



Mosman High School

Higher School Certificate Assessment Guidelines 2022

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INTRODUCTION

The Higher School Certificate is issued by the NSW Education Standards Authority (NESA). On your HSC testamur there will be two marks for each **two unit NESA Developed Course** you present; one is your HSC external exam mark, the other is your school assessment mark. Each is out of 100.

For any extension course you present, there will also be two (2) marks:

- HSC external exam mark;
- School assessment mark;

HSC assessment occurs during the HSC course only. No marks from assessments held during the Preliminary courses are included. The one exception is mathematics. Please read carefully the assessment guidelines for all mathematics courses, standard mathematics, mathematics extension 1, mathematics extension 2 and advanced mathematics.

The assessment mark:

- enables us to measure your achievement on course objectives that are difficult to assess in an external exam e.g. how you carry out practical work;
- enables us to assess you a number of times, throughout your course.

It should be noted that the HSC mark is an assessment of actual performance, **NOT** potential performance. The HSC assessment mark cannot be modified to take into account illness or domestic situations.

Any tasks listed as Term 4, will occur during Term 4 of Year 11, 2021.

FACULTY POLICIES

Each faculty in the school has worked out its own assessment policy for each subject in the faculty. You must read and understand the policy for each of the subjects you are studying for the HSC.

Each subject policy includes:

- the **syllabus components and outcomes** to be assessed.
- the **weightings** for each component.
- the **type of tasks** that will be set, e.g. class test, essay, research project, diary record, trial HSC;
- an **indication** of when the task will take place.

No task will be worth more than 40% of the total mark.

NOTE: if you do not complete 50% in school assessment tasks you will be ineligible for the HSC.

RULES FOR ASSESSMENT

The following rules will apply for assessment tasks:

- 1) HSC Assessment will not commence until Term 4 of 2021;
- 2) You will be given at least **2 weeks' notice** of the exact date on which a task will be sat or submitted;
- 3) If a task has to be postponed, you will be given at least **3 days' notice of the rescheduled date**;
- 4) **The maximum number of tasks** for a 2 unit course is 4 including the Trial HSC. The maximum number of tasks for an extension course is 2, including the Trial HSC.
- 5) **No assessment tasks** will be scheduled in the two weeks prior to the Trial HSC exams. (The submission of externally marked projects and/or major works may still take place).
- 6) A substitute task may only be granted following non-attendance or late submission if all the relevant conditions are met:
 - (a) Prior notification (unless impossible) of absence from the task (e.g., by telephone);
 - (b) Completed **"Application for Consideration"** (refer Attachment 3, p62-63). This must be completed in all instances of non-attendance including but not limited to illness, school business or any misadventure. (Note: All cases of school business must have prior approval from the Principal);
 - (c) A doctor's certificate must be furnished where illness (i.e., student is too unwell to attend/submit task) is involved. The school reserves the right to contact the doctor to verify the authenticity of the certificate. The doctor's certificate must cover the day of the task and any subsequent absence up to the day of return to school.
 - (d) Documentation regarding non-illness related absences. (*Refer above 6.b*)
 - (e) **"Application for Consideration"** must be handed to the **Head Teacher** on the **first day of return to school**, who will forward the original to the Principal. Each case will be considered by the Head Teacher of the faculty concerned on its merits. The absence must be considered valid before a substitute task will be granted. Students may appeal the decision of the Head Teacher with the Principal. **Submit** your **"Application for Consideration"** on the **"Assessment Task Illness/Misadventure Application Form"** at the end of this booklet.
(Refer Attachment 3 p62-63).
- 7) **It is the responsibility of the student to contact the Head Teacher on the first day of return to school following a missed task** and request a substitute task. Failure to do so will result in zero marks. The student must be prepared to sit the task or submit the task at the agreed time;
- 8) **Substitute tasks may be more difficult** as a student will have had time to prepare for them;
- 9) **Truancy** will automatically result in **zero marks**. Also failure to attend school lessons prior to an assessment task may result in zero marks;
- 10) **Vacations** taken outside normal school holidays will **NOT be accepted as a valid reason** for absence from an assessment task and will automatically result in zero marks unless prior arrangements are made with the Principal. (This will occur in exceptional circumstances only)
- 11) **Any breach of exam rules** in an assessment task may result in **zero marks**;
- 12) Late submission of tasks without a valid reason will result in **zero marks**;
- 13) An estimate rather than a substitute task will only be given in exceptional circumstances.

RULES FOR ASSESSMENT (Cont'd)

- 14) **Completed tasks for submission must be handed personally to the teacher who set the task/s** (or nominated member of staff) at the time specified by the teacher. Failure to do so will result in **zero marks**;
- 15) If a task fails to discriminate among candidates, the Head Teacher may decide to reduce the weighting of the task/s and set an extra task. In extreme cases, an invalid task will be discarded completely. At least 2 weeks' notice will be given for the alternative task.
- 16) The rank of students who enrol after the commencement of HSC courses will be determined by moderation.

APPEALS

Following your final HSC exam you can collect from the Principal, your "Assessment Ranking Notice" which lists your overall rank based on internal assessment in each course you have studied, based on your achievement in all the assessment tasks. You will not be given a final assessment mark for any course, only an assessment rank.

If you believe there has been a clerical or mathematical error in calculating your rank, you may lodge an appeal with the school following your final HSC exam. In unresolved cases, an appeal to NSW Education Standards Authority can be made. You will be informed of the date by which appeals must be lodged.

Non-Completion of Subject ("N" Awards)

- 1) In order to be satisfactory in each of your courses, you must make a genuine attempt at tasks worth more than 50% of the available marks. Failure to do so will result in an "N" determination.
- 2) You must also meet the general course requirements – there will be many assignments, tests, and course work set during the course which will not count directly towards your HSC Assessment. These must **NOT** be seen as non-essential as they form a very important part of your course. They help you to learn, revise and consolidate your work, they give practice for assessment tasks, and they may count towards your report marks. If you do not satisfactorily complete the course (which includes non-assessment tests, assignments, practical work, etc.) you may receive an N determination in the subject.

If you are in danger of receiving an "N" determination you will receive **a minimum of two (2) written warnings**.

You must have ten satisfactory units (10 Units) in the required pattern to qualify for the Higher School Certificate.

This should be read in conjunction with school assessment procedures -

http://www.mosmanhighschool.com.au/years/documents/mhs_assessment_procedures.pdf

Please note that throughout this booklet, Term 4 (Year 11) refers to the last term of the current year 2021 and Terms 1,2,3 refer to 2022.

DRAMA	Task number	Task 1	Task 2	Task 3	Task 4
		Term 4 2021 Week 10	Term 1 2022 Week 7	Term 2 2022 Weeks 8-9	Term 3 2022 Week 4
		Research Essay Workshop Topic: Significant Plays of the 20 th Century	Research Essay Workshop Topic: Australian Dramatic Traditions	Trial HSC Examination Written Exam, Group Performance Individual Project, and logbook	Presentation Group Performance Individual Project or Presentation of Individual Project: Performance
Syllabus Components	Outcomes assessed	H1.1, H1.3, H1.5, H3.1, H3.3	H1.2, H1.3, H1.5	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3
Making		10	10	10	10
Performing				10	20
Critically Studying		10	10	10	
TOTAL		20	20	30	30

DRAMA – OBJECTIVES AND OUTCOMES

MAKING

Through drama, students will develop knowledge and understanding about and skills in:

1. Using drama, through participation in a variety of dramatic and theatrical forms. Making drama and theatre, using a variety of dramatic and theatrical techniques and conventions.

A student:

- 1.1 uses acting skills to adopt and sustain a variety of characters and roles;
- 1.2 uses performance skills to interpret and perform scripted and other material;
- 1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works;
- 1.4 collaborates effectively to produce a group-devised performance;
- 1.5 demonstrates directorial skills;
- 1.6 records refined group performance work in appropriate form;
- 1.7 demonstrates skills in using the elements of production

and values and attitudes about: The collaborative nature of drama and theatre.

A student:

- 1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions;
- 1.9 values innovation and originality in group and individual work.

PERFORMING

Through drama, students will develop knowledge and understanding about and skills in:

2. Using the elements of drama and theatre in performance performing in improvised and play built theatre and scripted drama.

A student:

- 2.1 demonstrates effective performance skills;
- 2.2 uses dramatic and theatrical elements effectively to engage an audience;
- 2.3 demonstrates directorial skills for theatre and other media.

and value and attitudes about: The diversity of the art of dramatic and theatrical performance.

A student:

- 2.4 appreciates the dynamics of drama as a performing art;
- 2.5 a performance.

CRITICALLY STUDYING

Through drama, students will develop knowledge and understanding about and skills in:

3. Recognising the place and function of drama and theatre in communities and societies, past and present. Critically studying a variety of forms and styles used in drama and theatre.

A student:

- 3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements;
- 3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed and oral and written responses;
- 3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements.

and values and attitudes about: Drama and theatre as a community activity, a profession, and an industry. A student:

- 3.4 appreciates and valued drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies;
- 3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements.

		Task 1	Task 2	Task 3	Task 4
		TERM 4 2021 Week 8	TERM 1 2022 Week 8	TERM 2 2022 Weeks 8-9	TERM 3 2022 Weeks 2-3
MUSIC 1	Type of task	Topic 1 An Instrument and its repertoire	Topic 2 Music of the 20th & 21st Century	Trial HSC	Topic 3 Popular Music
Syllabus Components	Outcomes Component Weightings	H1, H2, H4, H5, H6, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H9	H1, H2, H4, H5, H6, H8, H9, H10, H11	H3, H5, H6, H7, H9
Core: – Compulsory Performance Composition Musicology Aural components	55	10 Composition	15 Vive Voce	15 Core Performance/ 3 Electives	15 Performance
Electives: Performance or Composition or Musicology	45	10	10	15	10
TOTAL	100	20	25	30	25

MUSIC 1 STUDIES – OBJECTIVES AND OUTCOMES

A student develops knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology, and aural activities in a variety of cultural and historical contexts.

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

1. performs stylistically, music that is characteristic of top studied, both as a soloist and as a member of an ensemble;
2. reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied;
3. improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
4. articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.

A student develops the skills to evaluate music critically.

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

5. critically evaluates and discusses performances and compositions;
6. critically evaluates and discusses the uses of the concepts of music in works representative of the topics studied and through wide listening.

A student develops an understanding of the impact of technology.

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

7. understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied;
8. identifies, recognises, experiments with, and discusses the use and effects of technology in music.

A student develops personal values about music.

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

9. performs as a means of self-expression and communication;
10. demonstrates a willingness to participate in performance, composition, musicology and aural activities;
11. demonstrates a willingness to accept and use constructive criticism.

		Task 1	Task 2	Task 3	Task 4
		Term 4 2021 Week 9	Term 1 2022 Week 7	Term 2 2022 Weeks 8-9	Term 3 2022 Week 5
MUSIC 2	Type of task	Composition Draft Mandatory Topic: Music of the last 25 years (Australian Focus)	Core Performance Mandatory Topic: Music of the last 25 years (Australian Focus)	Trial HSC Examination Musicology and Aural Skills Examination.	Musicology Composition Written analysis Additional Topic
Syllabus Components	Outcomes Weightings	H3, H5, H6, H7, H9	H1, H2, H3, H4, H5 H6, H7, H9	H1, H2, H4, H5, H6, H8, H9, H10, H11	H1, H2, H4, H5, H6, H8, H9, H10, H11
Performance	20		10		10
Composition	20	10		10	
Musicology	20	10			10
Aural	20		10		10
Elective	20			20	
TOTAL	100	20	20	30	30

MUSIC 2 STUDIES – OBJECTIVES AND OUTCOMES

A student develops knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology, and aural activities in a variety of cultural and historical contexts.

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

- 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;
- demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, notating, analysing, discussing, composing and evaluating combinations of musical symbols, reflecting those characteristically used in the mandatory and additional topics;
- 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;
- stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrate different social, cultural and historical contexts;
- analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations;
- discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context;
- critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics;
- understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied;
- identifies, recognises, experiments with and discusses the uses and effects of technology in music;
- performs as a means of self-expression and communication;
- demonstrates a willingness to participate in performance, composition, musicology and aural activities;
- demonstrates a willingness to accept and use constructive criticism.

ENGLISH ADVANCED	When	Task 1 Common Module	Task 2 Module A	Task 3 Trial HSC	Task 4 Module C
		TERM 4 2021 WEEK 8	TERM 1 2022 WEEK 6	TERM 2 2022 WEEK 8	TERM 3 2022 WEEK 5
	Type of Task	Multimodal	Writing	Trial HSC Reading/ Writing	Writing
Syllabus Components	Outcomes Component Weightings	EA12-3, EA12-5, EA12-9	EA12-4, EA12-6, EA12-8	EA12-1, EA12-3, EA12-7, EA12-8	EA12-1, EA12-2, EA12-8, EA12-9
Common Module Texts and Human Experiences	35	20		15	
Module A Textual Conversations	20		15	5	
Module B Critical Study of Literature	20			5	15
Module C The Craft of Writing	25			5	20
TOTAL	100	20	15	30	35

ENGLISH ADVANCED - OBJECTIVES AND OUTCOMES

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

ENGLISH ADVANCED – SUMMARY OF INTERNAL AND EXTERNAL ASSESSMENT

External Assessment	Marks
<p>Paper 1 – Common Module: Texts and Human Experiences</p> <p>Section I – Comprehension – range of responses</p> <p>Section II – Critical Writing – extended response</p>	<p>20</p> <p>20</p>
<p>Paper 2 – Modules</p> <p>Module A: Textual Conversations Critical response</p>	20
<p>Module B: Critical Study of Literature Critical response</p>	20
<p>Module C: The Craft of Writing Persuasive, Discursive, Imaginative AND/OR reflective writing</p>	20

Internal Assessment	Weighting
Common Module	40
Module A	20
Module B	20
Module C	20
	100

ENGLISH STANDARD		Task 1 Common Module	Task 2 Module A	Task 3 Trial HSC	Task 4 Module C
		TERM 4 2021 WEEK 8	TERM 1 2022 WEEK 6	TERM 2 2022 WEEK 8	TERM 3 2022 WEEK 5
	Type of Task	Multimodal	Writing	Trial HSC Reading/ Writing	Writing
Syllabus Components	Outcomes Component Weightings	EN12-3, EN12-5, EN12-9	EN12-4, EN12-6, EN12-8	EN12-1, EN12-3, EN12-7, EN12-8	EN12-1, EN12-2, EN12-8, EN12-9
Common Module Texts and Human Experiences	35	20		15	
Module A Language, Identity and Culture	20		15	5	
Module B Close Study of Literature	20			5	15
Module C The Craft of Writing	25			5	20
TOTAL	100	20	15	30	35

ENGLISH STANDARD – OBJECTIVES AND OUTCOMES

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure

EN12-2 uses, evaluates, and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media, and technologies

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically, and discerningly to respond to and compose texts that include considered and detailed information, ideas, and arguments

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses, and monitors own learning and refines individual and collaborative processes as an independent learner

ENGLISH STANDARD – SUMMARY OF INTERNAL AND EXTERNAL ASSESSMENT

External Assessment	Marks
<p>Paper 1 – Common Module: Texts and Human Experiences</p> <p>Section I – Comprehension – range of responses</p> <p>Section II – Critical Writing – extended response</p>	<p>20</p> <p>20</p>
<p>Paper 2 – Modules</p> <p>Module A: Language, Identity and Culture Critical response</p>	20
<p>Module B: Close Study of Literature Critical response</p>	20
<p>Module C: The Craft of Writing Persuasive, Discursive, Imaginative AND/OR reflective writing</p>	20

Internal Assessment	Weighting
Common Module	40
Module A	20
Module B	20
Module C	20
	100

ENGLISH EAL/D	When	Task 1	Task 2	Task 3	Task 4
		TERM 4 2021 Weeks 8-9	TERM 1 2022 Weeks 8-9	TERM 2 2022 Weeks 8-9	Term 3 2022 Week 5
Type of Task		Speaking and Listening Task using prescribed text (podcast)	Reading/ Responding and Writing Task using prescribed text Reflection/ Personal response	TRIAL HSC Modules A, B, C & listening	Writing Analytical Response using prescribed text Evaluating task
Syllabus Components	Outcomes Component Weightings	EAL12-1A, EAL12-2 EAL12-3, EAL12-5 EAL12-7	EAL12-1A, EAL12-3 EAL12-5 EAL12-7 EAL-12-8	EAL12-1A, EAL12-1B EAL12-3 EAL12-4 EAL12-5 EAL12-6 EAL12-7 EAL12-8 EAL12-9	EAL12-1A, EAL12-3 EAL12-5 EAL12-7 EAL12-8
Module A Texts and Human Experiences	25	20		5	
Module B Language, Identity and Culture	25		20	5	
Module C Close Study of a Text	25			5	20
Module D Focus on Writing In Trial HSC Modules A, B & C & Listening	25	5	5	15	
TOTAL	100	25	25	30	20

COMPONENTS					WEIGHTINGS
Knowledge and understanding of course	10	15	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	15	10	15	10	50
	25	25	30	20	100

English EAL/D HSC Examination Specifications (External HSC Examination)

The examination will consist of two written papers worth 85 marks and a listening paper worth 15 marks.

Paper 1: Module A and Focus on writing

Section I: Module A – Texts and human experiences (30 marks)

Part A (15 marks)

There will be three or four questions based on stimulus and/or unseen texts related to module A.

Part B (15 marks)

Section II: Focus on writing (15 marks)

Paper 1: Module B and module C

Section I: Module B Language, identity, and culture (20 marks)

Section II: Module C - Close study of texts (20 marks)

Listening paper (15 marks)

ENGLISH EAL/D OUTCOMES

EAL12-1A responds to, composes, and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure

EAL12-1B communicates information, ideas, and opinions in a range of familiar and unfamiliar personal, social and academic contexts

EAL12-2 uses, evaluates, and justifies processes, skills, and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

EAL12-3 identifies, selects, and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning

EAL12-4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

EAL12-5 thinks imaginatively, creatively, interpretively, and critically to respond to, represent and evaluate complex ideas, information, and arguments in a wide range of texts

EAL12-6 investigates and evaluates the relationships between texts

EAL12-7 integrates understanding of the diverse ways texts can represent personal and public worlds

EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning

EAL12-9 reflects on, assesses, and monitors own learning and refines individual and collaborative processes as an independent learner

ENGLISH EXTENSION 1	When	Task 1	Task 2	Task 3
		TERM 4 2021 Week 10	TERM 1 2022 Week 8	TERM 2 2022 Weeks 8-9
Literary Worlds Elective 2: Worlds of Upheaval	Type of Task	Multimodal	Creative and Critical	Trial HSC
Syllabus Components	Outcomes/ Weightings	EE12-2, EE12-3, EE12-4	EE12-1, EE12-2, EE12-4	EE12-3, EE12-4, EE12-5
Knowledge and understanding of complex texts and of how and why they are valued	25	15	20	15
Skills in: -Complex analysis -Sustained composition Independent investigation	25			
TOTAL	50	15	20	15

ENGLISH EXTENSION 1 – EXTERNAL EXAMINATION SPECIFICATIONS - Elective 2: Worlds of Upheaval

Written Examination (50 marks)

Time allowed: 2 hours (plus 10 minutes reading time)

- There will be TWO sections
 - Section I is Common Module: Literary Worlds
 - This may have an unseen text or texts AND/OR stimuli
 - It may be ONE question with two parts or styles of writing
 - Section II is Elective 2: Worlds of Upheaval
 - this may be an extended critical response or ONE question with two parts
- Both sections are of equal value – 25 marks

ENGLISH EXTENSION 1 – OBJECTIVES AND OUTCOMES

- EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience, and context, across a range of modes, media, and technologies
- EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences, and contexts
- EE12-3 independently investigates, interprets, and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
- EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
- EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

ENGLISH EXTENSION 2	When	Task 1	Task 2	Task 3
		TERM 1 2022 Week 3	TERM 2 2022 Week 1	TERM 2 2022 Week 10
Type of Task		Viva Voce	Literature Review	Critique of the Creative Process
Syllabus Components	Outcomes Component Weightings	EEX12-3, EEX12-4	EEX12-1, EEX12-3, EEX12-5	EEX12-1, EEX12-2, EEX12-5
Viva Voce	15	15		
Literature Review	20		20	
Critique of Creative Process	15			15
TOTAL	50	15	20	15

In English Extension 2 students develop a sustained composition, and document and reflect on this process in a Major Work Journal, which is a requirement of the course and needs to be submitted alongside their final submission.

ENGLISH EXTENSION 2 – OBJECTIVES AND OUTCOMES

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

BUSINESS STUDIES	When	Task 1	Task 2	Task 3	Task 4
		TERM 4 2021 Week 9	TERM 1 2022 Week 8	TERM 2 2022 Weeks 8-9	TERM 3 2022 Week 2
	Type of Task	Research task: Operations	Research task: Extended response Marketing	Trial HSC Examination	In class test: Finance/ Human Resources
Syllabus Components	Outcomes Component Weightings	H1, H2, H5, H7	H3, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H9, H10	H4, H6, H7, H8, H9, H10
Knowledge and understanding of course content	40	5	10	15	10
Stimulus-based skills	20			10	10
Inquiry and Research	20	10	10		
Communication of business information, ideas, and issues in appropriate forms	20	5	5	5	5
TOTAL	100	20	25	30	25

BUSINESS STUDIES – OBJECTIVES AND OUTCOMES

A student:

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

ECONOMICS	When	Task 1	Task 2	Task 3	Task 4
		TERM 1 2022 Week 8	TERM 1 2022 Week 5	TERM 2 2022 Week 8	TERM 3 2022 Week 5
	Type of task	In-class Response Topic 1 - The Global Economy	In-class topic test -- Australia's Place in the Global Economy	Trial HSC Topic 4 Topic 3 Topic 1	Case Study - Topic 1 - The Global Economy
Syllabus Components	Outcomes Component Weightings	H1, H2, H3, H4, H5, H9	H6, H7, H8, H9, H10	H1, H2, H5, H6, H7	H1, H2, H3, H4, H5, H9
Knowledge and understanding of course content	40	5	10	20	5
Stimulus-based skills	20	5	10	5	
Inquiry and research	20	5			15
Communication of economic information, ideas, and issues in appropriate forms	20	5	5	5	5
TOTAL	100	20	25	30	25

ECONOMICS – OBJECTIVES AND 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

GEOGRAPHY	When	Task 1	Task 2	Task 3	Task 4
		TERM 4 2021 Week 9	TERM 1 2022 Week 9	TERM 2 2022 Weeks 8-9	TERM 3 2022 Week 5
	Topic	People and Economic Activity	Eco Systems at Risk	TRIAL HSC	Urban Places
	Type of task	Essay	Geographic Skills & Short Answers	Examination	Fieldwork Report
Syllabus Components	Outcomes Component Weightings	H1, H3, H8, H10, H12	H10, H11	H1, H2, H5, H10, H13	H3, H4, H6, H7, H9, H11, H13
Knowledge & Understanding of Content	40	5		15	20
Geographic Tools & Skills	20		5	15	
Inquiry & Research Including Fieldwork	20	20			
Communication of Geographic Information	20		15	5	
TOTAL	100	25	20	35	20

GEOGRAPHY – OBJECTIVES AND OUTCOMES

A student:

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

HISTORY - ANCIENT		Task 1	Task 2	Task 3	Task 4
		TERM 4 2021 Week 9	TERM 1 2022 Week 8	TERM 2 2022 Weeks 8-9	TERM 3 2022 Weeks 5-6
	Type of Task	In Class Task	Written Response	Trial HSC	Source Based Questions
Syllabus Components	Outcomes Component Weightings	AH12-3 AH12-4 AH12-7	AH12-1 AH12-2 AH12-6 AH12-9	AH12-9 AH12-5 AH12-6 AH12-4	AH12-2 AH12-5 AH12-6
Knowledge and understanding of course content	40	20	15	5	
Historical skills in the analysis and evaluation of sources and interpretations	20			5	15
Historical inquiry and research	20		10	10	
Communication of historical understanding in appropriate forms	20			10	10
TOTAL	100	20	25	30	25

HISTORY – ANCIENT – OBJECTIVES AND 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

HISTORY - MODERN		Task 1	Task 2	Task 3	Task 4
		Term 4 – 2021 Week 8	Term 1- 2022 Week 7	Term 2 – 2022 Weeks 8-9	Term 3- 2022 Week 5
	Unit	Core Study: Power & Authority 1919- 1945	National Study: USA 1919-1945	Peace & Conflict: Conflict in the Pacific 1937-1951	Change in the Modern World: The Nuclear Age 1945-2011
	Assessment Task	In-class Source Analysis (<i>Informal</i>) <u>Core Study</u>	In-class Essay (<i>Informal</i>) <u>National Study</u>	Trials HSC (<i>Formal</i>) <u>Core Study</u> <u>National Study</u> <u>Peace & Conflict</u>	In-class Source Analysis (<i>Informal</i>) <u>Change in the Modern World</u>
Assessed Outcomes Weighting	MH12-3 MH12-5 MH12-6	MH12-2 MH12-8 MH12-9	MH12-2 MH12-3 MH12-5 MH12-6 MH12-9	MH12-1 MH12-4 MH12-7	
Knowledge and understanding of course content	40	5	10	20	5
Historical skills in the analysis and evaluation of sources and interpretations	20	5		5	10
Historical inquiry and research	20	5	10		5
Communication of historical understanding in appropriate forms	20	5	5	5	5
TOTAL	100	20	25	30	25

MODERN HISTORY – OBJECTIVES AND 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

HISTORY - EXTENSION		Task 1	Task 2	Task 3
		Term 1 2022 Week 5	Term 2 2022 Weeks 8-9	TERM 3 2022 Week 5-6
	Task	Research Process Log	Research essay	In class task
Syllabus Components	Outcomes Component Weightings	HE12-1 HE12-2	HE 12-1 HE 12-2	HE12-1 HE12-3 HE12-4
Knowledge & understanding of significant ideas & processes	25	5	15	5
Skills in designing, understanding, and communicating historical inquiry and analysis	25	12		13
TOTAL	50	17	15	18

LEGAL STUDIES	When	Task 1	Task 2	Task 3	Task 4
		TERM 4 2021 Week 8	TERM 1 2022 Week 7	TERM 2 2022 Weeks 8-9	TERM 3 2022 Weeks 5-6
	Type of task	Research Task Crime	Hand in Essay Family	Trial HSC Examination	In Class Task Contemporary Issues
Syllabus Components	Outcomes Component Weightings	H1, H3, H4, H6, H8, H10	H1, H5, H6, H7, H8, H9	H1, H6, H8, H9, H10	H1, H2, H3, H5, H6, H9, H10
Knowledge and understanding of course content	40	10	10	10	10
Analysis and evaluation	20	5		10	5
Inquiry and research	20	5	5		10
Communication of legal information, ideas and issues in appropriate forms	20		10	10	
TOTAL	100	20	25	30	25

LEGAL STUDIES – OBJECTIVES AND OUTCOMES

A student:

- H1 identified 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.

SOCIETY AND CULTURE	When	Task 1	Task 2	Task 3	Task 4
		TERM 4 2021 Week 8	TERM 1 2022 Week 2	TERM 2 2022 Week 1	TERM 2 2022 Weeks 8-9
	Type of task	PIP Proposal	Research Essay	Presentation	Trial HSC
Syllabus Components	Outcomes Component Weightings	H4, H5, H6, H9, H10	H1, H3, H5, H7	H2, H3, H7, H8, H10	H1, H2, H3, H5, H10
Knowledge & understanding of course content	50		20	15	15
Application & evaluation of social & cultural methods	30	5			15
Communication of information, ideas & issues	20	10	5	10	5
TOTAL	100	15	25	25	35

► PIP Process Assessment

Following the HSC Society and Culture syllabus, we are not able to assess the content of the research, however we are expected to assess the processes undertaken. The process will be assessed by ensuring that the students are working continuously on their Personal Interest Projects (PIPs). We will collect various drafts throughout the year. The content will not be marked or assessed. To achieve satisfaction in this area, students are required to hand in the appropriate draft on the due date. Students who fail to hand in drafts throughout the year may jeopardise the staff authorisation of the PIP.

SOCIETY AND CULTURE – OBJECTIVES AND 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.

CHINESE AND LITERATURE (Formerly Chinese Background Speakers)	When	Task 1	Task 2	Task 3	Task 4
		TERM 4 2021 Weeks 8-9	TERM 1 2022 Week 8	TERM 2 2022 Weeks 8-9 HSC Trials	TERM 3 2022 Week 5
Syllabus Components	Outcomes Component Weightings	1.1,1.2,1.3, 4.1,4.2,4.3	3.1,3.2,3.3,3.4, 3.5,3.6,3.7,3.8, 4.1,4.2,4.3	1.1,1.2,1.3, 2.1,2.2,2.3,2.4, 3.1,3.2,3.3,3.4, 3.5,3.6,3.7,3.8, 4.1,4.2,4.3	2.1, 2.2,2.3,2.4 3.1,3.2,3.3,3.4, 3.5,3.6,3.7,3.8, 4.1,4.2,4.3
Spoken Exchanges Objectives 1 & 4	10	10			
Listening	20	10		5	5
Reading	40		10	15	15
Writing in Chinese	30		10	10	10
TOTAL	100	20	20	30	30

CHINESE AND LITERATURE – OBJECTIVES AND OUTCOMES

A student:

1. Exchanges information, opinions, and experiences in Chinese:

- 1.1 conveys information appropriate to context purpose and audience;
- 1.3 exchanges and justifies opinions and ideas.

2. Expresses ideas through the production of original texts in Chinese:

- 2.1 sequences and structures information and ideas;
- 2.2 uses a variety of features to convey meaning;
- 2.3 produces texts appropriate to context, purpose and audience;
- 2.4 produces texts which are persuasive, creative and discursive.

3. Analyses, processes, and responds to a range of texts that are in Chinese:

- 3.1 identifies main points and detailed items of specific information;
- 3.2 summarises and interprets information and ideas;
- 3.3 infers points of view, values, attitudes and emotions from features of language in texts;
- 3.4 compares and contrasts aspects of texts;
- 3.5 presents information in a different form and/or for a different audience;
- 3.6 explains the influence of context in conveying meaning;
- 3.7 recognises, analyses and evaluates the effectiveness of a variety of features in texts;
- 3.8 responds to texts personally and critically.

4.1 Understands aspects of the language and culture of Chinese-speaking communities:

- 4.1 examines and discusses sociocultural elements in texts;
- 4.2 recognise and employs language appropriate to different sociocultural contexts;
- 4.3 compares and contrasts Australian and Chinese communities.

ITALIAN BEGINNERS	When	Task 1	Task 2	Task 3	Task 4
		TERM 4 2021 Weeks 8-9	TERM 1 2022 Weeks 7-8	TERM 2 2022 Weeks 8-9	TERM 3 2022 Weeks 4-5
	Type of task	Class Task	Class Task	Trial HSC Written	Class Task
Syllabus Components	Outcomes Component Weightings	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	2.1, 2.2, 2.3, 2.4, 2.5, 2.6
Listening	30			10	20
Reading	30	20		10	
Speaking	20		15	5	
Writing	20		15	5	
TOTAL	100	20	30	30	20

ITALIAN BEGINNERS – OBJECTIVES AND OUTCOMES

A student:

Interacting

- 1.1 establishes and maintains communication in Italian;
- 1.2 manipulates linguistic structures to express ideas effectively in Italian;
- 1.3 sequences ideas and information;
- 1.4 applies knowledge of the culture of Italian-speaking communities to interact appropriately.

Understanding texts

- 2.1 understands and interprets information in texts using a range of strategies;
- 2.2 conveys the gist of and identifies specific information in texts;
- 2.3 summarises the main points of a text;
- 2.4 draws conclusions from or justifies an opinion about a text;
- 2.5 identifies the purpose, context and audience of a text;
- 2.6 identifies and explains aspects of the culture of Italian-speaking communities in texts.

Producing texts

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

ITALIAN CONTINUERS	When	Task 1	Task 2	Task 3	Task 4
		TERM 4 2021 Weeks 8-9	TERM 1 2022 Weeks 7-8	TERM 2 2022 Weeks 8-9	TERM 3 2022 Weeks 4-5
	Type of task	Class Task	Class Task	Trial HSC Written	Class Task
Syllabus Components	Outcomes Component Weightings	2.1,2.2,2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3,1.4, 2.1, 2.2, 2.3,4.1	1.1, 1.2, 1.3,1.4,2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1,4.2,4.3	3.1, 3.2, 3.3, 3.4,3.5, 3.6
Listening	30			10	20
Reading	30	20		10	
Speaking	20		15	5	
Writing	20		15	5	
TOTAL	100	20	30	30	20

ITALIAN CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

Exchanges information, opinions, and experiences in Italian:

- 1.1 uses a range of strategies to maintain communication;
- 1.2 conveys information appropriate to context purpose and audience;
- 1.3 exchanges and justifies opinions and ideas;
- 1.4 reflects on aspects of past, present, and future experience.

Expresses ideas through the production of original texts in Italian:

- 2.1 applies knowledge of language structures to create original text;
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience;
- 2.3 structures and sequences ideas and information.

Analyses, processes, and responds to texts that are in Italian:

- 3.1 conveys the gist of texts and identifies specific information;
- 3.2 summarises the main issues;
- 3.3 identifies the tone, purpose, context and audience;
- 3.4 draws conclusions from or justifies an opinion;
- 3.5 interprets, analyses and evaluates information;
- 3.6 infers points of view, attitudes or emotions from language and context.

Understands aspects of the language and culture of Italian-speaking communities:

- 4.1 recognises and employs language appropriate to different social contexts;
- 4.2 identifies values, attitudes and beliefs of cultural significance;
- 4.3 reflects upon significant aspects of language and culture.

JAPANESE BEGINNERS	When	Task 1	Task 2	Task 3	Task 4
		TERM 4 2021 Weeks 8-9	TERM 1 2022 Weeks 7-8	TERM 2 2022 Weeks 8-9	TERM 3 2022 Weeks 4-5
	Type of task	Class Task	Class Task	Trial HSC Written	Class Task
Syllabus Components	Outcomes Component Weightings	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2,3.3,3.4	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	2.1, 2.2, 2.3, 2.4, 2.5, 2.6
Listening	30			10	20
Reading	30	20		10	
Speaking	20		15	5	
Writing	20		15	5	
TOTAL	100	20	30	30	20

JAPANESE BEGINNERS – OBJECTIVES AND OUTCOMES

A student:

Interacting

- 1.1 establishes and maintains communication in Japanese;
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese;
- 1.3 sequences ideas and information;
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately.

Understanding texts

- 2.1 understands and interprets information in texts using a range of strategies;
- 2.2 conveys the gist of and identifies specific information in texts;
- 2.3 summarises the main points of a text;
- 2.4 draws conclusions from or justifies an opinion about a text;
- 2.5 identifies the purpose, context and audience of a text;
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts.

Producing texts

- 3.1 produces texts appropriate to audience, purpose and context;
- 3.2 structures and sequences ideas and information;
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese;
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.

JAPANESE CONTINUERS	When	Task 1	Task 2	Task 3	Task 4
		TERM 4 2021 Weeks 8-9	TERM 1 2022 Weeks 7-8	TERM 2 2022 Weeks 8-9	TERM 3 2022 Weeks 4-5
	Type of task	Class Task	Class Task	Trial HSC Written	Class Task
Syllabus Components	Outcomes Component Weightings	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	3.1, 3.2, 3.3, 3.4, 3.5, 3.6
Listening	30			10	20
Reading	30	20		10	
Speaking	20		15	5	
Writing	20		15	5	
TOTAL	100	20	30	30	20

JAPANESE CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

Exchanges information, opinions, and experiences in Japanese:

- 1.1 uses a range of strategies to maintain communication;
- 1.2 conveys information appropriate to context purpose and audience;
- 1.3 exchanges and justifies opinions and ideas;
- 1.4 reflects on aspects of past, present, and future experience.

Expresses ideas through the production of original texts in Japanese:

- 2.1 applies knowledge of language structures to create original text;
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience;
- 2.3 structures and sequences ideas and information.

Analyses, processes, and responds to texts that are in Japanese:

- 3.1 conveys the gist of texts and identifies specific information;
- 3.2 summarises the main issues;
- 3.3 draws conclusions from or justifies an opinion;
- 3.4 interprets, analyses and evaluates information;
- 3.6 infers points of view, attitudes or emotions from language and context.

Understands aspects of the language and culture of Japanese-speaking communities:

- 4.1 recognises and employs language appropriate to different social contexts;
- 4.2 identifies values, attitudes and beliefs of cultural significance;
- 4.3 reflects upon significant aspects of language and culture.

SPANISH BEGINNERS	When	Task 1	Task 2	Task 3	Task 4
		TERM 4 2021 Weeks 8-9	TERM 1 2022 Weeks 7-8	TERM 2 2022 Weeks 8-9	TERM 3 2022 Weeks 4-5
	Type of task	Class Task	Class Task	Trial HSC Written	Class Task
Syllabus Components	Outcomes Component Weightings	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 3.1,3.2,3.3, 3.4	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	2.1, 2.2, 2.3, 2.4,2.5, 2.6
Listening	30			10	20
Reading	30	20		10	
Speaking	20		15	5	
Writing	20		15	5	
TOTAL	100	20	30	30	20

SPANISH BEGINNERS – OBJECTIVES AND OUTCOMES

A student:

Interacting

- 1.1 establishes and maintains communication in Spanish;
- 1.2 manipulates linguistic structures to express ideas effectively in Spanish;
- 1.3 sequences ideas and information;
- 1.4 applies knowledge of the culture of Spanish-speaking communities to interact appropriately.

Understanding

- 2.1 understands and interprets information in texts using a range of strategies;
- 2.2 conveys the gist of and identifies specific information in texts;
- 2.3 summarises the main points of a text;
- 2.4 draws conclusions from or justifies an opinion about a text;
- 2.5 identifies the purpose, context and audience of a text;
- 2.6 identifies and explains aspects of the culture of Spanish-speaking communities in texts.

Producing texts

- 3.1 produces texts appropriate to audience, purpose and context;
- 3.2 structures and sequences ideas and information;
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Spanish;
- 3.4 applies knowledge of the culture of Spanish-speaking communities to the production of texts.

SPANISH CONTINUERS	When	Task 1	Task 2	Task 3	Task 4
		TERM 4 2021 Weeks 8-9	TERM 1 2022 Weeks 7-8	TERM 2 2022 Weeks 8-9	TERM 3 2022 Weeks 4-5
	Type of task	Class Task	Class Task	Trial HSC Written	Class Task
Syllabus Components	Outcomes Component Weightings	2.1, 2.2, 2.3, 3.1, 3.2, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3,1.4, 2.1, 2.2, 2.3,4.1	1.1, 1.2, 1.3,1.4,2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1,4.2,4.3	3.1, 3.2, 3.3, 3.4,3.5, 3.6
Listening	30			10	20
Reading	30	20		10	
Speaking	20		15	5	
Writing	20		15	5	
TOTAL	100	20	30	30	20

SPANISH CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

Exchanges information, opinions, and experiences in Spanish:

- 1.1 uses a range of strategies to maintain communication;
- 1.2 conveys information appropriate to context purpose and audience;
- 1.3 exchanges and justifies opinions and ideas;
- 1.4 reflects on aspects of past, present, and future experience.

Expresses ideas through the production of original texts in Spanish:

- 2.1 applies knowledge of language structures to create original text;
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience;
- 2.3 structures and sequences ideas and information.

Analyses, processes, and responds to texts that are in Spanish:

- 3.1 conveys the gist of texts and identifies specific information;
- 3.2 summarises the main issues;
- 3.3 identifies the tone, purpose, context and audience;
- 3.4 draws conclusions from or justifies an opinion;
- 3.5 interprets, analyses and evaluates information;
- 3.6 infers points of view, attitudes or emotions from language and context.

Understands aspects of the language and culture of Spanish-speaking communities:

- 4.1 recognises and employs language appropriate to different social contexts;
- 4.2 identifies values, attitudes and beliefs of cultural significance;
- 4.3 reflects upon significant aspects of language and culture.

MATHEMATICS - SUMMARY OF ALL COURSE ASSESSMENT POLICY

The mandatory components and weightings for all HSC mathematics courses are set out below:

Component	Weighting
Understanding, fluency, and communication	50%
Problem solving, reasoning and justification	50%
Total	100%

Measuring attainment of the assessment components will involve assessing a student's ability in relation to aspects of the mathematics course such as:

UNDERSTANDING:

Make connections between experiences and related concepts, and progressively expand and develop ideas

FLUENCY:

Recall factual knowledge and concepts, and select and apply appropriate procedures flexibly, accurately, and efficiently

COMMUNICATION:

Describe, represent, formulate, express, and explain mathematical situations, concepts, methods and solutions to problems using a variety of presentations utilising appropriate language, notation and diagrams

PROBLEM SOLVING:

Interpret, formulate, investigate, model, and solve problems, using mathematics in simple and complex, familiar and unfamiliar situations

REASONING:

Analyse, evaluate, explain, infer, generalise, deduce, and reach conclusions

JUSTIFICATION:

Justify strategies and strategic thinking used, conclusions reached and explain the reasonableness of findings, proving results where appropriate.

The Preliminary course is regarded as assumed knowledge that has been covered by all candidates. The major focus of assessments will be on HSC course content however some Preliminary work may be included.

MATHEMATICS ADVANCED		When	Task 1	Task 2	Task 3	Task 4
			TERM 4 2021 Week 8	TERM 1 2022 Week 6	TERM 2 2022 Weeks 8-9	TERM 3 2022 Week 5
		Type of task	Written Test	Written Test	Trial HSC	Assignment
Syllabus Components	Outcomes, Component, Weightings		MA12-1 MA12-3 MA12-5 MA12-6 MA12-10	MA12-3 MA12-6 MA12-10	MA12-1 MA12-3 MA12-6 MA12-7 MA12-8 MA12-10	MA12-2 MA12-4 MA12-9 MA12-10
F2 T3 C2.1 C2.2	Understanding, fluency, and communication Problem solving, reasoning and justification		20			
C3.1 C3.2	Understanding, fluency, and communication Problem solving, reasoning and justification			25		
All topics to date	Understanding, fluency, and communication Problem solving, reasoning and justification				30	
M1.2 M1.3 M1.1 M1.4	Understanding, fluency, and communication Problem solving, reasoning and justification					25
TOTAL		100	20	25	30	25

The assessment mark for Mathematics Advanced will be out of 100.

MATHEMATICS ADVANCED – OBJECTIVES AND OUTCOMES

A student:

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

MATHEMATICS EXTENSION 1 FOR STUDENTS STUDYING: MATHEMATICS ADVANCED & MATHEMATICS EXTENSION 1		When	Task 1	Task 2	Task 3	Task 4
			TERM 4 2021 Week 9	TERM 1 2022 Week 7	TERM 2 2022 Weeks 8-9	TERM 3 2022 Week 6
		Type of task	Assignment	Written Test	Trial HSC	Written Test
Syllabus Components	Outcomes, Component, Weightings	ME12-1 ME12-2 ME12-6 ME12-7	ME12-2 ME12-3 ME12-7	ME12-1 ME12-2 ME12-3 ME12-7	ME12-5 ME12-7	
P1 V1.1	Understanding, fluency, and communication Problem solving, reasoning and justification	10				
V1.2 T3 V1.3	Understanding, fluency, and communication Problem solving, reasoning and justification		13			
All topics to date	Understanding, fluency, and communication Problem solving, reasoning and justification			15		
S1.1 S1.2	Understanding, fluency, and communication Problem solving, reasoning and justification				12	
TOTAL		50	10	13	15	12

The assessment mark for Mathematics Extension 1 will be out of 50 for students studying Mathematics Advanced and Mathematics Extension 1.

Mathematics Extension 1: Students sit all Mathematics Advanced tasks as well as all Mathematics Extension 1 tasks.

MATHEMATICS EXTENSION 1 – OBJECTIVES AND OUTCOMES

A student:

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

MATHEMATICS EXTENSION 1 FOR STUDENTS STUDYING: MATHEMATICS EXTENSION 1 & MATHEMATICS EXTENSION 2		When	Task 1	Task 2	Task 3	Task 4
			TERM 4 2021 Week 9	TERM 1 2022 Week 7	TERM 2 2022 Weeks 8-9	TERM 3 2022 Week 6
		Type of task	Assignment	Written Test	Trial HSC	Written Test
Syllabus Components	Outcomes, Component, Weightings	ME12-1 ME12-2 ME12-6 ME12-7	ME12-2 ME12-3 ME12-7	ME12-1 ME12-2 ME12-3 ME12-7	ME12-5 ME12-7	
P1 V1.1	Understanding, fluency, and communication Problem solving, reasoning and justification	20				
V1.2 T3 V1.3	Understanding, fluency, and communication Problem solving, reasoning and justification		26			
All topics to date	Understanding, fluency, and communication Problem solving, reasoning and justification			30		
S1.1 S1.2	Understanding, fluency, and communication Problem solving, reasoning and justification				24	
TOTAL		100	20	26	30	24

The assessment mark for Mathematics Extension 1 will be out of 100 for students studying Mathematics Extension 1 and Mathematics Extension 2.

Mathematics Extension 1: Students sit all Mathematics Advanced tasks as well as all Mathematics Extension 1 tasks.

MATHEMATICS EXTENSION 1 – OBJECTIVES AND OUTCOMES

A student:

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

MATHEMATICS EXTENSION 2		When	Task 1	Task 2	Task 3	Task 4
			TERM 4 2021 Week 10	TERM 1 2022 Week 6	TERM 2 2022 Weeks 8-9	TERM 3 2022 Week 5
		Type of task	Written Test	Written Test	Trial HSC	Assignment
Syllabus Components	Outcomes, Component, Weightings	MEX12-1 MEX12-2 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-7 MEX12-8	All outcomes	MEX12-1 MEX12-5 MEX12-6 MEX12-7 MEX12-8	
N1.1 N1.2 P1	Understanding, fluency, and communication Problem solving, reasoning and justification	20				
N1.3 P2 V1.1 V1.2	Understanding, fluency, and communication Problem solving, reasoning and justification		25			
All topics to date	Understanding, fluency, and communication Problem solving, reasoning and justification			30		
C1 M1.3 M1.4	Understanding, fluency, and communication Problem solving, reasoning and justification				25	
TOTAL		100	20	25	30	25

The assessment mark for Mathematics Extension 2 will be out of 100.

Mathematics Extension 2: Students sit the Mathematics Advanced Task 1, all Mathematics Extension 1 tasks, as well as all Mathematics Extension 2 tasks.

MATHEMATICS EXTENSION 2 – OBJECTIVES AND OUTCOMES

A student:

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

MATHEMATICS STANDARD 2		When	Task 1	Task 2	Task 3	Task 4
			TERM 4 2021 Week 8	TERM 1 2022 Week 6	TERM 2 2022 Weeks 8-9	TERM 3 2022 Week 5
		Type of task	Assignment	Written Test	Trial HSC	Written Test
Syllabus Components	Outcomes, Component, Weightings	MS2-12-5 MS2-12-8 MS2-12-10	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6 MS2-12-10	All outcomes	MS2-12-2 MS2-12-7 MS2-12-8 MS2-12-9 MS2-12-10	
N2.1 N2.2 F4.1 F4.2	Understanding, fluency, and communication Problem solving, reasoning and justification	20				
M7 M6 A4.1	Understanding, fluency, and communication Problem solving, reasoning and justification		25			
All topics to date	Understanding, fluency, and communication Problem solving, reasoning and justification			30		
S5 N3	Understanding, fluency, and communication Problem solving, reasoning and justification				25	
TOTAL		100	20	25	30	25

The assessment mark for Mathematics Standard 2 will be out of 100.

MATHEMATICS STANDARD 2 – OBJECTIVES AND OUTCOMES

A student:

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

PD/H/PE (2 UNIT COURSE)	When	Task 1	Task 2	Task 3	Task 4
		TERM 4 2021 Week 9	TERM 1 2022 Week 8	TERM 2 2022 Weeks 8-9	TERM 3 2022 Week 5
	Type of task	In Class Essay	In Class Test	Trial HSC	Research Report
Syllabus Components	Outcomes	H8, H9, H13, H17,	H1, H7, H9, H10, H11, H12, H14, H16	H1, H2, H3, H4, H5, H6, H14, H15, H16	All outcomes addressed in Trial exam
Sports Medicine	20	15		5	
Factors affecting performance	30	5	15	10	
Health Priorities in Australia	30		10	10	10
The health of young people	20			5	15
TOTAL	100	20	25	30	25

PD/H/PE – OBJECTIVES AND OUTCOMES

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

BIOLOGY	Topic	Task 1	Task 2	Task 3	Task 4
		Heredity	Genetic Change		Infectious Disease
	When	TERM 4 2021 Week 8	TERM 1 2022 Week 5	TERM 2 2022 Weeks 8-9	TERM 2 2022 Week 2
	Type of Task	Research	Research	Trial HSC	Depth Study
Syllabus Components	Outcomes	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO 12-12 BIO12-13	BIO11/12-1 BIO11/12-2 BIO 11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14	BIO11/12-1 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-14
Knowledge and understanding of: Heredity and genetic technologies The effects of disease and disorders	40	5	10	15	10
Skills Applying the processes of Working Scientifically	60	15	15	15	15
TOTAL	100	20	25	30	25

BIOLOGY – OBJECTIVES AND OUTCOMES

- BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5 analyses and evaluates primary and secondary data and information
- BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change
- BIO12-14 analyses infectious disease in terms of cause, transmission, management, and the organism's response, including the human immune system
- BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

CHEMISTRY	Topic	Task 1	Task 2	Task 3	Task 4
		Equilibrium & Acid Reactions	Acid-Base Reactions		Organic Chemistry
	When	Term 4 2021 Week 7	Term 1 2022 Week 7	Term 2 2022 Weeks 8-9	Term 2 2022 Week 2
Type of Task	Depth Study	Practical Investigation	Trial HSC	Research	
Syllabus Components	Outcomes	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-6 CH11/12-7 CH12-12	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-7 CH12-13	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14	CH11/12-4 CH11/12-2 CH11/12-6 CH11/12-7 CH12-14
Knowledge & Understanding Equilibrium and acid reactions in chemistry The applications of chemistry	40	5	10	15	10
Skills Applying the processes of Working Scientifically	60	15	15	15	15
TOTAL	100	20	25	30	25

CHEMISTRY – OBJECTIVES AND OUTCOMES

A student

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 analyses and evaluates primary and secondary data and information

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

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

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

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

Earth & Environmental Science (EES)	Topic	Earth's Processes	Hazards		Climate Science
	When	Term 4 2021 Week 7	Term 1 2022 Week 8	Term 2 2022 Weeks 8-9	Term 3 2022 Week 2
	Type of Task	Depth Study	Research	Trial HSC	Research
Syllabus Components	Outcomes	EES11/12-1 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES12-13	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12 EES12-13 EES12-14	EES11/12-1 EES11/12-6 EES11/12-7 EES12-14
Knowledge & Understanding The evolving Earth The impacts of living on the Earth	40	5	10	15	10
Skills Applying the processes of Working Scientifically	60	15	15	15	15
Totals	100	20	25	30	25

Outcomes

A student:

EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation

EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

EES 11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

EES 11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES 11/12-5 analyses and evaluates primary and secondary data and information

EES 11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES 11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history

EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems

EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate

EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption, and disposal affect the Earth's systems

		Task 1	Task 2	Task 3	Task 4
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PHYSICS	Topic	Advanced Mechanics	Electro-magnetism		The Nature of Light
	When	Term 4 2021 Week 8	Term 1 2022 Week 8	Term 2 2022 Weeks 8-9	Term 2 2022 Week 3
	Type of task	Depth Study	Practical Investigation	Trial HSC	Second-hand Data Investigation
Syllabus Components	Outcomes	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-13 PH12-14	PH11/12-1 PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14	PH11/12-1 PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14
Knowledge and understanding of Advanced mechanics and electromagnetism The role of evidence and prediction in the development of theories in physics	40	5	10	15	10
Skills in: Applying the processes of working scientifically	60	15	15	15	15
TOTAL	100	20	25	30	25

PHYSICS – OBJECTIVES AND OUTCOMES

A student:

- PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 analyses and evaluates primary and secondary data and information
- PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

- PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

DESIGN AND TECHNOLOGY	When	Task 1	Task 2	Task 3	Task 4
		TERM 4 2021 Week 6	TERM 1 2022 Week 2	TERM 1 2022 Week 8	TERM 2 2022 Weeks 8-9
	Type of task	Presentation	Prototyping task	Written task	Trial HSC Examination
Syllabus Components	Outcomes Component Weightings	H2.2, H3.1, H3.2, H6.2	H2.2, H3.1, H3.2, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1
Designing and Producing	40	15	5		15
Prototyping	30	5	20		5
Innovation and emerging technologies, designing, and producing	30			25	10
TOTAL	100	20	25	25	30

DESIGN AND TECHNOLOGY – OBJECTIVES AND OUTCOMES

A student:

H1.1 critically analyses the factors affecting design and the development and success of design projects;

H1.3 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 development and production of the major design project;

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

**Student Competency Assessment Schedule
2022**

School Name: Mosman High School
COURSE: HSC Hospitality - Kitchen Operations

Code	Unit of Competency	Assessment Tasks for Certificate II Kitchen Operations SIT20416			Cluster F Cooking in the Commercial Kitchen	Work placement	Trial HSC Exam
		Cluster D Food Glorious Food	Cluster E Working in Industry	Cluster F Cooking in the Commercial Kitchen			
		Week: 0 Term: 4 2021	Week: 2 Term: 2 2022	Week: 3 Term: 3 2022	TBA Term: 1 2022	Term 2 2022 Weeks 8/9	
SITHCCC003	Prepare and present sandwiches	X					HSC Examinable Units of Competency
SITHCCC006	Prepare appetisers and salads	X					
BSBWOR203	Work effectively with others		X				
SITHIND002	Source and use information on the hospitality industry		X				
BSBSUS201	Participate in environmentally sustainable work practices		X				
SITHCCC005	Prepare dishes using basic methods of cookery			X			
SITHCCC011	Use cookery skills effectively			X			

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416 or a Certificate II in Kitchen Operations SIT20416.

Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

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

INDUSTRIAL TECHNOLOGY Multimedia technology, Timber products & Furniture technology	When	Task 1	Task 2	Task 3	Task 4
		Term 4 2021 Week 6	Term 4 2021 Week 9	Term 2 2022 Weeks 8-9	Term 3 2022 Week 2
	Type of task	Industry study	Class presentation	Trial HSC	Video
Syllabus Components	Outcomes Component Weightings	1.2, 3.1,3.2,4.3, 5.1,5.2,6.1	1.1,1.2, 3.1,3.2, 5.1,5.2, 7.1,7.2	1.1,1.2,1.3, 6.2, 7.1,7.2	1.2, 2.1, 3.1,3.2,4.1,4.2 5.1,5.2
Industry Study	20	10		5	5
Design Management	20		5		15
Workplace Communication	10		10		
Industry specific content, Production	50	15	10	20	5
TOTAL	100	25	25	25	25

INDUSTRIAL TECHNOLOGY – OBJECTIVES AND OUTCOMES

A student:

- 1.1 investigates industry through the study of businesses in one focus area;
- 1.2 identifies appropriate equipment, production and manufacturing techniques;
- 1.3 identified important historical developments in the focus area industry;
- 2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques;
- 3.1 is skilled in sketching, producing and interpreting drawings;
- 3.2 selects and applies appropriate research and problem solving skills practical skills appropriate to the major skills;
- 4.1 demonstrates competency in a range of practical skills appropriate to the major project;
- 4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills;
- 4.3 critically applies knowledge and skills related to properties and characteristics of materials/components;
- 5.1 selects and uses communication and information processing skills;
- 5.2 examines and applies appropriate documentation to project management;
- 6.1 evaluates the characteristics of quality manufactured products;
- 6.2 applies the principles of quality and quality control;
- 7.1 evaluates the impact of the focus area industry on the social and physical environment;
- 7.2 analyses the impact of existing, new, and emerging technologies of the focus industry on society and the environment.

TEXTILES AND DESIGN	When	Task 1	Task 2	Task 3	Task 4
		TERM 4 2021 Week 8	TERM 1 2022 Week 3	TERM 2 2022 Week 2	TERM 2 2022 Weeks 8-9
	Type of task	Oral presentation	Experiments	Research project	Trial HSC
Syllabus Components	Outcomes Component Weightings	1.1,1.2,1.3, 2.1,2.3,	2.2,4.2	3.1,3.2,5.2, 6.1	3.1,3.2,5.1,5.2,6.1
Design	20			10	10
Properties & performance of fabrics	20			10	10
Australian textile, clothing, footwear and allied industries	10			5	5
Major textiles project	50	25	25		
TOTAL	100	25	25	25	25

TEXTILES AND DESIGN – OBJECTIVES AND OUTCOMES

A student:

- 1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the major textiles project;
- 1.2 designs a textile item(s) that demonstrates and understanding of functional and aesthetic requirements;
- 1.3 identifies the principles of colouration for specific end-uses;

- 2.1 communicates design concepts and manufacturing specification to both technical and non-technical audiences;
- 2.2 demonstrates proficiency in the manufacture of a textile item(s);
- 2.3 effectively manages the design and manufacture of a major textiles project to completion;

- 3.1 explains the interrelationship between fabric, yarn and fibre properties;
- 3.2 develops knowledge and awareness of emerging textile technologies;

- 4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses;
- 4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use;

- 5.1 investigates and describes aspects of marketing in the textile industry;
- 5.2 analyses and discusses the impact of current issues on the Australian textiles industry.

- 6.1 analyses the influence of historical, cultural and contemporary developments on textiles;

	When	Task 1	Task 2	Task 3	Task 4
		Term 4 2021 Week 8	Term 1 2022 Week 7	Term 2 2022 Weeks 8-9	Term 3 2022 Week 5
VISUAL ARTS	Type of task	Art Criticism/ Art History (Section 2) Hand-in	VAPD/BOW Hand-in Art Criticism/Art History (Section 1) In-Class	Trial HSC (written) Examination	BOW (progressive) Hand-In
Syllabus Components	Outcomes Component Weightings	7,8,9,10	1,2,3,4,5,6,7,8,9 10	7,8,9,10	1,2,3,4,5,6
Artmaking	50		20		30
Art Criticism and Art History	50	15	10	25	
TOTAL	100	15	30	25	30

Case Study 1: Term 4 'Themes and Concepts in Art': informs BOW

Case Study 2: Term 1 'Post - Modernism'

Case Study 3: Term 2 'Great Exhibitions'

Case Study 4: Term 3 'From Caves to Virtual Reality': Why the Artists Practice, Conceptual Framework and the Frame?

Case Study 5: 'Critique and exhibition' current exhibition AGNSW / MCA

Note: The same outcomes may be assessed for more than one task. Formative tasks may not be assessable but are compulsory learning experiences.

* Students are responsible to maintain a steady work progress and action will be taken if this is not maintained.

VISUAL ART – OBJECTIVES AND OUTCOMES

A student:

1. initiates and organises art making practice that sustained, reflective and adapted to suit particular conditions;
2. applies their understanding of the relationship-s among the artist, artwork, world and audience through the making of a body of work;
3. demonstrates an understanding of the frames when working independently in the making of art;
4. selects and develops subject matter and forms in particular ways as representations in art making;
5. demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways;
6. demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work;
7. applies their understanding of the relationships among the artist, artwork, world and audience;
8. demonstrates an understanding of how the frames provide for different orientations in the visual arts.

VOCATIONAL EDUCATION ASSESSMENT POLICY

Vocational Education Training (VET) courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Preliminary and HSC qualifications;
- Competencies which can lead to a Statement of Attainment, Certificate 1,2,3 which is awarded under the Australian Qualifications Framework (AQF).

Students will be assessed in both areas during each VET course.

AQF ASSESSMENT

All industry curriculum framework courses are assessed under the national competency standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competencies, skills and knowledge described in each unit of competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based on assessment. Students are assessed as either competent or not yet competent.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be competencies on a vocation qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tests. If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be re-assessed. There are a number of competencies that may only be offered once during the course due to their:

- WHS requirement
- Cost
- Time frame
- Supervision required
- Resource availability

HIGHER SCHOOL CERTIFICATE (HSC)

Students will be awarded units towards their Preliminary and HSC studying a VET course.

Some VET courses e.g., curriculum framework courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the ATAR. As with all HSC courses, NSW Education Standards Authority (NESA) procedures apply to all VET courses (refer to school NESA procedures).

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the achievement of competency, AQF qualification will be assessed by NESA.

For students who have undertaken the HSC examination, a scaled examination mark will be recorded on the HSC Certificate. No school-based assessment mark will be recorded.

No assessment mark for VET courses is required by NESA. An estimated examination mark for students entered for the HSC written examination must be submitted; this mark will be used only in the case of an illness/disadvantage appeal.

The estimated mark will reflect each student's achievement on one or more written tasks, similar in nature to the HSC examination. A trial HSC examination mark would be a suitable task.

WORK PLACEMENT

Work placement is a mandatory HSC requirement of curriculum framework VET courses. Appropriate hours are as follows:

- 120 hours course – minimum of 35 hours in a workplace;
- 240 hour course – minimum of 70 hours in a workplace;
- 60 hour course (extension) – minimum of 14 hours in a workplace.

Failure to comply with the HSC mandatory workplace hours will mean that students have not fulfilled the NESA course requirements. Penalties will occur if mandatory hours are not met. Learning in the workplace will enable students:

- Progress towards the achievement of industry competencies;
- Develop appropriate attitude towards work;
- Learn a range of behaviours appropriate to the industry;
- Practice skills acquired off the job in a classroom or workshop;
- Develop additional skills and knowledge, including key competencies.

Note: *Entertainment Industry course* permissible for up to 50% of work placement to be undertaken in other entertainment production environments intended for public performance, including school productions. Evidence must be documented and authorised by school.

ASSESSMENT SCHEDULE

Information regarding mandatory assessment tasks will be set out in an assessment schedule. These tasks will be used as evidence of competency. Refer to the School Assessment Booklet.

APPEALS PROCEDURE

Normal assessment appeals procedures will apply for VET courses. Refer to the School Assessment Booklet.

The requirements of the Education Act 1990 and as prescribed by the NSW Education Standards Authority in relation to New South Wales Higher School Certificate:

The **Education Act 1990** provides for the Higher School Certificate to be awarded by the NSW Education Standards Authority to students who have:

1. gained a Record of School Achievement (or other qualifications considered satisfactory by NESA);
2. attended a government school (or registered and accredited non-government school)
3. participated, to the NESA's satisfaction;
4. undertaken the requisite examinations or other forms of assessment;
5. complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or NESA.

NESA may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the award of the certificate would not, in the opinion of NESA, be justified.

The **Curriculum** during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

1. courses of study of a general description determined by the Minister on the recommendation of NESA are to be provided for each student in each year;
2. those courses of study are to include a course of study in English;
3. those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of NESA;
4. those courses of study are to be taught in accordance with a syllabus developed or endorsed by NESA and approved by the Minister.

Pattern of study requirements checklist for the 2022 Higher School Certificate:

NOTE: All requirements apply to BOTH Preliminary and HSC course patterns for the 2022 Higher School Certificate.

Do you, who complete the Higher School Certificate in 2022, meet the following **PATTERN OF STUDY** requirements?

1. At least twelve Preliminary and ten HSC units of study.
2. At least two (2) units of a NESA developed course in English.
3. At least four (4) subjects.
4. At least six (6) units of NESA developed courses.
5. At least three (3) courses of two (2) unit value or greater (may be NESA developed and/or NESA endorsed courses).
6. A student may count a maximum of six (6) Preliminary units and six (6) HSC units from courses in science.
7. No other science course may be combined with senior science in the Preliminary pattern of study. Students undertaking senior science in the HSC patterns of study must have satisfactorily completed the Preliminary course in at least one (1) science course.
8. Beginners language course only if minimal previous study or knowledge of the language.
9. NESA endorsed courses have current endorsement.
10. Students are not enrolled in NESA developed and/or NESA endorsed course combinations which are the subject of NESA exclusions.

Reminder

1. Students seeking an ATAR (Australian Tertiary Assessment Rank) (in 2021 must have ten (10) units of NESA developed HSC courses and meet the University course requirements and Category A and B group patterns (refer Official Notice BOS 34/01: Board Bulletin Vol.10, No.21 and **current** UAC publications).

NB: NESA endorsed courses and content endorsed courses, including vocational content endorsed courses, do not satisfy requirements for a UAI.

2. Schools should note that additional departmental curriculum requirements (e.g., sport, religious education, 25 hours of PD/H/PE etc.) or conditions of enrolment at school are not requirements for Higher School Certificate credentialing as determined by the NSW Education Standards Authority as the Statutory Higher School Certificate Credentialing Authority.
3. Schools will need to ensure that NESA requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.
4. It should be recognised that students following a special program of study will be eligible for the award of the Higher School Certificate. The completion of a transition – planning process for each student is a condition of access to a special program of study involving Life Skills courses for Stage 6. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of the student in Life Skills courses for Stage 6 is the result of an individual transition-planning process.



ATTACHMENT 3

Application to Head Teacher for consideration in relation to an Assessment Task or Examination

Students must apply for consideration regarding any missed assessment task or examination. Documentation, as detailed in the MHS Assessment Policies Booklet, must accompany any application. The Head Teacher and the faculty involved will consider each application on its merits, and the student will be advised of the outcome via this form.

Note that in the event that an assessment task/examination is missed, it is the responsibility of the student to notify the school without delay and to contact the relevant Head Teacher on the **first** day of attendance, after the missed task. Refer to point 6 of Rules of Assessment. If the consideration is granted then, as written in the Assessment policies booklet:

- a substitute task/exam may be granted, **or**
- an estimate may be given.

If, after careful consideration, the student, and/or parent(s) consider that there are grounds to appeal the Head Teacher's decision, the section of the form relating to appeals should be completed and submitted with relevant supporting documentation to the Principal. The Principal will form an appeals panel. This panel will meet to determine the outcome of the appeal.

After final deliberations, a copy of the form is to be included in the student's file.

APPLICATION TO HEAD TEACHER FOR CONSIDERATION IN RELATION TO AN ASSESSMENT TASK/EXAMINATION			
Name: _____	Roll Class: _____		
Course: _____	Teacher: _____		
Assessment task/exam _____	Due date: _____		
Person contacted at the school: _____			
Method of contact:	Phone: <input type="checkbox"/>	Email: <input type="checkbox"/>	In person: <input type="checkbox"/>
Student signature:	Date:		
Medical certificate attached:	<input type="checkbox"/>	Other documentation attached:	<input type="checkbox"/>

Reasons for appeal – (if applicable).

Head Teacher's decision:

Reasons for appeal – (if applicable).

Appeals Panel decision:

HSC ASSESSMENT SCHEDULE SUMMARY 2021-2022
Term 4 – 2021

Week	Subject		Percentage of Assessment
6	Design and Technology Industrial Technology	Presentation	20
		Industry Study	25
7	Chemistry EES	Depth Study	20
		Depth Study	20
8	Biology	Research	20
	English Advanced	Multimodal	20
	English Standard	Multimodal	20
	Legal Studies	Research Task	20
	Mathematics Advanced	Written Test	20
	Mathematics Standard 2	Assignment	20
	Modern History	In-class Source Analysis	20
	Music 1	Topic 1: An instrument & its repertoire	20
	Physics	Depth Study	20
	Society and Culture	PIP Proposal	15
	Textile and Design	Oral Presentation	25
	Visual Arts	Arts Criticism Art History	15
	8/9	Chinese Literature	--
English EAL/D		Speaking Listening Task – using prescribed text (podcasts)	25
Italian Beginners		Class Task	20
Italian Continuers		Class Task	20
Japanese Beginners		Class Task	20
Japanese Continuers		Class Task	20
Spanish Beginners		Class Task	20
Spanish Continuers		Class Task	20
9		Ancient History	In Class Task
	Business Studies	Research task: Operations	20
	Geography	Essay	25
	Hospitality	Food Glorious Food	--
	Industrial Technology	Class Presentation	25
	Mathematics Extension 1	Assignment: Maths Adv 1 & Ext 1 / Ext 1 & Ext 2	10/50, 20/100
	Music 2	Composition Draft	20
	PDHPE (2U)	In Class Essay	20
10	Drama	Research Essay Workshop	20
	English Extension 1	Multimodal	15
	Mathematics Extension 2	Written Test	20/100

Term 1 – 2022

Week	Subject		Percentage of Assessment
TBA	Hospitality	Work Placement	--
2	Design and Technology Society and Culture	Prototyping Task Research Essay	25 25
3	English Extension 2 Textiles and Design	Viva Voce Experiments	15 25
5	Biology Economics History - Extension	Research Test in Class Research Process Log	25 25 17/50
6	English Advanced English Standard Mathematics Advanced Mathematics Extension 2 Mathematics Standard 2	Writing Writing Written test Written test Written test	15 15 25 25/100 25
7	Chemistry Drama Legal Studies Mathematics Extension 1 Modern History Music 2 Visual Arts	Practical Investigation Research Essay / Workshop Hand in essay Written test – Maths Adv 1 & Ext 1 / Ext 1 & Ext 2 In-class Essay Core Performance VAPD/BOW – Hand-in	25 20 25 13/50 – 26/100 25 20 30
7/8	Italian Beginners Italian Continuers Japanese Beginners Japanese Continuers Spanish Beginners Spanish Continuers	Class Task Class Task Class Task Class Task Class Task Class Task	30 30 30 30 30 30
8	Ancient History Business Studies Chinese & Literature Design and Technology Economics EES English Extension 1 Music 1 PDHPE (2U) Physics	Written response Extended Response-Marketing -- Written Task In class response Research Creative & Critical Music of the 20 th & 21 st Century In Class Test Practical Investigation	25 25 20 25 20 25 20 25 25 25
8/9	English EAL/D	Reading/Responding and Writing Task using prescribed text Reflections/Personal response	25
9	Geography	Geographic skills and short answers	20

Term 3 – 2022

Week	Subject		Percentage of Assessment
1			
2	Business Studies EES Industrial Technology	In class test - Finance/Human Resources Research Video	25 25 25
2/3	Music 1	Topic 3 – Popular Music	25
3	Hospitality	Cooking in the Commercial Kitchen	--
4	Drama	Presentation Group Performance	30
4/5	Italian Beginners Italian Continuers Japanese Beginners Japanese Continuers Spanish Beginners Spanish Continuers	Class task Class task Class task Class task Class task Class task	20 20 20 20 20 20
5	Chinese & Literature Economics English Advanced English EAL/D English Standard Geography Mathematics Advanced Mathematics Extension 2 Mathematics Standard 2 Modern History Music 2 PDHPE (2U) Visual Arts	-- Case Study Writing Writing Analytical Response using prescribed text Evaluating Writing Field report Assignment Assignment Written Test In-class Source Analysis Musicology Composition Research Report BOW (Progressive)	30 25 35 20 35 20 25 25 25 25 25 30 25 30
5/6	Ancient History Legal Studies History Extension	Source Based Questions In Class Task In Class Task	25 25 18/50
6	Mathematics Extension 1	Written test – Adv & Ext 1 / Ext 1 & Ext 2	12/50 – 24/100