



YOUNG HIGH SCHOOL

YEAR 12 ASSESSMENT POLICY

2021

An information guide for parents and students



YOUNG HIGH SCHOOL

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EVERY STUDENT MATTERS
Opportunity Diversity Inclusivity

YEAR 12 ASSESSMENT SCHEDULE 2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4 2020					Maths Adv Maths Ext SLR	PDHPE Ancient History	Multi-Media IT Timber CAFS	Business Studies All English Chemistry	Visual Arts Geography Legal Studies Music		
Term 1 2021	Investigating Science Agriculture			Biology Multi-Media IT Timber	All Maths Visual Arts SLR	PDHPE	Legal Studies Ancient History	Music All English	Investigating Science Music Business Studies		
									Chemistry		
Term 2 2021	CAFS	Agriculture	Biology	Maths Adv Maths Std 1 Maths Std 2 SLR	Geography Legal Studies Chemistry	Maths Ext 1 CAFS	Business Studies PDHPE Multi-Media IT Timber	Music All English	Investigating Science Music Ancient History		
Term 3 2021	Geography	Trial HSC Exams	Trial HSC Exams	Visual Arts							

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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.

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.

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.

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.

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.

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.

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 3:20 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.

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 than 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.

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 and 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.

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.

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.

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.

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.

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.

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 NESA
- 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 NESA 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 work place learning component of a course all conditions including the number of mandatory hours and all documentation required must be submitted.

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 that 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 NESA. In such cases the school sends to NESA your written appeal plus all school documents related to both written and verbal warning you have received.

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.

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.

LIFE SKILLS ASSESSMENT

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 NESA requirements for course completion as previously outlined.

ASSESSMENT AND REPORTING

The HSC is based on a standards referenced framework. Student performance is assessed and reported against standards of achievement established for each course. The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each course.

THE HSC MARK FOR 2 UNIT COURSES

This mark is reported on a scale of 0 - 100. A mark of 50 represents the minimum standard expected. There are 5 performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. Band 6 corresponds to the highest level of achievement, indicating a range of marks between 90 and 100.

- **50% of your mark comes from the HSC examination.**

SCHOOL-BASED ASSESSMENT TASKS

These are designed to measure performance in a wide range of objectives that may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus.

- **School based assessment tasks contribute to 50% of the HSC mark.**

HSC results for VET courses are delivered at two levels. Assessment is competency based, with students receiving a competency log. An external exam is optional and will represent 100% of their mark in this course for the HSC. Completion of school-based assessment tasks for each Board Developed HSC Course, other than VET courses is required. For VET courses a competency based assessment program will apply.

On satisfactory completion of the HSC, students receive:

- The official certificate confirming achievement of all requirements for the award of the HSC.
- The document listing the results of each course satisfactorily completed. This also reports the marks and bands achieved.
- Course Reports
- Reports of marks, the Performance Scale and Band Descriptors for each course (except VET courses).
- AQF Certificate in VET or Statement of Attainment.

MINIMUM STANDARDS

Students need reading, writing and numeracy for everyday life after school. This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC.

To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life.

Students do not need to sit the reading, writing or numeracy test(s) if they achieved Band 8 or above in the respective Year 9 NAPLAN test(s).

WHAT HAPPENS IF A STUDENT DOESN'T MEET THE HSC MINIMUM STANDARD?

From 2020, only students who meet the HSC minimum standard will receive a HSC credential.

Students do not need to meet the HSC minimum standard to:

- Study HSC courses
- Sit HSC exams
- Receive HSC assessment and exam results
- Receive an ATAR
- Receive a Record of School Achievement.

ALL SUBJECTS

ENGLISH ADVANCED (2 UNIT)

	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 9	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	EA12-1,EA12-3, EA12-5, EA12-6, EA12-8	EA12-1,EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8
Assessment Component	Weighting			
Knowledge and understanding of course content	50	10	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	15
Weighting	100	25	25	25

ENGLISH ADVANCED (2 UNIT)

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 person; 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

ENGLISH STANDARD (2 UNIT)

Task	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 9	Term 1 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, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9
Assessment Component	Weighting			
Knowledge and understanding of course content	50	15	10	10
Skills in Comprehending texts				15
Communicating ideas			15	10
Using language accurately, appropriately and effectively				
Weighting	100		25	25

ENGLISH STANDARD (2 UNIT)

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	Texts and Human Experiences – Multimodal Presentation with Related Text	MiTunes Written Task	Portfolio of Work	Trial HSC
Week Due	Term 4 Week 9	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	15	10	10
Skills in:				
Comprehending texts				
Communicating ideas	50	15	10	15
Using language accurately, appropriately and effectively				
Weighting	100	30	20	20

ENGLISH STUDIES

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

AGRICULTURE

	Task 1	Task 2	Task 3
Task Description	Research and Report: Plant/Animal Production	Research and Report: Farm Product Study	Trial HSC Exam
Week Due	Term 1 Week 2	Term 2 Week 3	Term 3 Week 4 and 5
Outcomes Assessed	H1.1, H2.1, H2.2, H4.1	H3.1, H3.2, H3.3, H3.4	H1.1, H2.1, H2.2, H3.1,H3.2, H3.3, H3.4, H4.1, H5.1
Assessment Component	Weighting		
Knowledge and understanding of course content	40	12	12
Knowledge, understanding and skills required to manage agricultural production systems	40	13	13
Skills in effective research, experimentation and communication	20	10	--
Weighting	100	35	30

AGRICULTURE

COURSE OUTCOMES

Outcome	Description
H1.1	Explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production.
H2.1	Describes the inputs, processes and interactions of plant production systems.
H2.2	Describes the inputs, processes and interactions of animal production systems.
H3.1	Assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products.
H3.2	Critically assesses the marketing of a plant OR animal product.
H3.3	Critically examines the technologies and technological innovations employed in the production and marketing of agricultural products.
H3.4	Evaluates the management of the processes in agricultural systems.
H4.1	Justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations.
H5.1	Evaluates the impact of innovation, ethics and current issues on Australian agricultural systems.

ANCIENT HISTORY

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

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 Description	Data Analysis and Skills Test	Depth Study	Trial HSC Exam
Week Due	Term 1 Week 5	Term 2 Week 4	Term 3 Week 4 & 5
Outcomes Assessed	BIO12-4, BIO12-5, BIO12-6	BIO12-1, BIO12-3, BIO12-4, BIO12-7, BIO12-12, BIO12-13	BIO12-1 to BIO12-15
Assessment Component	Weighting		
Skills in working scientifically	60	20	30
Knowledge and understanding of course content	40	10	10
Weighting	100	30	40

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 Human Resource Stimulus Task	Topic All Topics Trial HSC Exam
Week Due	Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Week 4 & 5
Outcomes Assessed	H4, H6, H7, H8, H9	H1, H4, H5, H6, H8, H9, H10	H2, H4, H5, H7, H9	H1, H2, H3, H4, H5, H6, H8, H9, H10
Assessment Component	Weighting			
Knowledge and understanding of course content	40	5	15	5
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
Weighting	100	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

CHEMISTRY

Task Description	Week Due	Outcomes Assessed	Assessment Component	Task 1	Task 2	Task 3	Task 4	Research Task	Trial HSC Exam
Practical Test	Term 4 Week 9	CH11/12-2 CH11/12-3 CH11/12-5 CH11/12-7 CH12-13	Depth Study	CH11/12-1 CH11/12-4 CH11/12-6 CH11/12-7 CH12-12	Term 1 Week 10	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-7 CH12-12	Term 2 Week 6	CH11/12-4 CH11/12-5 CH11/12-7 CH12-12	Term 3 Week 4 & 5
Weighting	60	40	Weighting	15	20	10	15	10	10
Skills in working scientifically									
Knowledge and understanding of course content									
Weighting	100								25

CHEMISTRY

COURSE OUTCOMES

Outcome	Description
CH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	Analyses and evaluates primary and secondary data and information
CH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
	Note outcomes 8 – 11 are Year 11 Outcomes
CH12-12	Explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13	Describes, explains and quantitatively analyses acids and bases using contemporary models
CH12-14	Analyses the structure of, and predicts reactions involving carbon compounds
CH12-15	Describes and evaluates chemical systems used to design and analyse chemical processes

COMMUNITY AND FAMILY STUDIES

	Task 1	Task 2	Task 3	Task 4
Task Description	Case Study and Investigation Social Impact of Technology	Independent Research Project Research Methodology	Parenting and Caring In-class Analysis Report	Trial HSC Exam
Week Due	Term 4 Week 8	Term 2 Week 2	Term 2 Week 7	Term 3 Week 4 & 5
Outcomes Assessed	H1.1, H3.1, H3.4, H4.2, H4.2, H5.1, H6.2	H4.1, H4.2	H2.1, H2.3, H3.1	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
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
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating.	35	10	10	10
Weighting	100	25	20	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	Integrated Skills and Fieldwork Writing Task	Stimulus Based Task: Analysis of stimulus material (skills and written response questions)	Geographical Writing: Extended response answers	Trial HSC Exam
Week Due	Term 4 Week 10	Term 2 Week 6	Term 3 Week 1	Term 3 Week 4 & 5
Outcomes Assessed	H1, H2, H5, H7, H8, H11, H13	H1, H2, H3, H6, H7, H10, H11, H12, H13	H1, H3, H5, H6, H7, H12, H13	H1, H2, H3, H4, H5, H6, H9, H10, H11, H12, H13
Assessment Component	Weighting			
Knowledge and understanding of course content	40	5	10	10
Geographical tools and skills	20	5	10	5
Geographical inquiry and research, including fieldwork	20	10		5
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	5
Weighting	100	25	25	25

GEOGRAPHY

COURSE OUTCOMES

Outcome	Description
H1	Explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
H2	Explains the factors which place ecosystems at risk and the reasons for their protection
H3	Analyses contemporary urban dynamics and applies them in specific contexts
H4	Analyses the changing spatial and ecological dimensions of an economic activity
H5	Evaluates environmental management strategies in terms of ecological sustainability
H6	Evaluates the impacts of, and responses of people to, environmental change
H7	Justifies geographical methods applicable and useful in the workplace and relevant to a changing world
H8	Plans geographical inquiries to analyse and synthesise information from a variety of sources
H9	Evaluates geographical information and sources for usefulness, validity and reliability
H10	Applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
H11	Applies mathematical ideas and techniques to analyse geographical data
H12	Explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
H13	Communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graph 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	Workplace Communication and Production – Skills and Processes Presentation	Trial HSC Exam
Week Due	Term 4 Week 8	Term 1 Week 5	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
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

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 5	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 Timber Products and Furniture Industry	40	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	30	10	
Weighting	100	25	10	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

INVESTIGATING SCIENCE

	Task 1	Task 2	Task 3	Task 4
Task Description	Depth Study 1 Scientific investigation and Report	Depth Study 2 Research Essay	Depth Study 3 Data Analysis Task	Trial HSC Exam
Week Due	Term 1 Week 2	Term 1 Week 10	Term 2 Week 10	Term 3 Week 4 and 5
Outcomes Assessed	INS11/12-1, INS11/12-2, INS11/12-3, INS12-5, INS12-7, INS12-12, INS12-14,	INS11/12-1, INS11/12-5, INS11/12-7, INS12-12, INS12-15	INS11/12-2, 11/12-4, 11/12-5, 1/12-6, INS12-12, INS12-14	Any outcomes may be examined
Assessment Component	Weighting			
Skills in working scientifically	60	20	10	15
Knowledge and understanding of course content	40	10	5	10
Weighting	100	30	15	25
				30

INVESTIGATING SCIENCE

COURSE OUTCOMES

Outcome	Description
INS11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	Analyses and evaluates primary and secondary data and information
INS11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
	Note Outcomes 8 – 11 are Year 11 Outcomes
INS12-12	Develops and evaluates the process of undertaking scientific investigations
INS12-13	Describes and explains how science drives the development of technologies
INS12-14	Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS12-15	Evaluates the implications of ethical, social, economic and political influences on science

LEGAL STUDIES

	Task 1	Task 2	Task 3	Task 4
Task Description	Crime Research Investigation Media File and Report	Crime and Focus Study In Class Test	Depth Option: Research Extended Response	Trial HSC Exam All Topics
Week Due	Term 4 Week 10	Term 1 Week 8	Term 2 Week 6	Term 3 Week 4 & 5
Outcomes Assessed	H1, H3, H4, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H4, H5, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Assessment Component	Weighting			
Knowledge and understanding of course content	40	5	15	20
Analysis and Evaluation	20	20		
Inquiry and Research	20	15	5	
Communication	20	5	5	5
Weighting	100	25	25	25

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

MATHEMATICS EXTENSION 1

	Task 1	Task 2	Task 3	Task 4
Task Description	Class Test: Rates of Change Inverse Functions	Assignment: Mathematical Induction Permutations & Combinations Vectors in two Dimensions	Class Test: Binomial distribution Applications of calculus Trigonometric Equations	Trial HSC Exam: All Topics
Week Due	Term 4 Week 6	Term 1 Week 6	Term 2 Week 7	Term 3 Week 4 & 5
Outcomes Assessed	ME11-1,ME11-4	ME11-5, ME12-1, ME12-2	ME12-3, ME12-4, ME12-5	All outcomes
Assessment Component	Weighting			
Concepts, skills & Techniques	50	10	12	13
Reasoning & Communication	50	10	13	12
Weighting	100	20	25	25
				30

MATHEMATICS EXTENSION 1

COURSE OUTCOMES

Outcome	Description
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
	Note: *Outcomes from the Preliminary and Mathematics courses can also be assessed as part of multiple part questions.

MATHEMATICS ADVANCED

	Task 1	Task 2	Task 3	Task 4
Task Description	Class Test: Differential Calculus, 1st & 2nd Derivatives	Assignment: Exponential and Logarithmic functions, Probability, Distributions, Descriptive statistics	Class Test: The anti-derivative, Integral calculus, Trigonometric Functions, Graphic Techniques	Trial HSC Exam: All Topics Except Financial Mathematics
Week Due	Term 4 Week 6	Term 1 Week 6	Term 2 Week 5	Term 3 Week 4 & 5
Outcomes Assessed	MA12-3, MA12-6	MA11-6, MA11-7, MA12-8	MA12-1, MA12-5, MA12-7	All Outcomes Except MA12-2 and MA12-4
Assessment Component	Weighting			
Concepts, skills & Techniques	50	10	12	13
Reasoning & Communication	50	10	13	12
Weighting	100	20	25	30

MATHEMATICS ADVANCED

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 Description	Task 1	Task 2	Task 3	Task 4
Week Due	Exploring & Describe Data, Probability	Investments & Loans Simultaneous linear equations, Rates and ratios	Non-right-angled Trigonometry, Bivariate data analysis, Network concepts, Annuities	Trial HSC Exam: All topics
Outcomes Assessed		MS11-2, MS11-7, MS11-8	MS12-12-1, MS12-12-3, MS2-12-4, MS2-12-5, MS2-12-8	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-8
Assessment Component	Weighting			
Concepts, skills & Techniques	50	10	13	12
Reasoning & Communication	50	10	7	18
Weighting	100	20	20	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
	Note: * 30% of outcomes assessed can be from the Preliminary Mathematics General course

MATHEMATICS STANDARD 1

	Task 1	Task 2	Task 3	Task 4
Task Description	Class test: Energy & Mass, Exploring & Describe Data, Probability	Assignment: Investing Money Simultaneous linear equations	Assignment: Rates, Scale Drawings, Statistical surveys and analysis	Trial HSC Exam: All topics except Graphing practical situations & Network Concepts
Week Due	Term 4 Week 8	Term 1 Week 6	Term 2 Week 5	Term 3 Week 4 & 5
Outcomes Assessed	MS 11-2, MS11-7, MS 11-8	MS11-12-1, MS11-12-5, MS11-12-6	MS11-12-2, MS11-12-3, MS11-12-4, MS11-12-7	All outcomes
Assessment Component	Weighting			
Concepts, skills & Techniques	50	10	12	13
Reasoning & Communication	50	10	13	12
Weighting	100	20	25	30

MATHEMATICS STANDARD 1

COURSE OUTCOMES

Outcome	Description
MS1-12-1	Uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS1-12-2	Analyses representations of data in order to make predictions and draw conclusions
MS1-12-3	Interprets the results of measurements and calculations and makes judgements about their reasonableness
MS1-12-4	Analyses simple two-dimensional and three-dimensional models to solve practical problems
MS1-12-5	Makes informed decisions about financial situations likely to be encountered post-school
MS1-12-6	Represents the relationships between changing quantities in algebraic and graphical forms
MS1-12-7	Solves problems requiring statistical processes
MS1-12-8	Applies network techniques to solve network problems
MS1-12-9	Chooses and uses appropriate technology effectively and recognises appropriate times for such use
MS1-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others
	Note: * 30% of outcomes assessed can be from the Preliminary Mathematics General course

MUSIC

	Task 1	Task 2	Task 3	Task 4
Task Description	Topic : An Instrument and Its Repertoire Core Composition Task	Topic: Rock/Music Elective 1 + Elective 2 (Performance, Composition OR Musicology)	Topic: Music for Radio, Film, Television & Multimedia Core Musicology, Core Aural Elective 3 (Performance, Composition or Musicology)	Trial HSC Exam Core Aural Core Performance Elective 3
Week Due	Term 4 Week 10	Term 1 Week 9 & 10	Term 2 Week 9 & 10	Term 3 Week 4 & 5
Outcomes Assessed	Comp:H3, H5, H7, H8	Per:H1, H7 Comp:H2, H3, H5, H7 Mus: H2, H4, H5, H6, H7	Aur:H4, H6 Per:H1, H7 Comp: H2, H3, H5, H7 Mus: H2, H4, H5, H6, H7	Aur: H4, H6 Per: H1, H2, H7, H9 Comp: H2, H3, H5, H7 Mus: H2, H4, H5, H6, H7
Assessment Component	Weighting			10
Performance Core	10			
Composition Core	10			
Musicology Core	10			10
Aural Core	25			10
Elective 1	15			15
Elective 2	15			15
Elective 3	15			10
Weighting	100			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 & 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 7	Term 1 Week 7	Term 2 Week 8	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
Skills in critical thinking, research, analysis and communicating	60	15	15	10
Weighting	100	25	25	30

PERSONAL DEVELOPMENT, HEALTH & 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

SPORT, LIFESTYLE & RECREATION

	Task 1	Task 2	Task 3	Task 4
Task Description	Resistance Training Programming	Athletics Event Focus	Coaching Task	Trial HSC Exam
Week Due	Term 4 Week 6	Term 1 Week 6	Term 2 Week 5	Term 3 Week 4 & 5
Outcomes Assessed	2.5, 3.2	1.3, 2.2, 3.6, 4.4	1.3, 3.1, 3.2	1.1, 1.3, 2.1, 2.2, 2.5, 3.1, 3.6, 4.1, 4.5
Assessment Component	Weighting			
Knowledge and understanding of course content	50	10	15	5
Skills in critical thinking, research, analysis and communicating	50	15	15	15
Weighting	100	25	30	20
				25

SPORT, LIFESTYLE AND RECREATION

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

VISUAL ARTS

	Task 1	Task 2	Task 3	Task 4
Task Description	Case Study	Body of Work	Trial HSC	Body of Work
Week Due	Term 4 Week 10	Term 1 Week 6	Term 3 Week 4 & 5	Term 3 Week 6
Outcomes Assessed	H7-10	H1-6	H7-10	H1-6
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	20	30	
Weighting	100	20	30	30

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 Kitchen Operations
- 2 Unit Manufacturing and Engineering
- 2 Unit Primary Industries (Rural Operations)

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 NESA 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 NESA.

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 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.

FORMS



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 submitted on your first day of return. 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: _____ / _____ / _____

5. Reason for this application:

Absence

Non-Completion

Under-achievement

Due to:

Illness

Accident / Misadventure

Procedure

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

New Completion Date: ___ / ___ / ___

Set a Substitute Task

Estimate Given based on evidence

Insufficient cause demonstrated - Zero Marks awarded

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 this form to:

Year 12: Principal

Year 11 and below: Deputy Principal

Review of Appeal Decision:

Supported

Not Supported

____ / ____ / ____

Signature of Senior Executive

File Date



YOUNG HIGH SCHOOL STUDENT APPEAL FORM

Application for an appeal on a grading decision.....

STEP ONE:

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

2. Course: _____ Teacher: _____

3. Assessed Task:

Details: Attach supporting documents

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

Signature of student

____ / ____ / ____
Date

Signature of Parent / Guardian

STEP TWO:

The student must present this written response stating the grounds for appeal to:

Year 12: Principal

Year 11 and below: Deputy Principal

Review of Appeal Decision:

Supported

Not Supported

Signature of Senior Executive

____ / ____ / ____

File Date



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