



*Pymble Ladies' College*

# Higher School Certificate

Assessment Handbook

2022

# Contents

## Section I – Assessment Information

<b>General assessment information</b> .....	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.....	4
Feedback to students on individual assessment tasks .....	4
Invalid tasks/parts of tasks/non-discriminating tasks .....	4
<b>Dealing with situations arising regarding assessment tasks</b> .....	4
Requesting leave of absence on the day of an assessment task .....	4
Requesting an extension of time for an assessment task.....	5
Late arrival on the day of an assessment task .....	5
Absence from timetabled lessons on the day of an assessment task.....	5
Absence on the day of an in-class assessment task .....	5
Absence on the day of a hand-in assessment task .....	6
Illness .....	6
Illness/misadventure on the day of an assessment task.....	6
Long-term illness .....	6
Late submission of an assessment task.....	7
Querying the result of an assessment task .....	7
<b>The Final Assessment and Ranking Process</b> .....	7
Final Assessment Marks.....	7
<b>The NSW Education Standards Authority (NESA) moderation process</b> .....	7
<b>The Universities Admissions Centre's (UAC) scaling and ranking process</b> .....	8
<b>Disability Provisions</b> .....	8
<b>Glossary of key terms</b> .....	9

## Section II – Subject Assessment Programs

<b>Subject Assessment Programs</b> .....	11
<b>English</b>	
English Advanced.....	12
English Extension 1.....	13
English Extension 2.....	14
English Standard.....	15
English EAL/D.....	16
<b>Mathematics</b>	
Mathematics Standard 2.....	17
Mathematics.....	18
Mathematics Extension 1.....	19
Mathematics Extension 2.....	20
<b>Science</b>	
Science content and requirements.....	21
Agriculture.....	22
Biology.....	23
Chemistry.....	24
Earth and Environmental Science.....	25
Investigating Science.....	26
Physics.....	27
Science Extension.....	28
<b>History, Society and Ethics</b>	
History content and requirements.....	29
Ancient History.....	30
Modern History.....	31
History Extension.....	32
Legal Studies.....	33
Studies of Religion 1.....	34
<b>Geography, Business Studies, Economics</b>	
Geography.....	35
Business Studies.....	36
Economics.....	37
<b>Languages</b>	
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

<b>Technology and Applied Studies</b>	
Design and Technology .....	51
Food Technology .....	52
Hospitality .....	53
Software Design and Development.....	54
Textiles and Design .....	55
<b>Visual Arts</b>	
Visual Arts .....	56
<b>Performing Arts</b>	
Dance .....	57
Drama .....	58
Music 1 .....	59
Music 2.....	60
Music Extension .....	61
<b>Personal Development, Health and Physical Education .....</b>	<b>62</b>

## Appendix

Yearly Assessment Program.....	A1
My Assessment Progress .....	A2
FAQs .....	A3

## Section I – Assessment Information

### 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. 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 Student Learning, 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 Student Learning.

### **Types of assessment tasks**

There are two main 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 (hand-in 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 2021 HSC Rules and Procedures Guide which can be found [here](#) and the College Examination Rules. If you fail to observe the examination rules, you will be referred to the Assessment Committee, (comprised of the Director of Student Learning, 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 taking someone else's ideas and manner of expressing them and passing them off as your own.

Some of the assessment tasks you will be asked to complete this year will require you to work independently. Research is an integral aspect of academic work and you will be encouraged to use primary and secondary sources in preparing some of your assessment tasks. It is expected, however, that the work you submit for assessment is **entirely your own**. Where your ideas have been taken from other sources, you **must** acknowledge those sources. To fail to do so is to commit plagiarism.

How can work be plagiarised?

- by copying the writer's exact words without quotation marks or giving the source
- by using the writer's ideas but writing them in your own words and presenting the ideas as your own
- by buying or borrowing someone else's assignment and copying it
- by cutting and pasting from several different sources
- by quoting a small part of the original and presenting the remainder as your own.

*From The Principal's Digest*  
Vol. 8 No. 9

NESA and the College view cases of plagiarism seriously. 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 a reduction in marks or 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 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 course 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 order 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 Student Learning 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 in assessment tasks**

All forms that are referred to in this section can be found in the Curriculum office and electronically on the Senior School Canvas course.

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 complete an IMA – Illness/Misadventure form (tick Anticipated Absence on day of Assessment) and submit to the Director of Student Learning requesting leave of absence, outlining the reason and attaching supporting evidence. The Director of Student Learning, 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 complete the IMA – Illness/Misadventure form (tick - Anticipated Absence on day of Assessment) and submit it to the Director of Student Learning requesting an extension of time, outlining the reason for the request and attaching supporting evidence. The Director of Student Learning and 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.

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 issues

## **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 an IMA – Illness/Misadventure form (tick Late arrival on the day of an assessment) and submit it to the curriculum office. Late arrival on the day of an assessment task without a valid explanation may result in reduction of marks or zero being given for the task. The Director of Student Learning, 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 Compass, Chapel and assemblies on the day of an assessment task without a valid reason may result in a reduction of marks or zero 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 complete an IMA – Illness/Misadventure form (tick Absence on the day of Assessment). Submit the completed form to the curriculum office. 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 Student Learning, 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 IMA 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 email or deliver your work to your classroom teacher and/or relevant Head of Learning Area by 8.15 am on that day. In the case of an oral presentation you should send a copy of your preparation notes to your teacher and/or Head of Learning Area.

## Illness/Misadventure on the day of a task

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 when you are unwell, you cannot later submit an application for illness/misadventure for that task.

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

1. inform the Head of Learning Area and the Director of Student Learning **prior to** commencement or submission of the task or **straight after** the task if something occurred during the task.
2. sit for or submit the assessment task if appropriate
3. complete an IMA – Illness/Misadventure form (tick Misadventure during an Assessment) and submit it to the curriculum office.

The circumstances will be considered by the Director of Student Learning and Head of Learning Area. 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**.

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 issues

## Absence on the day before an assessment task

A medical certificate is not required if you are absent on the day before an assessment task once. However, you will require a medical certificate if you are absent on the day before a future assessment task. Complete the IMA – Illness/Misadventure form (tick – Absence on the day prior to a task) and submit it to the curriculum office if necessary.

## 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 Absence on the day of an assessment. Chronic illness is not in itself an acceptable reason for requesting special consideration.

## Late submission of an assessment task

All hand-in assessment tasks must be submitted by **8.15am** on the due date. Any task submitted after this time will be considered late. 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 be penalised at the rate of 20% per day, including weekends and holidays. After five days, a mark of zero will be recorded for the task. If you have only partly completed an assessment task by the due date, you should hand in the incomplete task, including any supporting material (e.g. research notes), for marking.

## Querying the result of an assessment task

If, on return of your assessment task, you have a query as to how a question was marked, 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 Final Assessment and Ranking Process

### Final Assessment Marks

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.

Before the assessment marks are submitted, 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.

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.

## The NSW Education Standards Authority (NESA) Moderation Process

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 internal 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 about moderation from the NESA website, click [here](#).

## The Universities Admissions Centre's (UAC) scaling and ATAR rank

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.

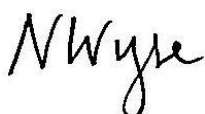
**The ATAR is a rank** – not a mark. It is a measure of overall academic achievement in the HSC for the purposes of tertiary applications.

For more information on how the ATAR is calculated by UAC, click [here](#)

## 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 Deputy Head of Senior School, Ms Patricia Gallardo or the Head of Learning Support, Mrs Lora Lim 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



Natasha Stanfield  
Director of Student Learning 11-12

## Glossary of key words

This glossary contains key words that appear frequently in NESA syllabuses, performance descriptions and examinations.

The purpose behind the glossary is to help students prepare better for the HSC by showing them that certain key words are used similarly in examination questions across the different subjects they are studying.

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

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

**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%
<b>TOTAL</b>	<b>100%</b>

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	Extended Response Craft of Writing	Trial HSC Examination Common Module Module A Module B Module C
		Term 4	Term 1	Term 2	Term 3
Knowledge and understanding of course content	50	15	15	5	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>
<b>Outcomes</b>		EA12-1 EA12-2 EA12-5 EA12-6 EA12-7	EA12-1 EA12-3 EA12-5 EA12-6 EA12-8	EA12-3 EA12-4 EA12-5 EA12-7	EA12-3 EA12-4 EA12-5 EA12-6 EA12-8



**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%
<b>TOTAL</b>	<b>100%</b>

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
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes</b>		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

**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%
<b>TOTAL</b>	<b>100%</b>

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
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes</b>		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 ten marks.

**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%
<b>TOTAL</b>	<b>100%</b>

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	Essay Language, Identity and Culture	Extended Response The Craft of Writing	Trial HSC Examination Common Module Module A Module B Module C
		Term 4	Term 1	Term 2	Term 3
Knowledge and understanding of course content	50	15	15	5	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>
<b>Outcomes</b>		EN12-1 EN12-2 EN12-3 EN12-5 EN12-6	EN12-1 EN12-4 EN12-8	EN12-1 EN12-3 EN12-4	EN12-3 EN12-4 EN12-5 EN12-7

**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%
<b>TOTAL</b>	<b>100%</b>

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
		<b>Reading and writing task using prescribed and unseen texts</b> Module A: Texts and Human Experiences Term 4	<b>Speech/ Multimodal Presentation and listening task.</b> Module B: Language, Identity and Culture Term 1	<b>Analytical response</b> Module C Close Study of Text Term 2	<b>Trial HSC Examination</b> Modules A, B and C Term 3
Knowledge and understanding of course content	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	10	15	15
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>
<b>Outcomes</b>		EAL12-1A EAL12-3 EN12-5 EN12-6 EN12-7	EAL12-1A EAL12-3 EAL12-4 EAL12-5 EAL12-7 EAL12-8	EAL12-1B EAL12-3 EAL12-5 EAL12-6 EAL12-7 EAL12-9	EAL12-1A EAL12-3 EAL12-5 EAL12-7 EAL12-8

**Commencement of assessment:** Term 4, Year 11

**NESA requirements:**

Understanding, fluency and communication

- Make Comparisons 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
		Written Task based on Preparation Booklet	Practical Investigation	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
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>
Outcomes		MS2-12-5 MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-7 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.

**Commencement of assessment:** Term 4, Year 11

**NESA requirements:**

Understanding, fluency and communication

- Make Comparisons 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
		Investigation Task/ Assignment	Written Task	Written Task with notes	Trial Exam
		Term 4	Term 1	Term 2	Term 3
Understanding, fluency and communication	50	12.5	12.5	10	15
Problem-solving, reasoning and justification	50	12.5	12.5	10	15
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
Outcomes		MA11-7 MA12-1 MA12-8 MA12-9	MA12-1 MA12-3 MA12-6 MA12-10	MA12-1 MA12-5 MA12-8 MA12-10	MA12-1 MA12-2 MA12-3 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10

**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.

**Commencement of assessment:** Term 4, Year 11

**NESA requirements:**

Understanding, fluency and communication

- Make Comparisons 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
		Written Task with Notes	Investigation Task/ Assignment	Written Task	Trial Exam
		Term 4	Term 1	Term 2	Term 3
Understanding, fluency and communication	50	12.5	10	12.5	15
Problem-solving, reasoning and justification	50	12.5	10	12.5	15
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>
Outcomes		ME11-5 ME11-6 ME11-7 ME12-6 ME12-7	ME12-1 ME12-2 ME12-4 ME12-6 ME12-7	ME12-2 ME12-5 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7

**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.

**Commencement of assessment:** Term 4, Year 11

**NESA requirements:**

Understanding, fluency and communication

- Make Comparisons 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
		Investigation Task/ Assignment	Written Task	Written Task with Notes	Trial Exam
		Term 4	Term 1	Term 2	Term 3
Understanding, fluency and communication	50	12.5	10	10	15
Problem-solving, reasoning and justification	50	12.5	10	10	15
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>Outcomes</b>		MEX12-1 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-3 MEX12-7 MEX12-8	MEX12-6 MEX12-7 MEX12-8	MEX12-1 MEX12-3 MEX12-4 MEX12-5 MEX12-6 MEX12-7 MEX12-8

**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.



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

### Content

In general, the outcomes of the New HSC Science courses have been divided into **Knowledge and Understanding**, which covers the content specific to each Science subject, and **Working Scientifically Skills**, which are common across all of the Science subjects. The knowledge outcomes that will be assessed in each assessment task will be identified in the notification. Multiple Working Scientifically skills will be assessed in each task covering:

The Working Scientifically skills cover:

- Questioning and predicting
- Planning investigations
- Conducting investigations
- Processing data and information
- Analysing data and information
- Problem solving
- Communicating

### 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.

Likewise, Science Extension also differs in its assessment, due to its research focus and being a 1-unit extension course.

**NESA requirements:**

Core topics make up 80% of the total weighting:

Farm Product Study – 30%

Plant / Animal Study – 50%

Students then select an Elective topic which makes up the remaining 20% of the weighting.

**Tasks involved:**

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Elective Seminar	Practical Task	FPS Task	Trial Examination
		Term 4	Term 1	Term 2	Term 3
Knowledge and Understanding of: <ul style="list-style-type: none"> <li>the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems</li> <li>the impact of innovation, ethics and current issues on Australian agricultural systems</li> </ul>	30	10			20
<ul style="list-style-type: none"> <li>Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner</li> <li>Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing</li> </ul>	35	5	10	15	5
<ul style="list-style-type: none"> <li>Skills in effective research, experimentation and communication</li> </ul>	35	5	15	10	5
<b>TOTAL</b>	100	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
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/ Video	Depth Study	Theory and Data Analysis	Trial HSC Examination
		Term 4	Term 1	Term 2	Term 3
<b>Skills in Working Scientifically</b> <ul style="list-style-type: none"> <li>Questioning and predicting</li> <li>Planning investigations</li> <li>Conducting investigations</li> <li>Processing data and information</li> <li>Analysing data and information</li> <li>Problem solving</li> <li>Communicating</li> </ul>	60	10	20	20	10
<b>Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>Develop knowledge and understanding of heredity and genetic technologies</li> <li>Develop knowledge and understanding of the effects of disease and disorders</li> </ul>	40	5	5	10	20
<b>TOTAL</b>	100	15	25	30	30
<b>Outcomes</b>		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 12.15	BIO 12.1 BIO 12.2 BIO 12.4 BIO 12.5 BIO 12.6 BIO 12.7 BIO 12.12 BIO 12.15	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	Depth Study	Data Analysis	Trial Examination
		Term 4	Term 1	Term 2	Term 3
<b>Skills in Working Scientifically</b> <ul style="list-style-type: none"> <li>• Questioning and predicting</li> <li>• Planning investigations</li> <li>• Conducting investigations</li> <li>• Processing data and information</li> <li>• Analysing data and information</li> <li>• Problem solving</li> <li>• Communicating</li> </ul>	60	10	20	20	10
<b>Knowledge and understanding</b> <ul style="list-style-type: none"> <li>• Explains the characteristics of equilibrium systems, and the factors that affect these systems</li> <li>• Describes, explains and quantitatively analyses acids and bases using contemporary models</li> <li>• Analyses the structure of, and predicts reactions involving, carbon compounds</li> <li>• Describes and evaluates chemical systems used to design and analyse chemical processes</li> </ul>	40	5	5	10	20
<b>TOTAL</b>	100	15	25	30	30
<b>Outcomes</b>		CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH12-12	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH12-13 CH12-15	CH11/12-4 CH11/12-5 CH11/12-6 CH12-12 CH12-13 CH12-14 CH12-15	CH11/12-1 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

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Earth's Processes -Data Analysis Task	Hazards - Hypothetical or Practical Investigation	Climate Science - Depth Study	Trial HSC Exam
		Term 4	Term 2	Term 1	Term 3
<b>Skills in Working Scientifically</b> <ul style="list-style-type: none"> <li>Questioning and predicting</li> <li>Planning investigations</li> <li>Conducting investigations</li> <li>Processing data and information</li> <li>Analysing data and information</li> <li>Problem solving</li> <li>Communicating</li> </ul>	60	15	15	20	10
<b>Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>Describes and evaluates the models that show the structure and development of the Earth over its history</li> <li>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</li> <li>Analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate</li> <li>Describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems</li> </ul>	40	5	10	5	20
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>Outcomes</b>		EES12 – 3 EES12 – 4 EES12 – 5 EES12 – 6 EES 12 – 7 EES12 – 12	EES12 – 3 EES12 – 4 EES12 – 5 EES12 – 6 EES 12 – 7 EES12 – 12	EES12 – 1 EES12 – 2 EES12 – 3 EES12 – 4 EES12 – 13	EES12 – 1 EES12 – 2 EES12 – 3 EES12 – 4 EES12 – 5 EES12 – 6 EES12 – 7 EES12 – 14

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
<b>Skills in Working Scientifically</b> <ul style="list-style-type: none"> <li>Questioning and predicting</li> <li>Planning investigations</li> <li>Conducting investigations</li> <li>Processing data and information</li> <li>Analysing data and information</li> <li>Problem solving</li> <li>Communicating</li> </ul>	60	15	15	20	10
<b>Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>Develops and evaluates the process of undertaking scientific investigations</li> <li>Describes and explains how science drives the development of technologies</li> <li>Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis</li> <li>Evaluates the implications of ethical, social, economic and political influences on science</li> </ul>	40	5	5	10	20
<b>TOTAL</b>	100	20	20	30	30
<b>Outcomes</b>		INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-7 INS12-12 INS12-13	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-14	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	Application of Theory	Data Analysis Task	Trial HSC Examination
		Term 4	Term 1	Term 2	Term 3
<b>Skills in Working Scientifically</b> <ul style="list-style-type: none"> <li>Questioning and predicting</li> <li>Planning investigations</li> <li>Conducting investigations</li> <li>Processing data and information</li> <li>Analysing data and information</li> <li>Problem solving</li> <li>Communicating</li> </ul>	60	15	15	20	10
<b>Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>Describes and analyses circular motion and motion in a gravitational field</li> <li>Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect</li> <li>Describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics</li> <li>Explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms</li> </ul>	40	5	10	5	20
<b>TOTAL</b>	100	20	25	25	30
<b>Outcomes</b>		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 PH12-12 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

Components	Weighting	Task 1	Task 2	Task 3
		Research Proposal	Data Collection and Analysis	Scientific Research Report
		Term 1	Term 2	Term 3
Communicating scientifically	30	15	5	10
Gathering, recording, analysing and evaluating data	30		20	10
Application of scientific research skills	40	10	10	20
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>
<b>Outcomes</b>		SE-1 SE-3 SE-7	SE-1 SE-4 SE-5 SE-6 SE-7	SE-1 SE-3 SE-4 SE-5 SE-6 SE-7



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

**NESA requirements:**

**Ancient History**

<b>Ancient History</b>	<b>Total weighting</b>
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
<b>TOTAL</b>	<b>100</b>

**Modern History**

<b>Modern History</b>	<b>Total weighting</b>
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
<b>TOTAL</b>	<b>100</b>

**History Extension**

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

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% (in-class) Communication (5) Knowledge (5) Source Skills (5) Research (10)	Research Task 25% (hand-in) 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

## History, Society and Ethics

## Modern History

Course time	25%	25%	25%	25%
Topics	National Studies	Core: Power and Authority in the Modern World	Peace and Conflict	Change in the Modern World
Assessment date	Term 4	Term 1	Term 2	Term 3
Tasks and weightings	<b>Research Essay 15%</b> Research (5) Communication (5) Knowledge/content (5)	<b>Source Analysis 25% (in-class)</b> Analysis/evaluation (5) Communication (5) Knowledge (15)	<b>Historical Analysis 30%</b> Knowledge/content (10) Analysis/evaluation (5) Research (15)	<b>Trial Exam 30%</b> Analysis/evaluation (10) Knowledge/content (10) Communication (10)
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.	✓	✓		✓
	MH12-1 MH12-2 MH12-8 MH12-9	MH12-3 MH12-6 MH12-9	MH12-3 MH12-5 MH12-7 MH12-8	MH12-4 MH12-5 MH12-6 MH12-9

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

**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
<b>TOTAL</b>	<b>100</b>

**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 Crime	Research Class Test World Order	Research 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	10	5	
Communication 20%	20	10		5	5
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>
<b>Outcomes</b>		H1, H2, H4	H1, H3, H5, H8	H6, H8, H9, H10	H1-H10

**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
<b>TOTAL</b>	<b>100</b>

**Tasks involved:**

Components	Weighting	Task 1	Task 2	Task 3
		Research Essay Religious Tradition 1	Stimulus Response Religious Tradition 2	HSC Trial Examination
		Term 1	Term 2	Term 3
Knowledge and understanding of course content	<b>40</b>	10	10	20
Source-based skills	<b>20</b>	5	10	5
Investigation and research	<b>20</b>	10	10	
Communication of information, ideas and issues in appropriate forms	<b>20</b>	5	10	5
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Outcomes		H2, H5, H7, H9	H4, H6, H7, H9	H1, H3, H5, H8, H9

**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
<b>TOTAL</b>	<b>100</b>

**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 (Test)	Ecosystems At Risk (SA Stimulus)	People and Economic (Fieldwork/Research)	Trial Exam
		Term 4	Term 1	Term 2	Term 3
Knowledge and understanding of course content	40	10	5	10	15
Geographical tools and skills	20		10		10
Geographical inquiry and research including fieldwork	20	10		10	
Communication of geographical information, ideas, and issues	20		10	5	5
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>Outcomes</b>		H1, H2, H5, H6, H9, H12, H13	H1, H4, H11, H13	H1, H3, H5, H7, H8, H9, H10, H13	H1-6, H10-13

**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
<b>TOTAL</b>	<b>100</b>

**Tasks involved:**

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Marketing Multi Choice & Short Answer	Marketing/Finance Report	Finance/HR Multi Choice & Research	Trial Exam
		Term 4	Term 1	Term 2	Term 3
Knowledge and understanding of course content	40	10	5	10	15
Stimulus-based skills	20	10			10
Inquiry and research	20		10	10	
Communication of business information, ideas and issues	20		10	5	5
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>Outcomes</b>		H2, H3, H4, H5, H8, H9	H5, H6, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1 – H10



**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
<b>TOTAL</b>	<b>100</b>

**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
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>Outcomes</b>		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.

**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	2 and 4
Reading	30	1 and 4
Writing in Chinese	20	2 and 4
<b>TOTAL</b>	<b>100</b>	

**Tasks involved:**

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Reading	Listening 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
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>
<b>Outcomes</b>		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

**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
<b>TOTAL</b>	<b>100</b>	

**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	
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes</b>		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	2, 3 and 4
Understanding and translating unseen texts	30	1, 3 and 4
<b>TOTAL</b>	<b>100</b>	

**Tasks involved:**

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Skills in translating, and understanding and translating unseen texts	Skills in translating, grammar analysis and understanding prescribed texts	Skills in translating, understanding prescribed texts and translating unseen 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		10	10	10
Understanding and translating unseen texts	30	10		10	10
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
<b>Outcomes</b>		1.1, 1.2, 1.3	1.1, 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
<b>TOTAL</b>	<b>100</b>	

**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
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes</b>		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

**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	2 and 4
Reading	30	1 and 4
Writing in French	20	2 and 4
<b>TOTAL</b>	<b>100</b>	

**Tasks involved:**

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Reading	Listening 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
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>
<b>Outcomes</b>		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

**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
Speaking	20	3
Listening	30	2 and 4
Reading	30	1 and 4
Writing in German	20	2 and 4
<b>TOTAL</b>	<b>100</b>	

**Tasks involved:**

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Reading	Listening 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
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>
<b>Outcomes</b>		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



**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
<b>TOTAL</b>	<b>100</b>	

**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	
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
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
Speaking	20	3 and 4
Listening	30	3 and 4
Reading	30	1 and 4
Writing in Italian	20	2 and 4
<b>TOTAL</b>	<b>100</b>	

**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
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>15</b>	<b>30</b>	<b>30</b>
<b>Outcomes</b>		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

**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	2 and 4
Reading	30	1 and 4
Writing in Japanese	20	2 and 4
<b>TOTAL</b>	<b>100</b>	

**Tasks involved:**

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Reading	Listening 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
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>
<b>Outcomes</b>		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

**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:**

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

**Tasks involved:**

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Skills in translating, and understanding and translating unseen texts	Skills in translating, grammar analysis and understanding prescribed texts	Skills in translating, understanding prescribed texts and translating unseen 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		10	10	10
Understanding and translating unseen texts	30	10		10	10
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
<b>Outcomes</b>		1.1, 1.2, 1.3	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
<b>TOTAL</b>	<b>100</b>	

**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
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes</b>		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

**Commencement of assessment:** Term 4, Year 11

**NESA requirements:**

Components	Weighting	Tasks
Knowledge and understanding of course content	40	2, 3 and 4
Knowledge and skills in designing, managing, producing and evaluating design projects	60	1, 2, 3 and 4
<b>TOTAL</b>	<b>100</b>	

**Tasks involved:**

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		<b>MDP – Project Proposal &amp; Video</b>	<b>Case Study</b>	<b>MDP – Final Project &amp; Evaluation</b>	<b>Trial Examination</b>
		Term 1	Term 2	Term 3	Term 3
Knowledge and understanding of course content	40		20	10	10
Knowledge and skills in designing, managing, producing and evaluating a Major Design Project	60	20	10	20	10
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>
<b>Outcomes</b>		H4.1 H5.1 H5.2	H2.1 H2.2 H6.1	H1.1, H1.2, H3.2, H4.2, H4.3	H3.1 H6.2

**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, analysing and evaluating	30	1, 2 and 3
Skills in experimenting with and preparing food by applying theoretical concepts	30	2 and 3
<b>TOTAL</b>	<b>100</b>	

**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 4	Term 1	Term 2	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	
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>Outcomes</b>		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,



**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 <ul style="list-style-type: none"> <li>• Work effectively with others</li> </ul>
Term 1	Essay <ul style="list-style-type: none"> <li>• Produce dishes using basic methods of cookery</li> </ul>
Term 2	Test <ul style="list-style-type: none"> <li>• Source and use information on the hospitality industry</li> </ul>
Term 3	Trial Exam

**Commencement of assessment:** Term 4, Year 11

**NESA requirements:**

Components	Weighting	Tasks
Development and Impact of Software Solutions	15	2 and 4
Software Development Cycle	40	2, 3 and 4
Developing a Solution Package	25	3 and 4
Option: Programming Paradigms	20	1 and 4
<b>TOTAL</b>	<b>100</b>	

**Tasks involved:**

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Hand in – Option Submission	Design Portfolio - Defining & Planning	Major Project – Final Submission	Trial Examination
		Term 4	Term 1	Term 3	Term 3
Development and Impact of Software Solutions	15		5		10
Software Development Cycle	40		20	10	10
Developing a Solution Package	25			20	5
Option: Programming Paradigms	20	15			5
<b>TOTAL</b>	<b>100</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>
<b>Outcomes</b>		H1.2, H2.1, H2.2, H4.1, H4.2, H5.3	H1.2, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H5.3, H6.1, H6.2, H6.4	H1.1, H1.2, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.1, H6.2, H6.3, H6.4	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.1, H6.2, H6.3, H6.4

**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
<b>TOTAL</b>	<b>100</b>	

**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 Examination
		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
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
<b>Outcomes</b>		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

**Commencement of assessment:** Term 4, Year 11

**NESA requirements:**

Summary of the HSC course requirements

A focus on

- The art studying content of Practice, Conceptual Framework and Frames.
- Investigation of art studying content through 5 Case Studies.
- The development and resolution of a body of work.
- Use of a Visual Arts Process Diary to explore and document.

Component	Weighting	Tasks
Artmaking	50	2 & 4
Art Criticism and Art History	50	1 & 3

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Written Task Sect1 Q3 + Essay Late March	BOW Mid Review Early May	Trial Examination Aug	BOW Exhibition and Feedback Aug
		Term 2	Term 2	Term 3	Term 3
Artmaking	50%		20		30
Art Critical Art Historical	50%	20		30	
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
<b>Outcomes</b>		H1 – H10	H1 – H6	H7 – H10	H1 – H6

**Commencement of assessment:** Term 4, Year 11

**NESA requirements:**

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

**Tasks involved:**

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Development of Cores Stage 1	Development of Cores Stage 2	Major Study in Progress	HSC Dance Trial
		Term 4	Term 1	Term 2	Term 2 and Term 3
Performance	20		<i>Performance of Core Performance</i> 15		<i>Core Performance</i> 5
Composition	20	<i>Proposal Submission</i> 5	<i>Presentation of Core Composition</i> 10		<i>Core Composition</i> 5
Appreciation	20	<i>Extended Response Submission</i> 10			<i>Written Trial Extended Responses</i> 10
Major Study	40			<i>Major Study in Progress</i> 30	<i>Major Study</i> 10
<b>TOTAL</b>	<b>100</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>
Outcomes		H3.1, H3.2, H3.4, H4.1, H4.2, H4.3, H4.4	H1.1, H2.1, H2.2, H3.1, H3.2, H3.4	*	H1.2, H4.1, H4.2, H4.3, H4.4, *

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

**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
<b>TOTAL</b>	<b>100</b>	

**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	Student Learning in Drama and Theatre 5		Australian Drama and Theatre, Women in Theatre 20
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>
<b>Outcomes</b>		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

**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
<b>Core</b>	Core Performance	10
	Core Composition	10
	Core Musicology	10
	Core Aural	25
<b>Elective</b>	Three Electives from - Performance, Composition or Musicology	45
TOTAL		100

**Tasks involved:**

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Core Performance Core Composition Elective 1	Core Musicology Elective 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	5	10	30	
TOTAL	100	20	20	35	25
Outcomes		H1 – H9*	H1 – H9*	H1 – H9*	H4, H6

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

**Commencement of assessment:** Term 4, Year 11

**NESA requirements:**

The learning experiences will be assessed and weighted equally.

Components		Weighting
<b>Core</b>	Core Performance	20
	Core Composition	20
	Core Musicology	20
	Core Aural	20
<b>Elective</b>	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 <b>or</b> Composition Extension – THREE assessment tasks <b>or</b> Musicology Extension – THREE assessment tasks	20 + 40 + 40  20 + 40 + 40  20 + 40 + 40
<b>TOTAL</b>	<b>100</b>

**Tasks involved:**

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

**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
<b>TOTAL</b>	<b>100</b>	

**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 1	Term 1	Term 2	Term 3
Knowledge and understanding of: <ul style="list-style-type: none"> <li>factors that affect health</li> <li>the way the body moves</li> </ul>	40	10	10	10	10
Skills in: <ul style="list-style-type: none"> <li>influencing personal and community health</li> <li>taking action to improve participation and performance in physical activity</li> </ul>	60	10	15	15	20
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>Outcomes</b>		H8, H13, H16, H17	H7, H8, H9, H10, H11, H17	H1, H2, H3, H4, H14, H15, H16	All outcomes

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# Appendix

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# 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

## FAQ

### **Where do I find the IMA – Illness/Misadventure Form?**

On the Senior School Canvas Course. Click on Year 12 Assessment.  
It can be downloaded from the Pymble website under 'My Daughter's Learning'  
Hard copies can be found at the Senior School Office and Curriculum Office

### **What do I do if I am sick on the day of an assessment task? (see page 5).**

- Notify your teacher and Head of Learning Area via email.
- DO NOT do the task.
- Fill in an IMA form and attach a medical certificate.
- Submit to the curriculum office
- You will be notified of an alternative date for you to do the assessment task

### **What do I do if I am sick or something happens DURING or JUST BEFORE an assessment task? (see page 6)**

- Notify your teacher or Head of Learning Area.
- Fill in an IMA form and attach a medical certificate or evidence of misadventure.
- Submit to the curriculum office
- This must be submitted no later than a week after the task and before marks are returned to the students.

### **How much do my school assessments count towards my HSC mark?**

Your total internal assessment mark for each subject is moderated by NESA and counts for 50% of your final mark for this subject.  
The other 50% of your mark comes from your HSC exam mark which is independent of your internal assessment mark and rank.

### **Can I get my ranks for each assessment task?**

Yes, you will be provided with your mark and rank for each assessment task throughout Year 12. Please ask your class teacher for this information.