

KINGSCLIFF HIGH SCHOOL



ACHIEVEMENT THROUGH ENDEAVOUR

HIGHER SCHOOL CERTIFICATE 2022

ASSESSMENT POLICY

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Information is current at time of printing. Refer to Kingscliff High School website for updated information
www.kingscliff-h.schools.nsw.edu.au

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NSW EDUCATION STANDARDS AUTHORITY REQUIREMENTS

The NSW Education Standards Authority (NESA) requires all Schools to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task in all courses
- provides a schedule of the tasks designed for the whole course

The school must also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the HSC course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on each student's performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission or non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to NESA
- conduct school reviews of assessments when requested by students
- ensure that students are aware that they can collect their Rank Order Advice at the end of the external examinations at their school.

KINGSCLIFF HIGH SCHOOL HSC ASSESSMENT POLICY

The Higher School Certificate is a credential that must be earned. Students earn this credential by displaying diligence and sustained effort. Attendance without effort will not see the student recommended for the award of a Higher School Certificate.

Assessments are intended to measure the student's TOTAL achievement in a course. They will include a measure of those course objectives, which are not tested by the external examination and measure students' achievements relative to each other by the end of the HSC course in Year 12. Our school's policy emphasises that assessment is a continual process and stresses the importance of completing all aspects of a course.

1. Formal Assessment for the HSC

Formal assessment commences at the beginning of **Term 4, Year 11**. In the case of a student repeating Year 12, an assessment will be made based on their work in Year 12 of the repeated year only.

2. Assessment Policies and Schedules

Assessment policies and schedules for Year 12 will be completed and distributed to each student by the Deputy Principal at the start of the course. This will ensure students are aware of their assessment requirements in each course. A copy of this booklet will also be forwarded to the P&C Executive.

3. Assessment Sessions

All courses of study will have two (2) Assessment Sessions.

Assessment Session 1: Starting at the beginning of Term 4 in Year 11 up to and including the Half Yearly Examination in Year 12.

Assessment Session 2: Starting from the Half Yearly in Year 12 up to the time of completion of courses in Year 12.

4. Assessment Instruments

Students will be informed that a certain task has been nominated as an Assessment Instrument - once this has been nominated it cannot be discarded nor can others be added.

5. Marking Criteria

Marking Criteria for all assessable tasks will be provided to students. Course work and Assessment Tasks will be graded against syllabus outcomes, norm referenced or on a standards reference basis. Using such assessment strategies removes the concept of pass and fail.

A variety of teaching modes and assessment strategies will be used depending upon specific faculty requirements. Team teaching across a course is common to some subjects.

6. Submission of Tasks

Assessment tasks must be submitted on the day noted on the Assessment Schedule. Tasks are most often scheduled for submission on the day the course has a period one lesson.

Non practical Assessment Tasks must be submitted at the start of the lesson on the day noted on the Assessment Schedule. **If the task is submitted after the start of the lesson, but before the end of the lesson, without a verifiable reason the task will be discounted by 20% of the total available marks. Tasks that are handed in later in the day will be considered late and a mark of zero will be applied.**

Tasks of practical nature will be conducted and submitted during Period 1.

If the due date is not one that has a Period 1 class, your teacher will inform you of submission requirements.

7. Non Completion or Non Submission of Assessment Tasks

In all cases where a candidate fails to complete or submit an Assessment Task or submits an Assessment Task after the due date (see point 6 above), **ZERO MARKS** will be recorded for that task. Where an incomplete Task is submitted, marks will only be awarded for the work or parts submitted or presented by the due date or dates.

If a student has not submitted a Task by the due date because of illness, a medical certificate for the absence is required. **The medical certificate and the Task must be presented on the student's next day of attendance.** The medical certificate must be presented to the Deputy Principal and the task to your teacher. Otherwise, **ZERO MARKS** will be recorded for that Task.

If a student is unable to submit a Task on the due date as a result of school sporting, cultural or other school related commitments, the student must notify the relevant Head Teacher and Deputy Principal as early as possible **BEFORE** the due date. An alternate date or arrangement will be negotiated between the Deputy Principal, the Head Teacher and student so as not to disadvantage either the student or other candidates in the course. Otherwise, **ZERO MARKS** will be recorded for that Task.

8. Attendance

Students are required to attend all timetabled classes and they cannot excuse themselves to go elsewhere to meet other requirements in other subjects without the approval of the timetabled teacher.

9. Attendance and Assessment Tasks

Students must attend the day prior to and all classes prior to, including period 0, on the day of any Assessment Task. This will ensure students have similar preparation times prior to tasks and are attending classes.

Students who do not meet the preceding requirements must supply either a **medical certificate** or another independently **verifiable, genuine and acceptable reason** for the absence to the Deputy Principal, supported by a letter from a parent. **If there is no acceptable reason provided to the school, the task will be discounted by 20% of the total available marks.** Appeals to the Principal are available to students. A register of defaulters will be kept.

Students who truant class, for any reason, prior to the submission of any assessment task, will be regarded as gaining an unfair advantage in preparation time. Consequently, **the task will be discounted by 20% of the total available marks.** Appeals to the Principal are available to students.

10. Examination Attendance

The Half Yearly and Trial HSC Examinations are compulsory Assessment Tasks. HSC students must seriously attempt the Half Yearly and Yearly Examinations at the times nominated in the Assessment Schedule and school Examination Timetables.

Formal examinations for individual students or classes will not be rescheduled unless the Deputy Principal has granted special permission. This permission in nearly every case will need to be sought prior to the exam. This will be based upon documentation supplied to the Deputy Principal at least one week before the examination. Please note that a student's part-time or casual employment, vacation or participation in non-school activities will not warrant rescheduling of an examination.

If students are not feeling well they should do the examination and report the illness to the exam supervisor. They must also then report their illness to the Deputy Principal. **A medical certificate should also be supplied as soon as possible after the exam and attached to an Illness / Misadventure form.** If a student is **unable to sit the examination** due to illness, they should make **phone contact to the school prior to the examination and provide a medical certificate** to the Deputy Principal **no later than the day after the expiry date of the certificate.**

Excuses such as misreading of the exam timetable, attending family holidays or non-school events will result in **ZERO** being awarded for the examination missed. No rescheduling of an examination or an estimate will be given for such excuses. An estimate will only be given in cases of extreme or genuine misadventure that prevents examination attendance. Applications will be viewed on a case by case basis. Wherever possible the student will complete the examination or similar at a later date.

NOTE: This policy is in line with the **NESA policy** for the conduct of Higher School Certificate examinations.

11. Appealing an assessment Grade/Mark

Students wishing to appeal a grade/mark for any assessment may do so by submitting, in writing, a request for a review of that mark stating the reasons for the appeal. This must be completed and lodged with the Head Teacher of the appropriate faculty within two school days of the tasks return. Head Teachers will appoint an impartial person to review the mark.

It is important to note that the review process can affirm the original mark, award a higher mark or award a lower mark.

Any subsequent appeals must be lodged, in writing, with the Principal within two school days of the completion of the initial appeal process.

12. Estimates

Only in exceptional circumstances will estimates be awarded. For example, where the completion of a substitute task is not feasible, is unreasonable or where the missed task is difficult to duplicate, the Deputy Principal, in consultation with the Principal may authorise the use of an estimate based on other appropriate evidence. Estimates will be finalised at the completion of the course and based upon the student's performance in either similar activities during the course or performance in the entire course.

Please note that a student's part-time or casual employment or vacation will not warrant the issuing of an estimate.

The Principal's determination in any such case will be final.

13. Malpractice and Non Serious Attempts

Students caught engaging in malpractice or making a non serious attempt of any sort in an Examination or Assessment Task will be awarded **ZERO MARKS** for that Examination or Task. Engaging in a malpractice or making a non serious attempt constitutes unsatisfactory completion of the task. This is consistent with NESA practice.

All confirmed instances of malpractice are required to be reported to NESA.

Definition of Malpractice: Malpractice is defined as presenting work as entirely your own when it is not or gaining support from outside sources when inappropriate. Activities such as copying information from past or present students, taking notes or diagrams etc. into examinations, having a mobile phone on your person or using a mobile phone during examinations are only some examples of malpractice. Note this is not a definitive list of examples. The Principal will determine whether a student has engaged in malpractice based upon supporting evidence.

Non Serious Attempts: Non serious attempts for an assessment task refers to the work students attempt and present. The HSC Rules and Procedures require students to attempt a range of questions throughout the examination paper. Attempting multiple-choice questions is not sufficient. In addition, frivolous or objectionable material is unacceptable and will be considered a non serious attempt.

14. Satisfactory Completion of a Course

Where a candidate has been given zero marks because of failure to satisfactorily complete Assessment Tasks totalling **50%** or more of the final course Assessment Mark, **the Principal must certify that the course has not been studied satisfactorily.**

Candidates are expected to satisfactorily complete all course-work. Where a candidate fails to satisfactorily complete at least **85%** of course-work **the Principal may certify that the course has not been studied satisfactorily.** This has strong implications for attendance, homework and working with diligence in class.

15. Warnings of Not Satisfying Requirements

Where it is likely that a candidate may not be certified due to not satisfying course requirements, early warning, in writing, must be given so that the candidate and parents are aware of the potential consequences. In the event of a student not satisfying course requirements a warning letter will be issued by the Teacher / Head Teacher for that course. **Students must satisfactorily complete all course work and assessment tasks to satisfy the requirements of any course.** Warning letters may be redeemed within the period of time specified on the warning letter; however the student will still receive zero marks. If the warning is **not** redeemed, parents will be formally notified.

Should a second warning occur for a second task or course work, a second warning letter will be issued.

Please note: Students who have two unredeemed warnings will be deemed to have failed to satisfactorily complete the course and NESA will be notified of the 'N' Determination. This will most likely mean the student will fail to receive a Higher School Certificate.

16. Satisfactory Completion for the Award of a Higher School Certificate

Candidates must satisfy requirements in ten or more units to be eligible for the award of a HSC. Students who do not study a course satisfactorily, will not have an Assessment Mark or an Examination Mark reported for the course in which assessment requirements have not been met. If the student has not met the requirements in 10 units then the student will not be eligible for the award of a Higher School Certificate, unless he or she is pursuing a "pathways" option where satisfactory completion of 10 units may be accumulated over a number of years. The Higher School Certificate Manual details all the requirements for the presentation of courses and units of study.

In circumstances where the candidate has failed to study a course/s satisfactorily under this provision, the Principal must:

- a) submit an Assessment mark incorporating the marks for those tasks completed and a zero for each task not completed.*
- b) complete a Withholding of Certification for Unsatisfactory Completion of Year 12 form, and forward it at the time of submission of Assessments (See the Higher School Certificate Manual) and,*
- c) advise the candidate of the submission and of the candidate's right to appeal to NESA*

17. Conduct for assessment purposes

Conduct will not be taken into account as part of the school assessment, nor will such measures as interest and attitude; however students are expected to comply with the school's rules regarding conduct and behaviour. Students will not be allowed to behave in a manner that impedes the learning of others. Poor attendance may become a factor, where it can be shown that progress towards achieving course outcomes has been significantly affected.

18. Students Will Not To Be Told Their Actual Assessments

Students will be informed of their order of merit within each course after the last Higher School Certificate examination.

19. Reviews/Appeals

- a) Students may apply for a review at the school level if their position in the school's order of merit differs significantly from expectations they may have from feedback on their performance on Assessment Tasks.*
- b) The School Review Committee will consist of the Principal/Deputy Principal and the Head Teacher or Subject Coordinator of the subject in which the review is being made.*
- c) The Committee will meet after the last examination (second half of November) to examine all relevant material and check for clerical or computational errors; also to check that the assessments were made according to the stated school schedules and NESA's requirements.*
- d) Full and detailed reasons must be given by all pupils seeking a review.*
- e) The privacy of other students must be respected.*
- f) A record of reviews must be kept and forwarded to NESA*
- g) There will be provision for a student to seek a further appeal to NESA if the conduct of the earlier school review did not comply with NESA's requirements.*

20. Assessment Task Certification Form

For any task requiring outside work or research the student will be required to fill in an assessment task certification form. See page 50 for cut-out copies.

<p>Assessment Task Certification Form</p> <p>Subject: _____ Task Name: _____</p> <p>Student Name: _____</p> <p>Student declaration: I declare that the planning, development, content and presentation of this task is my own work and has not been copied from any other person's work. I understand that a false declaration may jeopardise my HSC.</p> <p>Signature of student: _____</p>

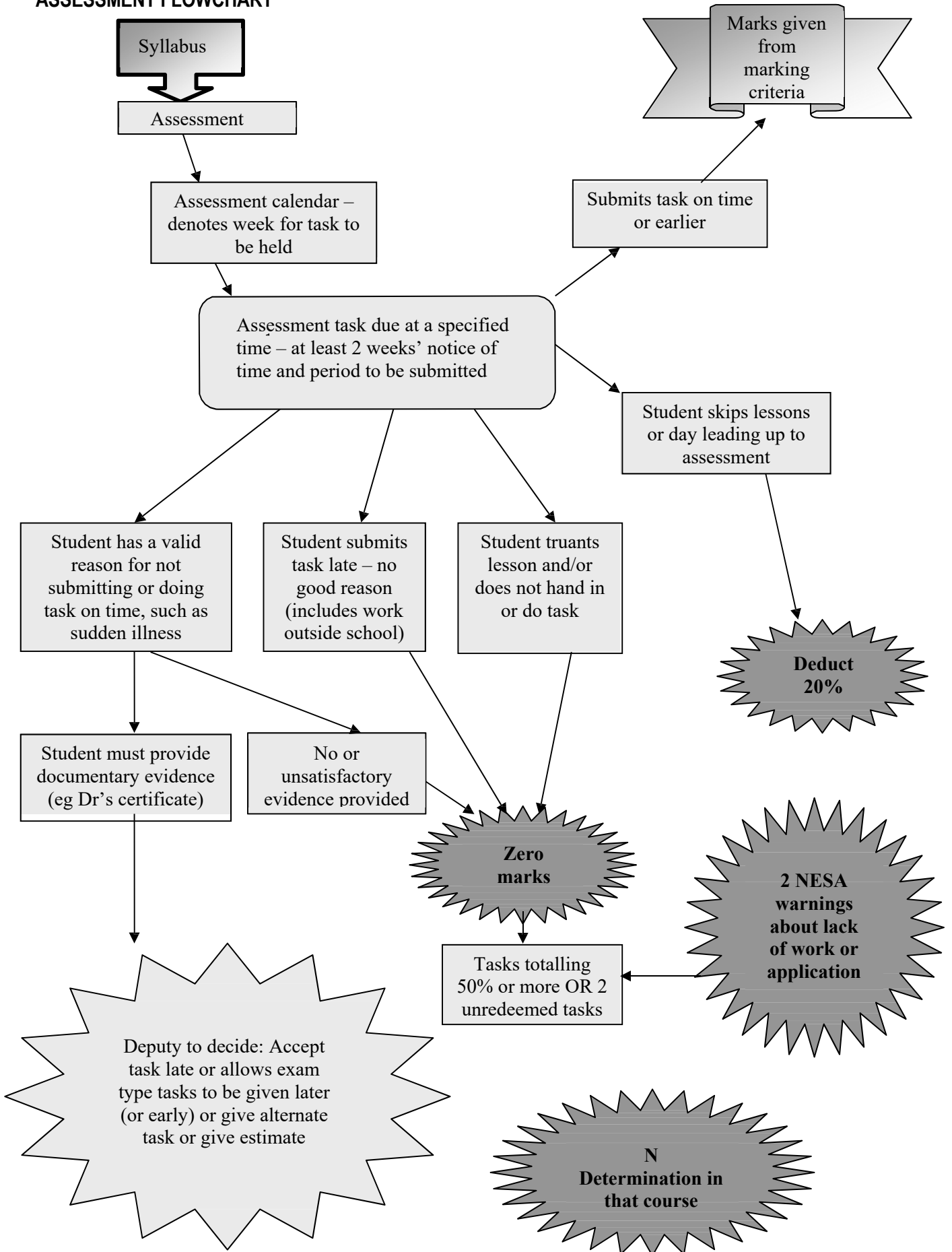
21. Determination of the “Top Ten”

Student's final school HSC assessment marks and ranks for each course will be used to determine the top ten each year. This data will be entered into an ATAR estimator to generate the final list of students.

22. Summary

- Students need a minimum of 10 Units of satisfactory study to gain a Higher School Certificate (HSC).
- Students must have good attendance, participate in all classes, complete all course work and assignments
- **If you do not attempt all class work and homework you may not gain a HSC**
- **If you do not attempt all Assessment Tasks you may not gain a HSC**
- Any written warnings sent by the school are done so on behalf of NESA.

ASSESSMENT FLOWCHART



Aboriginal Studies

Introduction

The syllabus specifies four areas to be covered in the assessment program. The syllabus components and their weightings are as follows:

Social Justice and Human Rights Issues	20%
Heritage and Identity	20%
Research and Inquiry methods	20%
Knowledge and Skills	40%
	100%

HSC Course Assessment Grid

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
	Due Date	Session 1	Session 1	Session 2	Session 2
	Task Type	Written Task Term 4, Week 9	Major Project Term 2, Week 6	Extended Response Term 2, Week 10	Trial HSC Examination
Social Justice and Human Rights Issues	20	5	10		5
Heritage and Identity	20		10	5	5
Research and Inquiry methods	20	5	10	5	
Knowledge and Skills	40	5	10	5	20
Total	100	15	40	15	30
Outcomes		H1.2 H1.1 H1.3 H3.2 H4.1	H4.1 H4.2 H4.3 H4.4	H1.2 H2.1 H3.3 H4.1	H1.1 H2.2 H3.1 H4.5

Ancient History

Introduction

The syllabus specifies four areas to be covered in the assessment program. The syllabus components and their weightings are as follows:

Knowledge and understanding course content	40%
Historical skills in the analysis and evaluation of sources and interpretations	20%
Historical inquiry and research	20%
Communication of historical understanding in appropriate forms	20%
	100%

HSC Course Assessment Grid

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
	Due Date	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 3 and 4
	Task Type	Research based source analysis: Pompeii and Herculaneum	Open book assessment: Sparta	Historical analysis	Trial HSC Examination
Knowledge and understanding of course content	40	10	5	5	20
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	5	5
Historical inquiry and research	20	5	5	10	
Communication of historical understanding in appropriate forms	20	5	5	5	5
Total	100	25	20	25	30
Outcomes		AH12.5, AH12.6, AH12.8, AH12.9, AH12.10	AH12.2, AH12.3, AH12.4, AH12.6, AH12.9	AH12.1, AH12.4, AH12.6, AH12.7, AH12.8, AH12.9	AH12.1, 1H12.3, 1H12.5, AH12.6, AH12.10

Biology

Introduction

The Year 12 course consists of Working Scientifically Skills and 120 hours of core content. 15 hours must be allocated to depth studies within the 120 indicative course hours.

The course includes the following modules:

- Module 5 – Heredity
- Module 6 – Genetic Change
- Module 7 – Infectious Disease
- Module 8 – Non-infectious Disease and Disorders

HSC Requirement Specific to this Subject

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential component of the Year 12 course. Students will complete no less than 35 indicative hours of practical investigations, including time allocated to practical investigations in depth studies.

Year 12 Course Assessment Grid

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Depth Study	Modules' Test	Working Scientifically	Yearly (HSC Trial) Examination
Timing		Term 4 Week 11	Term 1 Week 11	Term 2 Week 6	Term 3 Weeks 3-5
Syllabus Document Outcomes		BIO11/12-1 to BIO11/12-7, BIO12-12	BIO11/12-4 to BIO11/12-6, BIO12-12, BIO12-13	BIO11/12-1 to BIO11/12-7, BIO12-12	BIO11/12-1 to BIO11/12-7, BIO12-12 to BIO12-15
Knowledge & Understanding	40	10	5	10	15
Skills in Working Scientifically	60	20	5	20	15
TOTAL	100	30	10	30	30

Business Studies

Introduction

The syllabus specifies four areas to be covered in the assessment program. The syllabus components and their weightings are as follows:

Knowledge and understanding course content	40%
Stimulus based skills	20%
Inquiry and research	20%
Communication of business information, ideas and issues in appropriate forms	20%
	100%

HSC Course Assessment Grid

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Report Operations	Multimedia presentation Marketing	Case Study Global Business	Trial HSC Examination	
Timing	Term 4 Week 10	Term 1 Week 8	Term 2 Week 10	Term 3 Week 3	
Outcomes assessed	H1, H2, H5, H7	H3, H5, H6, H7, H8, H9	H4, H6, H7, H8, H9, H10	H2, H3, H4, H5, H6, H9, H10	
Components	Weighting %				
Knowledge and understanding of course content	10	5	10	15	40
Stimulus based skills		10	5	5	20
Inquiry and research skills	10	10			20
Communication of business information, ideas and issues in appropriate forms		5	5	10	20
Total %	20	30	20	30	100

Chemistry

Introduction

The Year 12 course consists of Working Scientifically Skills and 120 hours of core content. 15 hours must be allocated to depth studies within the 120 indicative course hours.

The course includes the following modules:

- Module 5 – Equilibrium and Acid Reactions
- Module 6 – Acid / Base Reactions
- Module 7 – Organic Chemistry
- Module 8 – Applying Chemical Ideas

HSC Requirement Specific to this Subject

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential component of the Year 12 course. Students will complete no less than 35 indicative hours of practical investigations, including time allocated to practical investigations in depth studies.

Year 12 Course Assessment Grid

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Depth Study	Modules Test	Practical Test	Yearly (HSC Trial) Examination
Timing		Term 1 Week 7	Term 1 Week 11	Term 3 Weeks 3-5	Term 3 Weeks 3-5
Syllabus Document Outcomes		CH11/12-1 to CH11/12-7, CH12-13	CH11/12-1 to CH11/12-7, CH12-13, CH12-14	CH11/12-1 to CH11/12-7, CH12-13 to CH12-16	CH11/12-1 to CH11/12-7, CH12-13 to CH12-16
Knowledge & Understanding	40	5	10	5	20
Skills in Working Scientifically	60	25	0	25	10
TOTAL	100	30	10	30	30

Community and Family Studies (CAFS)

Introduction

The HSC course consists of three core modules representing 75 percent of course time. An options component representing 25 percent of course time includes three modules of which students are to study only one.

Core Modules	Weighting
Research Methodology	25%
Groups in context	25%
Parenting and Caring	25%
Optional Module	
Social Impact of Technology	25%
Total	100%

Components	Weightings
Knowledge and understanding of course content	40
Skills in critical thinking, research methodology, analysing and communicating	60
Total	100

HSC Course Assessment Grid

Syllabus Components	Syllabus Weighting %	Task 1	Task 2	Task 3	Task 4
	Due Date	Term 4 Week 10	Term 1 Week 9	Term 2 Week 8	Term 3
	Task Type	Independent Research Project	Groups in Context Task	Parenting and Caring- Essay	Trial HSC Examination
Knowledge and understanding of course content	40		10	10	20
Skills in critical thinking, research methodology, analysing and communicating	60	20	15	15	10
	100	20	25	25	30
Outcomes		H4.1, 4.2	H1.1, H2.2, H5.1	H5.2, H2.1	H1.1 - H6.2

Dance 2 Unit

Introduction

Assessment Components	Weightings
Core Performance	20%
Core Composition	20%
Core Appreciation	20%
Major Study	40%
TOTAL	100%

HSC Requirement Specific to this Subject

The major study can be a depth study of Performance, Composition or Appreciation.

HSC Course Assessment Grid

	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of Tasks	Presentation of Core Performance Performance of Solo dance followed by a discussion referencing phrases and sequences from Core Performance in regards to Safe Dance Practice and critical analysis and evaluation of performance quality.	Presentation of Core Composition Performance of Core Composition Dance, Process diary with formal rationale, critical analysis of the elements and processes of dance Composition using dance terminology. Core Appreciation critical analysis of one prescribed work. In class essay	Submission / Performance of Draft Major Study Work in Progress Submission / Performance of Major Study Elective, elaboration interview and process diary including evidence of research.	Trial HSC Examination Presentation of Core Performance Dance with formal interview. Presentation of Core Composition with formal interview. Major Study Submission / Performance with formal interview. Core Appreciation with two extended response questions, prescribed artists and their works.	
	Term 4 Week 8	Term 1 Week 8 <small>(possibly half yearly exam time)</small>	Term 2 Week 10	Term 3 (Trial exam period)	
Components	H1.1, H2.1, H2.2 & H4.4	H1.2, H3.1, H2.2 & H4.4	H1.1, H1.2, H2.1, H2.2 & H4.5*	H4.1, H4.2, H4.4, H1.1, H2.1, H2.2, H4.4, H1.2, H3.1 & H3.2*	
Performance	15			5	20
Composition		10		10	20
Appreciation		10		10	20
Major Study			20	20	40
Total %	15	20	20	45	100

*Teachers will select the appropriate outcomes based on the Major Study option selected by each student.

Earth and Environmental Science

Introduction

The Year 12 course consists of Working Scientifically Skills and 120 hours of core content. 15 hours must be allocated to depth studies within the 120 indicative course hours.

The course includes the following modules:

- Module 5 – Earth’s Processes
- Module 6 – Hazards
- Module 7 – Climate Science
- Module 8 – Resource Management

HSC Requirement Specific to this Subject

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential component of the Year 12 course. Students will complete no less than 35 indicative hours of practical investigations, including time allocated to practical investigations in depth studies. One fieldwork exercise must be included in the Year 12 course.

Year 12 Course Assessment Grid

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Depth Study	Modules Test	Working Scientifically	Yearly (HSC Trial) Examination
Timing		Term 4 Week 9	Term 1 Week 11	Term 2 Week 7	Term 3 Weeks 3 - 5
Syllabus Document Outcomes		EES11/12-1, EES11/12-4, EES11/12-5 EES11/12-7, EES 12-14	EES11/12-1 to EES11/12-7 EES12-12, EES12-14	EES11/12-1 to EES11/12-7, EES12-13	EES11/12-1 to EES11/12-7, EES12-12 to EES12-15
Knowledge & Understanding	40	5	5	10	20
Skills in Working Scientifically	60	25	5	20	10
TOTAL	100	30	10	30	30

Economics

Introduction

This course provides students with opportunities to learn about the challenges and issues in a contemporary Australian economic context. Students develop their analytical, problem solving and communication skills to make informed judgements about economic issues.

The Economics course consists of the following topics:

- The Global Economy – Features of the global economy and globalisation
- Australia's Place in the Global Economy – Australia's trade and finance
- Economic Issues – issues including growth, unemployment, inflation, wealth and management
- Economic Policies and Management – the range of policies to manage the economy

HSC Course Assessment Grid

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Case Study The Global Economy	Media Report Australia's Place in the Global Economy	Research Task Economic Issues	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 5	
Outcomes assessed	H1, H2, H3, H4, H5	H6, H7, H8, H9, H10	H7, H9, H10, H11, H12	H1, H2, H5, H6, H7	
Components	Weighting %				
Knowledge and understanding of course content	5	10	10	15	40
Stimulus based skills	10	5		5	20
Inquiry and research skills	5	10	5		20
Communication of economic information, ideas and issues in appropriate forms		5	5	10	20
Total %	20	30	20	30	100

Engineering Studies

The HSC course consists of four modules comprising two engineering application modules and two engineering focus modules:

- A. Civil Structures - application module
- B. Personal and Public Transport - application module
- C. Aeronautical Engineering – focus module
- D. Telecommunications Engineering – focus module

Components	Weighting
Knowledge and understanding of engineering principles and developments in technology	50%
Skills in research, problem solving and communication related to engineering	30%
Understanding the scope and role of engineering including management and problem solving	20%
Total	100%

HSC Requirement Specific to this Subject

Key competencies are embedded in the Engineering Studies syllabus to enhance student learning. The key competencies of **collecting, analysing and organising information** and **communicating ideas and information** reflect core processes of inquiry and reporting which are explicit in the objectives and outcomes of Engineering Studies. Engineering reports must be allocated 20% of the total school assessment based on the range of assessment components.

HSC Course Assessment Grid

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
	Due Date	Term 4 2021 Day 4, Week 9 2/12/2021	Term 1 2022 Day 7, Week 7 10/3/2022	Term 2 2022 Day 7 Week 6 3/6/2022	Term 3 2022 Weeks 3 to 5
	Task Type	Civil Structures Engineering Report	Personal and Public Transport Research Task	Aeronautical Engineering Research Task	Trial HSC Examination
Knowledge and understanding of engineering principles and developments in technology	50	10	15	10	15
Skills in research, problem solving and communication related to engineering	30	5	5	10	10
Understanding the scope and role of engineering including management and problem solving	20	5	5	5	5
Total	100	20	25	25	30
Outcomes		H1.2, 3.2, 4.1, 5.1, 6.1, 6.2	H1.1, 2.1, 3.1, 3.3, 4.1	H1.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2,	H1.1, 1.2, 2.1, 2.2, 3.1, 3.3, 4.2, 4.3

English Studies

Introduction

Study in this course requires the completion of:	Weighting
HSC Common Module: Texts and Human Experiences	25%
Three modules	75%
Total	100%

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Common Module: Texts and Human Experiences Multimodal	Module A: We Are Australians Written Response	Module B: Discovery and Investigation Group Task	Module C: The Way We Were Portfolio (coursework, in lieu of Trial Examination)	
Date	Term 4 Week 9	Term 1 Week 10	Term 2 Week 7	Term 3 Week 3	
Outcomes Assessed	ES12-2, ES12-3, ES12-6	ES12-1, ES12-4, ES12-5	ES12-2, ES12-8, ES12-10	ES12-7, ES12-10	
Components					Weighting %
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	50
Total %	25	25	25	25	100

English Standard

Introduction

Study in this course requires the completion of:	Weighting
HSC Common Module: Texts and Human Experiences	35%
ONE elective chosen from EACH of two course modules	40%
Module C: The Craft of Writing	25%
Total	100%

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Common Module: Texts and Human Experiences Multimodal	Module A: Language, Culture and Identity Critical Response	Module C: Craft of Writing Portfolio	Trial HSC Examination Paper 1- Texts and Human Experiences (10%) Paper 2- Modules (15%)	
Date	Term 4 Week 9	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 3 and 4	
Outcomes Assessed	EN12-2 EN12-3 EN12-6	EN12-3 EN12-5 EN12-7	EN12-4 EN12-8 EN12-9	EN12-1 EN12-3 EN12-5	
Components					
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	50
TOTAL %	25	25	25	25	100

English Advanced

Introduction

Study in this course requires the completion of:	Weighting
HSC Common Module: Texts and Human Experiences	35%
ONE elective chosen from EACH of two course modules	40%
Module C: The Craft of Writing	25%
Total	100%

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Common Module: Texts and Human Experiences Multimodal	Module A: Textual Conversations Critical Response	Module C: Craft of Writing Portfolio	Trial HSC Examination Paper 1- Texts and Human Experiences (10%) Paper 2- Modules (15%)	
Date	Term 4 Week 8	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 3 and 4	
Outcomes Assessed	EA12-2 EA12-3 EA12-6	EA12-5 EA12-7 EA12-8	EA12-1 EA12-4 EA12-9	EA12-1 EA12-3 EA12-7	
Components					Weighting %
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	50
TOTAL %	25	25	25	25	100

Food Technology

Introduction

The HSC course consists of four Core Stands.

Core Strands:

- A. The Australian Food Industry
- B. Food Manufacture
- C. Food Product Development
- D. Contemporary Nutrition Issues

HSC Requirement Specific to this Subject

In order to meet the course requirements, students must **learn about** food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the **learn to** section of each strand. Therefore this course attracts a subject contribution payable by all students.

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Nutrition Investigation	Case Study	Food product Development	Trial HSC Examination	
Timing	Term 4 Week 7 Practical task Week 8 research	Term 1 Week 8 Report case study	Term 2 Week 9 Prototype Practical Week 10 folio due	Term 3	
Outcomes assessed	H2.1, 3.2, 5.1	H1.1, 1.2, 1.4, 3.1	H1.3, 4.1	H1.1, 1.2, 1.3, 2.1, 3.1, 4.2	
Component					Weighting %
Knowledge and understanding of course content	5	5		30	40
Knowledge and skills in designing, researching, analysing and evaluation	10	10	10		30
Skills in experimenting with and preparing food by applying theoretical concepts	10		20		30
Total %	25	15	30	30	100

Geography

Introduction

The syllabus specifies four areas to be covered in the assessment program. The syllabus components and their weightings are as follows:

	Weighting
Knowledge and understanding of course content	40%
Geographical tools and skills	20%
Geographical inquiry and research, including fieldwork	20%
Communication of geographical information, ideas and issues in appropriate forms	20%
Total	100%

HSC Course Assessment Grid

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Task Ecosystems at risk	Research and Essay Urban places	People and Economic Activity	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4	
Outcomes Assessed	H1, H2, H5, H8, H10	H1, H3, H6, H7, H8, H9, H10		H4, H5, H10, H11, H12, H13	
Components					Weighting %
Knowledge and understanding of course content	10	10	10	10	40
Geographical tools and skills	5	5	5	10	25
Geographical inquiry and research, including fieldwork	5	5	5		15
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	25	25	25	100

Industrial Technology – Timber & Furniture Technologies

Introduction

The HSC course consists of four sections:

- A. Industry Study
- B. Design, Management and Communication
- C. Production
- D. Industry Related Manufacturing Technology

HSC Requirement Specific to this Subject

The HSC course consists of the development of a Major Project and Industry Study. External Assessment consists of a written examination (40%) and a Major Project and Folio (60%). The Industry Study is assessed as part of the internal (school) assessment schedule.

HSC Course Assessment Grid

Component	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3	Task 5	Syllabus Weightings
Task:	Project Folio and Planning	Industry Study	Major Project Progress Mark	Major Progress Completion Check Point	Trial HSC Examination	
Timing:	Term 4 Day 4, Wk 9 2/12/21	Term 1 Day 7, Wk 10 30/3/22	Term 2 Day 7, Wk 8 15/6/22	Term 3 Fri, Week 1 22/7/22	Term 3 Weeks 3 and 4	
Outcomes:	H 3.1, 3.2, 5.1, 5.2,6.	H1.1, 1.2, 1.3, 3.2, 4.1, 5.1, 7.1, 7.2	H2.1, 3.1, 3.2, 3.3, 4.2, 4.3, 5.1, 6.1, 6.2	H2.1, 3.1, 3.2, 3.3, 4.2, 4.3, 5.1, 6.1, 6.2	H1.1, 1.2, 1.3, 3.1, 7.1, 7.2	
Knowledge and understanding of the: organisation and management; and manufacturing processes and techniques used by, the focus area industry.		15			25	40
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	15		40		5	60
Marks	15	15	40		30	100

Progress of the development of the major project will occur on a continuous basis. This will be done by negotiation between the teacher and the student. A general timeline will be provided to all students to assist their planning of major projects. Official NESA warnings will be issued for unsatisfactory progress towards completion of major projects.

Investigating Science

Introduction

The Year 12 course consists of Working Scientifically Skills and 120 hours of core content. 30 hours must be allocated to depth studies within the 120 indicative course hours.

The course includes the following modules:

- Module 5 – Scientific Investigations
- Module 6 – Technologies
- Module 7 – Fact or Fallacy
- Module 8 – Science and Society

HSC Requirement Specific to this Subject

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential component of the Year 12 course. Students will complete no less than 35 indicative hours of practical investigations, including time allocated to practical investigations in depth studies.

Year 12 Course Assessment Grid

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Working Scientifically	Modules Test	Depth Study	Yearly (HSC Trial) Examination
Timing		Term 1 Week 4	Term 1 Week 11	Term 2 Week 7	Term 3 Weeks 3-5
Syllabus Document Outcomes		INS11/12-1 to INS11/12-7, INS12-12, INS12-13	INS11/12-1 to INS11/12-7, INS12-12, INS12-13	INS11/12-1 to INS11/12-7, INS12-14	INS11/12-1 to INS11/12-7, INS12-12 to INS12-15
Knowledge & Understanding	40	10	5	10	20
Skills in Working Scientifically	60	20	5	20	10
TOTAL	100	30	10	30	30

Legal Studies

Introduction

The syllabus specifies these areas to be covered in the assessment program.

Component	Weighting
Knowledge and understanding of course content	40%
Analysis and evaluation	20%
Inquiry and research	20%
Communication of legal information, ideas and issues in appropriate forms	20%
Total	100%

HSC Course Assessment Grid

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Case Study Crime	Crime/Human Rights	Research Task Family/World Order	Trial Exam	
Timing	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 3	
Outcomes Assessed	H1, H2, H3, H4	H5, H6, H7	H6, H7, H8, H9, H10	H2, H3, H9, H10	
Components					Weighting %
Knowledge and understanding of course content		15	5	10	40
Analysis and evaluation	10		5	10	20
Inquiry and research	10		5	10	20
Communication of legal information, ideas and issues in appropriate forms		5	5	10	20
Total%	20	20	20	40	100

Marine Studies

Introduction

The syllabus specifies the study of 120 hours of optional modules including a personal interest project of 30 hours duration.

HSC Requirement Specific to this Subject

The selection of activities in this course will be based upon the availability of venues, resources and weather conditions. Flexibility will be exercised when appropriate.

This course does not count towards an ATAR score.

Year 12 Course Assessment Grid

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Practical	Research	Personal Interest Project	Yearly Examination
Timing		Term 4 Week 10	Term 1 Week 11	Term 2 Week 9	Term 3 Weeks 3-5
Syllabus Document Outcomes		1.1, 1.2, 1.4, 2.1, 2.2, 5.2, 5.3, 5.4	1.3, 2.3, 3.2, 3.4, 5.2, 5.4	1.1 to 1.5, 2.1, 2.3, 3.2, 3.3, 3.4, 4.1, 4.2	1.3, 1.5, 2.1, 2.3, 3.2, 3.3, 3.4, 5.3
Knowledge & Understanding	40	5	10	5	20
Skills	60	15	10	25	10
TOTAL	100	20	20	30	30

Mathematics Standard 1

Introduction

This is a non ATAR course designed for students who wish to develop basic mathematical knowledge and skills.

Students in this course have the option of doing a HSC Exam. If that is the case then the student(s) will need to sit a Trial HSC for Task 4. Students not intending to sit the HSC Exam will be assessed through assignment work based on practical learning experiences.

HSC Requirement Specific to this Subject

Task weightings:	Understanding, fluency, communication	50%
	Problem solving, reasoning, justification	50%
	Total	100%

HSC Course Assessment Grid

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment Topic <i>Measurement</i>	Assignment/ investigation Topics Finance	Assignment Topic <i>Statistics</i>	HSC Trial Examination <i>All topics</i> OR Assignment Topic Scale Drawing	
	Term 4 Week 10	Term 1 Week 10	Term 2 Week 8	Term 3 Week 1	
	Outcomes assessed MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	Outcomes assessed MS1-12-1 MS1-12-5 MS1-12-6 MS1-12-10	Outcomes assessed MS1-12-2 MS1-12-7 MS1-12-9 MS1-12-10	Outcomes assessed MS1-12-1 to MS1-12-10	
Understanding, Fluency and Communicating	12	10	13	15	50
Problem Solving, Reasoning and Justification	13	10	12	15	50
Total %	25	20	25	30	100

Mathematics Standard 2

Introduction

The use of formulae in the teaching and assessment of the course

Many formulae that have been required in the Mathematics Stage 4 (Years 7–8) Syllabus are considered to be assumed knowledge.

Students are not required to learn other formulae that are introduced or referred to in this syllabus. A list of formulae will be provided with the HSC examination. This list is included with the HSC Reference Sheet for Standard Mathematics. Some specialised additional formula may also be provided within the examination itself.

HSC Requirement Specific to this Subject

Task weightings:	Understanding, fluency, communication	50%
	Problem solving, reasoning, justification	50%
	Total	100%

HSC Course Assessment Grid

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic Test Topics <i>Measurement</i>	Topic Test Topics <i>Networks / Finance</i>	Assignment/ Investigation Task <i>Data & Statistics</i>	HSC Trial Examination Topics All topics	
	Term 4 Week 10	Term 1 Week 10	Term 2 Week 8	Term 3 Week 3	
	Outcomes assessed MS2-12-3 MS2-12-4 MS2-12-10	Outcomes assessed MS2-12-5 MS2-12-8 MS2-12-10	Outcomes assessed MS2-12-2 MS2-12-7 MS2-12-9	Outcomes assessed MS2-12-1 to MS2-12-10	
Understanding, Fluency and Communicating	12	10	13	15	50
Problem Solving, Reasoning and Justification	13	10	12	15	50
Total %	25	20	25	30	100

Mathematics Advanced

Introduction

This course has general educational merit and is also useful for concurrent studies in science and commerce. It is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as life sciences and commerce

Students in this course will be provided with a Reference Sheet of formulas based on the NESA provided HSC Reference Sheet for Advanced Mathematics

HSC Requirement Specific to this Subject

Task weightings:	Understanding, fluency, communication	50%
	Problem solving, reasoning, justification	50%
	Total	100%

HSC Course Assessment Grid

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic Test Topics <i>Graphing/Series</i>	Assignment/ investigation Topics Calculus	Topic Test Topics <i>Functions and Calculus</i>	HSC Trial Examination Topics All topics	
	Term 4 Week 10	Term 1 Week 10	Term 2 Week 8	Term 3 Week 3	
Outcomes assessed MA12-1 MA12-4 MA12-10	Outcomes assessed MA12-3 MA12-6 MA12-7 MA12-9	Outcomes assessed MA12-1 MA12-3 MA12-6 MA12-7	Outcomes assessed MA12-1 to MA12-10		
Understanding, Fluency and Communicating	12	10	13	15	50
Problem Solving, Reasoning and Justification	13	10	12	15	50
Total %	25	20	25	30	100

Mathematics Extension 1

Introduction

Includes the whole of the Mathematics course and is intended for students who have demonstrated a mastery of Stage 5 Mathematics and are interested in the study of further skills and ideas in Mathematics. It has general educational merit and is useful for concurrent studies of Science, Industrial Arts and Commerce. It is a minimum basis for the study of Mathematics as a major discipline at the Tertiary level and for the study of Mathematics in support of physical and engineering science.

Students in this course will be provided with a Reference Sheet of formulas based on the NESA provided HSC Reference Sheet for Advanced Mathematics

HSC Requirement Specific to this Subject

Task weightings:	Understanding, fluency, communication	50%
	Problem solving, reasoning, justification	50%
	Total	100%

HSC Course Assessment Grid

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic Test Topics <i>Induction/proof</i>	Assignment/ Investigation Topics Vectors	Topic Test Topics <i>Extension Calculus</i>	HSC Trial Examination Topics All Topics	
	Term 4 Week 7	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3	
	Outcomes assessed ME12-1 ME12-7	Outcomes assessed ME12-2 ME12-6	Outcomes assessed ME12-3 ME12-4	Outcomes assessed ME12-1 to ME12-7	
Understanding, Fluency and Communicating	12	10	13	15	50
Problem Solving, Reasoning and Justification	13	10	12	15	50
Total %	25	20	25	30	100

Mathematics Extension 2

Introduction

This course is to be taught as an extension to Mathematics Extension 1. Includes the whole of the Mathematics course and is intended for students who have demonstrated a mastery of Stage 5 Mathematics and are interested in the study of further skills and ideas in Mathematics. It has general educational merit and is useful for concurrent studies of Science, Industrial Arts and Commerce

HSC Requirement Specific to this Subject

Task weightings:	Understanding, fluency, communication	50%
	Problem solving, reasoning, justification	50%
	Total	100%

HSC Course Assessment Grid

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic Test Topics Complex Numbers	Topic Test Topics <i>Proof / Integration</i>	Assignment/ Investigation Topics Vectors	HSC Trial Examination Topics All topics	
	Term 4 Week 11	Term 1 Week 10	Term 2 Week 8	Term 3 Week 3	
	Outcomes assessed MEX12-1 MEX12-4	Outcomes assessed MEX12-2 MEX12-5 MEX12-8	Outcomes assessed MEX12-3 MEX12-7	Outcomes assessed MEX12-1 to MEX12-8	
Understanding, Fluency and Communicating	12	13	10	15	50
Problem Solving, Reasoning and Justification	13	12	10	15	50
Total %	25	25	20	30	100

Modern History

Introduction

The syllabus specifies four areas to be covered in the assessment program and the weighting to be provided to each. The syllabus components and their weightings are as follows:

	Weighting
Knowledge and understanding of course content	40%
Analysis and evaluation	20%
Historical inquiry and research	20%
Communication of historical understanding in appropriate forms	20%
Total	100%

HSC Course Assessment Grid

Component	Task 1	Task 2	Task 3	Weighting %
	Source Analysis	Historical Analysis	Trial Examination	
	Power and Authority in the Modern World 1919-1946	Change in the Modern World		
	Term 4 Week 9	Term 1 Week 9	Term 3	
Outcomes Assessed	MH12.3, MH12.4, MH12.5, MH12.6, MH12.9	MH12.1, MH12.3, MH12.8, MH12.9	MH12.2, MH12.5, MH12.7, MH12.9	
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	15	5		20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	40	30	30	100

Music 1

HSC Requirement Specific to this Subject

During HSC course students will be required to study three topics from the syllabus list. One of these topics may be a preliminary course topic, which is studied to a greater depth of understanding, exploring new repertoire and including a comparative study. Topics study involves research, analysis, class and individual discussion.

HSC Course Assessment Grid

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	An instrument and Its Repertoire Compose and record a piece and submit aural analysis of the piece with reference to the concepts of music	Music of the 20th and 21st C Presentation of TWO electives: performance and/or composition portfolio and/or musicology outline and viva voce	Popular Music Presentation of core performance and musicology task	Trial HSC Examination Aural Skills Examination and Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce based on Topic 3	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3-5	
	Outcomes assessed H3, H5, H7, H8, H10	Outcomes assessed H1, H2, H4, H5, H6, H11	Outcomes assessed H1-8*	Outcomes assessed H1-8*	
Performance			10		10
Composition	10				10
Musicology			10		10
Aural	10			15	25
Electives		30		15	45
Total %	20	30	20	30	100

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

Personal Development, Health and Physical Education (PDHPE)

Introduction

Assessment components	Weightings
Knowledge and understanding of course content	40
Skills in critical thinking, research, analysis and communicating	60

HSC Requirement Specific to this Subject

The process of critical inquiry and practical application are to be used to enhance learning. Students will be able to acquire knowledge, understanding, values, attitudes and skills through experiential learning.

Syllabus Components	Weightings (%)	Task 1	Task 2	Task 3	Task 4
		Task Type Core 1 – Investigation	Core 2 – Case Study	Option 4 - Investigation	Trial HSC
		Due Term 4 Week 8 P1 12PEB L6 P4 12PEA L2	Term 1 Week 10 P1 12PEB L6 P4 12PEA L2	Term 2 Week 8 P1 12PEB L6 P4 12PEA L2	Term 3 Weeks 3 – 5
Syllabus Document Outcomes		H1, H2, H3, H16	H8, H9, H10, H11	H7, H8, H9	H1-5, H7-11, H13-17
Knowledge and understanding of course content	40	10	10	10	10
Skills in critical thinking, research, analysis and communicating	60	15	15	10	20
Total	100	25	25	20	30

PDHPE HSC Scope and Sequence

Weeks	Term 4	Term 1	Term 2	Term 3
1	Core 1	Core 2	Option 4: Imp Perf	Option 3 Sp Med
2	Core 1	Core 2	Option 4: Imp Perf	Option 3 Sp Med
3	Core 1	Core 2	Option 4: Imp Perf	Trial HSC
4	Core 1	Core 2	Option 4: Imp Perf	Trial HSC
5	Core 1	Core 2	Option 4: Imp Perf	Trial HSC
6	Core 1	Core 2	Option 4: Imp Perf	Option 3 Sp Med
7	Core 1	Core 2	Option 4: Imp Perf	Option 3 Sp Med
8	Core 1 Assess task	Core 2	Option 3 Sp Med Option 4 Asses task	Revision
9	Core 1	Core 2	Option 3 Sp Med	Revision
10	Core 1	Core 2 Core 2 Asses task	Option 3 Sp Med	Revision
11	Core 1	Core 2	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX

Physics

Introduction

The Year 12 course consists of Working Scientifically Skills and 120 hours of core content. 15 hours must be allocated to depth studies within the 120 indicative course hours.

The course includes the following modules:

- Module 5 – Advanced Mechanics
- Module 6 – Electromagnetism
- Module 7 – The Nature of Light
- Module 8 – From the Universe to the Atom

HSC Requirement Specific to this Subject

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential component of the Year 12 course. Students will complete no less than 35 indicative hours of practical investigations, including time allocated to practical investigations in depth studies.

Year 12 Course Assessment Grid

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Depth Study	Modules Test	Practical Test	Yearly (HSC Trial) Examination
Timing		Term 4 Week 9	Term 1 Week 11	Term 3 Weeks 3-5	Term 3 Weeks 3-5
Syllabus Document Outcomes		PH11/12-1 to PH11/12-7, PH12-13	PH12-12, PH/12-13	PH11/12-1 to PH11/12-7, PH12-12 to PH12-15	PH11/12-1 to PH11/12-7, PH12-12 to PH12-15
Knowledge & Understanding	40	5	10	5	20
Skills in Working Scientifically	60	25	0	25	10
TOTAL	100	30	10	30	30

Society and Culture

Introduction

The syllabus specifies areas to be covered in the assessment program. The areas and their weightings are as follows:

Knowledge and understanding of course content	50%
Application and evaluation of social and cultural research methodologies	30%
Communication of information, ideas and issues in appropriate forms	20%
Total	100%

HSC Course Assessment Grid

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
	Due Date	Term 4, Week 8	Session 1 Term 1, Week 11	Session 2 Term 2, Week 10	Session 2
	Task Type	Depth Study 1 Extended Response	Depth Study 2 Extended Response	Core Module	Trial HSC Examination
Knowledge and understanding of course content	50	15	15		20
Application and evaluation of social and cultural research methodologies	30	5	5	15	5
Communication of information, ideas and issues in appropriate forms	20	5	5	10	
Total	100	25	25	25	25
Outcomes		H2, 3, 4, 5, 6, 7, 8, 10	H2, 3, 4, 5, 6, 7, 8, 10	H1-11 inclusive	H1-11 inclusive

Society and Culture students must each undertake, on an individual basis, a Personal Interest Project (PIP) worth 40% of the HSC examination mark.

The PIP is externally marked and requires students to apply appropriate social and cultural research methodologies to investigate a topic related to the course. The completed project will be a substantial piece of research containing a number of components.

Development of the PIP should commence from the beginning of the HSC year, (that is Term 4). Students will be required to submit various components throughout the year; a schedule of these various components will be distributed at the start of Year 12.

Sport, Lifestyle and Recreation Studies (SLR)

Introduction

The syllabus specifies 5 out of 15 optional modules will be developed in response to student needs and interests.

HSC Requirement Specific to this Subject

Selection of activities in this course will be based upon the availability of venues and resources and weather conditions. Flexibility will be exercised when appropriate.

This course does not count towards an ATAR score.

HSC Course Assessment Grid

		Task 1	Task 2	Task 3
		Create a game: Tuesday 8/3/22 (T1, Wk 7) P1 12SRB P3 12SRA Practical: TBA	Ongoing theory A: Wednesday 6/4/22 (T1, Wk11) P1 12SRB P3 12SRA Ongoing theory B: Friday 1/7/22 (T2, Wk 10) P1 12SRB P3 12SRA	Ongoing prac A: Wednesday 6/4/22 (T1, Wk11) P1 12SRB P3 12SRA Ongoing prac B: Friday 1/7/22 (T2, Wk 10) P1 12SRB P3 12SRA
SYLLABUS COMPONENTS	SYLLABUS WEIGHTINGS	Create a game	Assessment Theory	Assessment Practical
Syllabus document outcomes		1.1, 1.3, 4.4, 4.5	1.5, 3.5, 4.3, 2.1, 3.2	1.1, 1.3, 3.1, 4.4, 2.3
Games and Sports Applications 1 & 2	60%			60%
Healthy lifestyle	10%		10%	
Sports coaching & training	15%	5%	10%	
Sports administration	15%	5%	10%	
Total	100%	10%	30%	60%

Textiles and Design

Introduction

The HSC course consists of four Core Modules:

- A. Design
- B. Properties and Performance of Textiles
- C. Australian Textile, Clothing, Footwear and Allied Industries
- D. Major Textiles Project

HSC Requirement Specific to this Subject

Students will undertake a Major Textiles Project worth 50% of the HSC mark.

HSC Course Assessment Grid

Task Number	Task 1	Task 2	Task 3	Task 4	
	Contemporary Australian Designer	Culture Study Presentation	Research Task and Submission of MTP Checkpoints	Trial HSC Examination	
Timing	Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	Term 3	
Outcomes assessed	H2.1, H2.3, H4.2	H3.1, H3.2, H6.1	H1.1, H2.2, H2.3, H3.1, H4.1, H4.2	H1.3, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1	
Component					Weighting %
Knowledge and understanding of course content	10	15	15	10	50
Skills and knowledge in the design, manufacture and management of a major textiles project	15	10	10	15	50
Total %	25	25	20	30	100

Progress of the development of the major project will occur on a continuous basis. This will be done by negotiation between the teacher and the student. A general timeline will be provided to all students to assist their planning of major projects. Official NESA warnings will be issued for unsatisfactory progress towards completion of major projects.

Visual Arts

Introduction

The syllabus specifies two areas of assessment and weighting:

1. Unit 1 – Artmaking	50%
2. Unit 2 – Art Criticism History	50%
Total	100%

HSC Requirement Specific to this Subject

Unit 1 – Art Making – Students must:

- Keep a Visual Arts Diary
- Produce a “Body of Work”

Unit 2 – Art Criticism History – Students must:

- Complete 5 Case Studies

HSC Course Assessment Grid

	Task 1	Task 2	Task 3	Task 4	Weighting
Components	PowerPoint Presentation of Development of BOW and Independent Artist Research VAPD documenting initial artmaking, experimentation and investigation. Analysis of artmaking practice through the frames, research and comparative analysis of student practice and selected artist practice.	Written Research Task / In Class Essay BOW Progress Investigation of the relationship(s) between artists and art world practices, including annotated research and initial writing drafts.	Resolving the Body of Work Submission of artworks under development, VAPD documenting, experimentation, written reflections including explanation of intention and the links between material and conceptual practice.	Trial HSC Examination Art Criticism and Art History Written Examination.	
	Term 4 Week 8 Presentations in class in Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 (Trial exam period)	
Components	H1, H3 & H4	H7 & H8	H1, H2, H4 & H6	H1, H2, H4, H5, H6, H7, H8, H9 & H10	
Artmaking	15	10	25		50
Art Criticism and Art History	10	15		25	50
Total %	25	25	25	25	100

Assessment of the progress and development of the diary will occur on a continual basis

Vocational Education Assessment Requirements

Kingscliff High School offers the following vocational education framework course:

- Primary Industries

The Higher School Certificate Examination in the above courses that have been studied for two years is optional. Students will nominate during the HSC year to undertake the optional examination. The exam will be a written examination.

Framework courses are competency-based courses. NESA and the Vocational Education and Training Accreditation Board require that a competency-based approach to assessment is used.

In a competency based course a participant's performance used judged against a prescribed standard, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant's judged either competent or not yet competent. This judgment is made on the basis of evidence, which may be in a variety of forms.

A Glossary of Key Words for HSC Courses

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

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

Assessment Task Certification Form

For any task requiring outside work or research the student will be required to fill in an assessment task certification form.

Assessment Task Certification Form

Subject: _____ Task Name: _____

Student Name: _____

Student declaration: I declare that the planning, development, content and presentation of this task is my own work and has not been copied from any other person's work. I understand that a false declaration may jeopardise my HSC.

Signature of student: _____

Assessment Task Certification Form

Subject: _____ Task Name: _____

Student Name: _____

Student declaration: I declare that the planning, development, content and presentation of this task is my own work and has not been copied from any other person's work. I understand that a false declaration may jeopardise my HSC.

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