

LEETON HIGH SCHOOL

2021

Assessment Policy and Procedures

Year 12



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Information for Students and Parents

Dear Students of Year 12 – HSC 2021,

This booklet is one of the most important documents for your Higher School Certificate. It contains the following vital information:

- School and NSW Education Standards Authority (NESA) rules for your assessment;
- Subject assessment schedules;
- Requirements for University entrance.

Keep this booklet handy and in a safe place. This booklet is to be signed for and serves as *official notification* for your Higher School Certificate assessment, although reminders for tasks will be given at least 10 days in advance.

From the time HSC Assessment begins (Term 4, 2020), students must recognise the importance of all set work in their courses and how the completion of this set work will contribute significantly to success in the Higher School Certificate.

While teachers are responsible for informing students of the requirements for their course, students should, themselves, become familiar with NESA documents in relation to syllabuses for their courses (documents are available in the Library and on the NESA website, www.nesa.edu.au).

Planning and organisation are important steps toward gaining a successful Higher School Certificate. Make certain you read this document carefully and ask for advice and assistance from your teachers, Year Adviser or Deputy Principal at any time.

Attendance at school is considered to be paramount to successful achievement. The School's Attendance Policy can be found on Page 9 of this booklet. Long term absences (i.e. those exceeding 5 days) could impact on satisfactory progression and should be discussed with the Principal.

Page Break

Year 12 Assessment Policy and Procedures

Rationale

Your Higher School Certificate will indicate information about your performance in the Higher School Certificate examinations and about your achievement in each subject during Year 12.

The certificate will indicate a scaled examination mark and a moderated assessment mark for each course of study. The assessment mark before moderation will be determined by your class teacher based on components prescribed by NESA.

The inclusion of the assessment mark on the Higher School Certificate can be very much to your advantage, as it is not based on the mark obtained in a single test or task. The assessment allows your performance in a wide range of activities to be judged. Often these activities cannot be assessed by testing. Tasks will vary according to subject but may include oral work, assignments, field work, practical work and essays. Major examinations such as the Trial HSC will be included.

When does assessment commence?

The assessment period begins in Term 4, 2020 and continues until approximately one month prior to the Higher School Certificate examinations.

Assessment and NESA Requirements

Your moderated assessment mark carries equal weighting to the examination mark for all Board Developed Courses in the Higher School Certificate. The assessment and exam marks are averaged, scaled and the best ten units used to determine the ATAR subject to the following restrictions:

- at least 2 units of English must be included (note English Studies may meet the UAC requirements of two units of English for the calculation of the ATAR);
- at least three Board Developed courses of 2 units or greater must be included;
- courses from at least four subjects must be included;
- at most, 2 units of category B courses may be included in the calculation of the ATAR.

Higher School Certificate

The Higher School Certificate is the highest education award you can gain in New South Wales. It is an internationally recognised credential that can provide access to tertiary, vocational and other employment opportunities.

The Australian Tertiary Admission Rank (ATAR)

The ATAR is calculated from raw HSC examination marks and moderated assessment marks to rank students for university selection purposes. The universities “process” the raw marks and moderated assessment marks and rank students on a scale from 0-99.95 as if they have all been examined on the same group of courses. Each student’s raw HSC marks for each course are scaled and then aggregated across ten units of study. Students are then allocated a *position* in relation to others in the cohort – not the aggregate score itself. The position is reported in the form of a percentile rank referred to as the ATAR.

The highest-ranking group of students receives an ATAR of 99.95. The middle-ranking group receives an ATAR of approximately 66.00 because the cohort also include those students who did not complete Year 12. This explains why the middle-ranking students receive an ATAR in the 60s – higher than the 50.00 mark that many would naturally assume.

How is the assessment recorded on the Higher School Certificate?

The certificate will display a mark, the maximum being 50 marks per unit of study. The mark and ranking are determined by the school but moderated by NESA based on the school’s overall performance in that subject in the higher School Certificate examination. Your ranking and performance in relation to other students will not vary as a result of moderation.

You will not be able to calculate your final assessment as it will be calculated by the NESA statisticians. However, you will be told your ranking in the course after each assessment task and you will be notified of your final ranking. You may appeal your final ranking to the Principal.

Notification of Assessment Tasks

Students are given prior notice of every assessment task. This booklet outlines your assessment tasks for the year and will serve as official notice. A minimum of ten days advance warning will be given prior to the date of completion of each assessment task. Please put these dates in your diary or use the Assessment Task Planner provided (Appendix IV).

Note that there will be a moratorium of two weeks (no assessment tasks are due) before the Trial HSC examinations. In this period of time there are no assessment tasks.

There may be some occasions when this assessment schedule is adjusted. This will be done by negotiation with the School Executive and students at least ten days prior to the original set date. Students will receive written notification of changes. It is important to note that students will need to be aware of their schedules and the impact of any

changes to them. Therefore, any changes to this assessment schedule will not take place without prior approval from the School Executive.

Please note that a supervising teacher can withdraw an assessment task in special circumstances. This, of course, will require prior approval from the Assessment Committee.

Late Submission of Non-Examination Tasks

If a student submits a non-examination task late or fails to submit a task without a legitimate reason he/she will be awarded no mark. An application for assessment task consideration – illness/misadventure (Appendix I) needs to be completed in the event of a late submission of non-examination tasks.

In the case of genuine illness or misadventure causing you to be absent from a task, where feasible, the same or a substitute task may be arranged. If this is not feasible the Principal may approve an estimate based on performance in previous assessment tasks or appropriate evidence.

Examination Tasks

If a student fails to sit for an examination without legitimate reason he/she will be awarded no mark. It is the students' responsibility to immediately advise the school of an inability to do a task and, on return, inform the teacher of the circumstances causing absence from a task. The student must then request approval to complete the same or substitute task. An application for assessment task consideration – illness/misadventure (Appendix I) needs to be completed in the event of missing an examination task. If this is not feasible the Principal may approve an estimate based on performance in previous assessment tasks or appropriate evidence.

Malpractice

Students guilty of malpractice during an assessment task will be penalised by the loss of some or all marks.

Students cheating or attempting to cheat in an examination by copying or referring to the work of other students, the Internet and other references will be penalised by the loss of all marks.

Students presenting work which has been done by another person on their behalf will be awarded no marks. Students found to have plagiarised a large proportion or all of an assessment task will be given an N-Award Warning and required to re-submit the task.

Students will not be permitted to leave during an examination. Failure to adhere to this rule will result in zero (0) marks being awarded.

Please note that failure of technology is not deemed a reasonable excuse for a non-submission of a task. A hard copy must be submitted unless otherwise stated on the assessment notification.

Students who miss classes to complete tasks

Students who are absent before an assessment task will be counselled and monitored. It is not acceptable to be absent from classes or school in order to complete assessment tasks.

Non-serious Attempts

Any non-serious attempt at an assessment task may lead to that student being awarded a zero mark. Non-serious attempts may result from the use of obscene language, derogatory remarks, obscene diagrams etc. in addition to the attempt being so poor as to be considered non-serious. The Head Teacher, in consultation with the teachers involved, shall determine whether the attempt is non-serious. An N-Award Warning may be issued for a non-serious attempt.

Any student found deliberately disrupting an assessment task shall be warned once about the consequences of such behaviour. If this behaviour or similarly disruptive behaviour continues, the student shall be excluded from that task and will be given a zero (0) mark for that task.

Non-Attempts

A student who fails to complete assessment tasks which contribute 50% or more of the final assessment marks in that course may be N-Determined in that course. If the student's other subjects do not make up ten units, the student will not be eligible for the HSC.

Special Allowances

On some occasions, you may be absent for a task, or may experience difficulty in submitting a task. There is a proforma for application for extension/special consideration that will be available at the front office (Appendix II). Acceptable cases for extension/absence for tasks are as follows:

Medical reasons

Should you be sick and not attend on the day of an assessment task or not be able to submit it you must provide a Medical Certificate as evidence of your illness on that day.

Misadventure

Problems do happen. Should an accident or mishap occur students are to submit a written statement and provide supporting evidence eg: Statutory declaration. The statement should be submitted to the Principal.

School Excursions/Sports Trips/VET Work Placement

The school encourages participation in these activities. However, it is vital that trips do not overwhelm students when studying for the Higher School Certificate. As a result, the following rules apply:

- Should you sign up for sports/excursions or have VET work placement, you must inform your teacher at least five days in advance.
- On the day you return to school, you must be prepared to sit your assessment task.
- Assignment tasks must be submitted prior to or on the due date to the teacher.

Non-Assessable Tasks

These are a very important part of your course. Even though they do not form part of your assessment, their completion is compulsory. Failure to satisfactorily complete such tasks will impede your progress, not allow you to complete assessment tasks to your best advantage, or not allow you to satisfactorily complete the course to NESA requirements. You may be given an N-Award Warning for non-completion of course work.

Review of Assessment

A review of the mark awarded in a particular task may be requested within two school days of the return of the task. The teacher and, if necessary, Head Teacher will review the marking of the task and associated recording (see Appendix III).

What if I am dissatisfied with my ranking?

If you are dissatisfied with your ranking you can lodge a written appeal against it. If this rank is significantly different from what you expected, you can request the Principal to review your assessment. You cannot seek a review of a teacher's judgements of worth of individual performance in assessment tasks. In conducting the review, the school will establish whether:

- the weightings used by the school were not those specified by NESA in the subject guides
- the marks awarded were not consistent with the school's assessment policy
- a computational or clerical error had occurred in calculating your assessment.

If the review discovers an error, it will be corrected. If it finds no error, you will be informed. If you are not satisfied with the outcome of the review you may appeal to NESAs which will check to ensure that the school review was carried out correctly.

Will I be told my school assessment mark?

No. Your school reports will contain your progressive assessment rankings as at the time of the report. The mark the school forwards to NESAs remains confidential. This is because the mark will be moderated by the HSC examination and it may change (not your position). Your HSC Result Notice will show a final moderated assessment mark and your examination mark. Even if the school's assessment mark does change after moderation, your school rank order for that course will not change. The school is permitted to give you your marks on individual assessment tasks.

Student Warnings

If at any time it appears that a student is at risk of being given an 'N' (Unsatisfactory) determination in any course, the Principal must:

- advise the student in writing, in time for the problem to be corrected and alert the student to the possible consequences of an 'N' determination;
- advise the parent or guardian in writing if the student is under 18;
- request from the student/parent a written acknowledgement of the warning;
- issue at least one follow-up warning letter;
- retain a copy of the warning notice and other relevant documentation.

The Warning Process

At any time, the student being warned of the risks posed to their HSC may avail themselves of any support the school has to offer, i.e. Student Welfare Teacher, Year Adviser, Regional support and NESAs support.

First Warning

The student warning will be conducted as follows:

- A first N-Award Warning Letter will be sent home. In this letter the opportunity to fulfil the requirements of the tasks or work missing will be given.
- The student may be interviewed by the Class Teacher. In this interview the student will be informed of the need to fulfil his/her responsibilities as a senior student.

Second Warning

- A first N-Award Warning Letter will be sent home. In this letter the opportunity to fulfil the requirements of the tasks or work missing will be given.
- The student may be interviewed by the Class Teacher. In this interview the student will be informed of the need to fulfil his/her responsibilities as a senior student.

An interview with parents of students under 18 years is essential. Consequences of an N-determination are discussed. The school's support structure is available to the student. The student still has the opportunity to rectify the situation.

If an N-Grade (N-Determination) is assigned in one or more courses

If an N-Grade is assigned, the following will occur:

- Enrolment in the course may be cancelled.
- NESAs will be notified.
- The course will not be printed on the Record of Achievement.
- Students who do not meet the minimum 10 units of study will not meet HSC requirements.

An 'N' Warning letter will be issued for the following reasons:

- If a student misses an assessment task or makes a non-serious attempt, including malpractice, a written warning will be issued after notification from the teacher or Head Teacher.
- The student must make a genuine attempt at completing the task or an alternative task by the date outlined on the warning letter. NESAs requires the student be provided with opportunity to redress the situation. A zero mark will apply. Failure to resubmit the task is cause for concern and a parent interview will be necessary.
- Every week staff identify any student who is not making a serious attempt at general school work and therefore placing themselves in a situation where they will not be deemed to have satisfactorily completed the course.
- The Head Teacher will interview all students identified by their teacher as not making a serious attempt. A written warning may be issued by the school. If the student does not complete the work as required, a parent interview may be necessary.
- Every week staff identify any students whose absences from class are of concern. Students who do not attend regularly, or who miss class, cannot be making a serious effort. As a general rule a student who misses in excess of 15% of the available lesson time and has not completed any work missed, would be a potential 'N' Determination.

'N' Determination

If a student is given an 'N' determination because of failure to complete assessment tasks which contribute 50% or more of the final assessment marks in that course, the Principal must:

- insert 'N' in the space for the school assessment mark on the Assessment Collection Schedule;
- advise the student of the determination, its consequences and the student's right to a school review and subsequent appeal to NESAs using the form supplied by NESAs.

The Principal should calculate an assessment mark incorporating the marks for those tasks submitted and a zero for each task not submitted. This information will be required in the case of an appeal to NESAs.

NESAs has **delegated to principals** the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESAs. Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

While NESAs does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's non-completion of course requirements.

Attendance Policy—Post Compulsory Students

Under current legislation in NSW, children are required to remain at school until they have completed Year 10 and then must participate in one or more of the following until they turn 17.

After Year 10 and until the age of 17 students must be:

- in school or
- in approved education or training or
- in full time paid employment.

While at school attendance is monitored regularly. When a student is identified as causing concern in this area a letter will be sent to students and parents/caregivers advising of failure to meet attendance requirements and the consequences of not doing so.

Where a student's poor attendance has become chronic and the student is failing to meet course outcomes and/or Board of Studies requirements the Principal may expel that student from the school. Procedures to be followed are detailed in the Department of Education policy "Procedures for the Suspension and Expulsion of School Students". A copy of this policy is available from the school on request.

Satisfactory course completion criteria are that the student has:

- followed the course developed or endorsed by the Board, and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
- achieved some or all of the course outcomes.

Leave may be granted to cover periods of absence from the school's educational program for short periods, provided that the reason for the absences is substantial and that the progress of the student towards the course outcomes will not be unduly affected.

If it appears that a student is at risk of receiving "N" determination due to lack of attendance and/or application the Principal or nominee will:

- advise the student in time for the problem to be corrected. If the student has been classified as an 'independent student' this advice will be in writing.
- advise the parent or guardian in writing if the student is less than 18 years of age and is not an 'independent student'.
- request from the parent/guardian/student a written acknowledgment of the warning.
- develop a program of improvement in conjunction with the student.
- retain copies of relevant documentation.

The school is also responsible for confirming that Commonwealth funded scheme, such as AbStudy and Youth Allowance, attendance requirements have been met. If a student is absent from school for unapproved reasons for more than five days in a term this may affect their allowance.

Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or 'Not Yet Competent' if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer. **Credit Transfer** will be given for units of competency previously achieved with another RTO.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information). Note:

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.

HSC Examination is only available in some VET courses (refer to the specific course assessment summary for more detailed information).

The exam is optional for students completing the 240-hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only.

The exam is independent of the competency-based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

VET Assessment Schedules will be issued separately to this booklet.

Assessment Schedules

Assessment schedules commence on the following page and are in alphabetical order.

Agriculture

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Farm Product Study	Microbes and Invertebrates	Farming in the 21st Century	Trial HSC Examination	
	Term 4 2020 Week 8	Term 1 2021 Week 6	Term 2 2021 Week 9	Term 3 2021 Week 5/6	
	Outcomes: H3.1, H3.2, H3.3, H3.4	Outcomes: H1.1, H2.1, H2.2	Outcomes: H3.4, H4.1, H5.1	Outcomes: H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	
Knowledge and understanding of course content	10	10	10	10	40
Knowledge, understanding and skills required to manage agricultural production systems	5	10	10	15	40
Skills in effective research, experimentation and communication	5	5	5	5	20
Total %	20	25	25	30	100

Syllabus outcomes

A student:

H1.1 explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production

H2.1 describes the inputs, processes and interactions of plant production systems

H2.2 describes the inputs, processes and interactions of animal production systems

H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products

H3.2 critically assesses the marketing of a plant OR animal product

H3.3 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products

H3.4 evaluates the management of the processes in agricultural systems

H4.1 justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations

H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

Biology

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task <i>Module 5</i>	First-hand Investigation <i>Module 7</i>	Depth Study <i>Modules 6 & 8</i>	Trial HSC Examination	
	Term 4 2020 Week 7	Term 1 2021 Week 8	Term 2 2021 Week 6	Term 3 2021 Week 5/6	
	Outcomes: BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12	Outcomes: BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-14	Outcomes: BIO12-1, BIO12-5, BIO12-6, BIO12-7, BIO12-13, BIO12-15	Outcomes: All outcomes may be assessed.	
Knowledge and understanding of course content	10	5	15	10	40
Skills in working scientifically	10	15	15	20	60
Total %	20	20	30	30	100

Syllabus outcomes

A student:

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

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

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

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

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

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

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

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

Business Studies

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task <i>Operations</i>	Extended Response <i>Marketing</i>	Case Study <i>Finance</i>	Trial HSC Examination	
	Term 4 2020 Week 7	Term 1 2021 Week 10	Term 2 2021 Week 6	Term 3 2021 Week 5/6	
	Outcomes: H1, H2, H5, H7	Outcomes: H3, H5, H6, H7, H8, H9	Outcomes: H4, H6, H7, H8, H9, H10	Outcomes: H2, H3, H4, H5, H6, H9, H10	
Knowledge and understanding of course content	5	10	10	15	40
Stimulus based skills	5	-	10	5	20
Inquiry and research	10	10	-	-	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	25	25	15	100

Syllabus outcomes

A student:

H1 critically analyses the role of business in Australia and globally

H2 evaluates management strategies in response to changes in internal and external influences

H3 discusses the social and ethical responsibilities of management

H4 analyses business functions and processes in large and global businesses

H5 explains management strategies and their impact on businesses

H6 evaluates the effectiveness of management in the performance of businesses

H7 plans and conducts investigations into contemporary business issues

H8 organises and evaluates information for actual and hypothetical business situations

H9 communicates business information, issues and concepts in appropriate formats

H10 applies mathematical concepts appropriately in business situations

Chemistry

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task Poster <i>Module 5</i>	Depth Study <i>Module 6</i>	Research Task <i>Module 7</i>	Trial HSC Examination	
	Term 4 2020 Week 8	Term 1 2021 Week 8	Term 2 2021 Week 5	Term 3 2021 Week 5/6	
	Outcomes: CH12-5, CH 12-6, CH 12-7, CH12-12	Outcomes: CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-7, CH12-13	Outcomes: CH12-5, CH12-6, CH12-7, CH12-14	Outcomes: All outcomes may be assessed.	
Knowledge and understanding of course content	10	10	10	10	40
Skills in working scientifically	10	20	10	20	60
Total %	20	30	20	30	100

Syllabus outcomes

A student:

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

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

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

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

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

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

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

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

Design and Technology

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Project Proposal Presentation	Innovation and Emerging Technologies Case Study	Project Development & Management Report	Trial HSC Examination	
	Term 4 2020 Week 7	Term 1 2021 Week 5	Term 2 2021 Week 8	Term 3 2021 Week 5/6	
	Outcomes: H2.1, H4.1, H4.2	Outcomes: H2.2, H3.1, H3.2, H6.2	Outcomes: H4.3, H5.1, H5.2, H6.1	Outcomes: H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
Knowledge and understanding of course content	-	20	-	20	40
Knowledge and skills in the design, management, communication and production of a major project	20	-	30	10	60
Total %	20	20	30	30	100

Syllabus outcomes

A student:

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

H1.2 relates the practices and processes of designers and producers to the major design project

H2.1 explains the influence of trends in society on design and production

H2.2 evaluates the impact of design and innovation on society and the environment

H3.1 analyses the factors that influence innovation and the success of innovation

H3.2 uses creative and innovative approaches in designing and producing

H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project

H4.2 selects and uses resources responsibly and safely to realise a quality major design project

H4.3 evaluates the processes undertaken and the impacts of the major design project

H5.1 manages the development of a quality major design project

H5.2 selects and uses appropriate research methods and communication techniques

H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices

H6.2 critically assesses the emergence & impact of new technologies & the factors affecting their development

Drama

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Analytical Essay <i>Black Comedy</i>	Individual Project <i>Progressive</i>	Group Performance <i>Progressive</i>	Trial HSC Examination	
	Term 4 2020 Week 10	Term 1 2021 Week 8	Term 2 2021 Week 8	Term 3 2021 Week 5/6	
	Outcomes: H1.3, H1.6, H3.1, H3.2, H3.3	Outcomes: To be advised depending on IP chosen	Outcomes: H1.1, H1.2, H1.4, H1.5, H2.2	Outcomes: H1.4, H1.5, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
Making	10	10	10	10	40
Performing	-	-	20	10	30
Critically Studying	10	10	-	10	30
Total %	20	20	30	30	100

Syllabus outcomes

A student:

H1.1 uses acting skills to adopt and sustain a variety of characters and roles

H1.2 uses performance skills to interpret and perform scripted and other material

H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works

H1.4 collaborates effectively to produce a group-devised performance

H1.5 demonstrates directorial skills

H1.6 records refined group performance work in appropriate form

H1.7 demonstrates skills in using the elements of production

H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions

H1.9 values innovation and originality in group and individual work

H2.1 demonstrates effective performance skills

H2.2 uses dramatic and theatrical elements effectively to engage an audience

H2.3 demonstrates directorial skills for theatre and other media

H2.4 appreciates the dynamics of drama as a performing art

H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance

H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements

H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses

H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies

H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements

English Advanced

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Critical Response <i>Texts and Human Experiences</i>	Critical Response <i>Textual Conversations</i>	Imaginative Response and Reflection <i>Craft of Writing</i>	Trial HSC Examination	
	Term 4 2020 Week 9	Term 1 2021 Week 7	Term 2 2021 Week 9	Term 3 2021 Week 5/6	
	Outcomes: EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	Outcomes: EA12-3, EA12-5, EA12-7, EA12-8	Outcomes: EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	Outcomes: EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
Knowledge and understanding of course content	10	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
Total %	20	25	20	30	100

Syllabus outcomes

A student:

EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 investigates and evaluates the relationships between texts

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

English Extension 1

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Weighting %
	Imaginative Response and Reflection <i>Literary Worlds</i>	Critical Response with Related Text <i>Worlds of Upheaval</i>	Trial HSC Examination	
	Term 4 2020 Week 10	Term 1 2021 Week 9	Term 3 2021 Week 5/6	
	Outcomes: EE12-2, EE12-4, EE12-5	Outcomes: EE12-1, EE12-2, EE12-3, EE12-4	Outcomes: EE12-2, EE12-3, EE12-4, EE12-5	
Knowledge and Understanding of texts and why they are valued	20	15	15	50
Skills in complex analysis composition and investigation	20	15	15	50
Total %	40	30	30	100

Syllabus outcomes

A student:

EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

EE12-3 independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts

EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

English Extension 2

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Weighting %
	Literature Review and Journal	Viva Voce and Journal	Critique of Creative Process and Journal	
	Term 1 2021 Week 5	Term 2 2021 Week 9	Term 3 2020 Week 2	
	Outcomes: EEX12-3, EEX12-4	Outcomes: EEX12-1, EEX12-3, EEX12-4, EEX12-5	Outcomes: EEX12-1, EEX12-3, EEX12-5	
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
Total %	30	40	30	100

Syllabus outcomes

A student:

EEX12-1 demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition

EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea

EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition

English Standard

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Imaginative Response <i>Texts and Human Experiences</i>	Analytical Written Response <i>Close Study of Text</i>	Multimodal Presentation <i>Craft of Writing</i>	Trial HSC Examination	
	Term 4 2020 Week 9	Term 1 2021 Week 6	Term 2 2021 Week 2	Term 3 2021 Week 5/6	
	Outcomes: EN12-1, EN12-3, EN12-5, EN12-7	Outcomes: EN12-1, EN12-2, EN12-3, EN12-4, EN12-7	Outcomes: EN12-2, EN12-3, EN12-4, EN12-9	Outcomes: EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-8	
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	25	20	25	30	100

Syllabus outcomes

A student:

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

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

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

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

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

EN12-6 investigates and explains the relationships between texts

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

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

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

English Studies

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multimodal Presentation <i>Texts and Human Experiences</i>	Research Task <i>On the Road</i>	Reading and Responding <i>We Are Australian</i>	Collection of Classwork <i>All Modules</i>	
	Term 4 2020 Week 9	Term 1 2021 Week 7	Term 2 2021 Week 4	Term 3 2021 Week 1	
	Outcomes: EN12-1, EN12-6, EN12-8, EN12-9	Outcomes: EN12-1, EN12-3, EN12-9	Outcomes: EN12-1, EN12-2, EN12-3, EN12-5	Outcomes: EN12-4, EN12-6, EN12-7, EN12-10	
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
Total %	25	25	20	30	100

Syllabus outcomes

A student:

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short, 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

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 & purposes

ES12-7 represents own ideas in critical, interpretive and imaginative texts

ES12-8 understands and explains the relationships between texts

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

ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Food Technology

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Food Industry Research Task	Food Manufacture Experiment and Preparation	Contemporary Nutrition Issues Investigation	Trial HSC Examination	
	Term 4 2020 Week 7	Term 1 2021 Week 6	Term 2 2021 Week 6	Term 3 2021 Week 5/6	
	Outcomes: H1.2, H1.4, H3.1	Outcomes: H1.1, H4.2	Outcomes: H2.1, H3.2, H4.1 H5.1	Outcomes: H1.1, H1.3, H1.4, H5.1	
Knowledge and understanding of course content	-	-	10	30	40
Knowledge and skills in designing, researching, analysing and evaluating	15	10	5	-	30
Skills in experimenting with and preparing food by applying theoretical concepts	-	15	15	-	30
Total %	15	25	30	30	100

Syllabus outcomes

A student:

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

History Extension

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Weighting %
	Historical Process <i>History Project</i> <i>(Proposal, Process Log, Annotated Sources)</i>	Essay <i>History Project</i>	Trial HSC Examination	
	Term 2 2021 Week 8	Term 2 2021 Week 9	Term 3 2021 Week 5/6	
	Outcomes: HE12-1, HE12-2, HE12-4	Outcomes: HE12-1, HE12-2, HE12-3, HE12-4	Outcomes: HE12-1, HE12-3, HE12-4	
Knowledge and understanding about significant historiographical ideas and processes	10	10	20	40
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	60
Total %	30	40	30	100

Syllabus outcomes

A student:

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

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

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

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

Industrial Technology Metals and Engineering Technologies

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Designing and Planning Presentation	Industry Study	Project Development and Management Report	Trial HSC Examination	
	Term 4 2020 Week 8	Term 1 2021 Week 9	Term 3 2021 Week 2	Term 3 2021 Week 5/6	
	Outcomes: H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	Outcomes: H1.1, H1.2, H3.2, H4.3, H5.1, H5.2, H6.1, H7.1, H7.2	Outcomes: H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H5.1, H5.2, H6.1, H6.2	Outcomes: H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
Knowledge and understanding of course content	5	5	10	20	40
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	60
Total %	20	20	30	30	100

Syllabus outcomes

A student:

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

Industrial Technology Timber Products and Furniture Technologies

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Project Proposal Presentation	Industry Study	Project Development and Management Report	Trial HSC Examination	
	Term 4 2020 Week 8	Term 1 2021 Week 10	Term 2 2021 Week 10	Term 3 2021 Week 5/6	
	Outcomes: H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	Outcomes: H1.1, H1.2, H3.2, H4.3, H5.1, H5.2, H6.1, H7.1, H7.2	Outcomes: H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H5.1, H5.2, H6.1, H6.2	Outcomes: H1.2, H3.1, H3.2, H3.3, H4.3, H6.1, H6.2, H7.1, H7.2	
Knowledge and understanding of course content	5	5	10	20	40
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	60
Total %	20	20	30	30	100

Syllabus outcomes

A student:

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

Japanese Beginners

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Reading <i>School, Leisure, Neighbourhood</i>	Speaking and Listening <i>My personal world, Family, Education</i>	Speaking, Listening and Writing <i>Travelling, Future plan, Part time work</i>	Trial HSC Examination	
	Term 4 2020 Week 9	Term 1 2021 Week 9	Term 2 2021 Week 8	Term 3 2021 Week 5/6	
	Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Speaking	-	10	10	-	20
Listening	-	20	-	10	30
Reading	10	-	10	10	30
Writing	-	-	10	10	20
Total %	10	30	30	30	100

Syllabus outcomes

A student:

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

Legal Studies

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Case Study <i>Crime</i>	Short Answer & Oral Presentation <i>Human Rights</i>	Research <i>Family</i>	Trial HSC Examination	
	Term 4 2020 Week 8	Term 1 2021 Week 9	Term 2 2021 Week 7	Term 3 2021 Week 5/6	
	Outcomes: H1, H2, H3, H4, H7, H8, H9	Outcomes: H1, H2, H3, H9, H10	Outcomes: H1, H2, H3, H6, H7, H8, H9, H10	Outcomes: H1, H2, H3, H4, H5, H6, H7, H9, H10	
Knowledge and understanding of course content	-	10	10	20	40
Analysis and evaluation	10	5	5	-	20
Inquiry and research	10	5	5	-	20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	25	25	25	100

Syllabus outcomes

A student:

H1 identifies and applies legal concepts and terminology

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

H3 analyses the operation of domestic and international legal systems

H4 evaluates the effectiveness of the legal system in addressing issues

H5 explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

H6 assesses the nature of the interrelationship between the legal system and society

H7 evaluates the effectiveness of the law in achieving justice

H8 locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents

H9 communicates legal information using well-structured and logical arguments

H10 analyses differing perspectives and interpretations of legal information and issues

Mathematics Advanced

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment and Class Test <i>Topics: F2, T3</i>	Assignment and Class Test <i>Topics: C2, C4</i>	Assignment/ Investigation <i>Topic: M1</i>	Trial HSC Examination	
	Term 4 2020 Week 8	Term 1 2021 Week 8	Term 2 2021 Week 10	Term 3 2021 Week 5/6	
	Outcomes: MA12-1, MA12-5, MA12-9, MA12-10	Outcomes: MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	Outcomes: MA12-3, MA12-6, MA12-9, MA12-10	Outcomes: All outcomes may be assessed	
Understanding, fluency and communication	10	10	15	15	50
Problem solving, reasoning and justification	10	10	15	15	50
Total %	20	20	30	30	100

Syllabus outcomes

A student:

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

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment and Class Test <i>Topic: P1, V1</i>	Assignment/ Investigation <i>Topic: S1</i>	Assignment and Class Test <i>Topic: C3, V1</i>	Trial HSC Examination	
	Term 4 2020 Week 10	Term 1 2021 Week 10	Term 2 2021 Week 10	Term 3 2021 Week 5/6	
	Outcomes: ME12-1, ME12-2, ME12-6, ME12-7	Outcomes: ME12-5, ME12-6, ME12-7	Outcomes: ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	Outcomes: All outcomes may be assessed	
Understanding, fluency and communication	10	15	10	15	50
Problem solving, reasoning and justification	10	15	10	15	50
Total %	20	30	20	30	100

Syllabus outcomes

A student:

ME12 – 1 applies techniques involving proof or calculus to model and solve problems

ME12 – 2 applies concepts and techniques involving vectors and projectiles to solve problems

ME12 – 3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

ME12 – 4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

ME12 – 5 applies appropriate statistical processes to present, analyse and interpret data

ME12 – 6 chooses and uses appropriate technology to solve problems in a range of contexts

ME12 – 7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Mathematics Standard 1

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class Task <i>Topic: M3, M4, M5</i>	Statistical Investigation <i>Topic: S3</i>	In-class Task <i>Topic: N1, A3</i>	In-class Task <i>Topic: F2</i>	
	Term 4 2020 Week 10	Term 1 2021 Week 8	Term 2 2021 Week 10	Term 3 2021 Week 2	
	Outcomes: MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	Outcomes: MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10	Outcomes: MS1-12-1, MS1-12-6, MS1-12-8, MS1-12-9, MS1-12-10	Outcomes: MS1-12-5, MS1-12-9, MS1-12-10	
Understanding, fluency and communication	10	15	10	15	50
Problem solving, reasoning and justification	10	15	10	15	50
Total %	20	30	20	30	100

*Students who choose to do the Mathematics Standard 1 Higher School Certificate Examination will also complete a Trial HSC Term 3, Week 5/6.

Syllabus outcomes

A student:

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

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment and Class Test <i>Topic: M6, M7</i>	Statistical Investigation <i>Topic: S4, S5</i>	Assignment and Class Test <i>Topic: N2, N3</i>	Trial HSC Examination	
	Term 4 2020 Week 10	Term 1 2021 Week 8	Term 2 2021 Week 4	Term 3 2021 Week 5/6	
	Outcomes: MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	Outcomes: MS2-12-2, MS2-12-7, MS2-12-9, M2-12-10	Outcomes: MS2-12-8, MS2-12-9, MS2-12-10	Outcomes: All outcomes may be assessed	
Understanding, fluency and communication	10	15	10	15	50
Problem solving, reasoning and justification	10	15	10	15	50
Total %	20	30	20	30	100

Syllabus outcomes

A student:

MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms

MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

MS2-12-8 solves problems using networks to model decision-making in practical problems

MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Modern History

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Source Analysis	Take-Home Essay	Historical Analysis	Trial HSC Examination	
	Term 4 2020 Week 8	Term 1 2021 Week 8	Term 2 2021 Week 8	Term 3 2021 Week 5/6	
	Outcomes: MH12-1, MH12-4, MH12-6, MH12-8	Outcomes: MH12-2, MH12-3, MH12-4, MH12-6, MH12-7, MH12-8, MH12-9	Outcomes: MH12-3, MH12-5, MH12-6, MH12-7, MH12-9	Outcomes: MH12-1, MH12-2, MH12-3, MH12-5, MH12-6, MH12-9	
Knowledge and understanding	5	5	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	-	5	20
Historical inquiry and research	5	10	5	-	20
Communication of historical understanding in appropriate forms	-	5	10	5	20
Total %	20	25	25	30	100

Syllabus outcomes

A student:

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

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

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

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

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

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

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

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

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

Music 1

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Performance and Aural Analysis	Composition and Viva Voce	E1 and E2 <i>Details</i>	Trial HSC Examination <i>Aural and E3</i>	
	Term 4 2020 Week 9	Term 1 2021 Week 5	Term 2 2021 Week 9	Term 3 2021 Week 5/6	
	Outcomes: H1, H2, H4	Outcomes: H3, H5, H6, H7, H8	Outcomes: TBA depending on electives chosen	Outcomes: H4, H5 plus outcomes depending on electives	
Core Performance	10	-	-	-	10
Core Composition	-	10	-	-	10
Core Musicology	-	10	-	-	10
Core Aural	10	-	-	15	25
Electives	-	-	30	15	45
Total %	20	20	30	30	100

****NOTE:** As part of the Trial HSC, students will be required to present their ENTIRE HSC program (Core performance, Elective 1, Elective 2 and Elective 3). **This is a non-assessable course requirement.**

Syllabus outcomes

A student:

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

Personal Development, Health and Physical Education (PDHPE)

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Case Study <i>Core 2</i>	Research Report Sports Medicine	Multimodal Presentation <i>Core 1</i>	Trial HSC Examination	
	Term 4 2020 Week 9	Term 1 2021 Week 7	Term 2 2021 Week 9	Term 3 2021 Week 5/6	
	Outcomes: H8, H11, H16, H17	Outcomes: H8, H13, H16, H17	Outcomes: H1, H4, H5, H14, H15, H16	Outcomes: H2, H2, H3, H4, H5, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	15	10	15	20	60
Total %	25	20	25	30	100

Syllabus outcomes

A student:

H1 describes the nature and justifies the choice of Australia's health priorities

H2 analyses and explains the health status of Australians in terms of current trends and groups most a risk

H3 analyses the determinants of health and health inequities

H4 argues the case for health promotion based on the Ottawa Charter

H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities

H6 demonstrates a range of personal health skills that enables them to promote & maintain health (Option1)

H7 explains the relationship between physiology and movement potential

H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity

H9 explains how movement skill is acquired and appraised

H10 designs and implements training plans to improve performance

H11 designs psychological strategies and nutritional plans in response to individual performance needs

H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)

H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)

H14 argues the benefits of health-promoting actions and choices that promote social justice

H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all

H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts

H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Physics

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Depth Study <i>Advanced Mechanics</i>	First-Hand Investigation <i>Electromagnetism</i>	Research Task <i>From the Universe to the Atom</i>	Trial HSC Examination	
	Term 1 2021 Week 2	Term 1 2021 Week 10	Term 3 2021 Week 1	Term 3 2021 Week 5/6	
	Outcomes: PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-12	Outcomes: PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-13	Outcomes: PH12-1, PH12-4, PH12-5, PH12-6, PH12-7, PH12-14	Outcomes: All outcomes may be assessed.	
Knowledge and understanding of course content	5	5	10	20	40
Skills in working scientifically	25	15	10	10	60
Total %	30	20	20	30	100

Syllabus outcomes

A student:

PH12-1 develops and evaluates questions and hypotheses for scientific investigation

PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH12-5 analyses and evaluates primary and secondary data and information

PH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

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

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

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

Science Extension

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Weighting %
	Research Proposal <i>Poster and Oral Presentation</i>	Statistical Analysis <i>Examination</i>	Scientific Research Report and Portfolio	
	Term 1 2021 Week 3	Term 2 2021 Week 4	Term 3 2021 Week 2	
	Outcomes: SE-1, SE-3, SE-6, SE-7	Outcomes: SE-4, SE-5, SE-6	Outcomes: SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7	
Communicating scientifically	10	-	20	30
Gathering, recording, analysing and evaluating data	-	20	10	30
Application of scientific research skills	20	10	10	40
Total %	30	30	40	100

Syllabus outcomes

A student:

SE-1 refines and applies the Working Scientifically processes in relation to scientific research

SE-2 analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry

SE-3 interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan

SE-4 uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets

SE-5 analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research

SE-6 analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets

SE-7 communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

Sport, Lifestyle and Recreation (SLR)

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Coaching Profile <i>Sport Coaching & Training (Theory)</i>	Plan and Analyse Activity <i>Aquatics (Theory)</i>	Lesson Delivery <i>Games and Sports Application (Practical & Theory)</i>	Yearly Examination	
	Term 4, 2020 Week 9	Term 1, 2021 Week 10	Term 2, 2021 Week 5-10 (Ongoing)	Term 3, 2021 Week 5-6 (Ongoing)	
	Outcomes: 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	Outcomes: 1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5	Outcomes: 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	Outcomes: All outcomes may be assessed	
Knowledge and understanding of course content	10	10	20	10	50
Skills in critical thinking, research, analysing and communicating	10	10	20	10	50
Total %	20	20	40	20	100

Syllabus outcomes

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Work Studies

HSC Course 2020-2021

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Group Project <i>Team Enterprise Project</i>	Independent Research project <i>Managing Work Life Commitments</i>	Budget Plan <i>Personal Finance</i>	Case Study <i>Self-Employment</i>	
	Term 4 2020 Week 9	Term 1 2021 Week 7	Term 2 2021 Week 5	Term 3 2020 Week 2	
	Outcomes: 3, 5, 6, 7, 8, 9	Outcomes: 2, 3, 5, 6, 7, 8, 9	Outcomes: 4, 5, 7, 8, 9	Outcomes: 1, 2, 3, 5, 7, 8	
Knowledge and understanding	10	10	10	10	40
Skills	15	15	15	15	60
Total %	25	25	25	25	100

Syllabus outcomes

A student:

- 1 investigates a range of work environments
- 2 examines different types of work and skills for employment
- 3 analyses employment options and strategies for career management
- 4 assesses pathways for further education, training and life planning
- 5 communicates and uses technology effectively
- 6 applies self-management and teamwork skills
- 7 utilises strategies to plan, organise and solve problems
- 8 assesses influences on people's working lives
- 9 evaluates personal and social influences on individuals and groups

Appendix I

Application for Assessment Task Consideration—Illness/Misadventure

Name:		Year:		Date:	
Subject:		Teacher:			

Task No.		Due Date:		Task Weighting	
Task Description					
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Reason for absence: (Attach evidence such as a medical certificate)

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In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student Signature: Date:

Parent/Guardian Signature: Date:

Recommendation of Teacher/Head Teacher

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Signature of Teacher/Head Teacher		Date	
Final Decision		Date	
Principal/DP Signature		Date	
Year Advisor Signature		Date	

Appendix II

Application for HSC Assessment Task Consideration—Extension

Name:		Year:		Date:	
Subject:		Teacher:			

Task No.		Due Date:		Task Weighting	
Task Description					
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I wish to apply for an extension based on consideration of the following factors which may affect my performance in this assessment task. (Attached Evidence where possible).

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In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student Signature: Date:

Parent/Guardian Signature: Date:

Recommendation of Teacher/Head Teacher

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Signature of Teacher/Head Teacher		Date	
Final Decision		Date	
Principal/DP Signature		Date	
Year Advisor Signature		Date	

Appendix III

Application for HSC Assessment Task Consideration—Appeal of the Assessment Procedure

Name:		Year:		Date:	
Subject:		Teacher:			

Task No.		Due Date:		Task Weighting	
Task Description					
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Details of appeal

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In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student Signature: Date:

Parent/Guardian Signature: Date:

Recommendation of Teacher/Head Teacher

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Signature of Teacher/Head Teacher		Date	
Final Decision		Date	
Principal/DP Signature		Date	
Year Advisor Signature		Date	

Appendix IV

Assessment Task Scatter

Week	Term 4
1	
2	
3	
4	
5	
6	
7	Biology Task 1, Business Studies Task 1, Design and Technology Task 1, Food Technology Task 1
8	Mathematics Advanced Task 1, Chemistry Task 1, Legal Studies Task 1, Modern History Task 1 Agriculture Task 1, IT Metal Task 1, IT Timber Task 1
9	English Advanced Task 1, English Standard Task 1, English Studies Task 1 Music 1 Task 1, Japanese Beginners Task 1, PDHPE Task 1, SLR Task 1, Work Studies Task 1
10	Drama Task 1, English Extension 1 Task 1, Mathematics Extension 1 Task 1 Mathematics Standard 1 Task 1, Mathematics Standard 2 Task 1

Week	Term 1
1	
2	Physics Task 1
3	Science Extension Task 1
4	
5	English Extension 2 Task 1, Music 1 Task 2, Design and Technology Task 2
6	English Standard Task 2, Agriculture Task 2, Food Technology Task 2
7	English Advanced Task 2, English Studies Task 2, PDHPE Task 2, Work Studies Task 2
8	Drama Task 2, Mathematics Advanced Task 2, Mathematics Standard 1 Task 2 Mathematics Standard 2 Task 2, Biology Task 2, Chemistry Task 2, Modern History Task 2
9	English Extension 1 Task 2, Japanese Beginners Task 2, Legal Studies Task 2, IT Metal Task 2
10	Mathematics Extension 1 Task 2, Physics Task 2, SLR Task 2, Business Studies Task 2, IT Timber Task 2

Week	Term 2
1	
2	English Standard Task 3
3	
4	English Studies Task 3, Mathematics Standard 2 Task 3, Science Extension Task 2
5	Chemistry Task 3, Work Studies Task 3
6	Biology Task 3, Business Studies Task 3, Food Technology Task 3
7	Legal Studies Task 3
8	Drama Task 3, Japanese Beginners Task 3, Modern History Task 3, History Extension Task 1 Design and Technology Task 3
9	English Advanced Task 3, English Extension 2 Task 2, Music 1 Task 3, PDHPE Task 3 History Extension Task 2, Agriculture Task 3
10	Mathematics Advanced Task 3, Mathematics Extension 1 Task 3, Mathematics Standard 1 Task 3 SLR Task 3, IT Timber Task 3

Week	Term 3
1	English Studies Task 4, Physics Task 3
2	English Extension 2 Task 3, Mathematics Standard 1 Task 4, Science Extension Task 3 IT Metal Task 3, Work Studies Task 4
3	Assessment Moratorium Period
4	
5	Trial HSC English Advanced, English Extension 1, English Standard, Drama, Music, Japanese, Mathematics Advanced, Mathematics Extension 1, Mathematics Standard 2, Biology, Chemistry, PDHPE, Physics, Business Studies, History Extension, Legal Studies, Modern History, Agriculture, Design and Technology, Food Technology, IT Metal, IT Timber
6	
7	
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9	
10	

Year 12 Assessment Task Planner

Week	Term 4
1	
2	
3	
4	
5	
6	
7	
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9	
10	

Week	Term 1
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Week	Term 2
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Week	Term 3
1	
2	
3	Assessment Moratorium Period
4	
5	Trial HSC Examination Period
6	
7	
8	
9	
10	