

**INNOVATION
INSPIRATION
EXCELLENCE**



**2020 HSC Assessment
Schedules Booklet**
Adjusted for Covid-19



Education

INFORMATION FOR STUDENTS

Assessment is the process of identifying, gathering and interpreting information about student achievement. In Stage 6, assessment can be used for a number of purposes, including to:

- assist student learning evaluate and improve teaching and learning programs provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course report on the achievement of each students at the end of a course.

In the context of the Higher School Certificate (HSC), a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- a wider range of syllabus outcomes than may be measured by external examinations alone
- multiple measures and observations made throughout the course rather than a single assessment event.

Assessment tasks are conducted throughout Year 11 and Year 12 and each has a weighting determined by the school within requirements provided by NESA. Each formal task enables teachers to collect information about student achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and where they could make improvements.

In working towards your HSC two things become equally important- your HSC exams and the work that you do at school. Both contribute equally to your final result and the ATAR (for those students seeking this).

The tasks that you undertake at school, throughout each of your courses take on great significance. NESA requires you to satisfactorily complete each course by:

- following the course of study applying yourself with diligence and sustained effort to the tasks and experiences of each course
- achieving some or all of the outcomes of each course you study.

One significant part of satisfactorily completing a course is to undertake the HSC assessment tasks that form part of the course. These are formal assessment tasks over and above normal class work. Your achievement in assessment tasks **CONTRIBUTES 100% OF YOUR FINAL SCHOOL ASSESSMENT RESULT**. These tasks are to be treated seriously. NESA expects all tasks to be completed as **GENUINE ATTEMPTS**. Students who do not complete tasks that comprise at least 51% of the total package, cannot sit for the HSC.

Assessments provide a summative measure of achievement based on:

- a wider range of syllabus outcomes than may be measured in the external examination alone
- multiple measures made throughout the Higher School Certificate course rather than at a single, final examination.

The assessment tasks submitted for each course are intended to reflect students' achievements relative to each other at the end of the HSC course. Such assessments do not include measures of values, attitudes and interests.

TORONTO HIGH SCHOOL HSC ASSESSMENT POLICY

Number and Value of Tasks

The maximum number of formal assessment tasks in Year 12 will be capped at four per subject. Each task is due at a nominated time and each task will have a percentage weighting that goes towards the final school assessment mark for the course. The maximum weighting of a formal examination is 30% for the Year 12 course (see revised guidelines in COVID-19 section).

Nature of Tasks

For each task you will be informed of:

- the scope of each task eg Probability in Mathematics (General)
- the form the task will take eg 10 short answer questions
- the proposed timing and duration of the task eg Tuesday 24 May, 60 minutes
- the weighting allocated to the task e.g. 15%.
- An overview of the assessment program for each course is included in this booklet.

Two weeks' notice will be given with respect to the specific details of any task. This notification will be in writing or posted in the classroom.

You should consult with your teacher on a regular basis to confirm the scheduling of tasks. If you have been absent when assessment information is given out, you must consult with your classroom teacher upon return to school, or earlier if you have been notified verbally because of your absence.

Submission of Tasks

Tasks should be handed in to the classroom teacher at the time notified by the teacher. If the teacher is absent or unavailable, then the task is to be submitted to the Head Teacher of the faculty involved, or, in cases where that is not possible, the Deputy Principal. All tasks should be submitted with your name and the task heading clearly displayed.

Students Absent from Tasks

Students absent from tasks/or absent from school the day a task is due (including school sanctioned events e.g. representation at sporting events, camps, in the event of illness or misadventure etc) should submit a Misadventure Appeal. This form is available from the print room. This is a serious situation, which in the event of an illness or misadventure requires a doctor's certificate or statutory declaration by means of explanation.

You are expected to attend all class lessons the day an assessment task is to be conducted, or due for submission. If you fail to complete or submit an assessment task through absence or illness then you must follow the correct and full process: Contact your teacher or Head Teacher as soon as possible. Telephone if the absence is to be more than two days. Otherwise inform your teacher on the day of your return to school. In cases where a task has been in preparation for some time, the "working notes" of the task must be presented at this time.

Submit a Misadventure Appeal Form, with either doctor's certificate or statutory declaration attached, to the relevant Head Teacher within three days of return to school. In cases of prolonged absence have someone else present the certificate and appeal form for you.

Doctor's certificates are to be obtained the day of the absence, or prior. Provide as much detail as possible to support your case. The HSC Committee will review each case to determine what penalty, if any will be applied.

Absence Because of School Sanctioned Events

An appeals form must be submitted (preferably prior to the absence where possible). A supporting written statement by the relevant Head Teacher is sufficient explanation of the absence.

Outcome of Submitting Appeal Form

If you have a valid reason, such as illness substantiated by a doctor's certificate, or endorsed leave, an extension of time may be granted or a substitute task scheduled. On occasions an estimate may be given. If no appeal form is submitted, expect to be awarded zero marks and have a "NOT ATTEMPTED" recorded against the task.

Misadventures

If you complete an assessment task but consider your performance has been affected by misadventure immediately prior to or during the task, you must also speak with your class teacher and submit a Misadventure Appeal form for consideration by the Committee, within the same time-frame as previously detailed. No task can be submitted or accepted past the due date (i.e. late) without the accompanying Misadventure Appeal form.

Awarding Zero Marks

Where a student has no valid reason for not completing a task, or has made a non-genuine attempt then a zero mark will be recorded. In cases of prolonged absences, where possible, students will complete substitute tasks under supervised conditions in absentia or may complete a comparable task on return to school. In general, if the Committee considers the misadventure to be genuine, marks/grades or estimates will be awarded for the task without alteration. However, prior to final submission to NESAs, the entire pattern will be examined and some adjustments may be made if the results in question are seen to be atypical.

Tasks Delivered Over Extended Periods of Time (eg Oral Tasks)

On occasion, tasks may commence during one period and continue into the next period(s). All students should demonstrate their readiness to perform the task at the commencement of the task time, and must maintain readiness over the extended time. Students absent should follow the appeal process.

Courses Conducted by TAFE

Principals of TAFE colleges are responsible for the issuing of assessment procedures for any courses conducted by their respective colleges. Students from Toronto High School who undertake courses at any TAFE College as part of their HSC preparation will be advised of all of their assessment tasks and commitments by the colleges which they attend.

Malpractice

Cases of malpractice, such as plagiarism or cheating in tasks or examinations will be reviewed by the HSC Assessment Committee. Proven cases will normally be awarded zero marks. This includes being sent out of formal task situations (e.g., sent out of an exam).

Technical Failure

Technical failure is not an excuse for inability to complete tasks on the due date. It is the student's responsibility to back-up any work in progress and keep hard copies of text. Extensions will be given only with HSC Assessment Committee agreement, and if the student can provide proof of work completed. The draft work must be submitted on the due date, accompanied by a Misadventure Appeal form, if any consideration is to be given by the Committee. All such cases will be considered individually.

Multiple Classes for a Course

In instances of more than one class following the same course common tasks, conditions and marking procedures will be followed.

Feedback

You have the right to receive meaningful feedback on performance in individual tasks with an indication of your relative performance and general progress. This may be in the form of marks, grades or written comments.

Disability Provisions for School Assessment Tasks

If you are a student with special needs you should apply in writing to the HSC Assessment Committee for the provision of similar special needs provisions to those available for the HSC examination, (e.g. reader, writer,

additional time, separate supervision). If granted, you will be issued with a card detailing the special provisions. It becomes your responsibility to present this information to the course teacher (or Head Teacher Admin in case of formal exams) at least one week prior to each scheduled Assessment task. This will allow time for the particular provisions to be organised. Please Note: The school will make every effort to replicate provisions granted by NESAs but cannot always guarantee to do so. Students requiring writers, computers etc. must discuss their needs with their Year Adviser as early as possible.

Oral Presentations

Many HSC courses involve outcomes relating to a student's ability to communicate, in both written and oral forms. As such, a number of courses will include an oral presentation as a compulsory assessment task. Students, who have a diagnosed medical or psychological condition which may affect their performance in such a task, may submit a Misadventure Appeal form, prior to the due date of the task. This must be substantiated by a current medical certificate (preferably a specialist medical certificate) for consideration. The HSC Assessment committee may offer alternate conditions for the student to demonstrate their skill in oral communication e.g. reduced audience, pre-recorded tape. The HSC Assessment Committee may also impose a marking penalty for oral tasks presented in such alternate conditions. All such cases will be considered individually. Alternatively, students who are absent from an individual oral task due to illness or other reason, should submit a Misadventure Appeal form in the usual way.

Invalid or Non Discriminating Tasks

The school will follow the advice of NESAs should such instances occur. You should be aware that in some cases an additional task may be added to the task schedule and the original weightings may be modified.

Satisfactory Completion and "N" Determinations

In studying HSC courses you must make a genuine attempt to complete course requirements. As stated these include applying yourself with diligence and sustained effort to the set tasks and experiences provided. To be eligible for the award of the HSC, students must make a serious attempt at assessment tasks which contribute to more than 50% of available school assessment marks. In the case of Extension Courses, students who fail to meet the assessment requirements of the Common part of the course will not receive a result in the course at all.

If at any time you are in danger of not being satisfactory, you will receive an official warning letter from the school. This is an extremely serious step. You will be given the opportunity to redeem satisfactory status but if you choose to ignore the opportunity, a second letter will be issued. If that opportunity is ignored then the school can recommend to NESAs that you have not satisfactorily completed the course. You may not then be eligible for the award of the HSC in that year.

Disputes

The HSC Assessment Review Panel will consider any disputes that cannot be resolved by the class teacher and/or Head Teachers. Any disputes over an individual task must be resolved at the time the task is returned. Application for a school review of assessments and any subsequent appeal to NESAs can only be on the basis of the assessment program and the procedures used in arriving at the final assessment mark. Please Note: THE PRINCIPAL OR HIS NOMINEE HAS THE RIGHT TO MAKE RULINGS IN SPECIAL CASES WHEN EXCEPTIONAL CIRCUMSTANCES MAKE THE PROCEDURES OF THE POLICY INAPPROPRIATE.

Late Entry Into A Course

No student may change courses, or enter a course after the commencement of the HSC assessment program unless the Principal, on advice from the classroom teacher and Head Teacher, is satisfied that the student: has satisfactorily completed the relevant Preliminary course (or equivalent) will be able to complete all HSC course requirements will be able to have calculated a fair and valid assessment mark.

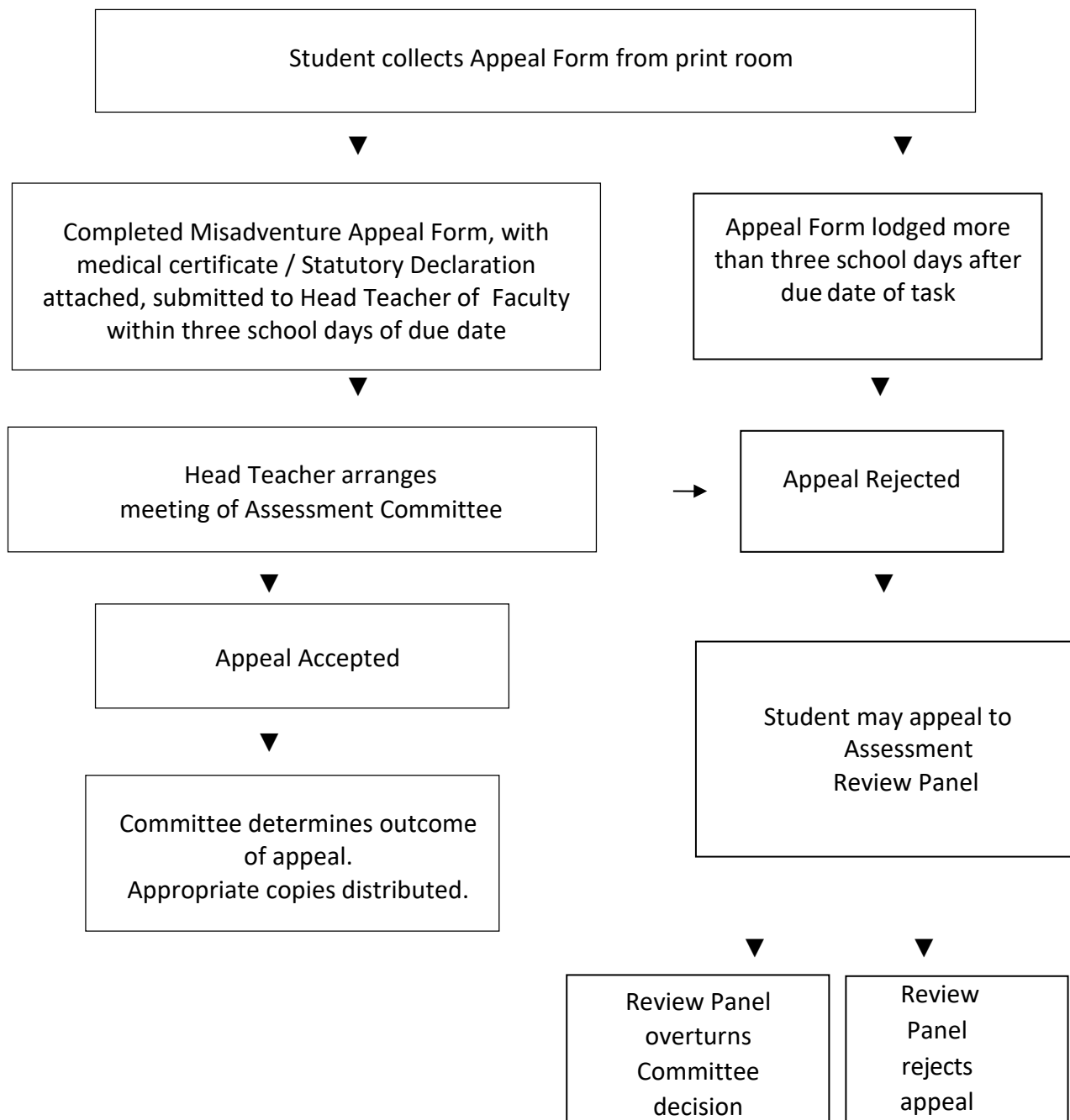
Keeping Students, Parents and Staff Informed

An information meeting will be conducted and Student Information Booklets will be distributed upon commencement of the assessment program. Relevant NESAs documents will be available in the school library and are readily available on the Internet.

MISSED ASSESSMENT TASK

It is the student's responsibility to initiate his/her own appeal.

ACTION:



NB:

1. Student collects form with three school days from task, or of student's return to school.
2. If student was ill, a medical certificate must be supplied.
3. If under age 18 and not self-supporting, parent must sign form as well.

COVID-19

The Higher School Certificate (HSC) exams are going ahead in 2020. NESA will release the HSC written exam timetable by 15 May (Week 3, Term 2). Students will receive their HSC results in mid-December.

Advice to students

These tips will help you, whatever further changes may be made to the HSC:

- Focus on right now
- Keep learning, keep submitting your assessments and listen to your teachers.
- Look after yourself, whether you are at school or at home.
- Reach out to family, friends and your teachers if you need to.
- Go to UAC COVID-19 updates for information about entering university in 2021
- Keep on top of NESA updates regarding COVID-19 and the HSC through the NESA website

School-based HSC assessment

Toronto High School will follow social distancing requirements when planning or undertaking school-based assessment tasks. NESA has given principals and system authorities the power to determine the number, type and weighting of tasks for HSC and Year 11 school-based assessment. This includes making determinations about all mandated tasks that are internally assessed. These changes are reflected in the attached HSC Assessment Schedules which have been adjusted for COVID-19. School based assessment tasks will resume Week 6, Term 2, 2020.

Performance exams

The mandatory group performance exam in Drama has been cancelled for 2020. Other performance exams will be modified if they breach mandatory social distancing requirements.

Practical exams

The due dates have been extended and teachers will provide the final mark for the following components of the 2020 HSC practical exams:

- Industrial Technology: Major Project (Product)
- Visual Arts: Body of Work.

Mandatory work placement in VET

Students are no longer required to undertake NESA-mandated VET work placements.

Applying for HSC disability provisions

NESA advises schools to continue submitting disability provisions applications for the 2020 HSC exams.

Misadventure and Illness

Normal procedures apply. COVID-19 will not be a valid reason for illness/misadventure for any student for HSC exams unless they are directly affected during the exams. For internal school based assessment, individual misadventure and illness will be decided upon on a case by case basis.

Aboriginal Studies– Year 12
Implementation for Year 12 from Term 4, 2019
 Adjusted for Covid-19

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Assignment	Major Project	Research Essay	In-class Examination (Replacing Trial)	
Topic	<i>Social Justice & Human Rights</i>	<i>Research & Inquiry Methods</i>	<i>Aboriginality & The Land</i>		
Timing	Term 4, Week 9 COMPLETED	Term 2 Week 6 Monday 1st June 2020	Term 3 Week 2 Thursday 30th July 2020	Term 3 Week 4 Friday 14th August 2020 Period 4	
Outcomes Assessed	H1.2, H3.1 H3.2, H3.3, H4.3	H4.1, H4.2	H1.1, H1.3, H2.1, H2.2	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3	
Syllabus Components					Weighting %
Knowledge and understanding of content	10%	10%	10%	10%	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives		10%	5%	10%	25
Research and inquiry methods including aspects of the Major Project		15%		5%	20
Communication of information, ideas and issues in appropriate forms	5%	5%		5%	15
Total %	15	40	15	30	100
Additional Subject Information:					

Ancient History– Year 12
Implementation for Year 12 from Term 4, 2019
 Adjusted for COVID-19

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Presentation	Historical Analysis	Analysis and Evaluation of Sources	Short Essay Responses	
Topic	<i>Core</i> (Pompeii and Herculaneum)	<i>Personalities in Their Time</i> (Akhenaten)	<i>Historical Periods</i> (The Julio-Claudians AD14-69)	<i>Ancient Societies</i> (Spartan Society)	
Timing	Term 4, Week 7	Term 1, Week 7	Term 2, Week 6	Term 3, Week 5	
Outcomes Assessed	AH12.2, AH 12.6, AH 12.7, AH 12.10	AH 12.3, AH 12.4, AH 12.5, AH 12.8	AH 12.1, AH 12.2, AH 12.6, AH 12.9	AH 12-1, AH12.5, AH 12-6, AH 12.9	
Syllabus Components					Weighting %
Knowledge and understanding of course content	5%	5%	10%	20%	40
Historical skills in the analysis and evaluation of sources and interpretations		5%	10%	5%	20
Historical inquiry and research	10%	10%			20
Communication of historical understanding in appropriate forms	5%	5%	5%	5%	20
Total %	20	25	25	30	100
Additional Subject Information:					

Biology– Year 12
Implementation for Year 12 from Term 4, 2019
 Adjusted for Covid-19

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Presentation	Research	In-class Test	In-class Test	
Topic	<i>Infectious Disease</i>	<i>Non-Infectious Disease and Disorders</i>	<i>Heredity and Genetic Change</i>	<i>All Topics</i>	
Timing	Term 4, Week 7	Term 1, Week 5	Term 3, Week 2	Term 3, Week 6	
Outcomes Assessed	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO12-14	BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-15	BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13	BIO11/12-6 BIO11/12-7 BIO12-12, BIO12-13 BIO12-14, BIO12-15	
Syllabus Components					Weighting %
Skills in working scientifically	15%	25%	15%	5%	60
Knowledge and understanding of course content	5%	5%	5%	25%	40
Total %	20	30	20	30	100
Additional Subject Information:					

Business Studies–Year 12
Implementation for Year 12 from Term 4, 2019
 Adjusted for Covid-19

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research & Written Class Task	Topic Test	Research / Online Submission	Semester 2 In-class Test	
Topic	<i>Finance</i>	<i>Finance & Marketing</i>	<i>Human Resources or Operations</i>	<i>All Topics</i>	
Timing	Term 4, Week 9	Term 1, Week 8	Term 2, Week 10	Term 3, Week 4	
Outcomes Assessed	H6, H7, H10	H2, H4, H5, H6, H9, H10	H4, H8, H9	H1, H2, H3, H4, H5, H6, H9, H10	
Syllabus Components					Weighting %
Knowledge and understanding of course content		10%	10%	20%	40
Stimulus-based skills		5%	10%	5%	20
Inquiry and research	10%		10%		20
Communication of business information, ideas and issues in appropriate forms	10%			10%	20
Total %	20	15	30	35	100
Additional Subject Information:					

Chemistry-Year 12
Implementation for Year 12 from Term 2, 2020
 Adjusted for Covid-19

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research/Processing and Analysing Data	Examination	Examination	
Topic	<i>Organic Chemistry</i>	<i>Organic Chemistry Equilibrium and Acid Reactions Applying Chemical Ideas</i>	<i>Equilibrium and Acid Reactions Acid/Base Reactions Applying Chemical Ideas</i>	
Timing	Term 4, Week 10	Term 3, Week 2	Term 3, Week 6	
Outcomes Assessed	CH11/12-6, CH12-14	CH11/12-4, CH11/12-5, CH11/12-6, CH12-12, CH12-14, CH12-15	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12/12, CH12-13, CH12/15	
Syllabus Components				Weighting %
Skills in working scientifically	15%	25%	20%	60
Knowledge and understanding of course content	5%	15%	20%	40
Total %	20	40	40	100
Additional Subject Information:	Task 1 will stand and weightings maintained. Task two and three will be 1 hour examination with a focus on HSC examination style questions.			

Community and Family Studies – Year 12

Implementation for Year 12 from Term 4, 2019

Adjusted for Covid-19

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Independent Research Project	Essay	Essay	
Topic		<i>Parenting and Caring</i>	<i>Groups in Context</i>	
Timing	Term 4, Week 9	Term 2, Week 7	Term 3, Week 4	
Outcomes Assessed	H4.1, H4.2	H3.2, H5.1, H5.2	H2.2, H2.3, H3.3	
Syllabus Components				Weighting %
Knowledge and understanding of course content	10%	15%	15%	40
Skills in critical thinking, research methodology, analysing and communicating	10%	25%	25%	60
Total %	20	40	40	100
Additional Subject Information:				

COURSE: HSC 2019-2020 Construction Pathways: Adjusted for Covid-19

Assessment Events for Certificate II in Construction Pathways CPC20211			Event 3	Event 4	Event 5	Class Test	Work Placement 2
			Tiling, Bricklaying or Concreting	Basic Levelling	Major Project		
			Date: Week: 10 Term: 2	Date: Week: 10 Term: 4	Date: Week: 10 Term: 3	Date: Week: 10 Term: 3	Date: Week: 7 Term: 3
Code	Unit of Competency						
CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	Select 1 Field Only	X			X	
CPCCCM2006	Apply basic leveling procedures		X		X		
CPCCCN2005A	Use construction tools and equipment			X	X		
CPCCCM1012A CPCCCM1013A CPCCCM1015A CPCCCM2001A CPCCOHS2001A CPCCM2005A	Work effectively and sustainably Plan and organise work Carry out measurements and calculations Read and interpret plans and specifications Apply OHS requirements, policies and procedures Use construction tools and equipment				X		
CPCCCM1014A	Conduct workplace communication				X		X

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II in Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II in Construction Pathways CPC20211.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or BOSTES reporting requirements.

*** Selected units only to be confirmed by your teacher.**

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". This means a course mark is not allocated.

Dance – Year 12
Implementation for Year 12 from Term 4, 2019
Adjusted for Covid-19

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Core Performance	Major Study	Practical Examination	
Topic	<i>Performance of dance, including process diary and interview</i>	<i>Performance, or submission for Appreciation, of major Work including process diary, reflections and interview</i>	<i>Practical Component (performed in MPC) Core Performance Core Composition Major Study Option: (MSP performance; MSA discussion)</i>	
Timing	Term 4, Week 9	Term 2, Week 8	Term 3, Week 1	
Outcomes Assessed	H2.1, H2.3	H4.2, H4.4, H4.5*	H1.1, H1.2, H1.3*, H1.4*, H2.2, H3.1, H3.2, H3.3*, H3.4, H4.1, H4.3	
Syllabus Components				Weighting %
Performance	15%		5%	20
Composition			20%	20
Appreciation		15%	5%	20
Major Study		25%	15%	40
Total %	15	40	45	100
Additional Subject Information:	<p>All topics studied throughout this course explore the syllabus components of PERFORMANCE, APPRECIATION and COMPOSITION with the additional MAJOR STUDY from one of the areas. This is done through syllabus content and practice.</p> <p><u>Course Overview of Topics:</u> Dance Technique; Dance Technique Applied to Dance Performance; Core Performance Dance; Manipulation of the Elements of Dance; Generating Movement; Francis Rings – <i>Terrain (Bangarra Dance Theatre)</i> and Jiri Kylian – <i>Sarabande</i></p>			

* Note: While values and attitudes outcomes are included, they are not assessed as in the HSC assessment program

Earth and Environmental Science– Year 12

Implementation for Year 12 from Term 4, 2019

Adjusted for Covid-19

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Data Analysis	Research	In-class Test	
Topic	<i>Earth's Processes</i>	<i>Climate Science and Resource Management</i>	<i>All Topics</i>	
Timing	Term 4, Week 8	Term 2, Week 10	Term 3, Week 6	
Outcomes Assessed	EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-7 EES12-15 EES 12-14	EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12, EES12-13 EES12-14, EES12-15	
Syllabus Components				Weighting %
Skills in working scientifically	15%	30%	15%	60
Knowledge and understanding of course content	5%	10%	25%	40
Total %	20	40	40	100
Additional Subject Information:	The Depth study presentation is based on the mandatory depth study that will be 15hrs of class time. <u>Course Overview of Topics:</u> Earth's Processes, Hazards, Climate Science, Resource Management			

Engineering Studies– Year 12
Implementation for Year 12 from Term 4, 2019
 Adjusted for Covid-19

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Bridge Engineering Practical Assignment & Report	Engineering Report	In-class Challenge	
Topic	<i>Civil</i>	<i>Personal and Public Transport & Aeronautical</i>		
Timing	Term 4, Week 7 & 8	Term 2, Week 10	Term 3, Week 7	
Outcomes Assessed	H2.1, H3.1, H4.3, H5.1, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.3, H5.1, H5.2	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2, H4.3	
Syllabus Components				Weighting %
Knowledge and understanding of course content	10%	20%	30%	60%
Knowledge and skills in research, problem solving and communication related to engineering practice	10%	20%	10%	40%
Total %	20	40	40	100%
Additional Subject Information:				

COURSE: HSC 2020 Engineering MEM10105

Student Competency Assessment Schedule Adjusted for Covid-19

Assessment Events for Certificate I in Engineering MEM10105		Event 4	Event 5	Event 7	Event 6	Work Placement *	In Class Exam
		Technical Drawing	Work with others	Quality systems and procedures	Manual Production		
		Date: Week: 7 Term: 4- 2019	Date: Week: 8 Term 3	Date: Week: 10 Term: 2	Date: Week: 8 Term: 3	NIL	Date: Week: 7 Term: 3
Code	Unit of Competency						
MEM09002B	Interpret technical drawing	X					
MEM16007A	Work with others in a manufacturing, engineering or related environment		X				
MEM15024A	Apply quality procedures				X		
MEM15002A	Apply quality systems				X		
MEM03003B	Perform Sheet and Plate assembly			X			
MEM03001B	Perform manual production Assembly			X			

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate I in Engineering MEM10105 or a Statement of Attainment towards a Certificate I in Engineering MEM10105

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA/reporting requirements.

***Selected units only to be confirmed by your teacher.**

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". This means a course mark is not allocated.

English Advanced– Year 12
Implementation for Year 12 from Term 4, 2019
 Adjusted for COVID-19

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Extended Response	Imaginative + Reflection Task	Extended Response	Analytical Response	
Topic	<i>Common Module: Texts and Human Experiences</i>	<i>Module C: The Craft of Writing (Based on Common Module learning)</i>	<i>Module A: Textual Conversations</i>	<i>Module B: Critical Study of Literature</i>	
Timing	Term 1, Week 3	Term 1, Week 5	Term 2, Week 6	Term 3, Week 4	
Outcomes Assessed	1, 3	4, 5	2, 6, 7	8, 9	
Syllabus Components					Weighting %
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%	15%	10%	50
Total %	25	25	25	25	100
Additional Subject Information:	<p>Common Module: Students MUST gather related material relevant to the Module: Texts and Human Experiences. Students should aim to choose material from a variety of textual forms.</p> <p>All Reading: Students should aim to read ALL texts in the Christmas holiday break. They should re-read <i>Henry IV Part 1</i> prior to the start of Term 2. They should read one of the prescribed poems aloud every night for the duration of 2019-2020.</p> <p><u>Common Module:</u> Texts and Human Experiences- 1984 Orwell, George (prose fiction)</p> <p><u>Module A:</u> Textual Conversations- Plath, Sylvia and Hughes, Ted (poetry)</p> <p><u>Module B:</u> Critical Study of Literature- <i>Henry IV part 1</i> Shakespeare, William</p> <p><u>Module C:</u> The Craft of Writing- <i>Father and Child</i> Harwood, Gwen (poetry) and <i>Picture a Vacuum</i> Tempest, Kate (performance poetry)</p>				

English Standard– Year 12
Implementation for Year 12 from Term 4, 2019
 Adjusted for COVID-19

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Multi-Modal Task	Imaginative + Reflection Task	Analytical Response	Analytical Response	
Topic	<i>Common Module: Texts and Human Experiences</i> (MUST include student selected related material)	<i>Module C: The Craft of Writing</i>	<i>Module A: Language Identity and Culture</i>	<i>Module B: Close Study of Literature</i>	
Timing	Term 4, Week 9	Term 1, Week 5	Term 2, Week 8	Term 3, Week 7	
Outcomes Assessed	2, 4, 6	5, 9	3, 5	1, 7, 8	
Syllabus Components					Weighting %
Knowledge and understanding of course content	15%	10%	15%	10%	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	25	25	100
Additional Subject Information:	<p><u>Course Overview:</u> <i>Common Module:</i> Text and Human Experience - Students MUST supplement their studies by researching and analysing additional relevant related texts. (Slessor, Kenneth, <i>Selected Poems</i>, A & R Classics/HarperCollins, 2014, ISBN: 9780732299361 (p) 'Wild Grapes', 'Gulliver', 'Out of Time', 'Vesper-Song of the Reverend Samuel Marsden', 'William Street', 'Beach Burial')</p> <p><i>Module A:</i> Language, Identity and Culture (Sitch, Rob, <i>The Castle</i>, Roadshow, 1997 (f))</p> <p><i>Module B:</i> Close Study of Literature (Haddon, Mark, <i>The Curious Incident of the Dog in the Night-time</i>, Red Fox/Random House, 2014, ISBN: 9781782953463)</p> <p><i>Module C:</i> Craft of Writing (Text List TBA)</p>				

English Studies– Year 12
Implementation for Year 12 from Term 4, 2019
 Adjusted for COVID-19

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Multi-Modal Task (Common Module MUST include student selected related material)	Persuasive Response	Portfolio Task	
Topic	<i>Common Module: Texts and Human Experiences</i>	<i>Module C: On The Road - English and the Experience of Travel</i>	<i>Common Module Module C Module A</i>	
Timing	Term 4, Week 10	Term 2, Week 7	Term 3 , Week 6	
Outcomes Assessed	1, 5, 8	2, 3, 9	4, 6, 7, 10	
Syllabus Components				Weighting %
Knowledge and understanding of course content	15%	15%	20%	50
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	10%	15%	25%	50
Total %	25	30	45	100
Additional Subject Information:	<p>Common Module: Students MUST supplement their studies by researching and analysing additional relevant related texts. Students must read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts. This must include at least one substantial print text and one substantial multi-modal text.</p> <p><u>Course Overview:</u> Common Module: Texts and Human Experience (Daldry, Stephen, <i>Billy Elliot</i>, Universal, 2000 (f)) Module C: On the Road (Producer and director Russ Malkin, <i>Long Way Round</i> (nf)) Module A: We Are Australians (Williamson, David, <i>The Club</i> (p))</p>			

Exploring Early Childhood– Year 12

Implementation for Year 12 from Term 4, 2019

Adjusted for Covid-19

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Study & Practical	Revision Task	Practical/Research Task	
Topic	<i>Food and Nutrition</i>	<i>All Related Modules</i>	<i>Play and the Developing Child</i>	
Timing	Term 4, Week 9	Term 2 Week 9	Term 3, Week 7	
Outcomes Assessed	1.3, 1.4, 1.5, 6.2	1.1, 1.2, 1.3, 1.4,1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 2.3, 2.4, 2.5, 3.1	3.1, 4.1, 4.2, 6.1	
Syllabus Components				Weighting %
Knowledge & Understanding	10%	35%	5%	50
Skills	15%		35%	50
Total %	25	35	40	100
Additional Subject Information: <u>Course Overview</u>	Exploring Early Childhood Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.			

Food Technology– Year 12
Implementation for Year 12 from Term 4, 2019
 Adjusted for Covid-19

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research	Case Study & Practical	In-class Examination	Research & Practical	
Topic	<i>The Australian Food Industry</i>	<i>Food Manufacture</i>	<i>Contemporary Nutrition Issues</i>	<i>Food Product Development</i>	
Timing	Term 4, Week 8	Term 1, Week 8	Term 3, Week 2	Term 3, Week 6	
Outcomes Assessed	H1.2, H1.4, H3.1	H1.1, H4.2	H1.1, H1.2, H1.4, H2.1, H3.1, H3.2, H4.2, H5.1	H1.3, H4.1	
Syllabus Components					Weighting %
Knowledge and understanding of course content	5%	5%	20%	10%	40
Knowledge and skills in designing, researching, analysing and evaluating	10%		10%	10%	30
Skills in experimenting with and preparing food by applying theoretical concepts		20%		10%	30
Total %	15	25	30	30	100
Additional Subject Information:					

Industrial Technology– Year 12
Implementation for Year 12 from Term 4, 2019
 Adjusted for Covid-19

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Major Project Proposal	Industry Study	Major Project & Folio	In-class Test	
Topic	<i>Folio</i>	<i>Industry Extended Responses</i>	<i>Practical & Folio</i>		
Timing	Term 4, Week 9	Term 1, Week 4	Term 3, Week 3	Term 3, Week 5	
Outcomes Assessed	H3.1, H3.2, H5.1, H6.1	H1.1, H1.2, H1.3, H7.1, H7.2	H2.1, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H4.3, H6.1, H6.2, H7.1, H7.2	
Syllabus Components					Weighting %
Knowledge and understanding of course content		20%		20%	40
Knowledge and skills in the design, management, communication and production of a major project	15%		40%	5%	60
Total %	15	20	40	25	100
Additional Subject Information:					

Legal Studies– Year 12
Implementation for Year 12 from Term 4, 2019
 Adjusted for Covid-19

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research	Essay	In-Class Test	
Topic	<i>Human Rights</i>	<i>Crime</i>	<i>Consumers Contemporary Issues</i>	
Timing	Term 4, Week 8	Term 2, 11 th June Period 2	Term 3, 5 th August Period 3	
Outcomes Assessed	H8, H9, H10	H1, H7, H8, H9, H10	H4, H5, H10	
Syllabus Components				Weighting %
Knowledge and understanding of course content	5%	15%	15%	35
Analysis and evaluation		15%	15%	30
Inquiry and research	10%		5%	15
Communication of legal information, issues and ideas in appropriate forms	5%	5%	10%	20
Total %	20	35	45	100
Additional Subject Information:				

Mathematics Advanced – Year 12
Implementation for Year 12 from Term 4, 2019
 Adjusted for COVID-19

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Investigative Assignment	Class Test	Online Test	Class Test	
Topic	<i>MA-S2: Statistics</i>	<i>MA-F2: Functions, MA-T3: Trigonometric Functions and Graphs, MA-C2: Calculus, MA-C3: Calculus</i>	<i>MA-C4: Calculus</i>	<i>MA-S3: Statistics, MA-M1: Financial Mathematics</i>	
Timing	Term 4, Week 7	Term 1, Week 8	Term 2, Week 7	Term 3, Week 4	
Outcomes Assessed	MA12-8, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-9, MA12-10	MA12-3, MA12-7, MA12-9, MA12-10	MA12-2, MA12-4, MA12-8	
Syllabus Components					Weighting %
Understanding, Fluency and Communication	10%	12.5%	12.5%	15%	50
Problem Solving, Reasoning and Justification	10%	12.5%	12.5%	15%	50
Total %	20	25	25	30	100
Additional Subject Information:	<p>MA12-1 Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts.</p> <p>MA12-2 Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques.</p> <p>MA12-3 Applies calculus techniques to model and solve problems.</p> <p>MA12-4 Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems.</p> <p>MA12-5 Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs.</p> <p>MA12-6 Applies appropriate differentiation methods to solve problems.</p> <p>MA12-7 Applies the concepts and techniques of indefinite and definite integrals in the solution of problems.</p> <p>MA12-8 Solves problems using appropriate statistical processes.</p> <p>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.</p> <p>MA12-10 Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context.</p>				

Mathematics Extension 1 – Year 12

Implementation for Year 12 from Term 4, 2019

Adjusted for COVID-19

Task Number	Task 1	Task 2	Task 3		
Nature of Task	Class Test	Online Test	Class Test		
Topic	<p><i>ME-C1.2: Exponential Growth and Decay</i> <i>ME-P1: Proof by Mathematical Induction</i> <i>ME-V1.1: Introduction to Vectors</i> <i>ME-V1.2: Further Operations with Vectors</i></p>	<p><i>ME-T3: Trigonometric Equations</i> <i>ME- C3.2: Differential Equations</i></p>	<p><i>ME-S1.1: Bernoulli and Binomial Distributions</i> <i>ME-S1.2: Normal Approximation for the Sample Proportion</i> <i>ME-C2 Further Calculus Skills</i> <i>C3.1: Further Area and Volumes of Solids of Revolution</i></p>		
Timing	Term 4, Week 9	Term 2, Week 8	Term 3, Week 5		
Outcomes Assessed	ME12-1, ME12-2, ME12-4, ME12-7	ME12-1, ME12-3, ME12-4, ME12-7	ME12-1, ME12-4, ME12-5, ME12-6		
Syllabus Components				Weighting %	
Understanding, Fluency and Communication	12.5%	17.5%	20%	50	
Problem Solving, Reasoning and Justification	12.5%	17.5%	20%	50	
Total %	25	35	40	100	
Additional Subject Information:	<p>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</p>				

Mathematics Extension 2 – Year 12
Implementation for Year 12 from Term 4, 2019
 Adjusted for COVID-19

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Investigative Assignment	Online Test	Class Test	
Topic	<i>MEX-N1 Introduction to Complex Numbers</i>	<i>MEX-N2 Using Complex Numbers</i> <i>MEX-V1 Vectors</i>	<i>MEX-P1 The Nature of Proof</i> <i>MEX-P2 Further Proof by Mathematical Induction</i> <i>MEX-V1 Further Work with Vectors</i> <i>MEX-M1 Applications of Calculus to Mechanics</i>	
Timing	Term 4, Week 9	Term 2, Week 9	Term 3, Week 5	
Outcomes Assessed	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-4, MEX12-7	MEX12-2, MEX12-3, MEX12-6, MEX12-7, MEX12-8	
Syllabus Components				Weighting %
Understanding, Fluency and Communication	10%	20%	20%	50
Problem Solving, Reasoning and Justification	10%	20%	20%	50
Total %	20	40	40	100
Additional Subject Information:	<p>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.</p> <p>MEX12-2 Chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings.</p> <p>MEX12-3 Uses vectors to model and solve problems in two and three dimensions.</p> <p>MEX12-4 Uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems.</p> <p>MEX12-6 Uses mechanics to model and solve practical problems.</p> <p>MEX12-7 Applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems.</p> <p>MEX12-8 Communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument.</p>			

Mathematics Standard 1 – Year 12

Implementation for Year 12 from Term 4, 2019

Adjusted for COVID-19

Task Number	Task 1	Task 2	Task 3	
Nature of Task Topic	Assignment <i>M5: Scale Drawings F2: Investment</i>	Assignment <i>N1: Networks and Shortest Paths</i>	Class Test <i>A3.1: Simultaneous Linear Equations M3: Right-angled Triangles S3.2: Exploring & Describing Data arising from two Quantitative Variables M4: Rates A3.2: Graphs of Practical Situations</i>	
Timing	Term 4, Week 10	Term 2, Week 9	Term 3, Week 4	
Outcomes Assessed	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-10	MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-6, MS1-12-7, MS1-12-10	
Syllabus Components				Weighting %
Understanding, Fluency and Communication	10%	20%	20%	50
Problem Solving, Reasoning and Justification	10%	20%	20%	50
Total %	20	40	40	100
Additional Subject Information:	<p>MS1-12-1: uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts</p> <p>MS1-12-2: analyses representations of data in order to make predictions and draw conclusions</p> <p>MS1-12-3: interprets the results of measurements and calculations and makes judgements about their reasonableness</p> <p>MS1-12-4: analyses simple two-dimensional and three-dimensional models to solve practical problems</p> <p>MS1-12-5: makes informed decisions about financial situations likely to be encountered post-school</p> <p>MS1-12-6: represents the relationships between changing quantities in algebraic and graphical forms</p> <p>MS1-12-7: solves problems requiring statistical processes</p> <p>MS1-12-8: applies network techniques to solve network problems</p> <p>MS1-12-9: chooses and uses appropriate technology effectively and recognises appropriate times for such use</p> <p>MS1-12-10: uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others</p>			

Mathematics Standard 2 – Year 12

Implementation for Year 12 from Term 4, 2019

Adjusted for COVID-19

Task Number	Task 1	Task 2	Task 3		
Nature of Task	Class Test	Assignment	Class Test		
Topic	<p><i>MS-A4.1 Simultaneous Linear Equations</i></p> <p><i>MS-A4.2 Non-Linear Relationships</i></p>	<p><i>MS-N2 Network Concepts</i></p> <p><i>N3 Critical Path Analysis</i></p>	<p><i>MS-F4 Investments and Loans</i></p> <p><i>F5 Annuities</i></p> <p><i>S4 Bivariate Data Analysis</i></p> <p><i>S5 The Normal Distribution</i></p> <p><i>M4 Rates and Ratios</i></p> <p><i>M6 Non-Right-Angled Trigonometry</i></p>		
Timing	Term 4, Week 9	Term 2, Week 9	Term 3, Week 4		
Outcomes Assessed	MS2-12-1, MS2-12-6, MS2-12-10	MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-7, MS2-12-10		
Syllabus Components					Weighting %
Understanding, Fluency and Communication	10%	20%	20%	20%	50
Problem Solving, Reasoning and Justification	10%	20%	20%	20%	50
Total %	20	40	40	40	100
Additional Subject Information:	<p>Outcome MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts</p> <p>Outcome MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions</p> <p>Outcome 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</p> <p>Outcome MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems</p> <p>Outcome MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments</p> <p>Outcome MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms</p> <p>Outcome MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data</p> <p>Outcome MS2-12-8 solves problems using networks to model decision-making in practical problems</p> <p>Outcome 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</p> <p>Outcome MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response</p>				

Modern History– Year 12
Implementation for Year 12 from Term 4, 2019
 Adjusted for Covid-19

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Class Test	Research Task	Historical Analysis	In class examination	
Topic	<i>Core Study: Power and Authority in the Modern World 1919–1946</i> (Germany 1919-1946)	<i>Change in the Modern World</i> (Option C: Civil Rights in the USA 1945–1968)	<i>National Studies</i> (Japan 1904-1937)	<i>Core Study</i> <i>Peace and Conflict</i> (Conflict in Europe 1935-1945)	
Timing	Term 4, Week 10	Term 1, Week 8	Term 2, Week 7	Term 3, Week 4	
Outcomes Assessed	MH12-1, MH12-2, MH12-3, MH12-4, MH12-9	MH12-3, MH12-7, MH12-8, MH12-9	MH12-3, MH12-5, MH12-6, MH12-9	ALL	
Syllabus Components					Weighting %
Knowledge and understanding of course content	10%		10%	20%	40
Historical skills in the analysis and evaluation of sources and interpretations	5%		10%	5%	20
Historical inquiry and research		20%			20
Communication of historical understanding in appropriate forms	5%	5%	5%	5%	20
Total %	20	25	25	30	100
Additional Subject Information:					

Music 1 – Year 12
Implementation for Year 12 from Term 4, 2019
Adjusted for COVID-19

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Presentation or Submission Topic 1 Elective	Composition Topic 2 Presentation or Submission of Topics 2 and 3 Electives	Aural Skills Exam Core Performance	
Topic	<i>Presentation of performance or composition portfolio or musicology outline and viva voce. Written response using concept-based analysis to self-directed listening excerpt selected from within Topic 1.</i>	<i>Composition portfolio. Presentation of performance or composition portfolio or musicology outline and viva voce based on topics 2 and 3.</i>	<i>Short answer responses to four aural excerpts. Solo performance demonstrating an understanding of harmonic, melodic and/or rhythmic features of the chosen style.</i>	
Timing	Term 4, Week 10	Term 2, Week 9	Term 3, Week 7	
Outcomes Assessed	H1–11*	H1-11*	H1, H2, H4, H6, H8, H9, H10, H11	
Syllabus Components				Weighting %
Performance			10%	10
Composition		10%		10
Musicology	10%			10
Aural			25%	25
Electives	15%	30%		45
Total %	25%	40%	35%	100
Additional Subject Information:	<p>Course Outcomes: Develop the ability to perform solo or as part of a group in various styles. Develop the ability to compose, showing an understanding of the Concepts of Music. Develop the ability to aurally analyse different musical genres demonstrating an understanding of stylistic features and techniques used in music. All topic worksheets, textbooks, audio visual excerpts and other relevant resources are stored in the Staff Data / Curriculum folder and on Canvas. Topic 1 – Rock music - Music of a group, style, innovations, music of a solo performer, role of improvisation, technology in rock music, world music and the music of a composer. Topic 2 – Music of the 20th and 21st Centuries - A style, the music of a composer, a genre, popular music, art music, impact of technology and role of improvisation. Topic 3 – An Instrument and its Repertoire - Solo instrumental music, changes to instruments, vocal/instrumental music with or without accompaniment, impact of technology and role of improvisation.</p>			

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

PDHPE - Year 12

Implementation for Year 12 from Term 4, 2019

Adjusted for COVID-19

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	In class analysis	Essay	Research Task	In-class Examination	
Topic	<i>Sports Medicine</i>	<i>Core 2: Factors Affecting Performance</i>	<i>Core 1: Health Priorities in Australia</i>	<i>Improving Performance Sports Medicine</i> <i>Core 1</i> <i>Core 2</i>	
Timing	Term 4, Week 8	Term 1, Week 9	Term 2, Week 10	Term 3, Week 6	
Outcomes Assessed	H8, H13	H8, H11, H16, H17	H2, H3, H5	H4, H7, H13, H10	
Syllabus Components					Weighting %
Knowledge and understanding of course content	10%	10%	10%	10%	40
Skills in critical thinking, research, analysing and communicating	10%	20%	20%	10%	60
Total %	20	30	30	20	100
Additional Subject Information:					

Physics- Year 12
Implementation for Year 12 from Term 4, 2019
 Adjusted for Covid-19

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Practical	Processing and Analysing Data	Research Task	In-class Test	
Topic	<i>Electromagnetism</i>	<i>The Nature of Light</i>	<i>From the Universe to the Atom</i>	<i>Advanced Mechanics</i>	
Timing	Term 4, Week 10	Term 1, Week 8	Term 2, Week 10	Term 3, Week 3	
Outcomes Assessed	PH11/12-2 PH11/12-3 PH11/12-6 PH11/12-7 PH12-13	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14	PH11/12-3 PH11/12-5 PH11/12-7 PH12-15	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12	
Syllabus Components					Weighting %
Skills in working scientifically	15%	15%	15%	15%	60
Knowledge and understanding of course content	5%	10%	10%	15%	40
Total %	20	25	25	30	100
Additional Subject Information:	<u>Course Overview of Topics:</u> Electromagnetism, Advanced Mechanics, The Nature of Light, From the Universe to the Atom				

COURSE: HSC 2019-2020

SIR30216 Certificate III in Retail

Student Competency Assessment Schedule

Adjusted for Covid-19

Assessment Events for SIR30216 Certificate III in Retail		Event 4	Event 5	Event 6	Work Placement 2	Final Exam
		Sales Pitch	Relationships and Loyalty	Maintaining Order		
		Date: Week: 10 Term: 4	Date: Week: 7 Term: 2	Date: Week: 10 Term: 2	Date: Week: Term:	Date: Week: 3 Term: 3
Code	Unit of Competency					
SIRXSL001	Sell to the retail customer	X				
SIRXPDK001	Advise on products and services	X				
SIRXSL002	Follow point-of-sale handling procedures	X				
SIRXCEG002	Assist with customer difficulties		X			
SIRXCEG003	Build customer relationships and loyalty		X			
SIRRRTF001	Balance and secure point-of-sale terminal			X		
SIRXIND002	Organise and maintain the store environment			X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Retail SIR30216 or a Statement of Attainment towards a Certificate III in Retail SIR30216.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting 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”. This means a course mark is not allocated.

Science Extension– Year 12
Implementation for Year 12 from Term 4, 2019
 Adjusted for Covid-19

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Literature Review (of developed scientific research question)	Statistical Case Study	Scientific Research Report	
Topic	<i>The Scientific Research Proposal</i>	<i>The Data, Evidence and Decisions</i>	<i>The Scientific Research Report</i>	
Timing	Term 1, Week 4	Term 2, Week 10	Term 3, Week 6	
Outcomes Assessed	SE-1, SE-3, SE-6, SE-7	SE-4, SE-5, SE-7	SE-1, SE-7	
Syllabus Components				Weighting %
Communicating scientifically	15%	5%	10%	30
Gathering, recording, analysing and evaluating data	5%	15%	10%	30
Application of scientific research skills	10%	10%	20%	40
Total %	30	30	40	100
Additional Subject Information:	Online HSC examination. Submission of a Mandatory Scientific Research Report and Portfolio. <u>Course Overview of Topics:</u> Foundations of Scientific Thinking; The Scientific Research Proposal; The Data, Evidence and Decisions and The Scientific Research Report.			

Society and Culture– Year 12
Implementation for Year 12 from Term 4, 2019
 Adjusted for Covid-19

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Application of Methodologies	Report	In-class Test	
Topic	<i>Core: Social & Cultural Continuity and Change</i>	<i>Depth Study A</i>	<i>All</i>	
Timing	Term 1, Week 1	Term 2, Week 6	Term 3, Week 3	
Outcomes Assessed	H1,H3,H4,H5, H6,H7,H10	H1,H2,H3,H5, H7,H8,H9,H10	H1,H2,H3,H5, H7,H9,H10	
Syllabus Components				Weighting %
Knowledge and understanding of course content	10%	10%	30%	50
Application and evaluation of social and cultural research methods	10%	20%		30
Communication of information, ideas and issues in appropriate forms		10%	10%	20
Total %	20	40	40	100
Additional Subject Information:	<p>Course Overview of Topics Core-Personal Interest Project (30% course time) Outcomes: H1,H4,H5,H6,H7,H8,H9,H10 Components: Introduction, Log, Central Material, Conclusion, Resource List</p> <p>Depth Study: Two to be chosen from the following- -Popular Culture -Belief Systems and Ideologies -Social Inclusion and Exclusion -Social Conformity and Nonconformity</p>			

Sport Lifestyle and Recreation Studies (SLR) - Year 12

Implementation for Year 12 from Term 4, 2019

Adjusted for COVID-19

Task Number	Task 1	Task 2	Task 3	
Nature of Task	In Class Task	Take Home Scenario Task	In-class Examination	
Topic	<i>Resistance Training</i>	<i>First Aid and Sports Injuries</i>	<i>Resistance Training, First Aid and Sports Injuries Sports Administration</i>	
Timing	Term 4- 2019 Week 8 <i>Already Completed</i>	Term 2- 2020 Week 10 July 1 - Period 5	Term 3 2020 Week 5 August 20 - Periods 3 & 4	
Outcomes Assessed	2.1, 2.2, 2.3, 2.5, 3.3	1.3, 2.5, 3.6, 4.5	1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.5, 3.2, 3.3, 3.6, 4.2, 4.5	
Syllabus Components				Weighting %
Knowledge and understanding of course content	10%	10%	20%	40
Skills in critical thinking, research methodology, analysing and communicating	20%	20%	20%	60
Total %	30	30	40	100%
Additional Subject Information:				

Visual Arts – Year 12
Implementation for Year 12 from Term 4, 2019
 Adjusted for COVID-19

Task Number	Task 1 (Completed)	Task 2 (Completed)	Task 3	Task 4	
Nature of Task	Development of the Body of Work (Submission of works in progress, VAPD documenting initial art making experimentation and investigation. Analysis of art making practice through the frames).	Extended Written Response (Case Study Essay)	Development of the Body of Work (Submission of artworks under development, VAPD documenting experimentation, photographic evidence and written accounts of art making through the Conceptual Framework).	Resolution of the Body of Work & In-class Case Study Written Response (Completed Body of works: artworks VAPD including & in class written Casestudy response paper).	
Topic	<i>Art Making, Art Criticism & Art History</i>	<i>Art Making, Art Criticism & Art History</i>	<i>Art Making, Art Criticism & Art History</i>	<i>Art Making, Art Criticism & Art History</i>	
Timing	Term 4, Week 10	Term 1, Week 8	Term 2, Week 10	Term 3, Week 7	
Outcomes Assessed	H1, H3, H4, H9	H8, H10	H2, H5, H6, H8	H5, H6, H7, H8, H9, H10	
Syllabus Components					Weighting %
C1: Art Making	20%		20%	10%	50
C2: Art Criticism & Art History	5%	20%	5%	20%	50
Total %	25	20	25	30	100
Additional Subject Information:	<p><u>HSC Course:</u></p> <ul style="list-style-type: none"> • development of a body of work and use of a process diary • a minimum of five Case Studies (4–10 hours each) • deeper and more complex investigations in art making, art criticism and art history. <p><u>Course Overview of Topics and Content:</u></p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p>				

Work Studies– Year 12
Implementation for Year 12 from Term 4, 2019
Adjusted for Covid-19

Task Number	Task 1	Task 2	Task 3	
Nature of Task	School Projects and Transition	Metal/Timber Project	My Working Life Portfolio	
Topic	<i>Modules 1, 10, 11 & Core</i>	<i>Modules 10 & 11</i>	<i>Modules 10 & 11</i>	
Timing	Term 4, Week 10	Term 3, Week 6	Term 3, Week 7	
Outcomes Assessed	1,2,5,6,7	1,2,5,6,7	1,2,3,4,8,9	
Syllabus Components				Weighting %
Knowledge and understanding of course content	10%	10%	10%	30
Skills	30%	30%	10%	70
Total %	40	40	20	100
Additional Subject Information:	<ul style="list-style-type: none"> • A portfolio, <i>My Working Life</i>, must be completed to demonstrate workplace experience and skills achieved. • Students will be required to undertake a Work Health and Safety Certificate. There will be a monetary charge for this. • Students may complete an optional First Aid Certificate. There will be a monetary charge for this (advisable for industry employment). <p>Course Overview of Topics Course may comprise of: Employer Expectations and Interview Day; Timber Industry Skills; Metal Industry Skills; Group Practical Project & Work-Based Portfolio</p>			

