

YEAR 12 ASSESSMENT GUIDE

2024 - 2025



YOUNG HIGH SCHOOL

Campbell Street
(Locked Bag 8008)
Young NSW 2594
Phone: 02 6382 1166
ABN: 18 246 198 266

REACH FOR THE STARS

Growth Resilience Empathy Acceptance Teamwork

YEAR 12 ASSESSMENT SCHEDULE 2024-2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4					SLR Business Studies Legal Studies	PDHPE Maths Advanced Maths Standard 2	Ancient History Modern History Biology	IT – Timber Advanced English Standard English English Studies Textiles IT Multimedia	Geography CAFS	Visual Arts Music	
Term 1					Maths Standard 2	PDHPE IT – Multimedia IT – Timber Textiles	SLR Maths Advanced Biology	Ancient History Business Studies	Advanced English Standard English English Studies	Visual arts Legal Studies	Music CAFS
Term 2					CAFS SLR Maths Advanced Modern History	PDHPE Geography	Legal Studies Ancient History	Business Studies IT – Timber IT Multimedia	Advanced English Standard English English Studies Music	Music Textiles	
Term 3	Geography Biology			HSC Trials IT Major projects due. Work Studies	HSC Trials		Visual Arts				

CONTENTS

YEAR 12 ASSESSMENT SCHEDULE 2024-2025.....	2
CONTENTS.....	3
INTRODUCTION.....	4
WHAT IS MALPRACTICE?	7
ADVANCED ENGLISH	8
STANDARD ENGLISH.....	10
ENGLISH STUDIES.....	12
ADVANCED MATHEMATICS.....	14
MATHEMATICS STANDARD 2.....	16
2 UNIT SUBJECTS IN ALPHABETICAL ORDER	19
ANCIENT HISTORY	20
BIOLOGY.....	22
BUSINESS STUDIES	24
COMMUNITY AND FAMILY STUDIES	26
GEOGRAPHY	28
INDUSTRIAL TECHNOLOGY MULTIMEDIA TECHNOLOGIES	30
INDUSTRIAL TECHNOLOGY TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES.....	32
LEGAL STUDIES	34
MODERN HISTORY	36
MUSIC	38
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION	40
SPORT, LIFESTYLE & RECREATION	42
TEXTILES AND DESIGN.....	44
VISUAL ARTS.....	46
VOCATION EDUCATION AND TRAINING (VET) SUBJECTS.....	49
YOUNG HIGH SCHOOL ASSESSMENT TASK SPECIAL CONSIDERATIONS.....	50
STUDENT APPEAL FORM.....	52
NOTES.....	53

INTRODUCTION

The following material is provided for the information of students at Young High School and their parents/carers regarding Year 12 assessment tasks, school requirements and NSW Education Standards Authority (NESA) requirements for satisfactory course completion. Students and parents/carers should be aware that student achievement in assessment tasks during the year directly contributes to final HSC assessment marks submitted to NESA for every student.

1. What are assessment tasks?

Assessment tasks are designed to measure your performance in meeting the objectives of each course. The assessment tasks may include tests, written or oral assignments, practical activities, fieldwork, projects, and school examinations. The type of assessment tasks used will vary from course to course and will be those considered most appropriate for measuring student achievement of the syllabus objectives. At this school students will be required to complete a number of assessment tasks in each HSC course. Schools are required to assess each student's actual performance, not their potential performance. Thus, assessment marks cannot be modified to take into account possible effects of illness or absences for other reasons.

2. How does the NESA use the assessment marks?

The school is required to provide an assessment mark to NESA for all courses of study undertaken by HSC students except for those Vocational Courses for which students have opted not to sit for the HSC examination. For Board Endorsed courses (where there is no HSC examination) the assessment mark is shown on the student's Record of School Achievement (ROSA).

For Board Developed courses the marks awarded by the school in each course are moderated to have the same pattern as the school's scaled examination marks in that course and each student's final mark for the course is the average of his/her scaled examination mark and moderated school assessment. The moderated school assessment and the final course mark are shown on the student's ROSA.

The board also uses the assessment mark in cases where a student lodges a successful Illness/Misadventure Appeal. For example, if a student is sick during an examination and successfully appeals to NESA that he/she was unable to do his/her best in the examination then NESA will replace the student's scaled examination mark with the moderated assessment if this is higher than the scaled examination mark.

3. Are the assessment tasks the same in all schools?

No. For each Board Developed Course, NESA has issued guidelines for the assessment process in that course and each school develops an assessment program in accordance with these guidelines. For those Board Endorsed Courses for which it has distributed the syllabus, NESA has issued guidelines for the assessment processes to be used. For those courses written in schools and endorsed by NESA, NESA has approved the methods to be used to assess student performance.

4. How will I know what tasks I need to complete?

The assessment program for each HSC course is outlined in this booklet. This program indicates when the tasks are scheduled, the percentage each task contributes to the overall assessment, and the type of task involved. Precise details about each task will be provided to you, by the class teacher, as the time for each task approaches. If you are absent when these details are given to the class as a whole, then it is your responsibility to obtain this information from the teacher.

5. Is it possible to gain zero for an assessment task?

It is possible for a student to score zero for an assessment task. Some of the situations are listed here: the standard of work submitted is such that no marks are awarded; the task is of an ongoing nature and is not completed and submitted by the scheduled date; you are absent when an assessment task is done and have no legitimate reason for being absent; you are guilty of some form of malpractice in relation to the completion of the task.

6. When and to whom do I hand in my assessment tasks?

In cases where the assessment task requires you to hand in material, the material must be handed to the class teacher during class or if no class is scheduled on the day it is to be handed in by 3:10 pm to the class teacher or the appropriate Head Teacher and a receipt will be issued. It is not sufficient to ask that the material be placed on the class teacher's desk. It is the student's responsibility to obtain and retain the receipt.

7. What happens if I am absent from school when an assessment task is scheduled?

If you are absent from school on the day an assessment task is done, or is due to be handed in, the following procedures apply. Notes, indicating reasons for absence, should be signed by your parent or carer.

- If you know in advance that you will be absent from school on the day that an assessment task is to be done, or is due to be handed in, then a note should be brought to the class teacher indicating the reason for the absence. The task must be submitted before the due date. This should be done as early as possible so that appropriate alternative arrangements can be made for in class assessment tasks.
- If you are absent from school on the day an assessment task is to be done or is due to be handed in, you will be awarded zero. If you have a valid reason for missing this scheduled date then an Assessment Task Special Consideration form must be completed, indicating the reason for not completing the task at the set time. This should be submitted to the class teacher on the first day you return to school together with a medical certificate or a statutory declaration. (This is in addition to the note brought for attendance purposes.)
- Should our records show that you are consistently absent from school on the day on which an assessment task is to be done, or is due to be handed in, or on days preceding the day on which an assessment task is to be done, or is due to be handed in, even where notes for the absences are supplied, you and your parents will be advised in writing that further occurrences without a medical certificate may be treated as deliberate malpractice, and lead to a zero mark.
- If you feel that you have been unfairly treated, there is a process to enable you to appeal against the decision. To do this you must complete the Student Appeal Form and submit along with your reasons for appealing in writing to the Deputy Principal.

Note: If the missed assessment task is an examination and the Special Consideration process has been followed and accepted, an estimate will be awarded for the task. The examination will be completed by the student at a later date to provide exam practice and feedback.

8. What happens if I want extra time to complete an assessment task?

Students are generally NOT granted extra time to complete an assessment task. However, if you feel as though you have a valid reason for requesting this extension you need to complete an Assessment Task Special Consideration form detailing your reasons for the request.

This request is to be made at least two days before the due date. If an extension has been requested and granted, any late submission of assessment tasks after the extension date will receive zero marks.

9. What happens if I do not submit an assessment task on the due date, and I am at school that day?

Where an assessment task is submitted after the due date the task will receive a zero mark. However, it is still required to be submitted so that you can demonstrate that you have met all course outcomes.

Your teacher will produce an 'N' award warning letter the day the task is due and not submitted. The only way this can be lifted is by submitting the task after the date due.

10. What happens if I believe my work has not been fairly marked?

If for any reason you disagree with the marks awarded for a particular assessment task, then you should discuss this with your teacher at the time the mark is made known to you. Should this discussion fail to resolve the matter then you should complete a Student Appeals Form and consult with the Head Teacher concerned. When required, the Principal (or delegate) will become involved and decide either individually or via an Assessment Panel convened by the Principal and consisting of the Principal, the Deputy Principal, and a Head Teacher from outside of the faculty involved. The ruling of this panel will be final.

11. Can times for assessment tasks be changed?

The schedule of assessment tasks included in this booklet attempts to spread the tasks over the available time. Under exceptional circumstances and through consultation with the Principal, a teacher may alter this schedule. Students cannot appeal or request the schedule to be changed.

12. Do all tasks given in the course count towards the final assessment?

Some tasks which are given may not count towards the actual assessment. However, parents may be informed of your failure to complete tasks whether they form part of the assessment program or not. Often these "non-assessable" tasks are used by teachers to allow you to develop the skills required to better complete your assessment tasks.

13. What are the consequences of being given an 'N' determination in a course?

If you are given an 'N' determination in a course then that course will not count as part of your HSC study. If you choose to undertake the minimum 10 units of study after the Year 12 Half Yearly examination just one 'N' determination will reduce your number of units to less than the required minimum (10 units) to allow you to qualify for the award of the Higher School Certificate. This is one reason we recommend you carry 12 units of study for the HSC at Young High School.

14. What are the NESAs rules for satisfactorily completing a course?

For you to be considered to have satisfactorily completed a course there must be sufficient evidence that you have:

- Followed the course developed or endorsed by NESAs
- Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- Regular attendance throughout the year. This is critical to enable you to achieve the course outcomes and to do well in the HSC.

Your performance in class, and in both assessable and "non-assessable" tasks, will be used to determine whether or not you have satisfactorily completed a particular course. Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient for a student to be declared satisfactory; tasks worth in excess of 50% must be completed. In the case of competency-based courses, it is a matter for the Principal to determine whether attempts made by the students to complete the course are genuine.

Where students are studying a course that includes a requisite examination, students must sit for and make a genuine attempt at such examination. Whilst NESAs does not determine minimum attendance requirements, Principals may determine that, as a result of absence, the course completion criteria, as detailed under Section A, have not been met. All such warnings must relate the absences to specific unsatisfactory completion of course requirements.

Where there is a requirement for a mandatory workplace learning component of a course all conditions including the number of mandatory hours and all documentation required must be submitted.

15. Is it possible to appeal if I am considered not to have met the course requirements?

If you are deemed to have not satisfactorily completed a course then you may appeal against the decision. This appeal has to be made to the Principal and must state the reasons for making the appeal. The Principal will then determine a course of action to consider the appeal.

The outcome may be that:

- There is sufficient evidence that you have satisfied the requirements of the course; or
- There is insufficient evidence that you have satisfied the requirements of the course.

If after the school appeal you are still considered to have not met the course requirements then you may appeal to NESAs. In such cases the school sends to NESAs your written appeal plus all school documents related to both written and verbal warning you have received.

16. Are the Vocational Courses assessed differently?

For all vocational courses there are competencies which students are expected to achieve. The assessment for these courses is based primarily on whether or not you have achieved some or all of the competencies for that particular course.

17. Is workplace learning compulsory?

Where there is a requirement for mandatory workplace learning component of a course all conditions including the number of mandatory hours and all documentation required must be submitted.

Attendance to all classes contributes to a demonstration that you are Work Ready. Failure to attend class may be used to determine that you are not Work Ready and therefore ineligible to attend work placement. This may prevent you completing your work placement and as a result receiving an 'N' determination in your subject.

18. Life Skills Assessment

19. Students undertaking Life Skills courses are assessed on an ongoing basis. While they do not attempt to explicit assessment tasks, they are required to meet the NESAs requirements for course completion as previously outlined.

WHAT IS MALPRACTICE?

All students have completed the 'All My Own Work' Program and have registered to indicate their understanding and acceptance of its contents. It is not acceptable to cheat in an Assessment Task and it is not acceptable to know that cheating occurs and do nothing about it.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. Engaging in malpractice will result in a zero mark and disciplinary action may occur.

Malpractice includes, but is not limited to:

- taking time off school prior to a task's due date.
- copying someone else's work in part or in whole and presenting it as their own source (that is, plagiarism, see note below).
- using material (printed or otherwise) without reference to the source also plagiarism.
- building on the ideas of another person without acknowledgement of the source including computer generated responses which include AI software.
- buying, stealing or borrowing any portion of another's work and presenting it as their own.
- submitting work to which another person e.g. parent, coach or subject expert has contributed substantially.
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- paying someone to write or prepare material.
- breaching school examination rules (that is, cheating in exams).
- using non-approved aides during assessment tasks.
- contriving false explanations to explain work not handed in by the due date.
- assisting another student to engage in malpractice, for example lending your work to another.
- having any notation written on the body, clothing or any object brought into an assessment room, communicating with any person other than a supervisor during a task, e.g. speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.

Cheating during examination type tasks will usually result in the cancellation of the paper in whole or part and a zero-mark awarded for the paper or part. Proven dishonesty in relation to other assessment tasks will result in a zero mark.

Teachers will bring cases of suspected malpractice to the attention of their faculty Head Teacher. Evidence will be collected and collated and presented to the Assessment Review Committee. This committee will comprise the faculty Head Teacher, one other Head Teacher and the Deputy Principal. The committee will determine the extent of the malpractice and make subsequent recommendations of penalties to the Principal.

Proven cases of malpractice will be included on a register collated by the NSW Educational Standards Authority. Malpractice in assessment tasks may incur an N Determination letter being issued.

Note : Plagiarism is a form of proven dishonesty. Plagiarism from the Internet, other educational computer programs including computer generated responses which include AI software or any other information source is not acceptable. When using such sources always reference them in the Bibliography and acknowledge direct quotes using appropriate referencing procedures. Plagiarism will result in zero marks for part or whole of the Assessment task.

ADVANCED ENGLISH

		Task 1	Task 2	Task 3	Task 4
Task Description		Common Module – Texts and Human Experiences Multimodal Text	Module A – Textual Conversations Comparative Essay	Module C – Craft of Writing Imaginative Writing and Reflection	Trial HSC Examination Common Module Module A Module B Module C
Week Due		Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4 & 5
Outcomes Assessed		EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7, EA12-8	EA12-3, EA12-6, EA12-7, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-9	EA12-1, EA12-4, EA12-5, EA12-7, EA12-8
Assessment Component	Weighting				
Knowledge and understanding of course content	50	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	15	10
Weighting	100	25	25	25	25

ADVANCED ENGLISH

Course Outcomes

Outcome	Description
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 relationship between texts
EA12-7	Evaluates the diverse ways texts can represent persona; and public worlds and recognizes 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

STANDARD ENGLISH

		Task 1	Task 2	Task 3	Task 4
Task Description		Common Module - Texts and Human Experiences Multimodal Presentation (Prescribed text and related material)	Module A - Language, Identity and Culture Analytical Response	Module C: Craft of Writing Imaginative Text	Trial HSC Examination: Common Module Module A Module B Module C
Week Due		Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4 & 5
Outcomes Assessed		EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-3, EN12-5, EN12-9	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-8
Assessment Component	Weighting				
Knowledge and understanding of course content	50	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	15	15	10
Weighting	100	25	25	25	25



STANDARD ENGLISH

Course Outcomes



Outcome	Description
EA12-1	Independently responds to and composes 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	Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
EA12-4	Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EA12-5	Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
EA12-6	Investigates and explains the relationships between texts
EA12-7	Explains and evaluates the diverse ways texts can represent personal and public worlds
EA12-8	Explains and assesses cultural assumptions in texts and their effects on meaning
EA12-9	Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

ENGLISH STUDIES

		Task 1	Task 2	Task 3	Task 4
Task Description		On the Road: Multimodal Presentation	Texts and Human Experiences: Written Task	We are Australian: Portfolio of Work	Trial HSC
Week Due		Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4 & 5
Outcomes Assessed		ES12-1, ES12-5, ES12-6, ES12-8, ES12-9	ES12-2, ES12-4, ES12-7, ES12-9, ES12-10	ES12-1, ES12-4, ES12-6, ES12-7, ES12-10	ES12-1, ES12-3, ES12-6, ES12-7, ES12-9
Assessment Component	Weighting				
Knowledge and understanding of course content	50	10	15	15	10
Skills in responding to texts and communication of ideas appropriate to audiences, purpose and context across all modes	50	10	15	15	10
Weighting	100	20	30	30	20



ENGLISH STUDIES

Course Outcomes



Outcome	Description
ES12-1	Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES12-2	Identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES12-3	Accesses, comprehends and uses information to communicate in a variety of ways
ES12-4	Composes proficient texts in different forms
ES12-5	Develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
ES12-6	Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
ES12-7	Represents own ideas in critical, interpretive and imaginative texts
ES12-8	Understands and explains the relationship 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

ADVANCED MATHEMATICS

		Task 1	Task 2	Task 3	Task 4
Task Description		Class Test: Exponential and Logarithms, 1st & 2nd Derivatives	Class Test: Differential Calculus, the anti- derivative, Integral calculus, Probability	Assignment: Probability, Distributions, Descriptive statistics, Trigonometric Functions, Graphic Techniques	Trial HSC Exam: All Topics except financial Mathematics
Week Due		Term 4 Week 7	Term 1 Week 7	Term 2 Week 4	Term 3 Week 4 & 5
Outcomes Assessed		MA11-6, MA12-6	MA12-6, MA12-7	MA 11-7, MA12-1, MA12-5,	All Outcomes Except MA12-2 and MA12-4
Assessment Component	Weighting				
Concepts, skills & Techniques	50	10	13	12	18
Reasoning & Communication	50	10	12	13	12
Weighting	100	20	25	25	30



ADVANCED MATHEMATICS

Course Outcomes



Outcome	Description
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
	Note: *Outcomes from the Preliminary course can make up to 30% of the HSC tasks

MATHEMATICS STANDARD 2

		Task 1	Task 2	Task 3	Task 4
Task Description		Class test: Exploring & Describe Data, Probability	Assignment: Bivariate data analysis, Network concepts	Topic tests: Investments & Loans, Simultaneous linear equations, Rates and Ratios, Non-right-angled Trigonometry, Annuities	Trial HSC Exam: All topics except Normal Distribution
Week Due		Term 4 Week 6	Term 1 Week 5	After each topic	Term 3 Week 4 & 5
Outcomes Assessed		MS11-2, MS11-3, MS11-7, MS11-8	MS12-12-2, MS2-12-4, MS2-12-8	MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6	All outcomes except MS2-12-7
Assessment Component	Weighting				
Concepts, skills & Techniques	50	5	5	25	15
Reasoning & Communication	50	5	5	25	15
Weighting	100	10	10	50	30

MATHEMATICS STANDARD 2

Course Outcomes

Outcome	Description
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
	Note: * 30% of outcomes assessed can be from the Preliminary Mathematics General course



2 UNIT SUBJECTS IN ALPHABETICAL ORDER



ANCIENT HISTORY

		Task 1	Task 2	Task 3	Task 4
Task Description		Source Analysis Pompeii and Herculaneum	Ancient Society Essay Minoan Crete	Historical Analysis Historical Period Greek World essay	Trial HSC
Week Due		Term 4 Week 7	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4 & 5
Outcomes Assessed		AH12-4, AH12-6, AH12-7, AH12-9	AH12-2, AH12-8, AH12-9	AH12-3, AH12-4, AH12-5, AH12-9	AH12-1, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10
Assessment Component	Weighting				
Knowledge and understanding of course content	40	5	10	10	15
Source based skills	20	10		5	5
Historical inquiry and research	20		15	5	
Communication of historical understanding in appropriate forms	20	5		5	10
Weighting	100	20	25	25	30



ANCIENT HISTORY

Course Outcomes



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

BIOLOGY

		Task 1	Task 2	Task 3	Task 4
Task Description		Model Building	Depth Study	Practical Investigation	Trial HSC Examination
Week Due		Term 4 Week 7	Term 1 Week 7	Term 3 Week 1	Term 3 Week 4 & 5
Outcomes Assessed		BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-1 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO12-14	Any outcomes may be examined
Assessment Component	Weighting				
Skills in working scientifically	60	15	10	25	10
Knowledge and understanding of course content	40	5	10	5	20
Weighting	100	20	20	30	30



BIOLOGY

Course Outcomes



Outcome	Description
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
	Note: Outcomes 8 – 11 are Year 11 Outcomes
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

		Task 1	Task 2	Task 3	Task 4
Task Description		Topic Marketing Business Report	Topic Finance Financial Analysis	Topic Operations Stimulus Task	Trial HSC Exam All Topics
Week Due		Term 4 Week 5	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4 & 5
Outcomes Assessed		H4, H6, H8, H9	H5, H8, H9, H10	H2, H3, H4, H5, H6, H9	H1, H2, H3, H4, H5, H6, H8, H9, H10
Assessment Component	Weighting				
Knowledge and understanding of course content	40	5	15	5	15
Stimulus-based skills	20		5	10	5
Inquiry and research	20	15		5	
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
Weighting	100	25	25	25	25

BUSINESS STUDIES

Course Outcomes

Outcome	Description
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

COMMUNITY AND FAMILY STUDIES

		Task 1	Task 2	Task 3	Task 4
Task Description		Case Study and Investigation	Independent Research Project – Components	In-class Analysis Report	Trial HSC Exam
Week Due		Term 4 Week 9	Term 1 Week 11	Term 2 Week 5	Term 3 Week 4 & 5
Outcomes Assessed		H1.1	H4.1, H4.2	H2.1, H2.3	H1.1 – H6.2 (All outcomes)
Assessment Component	Weighting				
Knowledge and understanding of how the following impact on wellbeing: Resource management Positive relationships Range of societal factors	40	5	5	15	15
Skills in: Applying management processes to meet the needs of individuals, groups, families and communities. Planning to take responsible action to promote wellbeing.	25	10	5	5	5
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	35	10	10	5	10
Weighting	100	25	20	25	30



COMMUNITY AND FAMILY STUDIES

Course Outcomes



Outcome	Description
H1.1	Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H2.1	Analyses different approaches to parenting and caring relationships
H2.2	Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H2.3	Critically examines how individual rights and responsibilities in various environments contribute to wellbeing
H3.1	Analyses the sociocultural factors that lead to special needs of individuals in groups
H3.2	Evaluates networks available to individuals, groups and families within communities
H3.3	Critically analyses the role of policy and community structures in supporting diversity
H3.4	Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
H4.1	Justifies and applies appropriate research methodologies
H4.2	Communicates ideas, debates issues and justifies opinions
H5.1	Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H5.2	Develops strategies for managing multiple roles and demands of family, work and other environments
H6.1	Analyses how the empowerment of women and men influences the way they function within society
H6.2	Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

GEOGRAPHY

		Task 1	Task 2	Task 3	Task 4
Task Description		Stimulus Based Task: Analysis of stimulus material (skills and written response questions)	Geographical Writing: Short & Extended response answers	Integrated Skills and Fieldwork Writing Task	Trial HSC Exam
Week Due		Term 4 Week 9	Term 2 Week 6	Term 3 Week 1	Term 3 Week 4 & 5
Outcomes Assessed		GE4, GE7, GE8	GE2, GE3, GE9	GE5, GE6, GE7, GE9	All relevant
Assessment Component	Weighting				
Knowledge and understanding of course content	40	10	5	15	10
Geographical tools and skills	20	10	5		5
Geographical inquiry and research, including fieldwork	20		10	5	5
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	5	5
Weighting	100	25	25	25	25



GEOGRAPHY

Course Outcomes



Outcome	Description
GE-12-01	Analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time
GE-12-02	Analyses geographical processes and influences, at a range of scales, that form and transform places and environments
GE-12-03	Assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management
GE-12-04	Evaluates responses and management strategies, at a range of scales, for sustainability
GE-12-05	Synthesises and evaluates relevant geographical information from a variety of sources
GE-12-06	Justifies geographical methods used in geographical inquiry and their relevance in the contemporary world
GE-12-07	Selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
GE-12-08	Applies mathematical ideas and techniques to analyse complex geographical data
GE-12-09	Communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

INDUSTRIAL TECHNOLOGY MULTIMEDIA TECHNOLOGIES

		Task 1	Task 2	Task 3	Task 4
Task Description		Major Project: Design and Management Project Report	Industry Study report Investigation of the Multimedia Industry	Major Project: Workplace Communication and Production – Skills and Processes Presentation	Trial HSC Exam
Week Due		Term 4 Week 7	Term 1 Week 5	Term 2 Week 7	Term 3 Week 4 & 5
Outcomes Assessed		H2.1, H3.2, H5.1, H5.2	H1.1, H1.2, H1.3, H7.1, H7.2	H1.2, H2.1, H3.3, H4.1, H6.1, H6.2	H1.1 – H7.2 (All outcomes)
Assessment Component	Weighting				
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the Multimedia Industry	40	5	10	5	20
Knowledge, skills and understanding in designing, managing, problem solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project	60	20		30	10
Weighting	100	25	10	35	30



INDUSTRIAL TECHNOLOGY – MULTIMEDIA TECHNOLOGIES



Course Outcomes

Outcome	Description
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	Identifies the impact of one related industry on the social and physical environment
H7.2	Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

INDUSTRIAL TECHNOLOGY

TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

		Task 1	Task 2	Task 3	Task 4
Task Description		Major Project: Design and Management Project Report	Industry Study report: Investigation of Timber Products and Furniture Industry	Major Project: Workplace Communication and Production – Skills and Processes Presentation	Trial HSC Exam
Week Due		Term 4 Week 8	Term 1 Week 6	Term 2 Week 8	Term 3 Week 4 & 5
Outcomes Assessed		H2.1, H3.2, H5.1, H5.2	H1.1, H1.2, H1.3, H7.1, H7.2	H1.2, H2.1, H3.3, H4.1, H6.1, H6.2	H1.1 – H7.2 (All outcomes)
Assessment Component	Weighting				
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the Multimedia Industry	40	5	10	5	20
Knowledge, skills and understanding in designing, managing, problem solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project	60	20		30	10
Weighting	100	25	10	35	30

INDUSTRIAL TECHNOLOGY

TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

Course outcomes

Outcome	Description
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	Identifies the impact of one related industry on the social and physical environment
H7.2	Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

LEGAL STUDIES

		Task 1	Task 2	Task 3	Task 4
Task Description		Multimedia presentation - Crime	International Criminal Law Human Rights Contemporary Issue In Class - Short Answer & Extended Response	Depth Option: Research Extended Response	Trial HSC Exam All Topics
Week Due		Term 4 Week 5	Term 1 Week 10	Term 2 Week 7	Term 3 Week 4 & 5
Outcomes Assessed		H4, H6, H8, H10	H1, H2, H3, H7	H2, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Assessment Component	Weighting				
Knowledge and understanding of course content	40	5	10	5	20
Analysis and Evaluation	20	5	5	5	5
Inquiry and Research	20	5		15	
Communication	20	5	5	5	5
Weighting	100	20	20	30	30

LEGAL STUDIES

Course Outcomes

Outcome	Description
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

MODERN HISTORY

		Task 1	Task 2	Task 3	Task 4
Task Description		Power and Authority in the Modern World: Source analysis	National Studies Research Task	Peace and Conflict In class essay	Trial HSC
Week Due		Term 4 Week 7	Term 1 Week 7	Term 2 Week 5	Term 3 Week 4 & 5
Outcomes Assessed		MH12.2, MH12.3, MH12.4, MH12.5	MH12.3, MH12.4, MH12.5, MH12.6, MH12.8, MH12.9	MH12.2, MH12.6, MH12.7, MH12.9	MH12.1, MH12.2, MH12.6, 12.7, 12.9
Assessment Component	Weighting				
Knowledge and understanding of content	40	5	10	10	15
Source based skills	20	10			10
Historical research and enquiry	20		10	10	
Communication of historical understanding in appropriate forms	20	5	5	5	5
Weighting	100	20	25	25	30

MODERN HISTORY

Course Outcomes

Outcome	Description
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
MH12-1	Accounts for the nature of continuity and change in the modern world

MUSIC

		Task 1	Task 2	Task 3	Task 4
Task Description		Topic: An Instrument and Its Repertoire Core Composition Core Aural	Topic: Rock Music Elective 1 + Elective 2 (Performance, Composition OR Musicology)	Topic: Music for radio, film, television and multimedia Core Musicology Elective 3 (Performance, Composition or Musicology)	Trial HSC Examination Core Aural Core Performance Elective 2
Week Due		Term 4 Week 10	Term 1 Week 11	Term 2 Week 9 & 10	Term 3 Week 4 & 5
Outcomes Assessed		Comp: H3, H7, H8 Aural: H4, H5 MLS3, MLS4	Outcomes dependent upon elective choice MLS1, MLS2	Mus: H2, H5, H6 Outcome dependent upon elective choice MLS5, MLS6	Aur: H4, H6 Per: H1, H7, H9, H10, H11 Outcomes dependent upon elective choices MLS1, MLS7, MLS8
Assessment Component	Weighting				
Performance Core	10				10
Composition Core	10	10			
Musicology Core	10			10	
Aural Core	25	10			15
Elective 1	15		15		
Elective 2	15		10		5
Elective 3	15			15	
Weighting	100	20	25	25	30



MUSIC

Course Outcomes



Outcome	Description
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

		Task 1	Task 2	Task 3	Task 4
Task Description		Core 1: Health priorities in Australia Research Task	Core 2: Factors Affecting Performance Training Program Analysis	Option 1: Sports Medicine Case Study: Sports Injuries	Trial HSC Exam
Week Due		Term 4 Week 6	Term 1 Week 6	Term 2 Week 6	Term 3 Week 4 & 5
Outcomes Assessed		Comp: H1, H2, H3, H5	H10, H16, H17	H8, H13, H17	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14
Assessment Component	Weighting				
Knowledge and understanding of course content	40	10	10	10	10
Skills in critical thinking, research, analysis and communicating	60	15	15	10	20
Weighting	100	25	25	20	30

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course Outcomes

Outcome	Description
H1	Describes the nature and justifies the choice of Australia's health priorities
H2	Analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	Analyses the determinants of health and health inequities
H4	Argues the case for health promotion based on the Ottawa Charter
H5	Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H6	Demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
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 action 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

SPORT, LIFESTYLE & RECREATION

		Task 1	Task 2	Task 3	Task 4
Task Description		Resistance Training Programming	Fitness Profile & Program	Games & Sports Application Task	Trial HSC Exam
Week Due		Term 4 Week 5	Term 1 Week 7	Term 2 Week 5	Term 3 Week 4 & 5
Outcomes Assessed		2.5, 3.2	1.3, 2.2, 4.1	1.4, 3.1, 4.5	1.1, 1.3, 2.1, 2.2, 2.5, 3.1, 4.1, 4.5
Assessment Component	Weighting				
Knowledge and understanding of course content	50	10	10	10	20
Skills in critical thinking, research, analysis and communicating	50	10	10	15	10
Weighting	100	20	20	25	30

SPORT, LIFESTYLE AND RECREATION

Course Outcomes

Outcome	Description
1.1	Applies the rules and conventions that relate to participation in a range of physical activities
1.3	Demonstrates ways to enhance safety in physical activity
1.4	Investigates and interprets the pattern of participation in sport and physical activity in Australia
2.1	Explains the principles of skill development and training
2.2	Analyses the fitness requirement of specific activities
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts
3.2	Designs programs that respond to performance needs
3.6	Assesses and responds appropriately to emergency care situations
4.1	Plans strategies to achieve performance goals
4.2	Demonstrates leadership skills and capacity to work cooperatively in a movement context
4.4	Demonstrates competence and confidence in movement contexts
4.5	Recognises the skill and abilities required to adopt roles that support health, safety and physical activity

TEXTILES AND DESIGN

		Task 1	Task 2	Task 3	Task 4
Task Description		Design Inspiration Folio	Designer case study	Report on manufacturing specifications and investigation, experimentation and evaluation	Trial Exam
Week Due		Term 4 Week 8	Term 1 Week 6	Term 2 Week 10	Term 3 Week 4 / 5 Exam Period Trial Examination
Outcomes Assessed		H1.1 H1.2 H2.1	H1.3 H5.1 H5.2 H6.1	H1.1 H2.2 H4.1 H2.3 H4.2 H2.1 H3.1	H1.3 H5.1 H3.1 H5.2 H3.2 H6.1 H4.1
Assessment Component	Weighting				
Knowledge and understanding of course content	50		20		30
Skills and knowledge in the design, manufacture and management of a major textiles project	50	20		30	
Weighting	100	20	20	30	30



TEXTILES AND DESIGN

Course Outcomes



Code	Descriptor
	<i>A student:</i>
H1.1	Critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
H1.2	Designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
H1.3	Identifies the principles of colouration for specific end-uses
H2.1	Communicates design concepts and manufacturing specifications to both technical and non-technical audiences
H2.2	Demonstrates proficiency in the manufacture of a textile item/s
H2.3	Effectively manages the design and manufacture of Major Textiles Project to completion
H3.1	Explains the interrelationship between fabric, yarn and fibre properties
H3.2	Develops knowledge and awareness of emerging textile technologies
H4.1	Justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses
H4.2	Selects and justifies manufacturing techniques, materials and equipment for a specific end-use
H5.1	Investigates and describes aspects of marketing in the textile industry
H5.2	Analyses and discusses the impact of current issues on the Australian textiles industry
H6.1	Analyses the influence of historical, cultural and contemporary developments on textiles

VISUAL ARTS

		Task 1	Task 2	Task 3	Task 4
Task Description		Development of the Body of Work	Case Study: Essay	Trial HSC	Body of Work
Week Due		Term 4 Week 10	Term 1 Week 10	Term 3 Week 4 & 5	Term 3 Week 7
Outcomes Assessed		H1, H3, H4	H7, H8	H7, H8, H9, H10	H1, H2, H4, H5, H6
Assessment Component	Weighting				
Art Criticism and Art History Outcomes H7, H8, H9,H10	50		20	30	
Art Making (Outcomes H1, H2, H3, H4, H5, H6)	50	10			40
Weighting	100	10	20	30	40



VISUAL ARTS

Course Outcomes



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

VOCATION EDUCATION AND TRAINING (VET) SUBJECTS

2 Unit Construction

2 Unit Hospitality

2 Unit Information

Technology 2 Unit Metals

an Engineering 2 Unit

Retail

Competency-Based Assessment

Students in the above listed courses work to achieve the competencies and develop the skills and knowledge described by each unit of competency listed in each syllabus. A syllabus is available from the course teacher, on the school Intranet or on the NESAs website.

To be assessed as competent a student must demonstrate to a qualified assessor/teacher that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the course assessor/teacher.

Competency based tasks are ongoing throughout the course. Students need to complete these set tasks by the due date as determined by the course teacher.

Completing competencies to industry standard in these tasks go towards achieving a 'Statement Of Attainment' and/or Certificate I/II/III in the relevant course.

Mandatory Work Placement

Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESAs.

Attendance to all classes contributes to a demonstration that you are work ready. Failure to attend class may be used to determine that you are not work ready and therefore ineligible to attend work placement. This may prevent you completing your work placement and as a result receiving an 'N' award in your subject.

Internal Assessment

Examinations for VET subjects will take place during the normal Half Yearly and Yearly examination periods and will be reported on in those periods. The exam will form 100% of the mark for that examination period.

No assessment mark or rank will be given in the school reports, as VET subjects are competency-based courses.

External Assessment (optional HSC examination)

The Higher School Certificate examination for all VET subjects (240 indicative hours) will involve a written examination consisting of multiple-choice questions, short answers and extended response questions.

The questions will be based on units of competency and HSC Requirements and advice detailed in the syllabus.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a VET qualification or HSC units and may be used in the calculation of the ATAR.

Appeals

Students may lodge an appeal about assessment decisions through their VET teacher.



YOUNG HIGH SCHOOL ASSESSMENT TASK SPECIAL CONSIDERATIONS

Application for special consideration.....

If illness, accident, misadventure or special circumstances prevent a student from completing a set task on or by the due date, the school must be advised immediately the situation is known. For requests which require an extension of time this form must be submitted as soon as the requirement is known but at least two days prior to the due date. For absence on the date of a task, this form must be emailed or submitted ASAP. This form must be completed and returned to the Head Teacher of the subject affected.

STEP ONE:

1. Name: _____ Year: ____ Roll Class: _____

2. Course: _____ Teacher: _____

3. Assessed Task:

4. Due Date: _____ / _____ / _____

Details: Attach supporting documents such as medical certificates.

If the reason is a confidential or personal issue, the signature and endorsement of the Principal, Deputy Principal or Counsellor may be substituted for details in this part.

(Medical Certificate from _____(Doctor)
Attach a copy)

We have referred to the HSC Assessment Guidelines Booklet in preparation of this appeal.

_____ / _____ / _____

Signature of student

Date

Signature of Parent / Guardian

STEP TWO:

Subject / Faculty: _____ / _____

1. Class Teacher's Recommendation:

Supported

Not Supported

STEP THREE:

Decision:

- Extension of time without Penalty
- Set a Substitute Task
- Estimate Given based on evidence
- Insufficient cause demonstrated - Zero Marks awarded

New Completion Date: ____/____/____

Task to be completed for demonstration of outcomes-

DUE: Head Teacher's Comments:

Signature of student

Signature of Head Teacher

STEP FOUR:

Right of Appeal:

A student has the right of appeal if they feel aggrieved by the decision made in Step 3. To appeal this decision the student must present a written response stating the grounds for appeal, and return this form to:

Year 12: Principal, Anna Barker

Year 11 and below: Deputy Principal: Angela Trinder

Review of Appeal Decision:

Supported

Not Supported

____ / ____ / ____

Signature of Senior Executive

File Date

NOTES

Lined area for taking notes, overlaid on a background image of a building and a sign. The sign contains the text: **STRONG RESILIENCE EMPATHY ACCEPTANCE TEAMWORK** and © MINDY FOR THE BEAR



Young High School
Campbell Street (Locked Bag 8008)
Young NSW 2594
Phone: 02 6382 1166
Email: young-h.school@det.nsw.edu.au
www.young-h.schools.nsw.edu.au

Find us on 

