

NORTHERN BEACHES SECONDARY COLLEGE

Manly Campus

Higher School Certificate
Assessment Policy
& Schedules



2023-2024

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NBSC Manly Campus

HSC ASSESSMENT POLICY

Introduction

This booklet aims to give students, parents and caregivers information about HSC Assessment at NBSC Manly Campus.

HSC Courses

From Term 4 in Year 11 until the end of Term 3 in Year 12, students will complete coursework for the **Award of the Higher School Certificate (HSC)**. The satisfactory completion of an HSC course requires the school principal to have sufficient evidence that the student has:

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

Students, parents and caregivers are urged to read this booklet carefully. Students who are uncertain about procedures or their responsibilities should contact their Year Adviser, Careers Adviser or relevant Deputy Principal.

Pattern of Study

To qualify for the Higher School Certificate students must complete both Year 11 and HSC courses. The Year 11 and HSC patterns must include:

- at least 12 units at Year 11 level and at least 10 units at HSC level
- at least 6 units that are Board Developed Courses
- at least 3 courses of 2 unit value or greater
- at least 4 subjects
- 2 units of English.

Other Requirements

Course Choice and Eligibility for the Australian Tertiary Admission Rank (ATAR)

Extension Courses

Extension courses for Year 11 students are available in English and Mathematics. Students who show proficiency in either of these courses may choose to do an extension course which builds on the content of the 2 unit course with an additional value of 1 unit.

In Year 12 in English and Mathematics, a second extension course is available which goes beyond the standard of Extension 1. In addition to English and Mathematics, extension courses are available in Science, History, Music and some languages. Students should discuss their interest in doing an extra extension unit with their teacher and Head Teacher of the relevant course.

Eligibility for Extension Courses

We strongly recommend that students picking up new extension courses in Year 12 (Extension 2 Mathematics, Extension 2 English, Science Extension, History Extension, Music Extension and Japanese Extension) **do not include** these as part of their first 10 units of study. These students should carry additional units until after Term 4 Year 11 when individual cases will be considered dependent upon performance.

Mathematics Extension 1 and English Extension 1 may be counted in the first 10 units of study as students have already proven themselves in Year 11. However, students identified at the end of the Year 11 Course as performing poorly in Extension 1 Mathematics and/or Extension 1 English will be advised to not count these courses in their first 10 units. These students must carry additional units.

Category A and Category B Courses

The universities categorise HSC courses as A or B. The criteria for Category A courses are academic rigour, depth of knowledge and understanding, and the degree to which the course contributes to assumed knowledge for tertiary studies. All courses offered at NBSC Manly Campus are Category A courses.

To be eligible for an ATAR, no more than 2 units of category B course may be studied as part of the overall 10 units in Year 12.

THE SCHOOL ASSESSMENT POLICY

THE ASSESSMENT PROCESS

From Term 4 in Year 11 until the end of Week 6 Term 3 in Year 12 students will complete assessment tasks in all courses for the **Award of Higher School Certificate**. The tasks will determine the student's assessment mark which is a measure of the student's achievement relative to the performance of other students in the same course. Each student will be **ranked** according to their performance in each course. The final rank will be available to students at the completion of their school-based assessment and prior to their HSC examinations.

Maximum Number of Tasks

Each faculty translates its course requirements into student tasks. With the exception of some extension subjects, there will be a maximum of four formal assessment tasks in Year 12, including one formal written examination with a maximum weighting of 30%.

The Start and Finish

For the HSC course, assessment tasks begin in Term 4 of the Year 11 calendar year. In-class assessment will cease two weeks before the Trial HSC examinations, with the exception of any course that requires submitted work, e.g. Extension 2 English, Society & Culture, Design and Technology, Science, Textiles & Design, Visual Arts, Music 2, Music Extension, Dance and Drama.

Changes to the Assessment Calendar

So that students can be informed well in advance of their obligations an assessment calendar has been developed. See **Appendix 6**.

In *unforeseen exceptional* circumstances, the class teacher, after consultation with the Head Teacher and Deputy Principal, may change the date of the assessment task with due written notice to all students involved.

Timing of Assessment Tasks

Course guidelines set out the Term and Week for each task. Class teachers will advise in writing of the precise timing **at least two weeks** before the task is to be administered, and will at the same time inform students of the nature of the task and the outcomes to be assessed. For Year 12 there will be a two week assessment free period prior to the Trial HSC examinations. This excludes subjects where there is a project component. Extension Music practical examinations will be in the week preceding the main examination period for the Term 1 Assessment Block and Trial HSC. Music 2 and Drama practical HSC examination dates will be advised by NESA in Term 3.

It is the student's responsibility to be alert to the notification of the tasks. In case of absences from school, students will need to check with their teachers **immediately** upon their return and be ready to complete the missed task at the agreed time.

Students should only have a maximum of two tasks per day to complete at school; tasks set as assignments, research etc. may form an additional task for a specific day.

Feedback

When the assessment task is returned to the student, teachers will supply the result awarded and written comments indicating what the student has achieved and what the student could do to improve this result.

Course Requirements

To have satisfactorily completed a course, students will:

- follow the course developed or endorsed by NESA
- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieve some or all of the course outcomes.

The Principal may determine that as a result of absence or unsatisfactory performance, the course completion criteria may not be met. Due warning will be given to students whose attendance or performance is unsatisfactory.

‘N’ Determination

Students who have not complied with the student responsibilities and course requirements cannot be regarded as having satisfactorily completed the course.

Should this occur the Principal will notify NESA that the student should be issued with an “N” determination. This could mean the non-award of the Year 11 Record of School Achievement or Higher School Certificate. A copy of the Official Warning letter from NESA Non-completion of a Year 11 or Higher School Certificate course is included in **Appendix 2**. The process used at NBSC Manly Campus is outlined in **Appendix 3**.

Students taught by parents

Where students are taught by a parent, assessment tasks will be double marked.

RULES AND PROCEDURES FOR ASSESSMENT TASKS

NESA hopes that, through the process of continuing assessment, it will be able to reward sustained effort on the part of senior students and sample a wider (and therefore more accurate) range of student attainments. Sound performances in Assessment Tasks over the four terms also help to prepare students for the actual HSC examinations which are used to moderate their school assessment.

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

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NBSC Manly Campus takes allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own.

The following rules will be followed at NBSC Manly Campus:

1. Students must demonstrate they are serious candidates for both the Year 11 and HSC Course by their regular attendance at school and in lessons and through their satisfactory performance in assessment tasks. They must present themselves on time at the place specified for each assessment task or hand in each assessment task at the time specified.
2. Take home tasks must be submitted by 9am on the due date unless prearranged with the teacher. Students must keep a copy of all their completed assessment tasks.
3. Students are expected to have a **back-up digital copy** of any work created digitally. Technology failure is not an acceptable excuse for missing an assessment task due date.
4. **All** assessment tasks must be submitted with a cover sheet with a completed declaration of All My Own Work statement (see **Appendix 4**).
5. All hand in tasks must contain a bibliography if appropriate. Guidelines are included in **Appendix 5**.
6. Students who **fail to submit or attend an Assessment Task** by the due date and time, or who fail to attend an Assessment Task with **no valid reason** will be given **zero**.
7. Students who **fail to submit or attend an Assessment Task** by the due date and time but who have a **valid reason** may be allocated an extension of time or an alternative task. In exceptional circumstances it may be necessary to give an estimated mark.
8. **Students who are absent from any Assessment Task** must submit an Illness and Misadventure form with a written explanation for their absence. A doctor's certificate must be attached for illness and supporting documentation may be required for misadventures. See **Appendix 1** Illness and Misadventure form.

The Illness and Misadventure form must be handed in to the relevant Deputy Principal on the morning of the first day back at school. If the Head Teacher and Deputy Principal decide that the student should do the original or substitute task, the student may be required to sit for the task immediately. Failure to follow Illness and Misadventure policy may result in zero marks for that task.
9. Where a student requests an extension for an assessment task due to illness and/or misadventure, an Illness and Misadventure form must be completed and handed to the relevant Deputy Principal.
10. **Leave for absence** other than Illness and Misadventure **may not be granted** for assessment tasks. In exceptional circumstances, and with the approval of both the relevant Deputy Principal and the Principal, leave applications will be considered provided the task can be completed with no advantage over other students.
11. **Where a student is going to be absent from an assessment task with prior knowledge**, the student or parent/caregiver must contact the relevant Deputy Principal **before the task takes place**. If unexpectedly absent on the day of the task the student must phone the school and inform the relevant Deputy Principal.
12. **Where a student becomes ill or suffers an accident that affects their performance during an assessment task**, the task supervisor and Deputy Principal should be notified immediately. On return to school, an Illness and Misadventure form (see **Appendix 1**) must be completed with an attached doctor's certificate

for the day of the examination and/or supervisor's report completed. The student may need to re-sit the task or an estimated mark may be used.

13. If a student submits a task which is deemed to be a **non-serious** attempt by the teacher, then zero marks may be awarded.
14. If a student misses any timetabled lesson, for an unexplained reason, on the day an assessment task is due, they will receive zero mark for that task.
15. When a student is absent on the day before an assessment task is due they must have a medical certificate in the case of illness. In the case of Misadventure or an explained absence, they must supply supporting documentation. If a student's absence is unexplained they will receive zero mark for that assessment task.
16. **Malpractice** – A zero mark may be recorded for tasks where malpractice is involved. Malpractice is defined as any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:
 - copying someone else's work in part or in whole, and presenting it as your own
 - using material directly from books, journals, media files or the internet without reference to the source
 - building on the ideas of another person without reference to the source
 - buying, stealing or borrowing another person's work and presenting it as your own
 - submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
 - using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
 - paying someone to write or prepare material
 - breaching school examination rules
 - cheating in an examination
 - using non-approved aids during an assessment task
 - contriving false explanations to explain work not handed in by the due date
 - assisting another student to engage in malpractice
 - re-submitting a task you have previously submitted.

Submitting work generated by an Artificial Intelligence App or Bot as your own work constitutes malpractice. Even where students have written their own responses and run these through AI, this is unethical and will be treated as malpractice. This also includes, but is not limited to, using AI to format any part of the submitted response, including bibliographies.

All work that is derived from another source must be cited at the point where another's ideas have been used, and in the Bibliography. If the marker or your teacher suspects that you have plagiarised or used AI writing tools to compose your response, it is your responsibility to prove that your assessment is all your own work, as per NESA guidelines (ACE 9023).

It is the responsibility of the student to keep records of all drafting and electronic version histories. These must be presented if the work presents as AI generated through anti plagiarism software. In the case of suspected malpractice, a student may receive a mark of zero for the task in question or be required to present this evidence to the faculty Head Teacher or Deputy Principal.

17. Any assignments/Assessment Tasks submitted must be the student's own work. **Plagiarism** is the theft of someone else's work. This includes copying the work of another person directly and intermingling it with your own work or simply presenting something that you didn't write as your own.

Plagiarism may result in the student receiving zero marks for that task. Students who are found to have knowingly allowed their work to be copied or who have given their work to another student may also receive zero marks for that task.

Students found to have copied another student's work will also receive a NESA 'N' determination Official Warning Letter. All students have the responsibility to protect their intellectual property (their own work).

Where advised by the teacher, all hand-in assessment tasks must be submitted electronically via the program "Turnitin" available on <https://www.turnitinadmissions.com/login> as well as providing a hard copy with HSC: All My Own Work declaration form (Appendix 4).

RULES AND PROCEDURES FOR EXAMINATIONS

1. If a student misses examinations simply because they have misread the timetable, they will receive zero for the examination mark in that course. The final version of a timetable will be marked as such and will be distributed on coloured paper.
2. **Behaviour in the Term 1 Assessment Block or Trial HSC examinations.** - students must remain for the entire length of the examination. Any student found to be disturbing the examination may receive zero marks for that task.
3. Students found with notes, paper or unauthorised material, any communication device such as a programmable watch, MP3 player or similar, or a mobile telephone in the examination room may have a penalty imposed, such as zero for this examination, or no result for the course.

If a student accidentally brings into the examination room anything with notes on it, paper or other unauthorised material or equipment, they are to hand them to the supervisor before the examination starts. There will be no penalty.

4. **Equipment for tests and examinations** needs to be clarified with the classroom teacher prior to the examination. It is the student's responsibility to make sure they obtain this information.

Examination supervisors will inspect any equipment brought into the examination room. Students must bring their equipment into the examination room in a **clear container** (such as a zip lock bag or plastic sleeve). Equipment should bear only the original inscribed information. Students must supply materials which are in working order (this includes calculators). Students cannot appeal on the grounds that their examination equipment did not work correctly.

Students may bring an unmarked bottle of water in a clear bottle into the examination room.

Students may only use calculators that are NESA approved. Well before the examination, students should verify with their teachers that their calculator is approved. **Students are not permitted to borrow equipment during examinations.**

5. **Where a student misses a task in the Term 1 Assessment Block or Trial HSC examinations** because of illness or misadventure, the school must be contacted prior to the task or examination. If possible, the student will be expected to sit for that missed task during the assessment period. On return to school an Illness and Misadventure form (see **Appendix 1**) must be completed and a doctor's certificate for the day of the examination attached. If the task cannot be completed during the assessment period, an estimated mark may be used.
6. **Where a student becomes ill or suffers an accident that affects their performance during a task in the Term 1 Assessment Block or Trial HSC Examination**, the examination supervisor and Deputy Principal should be notified immediately. On return to school an Illness and Misadventure form (see **Appendix 1**) must be completed with an attached doctor's certificate for the day of the examination and/or an examination supervisor's report completed. The medical certificate must state the exact illness. It can not say that the student was absent due to 'A medical condition'. The student may need to re-sit the examination or an estimated mark may be used.
7. **Leave for absence** other than Illness and Misadventure **may not be granted** for the Term 1 Assessment Block or Trial HSC examinations. In exceptional circumstances, and with the approval of both the relevant Deputy Principal and the Principal, leave applications will be considered provided all examinations can be completed within the examination period.
8. **If a student sits for an examination and also has an Illness and Misadventure appeal upheld**, the student's rank in other assessment tasks may be used to determine their examination mark.

REVIEWS AND APPEALS

In-school review of assessment marks

Students who feel that they have a valid reason to appeal the final mark that they have been allocated for a task must first refer to the marking criteria.

If they then feel that their case is genuine they are required to complete an Illness and Misadventure Appeal form and submit it to the Head Teacher of that course.

The Head Teacher and Deputy Principal will confer and the appeal will either be upheld or declined. Written notification will be given to the student. If the appeal is upheld the assessment task will be remarked by a second teacher or Head Teacher and the student will be awarded the agreed mark from both markers. No further negotiations will be entered into.

Assessment Reviews for HSC Rankings

Students may ask for a review of their assessment rank if the school's ranking (order of merit) is significantly different from their expected ranking, based on feedback from their performance on Assessment Tasks throughout the year.

Any review will be concerned with the student's ranking. Students cannot ask for a review of a teacher's judgment on individual tasks.

The review of a student's ranking will occur after the last internal assessment tasks have been submitted.

The review will be carried out by the school's Assessment Review Committee which will consist of:

- Deputy Principal for Year 12
- Head Teacher of the course in question or a nominee.

Appeals

Appeals can be made if the student feels:

- the weighting of the tasks did not fit NESA requirements
- the procedure of the assessment did not conform to the assessment program
- computational or clerical error was responsible for an incorrect ranking
- the conduct of the review was not proper.

DISABILITY PROVISIONS FOR THE HSC EXAMINATIONS

Disability Provisions are granted by NESB to students sitting the Higher School Certificate examinations in order to address the effects of a special need on examination performance.

Regardless of the nature of the special need, the provisions granted are solely determined by the implications of that need on examination performance. Provisions include Braille papers, large print papers, use of a reader and/or writer, extra time, rest breaks, use of a personal computer etc.

The due date for Disability Provisions application forms is always the last day of Term 1 of the HSC examination year. In exceptional circumstances and with new information, students may receive permission at a later date.

At NBSC Manly Campus application forms for Disability Provisions are available from the School Counsellor, Head Teacher Student Engagement or the Year 12 Deputy Principal.

Guidelines for Disability Provisions Procedures at NBSC Manly Campus

The granting of Disability Provisions may be applicable for the Year 12 Term 1 Assessment block, Trial HSC examination and some in-class assessment tasks.

When using a laptop for in-class assessment tasks, students must:

- show their teacher official notification of Disability Provisions approval prior to the in-class assessment task
- organise to borrow an authorised computer in advance of their assessment task
- have the laptop set up in the classroom ready to begin the test at the same time as other students.

In the case of unexpected verified special needs, consideration will be given to individual students.

SUBMITTED WORKS AND PRACTICAL EXAMINATIONS FOR HSC COURSES (YEAR 12)

The following courses require you either to undertake practical examinations or to submit major works or projects:

- Dance
- Design and Technology
- Drama
- English Extension 2
- History Extension
- Languages
- Music 2 and Music Extension
- Science Extension
- Society and Culture
- Textiles & Design
- Visual Arts

Students are required to certify that any submitted works are their own. Class teachers must certify that they have been done under the teacher's supervision. If school staff cannot certify the works, students might not be awarded marks for them, or they may receive reduced marks.

Submitted artworks must conform to the size, weight and duration limits set by NESA. Teachers will provide the exact specifications but, as a guide, a submitted work will be deemed to be oversize if it cannot be conveniently lifted and moved by a single person.

Dangerous artwork may not be marked; for example, artwork which includes barbed wire or cutting edges. Works incorporating hypodermic syringes or needles are prohibited and any such work will receive zero marks.

Framing of major works is optional and is not considered in the marking process. Hooks, chains and hanging devices should not be attached to the work as they may damage other student's works.

The oral/aural language examinations and practical examinations for Music are held separately from the written examinations.

ANCIENT HISTORY

Outcomes

A student:

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

ANCIENT HISTORY ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	Descriptive and Evaluative Responses (Core Study)	Essay (Historical Period)	Historical Analysis (Historical Personality)	Trial HSC Examination (all topics, including Society)	
Date	Term 4 Week 10	Term 1 Week 10 / 11	Term 2 Week 7	Term 3 Week 3 / 4	
Outcomes Assessed	AH12-6, AH12-8 AH12-10	AH12-1 AH12-2 AH12-9	AH12-3 AH12-4 AH12-7	A range of outcomes	
Components					
Knowledge and understanding of course content	5	10		25	40
Source-based skills	10	5	5		20
Historical inquiry & research		10	10		20
Communication of historical understanding in appropriate forms	5		10	5	20
Weighting	20	25	25	30	100

BIOLOGY

Outcomes

Skills

A student:

- develops skills in applying the processes of Working Scientifically

BIO12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO12-5 analyses and evaluates primary and secondary data and information

BIO12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

Knowledge and Understanding

A student:

- develops knowledge and understanding of heredity and genetic technologies

BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

- develops knowledge and understanding of the effects of disease and disorders

BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease.

BIOLOGY ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	Research and Validation Task	Depth Study	Data Analysis / Practical	Trial HSC Examination	
Date	Term 4 Week 6	Term 1 Week 6	Term 2 Week 6	Term 3 Week 3 / 4	
Outcomes Assessed	BIO11/12-3,4,5,7 BIO12-12	BIO11/12-1,4,6,7 BIO12-13	BIO11/12-1,5,6,7	BIO11/12-1,2,3,4,5,6,7 BIO12-14, 15	
Modules	5. Heredity	6. Genetic Change	7. Infectious Disease	5,6,7, 8. Non-infectious Disease and Disorders	
Knowledge and understanding	5	10	5	20	40
Skills in Working Scientifically	20	10	20	10	60
Weighting	25	20	25	30	100

BUSINESS STUDIES

Outcomes

A student:

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

BUSINESS STUDIES ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	In class test	Term 1 Assessment block Test	Research based marketing response	Trial HSC Examination	
Date	Term 4 Week 7	Term 1 Week 10 / 11	Term 2 Week 7	Term 3 Week 3 / 4	
Outcomes Assessed	H2, H5, H7, H9	H1, H8, H10	H3, H4, H6, H7	A range of outcomes	
Components					
Knowledge & understanding of course content	10	10	10	10	40
Stimulus-based skills	5	10		5	20
Inquiry & research	5		10	5	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Weighting	20	25	25	30	100

CHEMISTRY

Outcomes

Skills

A student:

- develops skills in applying the processes of Working Scientifically

CH12-1 develops and evaluates questions and hypotheses for scientific investigation

CH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH12-5 analyses and evaluates primary and secondary data and information

CH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

Knowledge and Understanding

A student:

- develops knowledge and understanding of equilibrium and acid reactions in chemistry

CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems

CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models

- develops knowledge and understanding of the applications of chemistry

CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds

CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes.

CHEMISTRY ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	Research Task	Depth Study	Practical	Trial HSC Examination	
Date	Term 4 Week 9	Term 1 Week 10	Term 2 Week 7	Term 3 Week 3 / 4	
Outcomes Assessed	CH11/12-3,4,5,6,7 CH12-15	CH11/12-1,2,4,5,7 CH13,15	CH11/12-2,3,5,6 CH14,15	CH11/12-2-7 CH12-12,13,14,15	
Modules	5. Equilibrium	8. Applying Chemical Ideas	7. Organic Analysis	5, 6, 7 & 8	
Knowledge and understanding	5	10	5	20	40
Skills in Working Scientifically	20	10	20	10	60
Weighting	25	20	25	30	100

DANCE

Outcomes

A student:

- H1.1** understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2** performs, composes and appreciates dance as an artform
- H1.3** appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H1.4** acknowledges and appreciates the relationship of dance and other media
- H2.1** understands performance quality, interpretation and style relating to dance performance
- H2.2** performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
- H2.3** values the diversity of dance performance
- H3.1** identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent
- H3.2** demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent
- H3.3** recognises and values the role of dance in achieving individual expression
- H3.4** explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
- H4.1** understands the concept of differing artistic, social and cultural contexts of dance
- H4.2** recognises, analyses and evaluates the distinguishing features of major dance works
- H4.3** utilises the skills of research and analysis to examine dance as an artform
- H4.4** demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
- H4.5** acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation.

DANCE ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	Core Performance assessment Core appreciation response	Term 1 Assessment block Core composition in progress assessment Core appreciation essay	Major study in progress assessment	Trial HSC Examination	
Date	Term 4 Week 10	Term 1 Week 10	Term 2 Week 6	Term 3 Week 3/4	
Outcomes Assessed	H2.1, H2.2, H4.1, H4.2, H4.3, H4.4	H3.1, H3.2, H3.4, H4.2, H4.3	H2.1, H2.3, H4.5	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.4	
Components					
Core Performance	15			5	20
Core Composition		15		5	20
Core Appreciation	10	10			20
Major Study			20	20	40
Weighting	25	25	20	30	100

DESIGN AND TECHNOLOGY

Outcomes

A student:

- H1.1** critically analyses the factors affecting design and the development and success of design projects
- H1.2** relates the practices and processes of designers and producers to the major design project
- H2.1** explains the influence of trends in society on design and production
- H2.2** evaluates the impact of design and innovation on society and the environment
- H3.1** analyses the factors that influence innovation and the success of innovation
- H3.2** uses creative and innovative approaches in designing and producing
- H4.1** identifies a need or opportunity and researches and explores ideas for design and development
- H4.2** selects and uses resources responsibly and safely to realise a quality major design project
- H4.3** evaluates the processes undertaken and the impacts of the major design project
- H5.1** manages the development of a quality major design project
- H5.2** selects and uses appropriate research methods and communication techniques
- H6.1** justifies technological activities undertaken in the major design project and relates these to industrial and commercial practices
- H6.2** critically assesses the emergence and impact of new technologies, and the factors affecting their development.

DESIGN AND TECHNOLOGY ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	Project Proposal and Prototyping Presentation	Innovation and Emerging Technology Case Study	Project Development and Realisation Report	Trial HSC Examination	
Date	Term 4 Week 8	Term 1 Week 4	Term 2 Week 10	Term 3 Week 3 / 4	
Outcomes Assessed	H1.1, H1.2, H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H5.2, H6.2	H4.2, H4.3, H5.1, H5.2, H6.1	H1.1 to H6.2	
Components					
Knowledge and understanding of course content		20		20	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	60
Weighting	20	20	30	30	100

In addition to the assessment milestones listed above students will be required to setup and submit their MDP and folio for quality feedback in Term 3, Week 1.

DRAMA

Outcomes

Making

A student:

- H1.1** uses acting skills to adopt and sustain a variety of characters and roles
- H1.2** uses performance skills to interpret and perform scripted and other material
- H1.3** uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
- H1.4** collaborates effectively to produce a group-devised performance
- H1.5** demonstrates directorial skills
- H1.6** records refined group performance work in appropriate form
- H1.7** demonstrates skills in using the elements of production
- H1.8** recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9** values innovation and originality in group and individual work.

Performance

A student:

- H2.1** demonstrates effective performance skills
- H2.2** uses dramatic and theatrical elements effectively to engage an audience
- H2.3** demonstrates directorial skills for theatre and other media
- H2.4** appreciates the dynamics of drama as a performing art
- H2.5** appreciates the high level of energy and commitment necessary to develop and present a performance.

Critically Studying

A student:

- H3.1** critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2** analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3** demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
- H3.4** appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5** appreciates the role of the audience in various dramatic and theatrical styles and movements.

Note: While values and attitudes outcomes are included in this syllabus, they are not to be assessed in the HSC assessment program.

The HSC Course Comprises:

- Australian Drama and Theatre
- Studies in Drama and Theatre
- The Group Performance
- The Individual Project

DRAMA ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	Australian Drama and Theatre	Individual Project	Group Performance	Trial HSC Examinations	
Date	Term 4 Week 10	Term 2 Week 10	Term 3 Week 2	Term 3 Weeks 3 / 4	
Outcomes Assessed	H2.1, H2.2, H3.2	H1.3, H1.5, H1.7	H1.4, H2.2, H2.3	H3.1, H3.3	
Components					
Making		30	10		40
Performing	10		20		30
Critically Appraising	10			20	30
Percentage Weighting	20	30	30	20	100

ECONOMICS

Outcomes

A student:

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

ECONOMICS ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	In-class test	Term 1 Assessment block In-class test	Research Based In-class Extended Response	Trial HSC Examination	
Date	Term 4 Week 8	Term 1 Week 10 / 11	Term 2 Week 8	Term 3 Week 3 / 4	
Outcomes Assessed	H1, H3, H9, H10	H2, H4, H7	H7, H9, H10, H12	A range of outcomes	
Components					
Knowledge & understanding of course content	5	10	10	15	40
Stimulus-based skills		10		10	20
Inquiry and research	10		10		20
Communication of economic information, ideas & issues in appropriate forms	5	5	5	5	20
Weighting	20	25	25	30	100

ENGINEERING STUDIES

Outcomes

A student:

- H1.1** describes the scope of engineering and critically analyses current innovations
- H1.2** differentiates between properties of materials and justifies the selection of materials, components and processes in engineering
- H2.1** determines suitable properties, uses and applications of materials in engineering
- H2.2** analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
- H3.1** demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
- H3.2** uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
- H3.3** develops and uses specialised techniques in the application of graphics as a communication tool.
- H4.1** investigates the extent of technological change in engineering
- H4.2** applies knowledge of history and technological change to engineering- based problems
- H4.3** appreciates social, environmental and cultural implications of technological change in engineering and applies them to the analysis of specific problems
- H5.1** works individually and in teams to solve specific engineering problems and in the preparation of engineering reports
- H5.2** selects and uses appropriate management and planning skills related to engineering
- H6.1** demonstrates skills in research and problem-solving related to engineering
- H6.2** demonstrates skills in analysis, synthesis and experimentation related to engineering.

ENGINEERING STUDIES ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	Civil Engineering Report	Term 1 Assessment block Topic Test: Civil Engineering Mechanics & Transport	Aeronautical Engineering Report	Trial HSC Examination	
Date	Term 4 Week 10	Term 1 Week 10 / 11	Term 2 Week 7	Term 3 Week 3 / 4	
Outcomes Assessed	H3.2, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.1, H4.2, H4.3	H3.2, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.1, H4.2, H4.3	
Components					
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in research, problem solving and communication related to engineering practice	15	5	10	10	40
Weighting	25	20	25	30	100

ENGLISH ADVANCED

Outcomes

A student:

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

ENGLISH ADVANCED ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	Texts and Human Experiences Multimodal Vlog	Craft of Writing Examination	Textural Conversations Extended Response	Trial HSC Examination Craft of writing (5%)	
Date	Term 4 Week 8	Term 1 Week 10 / 11	Term 2 Week 6	Term 3 Week 3 / 4	
Outcomes Assessed	EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
Components					
Knowledge and understanding of course content	12	10	13	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	13	10	12	15	50
Weighting	25	20	25	30	100

ENGLISH EXTENSION 1

Outcomes

A student:

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

ENGLISH EXTENSION 1 ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	NESA Weighting
Task Description	Literary Worlds Task	Worlds of Upheaval Extended Response	Trial HSC Examination	
Date	Term 1 Week 5	Term 2 Week 9	Term 3 Week 3 / 4	
Outcomes Assessed	EE12-2 EE12-3	EE12-1 EE12-3 EE12-4	EE12-1 EE12-2 EE12-3 EE12-4	
Components				
Knowledge and understanding of complex texts and why they are valued	10	10	20	40
Skills in: complex analysis, sustained composition and independent investigation	20	20	20	60
Weighting	30	30	40	100

English Extension 1 is a one unit course.

ENGLISH EXTENSION 2

Outcomes

A student:

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

ENGLISH EXTENSION 2 ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	NESA Weighting
Task Description	Viva Voce (including written proposal)	Literature review	Critique of the creative process	
Date	Term 4 Week 9	Term 1 Week 7	Term 2 Week 8	
Outcomes Assessed	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Components				
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Weighting	30	40	30	100

English Extension 2 is a one unit course

FRENCH CONTINUERS

Outcomes

A student:

- H1.1** Uses a range of strategies to maintain communication
- H1.2** Conveys information appropriate to context, purpose and audience
- H1.3** Exchanges and justifies opinions and ideas
- H1.4** Reflects on aspects of past, present and future experience
- H2.1** Applies knowledge of language structures to create original written or spoken text
- H2.2** Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- H2.3** Structures and sequences ideas and information
- H3.1** Conveys the gist of texts and identifies specific information
- H3.2** Summarises the main ideas
- H3.3** Identifies the tone, purpose, context and audience
- H3.4** Draws conclusions from or justifies an opinion
- H3.5** Interprets, analyses and evaluates information
- H3.6** Infers points of view, attitudes or emotions from language and context
- H4.1** Recognises and employs language appropriate to different social contexts
- H4.2** Identifies values, attitudes and beliefs of cultural significance
- H4.3** Reflects upon significant aspects of language and culture.

FRENCH CONTINUERS ASSESSMENT SCHEDULE

Component	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	Respond in English to texts in French	Term 1 Assessment Block Test - Speaking - Listening & Responding - Reading & Responding	Trial Speaking and Writing	Trial HSC Examination - Listening & Responding - Reading & Responding - Writing	
Date	Term 4 Week 8	Term 1 Week 10 / 11	Term 2 Week 9	Term 3 Week 3 / 4	
Outcomes Assessed	H1.1, H1.2 H1.3, H1.4 H3.1, H3.2, H3.3, H3.4 H3.5, H3.6, H4.2, H4.3	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.1, H4.2, H4.3	H1.1, H1.2, H1.3, H1.4, H2.1, H4.1	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.1, H4.2, H4.3	
Components					
Speaking in French		10	10		20
Listening and Responding	10	10		10	30
Reading and Responding	10	10		10	30
Writing in French			10	10	20
Weighting	20	30	20	30	100

HISTORY EXTENSION

Outcomes

A student:

HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions.

HISTORY EXTENSION ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	NESA Weighting
Task Description	Historical Process (Proposal, process log, annotated sources)	Final History Project	Trial HSC Examination	
Date	Term 1 Week 4	Term 2 Week 9	Term 3 Week 3 / 4	
Outcomes Assessed	HE12-2	HE12-1, HE12-2, HE12-3, HE12-4	HE12-3	
Components				
Knowledge and understanding of significant historiographical ideas & processes	15	10	15	40
Skills in designing, undertaking and communicating historical inquiry – the History Project	15	30	15	60
Weighting	30	40	30	100

History Extension is a one unit course

JAPANESE CONTINUERS

Outcomes

A student:

- H1.1** uses a range of strategies to maintain communication
- H1.2** conveys information appropriate to context, purpose and audience
- H1.3** exchanges and justifies opinions and ideas
- H1.4** reflects on aspects of past, present and future experience
- H2.1** applies knowledge of language structures to create original written or spoken text
- H2.2** composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- H2.3** structures and sequences ideas and information
- H3.1** conveys the gist of texts and identifies specific information
- H3.2** summarises the main ideas
- H3.3** identifies the tone, purpose, context and audience
- H3.4** draws conclusions from or justifies an opinion
- H3.5** interprets, analyses and evaluates information
- H3.6** infers points of view, attitudes or emotions from language and context
- H4.1** recognises and employs language appropriate to different social contexts
- H4.2** identifies values, attitudes and beliefs of cultural significance
- H4.3** reflects upon significant aspects of language and culture.

JAPANESE CONTINUERS ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	- Reading & Responding (A) - Writing 150ji	Term 1 Assessment Block - Listening & Responding - Speaking	- Speaking - Writing 400ji	Trial HSC Examination - Listening & Responding - Reading & Responding (A)(B) - Writing 150ji + 400ji	
Date	Term 4 Week 9	Term 1 Week 10 / 11	Term 2 Week 9	Term 3 Week 3 / 4	
Outcomes Assessed	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.1, H4.2, H4.3	H1.1, H1.2, H1.3, H1.4, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.1, H4.2, H4.3	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H4.1 H4.2, H4.3	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.1, H4.2, H4.3	
Components					
Speaking		10	10		20
Listening		15		15	30
Reading	20			10	30
Writing	5		10	5	20
Weighting	25	25	20	30	100

JAPANESE EXTENSION

Outcomes

A student:

- H1.1** discusses attitudes, opinions and ideas in Japanese
- H1.2** formulates and justifies a written or spoken argument in Japanese
- H2.1** evaluates and responds to text personally, creatively and critically
- H2.2** analyses how meaning is conveyed
- H2.3** analyses the social, political, cultural and / or literary contexts of text that is in Japanese.

JAPANESE EXTENSION ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	NESA Weighting
Task Description	- Text Analysis (A) - Writing	- Text Analysis (B) - Writing - Speaking (monologue)	Trial HSC Examination - Text Analysis (A) - Text Analysis (B) - Writing	
Date	Term 1 Week 10 / 11	Term 2 Week 9 / 10	Term 3 Week 3 / 4	
Outcomes Assessed	H1.1, H1.2, H2.2, H2.3	H1.1, H1.2, H2.1, H2.3	H1.1, H1.2, H 2.1, H2.2, H2.3	
Components				
Text Analysis A	5		5	
Text Analysis B		5	5	
Writing	10	5	5	
Speaking		10		
Weighting	15	20	15	

Japanese Extension is a one unit course

LEGAL STUDIES

Outcomes

A student:

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

LEGAL STUDIES ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	In-class test (Crime)	Term 1 Assessment Block CORE (Crime and Human Rights)	In-class Extended response (Workplace)	Trial HSC Examination	
Date	Term 4 Week 8	Term 1 Week 10 / 11	Term 2 Week 6	Term 3 Week 3 / 4	
Outcomes Assessed	H1, H6, H7	H2, H3, H5	H4, H8, H9, H10	A range of outcomes	
Components					
Knowledge & understanding of course content	10	10	5	15	40
Analysis and evaluation		10		10	20
Inquiry and Research	5		15		20
Communication of Legal Studies information, issues and ideas in appropriate forms	5	5	5	5	20
Weighting	20	25	25	30	100

MATHEMATICS ADVANCED

Outcomes

A student:

- MA 12-1** uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MA 12-2** models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
- MA 12-3** applies calculus techniques to model and solve problems
- MA 12-4** applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MA 12-5** applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
- MA 12-6** applies appropriate differentiation methods to solve problems
- MA 12-7** applies the concepts and techniques of indefinite and definite integrals in the solution of problems
- MA 12-8** solves problems using appropriate statistical processes
- MA 12-9** chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
- MA 12-10** constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context.

MATHEMATICS ADVANCED ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	Investigation	Term 1 Assessment block End of Semester Test	Class Test	Trial HSC Examination	
Date	Term 4 Weeks 5-6	Term 1 Week 10/ 11	Term 2 Week 6	Term 3 Week 3 / 4	
Outcomes Assessed	MA12-1, MA12-5, MA12-8, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	MA12-8, MA12- 9, MA12-10	All Outcomes	
Components					
Concepts, Skills and Techniques	10	15	10	15	50
Reasoning and Communication	10	15	10	15	50
Weighting	20	30	20	30	100

Concepts, Skills and Techniques - 50%

This component involves the use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.

Reasoning and Communication - 50%

This component is primarily concerned with the application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.

Year 11 Content

The Mathematics Advanced Year 11 course will be assumed knowledge for this examination and may be examined.

MATHEMATICS STANDARD 2

Outcomes

A student:

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

MATHEMATICS STANDARD 2 ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	Investigation	Term 1 Assessment block End of Semester Test	Class Test	Trial HSC Examination	
Date	Term 4 Weeks 5-6	Term 1 Week 10 / 11	Term 2 Week 8	Term 3 Week 3 / 4	
Outcomes Assessed	MS2-12-2, MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-6, MS2-12-8, MS2-12-9, MS2-12-10	All outcomes	
Components					
Concepts, Skills and Techniques	10	15	10	15	50
Reasoning and Communication	10	15	10	15	50
Weighting	20	30	20	30	100

Concepts, Skills and Techniques - 50%

This component involves the use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.

Reasoning and Communication - 50%

This component is primarily concerned with the application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.

Year 11 Content

The Mathematics Standard Year 11 course will be assumed knowledge for this examination and may be examined.

MATHEMATICS EXTENSION 1

Outcomes

A student:

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

MATHEMATICS EXTENSION 1 ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	Class Test	Term 1 Assessment block/ End of Semester Test	Investigation	Trial HSC Examination	
Date	Term 4 Week 8	Term 1 Week 10 / 11	Term 2 Week 7 / 8	Term 3 Week 3 / 4	
Outcomes Assessed	ME12-1, ME12-2, ME12-6, ME12-7	ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	ME12-1, ME12-4, ME12-5, ME12-6, ME12-7	All Outcomes	
Components					
Concepts, Skills and Techniques	10	15	10	15	50
Reasoning and Communication	10	15	10	15	50
Weighting (%)	20	30	20	30	100

Concepts, Skills and Techniques - 50%

This component involves the use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.

Reasoning and Communication - 50%

This component is primarily concerned with the application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.

Year 11 Content

The Mathematics Extension 1 Year 11 course will be assumed knowledge for this examination and may be examined.

For students studying three units of Mathematics: Mathematics Extension 1 is a one unit course and the final mark is out of 50.

For students studying four units of Mathematics: Mathematics Extension 1 is a two unit course and the final mark is out of 100.

MATHEMATICS EXTENSION 2

Outcomes

A student:

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

MATHEMATICS EXTENSION 2 ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	Investigation	Term 1 Assessment block/ End of Semester Test	Class Test	Trial HSC Examination	
Date	Term 4 Week 8-9	Term 1 Week 10 / 11	Term 2 Week 8	Term 3 Week 3 / 4	
Outcomes Assessed	MEX12-4, MEX12-7	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX 12-3, MEX12-6, MEX12-7, MEX12-8	All Outcomes	
Components					
Concepts, Skills and Techniques	10	15	10	15	50
Reasoning and Communication	10	15	10	15	50
Weighting (%)	20	30	20	30	100

Concepts, Skills and Techniques - 50%

This component involves the use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.

Reasoning and Communication - 50%

This component is primarily concerned with the application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.

Mathematics Extension 2 is a two-unit course and the final mark is out of 100.

Completing Mathematics Advanced outcomes is part of this course.

MODERN HISTORY

Outcomes

A student:

MH12-1 accounts for the nature of continuity and change in the modern world

MH12-2 proposes arguments about the varying causes and effects of events and developments

MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12-4 analyses the different perspectives of individuals and groups in their historical context

MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7 discusses and evaluates differing interpretations and representations of the past

MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.

MODERN HISTORY ASSESSMENT SCHEDULE

	Task 1 Core Study	Task 2 National Study	Task 3 Change in the Modern World	Task 4 All Modules	NESA Weighting
Task Description	Historical Analysis / Class test	Term 1 Assessment block Essay	In-class test	Trial HSC Examination	
Date	Term 4 Week 9	Term 1 Week 10 / 11	Term 2 Week 6	Term 3 Week 3 / 4	
Outcomes Assessed	MH12.4, MH12.6, MH12.8	MH12.1, MH12.2, MH12.7	MH12.3, MH12.5, MH12.9	MH12.3, MH12.5, MH12.6, MH12.9	
Components					
Knowledge & understanding of content		15	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10			10	20
Historical inquiry & research	10		10		20
Communication of historical understanding in appropriate forms		10	5	5	20
Weighting	20	25	25	30	100

MUSIC 2

Outcomes

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

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

Music 2 Assessment Schedule – see over page

MUSIC 2 ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	Composition Portfolio Mandatory Topic: Music of the last 25 years (Australian Focus) Submission of Composition portfolio work in progress	Aural and Musicology Submission Mandatory Topic: Music of the last 25 years (Australian Focus) and Additional Topic Written Submission based on a provided question	Trial HSC Practical Examination and Elective Mandatory Topic: Music of the last 25 years (Australian Focus) and Additional Topic Presentation of Core Performance and Sight Singing AND Presentation of elective performance or elective composition portfolio or elective musicology portfolio	Trial HSC Examination Musicology and Aural Skills Examination Responses to aural excerpts and unseen scores relating to the Mandatory and Additional topics	
Date	a) Term 4, Week 9 (DRAFT) b) Term 1, Week 6 (SUBMISSION)	Term 2 Week 5	Term 3 Week 1 Performance and Elective Submission	Term 3 Week 3 / 4 Written	
Outcomes Assessed	H2-H9	H2, H5, H7, H11	H1, H6, H12, and H1-9 (elective)	H2, H4-H7, H9	
Components					
Composition	20				
Core Musicology and Aural		20		20	
Core Performance			20		
Elective Component			20		
Weighting	20	20	40	20	

MUSIC EXTENSION

Outcomes

Performance Outcomes:

Through performance and related activities a student:

1. performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member
2. leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others
3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed
5. presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction
6. critically analyses the use of musical concepts to present a stylistic interpretation of music performed.

Composition Outcomes:

Through composition and related activities a student:

1. composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style
2. leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others
3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed
5. presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition
6. critically analyses the use of musical concepts to present a personal compositional style.

Musicology Outcomes:

Through musicology and related activities a student:

1. presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
2. leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others
3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
5. presents, discusses and evaluates the problem-solving process and the development and realisation of a research project
6. critically analyses the use of the musical concepts to articulate their relationship to the style analysed.

Music Extension Assessment Schedule – see over page

MUSIC EXTENSION ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	NESA Weighting
Date	Elective Presentation Term 4 Week 9	Mid Term Submission Term 1 Week 8	Trial HSC Examination Term 3 Week 1	
Performance OR	<i>Performance</i> – performance of one work & background research of the selected work	<i>Performance</i> – performance of all repertoire & background research of all repertoire	<i>Performance</i> – performance of repertoire & critical appraisal of own concern practice	
Composition OR	<i>Composition</i> portfolio – analysis of works and styles & draft compositions	<i>Composition</i> portfolio – analysis of works & styles and draft compositions	<i>Composition</i> portfolio – Viva Voce including development & resolution of ideas, musical concepts & techniques	
Musicology	Musicology portfolio – research & critical analysis of works	Musicology portfolio – research & critical analysis of works	Musicology portfolio – Viva Voce including development & resolution of topic, sources & ideas	
Outcomes Assessed	1,2,3,4,5,6	1,2,3,4,5,6	1,2,3,4,5,6	
Components				
Performance OR Composition OR Musicology Elective	20	40	40	100
Weighting	20	40	40	100

Teachers will select the appropriate outcomes based on the Performance or Composition or Musicology option selected by each student.

Music Extension is a one unit course

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Outcomes

A student:

- H1** describes the nature and justifies the choice of Australia's health priorities
- H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** analyses the determinants of health and health inequities
- H4** argues the case for health promotion based on the Ottawa Charter
- H5** explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H7** explains the relationship between physiology and movement potential
- H8** explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** explains how movement skill is acquired and appraised
- H10** designs and implements training plans to improve performance
- H11** designs psychological strategies and nutritional plans in response to individual performance needs
- H13** selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14** argues the benefits of health-promoting actions and choices that promote social justice
- H15** critically analyses key issues affecting the health of Australians and proposes ways of working toward the better health of all
- H16** devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17** selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

PDHPE ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	Option 3: Sports Medicine Research Task	Core 1: Health Priorities in Australia Topic Test	Core 2: Factors Affecting Performance Case Study	Trial HSC Examination	
Due Date	Term 4 Week 6	Term 1 Assessment Week 10 /11	Term 2 Week 10	Term 3 Week 3 / 4	
Course Outcomes	H8, H13, H16	H1, H2, H3, H4, H5	H8, H11, H16, H17	A range of outcomes from H1-H17	
Components					
Knowledge and understanding of: - factors that affect health - the way the body moves	5	10	10	10	35
Skills in - influencing personal and community health - taking action to improve participation and performance in physical activity	5	10	5	10	30
Skills in critical thinking, research and analysis	10	5	10	10	35
Weighting	20	25	25	30	100

PHYSICS

Outcomes

Skills

A student:

- develops skills in applying the processes of Working Scientifically

PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11/12-5 analyses and evaluates primary and secondary data and information

PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

Knowledge and Understanding

A student:

- develops knowledge and understanding of advanced mechanics and electromagnetism

PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles

PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

- develops knowledge and understanding of the role of evidence and prediction in the development of theories in physics

PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence of modern theories of physics in the contemporary world

PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

PHYSICS ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	Practical Investigation	Research and Validation Task	Depth Study	Trial HSC Examination	
Date	Term 4 Week 8	Term 1 Week 11	Term 2 Week 9	Term 3 Week 3 / 4	
Outcomes Assessed	PH 11/12-2,3,5,6 PH 12-12	PH 11/12- 4,7 PH 12-13	PH 11/12 1-7 PH 12-14	PH 11/12-2,4,5,6 PH 12-12,13,14,15	
Modules	5. Advanced mechanics	6. Electromagnetism	7. Nature of light	5, 6, 7, 8	
Working Scientifically	15	10	25	10	60
Knowledge and Understanding	5	10	5	20	40
Weighting	20	20	30	30	100

SCIENCE EXTENSION

Outcomes

Skills

A student:

- applies the Working Scientifically processes as they are practised by the scientific community
- SE-1** refines and applies the Working Scientifically processes in relation to scientific research
- develops extensive knowledge and understanding about the development of scientific inquiry and research
- SE-2** analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
- develops extensive understanding of the nature of, and the application and processes involved in, modern scientific research
- SE-3** interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
- SE-4** uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
- SE-5** analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
- develops and applies comprehensive knowledge, understanding and skills, to a specific area of science informed by researching, manipulating and analysing primary and secondary-sourced data in relation to relevant publicly available data sets
- SE-6** analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
- develops and applies extensive knowledge, understanding and skills relating to the current methods of communicating scientific ideas through scientific research
- SE-7** communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report.

SCIENCE EXTENSION ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	NESA Weighting
Task Description	Annotated Bibliography	Data Analysis	Scientific Research Report	
Date	Term 1 Week 2	Term 2 Week 6	Term 3 Week 6	
Outcomes Assessed	SE-2, SE-3, SE-5, SE-7	SE-3, SE-4, SE-5	SE-1-7	
Components				
Communicating scientifically	15	5	10	30
Gathering, recording, analysing and evaluating data	5	15	10	30
Application of scientific research	10	10	20	40
Weighting	30	30	40	100

Science Extension is a one unit course

SOCIETY & CULTURE

Outcomes

A student:

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

SOCIETY AND CULTURE ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	PIP Methodologies ICT Oral Presentation	Term 1 Assessment block Research and Report Task (Depth Study)	In class test (Depth Study)	Trial HSC Examination (All Topics)	
Date	Term 4 Week 7	Term 1 Week 10 / 11	Term 2 Week 8	Term 3 Week 3 / 4	
Outcomes	H6, H8, H9	H5, H7, H9	H2, H3, H5	A range of outcomes	
Components					
Knowledge and understanding of course content	5	10	15	20	50
Application and evaluation of social and cultural research methods	10	10	5	5	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Weighting	20	25	25	30	100

SOFTWARE DESIGN AND DEVELOPMENT

Outcomes

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

SOFTWARE DESIGN AND DEVELOPMENT ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task description	Major Project Assessment Events A, B	Term 1 Assessment block In Class Test	Major Project Assessment Events C, D, E	Trial HSC Examination	
Date	Term 1 Week 6	Term 1 Week 10 / 11	Term 2 Week 3	Term 3 Week 3 / 4	
Outcomes assessed	H3.2, H4.1, H4.2, H4.3 H5.1, H5.2 H6.4	H1.1, H1.2, H1.3, H3.1 H5.3, H6.1	H3.2, H4.1, H4.2, H4.3 H5.1, H5.2 H6.2, H6.3, H6.4	ALL	
Components					
Knowledge and understanding about the development and impact of software solutions and the software development cycle		5	10	5	20
Design and development of software solutions	10	10	10	5	35
Project management techniques, including documentation, teamwork and communication	5	5		10	20
Project(s)	5	5	5	10	25
Weighting	20	25	25	30	100

TEXTILES AND DESIGN

Outcomes

A students:

- H1.1** critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
- H1.2** designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
- H1.3** identifies the principles of colouration for specific end-uses
- H2.1** communicates design concepts and manufacturing specifications to both technical and non-technical audiences
- H2.2** demonstrates proficiency in the manufacture of a textile item/s
- H2.3** effectively manages the design and manufacture of a Major Textiles Project to completion
- H3.1** explains the interrelationship between fabric, yarn and fibre properties
- H3.2** develops knowledge and awareness of emerging textile technologies
- H4.1** justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses
- H4.2** selects and justifies manufacturing techniques, materials and equipment for a specific end-use.
- H5.1** investigates and describes aspects of marketing in the textile industry
- H5.2** analyses and discusses the impact of current issues on the Australian textiles industry
- H6.1** analyses the influence of historical, cultural and contemporary developments of textiles.

TEXTILES AND DESIGN ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task description	Design Inspiration & Planning and Culture Research	Properties & Performance of Textiles- Innovation Case Study	MTP Management, Communication Presentation & Research	Trial HSC Examination	
Date	Term 4 Week 9	Term 2 Week 2	Term 3 Week 1	Term 3 Week 3 / 4	
Outcomes assessed	H1.1 H1.2 H1.3 H6.1	H3.1. H3.2 H4.2	H2.1 H2.2 H2.3 H5.1	H1.3, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1	
Components					
Knowledge and understanding of course content	10	10	10	20	50
Skills and knowledge in the design, manufacture and management of a major textiles project	15	15	20		50
Weighting	25	25	25	25	100

VISUAL ARTS

Outcomes

Artmaking

A student:

- H1** initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2** applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3** demonstrates an understanding of the frames when working independently in the making of art
- H4** selects and develops subject matter and forms in particular ways as representations in art making
- H5** demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6** demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work.

Art Criticism and Art History

A student:

- H7** applies their understanding of practice in art criticism and art history
- H8** applies their understanding of the relationships among the artist, artwork, world and audience
- H9** demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10** constructs a body of significant art histories, critical narratives and other documentary accounts of representations in the visual arts.

VISUAL ARTS ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	NESA Weighting
Task Description	Development of Body of Work Visual Arts Diary	Term 1 Assessment block Progress of Body of Work Extended written response.	Term 2 Assessment Case Study	Trial HSC Examination Art Criticism and Art History Examination. Submission of Body of Work	
Date	Term 4 Week 9	Term 1 Week 10 / 11	Term 2 Week 10	Term 3 Week 1 - 4	
Outcomes Assessed	H1, H2, H3, H4	H1, H4, H5, H6, H7, H8, H9	H7, H8, H9, H10	H5, H6, H7, H8, H9	
Components					
Artmaking	15	20		15	50
Art Criticism & Art History		15	20	15	50
Weighting	20	35	20	30	100

APPENDIX 1 - Illness/Misadventure/Extension Form/Appeal

NBSC Manly Campus

This form must be submitted to the Relevant Deputy Principal IMMEDIATELY on return to school.

School Contact Phone Number: 9905 3982 / Fax Number: 9905 7772

STUDENT NAME:.....

SUBJECT: TEACHER:.....

DATE OF SUBMISSION OF THIS FORM:.....

TASK YOU ARE SEEKING SPECIAL CONSIDERATION FOR:

.....

.....

DATE TASK IS DUE:.....

ARE YOU SEEKING SPECIAL CONSIDERATION FOR: (tick)

(a) ILLNESS

(b) MISADVENTURE

(c) GENUINE REASON FOR EXTENSION

(d) APPEAL

(Attach all necessary medical and other certificates)

PROVIDE DETAILS AND REASONS FOR THIS REQUEST:

.....

.....

.....

STUDENTS SIGNATURE:

PARENT’S/CAREGIVER’S SIGNATURE:

.....

Office Use Only

DECISION:

DATE DUE: SIGNATURE:.....

APPENDIX 2 - Official Warning Letter

Date:

Dear *Parent/Guardian*

Re: **OFFICIAL WARNING: Non-completion of a Higher School Certificate Course**

I am writing to advise that your son/daughter is in danger of not meeting the
(*student name*)

Course Completion Criteria for the Higher School Certificate course:.....
(*course name*)

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the. (e.g. 1st, 4th) **official warning** we have issued concerning

.....
(*course name*)

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

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

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's academic record. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, has not satisfactorily met of the Course Completion Criteria.
(*student name*) (*indicate a), b) or c)*

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order forto satisfy Course Completion
(*student name*)
Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed/achieved.

Please discuss this matter with and contact the school if further information or
(*student name*)
clarification is needed.

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by

(student name)

Task Name(s) / Course Requirement(s) / Course Outcome	Original Due Date (if applicable)	Action Required by student	Revised date to be completed by (if applicable)

Please discuss this N Award Warning letter with your child and email

(Head Teacher of the subject)

to indicate that you have received this warning letter and understand the process.

Yours faithfully

.....

Head Teacher

.....

Principal

APPENDIX 3 – NBSC Manly Campus Process for N Awards

When **student** is not completing class tasks, assessment tasks or not meeting course outcomes due to frequent unexplained absences, the below procedure for N Awards is followed.

1. CLASS TEACHER:

- a. Speaks to student to ascertain reason for non-completion
- b. Ensure student understands to the task, has relevant resources and is given assistance if appropriate
- c. Liaises with Head Teacher
- d. Completes N Award warning letter in Sentral and sends PDF copy of N Award warning letter to the Head Teacher

**2. HEAD TEACHER:**

- a. Liaises with Deputy Principal
- b. Interviews student where appropriate
- c. Phone call to parents where appropriate
- d. Send email of PDF N Award warning letter to parent / caregiver and cc Deputy Principal
- e. Record communications on Sentral including return of acknowledgement email from parents

**3a. PARENT / CAREGIVER:**

- a. Emails acknowledgement of N Award warning letter to Head Teacher

3b. STUDENT:

- a. Liaises with classroom teacher to complete outstanding work and follows school requirements

**4. CLASS TEACHER:**

- a. Ensures student understands the task, has relevant resources and is given assistance if appropriate
- b. Liaises with Learning Advisor if necessary

**5. LEARNING ADVISOR:**

- a. Liaises with classroom teacher and student to assist in resolution of N Award

**6. CLASS TEACHER:**

- a. If work has been completed - enters completion on Sentral and notifies Head Teacher
- b. If work has not been completed - notifies Head Teacher

**7. HEAD TEACHER:**

- a. If work has been completed - notifies Deputy Principal
- b. If work has not been completed - phones parent / caregiver again, sends a follow-up N Award warning letter and notifies Deputy Principal

Only **one** N Award warning letter will be sent for each issue or task where a student is not meeting NESA requirements. When **two** N Award warning letters have been sent in one course (i.e. two different issues or tasks) intervention from the executive team will take place and the N Award process may begin.

NBSC Manly Campus**APPENDIX 4 - Assignment/Assessment Task Cover Sheet**

Please attach this signed cover sheet to every assignment/assessment task you submit.

NESA Student Number:	
Subject:	Due Date:
Task Title:	Date of Submission :

All My Own Work**1. Acknowledgement of Sources by compiling a bibliography**

One of the most important elements of good practice involves careful acknowledgement of the ideas of others used in your response. This acknowledgement should occur in your answer at the point where you use another's ideas (e.g. Jones, 2007, p.92, i.e. author's surname, date of publication, page) and in a bibliography at the conclusion of your response.

2. Avoiding plagiarism

Plagiarism involves using the work of another person and presenting it as your own. These are some ways you would be plagiarising, unless you have clearly acknowledged your source:

- Copying out part(s) of any document from any source, including the internet;
- Using someone else's ideas or conclusions, even if you have put them in your own words;
- Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded some parts.

DECLARATION:

I have read and understood the **All My Own Work** statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

Student Initial /Confirmation: Date:.....

APPENDIX 5 – Reference List based on APA 7

Referencing for Assessment Tasks

When writing assignments that rely on knowledge from other sources, e.g websites, books, videos, journal and newspaper articles, it is important that we reference where this information came from. This includes all information that is not our own knowledge and is not considered public knowledge. This helps us to avoid accidentally plagiarising the work of others.

We do this in two ways when using the **APA Reference system**:

- A Reference List at the end
- In-text citations throughout our assignment

In-Text Citations

In-text citations are used to show that we are referring to the ideas of another source. We might do this by discussing an idea, summarising, paraphrasing or directly quoting. We use an author-date system for in-text referencing – meaning the author's surname and date of publication are used. When quoting, we need to include the page number if possible.

- The current refugee crisis is the largest example of global displacement in history (**Yousafzai, 2021**).
- **McKernan (2014)** suggests that the purpose of parading wounded soldiers before the general public was to counter growing apathy towards the war.
- **Langton and Neale (2023, p.37)** state that First Nations Law is “constantly evolving in response to new needs and circumstances”.

Reference List

Your Reference List includes everything you used to write your assignment and is arranged alphabetically by author, then by date.

Books: <ul style="list-style-type: none"> • Author's surname, Initials. (Publication year). <i>Title in italics</i>, Name of publisher • Use & between authors if there are two e.g. McKernan, M. (2014). <i>Australians at home</i> , The Five Mile Press	Website: <ul style="list-style-type: none"> • Author/Organisation (Publication year or n.d. if no known year). <i>Title of webpage in italics</i>. Company/organisation name if different from author. <URL> e.g. World Health Organisation (2023). <i>Asthma</i> , https://www.who.int/news-room/fact-sheets/detail/asthma
Film: <ul style="list-style-type: none"> • Director/producer/writer (Year of release) <i>Title</i> [Format (e.g. television program, video recording, motion picture, etc)] Production company e.g. Gerwig, G. (Director). (2023) <i>Barbie</i> [Motion picture], Warner Bros.	Online News Article <ul style="list-style-type: none"> • Author, Initials. (Year, Month Day) <i>Title</i>. <i>Publication</i>. URL e.g. Kemp, E. (2023, July 25) Sam Kerr will be missed, but she is not the Matildas' top scorer of late. <i>The Sydney Morning Herald</i> , https://www.smh.com.au/sport/soccer/sam-kerr-will-be-missed-but-she-is-not-the-matildas-top-scorer-of-late-20230724-p5dqse.html
Podcast: <ul style="list-style-type: none"> • Host. (Year, Month Day). <i>Title</i> [Type]. In <i>Title of podcast</i>. URL e.g. Jenner, G. (2023, May 5). Victorian bodybuilding [Podcast] In <i>You're Dead to Me</i> . BBC Radio, https://www.bbc.co.uk/programmes/p0flh367	TV Program episode: <ul style="list-style-type: none"> • Presenter name. (Year, Month Day). <i>Title of episode</i>. [Type]. In <i>Program Title</i>. Channel. URL e.g. Breslin, P. (2023, July 7) Returning Boomerang [Television program]. In <i>First Weapons</i> . ABC. https://iview.abc.net.au/video/IP2101Q00150
YouTube or Other Social Media Video: <ul style="list-style-type: none"> • Channel name (Year, Month Day). <i>Title of video</i> [Type] Site name. URL e.g. Shakespeare's Globe. (2023, February 22). <i>What is a groundling</i> . [video] YouTube. https://www.youtube.com/watch?v=UT820GYuFFo	Government/Organisation Report: <ul style="list-style-type: none"> • Organisation name (Year). <i>Title of report</i>. URL e.g. NSW Department of Planning and Environment (2023). <i>Code of Practice for Injured Sick and Orphaned Koalas</i> . https://www.environment.nsw.gov.au/-/media/OEH/Corporate-Site/Documents/Animals-and-plants/Native-animals/code-of-practice-koalas-230250.pdf

<p>Books – 2 authors:</p> <ul style="list-style-type: none"> Author's surname, Initials. & Author 2 surname, Initial (Publication year). <i>Title</i>. Publisher <p>Eg. Dalby, A. & Dalby, M. (2012). <i>The Shakespeare Cookbook</i>. The British Museum Press</p>	<p>Journal Article:</p> <ul style="list-style-type: none"> Surname, I. (Year). Title of the article. <i>Title of Journal</i>, volume number (issue number), page-page <p>E.g. Fogarty, M. & Arnold, G. (2021). Are You Ready for It? Re-Evaluating Taylor Swift. <i>Contemporary Music Review</i>, 40 (1), 1-10</p>
<p>Chapter/Short story in an edited Book:</p> <ul style="list-style-type: none"> Surname, I. (Year). Title of Chapter. In I. Editor (Ed.), <i>Title of book</i> (pp. xx-xx). Publisher <p>Eg. Winch, T.J. (2021). Cloud Busting. In E. van Neerven (Ed.), <i>First Nations Stories Then and Now</i> (1-8). University of Queensland Press</p>	<p>Image online:</p> <p>Creator. (Year). Title. [Source type]. Location. (eg. URL)</p> <p>Eg. Voros, B. (2018). <i>Snow mountain under stars</i> [Photo]. Unsplash. https://unsplash.com/photos/phiFdC6IA4E</p>
<p>Song:</p> <ul style="list-style-type: none"> Creator. (Year). Title [Type]. On <i>Album</i>. Production; Distributor <p>e.g. Beyonce. (2016). Hold Up [Song]. On <i>Lemonade</i>. Parkwood; Columbia.</p>	<p>Website – No date or no author</p> <ul style="list-style-type: none"> No date – Author/Organisation. (n.d.) <i>Title</i>. URL No Author – <i>Title</i>. (date). URL <p>e.g. UNESCO. (n.d.). <i>Uluru-Kata Tjuta National Park</i>. https://whc.unesco.org/en/list/447/</p>
<p>Australian Bureau of Statistics</p> <ul style="list-style-type: none"> Australian Bureau of Statistics. (Year). <i>Report title</i>. URL <p>E.g. Australian Bureau of Statistics. (2017). <i>2071.0 - Census of Population and Housing: Reflecting Australia - Stories from the Census, 2016: Religion in Australia</i>. https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by+Subject/2071.0~2016~Main+Features~Religion+Data+Summary~70</p>	

APPENDIX 6 - School Based Assessment Calendar Year 12 – 2023/2024

The scheduled weeks for assessment task may not be changed without advanced warning.

Term Week	Assessment Tasks		Week Beginning
T4 W1			9 October 2023
T4 W2			16 October 2023
T4 W3			23 October 2023
T4 W4			30 October 2023
T4 W5	Mathematics Advanced, Mathematics Standard 2		6 November 2023
T4 W6	Biology, Mathematics Advanced, Mathematics Standard 2, PDHPE		13 November 2023
T4 W7	Business Studies, Society and Culture		20 November 2023
T4 W8	Design and Technology, Economics, English Advanced, French Continuers, Legal Studies, Mathematics Extension 1, Mathematics Extension 2, Physics		27 November 2023
T4 W9	Chemistry, English Extension 2, Japanese Continuers, Mathematics Extension 2, Modern History, Music 2, Music Extension, Textile and Design, Visual Arts		4 December 2023
T4 W10	Ancient History,Dance, Drama, Engineering Studies		11 December 2023
T4 W11	PUPIL FREE – Staff Development Days 18 & 19 December		18 December 2023
School Holidays			
T1 W1	30/1/24 and 31/1/24 Pupil Free	First day of Term 1 for students is Thursday 1 February 2024	30 January 2024
T1 W2	Science Extension		5 February 2024
T1 W3			12 February 2024
T1 W4	Design and Technology, History Extension		19 February 2024
T1 W5	English Extension 1		26 February 2024
T1 W6	Biology, Music 2, Software Design and Development		4 March 2024
T1 W7	English Extension 2		11 March 2024
T1 W8	Music Extension		18 March 2024
T1 W9			25 March 2024
T1 W10 and W11	Ancient History, Business Studies, Chemistry, Dance, Economics, Engineering Studies, English Advanced, French Continuers, Japanese Continuers, Japanese Extension, Legal Studies, Mathematics Advanced, Mathematics Standard 2, Mathematics Extension 1, Mathematics Extension 2, Modern History, PDHPE, Physics, Society and Culture, Software Design and Development, Visual Arts		1 April 2024
			8 April 2024
School Holidays			
T2 W1	29/4/24 Pupil Free	First day of Term 2 for students is Tuesday 30 April 2024	29 April 2024
T2 W2	Textile and Design		6 May 2024
T2 W3	Software Design and Development		13 May 2024
T2 W4			20 May 2024
T2 W5	Music 2		27 May 2024
T2 W6	Biology, Dance, English Advanced, Legal Studies, Mathematics Advanced, Modern History, Science Extension		3 June 2024
T2 W7	Ancient History, Business Studies, Chemistry, Engineering Studies, Mathematics Extension 1		10 June 2024
T2 W8	Economics, English Extension 2, Mathematics Standard 2, Mathematics Extension 1, Mathematics Extension 2, Society and Culture		17 June 2024
T2 W9	English Extension 1, French Continuers, History Extension, Japanese Continuers, Japanese Extension, Physics		24 June 2024
T2 W10	Design and Technology, Drama, Japanese Extension, PDHPE, Visual Arts		1 July 2024
School Holidays			
T3 W1	22/7/24 Pupil Free	First day of Term 3 for students is Tuesday 23 July 2024	22 July 2024
	Music 2, Music Extension, Textile and Design		
T3 W2	Drama		29 July 2024
T3 W3 T3 W4	Ancient History, Biology, Business Studies, Chemistry, Dance, Design and Technology, Drama, Economics, Engineering Studies, English Advanced, English Extension 1, French Continuers, History Extension, Japanese Continuers, Japanese Extension, Legal Studies, Mathematics Advanced, Mathematics Standard 2, Mathematics Extension 1, Mathematics Extension 2, Modern History, Music 2, PDHPE, Physics, Society and Culture, Software Design and Development, Textile and Design, Visual Arts		5 August 2024 12 August 2024
T3 W5			19 August 2024
T3 W6	Science Extension		26 August 2024
T3 W7			2 September 2024
T3 W8			9 September 2024
T3 W9			16 September 2024
T3 W10			23 September 2024