



**2022**  
**YEAR 12 HSC ASSESSMENT BOOK**



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## ASSESSMENT PLANNER

Assessment Planner					
<i>Enter the tasks due in the table below. This will help you plan your year ahead.</i>					
Week	Term 4, 2021	Term 1, 2022	Week	Term 2, 2022	Term 3, 2022
1			1		
2			2		
3			3		
4			4		
5			5		
6			6		
7			7		
8			8		
9			9		
10			10		
11			11		

## GENERAL REQUIREMENTS OF STUDENTS FOR HSC COURSE

To be determined to have met the requirements for completion of HSC Courses, students must be able to provide evidence to the Principal that they have:

NESA Terminology from Assessment, Certification & Examination (ACE) manual:	For students at The Forest High School this means:
<p><b>“Followed the course developed or endorsed by the New South Wales Education Standards Authority (NESA)”</b></p>	<ul style="list-style-type: none"> <li>• Following the relevant NESA syllabus and participating in the learning activities set by the teacher</li> </ul>
<p><b>“Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school”</b></p>	<ul style="list-style-type: none"> <li>• Attending all timetabled lessons unless there is a valid, explained reason</li> <li>• Making a genuine attempt to complete the greater majority of tasks set in class or at home to the best of their ability</li> <li>• Actively participating in the learning experiences provided</li> <li>• Completing mandatory practical activities</li> </ul>
<p><b>“Achieved some or all of the course outcomes”</b></p>	<ul style="list-style-type: none"> <li>• Demonstrating in class that they have learnt concepts, ideas and skills in that course to at least an elementary level (as determined by the class teacher) in assessment tasks and other activities in that course</li> </ul>

**Failure by a student to meet any of these requirements may result in them being issued an N determination” warning letter.**

The issuing of 2 “N determination” warning letters by the school in any one subject may result in a student being declared to have not met course requirements.

NESA = NSW Educations Standards Authority [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

## ASSESSMENT, ATTENDANCE and MALPRACTICE

### **1. Assessment Tasks – General Principles**

- 1.1 Each student is expected to complete and make a genuine attempt at all assessment tasks.
- 1.2 Assessment tasks take precedence over all other school activities, including excursions, competitions and sporting events. Under special circumstances the Principal may grant exemptions.
- 1.3 Assessment tasks take precedence over family holidays. Absence due to family holidays may result in a zero being awarded for assessment tasks.
- 1.4 Unless instructed on Assessment Notifications, assessment tasks must be handed in personally to the class teacher or subject head teacher in their staffroom by 4:00pm on the due date. Unless otherwise specified, all assessment tasks must be handed in as hard copies.
- 1.5 Internal Moderated Assessment for the HSC Course will begin Term 4, 2021 and finish approximately Week 7, Term 3, 2022.
- 1.6 Assessments can only be based on the HSC course, apart from exceptions noted by NESA.
- 1.7 All work done at home must be the student's own work. The progress of home assessment tasks will be checked by the teacher where appropriate. Work submitted containing work not done by the student may receive zero marks.
- 1.8 For subjects with an externally marked practical/performance component, the majority of the work must be done at school under teacher supervision.
- 1.9 All teachers will display laminated copies of their classes' assessment schedules in their classroom.
- 1.10 Exam type tasks are those for which no additional question details have been provided. Additional question details may include such things as marking criteria, an open book task, or the question being given beforehand.
- 1.11 Students are not permitted to be absent from timetabled classes to prepare or complete work for other subjects, if they do so, they may be awarded zero marks for the assessment task.

For more detailed information on HSC assessment, visit: <http://www.educationstandards.nsw.edu.au/hsc-results/understanding.html>

## 2. Completion of Assessment Tasks

- 2.1 Work submitted late will receive a zero mark unless an illness/ misadventure application is approved. The process for approval is as follows:
- notify the school by phone on **the day of the assessment task**
  - **on the day of return**, submit an Assessment Task Appeal Form to the Head Teacher of the Faculty. Assessment Task Appeal Forms may be found in the booklet
  - attach to the Assessment Task Appeal Form
    - o **a letter of explanation** which includes the reason for the absence and an indication that the student's parent or caregiver is aware that an assessment task has been missed; and
    - o **a medical certificate for illness**
- 2.2 If an Assessment Appeal has been granted then the Head Teacher Faculty may:
- authorise an alternative task to be given as soon after the student's return as is reasonable and practicable;
  - grant an extension of time;
  - determine an alternative procedure (in consultation with the Principal)
- 2.3 Broken USBs, computer, email and printing problems, will not be accepted as valid excuses for late work. School staff will not print assessment tasks. Students unable to attend school due to illness must email the task to the school by the date and time published on the assessment notification sheet. Students remain responsible to print and submit the task.
- 2.4 If a student is absent from an assessment task due to illness, a doctor's certificate as proof of illness must be submitted. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the head teacher of the subject concerned on their arrival at school on the day they return in order to arrange the task's completion. If a student is absent and does not provide a doctor's certificate, a zero mark will be awarded. The doctor's certificate must cover absence on the due date and any subsequent days.
- 2.5 If a student is absent due to illness/misadventure on the due date for submission of an assignment, the assignment must be submitted on the day of return (even if the student does not have the subject that day). If the task is incomplete due to the severity and length of the illness, submission of the incomplete task is still required. Failure to do so on immediate arrival to school will be considered late work and no marks will be awarded.

- 2.6 If a student knows beforehand that they will be absent on the date of an in class task, the school should be contacted and the Head Teacher informed well prior to the date. Assessment tasks should be completed and submitted before the due date unless other arrangements are made with the head teacher of the subject. Should a task be submitted late then a doctor's certificate must be submitted.
- 2.7 If a student is ill during an in class assessment task they must inform the supervising teacher and see the Head of Faculty within three days.
- 2.8 If, for any reason, an assessment task produces invalid or unreliable results an additional task may be given. Both tasks will be included in the final assessment mark but the weighting of the first task will be reduced. Students will be informed in writing if this occurs. The value of the task weighting, however, will not change.
- 2.9 **Students absent on the day before a task or lessons before a task.** Students must be aware that being absent before an assessment is due to be handed in may be interpreted as providing undue advantage to the absent student. To ensure this is not the case, a student who is absent from school on the day before (or absent from lessons immediately before) a class/course assessment task or when a piece of work is due to be handed in, must provide a medical certificate that explains the 'day (lessons) before' absence. This will be confirmed by completing an Assessment Task Appeal Form as in (b) above (students absent from a task).
- 2.10 In the event of illness for an in class assessment, on their first day of return, students are expected to see the teacher or head teacher of the subject to arrange a time to sit the task. An Assessment Task Appeal Form to the Head Teacher of the Faculty with a doctor's certificate attached must be submitted within three (3) days of returning to school and handed to the Head Teacher.
- 2.11 In the event of a misadventure for an in class assessment, on their first day of return, students are expected to see the teacher or head teacher of the subject to arrange a time to sit the task. An Assessment Task Appeal Form with relevant documentation must be attached and submitted within three (3) days of returning to school and handed to the Head Teacher.
- 2.12 In the event of illness/misadventure for a Trial Examination Students/Parents need to notify the school on the day of the examination. The student or parent must lodge an Assessment Task Appeal Form with relevant documentation attached to the Deputy Principal on their return to school. Students who miss an examination will sit the task during the next available timeslot during the Trial Examination period. Where no available timeslots are available, students should negotiate with the Subject or Faculty Head Teacher a suitable time to sit the task.



## SCHOOL RIGHTS/RESPONSIBILITIES

**In addition to the points in section 2, the school also has the following rights and responsibilities in the setting of tasks:**

- a) The school makes every effort to see that all students perform assessment tasks under the same conditions.
- b) The school reserves the right to change the date or conditions of an assessment task if necessary to be fair to all students or because of unforeseen circumstances.
- c) If a problem occurs during the performance of an assessment task, the student should complete the task and its validity will be determined later.
- d) Assessment tasks and their associated resources to support their completion are published on Canvas and available for students to access remotely.

### 3. Assessment Marks

- 3.1 The marks indicated in this booklet are the school assessment weightings. For Category A courses, 50 HSC marks are moderated school assessment, 50 external HSC examinations.
- 3.2 The course mark is the average of these two scores and places a student in a performance band from 1 (bottom) to 6 (top) or in an extension course from E1 (bottom) to E4 (top).
- 3.3 For Board Endorsed Courses whether Content Endorsed Courses, such as Photography and Sport Lifestyle & Recreation or School Designed Courses, such as Languages Tourism where there is no external HSC examination, only the assessment mark is recorded. These courses cannot be included in the 10 units used to calculate an Australian Tertiary Admission Rank (ATAR). Assessment tasks must be handed in personally to the class teacher or subject head teacher in their staffroom. Unless otherwise specified, all assessment tasks must be handed in as hard copies.
- 3.4 Students who elect to undertake the optional written HSC examination in one of the 240 hour VET courses have an estimated mark provided to NESA for their HSC. The optional examination allows students to count one of these 2 unit courses in the calculation of their ATAR.
- 3.5 The marks in 2 unit courses other than extension courses will then be adjusted so that students achieving

Band 6 receives a mark from 90 to 100

Band 4 receives a mark from 70 to 79

Band 2 receives a mark from 50 to 59

and

Band 5 receives a mark from 80 to 89

Band 3 receives a mark from 60 to 69

Band 1 Below 50

An achievement in Band 1 is below the minimum standard expected. There is **no** predetermined percentage of students to be placed in each band and this distribution of achievement will therefore vary from course to course.

3.6 In extension courses the marks will be placed in bands as follows:

	<b>1 unit</b>	<b>2 unit</b>
Band E4	between 45 and 50	between 90 and 100
Band E3	between 35 and 44	between 70 and 89
Band E2	between 25 and 34	between 50 and 69
Band E1	below 25	below 50

### 3.7 *Moderation of Assessment*

Each school group's pattern of marks in each course in the external examination forms a spread which is used to adjust the assessment marks awarded by the school to each student. For a course with 15 or more students, the assessments are adjusted so as to have the same mean (average) and standard deviation (spread) as the group's examination marks. This adjustment is called moderation. It ensures that students' assessment marks in any Board Developed Course can be compared fairly with assessment marks for the same course gained by students at other schools in the State.

The rank order of students in the group and the relative differences between their assessments are retained throughout this process.

For a course with fewer than 15 students the total of the actual scaled HSC scores is used as a pool which is distributed across the student group as the moderated assessment marks. The moderated assessments have a similar spread to the scaled HSC scores while maintaining the rank order and the relative differences shown by the unmoderated school assessment marks.

Because assessments given by different schools in any course cannot be compared fairly before they are moderated, schools are not permitted to reveal candidates' final school assessment marks to them.

- 3.8 **HSC Assessment Rank Order Notice:** Students can access their rank order through Students Online after the last HSC examination is held. Appeals to NESAs about the final HSC assessment rank in any course can be made after the final rankings are released. NESAs will consider only whether the school appeal process was adequate and whether the conduct of the appeal was proper in all respects. There is no appeal against the marks awarded for assessment tasks as this should have been resolved at the time the task was returned to the student.

#### ***4. Non Completion of Assessment Tasks***

- 4.1 Students awarded zero marks for assessment tasks totalling 50 or more of the final course assessment marks will be certified as not having satisfactorily completed the course. This means that the student will not receive an assessment mark or an examination mark for that subject. This may place the student at risk of not completing their HSC or not being eligible for an ATAR.
- 4.2 Students and parents will be notified if a student receives a zero mark and opportunities will be provided for the student to meet course outcomes. Parents and students will also be made aware of potential consequences of non-completion of course outcomes.

#### ***5. Attendance***

- 5.1 *Student attendance at school and in timetabled classes is an essential component of completing course outcomes.*

***Excessive absences from class or school may result in a notification of a Non-Award in the HSC for that subject.***

#### ***5.2 Extended Personal Leave***

The following procedures need to be adopted if families are planning an overseas or interstate trip. The student must realise that doing this can place the Higher School Certificate in jeopardy.

Different subjects have different prerequisites; that is things that students are meant to have done before they sit the final examination. Practical subjects require students complete a set number of hours of practical work. An extended trip would mean that the student may not meet required hours and therefore the Principal will not be able to confirm course attainment. In that case, the student may not meet the required hours. In addition, students may not be able to demonstrate course outcomes.

- 5.3 As per our attendance policy *“For students absent due to illness, injury or misadventure the school will provide ongoing educational support. For students absent due to family holidays, parents are responsible for ongoing educational programs.”*
- 5.4 Students must be available to sit Trial Higher School Certificate Examinations on any day of the designated Trial period. Absence due to family holiday’s, employment commitments, or non-urgent appointments are not considered reasonable grounds for exemption.
- 5.5 The school supports students undertaking representative duties for the school, region, state, country, or other approved external programs. Students selected for representative duties or elite programs must apply for leave through the Deputy Principal. Parents are responsible for ongoing educational programs while students are on leave for representative duties.
- 5.6 **Student Procedure when Travelling Overseas or Interstate**
- i) Year 12 students will only be granted exemption from school in extraordinary circumstances. Parents are to apply for exemption in advance to the Principal. Exemption forms are located in the school’s web-site ([theforest-h.school@det.nsw.edu.au](mailto:theforest-h.school@det.nsw.edu.au)).
  - ii) Students requesting extended leave a written request must be given to the Principal in advance.
  - iii) Extended leave that clashes with assessment tasks may result in a zero being awarded for that task.

## 6.0 Malpractice

6.1 Student malpractice in assessment tasks and examinations is a serious offence. Malpractice consists of the following, but not limited to:

- i) Plagiarism & aiding plagiarism
- ii) Frivolous attempt
- iii) Offensive content
- iv) Distributing or sharing the content of examinations and in-class tasks during exclusion period

6.2 Completion of assessment tasks must comply with the NESAs policy: All My Own Work. Year 12 students who commit malpractice will be placed on the NESAs Malpractice Register.

Plagiarism is considered malpractice. Plagiarism is the use of the work of others without acknowledgement. Some guidelines to consider are:

- Copying someone else's entire work and submitting it as your own is plagiarism.
- Copying passages of someone else's work and submitting it as your own is plagiarism.
- Copying someone else's work and substituting some words or sentences is plagiarism.
- The copying of paragraphs or sentences from someone else's work is permitted, as long as it is appropriately footnoted or quoted.
- The copying of someone else's ideas, including paraphrasing, is allowed, as long as it is acknowledged.



## VET, AQF and the HSC

### VOCATIONAL EDUCATION AND TRAINING (VET) COURSE ASSESSMENT INFORMATION

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

- Units towards Preliminary and HSC qualification
- Competencies which can lead to a statement of Attainment, Certificate 1, 2 or 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 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 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 recognised on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tasks. 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

Specific information about these competencies will be issued to students at the beginning of the course.

## ***Higher School Certificate (HSC)***

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

Some VET Courses, for example, Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the Australian Tertiary Admission Rank (ATAR).

As with all HSC courses, 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.

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.

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

Failure to comply with 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 to:

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

**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.

***Appeals Procedure***

Normal school assessment appeals procedures will apply for VET courses.





## **DISABILITY PROVISIONS PROCEDURES**

### **Am I eligible for disability provisions?**

Disability provisions are designed to help students who would not otherwise be able to make a fair attempt at completing a formal examination or assessment task. Disability may be permanent, temporary, or intermittent.

The provisions are divided into two categories; medical disability provisions and learning disability provision.

### **Medical Disability Provisions**

Medical disability provisions are granted to students who have a diagnosed medical condition that has an impact on their ability to perform under examination or assessment conditions. Examples of conditions that may qualify a student for these types of provisions include, but are not limited to; anxiety, chronic illness or injury, diabetes or a physical impairment (such as a hand tremor, loss of limb, arthritis etc.).

### **Learning Disability Provisions**

Learning disability provisions are granted in circumstances where a student's learning difficulties impair their ability to demonstrate their skills and knowledge in a formal examination or assessment task. Examples of conditions that may qualify a student for these types of provisions include, but are not limited to; a spelling disability, a reading disability or a writing disability. If you experience learning difficulties but you are unsure about whether or not you may qualify for provisions, the school can conduct academic testing to determine if you meet the NESAs eligibility criteria.

### **Do I need to apply?**

Yes, you need to apply in order to receive provisions. The provisions you may be granted depend on the nature and extent of your condition. The school's Learning and Support Team can help you identify the provisions that are most likely to benefit your individual learning needs.

Students should start the application process as soon as they receive confirmation of their disability.

## How do I apply?

The school's Learning and Support Team are responsible for organising and applying for HSC disability provisions. NESAs, not The Forest High School, assesses your eligibility for a provision. If you believe you are eligible for provisions and would like to apply, or if you would like advice on whether or not you may be eligible, please contact your year advisor and they will direct you to the relevant member of the Learning and Support Team.

## What evidence do I need?

Functional evidence is the most important evidence. Regardless of which provisions you are applying for, NESAs requires a statement from each of your HSC teachers, outlining the extent to which your disability impacts your access to subject skills and content. These statements, combined with formal diagnostic evidence, provide NESAs with the necessary information to determine which provisions will allow you to equitably access the HSC examination. Once you have provided evidence of your disability the Learning and Support Team will obtain these comments from your HSC subject teachers.

The evidence required for application varies depending on the nature of your condition and the provisions you are applying for. In order to apply for medical disability provisions, the school requires confirmation of your diagnosis from a qualified medical practitioner. If you are applying for Learning disability provisions, you may require reading, writing and/or spelling tests, which can be arranged through the school's Learning and Support Team.

## What provisions can I access?

Every student is unique; therefore there are a range of provisions available to students, and students with the same general diagnosis may receive different provisions. These include, but are not limited to:

<ul style="list-style-type: none"> <li>• Diabetic needs</li> </ul>	<ul style="list-style-type: none"> <li>• Reader (for a reading disability)</li> </ul>	<ul style="list-style-type: none"> <li>• Small group supervision (for a diagnosed medical condition, e.g. anxiety)</li> </ul>
<ul style="list-style-type: none"> <li>• Bite sized food</li> </ul>	<ul style="list-style-type: none"> <li>• Writer (for a physical impairment, e.g. hand tremor)</li> </ul>	<ul style="list-style-type: none"> <li>• Special equipment (e.g. alternate desk, padded chair)</li> </ul>
<ul style="list-style-type: none"> <li>• Medication</li> </ul>	<ul style="list-style-type: none"> <li>• Rest Breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Stand/Stretch breaks</li> </ul>
<ul style="list-style-type: none"> <li>• Extra time to write (for a writing disability)</li> </ul>	<ul style="list-style-type: none"> <li>• Extra time to read (for a reading disability)</li> </ul>	

**My child has always received adjustment at school. Do I need to apply separately for the HSC examination?**

Yes, you need to apply for HSC Disability Provisions. The learning adjustments the school has made for your child is an internal process. Accessing HSC Disability Provisions is an external process that needs to be approved by NESA.

The purpose of HSC disability provisions is to:

- Provide support to access (read and respond to) the HSC exam.
- Ensure learning, medical, vision or hearing disabilities do not prevent a student from accessing the exam.

Internal school provisions may differ from NESA examination approved provisions.

**What is the threshold for a successful disability provision application?**

Every student applying for disability provisions is unique. Therefore, each case is assessed separately.

Provisions are determined on the basis of functional evidence. It is the impact on their capacity to access examinations that is crucial. Provisions are not designed to support students to achieve their potential.

**The HSC examination starts next week and my child has sustained a serious injury. What do I do?**

Emergency provisions for late injury and illness can be approved within six (6) weeks of the first examination. Common applications are from broken arms. Wrists, recent surgeries, or other debilitating illness or injury. In these cases, contact Student Support on (02) 9367 8117.

**To access more information about Disability Provisions:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

## **Pathways**

### ***What is Pathways?***

HSC Pathways is an alternate studying option whereby students can flexibly complete their HSC over multiple years (up to 5 years).

### ***Who can do Pathways?***

Pathways is recommended for students whose circumstances may prevent them from completing full-time study. This may include students who work part- time, students who have demanding athletic training schedules, or students who have suffered a chronic illness.

International students are not eligible to complete their HSC via Pathways.

### ***Can I get an ATAR?***

Yes, assuming you meet the subject requirements outlined in the UAC guidelines, undertaking Pathways will not have an impact on your ability to attain an ATAR, or limit your level of achievement in the HSC. Pathways is simply completing your HSC over more than two (2) years.

## Life Skills

### *What is Life Skills?*

Year 11 and 12 Life Skills courses provide options for students who cannot access the regular course outcomes, particularly students with an intellectual disability.

In Stage 6, there is at least one Life Skills equivalent course for each key learning area. If you undertake a Life Skills equivalent course in one key learning area, you are **not** obliged to undertake Life Skills courses in your other subject areas.

### *Who can do Life Skills?*

Life Skills is suitable for students with a significant cognitive or social/emotional disability that is likely to prevent them from successfully completing a traditional HSC course.

### *Can I get an ATAR?*

Life Skills equivalent courses **do not** count towards your ATAR. If you wish to complete a Life Skills course and still receive an ATAR, you will need to fulfil the minimum requirement of 10 approved units of traditional courses, **excluding** the Life Skills course. Traditionally, students undertaking one or more Life Skills courses do not seek an ATAR.

<b>ABORIGINAL STUDIES</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<i>School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.</i>
	<b>Major project proposal</b> Research and inquiry methods – major project	<b>Major project AND completed log</b> Research and inquiry methods – major project	<b>In-class examination</b> Social justice and human rights issues Global perspective Criminal justice	<b>Trial HSC Examination</b> Social justice and human rights issues Aboriginality and the land Research and inquiry methods	
<b>ESTIMATED SUBMISSION</b>	<b>Term 4, Week 7</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 6</b>	<b>Term 3, Weeks 3/4</b>	
<b>Component</b>	<b>Outcomes assessed</b> AL4	<b>Outcomes assessed</b> AL4	<b>Outcomes assessed</b> AL1, AL 3, AL4	<b>Outcomes assessed</b> AL1, AL2, AL3, AL4	<b>Weighting</b>
Knowledge and understanding of course content			10	30	<b>40</b>
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives		15	10		<b>25</b>
Research and inquiry methods, including aspects of the Major Project		15	5		<b>20</b>
Communication of information, ideas and issues in appropriate forms	5	5	5		<b>15</b>
<b>Total</b>	<b>5</b>	<b>35</b>	<b>30</b>	<b>30</b>	<b>100</b>

## ABORIGINAL STUDIES – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	A student develops knowledge and understanding about social justice and human rights issues and how they impact on Aboriginal and other Indigenous peoples	H1.1, H1.2, H1.3
AL2	A student develops knowledge and understanding about the diversity of contemporary Aboriginal and other Indigenous peoples cultural, political, social and economic life	H2.1, H2.2
AL3	A student develops knowledge and understanding about government policies, legislation and legal decisions and their impact on Aboriginal and other Indigenous peoples	H3.1, H3.2, H3.3
AL4	A student develops skills to investigate issues and communicate information from a variety of perspectives	H4.1, H4.2, H4.3

### Syllabus Outcomes

H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples

H2.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples

H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping

H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity

H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life

H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination

H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities

H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples

H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives

H4.2 undertakes community consultation and fieldwork and applies ethical research practices

H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

## ANCIENT HISTORY

Task 1	Task 2	Task 3	Task 4
<b>Source Analysis Topic Test</b>  Cities of Vesuvius: Pompeii and Herculaneum	<b>Extended Response</b>  Historical Period	<b>Research Task</b>  Personalities in their Times	<b>Trial HSC Examination</b>

*School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.*

<b>ESTIMATED SUBMISSION</b>	<b>Term 4, Week 10</b>	<b>Term 1, Week 7</b>	<b>Term 2, Week 8</b>	<b>Term 3, Weeks 3/4</b>
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Component	Outcomes assessed AL1 , AL3, AL4	Outcomes assessed AL1, AL2 , AL5	Outcomes assessed AL2, AL3, AL5	Outcomes assessed AL1, AL2, AL4, AL5	Weighting
Knowledge and understanding of course content	10	10	5	15	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10			10	<b>20</b>
Historical inquiry and research		5	15		<b>20</b>
Communication of historical understanding in appropriate forms		10	5	5	<b>20</b>
<b>Total</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



## ANCIENT HISTORY – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	develop knowledge and understanding of a range of features, people, places, events	AH12-1, AH12-2
AL2	develop an understanding of developments within their historical context and their contribution to continuity and change over time.	AH12-3, AH12-4, AH12-5
AL3	undertake the process of historical inquiry	AH12-8
AL4	use historical concepts and skills to examine the ancient past	AH12-6, AH12-10
AL5	communicate an understanding of history, sources and evidence, and historical interpretations.	AH12-7, AH12-9

### Syllabus Outcomes

AH12-1 accounts for the nature of continuity and change in the ancient world

AH12-2 proposes arguments about the varying causes and effects of events and developments

AH12-3 evaluates the role of historical features, individuals and groups in shaping the past

AH12-4 analyses the different perspectives of individuals and groups in their historical context

AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world

AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH12-7 discusses and evaluates differing interpretations and representations of the past

AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

**BIOLOGY**

Task 1	Task 2	Task 3	Task 4
<b>Data Analysis</b>	<b>Depth Study</b>	<b>Research Task</b>	<b>Trial HSC Examination</b>
Module 5: Heredity	Module 6: Genetic Change	Module 7: Infectious Disease	Modules 5-8

*School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.*

<b>ESTIMATED SUBMISSION</b>	<b>Term 4, Week 8</b>	<b>Term 2, Week 3</b>	<b>Term 3, Week 2</b>	<b>Term 3, Weeks 3/4</b>
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Component	Outcomes assessed AL2, AL3, AL4	Outcomes assessed AL1, AL2, AL3, AL4, AL5, AL7	Outcomes assessed AL2, AL3, AL6	Outcomes assessed AL2, AL3, AL4, AL5, AL6, AL7	Weighting
Skills in Working Scientifically	15	20	15	10	<b>60</b>
Knowledge and Understanding	5	10	10	15	<b>40</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>25</b>	<b>100</b>

## BIOLOGY – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Designs AND/OR develops scientific question for investigation	BIO11/12-1, BIO11/12-2
AL2	Conducts a scientific investigation AND/OR processes and analyses data from an investigation	BIO11/12-3, BIO11/12-4, BIO11/12-5
AL3	Solves problems using the scientific process and communicates findings	BIO11/12-6, BIO11/12-7
AL4	Demonstrates understanding of DNA and inheritance	BIO12-12
AL5	Demonstrates understanding of evolution and genetic technologies	BIO12-13
AL6	Demonstrates understanding of infectious disease and the immune system	BIO12-14
AL7	Demonstrates understanding of non-infectious disease and treatment	BIO12-15

### Syllabus Outcomes

#### Working Scientifically

**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

#### Knowledge and Understanding

**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

<b>BUSINESS STUDIES</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<i>School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.</i>
	<b>Research/Extended Response</b>	<b>Short Answer Exam</b>	<b>Business Report</b>	<b>Trial HSC Examination All topics</b>	
<b>ESTIMATED SUBMISSION</b>	<b>Term 4, Week 7</b>	<b>Term 1, Week 9</b>	<b>Term 2, Week 7</b>	<b>Term 3, Weeks 3/4</b>	
<b>Component</b>	<b>Outcomes assessed AL2, AL3, AL5, AL6</b>	<b>Outcomes assessed AL1, AL3, AL4, AL4, AL5, AL7</b>	<b>Outcomes assessed AL2, AL4, AL5,AL6</b>	<b>Outcomes assessed AL1, AL2, AL4, AL5, AL6, AL7</b>	<b>Weighting</b>
Knowledge and understanding of course content	5	10	15	10	<b>40</b>
Stimulus based skills		10		10	<b>20</b>
Inquiry and research	10			10	<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	5	10		<b>20</b>
<b>Total</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## BUSINESS STUDIES – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Students understand and have knowledge of the nature, role, and structure of business	H1
AL2	Students understand and have knowledge of the internal and external influences on business	H2, H3
AL3	Students understand and have knowledge of the functions and processes of business activity	H4
AL4	Students have knowledge of management strategies and their effectiveness	H5, H6
AL5	Students investigate, synthesis and evaluate contemporary business issues and hypothetical and actual business issues.	H7, H8
AL6	Students communicate business information and issues using appropriate forms.	H9
AL7	Students apply mathematical concepts appropriate to business situations	H10

### Syllabus Outcomes

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

**CHEMISTRY**

Task 1	Task 2	Task 3	Task 4
<b>Analysing Equilibrium Data Task</b>  Module 5: Equilibria and Acid-Base Reactions	<b>Depth Study</b>  Module 6: Acid-Base Reactions	<b>Practical Task</b>  Module 7: Organic Chemistry	<b>Trial HSC Examination</b>  Modules 5-8
<b>Term 4, Week 9</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 9</b>	<b>Term 3, Weeks 3/4</b>

*School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.*

<b>Component</b>	<b>Outcomes assessed AL2, AL3, AL4</b>	<b>Outcomes assessed AL1, AL2, AL3, AL5</b>	<b>Outcomes assessed AL1, AL2, AL3, AL6</b>	<b>Outcomes assessed AL1, AL2, AL3, AL4, AL5, AL6, AL7</b>	<b>Weighting</b>
Skills in Working Scientifically	10	20	15	15	<b>60</b>
Knowledge and Understanding	10	10	5	15	<b>40</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## CHEMISTRY – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Designs AND/OR develops scientific question for investigation	CH11/12-1, CH11/12-2
AL2	Conducts a scientific investigation AND/OR processes and analyses data from an investigation	CH11/12-3, CH11/12-4, CH11/12-5
AL3	Solves problems using the scientific process and communicates findings	CH11/12-6, CH11/12-7
AL4	Demonstrates understanding of equilibrium systems	CH12-12
AL5	Demonstrates understanding of acid-base chemistry	CH12-13
AL6	Demonstrates understanding of organic chemistry	CH12-14
AL7	Demonstrates understanding of analytical chemistry	CH12-15

### Syllabus Outcomes

#### Working Scientifically

**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

#### Knowledge and Understanding

**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

**COMMUNITY AND FAMILY STUDIES**

*School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
	<b>Independent Research Project</b> Core 1	<b>Group based research task– In class response</b> Core 2 Groups in Context	<b>Trial HSC</b>	<b>Case Studies</b> Parenting and Caring + Individuals and Work	
<b>ESTIMATED SUBMISSION</b>	<b>Term 2, Week 3</b>	<b>Term 2, Week 8</b>	<b>Term 3, Weeks 4</b>	<b>Term 3, Week 6</b>	
<b>Component</b>	<b>Outcomes assessed</b> H4.1, H4.2	<b>Outcomes assessed</b> H1.1,H2.2, H2.3,H3.1,H3.3, H5.1	<b>Outcomes assessed</b> H1.1 to H6.2	<b>Outcomes assessed</b> H2.2, H3.2, H4.2, H5.1, H5.2	<b>Weighting</b>
Knowledge and understanding of how the following impact on wellbeing:  Resource management, positive relationships, range of societal factors, nature of groups, families and communities		10	20	10	<b>40</b>
Skills in: applying management processes to meet the needs of individuals, groups, families and communities planning to take responsible action to promote wellbeing.	5	5	10	10	<b>30</b>
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	20	5	5		<b>30</b>
<b>Total</b>	<b>25</b>	<b>20</b>	<b>35</b>	<b>20</b>	<b>100</b>



## COMMUNITY AND FAMILY STUDIES - OUTCOMES

Areas of Learning	Description	Syllabus Outcomes
AL 1	Students will undertake an individual research project and apply the skills of researching, analysing and communicating findings.	H4.1 H4.2
AL2	Students explore FOUR specific groups within the community who may be experiencing inequities by examining the nature of the group, their specific needs and level of access to services.	H1.1 H2.2 H2.3 H3.1 H3.3 H4.1 H4.2 H5.1 H6.2
AL 3	Students analyse factors affecting the parenting and caring role including characteristics of the dependant, personal and social influences, as well as parenting and caring styles. Both the informal and formal support available to assist parents and carers in their role are also examined	H1.1 H2.1 H2.2 H2.3 H3.2 H3.4 H5.1 H5.2 H6.1
AL4	Students consider how contemporary workplace practices have evolved in response to social changes. Students gain an understanding of both the benefits of a variety of work patterns to family wellbeing and how workplace practices have changed to acknowledge the value of family life	H2.2 H2.3 H3.3 H3.4 H5.2 H6.1 H6.2

ENGINEERING	Task 1	Task 2	Task 3	Task 4	<i>School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.</i>
	Engineering Solution and Report Civil Engineering	Topic Test Personal and Public Transport	Materials Research Aeronautical Engineering	Trial HSC Examination	
<b>ESTIMATED SUBMISSION</b>	<b>Term 4, Week 8</b>	<b>Term 1, Week 5</b>	<b>Term 2, Week 7</b>	<b>Term 3, Weeks 3–4</b>	
Component	Outcomes assessed AL3, AL5, AL6	Outcomes assessed AL1, AL2, AL3	Outcomes assessed AL2, AL5, AL4, AL6	Outcomes assessed AL1, AL2, AL3, AL4, AL5	Weighting
Knowledge and understanding of course content	10	15	15	20	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	10	15	5	10	<b>40</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## ENGINEERING – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	understanding of the scope of engineering and the role of the engineer	H1.1, H1.2
AL2	knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society	H2.1, H2.2
AL3	communication skills appropriate to engineering practices	H3.1, H3.2, H3.3
AL4	knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice	H4.1, H4.2, H4.3
AL5	management and problem-solving in engineering contexts	H5.1, H5.2
AL6	skills in the application of engineering methodology	H6.1, H6.2

### Syllabus Outcomes

H1.1 describes the scope of engineering and critically analyses current innovations

H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications

H2.1 determines suitable properties, uses and applications of materials, components, and processes in engineering

H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society

H3.1 demonstrates proficiency in the use of mathematical, scientific, and graphical methods to analyse and solve problems of engineering practice

H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports

H3.3 develops and uses specialised techniques in the application of graphics as a communication tool

H4.1 investigates the extent of technological change in engineering

H4.2 applies knowledge of history and technological change to engineering-based problems

H4.3 applies understanding of social, environmental, and cultural implications of technological change in engineering to the analysis of specific engineering problems

H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports

H5.2 selects and uses appropriate management and planning skills related to engineering

H6.1 demonstrates skills in research and problem-solving related to engineering

H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering.

**English Advanced**

English Advanced	Task 1	Task 2	Task 3	Task 4	<i>School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.</i>
	<b>Common Module: Texts and Human Experiences</b> Essay	<b>Module A Textual Conversations</b> Multimodal Task	<b>Module C Craft of Writing</b> Imaginative text with Annotations	<b>Modules A, B and C</b> <b>Trial HSC Examination</b>	
<b>ESTIMATED SUBMISSION</b>	<b>Term 4, Week 9</b>	<b>Term 1, Week 6</b>	<b>Term 2, Week 2</b>	<b>Term 3, Weeks 3/4</b>	
<b>Component</b>	<b>Outcomes assessed</b> Objective D	<b>Outcomes assessed</b> Objective A	<b>Outcomes assessed</b> Objective E	<b>Outcomes assessed</b> Objective B and C	<b>Weighting</b>
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## ENGLISH ADVANCED - OUTCOMES

Area of Learning	Outcomes
Objective A	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
Objective B	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
Objective C	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
Objective D	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
Objective E	EA12-9: reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

**ENGLISH EAL/D**

Task 1	Task 2	Task 3	Task 4
<b>Module A: Texts and Human Experiences</b> Speaking and Listening task using prescribed text (Podcast trailer)	<b>Module B: Language, Identity and Culture</b> Reading and Analytical Writing task based on unseen material and prescribed text	<b>Module D: Focus on Writing</b> Portfolio task Imaginative and analytical writing	<b>Modules A, B and C</b> Trial HSC Examination

*School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.*

ESTIMATED SUBMISSION	Term 4, Week 9	Term 1, Week 6	Term 2, Week 2	Term 3, Weeks 3/4	
Component	Outcomes assessed Objective A	Outcomes assessed Objective D	Outcomes assessed Objective E	Outcomes assessed Objectives B and C	Weighting
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	<b>50</b>
<b>Total %</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>100</b>

## ENGLISH ADVANCED - OUTCOMES

Area of Learning	EAL/D Stage 6 Outcomes
Objective A	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.
	EAL21-2: uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
Objective B	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.
Objective C	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.
Objective D	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.
Objective E	EAL12-9: Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner.

## English Extension 1

Task 1	Task 2	Task 3
Imaginative vignette, critical essay	Tutorial Presentation	Trial Examination

*School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.*

Estimated Submission	Term 1, Week 7	Term 2, Week 8	Term 3, Week 3-4	
Component	Outcomes assessed Objective E	Outcomes assessed Objective A	Outcomes assessed Objectives B, C and D	Weighting
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



## ENGLISH EXTENSION 1 - OUTCOMES

Area of Learning	Outcomes
Objective A	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
Objective B	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
Objective C	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
Objective D	EE12-4: critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
Objective E	EE12-5: reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

## English Extension 2

Task 1	Task 2	Task 3		
Viva Voce (including written proposal)	Literature Review	Critique of the Creative Process	<i>School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.</i>	
Estimated Submission	Term 1, Week 4	Term 2, Week 2	Term 2, Week 10	
Component	Outcomes assessed Objective E	Outcomes assessed Objective A	Outcomes assessed Objectives B, C and D	Weighting
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

English Extension 2 students are also required to submit their Major Work for review. This is to ensure the work demonstrates a conscious and purposeful style that has been refined to ensure artistry and textual integrity. Submission dates for review are:

- Half Draft of Major Work: Term 2, Week 9
- Full Draft of Major Work: Term 3, Week 5

## ENGLISH EXTENSION 2 - OUTCOMES

Area of Learning	Outcomes
Objective A	<b>EEX12-1:</b> 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
Objective B	<b>EEX12-2:</b> strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
Objective C	<b>EEX12-3:</b> applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
Objective D	<b>EEX12-4:</b> undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
Objective E	<b>EEX12-5:</b> reflects on and evaluates the composition process and the effectiveness of their own published composition

ENGLISH STANDARD	Task 1	Task 2	Task 3	Task 4	<i>School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.</i>
	<b>Common Module: Texts and Human Experiences</b> Essay	<b>Module A Language Identity and Culture</b> Multimodal Task	<b>Module C Craft of Writing</b> Imaginative text with annotations	<b>Common Module, Modules A, B and C</b> Trial HSC Examination	
ESTIMATED SUBMISSION	Term 4, Week 9	Term 1, Week 6	Term 2, Week 2	Term 3, Weeks 3/4	
Component	Outcomes assessed Objective D	Outcomes assessed Objective A	Outcomes assessed Objective E	Outcomes assessed Objective B and C	Weighting %
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	<b>50</b>
Total %	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## ENGLISH STANDARD - OUTCOMES

Area of Learning	Outcomes
Objective A	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
Objective B	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
Objective C	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
Objective D	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
Objective E	EN12-9: reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

## ENGLISH STUDIES

	Task 1	Task 2	Task 3	Task 4		
	<b>Common Module: Texts and Human Experiences</b> Visual Representation with Extended Response	<b>Module C On The Road</b> Collaborative task and Feature Article	<b>Common Module Modules C &amp; N</b>  Portfolio Presentation	<b>Non ATAR stream: Module L</b> Autobiographical Task <b>ATAR stream:</b> Trial Exam		<i>School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.</i>
<b>ESTIMATED SUBMISSION</b>	<b>Term 4, Week 9</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 9</b>	<b>Term 3, Week 3/4</b>		
<b>Component</b>	<b>Outcomes assessed Objective A, B &amp; D</b>	<b>Outcomes assessed Objective A &amp; E</b>	<b>Outcomes assessed Objective B &amp; C</b>	<b>Outcomes assessed Objective A and B</b>	<b>Weighting %</b>	
Knowledge and understanding of course content	10	10	10	15	<b>50</b>	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	10	10	15	<b>50</b>	
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>	

## ENGLISH STUDIES - OUTCOMES

Area of Learning	Outcomes
Objective A	ES12-1: comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
	ES12-2: identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
	ES12-3: accesses, comprehends and uses information to communicate in a variety of ways
	ES12-4: composes proficient texts in different forms.
Objective B	ES12-5: develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
	ES12-6: uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
Objective C	ES12-7: represents own ideas in critical, interpretive and imaginative texts
	ES12-8: understands and explains the relationships between texts
Objective D	ES12-9: identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
Objective E	ES12-10: monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

FOOD TECHNOLOGY	Task 1	Task 2	Task 3	Task 4	School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.
	Case study and Research task Australian Food Industry	Written report and practical Food Manufacture	Written report and practical Food Product Development	Trial HSC Examination	
<i>ESTIMATED SUBMISSION</i>	Term 4, Week 9	Term 1, Week 8	Term 2, Week 9	Term 3, Weeks 3/4	
Component	Outcomes assessed H1.2,H1.4, H3.1	Outcomes assessed H1.1,H4.2	Outcomes assessed H1.3,H4.1	Outcomes assessed	Weighting
Knowledge and understanding of course content	10	10	5	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10			10	20
Historical inquiry and research		5	15		20
Communication of historical understanding in appropriate forms		10	5	5	20
<b>Total</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



## FOOD TECHNOLOGY – OUTCOMES

Areas of Learning		
Number	Description: Students will develop	Syllabus Outcomes
AL1	knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society	H1.1, H1.2, H1.3, H1.4
AL2	knowledge and understanding about the nature of food, human nutrition, and an appreciation of the importance of food to health	H2.1
AL3	skills in researching, analysing and communicating food issues	H3.1, H3.2
AL4	skills in experimenting with and preparing food by applying theoretical concepts	H4.1, H4.2
AL5	skills in designing implementing and evaluating solutions to food situations	H5.1

### Syllabus Outcomes

H1.1 explains manufacturing processes and technologies used in the production of food products

H1.2 examines the nature and extent of the Australian food industry

H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations

H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society, and environment

H2.1 evaluates the relationship between food, its production, consumption, promotion and health

H3.1 investigates operations of one organisation within the Australian food industry

H3.2 independently investigates contemporary nutrition issues

H4.1 develops, prepares and presents food using product development processes

H4.2 applies principles of food preservation to extend the life of food and maintain safety

H5.1 develops, realises and evaluates solutions to a range of food situations

**GERMAN  
BEGINNERS**

Task 1	Task 2	Task 3	Task 4
<b>Class Test</b> Response to spoken texts, Oral presentation <b>Topic:</b> Education and work	<b>Class Test –</b> Response to written texts <b>Topic:</b> Travel and future plans	<b>Class Test –</b> Response to written and spoken texts, Presentation with teacher Q&A <b>Topic:</b> People places and communities, Sickness and health	<b>Trial HSC Examination</b> <b>Topic:</b> All

*School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.*

<b>ESTIMATED SUBMISSION</b>	<b>Term 4, Week 9</b>	<b>Term 1, Week 7</b>	<b>Term 2, Week 9</b>	<b>Term 3, Weeks 3/4</b>
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Component	Outcomes assessed 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Outcomes assessed 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	Outcomes assessed 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Outcomes assessed All	Weighting
Listening	10		10	10	<b>30</b>
Speaking		20			<b>20</b>
Reading	10		10	10	<b>30</b>
Writing		10		10	<b>20</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## GERMAN BEGINNERS- OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
1	interacting	1.1, 1.2, 1.3, 1.4
2	understanding texts	2.1, 2.2, 2.3, 2.4, 2.5, 2.6
3	producing texts	3.1, 3.2, 3.3

### Syllabus Outcomes

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

**GERMAN  
CONTINUERS**

	<b>Task 2</b>	<b>Task 1</b>	<b>Task 3</b>	<b>Task 4</b>	
	<b>Class Test –</b> Response to written texts <b>Topic:</b> Lifestyles	<b>Class Test</b> Response to spoken texts, Oral presentation <b>Topic:</b> Education and aspiration	<b>Class Test –</b> Response to written and spoken texts, Presentation with teacher Q&A <b>Topic:</b> Personal World	<b>Trial HSC Examination</b> <b>Topic:</b> All	<i>School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.</i>
<b>ESTIMATED SUBMISSION</b>	<b>Term 4, Week 9</b>	<b>Term 1, Week 7</b>	<b>Term 2, Week 9</b>	<b>Term 3, Weeks 3/4</b>	
<b>Component</b>	<b>Outcomes assessed</b> 1.3, 2.2, 2.3, 3.1, 3.3, 3.5	<b>Outcomes assessed</b> 2.2, 2.3, 3.2, 4.1, 4.3	<b>Outcomes assessed</b> 1.3, 2.2, 2.3, 3.1, 3.3, 3.5	<b>Outcomes assessed</b> All	<b>Weighting</b>
Listening		10	10	10	<b>30</b>
Speaking		10	10	20	<b>30</b>
Reading	10				<b>20</b>
Writing	10			10	<b>20</b>
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

**GERMAN  
CONTINUERS**

## GERMAN CONTINUERS – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
1	exchange information, opinions and experiences in German	1.1, 1.2, 1.3, 1.4
2	express ideas through the production of original texts in German	2.1, 2.2, 2.3
3	analyse, process and respond to texts that are in German	3.1, 3.2, 3.3, 3.4, 3.5, 3.6
4	understand aspects of the language and culture of German-speaking communities	4.1, 4.2, 4.3

### Syllabus Outcomes

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to the production of create original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

GEOGRAPHY	Task 1	Task 2	Task 3	Task 4	<i>School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.</i>
	Skills and Topic Test Ecosystems at Risk	Research and Essay Urban Places	Extended Response People and Economic Activity	Trial HSC Examination All Topics	
<i>ESTIMATED SUBMISSION</i>	Term 4, Week 8	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 3/4	
Component	Outcomes assessed AL1, AL2, AL4, AL6	Outcomes assessed AL3, AL4, AL6	Outcomes assessed AL1, AL4, AL6	Outcomes assessed AL1, AL2, AL3, AL4, AL6	Weighting
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Geography tools and skills	10			10	<b>20</b>
Geographical inquiry and research, including fieldwork	5	5	5	5	<b>20</b>
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

## GEOGRAPHY – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	develop knowledge and understanding of the characteristics and spatial distribution of environments	H1
AL2	develop knowledge and understanding of the processes that form and transform the features and patterns of the environment	H2
AL3	develop knowledge and understanding of the global and local forces which impact on people, ecosystems, urban places and economic activity	H3
AL4	develop knowledge and understanding of the contribution of a geographical perspective	H4, H5, H6, H7
AL5	investigate geographically	H8
AL6	communicate geographically	H9, H10, H11, H12, H13

### Syllabus Outcomes

H1. explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity

H2. explains the factors which place ecosystems at risk and the reasons for their protection

H3. analyses contemporary urban dynamics and applies them in specific contexts

H4. analyses the changing spatial and ecological dimensions of an economic activity

H5. evaluates environmental management strategies in terms of ecological sustainability

H6. evaluates the impacts of, and responses of people to, environmental change

H7. justifies geographical methods applicable and useful in the workplace and relevant to a changing world

H8. plans geographical inquiries to analyse and synthesise information from a variety of sources

H9. evaluates geographical information and sources for usefulness, validity and reliability

H10. applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts

H11. applies mathematical ideas and techniques to analyse geographical data

H12. explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples

H13. communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

<b>INDUSTRIAL TECHNOLOGY MULTIMEDIA AND TIMBER*</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<i>School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.</i>
	<b>Designing and Planning</b> Presentation and written report	<b>Industrial related manufacturing technology</b> Report on research and experimentation	<b>Project Development and Management Report</b> Presentation and written report	<b>Trial HSC Examination</b>	
<b>ESTIMATED SUBMISSION</b>	<b>Term 4, Week 6</b>	<b>Term 1, Week 5</b>	<b>Term 2, Week 9</b>	<b>Term 3, Weeks 3/4</b>	
<b>Component</b>	<b>Outcomes assessed</b> AL3, AL5	<b>Outcomes assessed</b> AL1, AL6, AL7	<b>Outcomes assessed</b> AL2, AL3, AL4, AL5, AL6	<b>Outcomes assessed</b> AL1, AL2, AL7	<b>Weighting</b>
Knowledge and understanding of course content		10	10	20	<b>40</b>
Knowledge and skills in the design, management, communication and production of a major project	20	15	15	10	<b>60</b>
<b>Total</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



## INDUSTRIAL TECHNOLOGY – OUTCOMES

Areas of Learning		
Number	Description: Students will develop	Syllabus Outcomes
AL1	knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry	H1.1, H1.2, H1.3
AL2	knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment	H2.1
AL3	competence in designing, managing and communicating within a relevant industry context	H3.1, H3.2, H3.3
AL4	knowledge and skills in producing quality products	H4.1, H4.2, H4.3
AL5	knowledge and skills in communication and information processing related to the industry focus area	H5.1, H5.2
AL6	an appreciation of quality products and the principles of quality control	H6.1, H6.2
AL7	an appreciation of the relationships between technology, the individual, society and the environment	H7.1, H7.2

### Syllabus Outcomes

H1.1 investigates industry through the study of businesses in one focus area

H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry

H1.3 identifies important historical developments in the focus area industry

H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques

H3.1 demonstrates skills in sketching, producing and interpreting drawings

H3.2 selects and applies appropriate research and problem-solving skills

H3.3 applies and justifies design principles through the production of a Major Project

H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project

H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills

H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components

H5.1 selects and uses communication and information processing skills

H5.2 examines and applies appropriate documentation techniques to project management

H6.1 evaluates the characteristics of quality manufactured products

H6.2 applies the principles of quality and quality control

H7.1 explains the impact of the focus area industry on the social and physical environment

H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

INVESTIGATING SCIENCE	Task 1	Task 2	Task 3	Task 4	School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.
	Practical Investigation and Report  Module 5: Scientific Investigations	Secondary-sourced Research Task  Module 6: Technologies	Depth Study  Module 7: Fact or Fallacy?	Trial HSC Examination  Modules 5-8	
<i>ESTIMATED SUBMISSION</i>	<b>Term 4, Week 8</b>	<b>Term 1, Week 9</b>	<b>Term 2, Week 7</b>	<b>Term 3, Weeks 3/4</b>	
Component	Outcomes assessed AL1, AL2, AL3, AL4	Outcomes assessed AL1, AL2, AL3, AL5	Outcomes assessed AL1, AL2, AL3, AL6	Outcomes assessed AL1, AL2, AL3, AL4, AL5, AL6, AL7	Weighting
Skills in Working Scientifically	15	15	20	10	<b>60</b>
Knowledge and Understanding	5	5	10	20	<b>40</b>
<b>Total</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## INVESTIGATING SCIENCE – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Designs AND/OR develops scientific question for investigation	INS11/12-1, INS11/12-2
AL2	Conducts a scientific investigation AND/OR processes and analyses data from an investigation	INS11/12-3, INS11/12-4, INS11/12-5
AL3	Solves problems using the scientific process and communicates findings	INS11/12-6, INS11/12-7
AL4	Demonstrates understanding of the scientific process	INS12-12
AL5	Demonstrates understanding of the relationship between science and technology	INS12-13
AL6	Demonstrates ability to conduct scientific investigations	INS12-14
AL7	Demonstrates understanding of the impact of science on society	INS12-15

### Syllabus Outcomes

#### Working Scientifically

**INS11/12-1** develops and evaluates questions and hypotheses for scientific investigation

**INS11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**INS11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information

**INS11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**INS11/12-5** analyses and evaluates primary and secondary data and information

**INS11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**INS11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

#### Knowledge and Understanding

**INS12-12** develops and evaluates the process of undertaking scientific investigations

**INS12-13** describes and explains how science drives the development of technologies

**INS12-14** uses evidence-based analysis in a scientific investigation to support or refute a hypothesis

**INS12-15** evaluates the implications of ethical, social, economic and political influences on science

**JAPANESE  
BEGINNERS**

Task 1	Task 2	Task 3	Task 4
<b>Class Test</b> Response to spoken texts, Oral presentation <b>Topic:</b> Education and work	<b>Class Test –</b> Response to written texts <b>Topic:</b> Travel and future plans	<b>Class Test –</b> Response to written and spoken texts, Presentation with teacher Q&A <b>Topic:</b> People places and communities, Sickness and health	<b>Trial HSC Examination</b> <b>Topic:</b> All

*School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.*

<b>ESTIMATED SUBMISSION</b>	<b>Term 4, Week 10</b>	<b>Term 1, Week 7</b>	<b>Term 2, Week 8</b>	<b>Term 3, Weeks 3/4</b>
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Component	Outcomes assessed 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Outcomes assessed 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	Outcomes assessed 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Outcomes assessed All	Weighting
Listening	10		10	10	30
Speaking		20		10	30
Reading	10		10		20
Writing		10		10	20
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## JAPANESE BEGINNERS- OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
1	interacting	1.1, 1.2, 1.3, 1.4
2	understanding texts	2.1, 2.2, 2.3, 2.4, 2.5, 2.6
3	producing texts	3.1, 3.2, 3.3

### Syllabus Outcomes

- 1.5 establishes and maintains communication in Japanese
- 1.6 manipulates linguistic structures to express ideas effectively in Japanese
- 1.7 sequences ideas and information
- 1.8 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
- 2.7 understands and interprets information in texts using a range of strategies
- 2.8 conveys the gist of and identifies specific information in texts
- 2.9 summarises the main points of a text
- 2.10 draws conclusions from or justifies an opinion about a text
- 2.11 identifies the purpose, context and audience of a text
- 2.12 identifies and explains aspects of the culture of Japanese-speaking communities in texts
- 3.4 produces texts appropriate to audience, purpose and context
- 3.5 structures and sequences ideas and information
- 3.6 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- applies knowledge of the culture of Japanese-speaking communities to the production of texts.

**JAPANESE  
CONTINUERS**

<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Class Test</b> Response to spoken texts, Oral presentation <b>Topic:</b> Education and aspiration	<b>Class Test –</b> Response to written texts <b>Topic:</b> Lifestyles	<b>Class Test –</b> Response to written and spoken texts, Presentation with teacher Q&A <b>Topic:</b> Personal World	<b>Trial HSC Examination</b> <b>Topic:</b> All
<b>Term 4, Week 10</b>	<b>Term 1, Week 7</b>	<b>Term 2, Week 8</b>	<b>Term 3, Weeks 3/4</b>

*School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.*

**ESTIMATED  
SUBMISSION**

<b>Component</b>	<b>Outcomes assessed</b> 1.3, 2.2, 2.3, 3.1, 3.3, 3.5	<b>Outcomes assessed</b> 2.2, 2.3, 3.2, 4.1, 4.3	<b>Outcomes assessed</b> 1.3, 2.2, 2.3, 3.1, 3.3, 3.5	<b>Outcomes assessed</b> All	<b>Weighting</b>
Listening	10		10	10	<b>30</b>
Speaking		20		10	<b>30</b>
Reading	10		10		<b>20</b>
Writing		10		10	<b>20</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## JAPANESE CONTINUERS – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
1	exchange information, opinions and experiences in Japanese	1.1, 1.2, 1.3, 1.4
2	express ideas through the production of original texts in Japanese	2.1, 2.2, 2.3
3	analyse, process and respond to texts that are in Japanese	3.1, 3.2, 3.3, 3.4, 3.5, 3.6
4	understand aspects of the language and culture of Japanese-speaking communities	4.1, 4.2, 4.3

### Syllabus Outcomes

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to the production of create original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

## LEGAL STUDIES

Task 1	Task 2	Task 3	Task 4
<b>Oral Presentation</b> Crime (bail application)	<b>Topic Test</b> Crime and Human Rights	<b>Research Task (essay)</b> Option 1 (the options undertaken will be determined by the class)	<b>Trial HSC Examination</b> All topics

*School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.*

<b>ESTIMATED SUBMISSION</b>	<b>Term 4, Week 8</b>	<b>Term 2, Week 1</b>	<b>Term 2, Week 8</b>	<b>Term 3, Weeks 3/4</b>
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Component	Outcomes assessed H1, H3, H6	Outcomes assessed H1, H2, H4, H5, H7, H9	Outcomes assessed H4, H8, H9	Outcomes assessed H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Weighting
Knowledge and understanding of course content		20	0	20	40
Analysis and evaluation	10			10	20
Inquiry and research	5		15		20
Communication of legal information, ideas and issues in appropriate forms		10	10	0	20
<b>Total</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>100</b>



## LEGAL STUDIES – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	the nature and institutions of domestic and international law	H1 H2
AL2	the operation of Australian and international legal systems and the significance of the rule of law	H3 H4
AL3	the interrelationship between law, justice and society and the changing nature of the law	H5 H6 H7
AL4	investigating, analysing and communicating relevant legal information and issues	H8 H9 H10

### Syllabus Outcomes

H1. identifies and applies legal concepts and terminology

H2. describes and explains key features of and the relationship between Australian and international law

H3. analyses the operation of domestic and international legal systems

H4. evaluates the effectiveness of the legal system in addressing issues

H5. explains the role of law in 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

ADVANCED MATHEMATICS	Task 1	Task 2	Task 3	Task 4	<i>School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022</i>
	Class Test  Topics F2, T3, C2,3,4	Class Test  Topics C3, C4	Assignment and Validation  Topics S2,S3	Final Examination  Topics all except M1.4	
<b>ESTIMATED SUBMISSION</b>	<b>Term 4, Week 10</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 7</b>	<b>Term 3, Weeks 3&amp;4</b>	
Component	Outcomes Assessed MA12-1,3,5,6,9,10	Outcomes Assessed MA12 - 3,6,7,9,10	Outcomes Assessed MA12 – 8,9,10	Outcomes assessed All	Weighting
Understanding, Fluency and Communicating	<b>15</b>	<b>15</b>	<b>5</b>	<b>15</b>	<b>50</b>
Problem Solving, Reasoning and Justification	<b>10</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>50</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

\*Any Year 12 examination may reference Year 11 content

## ADVANCED MATHEMATICS – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Uses both algebraic and graphical conventions and terminology to describe, interpret and model relationships of and between changing quantities.	MA12-1, MA12-9, MA12-10
AL2	Explores periodic functions in geometric, algebraic, numerical, and graphical representations.	MA12-1, MA12-5, MA12-9, MA12-10
AL3	Investigates how things change and develop quantitative models of change to deduce their consequences.	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10
AL4	Explores sequences and series and their application to financial situations	MA12-2, MA12-4, MA12-9, MA12-10
AL5	Explores, displays, analyses and interprets data to identify and communicate key information.	MA12-8, MA12-9, MA12-10

### Syllabus Outcomes

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

**MATHEMATICS  
EXTENSION 1**

Task 1	Task 2	Task 3	Task 4
<b>Assignment and Validation</b> Topics V1.1,1.2	<b>Class Test</b>  Topics P1, T3, C2	<b>Class Test</b>  Topics C2, C3, V1.3	<b>Final Examination</b>  Topics All

*School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.*

<b>ESTIMATED SUBMISSION</b>	<b>Term 4 Week 7</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 8</b>	<b>Term 3 Week 3/4</b>
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Component	Outcomes Assessed ME12 – 2,6,7	Outcomes Assessed ME12 – 1,3,4,6,7	Outcomes Assessed ME12 – 1,2,4,6,7	Outcomes Assessed all	Weighting
Understanding, Fluency and Communicating	<b>5</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>50</b>
Problem Solving, Reasoning and Justification	<b>15</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>50</b>
<b>Total</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

\*Any Year 12 examination may reference Year 11 content

## EXTENSION 1 MATHEMATICS – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Communicates and justifies an argument for a mathematical statement in a clear, concise and precise manner.	ME12-1, ME12-6, ME12-7
AL2	Represents a quantity with magnitude and direction and its geometrical depiction. Explores and explains a range of object behaviours in a variety of contexts from theoretical or real-life scenarios.	ME12-2, ME12-6, ME12-7
AL3	Explores periodic functions in geometric, algebraic, numerical and graphical representations, including solving trigonometric problems.	ME12-3, ME12-6, ME12-7
AL4	Investigates how things change and develop quantitative models of change and deduce their consequences. Explores analytic and numeric integration techniques and the use of these techniques in solving problems.	ME12-1, ME12-4, ME12-6, ME12-7
AL5	Explores, displays, and interprets data via modelling to identify and communicate key information.	ME12-5, ME12-6, ME12-7

### Syllabus Outcomes

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

<b>MATHEMATICS EXTENSION 2</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<i>School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.</i>
	<b>Class Test</b>  Topics N1, P1	<b>Assignment and Validation</b>  Topics N2	<b>Class Test</b>  Topics V1, C1	<b>Final Examination</b>  Topics All except 1.4	
<b>ESTIMATED SUBMISSION</b>	<b>Term 4 Week 9</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 3/4</b>	
<b>Component</b>	<b>Outcomes Assessed MEX12- 1,2,4,7,8</b>	<b>Outcomes Assessed MEX12 – 1,4,7,8</b>	<b>Outcomes Assessed MEX12 – 1,3,5</b>	<b>Outcomes Assessed MEX12 – all</b>	<b>Weighting</b>
Understanding, Fluency and Communicating	<b>15</b>	<b>5</b>	<b>15</b>	<b>15</b>	<b>50</b>
Problem Solving, Reasoning and Justification	<b>10</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>50</b>
<b>Total</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## EXTENSION 2 MATHEMATICS – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Communicates and justifies an argument for a mathematical statement in a clear, concise and precise manner.	MEX12-1, MEX12-2, MEX12-7, MEX12-8
AL2	Represents a quantity with magnitude and direction and its geometrical depiction. Uses language and different approaches to explore and explain an array of object behaviours in a variety of contexts from theoretical or real-life scenarios.	MEX12-3, MEX12-7, MEX12-8
AL3	Investigates and extends understanding of the real number system to include complex numbers.	MEX12-1, MEX12-4, MEX12-7, MEX12-8
AL4	Explores how things change and develops quantitative models of change deducing their consequences. Develops a broader range of techniques and strategies to solve complex problems related to differential equations and integration.	MEX12-1, MEX12-5, MEX12-7, MEX12-8
AL5	Explores change in the motion of objects when acted upon by forces. Represents quantities with magnitude and direction and represents them graphically and algebraically.	MEX12-6, MEX12-7, MEX12-8

### Syllabus Outcomes

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

**MATHEMATICS  
STANDARD 1**

Task 1	Task 2	Task 3	Task 4
<b>Class Test</b>	<b>Class Test</b>	<b>Assignment and Validation</b>	<b>Final Examination</b>
Topics F2, M3	Topics M4, M5, A3.1	Topic N1	Topics All except A3.2
<b>Term 4 Week 10</b>	<b>Term 1 Week 11</b>	<b>Term 2 Week 5</b>	<b>Term 3 Weeks 3/4</b>

*School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.*

**ESTIMATED  
SUBMISSION**

Component	Outcomes Assessed MS1-12-3, MS1-12-4, MS1-12-5	Outcomes Assessed MS1-12-1,MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-6, MS1-12-7	Outcomes Assessed MS1-12-8, MS1-12-9, MS1-12-10	Outcomes Assessed all	Weighting
Understanding, Fluency and Communicating	15	15	5	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	10	15	15	<b>50</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

\*Any Year 12 examination may reference Year 11 content



## MATHEMATICS STANDARD 1 – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Uses symbols to represent numbers or quantities and expresses relationships, using mathematical models and applications.	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10
AL2	Applies knowledge, skills and an understanding of numbers and geometry to quantify and solve problems in practical situations.	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10
AL3	Applies knowledge, skills and an understanding of numbers to earning, spending, investing, saving and borrowing money.	MS1-12-5, MS1-12-9, MS1-12-10
AL4	Collects, displays, analyses and interprets data to identify and communicate key information.	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10
AL5	Uses networks to graphically represent and model situations as part of a decision-making processes.	MS1-12-8, MS1-12-9, MS1-12-10

### Syllabus Outcomes

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

**MATHEMATICS  
STANDARD 2**

Task 1	Task 2	Task 3	Task 4
<b>Class Test</b>	<b>Class Test</b>	<b>Assignment and Validation</b>	<b>Final Examination</b>
Topics F4, M6	Topics M7, A4.1, S4	Topics N2, N3	Topics All except F5
<b>Term 4 Week 10</b>	<b>Term 1 Week 11</b>	<b>Term 2 Week 5</b>	<b>Term 3 Weeks 3/4</b>

*School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.*

**ESTIMATED  
SUBMISSION**

Component	Outcomes Assessed MS2-12-3, MS2-12-4, MS2-12-5	Outcomes Assessed MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-7	Outcomes Assessed MS2-12-8, MS2-12-9, MS2-12-10	Outcomes Assessed all	Weighting
Understanding, Fluency and Communicating	15	15	5	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	10	15	15	<b>50</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

\*Any Year 12 examination may reference Year 11 content

## MATHEMATICS STANDARD 2 – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Uses symbols to represent numbers or quantities and expresses relationships. Solves problems through the solution of equations, graphing of relationships and modelling with functions	MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10
AL2	Applies knowledge, skills and an understanding of numbers and geometry to quantify and solve problems in practical situations.	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10
AL3	Applies knowledge, skills and an understanding of numbers to earning, spending, investing, saving and borrowing money.	MS1-12-5, MS1-12-9, MS1-12-10
AL4	Collects, displays, analyses and interprets data to identify and communicate key information.	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10
AL5	Uses networks to graphically represent and model situations as part of a decision-making processes.	MS1-12-8, MS1-12-9, MS1-12-10

### Syllabus Outcomes

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

MODERN HISTORY	Task 1	Task 2	Task 3	Task 4	School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.
	Source Analysis Topic Test	Extended Response	Historical Analysis	Trial HSC Examination	
<b>ESTIMATED SUBMISSION</b>	Term 4, Week 9	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 3/4	
Component	Outcomes assessed MH 12-6, MH 12-2, MH 12-1, MH 12-3	Outcomes assessed MH 12-9, MH 12-5, MH 12-2	Outcomes assessed MH 12-8, MH 12-9, MH 12-7, MH 12-4	Outcomes assessed MH 12-9, MH 12-6, MH 12-5, MH 12-4, MH 12-1, MH 12-2, MH 12-7, MH 12-3	Weighting
Knowledge and understanding of course content	10	10	10	10	40
Historical skills in the analysis and evaluation of sources and interpretations	10			10	20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms		5	5	10	20
<b>Total</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## MODERN HISTORY – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	develop knowledge and understanding of a range of features, people, ideas, movements, events, and developments of the modern world in their historical context	MH12-1, MH12-2
AL2	develop an understanding of continuity and change over time	MH12-3, MH12-4, MH12-5
AL3	undertake the process of historical inquiry	MH12-8
AL4	use historical concepts and skills to examine the modern past	MH12-6
AL5	communicate an understanding of history, sources and evidence, and historical interpretations	MH12-7, MH12-9

### Syllabus Outcomes

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

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

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

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

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

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

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

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

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

**MUSIC 1**

Task 1	Task 2	Task 3	Task 4
<b>Presentation of Core Performance repertoire</b> together with a <b>Composition and Portfolio</b> based on elements from the core performance repertoire.	<b>Musicology presentation</b> based on material from Topic 1 and the <b>Presentation of Elective 1</b> (Perf/Comp/Viva).	<b>Written response</b> to Aural questions related to material from Topic 2 and the <b>Presentation of Elective 2</b> (Perf/Comp/Viva).	<b>Trial HSC Examination</b> Presentation of Elective 3 (Perf/Comp/Viva) and Written Aural Examination
<b>Term 4, Week 8</b>	<b>Term 1, Week 9</b>	<b>Term 2, Week 7</b>	<b>Term 3, Weeks 3/4</b>

*School based assessment for the HSC commences Term 4, 2021 and concludes Term 3, 2022.*

**ESTIMATED SUBMISSION**

Component	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	Weighting
	H1, H3, H5, H6, H7, H8, H9, H10, H11	H1 – H11 depending on Elective	H1 – H11 depending on Elective	H1 – H11 depending on Elective	
Core Aural			10	15	<b>25</b>
Core Composition	10				<b>10</b>
Core Musicology		10			<b>10</b>
Core Performance	10				<b>10</b>
ELECTIVE 1 Composition/Musicology/ Performance		15			<b>15</b>
ELECTIVE 2 Composition/Musicology/ Performance			15		<b>15</b>
ELECTIVE 3 Composition/Musicology/ Performance				15	<b>15</b>
<b>Total</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## MUSIC 1 - OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	<b>Performance</b>	H1, H7, H9, H10, H11
AL2	<b>Composition</b>	H3, H7, H8, H10, H11
AL3	<b>Musicology</b>	H2, H5, H6, H8, H10, H11
AL4	<b>Aural</b>	H4, H6, H10, H11

### Syllabus Outcomes

H1 Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble

H2 Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied

H3 Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied

H4 Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

H5 Critically evaluates and discusses performances and compositions

H6 Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

H7 Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied

H8 Identifies, recognises, experiments with, and discusses the use and effects of technology in music

H9 Performs as a means of self-expression and communication

H10 Demonstrates a willingness to participate in performance, composition, musicology and aural activities

H11 Demonstrates a willingness to accept and use constructive criticism

## MUSIC 2

Task 1	Task 2	Task 3	Task 4
<p><b>Musicology</b></p> <p>A portfolio documenting skills and understanding developed through set exercises and related listening within the Mandatory Topic.</p>	<p><b>Aural</b></p> <p>Elective 1 The presentation of Elective 1 and Aural analysis to support the chosen Additional topic.</p>	<p><b>Core Performance</b> <b>Core Composition</b></p> <p>Performance: One work. Composition: An original composition together with a digital portfolio.</p>	<p><b>Trial HSC Examination</b></p> <p>Presentation of Elective 2 and a written Aural and Musicology Examination</p>

*School based assessment for the HSC commences Term 4, 2021 and concludes Term 3, 2022.*

<b>ESTIMATED SUBMISSION</b>	<b>Term 4, Week 6</b>	<b>Term 1, Week 6</b>	<b>Term 2, Week 7</b>	<b>Term 3, Weeks 3/4</b>
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Component	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	Weighting
	H1, H3, H5, H6, H7, H8, H9, H10, H11	H1 – H11 depending on Elective	H1 – H11 depending on Elective	H1 – H11 depending on Elective	
Core Aural		10		10	20
Core Composition			20		20
Core Musicology	10			10	10
Core Performance			20		10
ELECTIVE 1 Composition/Musicology/ Performance		10			10
ELECTIVE 2 Composition/Musicology/ Performance				10	10
<b>Total</b>	<b>10</b>	<b>20</b>	<b>40</b>	<b>30</b>	<b>100</b>



## MUSIC 2 – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	<b>Performance</b>	H1, H5, H6, H8, H10, H11
AL2	<b>Composition</b>	H2, H3, H4, H5, H6, H8, H9, H11
AL3	<b>Musicology</b>	H2, H5, H6, H7, H8, H9, H11
AL4	<b>Aural</b>	H5, H6, H9, H11

### Syllabus Outcomes

H1 Performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble

H2 Demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics

H3 Composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures

H4 Stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts

H5 Analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations

H6 Discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context

H7 Critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics

H8 Understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied

H9 Identifies, recognises, experiments with, and discusses the uses and effects of technology in music

H10 Performs as a means of self expression and communication

H11 Demonstrates a willingness to accept and use constructive criticism

## MUSIC EXTENSION

Task 1	Task 2	Task 3
<p><b>Performance</b> – performance of solo repertoire (work one) and presentation of process portfolio</p> <p>or</p> <p><b>Composition</b> portfolio – analysis of works and composition techniques and presentation of draft composition (work one)</p> <p>or</p> <p><b>Musicology</b> portfolio – research and critical analysis of works, draft outline for submitted essay</p>	<p><b>Performance</b> – performance of repertoire (chamber work) and presentation of process portfolio</p> <p>or</p> <p><b>Composition</b> portfolio – analysis of works and composition techniques and presentation of draft composition (work two)</p> <p>or</p> <p><b>Musicology</b> portfolio – research and critical analysis of works, complete first draft of submitted essay (word limit may be approx.)</p>	<p><b>Performance</b> – performance of solo repertoire (work two) and presentation of process portfolio</p> <p>or</p> <p><b>Composition</b> portfolio – Final analysis and evaluation of two original compositions for HSC submission</p> <p>or</p> <p><b>Musicology</b> portfolio – research and critical analysis of works, complete final version of submitted essay.</p>

*School based assessment for the HSC commences Term 4, 2021 and concludes Term 3, 2022.*

**ESTIMATED SUBMISSION**

**Term 1, Week 9**

**Term 3, Week 2**

**Term 3, Week 6**

Component	Outcomes assessed	Outcomes assessed	Outcomes assessed	Weighting
	1-6 depending on area of specialisation	1-6 depending on area of specialisation	1-6 depending on area of specialisation	
Area of Specialisation (Performance, Composition, Musicology)	30	40	30	100
Total	30	40	30	100

## MUSIC EXTENSION - OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	<b>Specialisation: Performance/Composition/Musicology</b>	1,2,3,4,5
AL2	<b>Musicology</b>	2, 3, 6

### Syllabus Outcomes

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

PDHPE	Task 1	Task 2	Task 3	Task 4	<i>School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.</i>
	<b>Research Task</b> <b>Core 2</b> <b>Skill Acquisition</b>	<b>In class task</b> <b>Core 1</b> <b>Health</b> <b>Promotion</b>	<b>Trial HSC</b> <b>Examination</b>	<b>Analysis</b> <b>Improving</b> <b>Performance</b> <b>and Sports</b> <b>medicine</b>	
<i>ESTIMATED SUBMISSION</i>	Term 4, Week 8	Term 1, Week 9	Term 3, Week 4	Term 3, Week 6	
Component	Outcomes assessed H7, H8, H11, H16, H17	Outcomes assessed H1, H2, H3, H4, H5, H14, H15, H16	Outcomes assessed H1–H5, H7–H11, H14– H17	Outcomes assessed H5, H6, H15	Weighting
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Skills in critical thinking, research, analysing and communicating	15	15	20	10	<b>60</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>

## PDHPE - OUTCOMES

Areas of Learning	Description	Syllabus Outcomes
AL 1	Knowledge and understanding of the factors that affect health	H1 H2 H3 H4 H5, H14
AL2	Knowledge and understanding about the way the body moves	H7 H8 H9 H10 H11 .
AL 3	Skills of critical thinking and analysis	H16 H17
AL4	Demonstrate strategies for the management of sports injuries	H13

### Syllabus Outcomes

AH12-1 accounts for the nature of continuity and change in the ancient world

AH12-2 proposes arguments about the varying causes and effects of events and developments

AH12-3 evaluates the role of historical features, individuals and groups in shaping the past

AH12-4 analyses the different perspectives of individuals and groups in their historical context

AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world

AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH12-7 discusses and evaluates differing interpretations and representations of the past

AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

**PHYSICS**

Task 1	Task 2	Task 3	Task 4
<b>Depth Study</b>  Module 5: Advanced Mechanics	<b>Topic Test</b>  Module 5: Advanced Mechanics  Module 6: Electromagnetism	<b>Research Task</b>  Module 7: The Nature of Light	<b>Trial HSC Examination</b>  Modules 5-8
<b>Term 4, Week 9</b>	<b>Term 2, Week 2</b>	<b>Term 2, Week 8</b>	<b>Term 3, Weeks 3/4</b>

*School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.*

<b>Component</b>	<b>Outcomes assessed AL1, AL2, AL3, AL4</b>	<b>Outcomes assessed AL1, AL2, AL3, AL5</b>	<b>Outcomes assessed AL2, AL3, AL6</b>	<b>Outcomes assessed AL1, AL2, AL3, AL4, AL5, AL6, AL7</b>	<b>Weighting</b>
Skills in Working Scientifically	20	15	10	15	<b>60</b>
Knowledge and Understanding	10	5	10	15	<b>40</b>
<b>Total</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

*ESTIMATED  
SUBMISSION*

## PHYSICS – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Designs AND/OR develops scientific question for investigation	PH11/12-1, PH11/12-2
AL2	Conducts a scientific investigation AND/OR processes and analyses data from an investigation	PH11/12-3, PH11/12-4, PH11/12-5
AL3	Solves problems using the scientific process and communicates findings	PH11/12-6, PH11/12-7
AL4	Demonstrates understanding of projectile and circular motion in gravitational fields	PH12-12
AL5	Demonstrates understanding of electromagnetism and its applications	PH12-13
AL6	Demonstrates understanding of the behaviour of light and the development of its model	PH12-14
AL7	Demonstrates understanding of the structure of matter	PH12-15

### Syllabus Outcomes

#### Working Scientifically

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

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

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

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

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

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

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

#### Knowledge and Understanding

**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

**SOCIETY AND CULTURE**

Task 1	Task 2	Task 3	Task 4
<b>Research task</b> Social and cultural continuity and change	<b>Personal Interest Project progress report</b> Personal interest project Research and inquiry methods	<b>Short answer and extended response</b> Belief systems and ideologies	<b>Trial HSC Examination</b> Research and inquiry methods Social and cultural continuity and change Belief systems and ideologies Popular culture
<b>Term 4, Week 10</b>	<b>Term 1, Week 5</b>	<b>Term 2, Week 5</b>	<b>Term 3, Weeks 3/4</b>

*School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.*

<b>ESTIMATED SUBMISSION</b>	<b>Term 4, Week 10</b>	<b>Term 1, Week 5</b>	<b>Term 2, Week 5</b>	<b>Term 3, Weeks 3/4</b>	
<b>Component</b>	<b>Outcomes assessed</b> AL1, AL3, AL5, AL6	<b>Outcomes assessed</b> AL4, AL5	<b>Outcomes assessed</b> AL1, AL3, AL6	<b>Outcomes assessed</b> AL1, AL2, AL3, AL4, AL6	<b>Weighting</b>
Knowledge and understanding of course content	15		15	20	<b>50</b>
Application and evaluation of social and cultural research methods	10	10		10	<b>30</b>
Communication of information, ideas and issues in appropriate forms	5		15		<b>20</b>
<b>Total</b>	<b>30</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>100</b>



## SOCIETY AND CULTURE – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Student develops knowledge and understanding about social and cultural concepts and their application, personal social and cultural identity and interactions within societies and cultures	H1, H2, H3
AL2	Student develops knowledge and understanding about how personal experience and public knowledge interact to develop social and cultural literacy	H4
AL3	A student develops knowledge and understanding about continuity and change, personal and social futures	H5
AL4	A student develops knowledge and understanding about social and cultural research methods	H6
AL5	Students develop skills to apply ethical social and cultural research to investigate and analyse information from a variety of sources	H7, H8
AL6	Students develop skills to communicate information, ideas and issues in appropriate forms to different audiences and in a variety of contexts	H9, H10

### Syllabus Outcomes

H1 evaluates and effectively applies social and cultural concepts

H2 explains the development of personal, social and cultural identity

H3 analyses relationships and interactions within and between social and cultural groups

H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy

H5 analyses continuity and change and their influence on personal and social futures

H6 evaluates social and cultural research methods for appropriateness to specific research tasks

H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias

H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex

H9 applies complex course language and concepts appropriate for a range of audiences and contexts

H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

SOFTWARE DESIGN AND DEVELOPMENT	Task 1	Task 2	Task 3	Task 4	
	Planning and Designing Software Solutions	Topic Test	Design a Solution Package	Trial HSC Examination	
<i>ESTIMATED SUBMISSION</i>	Term 1, Week 4	Term 2, Week 1	Term 3, Week 5	Term 3, Weeks 3/4	
Component	Outcomes assessed AL1, AL3, AL4, AL5, AL6	Outcomes assessed AL1, AL2, AL3, AL4, AL5, AL6	Outcomes assessed AL4, AL5, AL6	Outcomes assessed AL1, AL2, AL3, AL4, AL5, AL6	Weighting
Knowledge and understanding of course content	15	15		20	50
Knowledge and skills in the design and development of software solutions	5	10	25	10	50
<b>Total</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

*School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.*

## SOFTWARE DESIGN AND DEVELOPMENT – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	develop knowledge and understanding about how software solutions utilise and interact with other elements of computer systems	H1.1, H1.2, H1.3
AL2	develop knowledge and understanding of the historical developments that have led to current practices in software design and development, and of emerging trends and technologies in this field	H2.1, H2.2
AL3	Students will develop knowledge and understanding of legal, social, and ethical issues and their effect on software design and development	H3.1, H3.2
AL4	develop skills in designing and developing software solutions	H4.1, H4.2, H4.3
AL5	develop skills in management appropriate to the design and development of software solutions	H5.1, H5.2, H5.3
AL6	develop skills in teamwork and communication associated with the design and development of software solutions	H6.1, H6.2, H6.3, H6.4

### Syllabus Outcomes

H1.1 explains the interrelationship between hardware and software  
H1.2 differentiates between various methods used to construct software solutions  
H1.3 describes how the major components of a computer system store and manipulate data  
H2.1 explains the implications of the development of different languages  
H2.2 explains the interrelationship between emerging technologies and software development  
H3.1 identifies and evaluates legal, social and ethical issues in a number of contexts  
H3.2 constructs software solutions that address legal, social and ethical issues  
H4.1 identifies needs to which software solutions are appropriate  
H4.2 applies appropriate development methods to solve software problems  
H4.3 applies a modular approach to implement well-structured software solutions and evaluates their effectiveness

H5.1 applies project management techniques to maximise the productivity of the software development  
H5.2 creates and justifies the need for the various types of documentation required for a software solution  
H5.3 selects and applies appropriate software to facilitate the design and development of software solutions  
H6.1 assesses the skills required in the software development cycle  
H6.2 communicates the processes involved in a software solution to an inexperienced user  
H6.3 uses and describes a collaborative approach during the software development cycle  
H6.4 develops and evaluates effective user interfaces, in consultation with appropriate people

Sport Lifestyle and Recreation	Task 1	Task 2	Task 3	Task 4	
<i>ESTIMATED SUBMISSION</i>	Healthy Lifestyles	Athletics	Games and Sports Application 2	Individual Games	
	Term 4, Presentations starting Week 7	Term 1, Report due Week 10	Term 2, Coaching sessions starting Week 3 Evaluation Week 10	Term 3, Games coaching starting Week 6	<i>School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.</i>
Component	Outcomes assessed 1.5, 2.3, 3.5, 4.3	Outcomes assessed 1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.4	Outcomes assessed 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	Outcomes assessed 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	Weighting
Knowledge and understanding of course content	15	10	15	10	50
Skills in critical thinking, research methodologies and communication	10	15	10	15	50
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## SPORT LIFESTYLE AND RECREATION - OUTCOMES

Area of Learning	Description	Outcome
AL1	Students develop knowledge and understanding of the factors that influence health and participation in physical activity	1.1 1.2 1.3 1.4 1.5 1.6
AL 2	Students develop knowledge and understanding of the principles that affect quality of performance	2.1 2.2 2.3 2.4 2.5
AL3	The students develop an ability to analyse and implement strategies to promote health, physical activity and enhance performance	3.1 3.2 3.3 3.4 3.5 3.6 3.7
AL4	Students develop a capacity to influence the participation and performance of self and others and an appreciation of an active, healthy lifestyle including movement potential.	4.1 4.2 4.3 4.4 4.5

**VISUAL ARTS**

Task 1	Task 2	Task 3	Task 4
<p><b>Case Study</b></p> <p>Written task based on first 4 Case Studies</p>	<p><b>Body of Work Progress</b></p> <p>Body of Work in progress, and VAPD</p>	<p><b>Trial HSC Examination</b></p>	<p><b>Body of Work/Senior Soiree</b></p> <p>Completed Body of work and VAPD</p>
<b>Term 1, Week 11</b>	<b>Term 2, Week 2</b>	<b>Term 3, Week 3/4</b>	<b>Term 3, Week 6</b>

*School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022.*

<b>ESTIMATED SUBMISSION</b>	<b>Outcomes assessed AL2</b>	<b>Outcomes assessed AL1</b>	<b>Outcomes assessed AL2</b>	<b>Outcomes assessed AL1</b>	<b>Weighting</b>
<b>Component</b>					
Artmaking		15		35	<b>50</b>
Art Criticism and Art History	30		20		<b>50</b>
<b>Total</b>	<b>30</b>	<b>15</b>	<b>20</b>	<b>35</b>	<b>100</b>

## VISUAL ARTS – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	<b>Artmaking:</b> Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.	H1, H2, H3, H4, H5, H6
AL2	<b>Art Criticism and Art History:</b> Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.	H7, H8, H9, H10

### Syllabus Outcomes

<b>H1</b>	initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions
<b>H2</b>	applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
<b>H3</b>	demonstrates an understanding of the frames when working independently in the making of art
<b>H4</b>	selects and develops subject matter and forms in particular ways as representations in art-making
<b>H5</b>	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
<b>H6</b>	demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
<b>H7</b>	applies their understanding of practice in art criticism and art history
<b>H8</b>	applies their understanding of the relationships among the artist, artwork, world and audience
<b>H9</b>	demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
<b>H10</b>	constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

**BUSINESS SERVICES**

Assessment Tasks for Certificate II in Business BSB20115		Cluster C	Cluster D	Cluster E	Cluster F	Trial HSC Exam
		Communicating in the Workplace	Financial Innovation	Working well with others	Working effectively and sustainably	
		Week: 5 Term: 4	Week: 6 Term: 1	Week: 4 Term: 2	Week: 10 Term: 2	
Code	Unit of Competency					HSC Examinable Units of Competency
BSBCMM201	Communicate in the workplace	X				
BSBCUS201	Deliver a service to customers	X				
TLIP2029	Prepare and process financial documents		X			
BSBINN201	Contribute to workplace innovation		X			
BSBWOR203	Work effectively with others			X		
BSBWOR202	Organise and complete daily work activities			X		
BSBIND201	Work effectively in a business environment			X		
BSBSUS201	Participate in environmentally sustainable work practices				X	
BSBITU307	Develop keyboarding speed and accuracy				X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II in Business BSB20115 or a Statement of Attainment towards Certificate II in Business BSB20115

**Schools will 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.



**CONSTRUCTION**

**2022**

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster C	Cluster D	Cluster E	Cluster F	Trial Exam
Assessment due		Term 4, Week 5	Term 1, Week	Term 2, Week 8	Term 3, Week 10	Week: 3/4 Term: 3
Code	Unit of Competency	Reading Plans and Calculating	Formwork	Level a simple slab	Assemble for off-site manufacture	
CPCCCM2001A	Read and interpret plans and specifications	X				<b>HSC Examinable Units of Competency</b>
CPCCCM1015A	Carry out measurements and calculations	X				
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on the ground		X			
CPCCCA2011A	Handle carpentry materials		X			
CPCCCM2006B	Apply basic levelling procedures			X		
CPCCCO2013A	Carry out concreting to simple forms			X		
CPCCCM2005B	Use construction tools and equipment			X		
CPCCCJN2001A	Assemble components				X	
CPCCCJN2002B	Prepare for off-site manufacturing process				X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20221 or a Statement of Attainment towards Certificate II Construction Pathways CPC20221.

**Schools will 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.

**HOSPITALITY**

**School Name: The Forest High School**

**Student Competency Assessment Schedule**

**COURSE: HSC Hospitality - Kitchen Operations Stream**

**2022**

Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster D	Cluster E	Cluster F	Trial HSC Exam
		Food Glorious Food	Working in Industry	Cooking in the Commercial Kitchen	
		Week: 5 Term: 1	Week: 7 Term: 2	Week: 7 Term: 3	
Code	Unit of Competency				HSC Examinable Units of Competency
SITHCCC003	Prepare and present sandwiches	X			
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.



## PLAGIARISM DECLARATION

I ..... of Class .....  
Name

studying ..... with ..... teacher

agree THAT THIS SUBMISSION IS ALL MY OWN WORK. I understand that any work partially or fully plagiarised will incur a penalty of zero marks, and a resubmission of the task to meet learning outcomes will follow. I understand that this decision will be based on the professional judgment of my teacher, using appropriate plagiarism software.

Student Signature: .....

Parent/Guardian Signature: .....

Submission Date: .....

Staple this document, signed and dated, to your submission of transcript.

Class Teacher  
The Forest High School



## GLOSSARY OR KEY WORDS

*Syllabus outcomes, objectives, performance bands and examination questions have keywords that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the High School Certificate documents.*

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

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

Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesis	Putting together various elements to make a whole



### ASSESSMENT TASK APPEAL FORM

HSC Course

- Extension for Assessment Task
- Consideration of Absence
- Illness / Misadventure Appeal

Date: \_\_\_\_\_

Name of Applicant: \_\_\_\_\_

Subject: \_\_\_\_\_ Task: \_\_\_\_\_ Due Date: \_\_\_\_\_

I hereby apply for consideration with respect to the task for the following reasons:  
(Documentary evidence from Parent/Doctor or other sources must be provided other than in exceptional circumstances)


In applying for this special consideration, I assure the Principal that the information given above is accurate and that I am not seeking unfair advantage over other students in this course

Student: \_\_\_\_\_ Parent / Caregiver: \_\_\_\_\_

Recommendation of Teacher / Head Teacher:


Teacher: \_\_\_\_\_

Head Teacher: \_\_\_\_\_

**Note:**

- **Application for an Extension**

This application must be made prior to the due date of the task in time for an alternative time to the negotiated.

- **Application due to a Known Absence**

This application must be made to the Class Teacher and Head Teacher as soon as the student knows that he/she will be absent on the day of an assessment task

- **Application due to an Unexpected Absence**

- The Head Teacher of the subject must be notified as specified in The Forest High School Assessment Policy Document
- The student must see his/her teacher and the Head Teacher immediately on return to school

- **Illness / Misadventure Appeal**

- If the problem has occurred prior to the task then the student must inform his/her teacher (or Year Adviser for formal examinations) before he/she sits for the task that there are reasons why the student feels that he/she may not perform to the usual standard
- In the event of illness or an accident during the task, the student must inform the teacher immediately and complete this form as soon as possible



## REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A HSC COURSE

I have received the letter dated \_\_\_\_\_ indicating that \_\_\_\_\_ (*student name*) is in danger of not having satisfactorily completed

\_\_\_\_\_ (*course name*)

- I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.
- I am also aware that the N Determination may make him/her ineligible for the award of the Higher School Certificate

Parent/Caregiver's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_