critical Art Historical	H7 - H10	50	20			30
TOTAL		100	30	15	25	30

Dance

Commencement of assessment: Term 4, Year 11

NESA requirements:

Components	Weighting	Tasks
Core Performance	20	1 and 4
Core Composition	20	2, 3 and 4
Core Appreciation	20	2 and 4
Major Study	40	3 and 4
TOTAL	100	

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Development of Cores a) Submission of ***Core Composition*** proposal b) Performance of ***Core Performance*** dance and submission of process diary	**Refinement of Cores** a) Presentation of ***Core Composition*** including process diary and elaboration b) Submission of essay of ***Core Appreciation*** work	**Major Study in Development** Submission / performance of ***Major Study Elective*** student work in progress including process diary outlining intentions, research and investigation of initial ideas	**HSC Dance Trial** a) Written ***Core Appreciation*** examination b) Submission / performance of ***Major Study Elective***, ***Core Composition*** and ***Core Performance*** including process diary critical analysis and evaluation of work
		Term 4	Term 1	Term 2	Term 2 and Term 3
Performance	20	15			5
Composition	20	5	10		5
Appreciation	20		10		10
Major Study	40			30	10
TOTAL	100	**20**	**20**	**30**	**30**
Outcomes		H1.1, H2.1, H2.2, H3.1	H3.1, H3.2, H3.4, H4.1, H4.2, H4.3, H4.4	*	H1.2, H4.1, H4.2, H4.3, H4.4, *

* Teachers will select appropriate outcomes based on Elective options selected by each student.

Drama

Commencement of assessment: Term 4, Year 11

NESA requirements:

Components	Total weighting	Tasks
Making	40	1, 2, 3
Performing	30	1, 2, 3
Critically studying	30	1, 2, 4
TOTAL	100	

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Australian Group Performance and Individual Essay	Women in Theatre Group Performance and Individual Essay	Trial Examination – IP Practical and GP Practical	Trial Examination – Written
		Term 4	Term 1	Term 2	Term 3
Making	40	Australian Drama and Theatre 5	Women in Theatre 5	Individual Project 20 Group Performance 10	
Performing	30	Australian Drama and Theatre 10	Women in Theatre 10	Group Performance 10	
Critically studying	30	Australian Drama and Theatre 5	Studies in Drama and Theatre 5		Australian Drama and Theatre, Women in Theatre 20
TOTAL	100	20	20	40	20
Outcomes		1.1, 1.2, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	1.1, 1.2, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	1.3, 1.4, 1.6, 1.7, 2.1, 2.2, 2.3	3.1, 3.2, 3.3

Music Course 1

Commencement of assessment: Term 4, Year 11

NESA requirements:

All assessment tasks refer to specific topics chosen by the candidate. Electives for each topic may be presented in any of the areas of Performance, Composition or Musicology. Each Elective must represent a different topic.

The learning experiences will be assessed and weighted as outlined below.

Components	Weighting
Core	
Core Performance	10
Core Composition	10
Core Musicology	10
Core Aural	25
Elective	
Three Electives from - Performance, Composition or Musicology	45
TOTAL	100

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Core Performance and Composition	Core Musicology and Elective 1, 2 and 3	Core Performance and Elective 1, 2 and 3	Trial HSC Examination Core Aural Skills
		Term 1	Term 2	Term 3	Term 3
Core Aural	25				25
Core Musicology	10		10		
Core Composition	10	10			
Core Performance	10	5		5	
Electives	45		15	30	
TOTAL	**100**	**15**	**25**	**35**	**25**
Outcomes		H1, H3, H5, H7, H9	H1 – H9*	H1 – H9*	H4, H6

* Teachers will select appropriate outcomes based on Elective options selected by each student.

Music Course 2

Commencement of assessment: Term 4, Year 11

NESA requirements:

The learning experiences will be assessed and weighted equally.

Components	Weighting
Core	
Core Performance	20
Core Composition	20
Core Musicology	20
Core Aural	20
Elective	
One Elective from: Performance, Composition or Musicology	20
TOTAL	100

Tasks involved:

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Performance Core	Composition Core Musicology Core	Elective Choice Core Performance	Trial HSC Examination Musicology and Aural Skills
		Term 1	Term 2	Term 3	Term 3
Performance Core	20	10		10	
Composition Core	20		20		
Musicology Core	20		10		10
Aural Core	20				20
Elective	20			20	
TOTAL	100	10	30	30	30
Outcomes		H3, H5, H6, H7, H9	H1 to H9*	H1 to H9*	H2, H4, H5, H6, H8

* Teachers will select appropriate outcomes based on Elective options selected by each student.

Commencement of assessment: Term 1, Year 12

NESA requirements:

Students will be assessed in either: Performance, Composition or Musicology.

Components	Weighting
Performance Extension – THREE assessment tasks ***or*** Composition Extension – THREE assessment tasks ***or*** Musicology Extension – THREE assessment tasks	20 + 40 + 40 20 + 40 + 40 20 + 40 +40
TOTAL	100

Tasks involved:

Time	Term 1	Term 2	Term 3
Task	1	2	3
Components	**Performance** – Viva voce on interpretation of two repertoire pieces **OR** **Composition** portfolio including details of musical influences and repertoire that has informed and guided the compositional process **OR** **Musicology** portfolio with research and critical analysis of works	**Performance** presentation of repertoire and reflection of own concert practice **OR** **Composition** portfolio of draft compositions including revisions, alterations and reflections **OR** **Musicology** portfolio with viva voce including analysis of works from primary sources and musicological observations	**Trial HSC Examination** **Performance** presentation of repertoire **OR** **Composition** submission of portfolio with preliminary recording **OR** **Musicology** portfolio with written draft and resolution of topic, sources, and ideas
Outcomes	H1 – H6 (Specific outcomes will depend on elective choice)	H1 – H6 (Specific outcomes will depend on elective choice)	H1 – H6 (Specific outcomes will depend on elective choice)
TOTAL	20	40	40

Personal Development, Health and Physical Education

Commencement of assessment: Term 4, Year 11

NESA requirements:

Syllabus components	Weighting	Tasks
Knowledge and understanding of course content	40	1, 2, 3 and 4
Skills in critical thinking, research, analysis and communicating	60	1, 2, 3 and 4
TOTAL	100	

Tasks involved:

Components	Weighting	**Task 1 Sports Medicine**	**Task 2 Core 2**	**Task 3 Core 1**	**Task 4 Whole Course**
		Case Study Analysis and In-class Response	In-class Response	Research Task and Written Response	Trial Exam
		Term 4	Term 1	Term 2	Term 3
Knowledge and understanding of: * factors that affect health * the way the body moves	40	10	10	10	10
Skills in: * influencing personal and community health * taking action to improve participation and performance in physical activity	60	10	15	15	20
TOTAL	100	20	25	25	30
Outcomes		H8, H13, H16, H17	H7, H8, H9, H10, H11, H17	H1, H2, H3, H4, H14, H15, H16	All outcomes

APPENDIX

ILLNESS OR MISADVENTURE

IMPORTANT: If you have not completed the task, please fill in an Explanation of Absence from a Task form.

A girl who believes that circumstances occurring **immediately prior to or on the day of an assessment task,** and which were beyond her control, may diminish her result in that task, should complete this form and give it to the Head of Learning Area.

There can be **no** consideration for:

- general difficulties in preparation or general loss of preparation time
- loss of study time or facilities
- long-term illness
- matters that could have been avoided by the student
- other commitments (such as attendance at a sporting or cultural event)
- ICT related issues, including the loss of work due to technical problems.

Student's name: _____ Connect Group: _____

Assessment task affected: _____

Date of assessment task: _____

Describe how the illness or misadventure you have suffered has affected your performance in the assessment task. You must attach independent evidence of the illness or misadventure (medical certificate, counsellor report, etc).

_____

_____

_____

_____

Signed: _____ Signed: _____
(Parent) (Student)

Assessment Committee decision:

_____

_____

_____

EXPLANATION OF ABSENCE FROM A TASK

Student's name: _____ Date: _____

Course name: _____ Teacher: _____

Date of assessment task: _____ Connect Group: _____

Assessment task: _____

_____

_____

Explanation for absence from task: (Wherever possible, evidence [e.g. medical] is required)

_____

_____

_____

Signed: _____ Signed: _____
(Parent) (Student)

Head of Learning Area: _____ Date: _____
(Signature)

Head of Learning Area's / Director of Studies' decision:

_____

_____

_____

_____

Date: _____

Date student informed: _____

LATE ARRIVAL ON DAY OF ASSESSMENT TASK

Student's name: _____ Date: _____

Subject being assessed: _____ Teacher: _____

Time of arrival at school: _____ Or period missed: _____

Date of assessment task: _____ Connect Group: _____

Period(s) in which assessment task took place / was due: _____

_____

Rreason for late arrival at school or period missed: _____

_____

_____

_____

Signed: _____ Signed: _____
(Parent) (Student)

Head of Learning Area: _____ Date: _____
(Signature)

Head of Learning Areas / Director of Studies' decision:

_____

_____

_____

_____

Date: _____

Date student informed: _____

Yearly assessment program

Term 4

Week	Date	Subject and task	%

Term 1

Week	Date	Subject and task	%

Term 2

Week	Date	Subject and task	%

Term 3

Week	Date	Subject and task	%

My assessment progress

Subject	Task	%	My result	My rank	Top mark

Subject	Task	%	My result	My rank	Top mark

Subject	Task	%	My result	My rank	Top mark

Subject	Task	%	My result	My rank	Top mark

Subject	Task	%	My result	My rank	Top mark

Subject	Task	%	My result	My rank	Top mark

Subject	Task	%	My result	My rank	Top mark

Subject	Task	%	My result	My rank	Top mark

Final rank	
Subject	Rank