



HIGHER SCHOOL CERTIFICATE COURSES

SCHOOL ASSESSMENT BOOKLET

2020 - 2021

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INTRODUCTION

This Higher School Certificate Course Handbook is issued to all students in Years 12 to:

- Ensure all students and their parents are fully informed about course requirements, particularly the school-based assessment components for each course;
- Ensure students have advanced warning about the nature of each assessable task, when each task will be held and the weighting in the school assessment total in each course;
- Enable students to plan time wisely and organise an appropriate assignment schedule and study program;
- Help students understand the importance of the work they will be doing in the HSC Course, and;
- Encourage students to maintain a high standard of work as most aspects of their work will ultimately contribute in some way to success at the HSC.

Assessment within the school is not only a NSW Education Standards Authority (NESA) requirement, but can also be an important tool for teachers and students to improve teaching and learning. It helps to diagnose learning difficulties or specific areas of weakness as well as quantifying levels of knowledge, skills and understanding of key concepts within each course. Methods of assessment may vary quite considerably from one subject to another. These may include pen and paper tests, checklists, essays, assignments, practical work, performances and field studies. The types of assessment tasks can be fairly diverse.

This booklet is a valuable resource. Students should keep it with them and review its contents regularly. The rules contained in this booklet are designed to be fair to all students and to prevent students from gaining unfair advantage over others. Lack of familiarity with these rules and procedures **IS NOT** grounds for an appeal.

It is important for students to understand that they should not leave their study to the end of the Higher School Certificate Course. Performance is judged throughout Preliminary and Higher School Certificate Courses. Students should remember that they are not just competing against the other students in this school but against the many thousands of students all over the state. Students cannot afford to treat their studies lightly if they expect to do well.

I trust all of our students will put their best efforts into study for the important credential gained through the Higher School Certificate. Determined effort, with support from family and teaching staff, is the key to success.

Extended Leave – Travel

From the beginning of 2015, family holidays and travel are no longer considered under the **Exemption from School – Procedures**. Travel outside of vacation periods is now counted as an absence from school. Travel is considered to be domestic or international travel for the purpose of a holiday, family business, bereavement or other reasons, which should be specified on the application.

Please note:

- The Principal will determine if the leave requested is in the best educational interests of the student.
- If the *Application for Extended Leave – Travel* is approved, the student will need to complete and submit an *Illness/Misadventure* form. Present to the Deputy Principal of Year 12 and submit this to the Assessment Committee.
- If the *Application for Extended Leave – Travel* is declined and the student is absent for an assessment task or examination, the student will be awarded a **mark of zero**.

COVID-19

The Department of Education issues guidelines to ensure that schools, and their students and staff, can manage the transmission of COVID-19. It is important that all students are familiar with, and follow, the Department's guidelines regarding COVID-19.

Students who display cold or flu symptoms must not attend school. Any student who is absent on the day of an assessment task due to cold or flu symptoms should follow the *Illness/Misadventure* procedures set out in this Handbook. Students will not be disadvantaged or penalised as a result of absences from school due to compliance with the Department's COVID-19 guidelines and policies.

Mr J. Perrett
Rel. Principal

What is the Record of School Achievement? (RoSA)

In 2011, the NSW Government announced the abolition of the School Certificate, a credential that has existed since 1965. It also announced that, for students choosing to leave school before the completion of their HSC, the School Certificate would be replaced by a broader, cumulative & more comprehensive credential, to record the achievements of students from the end of Year 10 up to the Higher School Certificate.

The most significant change is that the external tests have been replaced by an enhanced system of school based assessment, moderated to ensure that state wide comparability is maintained.

The **Record of School Achievement (RoSA)** is the new credential.

It will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school based assessment, not external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the option to take online literacy and numeracy tests
- be comprehensive and offer the ability to record a student's extracurricular achievements.

The RoSA is awarded by the NESA to eligible students. To receive a RoSA, students are required to study mandatory courses in each of Years 7-10 English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education. During Years 7-10, other courses in Creative Arts, Technology and Applied Studies and Languages Other Than English must also be studied.

For a student to qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited nongovernment school or a recognised school outside NSW
- undertaken and completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA
- satisfactorily completed Year 10

How will the RoSA report on student achievement?

- Students will be awarded A to E (or equivalent) grades for Stage 6 Preliminary (Year 11) courses.
- The (Common Grade Scale for Preliminary courses) will be used to report on student achievement.
- If a student completes Preliminary courses, a result in the form of an A to E grade (or equivalent) will be recorded on the RoSA.
- If a student partially completes a Preliminary or HSC course the RoSA will record the courses that the student has undertaken up until the point of departure from school, with the date of leaving shown.
- If a student takes HSC courses but is not entitled to an HSC, those HSC results would be recorded on their RoSA

Issue of credentials

- The RoSA will be awarded to students upon leaving school prior to completing their HSC and will be a cumulative record of achievements until that date. In this respect it will include a record of Year 10 grades and could include a **record of courses studied at Preliminary level** and those commenced at HSC level
- When a student has completed HSC courses and has met eligibility requirements they receive the HSC testamur. Their Preliminary and HSC results are recorded on the HSC Record of Achievement. This credential supersedes the RoSA
- Students not entitled to receive the proposed Record of School Achievement or an HSC Record of Achievement, or students who need a statement of their most up-to-date courses/results for other reasons (for instance, for use in applying for casual work) may obtain a transcript of their results held at that time by NESA.

RECORD OF SCHOOL ACHIEVEMENT

This is to certify that
Sample Student Name
of
Sample High School

has met the requirements for the Record of School Achievement
and has received the results shown below.

STAGE 6 PRELIMINARY COURSES

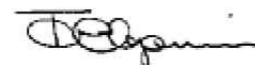
Year	Course	Result
Board Developed Courses		
2013	English (Standard) (2 Unit)	A
	Mathematics (2 Unit)	B
	Biology (2 Unit)	C
	Industrial Technology (2 Unit)	C
	Personal Development, Health and P.E. (2 Unit)	A
	Metal and Engineering (2 Unit)	Refer to Vocational documentation

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Student Number: 230299553



Issued without alteration or erasure on 10th December 2012
by the Board of Studies at Sydney, NSW, Australia.



President

The HSC Minimum Standards

To help ensure New South Wales students leave school ready for success in future learning and life a **minimum standard of literacy and numeracy** is being introduced for the Higher School Certificate from 2020.

Getting the basics right also means that students have the foundation for doing well in all of their subjects. Students will show that they meet the standard by passing short minimum standard test in:

- Reading;
- Writing; and
- Numeracy tests.

The HSC Minimum Standards tests are facilitated by the school, and are completed online during allocated class times. Students will first attempt the minimum standards tests in year 10. Any student who does not meet the minimum standard in year 10 will be given two additional opportunities in year 11 or year 12 to successfully complete the tests. Students who are not able to demonstrate the minimum standard whilst at school will have up to three years after the completion of Year 12 to demonstrate that they have met the minimum standard, and so be eligible to receive their HSC.

The HSC Minimum Standards tests are designed to improve students' post-school options. They are proof to employers, TAFE and universities that students can read write and to do basic maths. The HSC Minimum Standards tests aim to ensure students are ready for life after school.

Further information, and sample questions, on the HSC Minimum Standards tests is available via the NESA website:

<http://educationstandards.nsw.edu.au/>

2021 HSC

Students need to meet the HSC minimum standard to receive the HSC.

To show they meet the standard students need to achieve Level 3 or 4 in the online tests:

- Reading;
- Writing; and
- Numeracy

What happens if you don't meet the HSC minimum standard?

From 2020, only students who meet the HSC minimum standard will receive a Higher School Certificate testamur.

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."

Source: NESA Website: <http://educationstandards.nsw.edu.au>

Life Skills Courses

Description

Students can, at any time, access one or more Years 7–10 courses based on Life Skills outcomes and content or Years 11–12 Life Skills courses. The appropriate timing of the decision to access Life Skills outcomes and content is guided by the needs of the student and the collaborative curriculum planning process.

Collaborative curriculum planning should take place within the broader context of personalised planning that includes interventions and other supports to address identified student learning and support needs. This involves a team who has significant knowledge and understanding of the student. The team comprises parents/carers, teachers and other significant individuals in the student's life. It also includes the student themselves.

There are no external examinations for Life Skills courses. They cannot be used in the calculation of a student's Australian Tertiary Admission Rank (ATAR).

Life Skills courses satisfactorily completed in Year 12 are reported on the HSC Record of Achievement with the notation 'Refer to Profile of Student Achievement'. An assessment mark is not reported for these courses. Students studying one or more Life Skills courses may accumulate courses towards Year 11 or Year 12. There is no time restriction on the accumulation of courses towards Year 11. Students may take up to five years to accumulate courses towards Year 12.

For more information, including sample credentials, go to Higher School Certificate and the ACE website.

Courses Available

In Stage 6, there is at least one Life Skills course for each key learning area. Each Stage 6 Life Skills course comprises a: 2-unit Year 11 course (120 hours) and 2-unit Year 12 course (120 hours) with the exception of Studies of Religion I Life Skills, which is a 1-unit course (60 hours).

Stage 6 Life Skills courses available include: English Life Skills; Mathematics Life Skills; Investigating Science Life Skills; Physical World Science Life Skills; Earth and Space Science Life Skills; Living World Science Life Skills; Chemical World Science Life Skills; Agriculture Life Skills; Design and Technology Life Skills; Food Technology Life Skills; Industrial Technology Life Skills; Information Processes and Technology Life Skills; Technology Life Skills; Textiles and Design Life Skills; Aboriginal Studies Life Skills; Ancient History Life Skills; Business and Economics Life Skills; Citizenship and Legal Studies Life Skills; Geography Life Skills; Human Society and its Environment Life Skills; Modern History Life Skills; Society and Culture Life Skills; Studies of Religion I Life Skills; Studies of Religion II Life Skills; Work and the Community Life Skills; Creative Arts Life Skills; Dance Life Skills; Drama Life Skills; Music Life Skills; Visual Arts Life Skills; Community and Family Studies Life Skills; PDHPE Life Skills

Assessment of Life Skills Courses

Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes identified through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. Evidence of achievement can be based on: assessment as learning (where students monitor and reflect on their own learning), assessment for learning (such as observation during teaching and learning or work samples) and assessment of learning (assessment activities specifically designed to assess achievement at particular points).

There is no requirement for formal assessment of Life Skills outcomes. Stage 6 Life Skills courses do not have external examinations.

The guide Developing Integrated Teaching, Learning and Assessment Activities illustrates an approach to programming. This incorporates ongoing assessment. **Students may achieve Life Skills outcomes either independently(I) or with support (S).** Students can demonstrate independent achievement of outcomes either: without adjustments or with adjustments. These adjustments should enable the student to demonstrate achievement during assessment opportunities on the same basis as their peers. The collaborative curriculum planning process will have determined these adjustments. The type of adjustments will vary according to the needs of the student and the requirements of the activity. Examples of adjustments include: the positioning of a student in a classroom, more time to communicate, use of assistive technology, provision of alternative formats, eg large print or Braille and /or provision of a reader or writer. Some students will only be able to demonstrate achievement if they are given additional support. Support is provided when a student needs help to demonstrate the achievement of an outcome. Examples of additional support include: verbal prompts, visual prompts, physical assistance or provision

of partial responses. Teachers may record the support necessary for the student to demonstrate achievement of the outcomes.

Reporting on Life Skills Courses

Each student accessing a Years 7–10 course based on Life Skills outcomes and content and a Years 11–12 Life Skills course needs to demonstrate achievement of one or more outcomes for Life Skills course to be credentialed for the RoSA or HSC. Students can achieve this outcome independently or with support. Schools are not required to use the Common Grade Scale (A–E) or equivalent to report achievement for Years 7–10 courses based on Life Skills outcomes and content or Years 11–12 Life Skills courses. Schools should decide the most appropriate way to report student achievement and consult with their sector. Schools should collect information on the Life Skills outcomes that a student has achieved. Life Skills outcomes worksheets have been developed for this purpose. The worksheets can be found with each syllabus on the NSW Education Standards Authority website. Download personalised worksheets from Schools Online (Administration) for students entered into Life Skills courses in Stage 5 or Stage 6. Students can meet all Years 7–10 mandatory curriculum requirements for a Record of School Achievement (RoSA) by satisfactorily completing courses based on Life Skills outcomes and content. Students who study Stage 6 Life Skills courses are eligible for the HSC award if they meet eligibility requirements.

Students studying English Life Skills, Mathematics Life Skills, or four or more Life Skills courses in Year 12 are exempt from the HSC minimum standard for literacy and numeracy.

All satisfactorily completed courses including those based on Life Skills outcomes and content are listed on the RoSA and HSC credentials. Courses not satisfactorily completed will be reported as 'Not completed'. Students will also receive a Profile of Student Achievement with their credential. It lists the Life Skills outcomes achieved in each course studied.

Higher School Certificate - Stage 6 Life Skills courses are Board Developed courses. Students can study them to meet the requirements for the HSC award. Schools enter the student in the appropriate course(s) via Schools Online (Administration). They do this when HSC entries are made.

Source: NESA Website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/life-skills> (23 September 2020)

SECTION 1 COURSE COMPLETION

Eligibility for the award of an HSC	<p>To be eligible for the award of the Higher School Certificate you must have:</p> <ul style="list-style-type: none"> gained the Record of School Achievement or such other qualifications as NESA considers satisfactory; attended a government school, an accredited non-government school, an institute of TAFE or a school outside NSW recognised by NESA; satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; sat for and made a serious attempt at the required Higher School Certificate examination(s)
Pattern of Study	<p>To qualify for the Higher School Certificate you must have satisfactorily completed a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:</p> <ul style="list-style-type: none"> at least six units of NESA Courses; at least two units of a NESA Developed Course in English; at least three courses of two unit value or greater (either NESA Developed or NESA Endorsed Courses); at least four subjects <p>From 2019, English Studies will have an external HSC examination and be categorised as a Category B course. Therefore it will be able to be included in the ATAR calculation.</p> <p>To satisfy pattern of study requirements for the Higher School Certificate, you may count a maximum of six Preliminary units and six HSC units from courses in Science. You may accumulate HSC courses towards the HSC over a period of up to five years.</p> <p>You must have also completed the NESA HSC: All My Own Work Course.</p>

SATISFACTORY COMPLETION OF A COURSE

The following course completion criteria refer to both Preliminary and HSC courses. A student will be considered to have satisfactorily completed a course, if in the Principal's view, there is sufficient evidence that the student has:

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

The school recognises a minimum of **85% attendance** for satisfactory completion of course work. Principals may determine that, as a result of absence, the course completion criteria may not be met. The Principal will regard absences seriously and will give students early warning of the consequences of such absences.

Students who do not comply with the above requirements cannot be regarded as having satisfactorily completed the course. If at any time a student is at risk of an **'N' determination (unsatisfactory)** they will be warned as soon as possible and parents or guardians advised in writing (if the student is under 18 years of age). This duty is delegated to Head Teachers and class teachers. This warning will be given in time for the problem to be corrected.

The Assessment Committee meets at least twice a term and interviews students at risk of receiving an N determination in any course they are studying. Students who are unable to fulfil course and assessment requirements within a set time period are then referred to the Principal.

The Principal will then consider the 'N' determination. In the case of a Preliminary Course 'N' determination, this may affect entry into the subsequent Higher School Certificate course.

Students who have received an 'N' Determination have the right to appeal.

HSC Course Completion Requirements	<p>If a student makes a non-serious attempt for a task a zero may be awarded. For example only attempting the multiple choice section of an Assessment Task. An N award warning determination letter must be issued by the classroom teacher for any non – serious attempt.</p> <p>If a student scores zero for a particular task, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. If it is deemed that the student has failed to make a genuine attempt, the assessment should be redone.</p> <p>Some courses will have additional requirements that relate to their syllabus. For example, students in Science courses must complete 35 indicative hours of practical experience.</p> <p>Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Preliminary courses and 10 units of HSC courses then the student will not be eligible to receive the award of a Higher School Certificate.</p>
Assessment Guide	The range of marks to be used for the assessments in each course is detailed in the relevant subject guide in the Assessment Certification Examination Manual available to all students on the NESA website.
Assessment Period	Assessment tasks may be set from the commencement of the HSC Course and will generally conclude with the last paper of the Trial Higher School Certificate (HSC). Exceptions include TAS projects and Visual Art major works and process diaries, which are due just after the Trial HSC examination period.

SECTION 2 SCHOOL BASED ASSESSMENT

Why assessments are used	<p>Assessments:</p> <ul style="list-style-type: none"> ▪ give consideration to aspects of the course which can best be demonstrated over time, eg. practical skills; ▪ cater for elements such as fieldwork which occur as part of the course, and; ▪ increase the accuracy of the final assessment of student achievement by using multiple measures.
How to maximise your chance for success	<ul style="list-style-type: none"> ▪ Attend all timetabled lessons and participate in the provided learning experiences ▪ Plan for all set assessment tasks by creating your own schedule ▪ Develop appropriate time management skills ▪ Read all assessment task instructions carefully and thoroughly. ▪ Ask questions where possible ▪ Be familiar with the glossary of terms ▪ Pace in-class tasks and exam style tasks carefully ▪ Work consistently over the year for major works ▪ Complete all the learning experiences of the course to the best of your ability

Students will not be provided with individualised feedback on drafts once an assessment notification has been issued. No information will be issued by individual teachers or advice given regarding assessment tasks. Where a student has specific questions on an assessment task. That should be directed to the coordinator of the task.

School assessment results will not be increased to compensate for factors such as extended illness, misadventure or domestic problems that may have affected a student's performance throughout the course. Teachers will assess the student's actual performance, not potential performance.

SECTION 3 STUDENT RESPONSIBILITIES

<p>What is expected of students?</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> ▪ Perform all of the tasks of their assessment program to the best of their ability. ▪ Make a serious attempt at all tasks. Tasks deemed, as a non-serious attempt by the Head Teacher in consultation with the Assessment Committee may be awarded a mark of zero. ▪ Submit assessment work which is entirely their own. If malpractice is proven then a zero mark should be awarded. ▪ Fulfil any special submission requirements specific to each assessment. ▪ Attend all timetabled lessons or scheduled school activities on the day of an in-class assessment task. Students who do not attend these activities may be awarded a zero. Students who are observed not to be participating in a timetabled lesson may be awarded a zero. In addition to this, students are not permitted to prepare for an assessment task in other subject lessons. ▪ Absence the day before an assessment without documentation could also constitute malpractice.
<p>What must students do if they are away for an assessment task or do not submit a task on time?</p>	<p>Failure to complete/submit an Assessment Task on the due date will result in a zero mark, unless the student can demonstrate illness/misadventure.</p> <p>Absence due to illness/misadventure</p> <p>Any student who:</p> <ul style="list-style-type: none"> ▪ Fails to complete/submit an Assessment Task; or ▪ Is absent on the day of an 'in class' task, <p>due to illness or misadventure, will be awarded <i>a mark of zero</i> unless:</p> <p>an <i>Illness/Misadventure</i> form (see Schedule A) has been:</p> <ul style="list-style-type: none"> ▪ completed; and ▪ submitted, <p>to the Deputy Principal for Year 12 <u>within one week</u> of the illness/misadventure.</p> <p>Absence due to overseas travel</p> <p>Any student who:</p> <ul style="list-style-type: none"> ▪ Fails to complete/submit an Assessment Task; or ▪ Is absent on the day of an 'in class' task, <p>due to overseas travel, will be awarded <i>a mark of zero</i> unless:</p> <ul style="list-style-type: none"> ▪ an <i>Application for Extended Leave – Travel</i> (see Schedule E) has been submitted, and approved, by the Principal; and ▪ the student has completed an <i>Illness/Misadventure</i> form (see Schedule A), and submitted this form to the Deputy Principal for Year 12 <p>In considering whether to approve a student's application for leave, the principal has discretion to approve or deny an application by considering whether the leave is in the best educational interests of the student.</p>

	<p>Completion of substitute task</p> <p>Any student who is absent from an 'in class' task due to illness/misadventure will be required to sit a substitute task. An estimate will only be used in extenuating circumstances, as deemed by the Principal in consultation with NESA.</p> <p>The awarding of a zero mark will result in written N Determination warning notification to parents/ guardians.</p>
What do students do if they are involved in an extracurricular activity?	<ul style="list-style-type: none"> Students unable to complete an <u>"in class" task</u> due to their involvement in an extracurricular activity must discuss this with their course teacher <u>before the due date</u>. The student will be given an opportunity to sit a substitute task. Students who are involved in extra-curricular activities on the due date of a <u>"take home" task</u> must ensure that the task is <u>handed in on time or ahead of time</u>.
What must students do when they are away sick from school?	<ul style="list-style-type: none"> Students should call the school on (02) 9605 3111 if they are absent on the day of an assessment or examination. Students who are absent from school for any reason are expected to check with staff and other students to determine if any information regarding assessments has been conveyed to the class. A student's absence from class on the day of notification regarding an assessment task is not considered an excuse for lack of awareness of that task, or the nature of that task.
In what ways can students hand in their assessment task?	<p>Assessment task submission methods must be specified on the assessment task notification. The assessment task notification may specify that an assessment task must be submitted in digital and/or hard copy form.</p> <p>If the assessment task notification specifies that a task be submitted in digital form, the notification will specify whether the digital submission must be made via:</p> <ul style="list-style-type: none"> Google Classroom; Email, from the student's DoE email to the teacher's DoE email; Submission of a USB, CD or DVD; or Other online submission forum, as described in the assessment task notification. <p>Students who are required to submit in hard copy must not rely on the school printers in the library for printing <u>on the day that the task is due</u>.</p> <p>It is the students responsibility to be organised and to have the task completed and:</p> <ul style="list-style-type: none"> Printed; or Submitted in digital form, <p>prior to the due date. Notes from home indicating problems with a printer for example will not be accepted.</p>
What are students responsibilities regarding Disability Provisions	<p>The <i>Disability Standards for Education 2005</i> require schools to ensure that students with disability are provided with reasonable adjustments to support their ability to access and participate in their learning on the same basis as students who do not have a disability "or" their peers.</p> <p>Some students with a disability may require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. Providing adjustment does not restrict a student's access to the full range of grades or marks.</p> <p>If a student requires disability provisions, or thinks they might be able to seek disability provisions, students must see the HT Teaching and Wellbeing ASAP to discuss this.</p> <p>Students must:</p> <ul style="list-style-type: none"> Fill out all paperwork required by the HT Teaching and Wellbeing and return this paperwork to the HT ASAP; Know their adjustments before the assessment task;

- Discuss with their teacher which disability provisions will be possible or suitable prior to the assessment and
- Know that they do not have to accept the disability provisions provided but they must accept any consequences that result from this decision.
- Students who do not access Special Provisions cannot then appeal / apply for misadventure on the basis of a disability for which they should take provisions.

A student's eligibility for disability provisions for school based assessment is determined by the Year 12 Teaching and Wellbeing team, in consultation with the Principal.

A student's eligibility for disability provisions for HSC Examinations is determined by NESAs.

Students who are absent for a prolonged period will have their cases reviewed by the Assessment Committee. The Committee will treat each case on its merits.

Non-assessable tasks play a major role in covering syllabus content, preparation for assessment tasks and preparation for HSC examinations. These tasks assist in the development of understanding and skills and are an opportunity to experiment and learn from mistakes. The Principal will consider student involvement in all tasks when certifying satisfactory progress and completion of course work.

EXAMINATIONS & THE EXAMINATION PERIOD

All examinations are SCHOOL BASED ASSESSMENT TASKS.
Therefore all normal assessment procedures, rules and requirements apply

What must students do if they are sick during their examinations?

Examinations are school based assessment tasks. Therefore failure to complete the examination on the assigned day will result in a zero mark, unless the Illness/misadventure is explained with documentation.

Absence on the day of an examination

Students who are absent during the examination period must:

- Ring the Head Teacher Administration/Deputy Principal of Year 12 on (02) 9605 3111 **on the day of the missed examination**. The Head Teacher Administration/Deputy Principal of Year 12 will advise on the best appropriate action. Students are expected to follow this advice; and
- Immediately on the first day of their return to school, see the Deputy Principal of Year 12 to provide an **Illness/Misadventure Appeal Form** (see **Schedule A**) with supporting documentation.
Do not assume the appeal will be successful.
Students missing any formal examinations (Trial Examination) due to illness/misadventure will be required to complete a substitute task after completion of appropriate paperwork within the time frame.

Sickness during an examination

Students who are sick DURING an examination MUST notify the examination supervisor who will offer the appropriate assistance and will immediately notify the Deputy Principal of Year 12/Head Teacher.

If the student is unwell and unable to proceed with the examination they will be signed out via the school clinic and allowed to go home. The student will be advised to see a doctor immediately.

If the student chooses they can continue with the examination. **No extra time will be given.** They are still advised to obtain a medical certificate.

Please note the provisions for **Extended Leave – Travel** which are outlined on pages 2 (Introduction) and 8 (Absence due to overseas travel).

SINCE ALL EXAMINATIONS ARE SCHOOL BASED ASSESSMENT TASKS STUDENTS CAN ONLY BE ASSESSED ON ACTUAL PERFORMANCES NOT ON POTENTIAL PERFORMANCE.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

<p>Competency Based Assessment</p>	<ul style="list-style-type: none"> ▪ VET courses including Hospitality-Food & Beverage, Business Services, Sport, Fitness & Recreation and Information & Digital Technology are competency-based courses. In a competency-based course, assessment of competencies is standards-referenced. This means that students are judged against a prescribed standard not against the performance of other students. ▪ Demonstrating competency means that students can perform the task or show an understanding to the level required by the industry standards. ▪ When students successfully demonstrate competence against a particular standard they will be judged as 'competent'. There is no pass/fail. Students are either 'competent' or 'not yet competent'. ▪ The units of competency students achieve will be recognised on a vocational qualification. ▪ Students are therefore being continually assessed and attendance in each lesson is extremely important. ▪ Hospitality students will be assessed in every practical lesson. It is expected that students be in full chef uniform and have relevant equipment to complete the practical lesson. Students failing to bring correct equipment will be issued with an 'N' Warning Letter. ▪ If at any time it appears that a student is at risk of being given an N determination in any vocational course, the Principal will follow the same procedure as for any other HSC course. The student will be given written warning in sufficient time to correct any problems regarding the completion of course requirements. ▪ Where a student receives an N determination in a VET course, that course will not appear on the student's record of achievement. No VET Certificate or Statement of Attainment will be issued to students who receive an N determination.
<p>Mandatory Work Placement</p>	<ul style="list-style-type: none"> ▪ Work placement is a mandatory requirement for completion of your VET course. While you can still achieve the qualification for your course, HSC requirements will not be met if you do not complete work placement. ▪ Students who do not complete at least 70 hours of work placement over the two years will not have the course recognised by NESA Teaching and Education Standards. This might mean that students will receive an N award determination for the Preliminary Course or the HSC. ▪ Work placement requires students to participate in relevant industry placement for up to one week of both years. During work placement students are expected to practise and develop the competencies that are part of the course. The teacher and/or workplace supervisor will assess your performance on the job. ▪ A Work Placement Journal is to be completed for each work placement as the assessment task for workplacement. The Journal is to be submitted to the class teacher on return to school as evidence of your workplacement hours. ▪ Work Placement is a privilege offered by employers in the community. Employers are under no obligation to assist in work placement.

	<ul style="list-style-type: none"> Some students have gained employment or improved their employment chances due to work placement. It is expected that students will make the most of the opportunity given to you. Students who do not undertake Work Placement at the prescribed venue as organised by the school will receive a Non Completion of Work Placement warning letter which will jeopardise the satisfactory requirements for work placement. Work placement for all VET courses except Sport Coaching will be completed at a venue organised through the school and MWLP. Students wishing to complete mandatory work placement at another workplace venue are to make arrangements with their teacher as soon as possible. It is the students' responsibility to catch up on missed class work.
Work Placement and assessment tasks in other courses	<ul style="list-style-type: none"> It is each student's responsibility to submit assessment tasks on time. Negotiation between student and subject teacher / Head Teacher will be required for any assessment tasks scheduled during the work placement week. Students should hand in the completed task before commencing Work Placement. Alternate arrangements for any in-class assessment tasks must also be negotiated with your teacher BEFORE Work Placement. <p>Work Placement is not a reason for non-completion of assessment tasks</p>

SECTION 4 OTHER REQUIREMENTS

RECEIPT FOR ASSESSMENT TASKS	<p>When handing in assessment tasks, students should receive a receipt from the teacher.</p> <p>If a student fails to follow this procedure, for example if the student:</p> <ul style="list-style-type: none"> places the assignment in a receptacle and does not request a receipt; places the assignment on a teacher's table without requesting a receipt; or places the assignment under the staffroom door, <p>then, in the event that the teacher cannot locate the assignment, the student will be considered to have failed to submit that assessment task and a non-completion will be recorded.</p>
Late Submission Penalties	<p>Where students do not have a valid reason for not submitting the task on the required date:</p> <ul style="list-style-type: none"> the task will be accepted; feedback provided; and a mark of zero will be awarded. <p>Failure of computer systems or devices is not a valid excuse for extension or non-submission of assessment tasks. Students MUST make back-up copies of files, regularly print out drafts and keep these working drafts. These may be handed in by the due date in the case of a computer system failure.</p>

<p>Assessment</p> <p>Illness / Misadventure</p>	<p>If a student has not completed an assessment by the due date, they must submit what work they have completed by this date. Students can then submit an Illness/Misadventure form (see Schedule A). Except for cases of serious misadventure or illness, applications submitted after the due date of the assessment task will not be considered.</p> <p>Holidays, routine medical or dental appointments, driving tests, part-time work commitments, routine sporting commitments are examples of grounds likely to be unsuccessful when applying for an Illness/Misadventure.</p>
<p>Reporting to Students</p>	<ul style="list-style-type: none"> ▪ When assessment tasks are returned to students the class teacher will give students their own mark and ranking for the task. ▪ Cumulative progress should be provided. Feedback regarding results of assessment tasks, eg marks, can be sought at the time that the tasks are returned. ▪ Marks are recorded on our school markbook. A computer generated calculation is used. <p>Students will not be provided with individualised feedback on drafts once an assessment notification has been issued.</p>
<p>Malpractice</p>	<p>What is malpractice?</p> <ul style="list-style-type: none"> ▪ Malpractice is any activity undertaken by a student that allows him/her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to: ▪ Copying someone else's work in part or in whole, and presenting it as one's own ▪ Using material directly from books, journals, CDs or the Internet without reference ▪ Building on the ideas of another person without reference to the source ▪ buying, stealing or borrowing another person's work and presenting it as one's own ▪ Gaining access to the assessment or examination through stealing or accessing confidential school documents. ▪ Submitting work to which another person, a parent, coach or expert has contributed substantially ▪ Using words, ideas, designs or workmanship of others in practical and performance tasks ▪ Paying someone to write or prepare material ▪ Not making a genuine effort with an assessment task ▪ Contriving false explanations to explain work not handed in by the due date ▪ Assisting another student to engage in malpractice <p>In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:</p> <ul style="list-style-type: none"> ▪ providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their idea ▪ answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills. <p>Issues of malpractice need to be investigated by the Head Teacher of the respective course, and reported in writing to the Assessment Committee with accompanied documentation.</p> <p>The assessment committee will:</p> <ul style="list-style-type: none"> ▪ Provide the student(s) with an opportunity to address the issue with a support person present ▪ Plan a course of action and communicate this to the student, the student's parents and the head teacher ▪ If the malpractice is proven, the Assessment Committee will consider a zero for that task. In some circumstances, the committee may decide to invoke a penalty

	<p>appropriate to the seriousness of the offence. Students are made aware that sharing their task with other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero for that task. Students are encouraged not to share the substance of a hand-in task with other students</p> <ul style="list-style-type: none"> ▪ In cases of proven malpractice, the Principal will impose a penalty after consultation with the Class Teacher, Head Teacher and Assessment Committee <p>NOTE: Language Dictionaries are not to be used for examination style assessment tasks. Use of these will be considered malpractice.</p>
USE OF ELECTRONIC TRANSLATORS	<p>The NESA rules and requirements regarding electronic translators are clearly stated in the ACE Manual, section 10.3. The ACE Manual states that electronic translators cannot be used in the HSC year for assessments and examinations.</p> <p>From the ACE Manual: 10.3 Areas outside the NESA's Guidelines</p> <ul style="list-style-type: none"> ▪ The Board will not compensate students for difficulties in undertaking a course and preparing for the Higher School Certificate Examination. ▪ Schools are responsible for any decisions made at school level to offer provisions to students with special needs in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate Examinations, as each application is individually assessed to ensure consistency and equity. ▪ NESA does not consider the lack of familiarity with the English language to be a special need in this context. Therefore, special provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language. <p>Macquarie Fields High School's policy regarding electronic translators is</p> <ul style="list-style-type: none"> ▪ An electronic translator is a device that provides students with a word or words that have the same meaning in the student's first language that this student may not know the meaning of in English. ▪ Students from a language background other than English and who have been in Australia for less than a year may use an electronic translator in class, assessment and examination contexts only when they are studying in Years 7, 8 or 9, 10 or when they are studying a Preliminary course.

SECTION 5 REVIEWS AND APPEAL

What can I appeal?	<p>Appealing a zero determination</p> <p>In order to appeal a zero determination, an Illness / Misadventure Appeal Form (see Schedule A) must be completed.</p> <p>Completed forms need to be submitted to the Deputy Principal for Year 12 within one week of receipt of the relevant written N Determination warning notification.</p> <p>Documentation to support the request should be attached to the form. Illness/Misadventure applications will require independent evidence such as a medical support document or a police report number. Copies of all appeal forms will be retained for student records. It should not be assumed that the application will be successful.</p> <p>Appealing an individual task</p> <p>A student may only appeal an individual assessment task if the student feels that a decision applied to their work is not consistent with the school's assessment policy and procedures, as set out in this document.</p>
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A student can appeal an individual task by submitting a completed Student Appeal Against Process form (see **Schedule D**) to the Head Teacher of the course **within one week of sitting or submitting the task. An appeal can not be made after receiving marks or feedback for a task.**

In conducting an "Individual assessment task" review it is necessary for the school to ascertain whether:

- the weightings specified by the school in its assessment program conform with the requirements detailed in the syllabus packages;
- the procedures used by the school for determining the assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program, and;
- there are any computational or other clerical errors in the determination of the assessment mark.

Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.

There can be no appeals in the teachers professional judgment in the awarding of marks.

Appealing assessment rankings

Students can request a review of their assessment ranking if they consider that the school's order-of-merit for a particular course is not consistent with their expectations on the basis of their performance on assessment tasks.

In conducting an assessment rankings review it is necessary for the school to ascertain whether:

- the weightings specified by the school in its assessment program conform with NESA requirements as detailed in the syllabus packages;
- the procedures used by the school for determining the final assessment mark and rank conform with the assessment program set out in this document; and
- there have been any computational or other clerical errors in the determination of the assessment mark or rank.

Provided the school is satisfied that these conditions have been met, no change to the assessment rank will be made.

Any student who wants to apply for a assessment ranking review must do so before the NESA cut-off date.

The Deputy Principal Year 12 will inform the student of the outcome of the school review of their assessment rank and advise them of the provision for subsequent appeal to NESA. The advice on this appeal to NESA should include information about grounds for appeal.

For further advice contact the Deputy Principal of Year 12, the chair of the Assessment Committee or Principal.

OTHER APPEALS AVAILABLE TO STUDENTS

'N' determination in one or more courses

- Students can appeal against 'N' determinations in particular courses. In the first instance, students make their appeal, in writing, directly to the school Principal. If the Appeal is not upheld at the school level the student can appeal to NESA. NESA's decision is final.

HSC COURSES ASSESSMENT SCHEDULE 2020-2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 2020			CAFS		INDUSTRIAL TECHNOLOGY SCIENCE EXTENSION	PDHPE STUDIES OF RELIGION ECONOMICS	BUSINESS STUDIES JAPANESE MUSIC SOFTWARE DESIGN	ENGLISH ADV ENGLISH STD ENGLISH STUD ENGLISH EAL/D	ALL MATHS COURSES	ENGLISH EXT 2 MODERN HISTORY PHYSICS DS SLR 2UNIT BIOLOGY DS SOCIETY AND CULTURE CAFS
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1 2021	ENGINEERING		LEGAL STUDIES HISTORY EXT	CHEMISTRY ENGLISH EXT 1 INDUSTRIAL TECHNOLOGY	BUSINESS STUDIES INVESTIGATING SCIENCE	VISUAL ARTS SOCIETY AND CULTURE	JAPANESE PDHPE VISUAL ARTS ECONOMICS	ALL MATHS COURSES	ENGLISH ADV ENGLISH STD ENGLISH STUD ENGLISH EAL/D	CAFS ENGINEERING SOFTWARE DESIGN MUSIC SLR 2UNIT SLR 1UNIT ENGLISH EAL/D MODERN HISTORY
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2021	ENGLISH EXT 2	LEGAL STUDIES ENGLISH EXT 1	INDUSTRIAL TECHNOLOGY BIOLOGY	STUDIES OF RELIGION		BUSINESS STUDIES PHYSICS SOCIETY AND CULTURE JAPANESE	MUSIC ENGINEERING INVESTIGATING SCIENCE DS SCIENCE EXTENSION	ALL MATHS COURSES	ENGLISH EXT 2 ENGLISH ADV ENGLISH STD ENGLISH STUD ENGLISH EAL/D	ECONOMICS MODERN HISTORY VISUAL ARTS SOFTWARE DESIGN LEGAL STUDIES CHEMISTRY DS SLR 2UNIT SLR 1UNIT
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 2021	Assessment Free	Assessment Free	Trial HSC Exam		HISTORY EXT	SCIENCE EXTENSION				
		Trial HSC Exam								

Scope and Sequence: Business Studies Stage 6 – HSC 2020 - 2021 (120 hours)

Term 4 (12/10/20 - 18/12/20)										
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
						Task 1				
Operations								Marketing		
Operations 25% of indicative time					Overview: Operations: <i>Role, Influences, Processes & Strategies</i> The focus of this topic is the strategies for effective operations management in large businesses. Marketing: <i>Role, Influences, Processes & Strategies</i> The focus of this topic is the main elements involved in the development and implementation of successful marketing strategies.					
Assessment: Task 1 – Week 7 (Multiple choice and short answer test) Operations H1, H2, H3, H4, H5, H6, H8, H9 - 25%										
Term 1 (27/1/21 – 1/4/21)										
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
				Task 2						
Marketing						Finance				
Marketing 25% of indicative time					Overview: Marketing: <i>Role, Influences, Processes & Strategies</i> The focus of this topic is the main elements involved in the development and implementation of successful marketing strategies. Finance: <i>Role, Influences, Processes & Strategies</i> The focus of this topic is the role of interpreting financial information in the planning and management of a business.					
Assessment: Task 2 – Week 5 (In-class essay) Marketing H1, H2, H3, H4, H5, H6, H7, H9 - 20%										
Term 2 (19/4/21 – 25/6/21)										
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Reports					Task 3					
Finance					Human Resources					
Finance 25% of indicative time					Overview: Finance: <i>Role, Influences, Processes & Strategies</i> The focus of this topic is the role of interpreting financial information in the planning and management of a business. Human Resources: <i>Role, Influences, Processes, Strategies & Effectiveness</i> The focus of this topic is the contribution of human resource management to business performance.					
Assessment: Task 3 – Week 6 (In-class Business Report) Marketing & Finance H1, H2, H3, H5, H6, H8, H10 - 25%										
Term 3 (12/7/21 – 17/9/21)										
Week 1	Week 2		Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
		HSC Trial Examinations	HSC Trial Examinations	HSC Trial Examinations			Reports			
Revision	Revision	HSC Trial Examinations	HSC Trial Examinations	HSC Trial Examinations	Human Resources			Revision	Revision / Graduation / Picnic Day	
Human Resources 25% of indicative time					Overview: Human Resources: <i>Role, Influences, Processes, Strategies & Effectiveness</i> The focus of this topic is the contribution of human resource management to business performance.					
Assessment: Task 4 – Weeks 2, 3 & 4 (HSC Trial Examinations) Operations, Marketing, Finance & Human Resources H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 - 30%										

BUSINESS STUDIES

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date : Term 4 Week 7 2020	Date: Term 1 Weeks 5 2021	Date: Term 2 Week 6 2021	Date: Term 3 Weeks 3-4 2021
		Multiple Choice and Short Answers	Business Essay	Business Report	Trial HSC
Knowledge and Understanding of Course Content	40	10	5	10	15
Stimulus-based skills	20	5	0	10	5
Inquiry and Research	20	5	10	0	5
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
Total Marks	100	25	20	25	30
Course Outcomes		H1, H2, H3, H4, H5, H6, H8, H9	H1, H2, H3, H4, H5, H6, H7, H9	H1, H2, H3, H4, H5, H6, H8, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10

Scope and Sequence: CAFS Stage 6 – HSC 2020 - 2021

Term 4 - 10 weeks

	Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
	Independent Research Project									
Topic	Process of inquiry and research through the implementation of the Independent Research Project									
Outcomes	H4.1, H4.2									
Assessment	Project Plan – weighting 10% (due in week 3) Independent Research Project and Diary - weighting 20% (due in week 10)									
Overview	Students pursue an area of interest in an Independent Research Project									

Term 1 - 10 weeks

	Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10
	Groups in Context – Research Task									
Topic	People with Disabilities, Youth and Students Independently study two Groups from the Category B Selection									
Outcomes	H2.1, H2.2, H2.3, H3.2, H3.4, H5.2, H6.2									
Assessment	Research Assessment Task – weighting 40% (due in week 10)									
Overview	Students explore FOUR specific groups within the community who may be experiencing inequities by examining the nature of the group, their specific needs and level of access to services.									

Term 2 - 10 weeks

	Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10
	Parenting and Caring									
Topic	Developing their understanding of the types of parents and carers and how to best prepare for the role of a parent or carer in order to optimise the wellbeing of a dependent									
Outcomes	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H6.2									
Assessment	Formative, in class assessment									
Overview	Students are required to analyse factors affecting the parenting and caring role including characteristics of the dependant, personal and social influences, as well as parenting and caring styles.									

Term 3 - 10 weeks

	Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
	Individuals and Work (Option)									
Topic	How contemporary workplace practices have evolved in response to social changes. Students gain an understanding of both the benefits of a variety of work patterns to family wellbeing and how workplace practices have changed to acknowledge the value of family life.									
Outcomes	H2.2, H2.3, H3.3, H3.4, H5.2, H6.1, H6.2 (all Outcomes listed for Trial HSC Examination)									
Assessment	Trial HSC Examination weighting 30% (in weeks 4-5)									
Overview	HSC course module option									

COMMUNITY and FAMILY STUDIES

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 3 2020	Date: Term 4 Week 10 2020	Date: Term 1 Week 10 2021	Date: Term 3 Weeks 3-4 2021
		Project Plan	IRP	Research	Trial HSC
Knowledge and understanding of course content	40	5	0	20	15
Skills in critical thinking, research methodology, analysing and communicating	60	5	20	20	15
Total Marks	100	10	20	40	30
Course Outcomes		H4.1, H4.2	H4.1, H4.2	H2.1, H2.2, H2.3, H3.2, H3.4, H5.2, H6.2,	All Outcomes listed

Scope and Sequence: Economics Stage 6 – HSC 2020 - 2021 (120 hours)

Term 4									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
					Assessment				
TOPIC 1 – The Global Economy								TOPIC 2 – Australia in the Global Economy	
Overview: The focus of this study is the operation of the global economy and the impact of globalisation on individual economies. Outcomes: H1, H3, H4, H7, H10, H11, H12 Assessment Task 1: 25% - Short answer questions with calculations on the Global Economy topic – held in hall									
Term 1									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
						Essay			
TOPIC 2 – Australia in the Global Economy								TOPIC 3 – Economics Issues	
Overview: The focus of this topic is an examination of Australia's place in the global economy and the effect of changes in the global economy on Australia. Outcomes: H1, H2, H3, H4, H7, H10, H12 Assessment Task 2: 25% - Essay on Australia in the Global Economy – held in hall									
Term 2									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
									Assessment
TOPIC 3 – Economic Issues								TOPIC 4 – Economic Management	
Overview: The focus of this topic is the nature, causes and consequences of the economic issues and problems that can confront contemporary economies. Outcomes: H1, H2, H4, H7, H11 Assessment Task 3: 20% - Multiple choice questions and calculations on Economic Issues topic – held in hall									
Term 3									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
		Trial Examinations							
TOPIC 4 – Economic Policies and Management								Revision	
Overview: This topic focuses on the aims and operation of economic policies in the Australian economy and hypothetical situations. Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H10, H11, H12 Assessment Task 4: 30% - Trial examination covering all topics									

ECONOMICS

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 6 2020	Date: Term 1 Week 7 2021	Date: Term 2 Week 10 2021	Date : Term 3 Weeks 3-4 2021
		Research and related in short responses	Research, interpretation, application and communication: In class essay	Multiple Choice: analytical and mathematical application	Trial HSC
Knowledge and understanding of course content	40	10	5	10	15
Stimulus based skills	20	0	5	10	5
Inquiry and research	20	5	10	0	5
Communication of economic information, ideas and issues in appropriate forms	20	5	5	5	5
Total Marks	100	20	25	25	30
Course Outcomes		H1, H3, H4, H7, H10, H11, H12	H1, H2, H3, H4, H7, H10, H11, H12	H1, H2, H4, H5, H6, H7, H8, H10	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11, H12

Scope and Sequence: ENGINEERING STUDIES Stage 6 – HSC 2020 - 2021

Term 4 - 10 weeks										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Civil Structures									
Outcomes	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H6.1, H6.2									
Overview	Mechanics, Materials, Communication (drawing), Historical and Societal Issues, Scope of the Profession related to Civil Structures									
Assessment	Engineering Report (including collaboration) and Bridge Building and Testing 25%; formative assessment; revision booklet									

Term 1 - 11 weeks										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Telecommunications									
Outcomes	H1.1, H1.2, H2.2, H3.1, H3.2, H3.3, H4.1, H4.3, H5.2, H6.1									
Overview	Electricity/Electronics, Mechanics, Materials, Communication (drawing), Historical and Societal Issues, Scope of the Profession related to Telecommunications									
Assessment	Engineering Report on emerging technology related to Telecommunications 30%; formative assessment; revision booklet									

Term 2 - 10 weeks										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Personal & Public Transport									
Outcomes	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H6.1, H6.2									
Overview	Electricity/Electronics, Mechanics, Materials, Communication (drawing), Historical and Societal Issues, Scope of the Profession related to Personal & Public Transport									
Assessment	Formative assessment; revision booklet									

Term 3 - 10 weeks										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Aeronautical Engineering									
Outcomes	H1.1, H1.2, H2.2, H3.1, H3.2, H3.3, H4.1, H4.3, H5.2, H6.1									
Overview	Principles of Flight, Mechanics, Materials, Communication (drawing), Historical and Societal Issues, Scope of the Profession related to Aeronautical Engineering									
Assessment	Engineering Report on emerging technology related to Aeronautical Engineering 25%; formative assessment; revision booklet		Trial HSC Examination 20%		Engineering Report on emerging technology related to Aeronautical Engineering; formative assessment; revision booklet					

ENGINEERING STUDIES

Course Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 1 Week 1 2021	Date: Term 1 Week 10 2021	Date: Term 2 Week 7 2021	Date: Term 3 Weeks 3-4 2021
		Civil Structures Engineering Report and Model	Personal & Public Transport <u>or</u> Telecommunications Engineering Report	Aeronautical Engineering Report Presentation	Trial HSC
Knowledge and understanding of course content	60	15	15	15	15
Knowledge and skills in research, problem solving and communication related to engineering practice	40	10	15	10	5
Total Marks	100	25	30	25	20
Course Outcomes		H1.2, H3.1, H5.1, H5.2, H6.2	H2.1, H2.2, H4.2, H4.3, H6.1	H1.1, H3.2, H4.1, H5.1	H1.2, H3.1, H3.3, H4.2, H4.3,

Scope and Sequence: English Advanced Stage 6 – HSC 2020 – 2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Common module: Texts and Human Experiences (30 hours) Students deepen their understanding of how texts represent individual and collective human experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.									
	Prescribed text: Rosemary Dobson <i>Collected</i> , University of Queensland Press, 2012, ISBN: 9780702239113 (p) 'Young Girl at a Window', 'Over the Hill', 'Summer's End', 'The Conversation', 'Cock Crow', 'Amy Caroline', 'Canberra Morning'. Plus ONE related text.							Assessment task 1: Multimodal Presentation 25% EA12-1, EA12-3, EA12-5,		
	Module C: The Craft of Writing (10 hours) Students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas with power and precision. Prescribed texts for Module C TBC									
	Class tasks: Writing poetry and analysing poetry – differentiated for classes & research and collection of related materials for the Common module									
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module A: Textual Conversations (30 hours) Students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. By comparing two texts students understand how composers are influenced by other texts, contexts and values, and how this shapes meaning. Class writing task linking modules A and C – speech writing for King Richard III in contemporary times.							Module B: Critical Study of Literature (30 hours) Introduce prescribed text for Module B		
	Prescribed texts: Shakespeare, <i>King Richard III</i> & film by Al Pacino <i>Looking for Richard</i>								Assessment task 2 Extended analytical response 25% EA12-1, EA12-3, EA12-6	
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module B: Critical Study of Literature (continued) Students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text.							Module C: The Craft of Writing		
	Prescribed text: Dickens <i>Great Expectations</i> / Ishiguro, Kazuo, <i>An Artist of the Floating World</i> , Faber and Faber, 2013, ISBN: 9780571283873				Class task: Critical response on Module B prescribed text				Revisit Common module and Module A texts Class task: personal responses	
	Module C: The Craft of Writing (10 hours) Students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.									
	Module C Prescribed texts for Module C TBC								Assessment task 3 Creative writing & reflection 25% EA12-1, EA12-3, EA12-5, EA12-8, EA12-9	
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module C (continued)	Reflection of progress so far. Revision.	Assessment task 4 Trial examinations 25% EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8,			Module C: Responding creatively and analytically to texts		Revision		

ENGLISH – ADVANCED

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 8 2020	Date: Term 1 Week 9 2021	Date: Term 2 Week 9 2021	Date: Term 3 Weeks 3-4 2021
		Common Module Texts and Human Experiences <i>Multimodal presentation including related material</i> <i>Common Module (20%)</i> <i>Module C Craft of Writing (5%)</i>	Module A Textual Conversations <i>Extended analytical response</i>	Module B Critical Study of Literature <i>Module B (15%) Creative response and reflection Craft of Writing (10%)</i>	Trial HSC Examination <i>Common Module and Modules A & B (15%) Module C Craft of writing (10%)</i>
Knowledge and understanding of course content	50	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	15	10
Total Marks	100	25	25	25	25
Course Outcomes (Assessed outcomes in bold)		EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9

Scope and Sequence: English Extension 1 Stage 6 – HSC 2020 – 2021

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<i>Literary Worlds</i> Common module (15–20 hours)	Students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. They deepen their understanding of how texts construct private, public and imaginary worlds that can explore new horizons and offer new insights.				Elective(40–45 hours)					
Course requirements	A range of short texts across various modes							Prescribed Text TBC		

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10, 11
Elective continued	Students explore and examine textual representations of how individuals and communities express connections to notions of 'homelands', place and culture, as well as connections with others in an increasingly complex world.									
Course requirements	Prescribed texts and related material									
Assessment	Week 4 – Task 1 Imaginative response and reflection 30%									
Course Outcomes	EE12-2, EE12-3, EE12-4, EE12-5									

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Elective continued	Students explore and examine textual representations of how individuals and communities express connections to notions of 'homelands', place and culture, as well as connections with others in an increasingly complex world.									
Course requirements	Prescribed texts and related material									
Assessment	Week 2 – Task 2 Critical response with related text 40%									
Course Outcomes	EE12-2, EE12-3, EE12-4, EE12-5									

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Elective continued	Students explore and examine textual representations of how individuals and communities express connections to notions of 'homelands', place and culture, as well as connections with others in an increasingly complex world.									
Course requirements	Prescribed texts and related material									
Assessment	Weeks 3 and 4 – Task 3 Trial examination 30%									
Course Outcomes	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5									

ENGLISH EXTENSION 1

Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 4 2021	Date: Term 2 Week 2 2021	Date: Term 3 Weeks 3-4 2021
		Imaginative response and reflection	Critical response with related text	Trial HSC Examination
Knowledge and understanding of complex texts and of how and why they are valued	50	15	20	15
Skills in complex analysis, sustained composition and independent investigation	50	15	20	15
Total Marks	100	30	40	30
Course Outcomes (Assessed outcomes in bold)		<i>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</i>	<i>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</i>	<i>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</i>

Scope and Sequence: English Extension 2 Stage 6 – HSC 2020 – 2021

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Research and Development of Project	<ul style="list-style-type: none"> Students engage with the activities in Extension 2 Booklet. State Library Visit Mock Viva-Voce 									
Assessment	Viva Voce (including written proposal) 30% Week 10 EEX12-1, EEX12-4 EEX 12-5									

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Weeks 10, 11
Viva-Voce Refinement	Students explore and examine textual representations of how individuals and communities express connections to notions of 'homelands', place and culture, as well as connections with others in an increasingly complex world.									

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
READER Program	Research – A focus on the refinement and extension of the research which has shaped the project. Any new insights can be reflected in the editing of the major work. Exposure – Engaging with literature in the students chosen form, or relevant literature podcasts, as a means to stimulate creativity. Students can use activities in Ext 2 booklet to focus their reading or listening.									
Assessment	Literature review 40% Week 1 EEX 12-1, EEX 12-2, EEX 12-3, EEX 12-4								Critique of the creative process 30% Week 9 EEX12-2, EEX12-3, EEX12-5	

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
READER Program and drafting	Analysis – Students engage in writing activities aimed at shaping their analysis skills. The focus of this should be to develop the writing of the reflection statement. Draft – Students work on drafting major work, usually with a focus on particular sections, which can be later mapped together. Edit – Edit drafted sections of work, usually a peer to peer or teacher peer discussion. Rewrite – Use discussion from edits to rewrite sections of the major work.									
Assessment	Upload major work to NESA website									

ENGLISH EXTENSION 2

Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 4 Week 10 2020	Date: Term 2 Week 1 2021	Date: Term 2 Week 9 2021
		Viva Voce (including written proposal)	Literature review	Critique of the creative process
Skills in extensive independent research	50	15	20	15
Skills in sustained composition	50	15	20	15
Total Marks	100	30	40	30
Course Outcomes (Assessed outcomes in bold)		<i>EEX12-1, EEX12-3, EEX12-4 EEX 12-5</i>	<i>EEX 12-1, EEX 12-2, EEX 12-3, EEX 12-4, EEX 12-5</i>	<i>EEX12-1, EEX12-2, EEX12-3, EEX12-5</i>

Scope and Sequence: English Standard Stage 6 – HSC 2020 – 2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Common Module: Texts and Human Experiences (30 hours) Students deepen their understanding of how texts represent individual and collective human experiences.									
	Prescribed text: <i>Billy Elliot</i> , Stephen Daldry and related texts.							Assessment task 1: Multimodal Presentation 25% EN12-1, EN12-3, EN12-5		
	Module C: The Craft of Writing (10 hours) Students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision. Module C Prescribed text 1: TBC									
	Class tasks: Writing responses to the film, differentiated for classes & research and collection of related materials for the Common module									
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module A: Language, Identity and Culture (30 hours) Students explore, analyse and assess the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through texts.								Module B: Close Study of Literature (30 hours) Introduce the novel for Module B	
	Prescribed text: Cobby Eckermann, Ali, Inside my Mother, Giramondo Publishing, 2015, ISBN: 9781922146885 (p) ‘Trance’, ‘Unearth’, ‘Oombulgarri’, ‘Eyes’, ‘Leaves’, ‘Key’								Assessment task 2 Mod A Extended analytical response 25% EN12-1, EN12- 3, EN12-6	
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module B: Close Study of Literature (continued) Students engage in the extensive exploration and interpretation of the text and the ways composers portray people, ideas, settings and situations.								Module C: The Craft of Writing (10 hours)	
	Prescribed text: <i>Novel</i> Haddon, Mark, <i>The Curious Incident of the Dog in the Night-time</i> , Red Fox/Random House, 2014, ISBN: 9781782953463								Revisit Common Module and Module A texts	
	Module C: The Craft of Writing (10 hours) Students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.									
	Module C Prescribed texts: TBC								Assessment task 3 Creative writing & reflection 25% EN12-1, EN12-3, EN12-5, EN12-9	
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module C (continued)	Reflection of progress so far. Revision.	Assessment task 4 Trial examinations 25% EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8		Module C: Responding creatively and analytically to texts			Revision		

ENGLISH – STANDARD

Syllabus Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 8 2020	Date: Term 1 Week 9 2021	Date: Term 2 Week 9 2021	Date: Term 3 Weeks 3-4 2021
		Common Module Texts and Human Experiences <i>(Multimodal presentation including related material)</i> Common Module (20%) Module C Craft of Writing (5%)	Module A Language, Identity and Culture Extended analytical response	Module B Close Study of Literature Module B (15%) Creative response and reflection Craft of Writing (10%)	Trial HSC Examination Common Module and Modules A & B (15%) Module C Craft of writing (10%)
Knowledge and understanding of course content	50 %	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50 %	15	10	15	10
Total Marks	100 %	25	25	25	25
Course Outcomes (Assessed outcomes in bold)		EN12-1 , EN12-2, EN12-4, EN12-3 , EN12-5 , EN12-6, EN12-7, EN12-8, EN12-9	EN12-1 , EN12-2, EN12-3 , EN12-4, EN12-5, EN12-6 , EN12-7, EN12-8, EN12-9	EN12-1 , EN12-2, EN12-3 , EN12-4, EN12-5 , EN12-9	EN12-1 , EN12-2, EN12-3 , EN12-4 , EN12-5 , EN12-6 , EN12-7 , EN12-8 , EN12-9

Scope and Sequence: English EAL/D Stage 6 – HSC 2020 – 2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Module A: Texts and Human Experiences (30 hours) In this module, students interpret and respond to texts that deal with the questions of what it means to be human.									
	Prescribed text: (Prose fiction) <i>The China Coin</i> , by Baillie, Allan							Assessment task 1:Multimodal presentation on Module A 25% EAL12-1A, EAL12-1B EAL12-5, EAL12-6, EAL12-7		
	Focus on Writing (10 hours) Students analyse, evaluate and reflect on the qualities of the texts studied in the <i>Texts and Human Experiences</i> Module. Using these texts as models, they experiment with techniques, styles and forms in a range of media to produce their own crafted works.									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Module B: Language, Identity and Culture (30 hours) Students develop awareness and understanding of how our perceptions of and relationships with others and the world are shaped by written, spoken and visual language.									
	Prescribed text: (Poetry) Aitken, Adam; Boey, Kim Cheng and Cahill, Michelle (eds), <i>Contemporary Asian Australian Poets</i> , Puncher and Wattmann, 2013, ISBN: 9781921450655 Merlinda Bobis, ‘This is where it begins’; Eileen Chong ‘My Hakka Grandmother’; Ee Tiang Hong, ‘Some New Perspectives’; Ouyang Yu, ‘The Double Man’; Jaya Savage, ‘Circular Breathing’; Maureen Ten (Ten Ch’in Ü), ‘Translucent Jade’								Assessment task 2 25% EAL12-1A, EAL12-3, EAL12-8	
	Focus on Writing (10 hours) Students analyse, evaluate and reflect on the qualities of the texts studied in the <i>Language, Identity and Culture</i> Module. Using these texts as models and inspiration, they experiment with techniques, styles and forms in a range of modes and media to produce their own works.									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Module C: Close Study of Text (30 hours) Students engage in the extensive exploration and interpretation of the text and the ways composers portray people, ideas, settings and situations.									
	Prescribed text: (Film) Weir, Peter, <i>The Truman Show</i> , Paramount, 1998								Assessment task 3 25% EAL12-4, EAL12-7, EAL12-9	
	Focus on Writing (10 hours) Students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Module C Analytical writing		Assessment task 4 Trial examinations 25% EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8		Module B: Creating a thesis and using evidence			Module A – Responding to unseen texts		
	Prescribed text <i>The Truman Show</i>				Prescribed text: (Poetry) Aitken, Adam; Boey, Kim Cheng and Cahill, Michelle (eds),			Variety of material		

ENGLISH – EAL/D

Syllabus Components	Weighting %	Task 1 Date: Term 4 Week 8 2020	Task 2 Date: Term 1 Week 9 2021	Task 3 Date: Term 2 Week 9 2021	Task 4 Date: Term 3 Weeks 3-4 2021
		<i>Module A: Texts and Human Experiences</i> <i>Speaking and Listening task using related text and prescribed text (multimodal presentation)</i>	<i>Module B: Language, Identity and Culture</i> <i>Reading and Writing task based on unseen material and prescribed text</i>	<i>Focus on Writing</i> <i>Imaginative writing with written annotations</i>	<i>Modules A, B and C</i> <i>Trial HSC Examination</i>
Knowledge and understanding of course content	50	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	15	10
Total Marks	100	25	25	25	25
Course Outcomes (Assessed outcomes in bold)		<i>EAL12-1A, EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7 EAL12-6, EAL12-7, EAL12-8, EAL12-9</i>	<i>EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-8</i>	<i>EAL12-2, EAL12-3, EAL12-4, EAL12-5, EAL12-6, EAL12-7, EAL12-9</i>	<i>EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8</i>

Scope and Sequence: English Studies Stage 6 – HSC 2020 – 2021

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Common Module: Texts and Human Experiences (30 hours) Students deepen their understanding of how texts represent individual and collective human experiences.									
	Prescribed text: <i>Billy Elliot</i> , Stephen Daldry and related text: Travel Guides.							Assessment task 1: Multimodal presentation Common Module 25% ES12-3, ES12-5, ES12-9		
	Class tasks: Writing guided responses to teacher selected extracts from the film, practice writing about related materials for the Common module									
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Weeks 10
	Module (30 hours) Students develop their understanding of real world situations and processes.									
	Texts: To be confirmed								Assessment task 2 Elective Module. 25% ES12-1, ES12-3, ES12-6	
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module continued (24 hours)								Assessment task 3 Elective Module 25% ES12-1 ES12-3, ES12-5, ES12-8-9	
	Assessment task 4: Trial examination 25% Students present a range of tasks, demonstrating skills and understanding of modules studied in term 2.								Texts: TBC	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Revision: Texts and human Experiences	Revision: Texts and human Experiences	Assessment task 4 Trial examinations 25% ES12-1, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10			Module K: The Big Screen Students explore film and filmmaking as an industry		Module K: The Big Screen Students explore film and filmmaking as an industry		

ENGLISH - STUDIES

Syllabus Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 8 2020	Date: Term 1 Week 9 2021	Date: Term 2 Week 9 2021	Date: Term 3 Weeks 3-4 2021
		Common Module Texts and Human Experiences (including related material) Multimodal presentation	Elective Module 1	Elective Module 2	Trial HSC Examination
Knowledge and understanding of course content	50	10	15	10	15
Skills in: <ul style="list-style-type: none"> Comprehending texts Communicating ideas Using language accurately, appropriately and effectively 	50	15	10	15	10
Total Marks	100	25	25	25	25
Course Outcomes (Assessed outcomes in bold)		<i>ES12-1, ES12-2, ES12-3, ES12-5, ES12-7, ES12-9</i>	<i>ES12-1, ES12-3, ES12-4, ES12-6, ES12-7, ES12-8</i>	<i>ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-8-9</i>	<i>ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10</i>

Scope and Sequence: Modern History Stage 6 – HSC 2020 - 2021

Term 4 10 weeks	YEAR 12 MODERN HISTORY									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Core Study: Power and Authority in the Modern World 1919–1946									
	<p>Overview: Through a focus on the nature of power and authority 1919–1946, and a broader transnational perspective, students investigate the rise of fascist, totalitarian and militarist movements after World War I; what drew people to these movements; the regimes that emerged and ongoing international efforts to achieve collective security.</p> <p>Outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9</p> <p>Assessment Task 1 (Weighting 25%): Power and Authority Research Task (Week 10) MH12-1, MH12-3, MH12-5, MH12-6</p>									
Term 1 10 weeks	YEAR 12 MODERN HISTORY									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	National Study-Option G.USA 1919–1941									
	<p>Overview: Students investigate key features of the history of the USA 1919–1941. The Historical concepts and skills content is to be integrated as appropriate.</p> <p>Outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9</p> <p>Assessment Task 2 (Weighting 20%): USA Historical Analysis Essay (Week 10) MH12-2, MH12-3, MH12-7, MH12-9</p>									
Term 2 10 weeks	YEAR 12 MODERN HISTORY									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Peace and Conflict-Option A: Conflict in Indochina 1954–1979									
	<p>Overview: Students investigate key features in the history of the conflict in Indochina 1954–1979. The Historical concepts and skills content is to be integrated as appropriate.</p> <p>Outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9</p> <p>Assessment Task 3 (Weighting 25%): Indochina Topic Test (Week 10) MH12-5, MH12-7, MH12-8, MH12-9</p>									
Term 3 10 weeks	YEAR 12 MODERN HISTORY									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Change in the Modern World		TRIAL EXAMINATION		Change in the Modern World- F. Apartheid in South Africa 1960–1994.					
	<p>Overview: Students investigate key features of apartheid in South Africa 1960–1994. The Historical concepts and skills content is to be integrated as appropriate.</p> <p>Outcomes: MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9</p> <p>Assessment Task 4 (Weighting 30%): Trial HSC Examination (Week 3 - 4) MH12-2, MH12-4, MH12-6, MH12-9</p>									

HISTORY - MODERN

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10 2020	Term 1 Week 10 2021	Term 2 Week 10 2021	Term 3 Week 3-4 2021
		Power and Authority Research Task	USA Historical Analysis Essay	Indochina Topic Test	Trial HSC
Knowledge and understanding of course content	40	5	5	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5	0	5
Historical inquiry and research	20	5	5	10	0
Communication of historical understanding in appropriate forms	20	5	5	5	5
Total Marks	100	25	20	25	30
Course Outcomes		MH12-1, MH12-3, MH12-5, MH12-6,	MH12-2, MH12-3, MH12-7, MH12-9	MH12-5, MH12-7, MH12-8, MH12-9	MH12-2, MH12-4, MH12-6, MH12-9

Scope and Sequence: History Extension Stage 6 – HSC 2020 – 2021

Term 4 10 weeks	YEAR 12 HISTORY EXTENSION									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Constructing History – Key Questions				History Project			Constructing History – Key Questions		
	Overview: Four key questions provide a framework for investigating the construction of history with a focus on historiography. Students applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these key questions. Outcomes: HE12-1, HE12-2, HE12-3, HE12-4				Overview: Students will undertake an individual investigative project, focusing on an area of changing historical interpretation. Outcomes: HE12-1, HE12-2, HE12-3, HE12-4			Outcomes: HE12-1, HE12-2, HE12-3, HE12-4		

Term 1 10 weeks	YEAR 12 HISTORY EXTENSION									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	History Project			Constructing History – Key Questions						History Project
	Outcomes: HE12-1, HE12-2, HE12-3, HE12-4 Assessment Task 1 (Weighting 30%): History Project – Historical Process (Week 3) HE12-1, HE12-2, HE12-3, HE12-4			Outcomes: HE12-1, HE12-2, HE12-3, HE12-4						

Term 2 10 weeks	YEAR 12 HISTORY EXTENSION									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Constructing History – Key Questions			Constructing History – Case Study: JFK					History Project	
	Outcomes: HE12-1, HE12-2, HE12-3, HE12-4			Overview: Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. Outcomes: HE12-1, HE12-2, HE12-3, HE12-4					Outcomes: HE12-1, HE12-2, HE12-3, HE12-4	

Term 3 10 weeks	YEAR 12 HISTORY EXTENSION									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	History Project		TRIAL EXAMINATION		Constructing History – Case Study: JFK					
	Assessment Task 2 (Weighting 40%): HISTORY PROJECT (Week 4) HE12-1, HE12-2, HE12-3, HE12-4		Assessment Task 3 (Weighting 30%): Trial Examination (Week 3 -4) HE12-1, HE12-2, HE12-3, HE12-4		Outcomes: HE12-1, HE12-2, HE12-3, HE12-4					

HISTORY EXTENSION

Components	Weighting %	Task 1	Task 2	Task 3
		Term 1 Week 3 2021	Term 3 Week 5 2021	Term 3 Week 3-4 2021
		HISTORY PROJECT – Historical Process	HISTORY PROJECT - Essay	TRIAL HSC
Knowledge and understanding of significant historical ideas and process	40	10	10	20
Skills in designing, undertaking and communicating historical inquiry and analysis	60	20	30	10
Total Marks	100	30	40	30
Course Outcomes		HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4

Scope and Sequence: INDUSTRIAL TECHNOLOGY Stage 6 – HSC 2020 - 2021

Term 4 - 10 weeks										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Major Project & Theory									
Outcomes	H1.2, H2.1, H3.1, H3.2, H4.2, H5.2, H6.1, H 7.2					H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2				
Overview	Students create ideas for major project, Design, Manage, Communicate / Produce HSC Major Project & Portfolio					Students create ideas for major project, Design, Manage, Communicate / Produce HSC Major Project & Portfolio, Theory Content Revision				
Assessment	Project Presentation Idea 30%					Major Project & Folio				

Term 1 - 10 weeks										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Major Project & Theory									
Outcomes	H1.2, H2.1, H3.1, H3.3, H4.2, H5.1, H5.2, H6.1					H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2				
Overview	Students create a range of CAD drawings relating to their Major Project. They model and test their designs.					Students create ideas for major project, Design, Manage, Communicate / Produce HSC Major Project & Portfolio, Theory Content Revision				
Assessment	CAD Drawings 30%					Major Project & Folio				

Term 2 - 10 weeks										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Major Project & Theory									
Outcomes	H1.2, H2.1, H4.1, H4.3, H5.1, H5.2, H6.1, H6.2				H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2					
Overview	Students create a multimedia video relating to their major project. This video should show a range of skills, discussing their efforts, trials and ways they have overcome problems in the design or manufacturing process.				Students create ideas for major project, Design, Manage, Communicate / Produce HSC Major Project & Portfolio, Theory Content Revision					
Assessment	Video Production 20%				Major Project & Folio					

Term 3 - 10 weeks										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Major Project & Theory				Industry Study					
Outcomes	H1.1, H1.3, H4.3, H7.1,				H1.1, H1.2, H1.3, H4.3, H7.1, H7.2					
Overview	Theory Content Revision & practice examination				Structural factors, technical factors, environmental factors, sociological factors, personnel issues, WHS, theory content revision					
Assessment	Trial HSC Exam 20%				HSC Exam Revision					

INDUSTRIAL TECHNOLOGY

Course Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 5 2020	Date: Term 1 Week 4 2021	Date: Term 2 Week 3 2021	Date: Term 3 Weeks 3-4 2021
		Project Idea Presentation	CAD Drawings	Video	Trial Exam
Knowledge and understanding of course content	40	15	10	5	10
Knowledge and skills in the design, management, communication of a major project	60	15	20	15	10
Total Marks	100	30	30	20	20
Course Outcomes		H1.2, H2.1, H3.1, H3.2, H4.2, H5.2, H6.1, H7.2	H1.2, H2.1, H3.1, H3.3, H4.2, H5.1, H5.2, H6.1	H1.2, H2.1, H4.1, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.3, H4.3, H7.1, H7.2

***Note: Major Projects, Folios and supporting multimedia presentations will be due for display at the combined Creative Arts and Technological & Applied Studies display night**

Scope and Sequence: Japanese Beginners Stage 6 – HSC 2020 – 2021

Term 4 10 weeks	YEAR 12 JAPANESE BEGINNERS									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Topic 1: Education and Work									
	Overview: Students will explore, school, classroom and further education and part-time jobs. Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 Assessment Task 1 (Weighting 25%): Listening, Reading and Writing (Week 7) 1.2, 2.1, 3.1									

Term 1 10 weeks	YEAR 12 JAPANESE BEGINNERS									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Topic 2: Friends Recreation and pastimes							Topic 3: Holidays travel and tourism		
	Overview: Students will explore, hobbies, leisure and recreation pastimes. Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 Assessment Task 2 (Weighting 20%): Speaking, Listening, and Reading (Week 7) 1.1, 1.3, 2.2							Overview: Students will explore holidays, travel and tourism.		

Term 2 10 weeks	YEAR 12 JAPANESE BEGINNERS									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Topic 3: Holidays travel and tourism (cont.)				Topic 4: Future Plan and aspirations					
	Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 Assessment Task 3 (Weighting 25%): Listening, Reading and Writing (Week 6) 1.4, 2.3, 3.2, 3.3				Overview: Students will explore planning for the future and setting aspirations. Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4					

Term 3 10 weeks	YEAR 12 JAPANESE BEGINNERS									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Revision for Speaking		TRIAL EXAMINATION		Revision for HSC					
	Overview: All Revision Outcomes: All outcomes revised		Assessment Task 4 (Weighting 30%): Trial HSC(Week 3 - 4) 2.4, 2.5, 2.6, 3.4		Overview: All Revision Outcomes: All outcomes revised					

JAPANESE - BEGINNERS

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 7 2020	Date: Term 1 Week 7 2021	Date: Term 2 Week 6 2021	Date: Term 3 Week 3-4 2021
		Reading/Listening Writing	Speaking/Listening Reading	Reading/Writing Listening	Trial HSC
SPEAKING	20	0	10	0	10
LISTENING	30	10	5	5	10
READING	30	10	5	10	5
WRITING	20	5	0	10	5
Total Marks	100	25	20	25	30
Course Outcomes		1.2, 2.1, 3.1	1.1, 1.3, 2.2	1.4, 2.3, 3.2, 3.3	2.4, 2.5, 2.6, 3.4

Scope and Sequence: Japanese Continuers Stage 6 – HSC 2020 - 2021

Term 4 10 weeks	YEAR 12 JAPANESE CONTINUERS									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Leisure				Traditions and Culture					
	Overview: Students will study issues relating to holidays, Australian sights and sickness. Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 3.5, 3.6, 4.1, 4.2, 4.3				Overview: Students will study issues relating to contemporary culture, customs, etiquette and visiting. Outcomes: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 4.2 Assessment Task 1 (Weighting 20%): Reading and Listening (Week 7) 1.2, 2.3, 3.1, 3.5					

Term 1 10 weeks	YEAR 12 JAPANESE CONTINUERS									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Planning a trip				Travelling in Japan					
	Overview: Students will study issues relating to accommodation, reservations and attractions. Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 3.5, 3.6, 4.1, 4.2, 4.3				Overview: Students will study issues relating to transportation, tickets and holidays. Outcomes: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 4.1, 4.3 Assessment Task 2 (Weighting 30%): Speaking, Listening and Reading (Week 7) 1.1, 3.2, 3.6, 4.2					

Term 2 10 weeks	YEAR 12 JAPANESE CONTINUERS									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Future plans and work				Society					
	Overview: Students will study issues relating to transportation, tickets and holidays. Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 3.5, 3.6, 4.1, 4.2, 4.3				Overview: Students will study issues relating to the environment, society and Technology Outcomes: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.6 Assessment Task 3 (Weighting 20%): Listening and Writing (Week 6) 1.3, 2.1, 3.3, 4.1					

Term 3 10 weeks	YEAR 12 JAPANESE CONTINUERS									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Revision		TRIAL EXAMINATION		Revision					
	Overview: Revision of all topics		Assessment Task 4 (Weighting 30%): Trial Examination (Week 3 - 4) 1.4, 2.2, 3.4, 4.3		Overview: Revision of all topics Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 3.5, 3.6, 4.1, 4.2, 4.3					

JAPANESE - CONTINUERS

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 7 2020	Date: Term 1 Week 7 2021	Date: Term 2 Week 6 2021	Date: Term 3 Week 3-4 2021
		Reading/Listening	Speaking/Listening/Reading	Listening/ Writing	Trial HSC
SPEAKING	20	0	10	0	10
LISTENING	30	10	5	5	10
READING	30	10	15	0	5
WRITING	20	0	0	15	5
Total Marks	100	20	30	20	30
Course Outcomes		1.2, 2.3, 3.1, 3.5	1.1, 3.2, 3.6, 4.2	1.3, 2.1, 3.3, 4.1	1.4, 2.2, 3.4, 4.3

Scope and Sequence: Legal Studies Stage 6 – HSC 2020 – 2021

Term 4 10 weeks	YEAR 12 LEGAL STUDIES									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Part I of the Core: Crime									
	Nature of Crime		Criminal Investigation Process			Criminal Trial Process			Sentencing and Punishment	
	Overview: Through the use of a range of contemporary examples, students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms. Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 Assessment Task 1 (Weighting 20%): CRIME In class examination (Term 1 Week 3) H1, H3, H4, H6									
Term 1 10 weeks	YEAR 12 LEGAL STUDIES									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Part II of the Core: Human Rights									
	Young Offenders		Nature and Development of Human Rights		Promoting and Enforcing Human rights			Contemporary Human Rights issues / International Crime		
			Overview: Through the use of a range of contemporary examples, students investigate the notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice. Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 Assessment Task 2 (Weighting 25%): Human Rights Topic Test (Term 2 Week 2) H2, H5, H6, H7							
Term 2 10 weeks	YEAR 12 LEGAL STUDIES									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Part III Option: Family Law							Part III Option: Indigenous Peoples		
	Overview: Through the use of contemporary examples, students investigate the legal nature of family relationships and the effectiveness of the law in achieving justice. Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 Assessment Task 3 (Weighting 25%): Family Law research task and in class essay (Term 2 Week 10) H6, H8, H9, H10									
Term 3 10 weeks	YEAR 12 LEGAL STUDIES									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Indigenous Peoples		Trial Examinations		Indigenous Peoples		Revision			
	Overview: Through the use of contemporary examples, students investigate the effectiveness of legal and non-legal processes in achieving justice for indigenous peoples globally. Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 Assessment Task 4 (Weighting 30%): Trial Examination (Week 3 - 4) H2, H3, H6, H9									

LEGAL STUDIES

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date : Term 1 Week 3 2021	Date: Term 2 Week 2 2021	Date: Term 2 Week 10 2021	Date: Term 3 Weeks 3-4 2021
		CRIME In Class Examination	HUMAN RIGHTS Topic Test	Research and Extended Response FAMILY LAW	Trial HSC
Knowledge and Understanding of course content	40	10	10	5	15
Analysis and evaluation	20	0	10	0	10
Inquiry and research	20	5	0	15	0
Communication of legal information, issues and ideas in appropriate forms	20	5	5	5	5
Total Marks	100	20	25	25	30
Course Outcomes		H1, H3, H4, H6	H2, H5, H6, H7	H6, H8, H9, H10	H2, H3, H6, H9

Year 12 Mathematics School-based Assessment Requirements

The assessment program for Higher School Certificate Mathematics will involve both informal and formal practice. Informal assessment will be used to provide feedback to students as they engage in the learning cycle so that they are consistently informed about how to improve their learning. Formal assessment will be used to gather evidence about student achievement of syllabus outcomes and will include tests and a written formal examination that is completed during an examination period and under supervised examination conditions. The evidence gathered through formal assessment will assist teachers in reporting on student achievement and form the basis for grading or ranking.

Students studying ALL Mathematics courses will have an assessment task that is the form of an assignment or investigation-style task that will provide application and modelling opportunities.

All tasks are subject to the following mandatory components and weightings.

Component	Weighting %
Understanding, Fluency and communicating	50
Problem Solving, Reasoning and Justification	50
	100

The Year 12 formal school-based assessment program will reflect the following requirements:

- four assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%.

Information about assignment or investigation-style tasks in Mathematics

An assignment or investigation-style task should provide opportunities to gather evidence about the:

- achievement of a range of outcomes
- demonstration of knowledge and skills in different ways to the HSC examinations.

An assignment or investigation-style task provides application and modelling opportunities.

The following examples provide some approaches to task types:

- an investigative project or assignment involving presentation of work in class
- an independently chosen project or investigation
- scaffolded learning tasks culminating in an open-ended or modelling style problem
- a guided investigation or research task involving collection of data and analysis.

Assessment Schedules

Up to 20% of the internal assessment mark submitted to NESA for Mathematics course may be based on the Year 11 (Preliminary) course.

Scope and Sequence: Extension 2 Mathematics Stage 6 – HSC 2020 - 2021

Term 4 - 2020

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Complex Numbers N1.1, N1.2, N2.1 & N2.2									
MEX12-1, MEX12-4, MEX12-7, MEX12-8									
Arithmetic of complex numbers, quadratic equations, The Argand diagram, Modulus-argument form, vectors and the complex plane, curves and regions in the Argand diagram, polynomials and complex numbers, Powers of complex numbers, trigonometric identities, roots of complex numbers,									
								Class Test 25% (MEX12-1, MEX12-4, MEX12-7, MEX12-8)	

Term 1 - 2021

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Complex Numbers N1.1, N1.2, N2.1 & N2.2		Proof P1 & P2						Integration C1	
MEX12-1, MEX12-4, MEX12-7, MEX12-8		MEX12-1, MEX12-2, MEX12-7, MEX12-8						MEX12-1, MEX12-5, MEX12-7,	
Exponential form: Euler's formula, Applications of exponential form		The language of proof, number proofs, proof by contraposition and by contradiction, algebraic inequalities, induction, inequalities in geometry and calculus						The standard integrals, algebraic manipulation, substitution, partialfractions,denominators with quadratics	
							Research 15% (MEX12-7, MEX12-8)		

Term 2 - 2021

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Integration C1			Vectors V1						
MEX12-1, MEX12-5, MEX12-7, MEX12-8			MEX12-3, MEX12-7, MEX12-8						
Integral by parts, trigonometric integrals, reduction formulae, miscellaneous integrals			Coordinates in three dimensions, vectors in three dimensions, the dot products, applications of the dot product, vector proofs in geometry, the vector equation of a line, vectors equations of circles, spheres and planes						
							Class Test 30% (MEX12-3, MEX12-7, MEX12-8)		

Term 3 - 2021

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Revision	Trials 30% (MEX12-1 - MEX12-5, MEX12-7)			Mechanics M1					
				MEX12-6, MEX12-7, MEX12-8					
				Forces and accelerations, simple harmonic motion and time, simple harmonic motion and displacement, horizontal resisted motion, vertical resisted motion, projectile motion					

MATHEMATICS EXTENSION 2

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 9 2020	Date: Term 1 Week 8 2021	Date: Term 2 Week 8 2021	Date: Term 3 Weeks 3-4 2021
		In class open-book Test	Assignment/Investigation or Extended modelling and problem-solving task	In class open-book Test	Trial HSC Examination
Understanding, Fluency and communication	50	15	5	15	15
Problem Solving, Reasoning and Justification	50	10	10	15	15
Total Marks	100	25	15	30	30
Course Outcomes		MEX12-1, MEX 12-4, MEX 12-7 MEX12-8	MEX12-7, ME X12-8	MEX12-3, MEX 12-7, MEX 12-8	MEX12-1, MEX 12-2, MEX 12-3, MEX 12-4 MEX12-5, ME X12-7

Scope and Sequence: Extension 1 Mathematics Stage 6 – HSC 2020 – 2021

Term 4 - 2020

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Sequences and Series M1.2 & M1.3		Mathematical Induction ME-P1	Graphs and Equations F2 & T3		Curve-Sketching using the Derivatives C3.1 & C3.2			Integration C4.1 & C4.2	
MA12-2, MA12-4, MA12-9, MA12-10		ME12-1, ME12-6, ME12-7	MA12-1, MA12-5, MA12-9, MA12-10		MA12-3, MA12-6, MA12-7, MA12-9, MA12-10			MA12-3, MA12-7, MA12-9, MA12-10	
Seq. and how to specify them, A Seq, G Seq, Solving problems involving APs and GPs, Adding up the terms of a Seq, Summing an A Series, Summing a G Series, The limiting sum of a G Series, Recurring decimals and geometric series		Using mathematical induction for series, Proving divisibility by mathematical induction	The sign of a function, Vertical and horizontal asymptotes, A curve- sketching menu, Solving inequations, Using graphs to solve equations and inequations, Review of translations and reflections, dilations, Combinations of transformations, Trigonometric graphs		Increasing, decreasing and stationary at a point, Stationary points and turning points, Second and higher derivatives, Concavity and points of inflection, Systematic curve sketching with the derivative, Global maximum and minimum, Applications of maximisation and minimization, Primitive functions			Areas and the definite integral, The fundamental theorem of calculus, The definite integral and its properties, Proving the fundamental theorem, The indefinite integral, Finding areas by integration, Areas of compound regions, The trapezoidal rule, The reverse chain rule	
								Class Test 25% (ME12-1, ME12-6, ME12-7)	

Term 1 - 2021

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Integration C4.1 & C4.2	Vectors V1.1 & V1.2		The Trigonometric Functions T3, C2.1, C3.2, C4.1 & C4.2		The Exp. & Log. Functions C2.1 & C2.2		Motion and Rates C3.1, C3.2, C4.1 & C4.2		Projectile Motion V1.3
MA12-3, MA12-7, MA12-9, MA12-10	ME12-2, ME12-6, ME12-7		MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10		MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10		MA12-3, MA12-6, MA12-7, MA12-9, MA12-10		ME12-1, ME12-6, ME12-7
Areas and the definite integral, The fundamental theorem of calculus, The definite integral and its properties, Proving the fundamental theorem, The indefinite integral, Finding areas by integration, Areas of compound regions, The trapezoidal rule, The reverse chain rule	Directed intervals and vectors, Components and column vectors, The dot product (or scalar product), Geometric problems, Projections, Applications to physical situations		The behaviour of $\sin x$ near the origin, Differentiating the trigonometric functions, Applications of differentiation, Integrating the trigonometric functions, Applications of integration		Review of exp functions base e , Diff of exp functions, Applications of differentiation, Integration of exp functions, Applications of integration, Review of log functions, Differentiation of log functions, Applications of differentiation of $\ln x$, Integration of the reciprocal function, Applications of integration of $1/x$, Calculus with other bases		Average velocity and speed, Velocity and acceleration as derivatives, Integrating with respect to time, Rates and differentiation, Rates and integration, Exponential growth and decay		Projectile motion — the time equations, Projectile motion — the equation of path
							Class Test 30% (ME12-1, ME12-2, ME12-6, ME12-7)		

Term 2 - 2021 - 10 weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Series and Finance M1.1 & M1.4		Trigonometric Equations ME-T3	Further Calculus ME-C2 & C3.1		Displaying & Interpreting Data S2.1 & S2.2		Continuous Probability Distributions S3.1 & S3.2		Binomial Distributions S1.1 & S1.2
ME12-3, ME12-6, ME12-7		ME12-1, ME12-4, ME12-6, ME12-7	ME12-2, ME12-4, ME12-6, ME12-7		MA12-8, MA12-9, MA12-10		MA12-8, MA12-9, MA12-10		ME12-5, ME12-4, ME12-6, ME12-7
Applications of APs and GPs, The use of logarithms with GPs, Simple and compound interest, Investing money by regular instalments, Paying off a loan		Equations involving compound angles, The sum of sine and cosine functions, Using the t-formula to solve equations	Inverse trigonometric functions — differentiating, Inverse trigonometric functions — integrating, Further trigonometric integrals, Integration by substitution, Further integration by substitution, Volumes of rotation		Displaying data, Grouped data and histograms, Quartiles and interquartile range, Bivariate data, Formulae for correlation and regression, Using technology with bivariate data		Relative frequency, Continuous distributions, Mean and variance of a distribution, The standard normal distribution, General normal distributions, Applications of the normal distribution, Investigations using the normal distribution		Binomial probability, Binomial distributions
							Research Task 15% (ME12-6, ME12-7)		

Term 3 - 2021

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Binomial Distributions S1.1 & S1.2	Trials 30% (ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7)			Differential Equation C3.2		Revision			
ME12-5, ME12-4, ME12-6, ME12-7				ME12-2, ME12-4, ME12-6, ME12-7					
Normal approximations to a binomial, Sample proportions				Differential equations, Slope fields, Separable differential equations, Equations of the form $y' = g(y)$ – the logistic equation, Applications of differential equations					

MATHEMATICS EXTENSION 1

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 9 2020	Date: Term 1 Week 8 2021	Date: Term 2 Week 8 2021	Date: Term 3 Weeks 3-4 2021
		In-class open-book test	In-class open-book test	Assignment/Investigation or Extended modelling and problem-solving task	Trial HSC Examination
Understanding, Fluency and communication	50	15	15	5	15
Problem Solving, Reasoning and Justification	50	10	15	10	15
Total Marks	100	25	30	15	30
Course Outcomes		ME12-1, ME 12-6, ME12-7	ME12-1, ME 12-2, ME 12-6, ME12-7	ME12-6, ME 12-7	ME12-1, ME 12-2, ME 12-3, ME 12-4, ME12-5, ME 12-6, ME12-7

Scope and Sequence: Advanced Mathematics Stage 6 – HSC 2020 – 2021

Term 4 2020

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Sequences and Series			Graphs and Equations		Curve-Sketching using the Derivatives				
M1.2 & M1.3			F2 & T3		C3.1 & C3.2				
MA12-2, MA12-4, MA12-9, MA12-10			MA12-1, MA12-5, MA12-9, MA12-10		MA12-3, MA12-6, MA12-7, MA12-9, MA12-10				
Seq. and how to specify them, A Seq, G Seq, Solving problems involving APs and GPs, Adding up the terms of a Seq, Summing an A Series, Summing a G Series, The limiting sum of a G Series, Recurring decimals and geometric series			The sign of a function, Vertical and horizontal asymptotes A curve- sketching menu, Solving inequations, Using graphs to solve equations and inequations, Review of translations and reflections, Dilations, Combinations of transformations, Trigonometric graphs		Increasing, decreasing and stationary at a point, Stationary points and turning points, Second and higher derivatives, Concavity and points of inflection, Systematic curve sketching with the derivative, Global maximum and minimum, Applications of maximisation and minimization, Primitive functions				
								Class Test 25% (MA12-1, MA12-2, MA12-4, MA12-5, MA12-10)	

Term 1 2021

Term 1 2021									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Integration			The Exp. & Log. Functions			The Trigonometric Functions		
	C4.1 & C4.2			C2.1 & C2.2			T3, C2.1, C3.2, C4.1 & C4.2		
MA12-3, MA12-7, MA12-9, MA12-10			MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10				MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10		
Areas and the definite integral, The fundamental theorem of calculus, The definite integral and its properties, Proving the fundamental theorem, The indefinite integral, Finding areas by integration, Areas of compound regions, The trapezoidal rule, The reverse chain rule			Review of exp functions base e, Diff of exp functions, Applications of differentiation, Integration of exp functions, Applications of integration, Review of log functions, Differentiation of log functions, Applications of differentiation of $\ln x$, Integration of the reciprocal function, Applications of integration of $1/x$, Calculus with other bases				The behaviour of $\sin x$ near the origin, Differentiating the trigonometric functions, Applications of differentiation, Integrating the trigonometric functions, Applications of integration		
							Research Task 15%(MA12-9, MA12-10)		

Term 2 2021

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Motion and Rates			Series and Finance				Displaying & Interpreting Data		
C3.1, C3.2, C4.1 & C4.2			M1.1 & M1.4				S2.1 & S2.2		
MA12-3, MA12-6, MA12-7, MA12-9, MA12-10			MA12-2, MA12-4, MA12-9, MA12-10				MA12-8, MA12-9, MA12-10		
Average velocity and speed, Velocity and acceleration as derivatives, Integrating with respect to time, Rates and differentiation, Rates and integration, Exponential growth and decay			Applications of APs and GPs, The use of logarithms with GPs, Simple and compound interest, Investing money by regular instalments, Paying off a loan				Displaying data, Grouped data and histograms, Quartiles and interquartile range, Bivariate data, Formulae for correlation and regression, Using technology with bivariate data		
							Class Test 30% (MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10)		

Term 3 2021

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Revision	Trials 30% (MA12-1 to MA12-8, MA12-10)			Continuous Probability Distributions				Revision	
				S3.1 & S3.2					
				MA12-8, MA12-9, MA12-10					
				Relative frequency, Continuous distributions, Mean and variance of a distribution, The standard normal distribution, General normal distributions, Applications of the normal distribution, Investigations using the normal distribution					

MATHEMATICS ADVANCED

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 9 2020	Date: Term 1 Week 8 2021	Date: Term 2 Week 8 2021	Date: Term 3 Weeks 3-4 2021
		In class open-book Test	Assignment/Investigation or Extended modelling and problem-solving task	In class open-book Test	Trial HSC Examination
Understanding, Fluency and communication	50	15	5	15	15
Problem Solving, Reasoning and Justification	50	10	10	15	15
Total Marks	100	25	15	30	30
Course Outcomes		MA 12-1, MA 12-2, MA 12-4, MA 12-5, MA12-10	MA 12-9, MA 12-10	MA 12-1, MA 12-3, MA 12- 6, MA 12-7, MA 12-9, MA 12-10	MA 12-1 to MA 12-8, MA 12-10

Scope and Sequence: Mathematics Standard 1 Stage 6 – HSC 2020 - 2021

Term 4 2020

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Depreciation and Loans			Rates		Simultaneous Equations		Investment		
MS1-12-5, MS1-12-9, MS1-12-10			MS1-12-3, MS2-12-9, MS2-12-10		MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10		MS1-12-5, MS1-12-9, MS1-12-10		
Investigate depreciating values, reducing balance loan, how smaller or additional repayment may affect the term and cost of your loan, credit cards and fees and charges associated with them, compare credit card interest rates with interest rates for other loans, credit card statements, interest-free period, calculate compounding interest charged on a retail purchase, transaction or the outstanding balance for a given number of days.			Use, simplify and convert between units of rates, solve practical problems, make comparisons, determine costs, work with speed as a rate. Solve problems involving heart rates, blood pressure and fuel.		Solve a pair of simultaneous linear equations graphically, develop a pair of simultaneous linear equations to model a practical situation		Calculate the future value, present value and the interest rate of a compound interest investment, compare the growth of simple interest and compound interest investments, investigate the effect of varying the interest rate, the term or the compounding period on the future value of an investment, solve practical problems involving compounding.		
							Class Test (25%)(MS1-12 -1,3,5,6,9,10)		

Term 1 2021

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week10
Networks N1.1				Right-angled Triangles			Scale Drawings		
MS1-12-8, MS1-12-9, MS1-12-10				MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10			MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10		
Identify and use network terminology, recognise circumstances in which networks could be used, given a map, draw a network to represent the map, draw a network diagram to represent information given in a table				Pythagoras' theorem to solve practical problems in two dimensions, use of trigonometric ratios to solve practical problems, compass and true bearings, solve practical problems involving angles of elevation and depression and bearings.			Solve practical problems involving map scales, mixtures for building materials or cost per item, use the conditions for similarity of two-dimensional figures to solve related problems, obtain measurements from scale drawings, estimate and compare quantities, materials and costs using actual measurements from scale drawings.		
							Research Task (15%)(MS12-1,2,7,8,9,10)		

Term 2 2021

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Networks and Paths N1.2				The statistical investigation process for a survey			Graphs of Practical Situations		
MS1-12-8, MS1-12-9, MS1-12-10				MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10			MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10		
Determine the minimum spanning tree by using Kruskal's or Prim's algorithms or by inspection, determine the definition of a tree and a minimum spanning tree for a given network, identify a shortest path on a network diagram, recognise a circumstance in which a shortest path is not necessarily the best path or contained in any minimum spanning tree.				Understand and use the statistical investigation process – identifying a problem and posing a statistical question, collecting or obtaining data, representing and analysing that data, then communicating and interpreting findings.			Sketch the shape of a graph from a description of a situation, construct a graph from a table of values, determine the best model to approximate a graph by considering its shape, identify the strengths and limitations of linear and non-linear models in given practical contexts.		
							Class Test (30%)(MS12-1, 1,2,6,7,8,9,10)		

Term 3 2021

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Revision	Trial Examinations			Exploring and describing data arising from two quantitative variables					
				MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10					
				Construct a bivariate scatterplot to identify patterns in the data that suggest the presence of an association, use bivariate scatterplots, model a linear relationship to the data by fitting a line of best fit, use the line of best fit to make predictions by either interpolation or extrapolation, collect data, interpret and construct graphs using contexts, for example, sustainability, household finance and the human body.					
	Trial Examination (30%)(MS12-1,1,2,3,4,5,6,7,8,9,10)								

MATHEMATICS STANDARD 1

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 9 2020	Date: Term 1 Week 8 2021	Date: Term 2 Week 8 2021	Date: Term 3 Weeks 3-4 2021
		In class open-book Test	Assignment/Investigation or Extended modelling and problem-solving task	In class open-book Test	Trial HSC Examination (Optional) Or Take Home Task
Understanding, Fluency and communication	50	15	5	15	15
Problem Solving, Reasoning and Justification	50	10	10	15	15
Total Marks	100	25	15	30	30
Course Outcomes		MS12-1, MS12-3, MS12-5, MS12-6, MS12-9, MS12-10	MS12-3, MS12-4, MS12-8, MS12-9, MS12-10	MS12-1, MS12-2, MS12-6, MS12-7, MS12-8, MS12-9, MS12-10	MS12-1, MS12-2, MS12-3, MS12-4, MS12-5, MS12-6, MS12-7, MS12-8, MS12-9, MS12-10

Scope and Sequence: Mathematics Standard 2 Stage 6 – HSC 2020 - 2021

Term 4 2020

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Interest and Depreciation			Ratios and Rates		Equations and Linear Functions		Loans and Annuities		
MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10			MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10		MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10		MS2-12-5, MS2-12-9, MS2-12-10		
Simple/compound interest, inflation/appreciation, investing in shares, share tables/graphs, straight-line depreciation, declining-balance depreciation			Ratio/rate problems, dividing a quantity in a given ratio, unit pricing, speed and fuel consumption, converting rates		Solving equations, formulas/equations, formula subject-changing, direct linear variation, linear functions/ intersections		Reducing balance loans, credit cards, annuities, loan repayment tables, repaying a home loan		
							Class Test 25% (MS12-1, MS12-3, MS12-6, MS12-9, MS12-10)		

Term 1 2021

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Networks N2			Energy and Sustainability		The Sine and Cosine Rules		Scale Maps and Plans		
MS2-12-8, MS2-12-9, MS2-12-10			MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10		MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10		MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10		
Networks, Eulerian trials and circuits, minimum spanning trees, shortest path problems, activity tables and forward scanning, backward scanning and critical path analysis, network flow problems, the 'maximum-flow minimum-cut' theorem			Heart rates, food and energy consumption, electricity usage in the home, energy consumption and the costs of appliances, energy-efficient housing		Right-angled triangle trigonometry, area of a triangle, bearings/navigation, the sine rule and its use to find an unknown angle, sine/cosine rules problems		Scale drawings, scale maps and plans, house plans, offset and radial surveys, volume of tanks and dams		
							Research Task 15% (MS12-2, MS12-7, MS12-8-MS12-10)		

Term 2 2021

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Networks N3				Correlation and Regression			Non-Linear Functions		
MS2-12-8, MS2-12-9, MS2-12-10				MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10			MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10		
Networks, Eulerian trials and circuits, minimum spanning trees, shortest path problems, activity tables and forward scanning, backward scanning and critical path analysis, network flow problems, the 'maximum-flow minimum-cut' theorem				Scatterplots, correlation, line of best fit, least-squares regression line, life expectancy			Quadratic/exponential/reciprocal function, exponential growth/decay, inverse variation, max/min problems		
							Class Test 30% (MS12-1, MS12-3, MS12-4, MS12-6, MS12-9, MS12-10)		

Term 3 2021

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Revision	Trial Examinations 30% (MS12-1-MS12-6, MS12-8-MS12-10)			The Normal Distribution					
				MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10					
				The normal distribution, z-scores, comparing z-scores, measures of central tendency and spread, the shape of a distribution, the effect of outliers, comparing data sets using plots					

MATHEMATICS STANDARD 2

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 9 2020	Date: Term 1 Week 8 2021	Date: Term 2 Week 8 2021	Date: Term 3 Weeks 3-4 2021
		In class open-book Test	Assignment/Investigation or Extended modelling and problem-solving task	In class open-book Test	Trial HSC Examination
Understanding, Fluency and communication	50	15	5	15	15
Problem Solving, Reasoning and Justification	50	10	10	15	15
Total Marks	100	25	15	30	30
Course Outcomes		MS12-1, MS12-3, MS12-4, MS12-5, MS12-6, MS12-9, MS12-10	MS12-2, MS12-7, MS12-8, MS12-9, MS12-10	MS12-1, MS12-3, MS12-4, MS12-6, MS12-9, MS12-10	MS12-1, MS12-2, MS12-3, MS12-4, MS12-5, MS12-6, MS12-8, MS12-9, MS12-10

Scope and Sequence: Music Stage 6 – HSC 2020 – 2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Music for Film, Radio, Television and Multimedia									
	Students develop their understanding of the functions of music in film. They will learn about the role of film music and its potential for creating mood and atmosphere, evoking a sense of time period or place, and developing characters. The unit engages students a variety of performance, composition and aural activities.									
	Outcomes: H1, H3, H4, H5, H6, H8, H9, H10, H11						<i>Formal assessment 1: (Week 7) Viva Voce – 10% Outcomes: H4, H6, H10, H11</i>			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	An Instrument and its Repertoire									
	Students deepen their understanding of the use of instruments across a broad range of repertoire spanning different styles, genres and time periods. Students will gain an understanding of instrumental techniques; the roles of instruments in different ensembles and the tone colours instruments are capable of producing.									
	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11								<i>Formal assessment 2: (Week10) Part a) Core composition with aural response – 15% Outcomes: H3, H5 Part b): Elective 1 – 15% Outcomes: H7, H10, H11</i>	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Music of the 20th and 21st Centuries									
	Students deepen their understanding of The focus for learning will be studying various genres and styles of music from the 20 th and 21 st centuries. Students will gain an understanding of the historical significance of particular bands/artists and genres/styles as well as analyse relevant music using the concepts of music.									
	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11						<i>Formal assessment 3: (Week 7) Elective 2 and Elective 3 – 30% Outcomes: H1-H11</i>			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Music of the 20th and 21st Centuries (continued) and Revision									
	Students continue to study various genres and styles of art music from the 20 th and 21 st centuries, revise their knowledge and understanding of the concepts of music and complete past HSC aural papers in preparation for their external HSC exam.									
	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11			<i>Formal assessment 4: (Weeks 3-4) Part a) CAPA Showcase of Core Performance -10% Part b) Trial HSC Examination – 20% Outcomes: H1-H11 CA</i>						

MUSIC 1

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 7 2020	Date: Term 1 Weeks 10 2021	Date: Term 2 Weeks 7 2021	Date: Term 3 Weeks 3-4 2021
		Viva	Composition & Performance	Electives Musicology Performance Composition options	Trial HSC
Aural	25	0	5	0	20
Performance	10	0	0	0	10
Composition	10	0	10	0	0
Musicology	10	10	0	0	0
Elective 1	15	0	15	0	0
Elective 2	15	0	0	15	0
Elective 3	15	0	0	15	0
Total Marks	100	10	30	30	30
Course Outcomes		H4, H6, H10, H11	H3, H5, H7, H10, H11	H1 – H11	H1 – H11

Scope and Sequence: PDHPE Stage 6 – HSC 2020 - 2021

Term 4 – 10 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Core 2: Factors Affecting Performance									
	Outcomes: H7, H8, H9, H10, H11, H16, H17									
	Overview: This module examines factors that affect performance, including training, psychology, nutrition, recovery strategies and skill acquisition.									
	Assessment #1: Core 2 – Factors Affecting Performance Research and Analysis (35%) Week 6, Term 4, 2020 (Outcomes H8, H10, H11, H16, H17)									

Term 1 - 10 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Core 1: Health Priorities in Australia									
	Outcomes: H1, H2, H3, H4, H5, H14, H15, H16									
	Overview: This module examines the health status of Australians, current health priority issues, the health system and health promotion.									
	Assessment #2: Core 1 – Core 1 Health Priorities in Australia Research and Analysis (35%) Week 7, Term 1, 2021 (Outcomes: H1, H2, H3, H14, H15, H16)									

Term 2 - 10 weeks

Term 2: 10 weeks										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Option 3: Sports Medicine								Option 1: The Health of Young People	
	Outcomes: H8, H13, H16, H17								Outcomes: H2, H5, H6, H14, H15, H16	
	Overview: This module investigates prevention, assessment, management and recovery of sports injury and current medicine approaches.									
	Assessed during the trial examination period 2021									

Term 3 – 10 weeks

Term 3 – 10 weeks										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Option 1: The Health of Young People		Trial Examination Period Week 2 (Thursday/Friday) Week 3 Week 4 (30%)		Option 1: The Health of Young People				Revision	
	Outcomes: H2, H5, H6, H14, H15, H16				Outcomes: H2, H5, H6, H14, H15, H16					
	Assessment: Trial Examination (30%) – Weeks 3 and 4, Term 3 2020 (Outcomes: H4, H5, H6, H7, H9, H11, H13, H17)				Overview: This module examines the nature of young people’s health, related health issues and skills and actions for young people to attain better health.					

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 4 Week 6 2020	Date: Term 1 Week 7 2021	Date: Term 3 Weeks 3-4 2021
		Core 2 Factors Affecting Performance Research and Analysis	Core 1 Health Priorities in Australia Research and Analysis	Trial HSC
Knowledge and understanding of course content	40	15	15	10
Skills in critical thinking, research, analysis and communicating	60	20	20	20
Total Marks	100	35	35	30
Course Outcomes		H8, H10, H11, H16, H17	H1, H2, H3, H14, H15, H16	H4, H5, H6, H7, H9, H11, H13, H15 H17

Note: H12 Option 2 Outcome Only – Not Listed

Scope and Sequence: Studies of Religion 1 Unit Stage 6 – HSC 2020 - 2021

Term 4 10 weeks	YEAR 12 STUDIES OF RELIGION 1 UNIT									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	TOPIC: Buddhism									
	Overview: The focus of this study is the contribution of significant people, ideas, practices and ethical teachings to an understanding of Buddhism as a living religious tradition. Outcomes: H1, H2, H3, H4, H5, H6, H7, H8 and H9 Assessment Task 1 (Weighting 30%): Presentation: Buddhism - Dalai Lama (Week 6) H2, H6, H7, H9									

Term 1 10 weeks	YEAR 12 STUDIES OF RELIGION 1 UNIT									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	TOPIC: Buddhism			TOPIC: Hinduism						
	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8 and H9			Overview: The focus of this study is the contribution of significant people, ideas, practices and ethical teachings to an understanding of Hinduism as a living religious tradition. Outcomes: H1, H2, H3, H4, H5, H6, H7, H8 and H9						

Term 2 10 weeks	YEAR 12 STUDIES OF RELIGION 1 UNIT									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	TOPIC: Hinduism					CORE STUDY: Religion and Belief Systems in Australia post-1945				
	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8 and H9 Assessment Task 2 (Weighting 40%): Research Based Essay: Hinduism (Week 4) H1, H4, H6, H7					Overview: The focus of this study is religious expression in Australia's multicultural and multi-faith society since 1945. The study includes an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today. Outcomes: H1, H2, H3, H4, H5, H6, H7, H8 and H9				

Term 3 10 weeks	YEAR 12 STUDIES OF RELIGION 1 UNIT									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	CORE STUDY		TRIAL EXAMINATION		CORE STUDY: Religion and Belief Systems in Australia post-1945					
	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8 and H9 Assessment Task 3 (Weighting 30%): Trial Examinations (Week 3 - 4) H3, H5, H8, H9									

STUDIES OF RELIGION 1 UNIT

Components	Weightings %	Task 1	Task 2	Task 3
		Date: Term 4 Week 6 2020	Date: Term 2 Week 4 2021	Date: Term 3 Weeks 3-4 2021
		Presentation Task Buddhism – Dalai Lama	Research Essay Based Hinduism	Trial HSC
Knowledge and understanding of content	40	10	20	10
Source-based skills	20	0	10	10
Investigation and research	20	10	10	0
Communication of information, ideas and issues in appropriate forms	20	10	0	10
Total Marks	100	30	40	30
Course Outcomes		H2, H6, H7, H9	H1, H4, H6, H7	H3, H5, H8, H9

Scope and Sequence: Physics Stage 6 – HSC 2020 – 2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 10 Weeks 40 Hours	Module 5: Advanced Mechanics									Module 5
	Overview: This module places a focus on students developing an understanding that all forms of complex motion can be understood by analysing forces acting on a system, including the energy transformations taking place within and around the system. It includes the study of projectile motion, circular motion and motion in a gravitational field. (30hrs approx.)					Depth study for assessment (DSA) (15 Hours) 40% Outcomes: PHY 12-5, 12-7, 12-12				
	Outcomes: PHY 12-4, 12-5, 12-6, 12-7, 12-12									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1 11 Weeks 41.25 Hours	Module 6: Electromagnetism					Module 7: The Nature of Light				
	Overview: This module places a focus on the interactions between charged particles and electric and magnetic fields. Students will learn to understand the similarities and differences in the interactions of single charges in electric and magnetic fields, Faraday's Law of Electromagnetic Induction and the workings of motors and generators. This module includes charged particles, conductors and electromagnetic fields, the motor effect and electromagnetic induction.					Overview: The focus of this modules is to take an in-depth look at the various of developed theories and models about mechanics, electricity, magnetism and the nature of matter that has led				
	Outcomes: PHY 12-1, 12-2, 12-3, 12-4, 12-5, 12-13					Outcomes: PHY 12-1, 12-2, 12-3, 12-7, 12-14				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 10 Weeks 40 Hours	Module 7					Module 8: From the universe to the atom				
	to the development of quantum theory and the theory of relativity. This module includes, the electromagnetic spectrum, light wave model, quantum model and special relativity.					Assessment Task 2 – In-class Assignment (30%)	Overview: In this module students examine ideas and theories about the beginnings of the Universe, the development of the atomic model and the quantum nature of matter. In studying this module, students will gain an appreciation for the always evolving understanding of the particle model. This module includes the origins of elements, structure of the atom, quantum mechanical nature of the atom.			
						Outcomes: PHY 12-2, 12-5, 12-13	Outcomes: PHY 12-5, 12-6, 12-7, 12-15			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 10 Weeks 40 Hours	Module 8		Assessment Task 3 Trial HSC Examination (30%)		Module 8					
			PHY12-1 – PH12-7 PHY12-12 – PH12-15							

PHYSICS

Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 4 Week 10 2020	Date: Term 2 Week 6 2021	Date: Term 3 Week 3-4 2021
		Depth Study	In-Class Assignment	Trial HSC
Knowledge and understanding of course content	40	10	10	20
Skills in working scientifically	60	30	20	10
Total Marks	100	40	30	30
Course Outcomes		PHY 12-5, PHY 12-7, PHY 12-12	PHY 12-2, PHY 12-5, PHY 12-13	PHY12-1, PH12-7, PHY12-12, PH12-15

Scope and Sequence: Chemistry Stage 6 – HSC 2020 – 2021

Term 4 10 Weeks 40 Hours	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	Module 7: Organic Chemistry								Module 8: Applying Chemical Ideas (Part B) Analysis of Organic Substances			
	Students examine the principles and applications of chemical synthesis in the field of organic chemistry. Current and future applications of chemistry include techniques to synthesise new substances – including pharmaceuticals, fuels and polymers. Students investigate the many classes of organic compounds and their characteristic chemical reactions.								Students deduce or confirm the structure and identity of organic compounds by interpreting data from qualitative tests of chemical reactivity and determining structural information using proton and carbon-13 nuclear magnetic resonance (NMR) spectroscopy.			
	Outcomes: CH12-1, CH12-5, CH12-6, CH12-7, CH12-14								Outcomes: CH12-1,CH12-4 CH12-7 CH12-15			

Term 1 11 Weeks 44 Hours	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 8 Part B					Module 6: Acid/Base Reactions				
	Students analyse how and why the definitions of both an acid and a base have changed over time, and how the current definitions characterise the many chemical reactions of acids. The chemistry of acids and bases contributes to industrial contexts and the environment.					Assessment Task 1: Practical Assessment Task (30%)		By investigating the qualitative and quantitative properties of acids and bases, students learn to appreciate the importance of factors such as pH and indicators.		
				Outcomes: CH12-2, CH12-4, CH12-6, CH12-13		Outcomes: CH12-3,CH12-4,CH12-5, CH12-13		Outcomes: CH12-2, CH12-4, CH12-6, CH12-13		

Term 2 10 Weeks 40 Hours	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 8: Part A Analysis of Organic Substances		Module 5: Equilibrium and Acid Reactions				Assessment Task 2: Depth Study for Assessment (40%): Organic Synthesis			
	Students investigate a range of methods used to identify and measure quantities of chemicals. They process and analyse data involving the identification and quantification of ions present in aqueous solutions.		Students investigate the effects of changes in temperature, concentration of chemicals and pressure on equilibrium systems, and consider that these can be predicted by applying Le Chatelier’s principle. Students make reliable predictions by comparing equilibrium calculations and equilibrium constants to determine whether a combination of two solutions will result in the formation of a precipitate.							
	Outcomes: CH12-1 CH12-2 CH12-3 CH12-4 CH12-7 CH12-15		Outcomes: CH12-1, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12				Outcomes: CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-14 &CH12-15			

Term 3 10 Weeks 40 Hours	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 5	Assessment Task 3: HSC Trial Examination (30%)			Module 5: Equilibrium and Acid Reactions				Module 8: Part C Chemical Synthesis and Design	
	Students investigate the effects of changes in temperature, concentration of chemicals and pressure on equilibrium systems, and consider that these can be predicted by applying Le Chatelier’s principle. Students make reliable predictions by comparing equilibrium calculations and equilibrium constants to determine whether a combination of two solutions will result in the formation of a precipitate.				Students evaluate how the factors that need to be considered when designing a chemical synthesis process including availability of reagents, reaction conditions, yield and purity and industrial uses.					
			Outcomes: CH12-1-CH12-7 CH12-12-CH12-15			Outcomes: CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12				Outcomes: CH12-1,CH 12-4 CH 12-7 CH 12-15

CHEMISTRY

Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 4 2021	Date: Term 2 Week 10 2021	Date: Term 3 Weeks 3-4 2021
		Practical Task	Depth Study	Trial HSC
Knowledge and understanding of course content	40	10	10	20
Skills in working scientifically	60	20	30	10
Total Marks	100	30	40	30
Course Outcomes		CH12-3,CH12-4,CH12-5, CH12-13	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-14 &CH12-15	CH12-1-CH12-7 CH12-12-CH12-15

Scope and Sequence: Biology Stage 6 – HSC 2020 – 2021

Term 4 10 Weeks 40 Hours	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Module 7 – Infectious Disease					Assessment: Task 1 –(40%) Depth study for assessment (DSA) Outcomes: BIO12-1,12-2, 12-3, 12-4, 12-7, 12-14				Module 7	
	Overview: This module examines the treatment, prevention and control of infectious disease both locally and globally. It includes study of the human immune system and its response to an infectious disease.										
	Outcomes: BIO12-1, 12-2, 12-3, 12-4, 12-14										

Term 1 11 Weeks 44 Hours	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 7		Module 8 – Non-infectious Disease and Disorders							
			Overview: Students engage with the study of non-infectious disease and disorders, including their causes and effects on human health. They explore technologies and their uses in treating disease and disorders as well as the epidemiology of non-infectious disease in populations.							
			Outcomes: BIO12-4, 12-5, 12-6, 12-7, 12-12, 12-15							

Term 2 10 Weeks 40 Hours	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 5 - Heredity									
			Assessment: Task 2 week 3– Research/practical task (30%) Outcomes: BIO 12-4, 12-6, 12-7, 12-12	Overview: Students expand their knowledge of evolution by understanding the cellular processes involved in increasing genetic diversity. They investigate reproduction and inheritance patterns in both plants and animals as well as the role of DNA in polypeptide synthesis and the uses of technologies in the study of inheritance patterns.						
				Outcomes: BIO12-4, 12-5, 12-6, 12-12						

Term 3 10 Weeks 40 Hours	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 6		Trial HSC Examination (30%) Outcomes: BIO 12-1 – BIO 12-7 BIO 12-12 – BIO 12-15		Module 6 – Genetic Change					
					Overview: Students learn about natural and human-induced causes and effects of genetic change, including mutations, environmental pressure and uses of biotechnology. Students investigate how the processes of inheritance and evolution are applied.					
	Outcomes: BIO12-6, 12-7, 12-13									
	Assessment: Task 3 – Trial HSC examination (40%)									

BIOLOGY

Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 4 Week 10 2020	Date: Term 2 Week 3 2021	Date: Term 3 Weeks 3-4 2021
		Depth Study	Research/Practical Task	Trial HSC
Knowledge and understanding of course content	40	10	10	20
Skills in working scientifically	60	30	20	10
Total Marks	100	40	30	30
Course Outcomes		BIO12-1,12-2, 12-3, 12-4, 12-7, 12-14	BIO 12-4, 12-6, 12-7, 12-12	BIO 12-1 – BIO 12-7 BIO 12-12 – BIO 12-15

Scope and Sequence: Science Extension Stage 6 – HSC 2020 – 2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 10 Weeks 20 Hours	Module 1: The Foundations Of Scientific Thinking & Module 2: The Scientific Research Proposal									
	Students will understand the way the scientific process works & set up an inquiry question on an area of interest									
	SE-1, SE-2, SE-3, SE-4; SE-5, SE-6, SE-7									

Term 1 10 Weeks 20 Hours	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 3: The Data, Evidence And Decisions			Task 1 - Responding to a literature review (Week 7) SE-1, SE-2	Module 3: The Data, Evidence And Decisions				
	Students will continue researching their inquiry question, including first and second-hand data. Students will develop skills in collation and analysis of data.								
	SE-1, SE-4; SE-5, SE-6, SE-7								

Term 2 10 Weeks 20 Hours	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 4: The Research Report							Task 2 - Presenting your research (Week 8) SE-3, SE-6, SE7	Module 4: The Research Report	
	Students complete a scientific report on their area of interest, following the scientific method.									
	SE-1, SE-5, SE-6, SE-7									

Term 3 10 Weeks 20 Hours	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week9	Week 10
	Module 4: The Research Report		Trial HSC (no SciXTN)		Module 4: The Research Report	Task 3 - SRP Week 6 SE-1 to SE-7	Module 4: The Research Report			

SCIENCE EXTENSION

Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 4 Week 5 2020	Date: Term 2 Week 7 2021	Date: Term 3 Week 6 (TBC) 2021
		Literature Review - Scientific Research Portfolio	Progress Report- Scientific Research Portfolio	Scientific Research Report
Communicating scientifically	30	15	5	10
Gathering, recording, analysing and evaluating data	30	10	10	10
Application of scientific research skills	40	5	15	20
Total Marks	100	30	30	40
Course Outcomes		SE-1, SE-2	SE-3, SE-6, SE-7	SE-1 – SE-7

Scope and Sequence: Investigating Science Stage 6 – HSC 2020 – 2021

Term 4 10 Weeks 40 Hours	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Doing Science 2 M5&6 (Module 5: Scientific investigations Module 6: Technologies)									
	Students investigate how science is conducted in the “real” world & how technology has shaped and influenced scientific understanding									
	INS12-1; INS12-2; INS12-3; INS12-4; INS12-12; INS12-13									
	DSL 10 hours (Week 8)									

Term 1 10 Weeks 40 Hours	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Doing Science 2 M5&6				The Impact of Science M7&8					
	Students investigate how technology has shaped and influenced scientific understanding				Assessment 1: Researching Technologies 30% INS12-13, INS12-2, INS12-3, INS12-7		Students investigate how scientific ideas can be shaped by societal, economic and political influences. They will see this can impact on the world around them. INS12-4; INS12-5; INS12-6; INS12-7; INS12-14; INS12-15			
	INS12-1; INS12-2; INS12-3; INS12-4; INS12-12; INS12-13									

Term 2 10 Weeks 40 Hours	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	The Impact of Science M7&8			Assessment 2: DSA (40%) (20 hours) INS12-1; INS12-3; INS12-5; INS12-7; INS12-14, INS12-15				The Impact of Science M7&8		
	INS12-4; INS12-5; INS12-6; INS12-7; INS12-14; INS12-15									

Term 3 10 Weeks 40 Hours	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	The Impact of Science M7&8		Trial HSC (30%) INS12-1 – INS 12-7 INS12-12 – INS12-15		Consolidation Working Scientifically Skills					
	INS12-4; INS12-5; INS12-6; INS12-7; INS12-14; INS12-15				INS121-7					

DSL - Depth Study for Learning (peer assessed - not assessable)

DSA - Depth Study for Assessment (Teacher marked for assessment)

INVESTIGATING SCIENCE

Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 1 Week 5 2021	Date: Term 2 Week 7 2021	Date: Term 3 Weeks 3-4 2021
		Research	Depth Study	Trial HSC
Knowledge and understanding of course content	40	10	10	20
Skills in working scientifically	60	20	30	10
Total Marks	100	30	40	30
Course Outcomes		INS12-2, INS12-3, INS12-7, INS12-13	INS12-1, INS12-3, INS12-5, INS12-7, INS12-14, INS12-15	INS12-1, INS 12-7, INS12-12, INS12-15

Scope and Sequence: Society and Culture Stage 6 – HSC 2020 – 2021

Term 4 10 weeks	YEAR 12 SOCIETY AND CULTURE									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 AT#1
	Core Study: Social and Cultural Continuity and Change (30%)									
	<u>Overview: Personal Interest Project and Continuity and Change Applied to a Selected Country.</u> The Personal Interest Project; 40% Of the HSC mark contains five parts; Introduction, Log, Central material which consists of a Secondary research chapter, a primary research chapter, and final analysis, synthesis with a social theory applied and the future of the topic. The PIP is done one period per week every term. Social Continuity and Changes examines the cause and ramifications of change and social theories used to explain it. Japan's culture and its education system are studied. Assessment Task #1 (25%) Research and Report: Social and Cultural Continuity and Change with a Social Change Theory applied. Outcomes: H5, H6, H7, H9, H10									
Term 1 10 weeks	YEAR 12 SOCIETY AND CULTURE									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 AT#2	Week 7	Week 8	Week 9	Week 10
	TOPIC: Depth Study #1 Social Inclusion and Social Exclusion (20%)									
	<u>Overview: Depth Study 1:</u> Social Inclusion and Social Exclusion. The course concepts and specific Depth-Study concepts are linked to this study. Contemporary examples are discussed and researched. A major focus study is done on Fiji examining the history and development of Fijian society with the arrival of the Indian population in the 1800s. The coups and their effect on the Fijian culture is studied and the after effects are outlined.									
	<u>Assessment Task #2: (20%)</u> Ongoing Research and Study. An oral presentation with a report about a group of social excluded people suggesting ways to overcome the Social Exclusion of a group within Society. Use of concepts and social theories as well as legal and Human Rights examples are studied. Outcomes: H1, H2, H5, H9, H10									
Term 2 10 weeks	YEAR 12 SOCIETY AND CULTURE									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 AT#3	Week 7	Week 8	Week 9	Week 10
	TOPIC: Depth Study #2 Belief Systems and Ideologies (20%)									
	<u>Assessment Task #3: (25%)</u> Research and related in-class extended response on Depth Study #2. Belief Systems and Ideologies. Concepts are studied first and the class will examine Indigenous Spiritualities as a Focus Study examining tribal and indigenous animistic behaviour and its cultural evolution. Research on the syllabus and focus study to prepare notes for an in-class writing task. The question is given on the day and students may use their prepared notes. No devices may be used. A marking criteria is provided and students may access it. The extended response is done in a period lesson time. H3, H4, H6, H7, H8, H9, H10									
Term 3 10 weeks	YEAR 12 SOCIETY AND CULTURE									
	Week 1	Week 2	Week 3 AT#4	Week 4 AT#4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	TOPIC: Depth Study #2		TRIAL EXAMINATION (30%)		Finish Belief Systems and Ideologies and course revision					
	<u>Overview: Assessment Task #4 (30%):</u> The Trial Higher School Certificate Examination 30% This completely mirrors the actual HSC in structure (8 multiple choice, short answer, country study question and two Depth Study extended response questions. N.B. The Personal Interest Project will be submitted on Monday of Week 3. Outcomes: H1, H2, H3, H4, H5, H6, H7, H10									

SOCIETY & CULTURE

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 10 2020	Date: Term 1 Week 6 2021	Date: Term 2 Week 6 2021	Date: Term 2 Weeks 3-4 2021
		Research and report: Social and Cultural Continuity and Change with a Social Change Theory applied	An Oral Presentation discussing ways to overcome the Social Exclusion of a group within Society	Research and related in- class extended response on Depth Study 2	Trial HSC written examination
Knowledge and understanding of course content	50	5	10	15	20
Application and evaluation of social and cultural research methods	30	10	10	5	5
Communication of information, ideas and issues in appropriate forms	20	10	0	5	5
Total Marks	100	25	20	25	30
Course Outcomes		H5, H6, H7, H9, H10	H1, H2, H5, H9, H10	H3, H4, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H10

Scope and Sequence: Software Design and Development Stage 6 – HSC 2020 – 2021

Term 4 - 10 weeks										
Start of Year 12 == Term 1										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	The interrelationship between software and hardware							Development and Impact of Software Solutions: Social and ethical issues and Application of Software Development Approaches		
Outcomes	H1.1, H1.3							H1.1, H1.2, H1.3, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3, H6.1, H6.2		
Overview	Numeric Systems, Logic Gates; special devices; binary arithmetic; Programming Hardware Devices; Control Packages used for transmission; Boolean Algebra.							Use software development approach for a given scenarios reflecting on ethical /social issues.		
Assessment	Assessment 1 – 30%									
Term 1 - 10 weeks 2 days										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Development and Impact of Software Solutions:				Software Development Cycle			Planning and designing of software solutions		
Outcomes	H1.1, H1.2, H1.3, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3, H6.1, H6.2				H1.2, H3.1, H3.2, H4.1, H4.2, H5.3, H6.1			H1.1, H1.3, H3.1, H3.2, H4.1, H4.2, H4.3; H5.1, H5.2, H6.2, H6.3		
Overview	Use software development approach for a given scenarios reflecting on ethical /social issues.				Defining, Design specifications: data and structures; algorithms.			Algorithm; Standard modules. Documentation of solution. Programming languages.		
Assessment	Start Major Assessment Due Term 2									
Term 2 - 9 weeks 3 days										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Planning and designing of software solutions					Implementation of software solutions				
Outcomes	H1.1, H1.3, H3.1, H3.2, H4.1, H4.2, H4.3; H5.1, H5.2, H6.2, H6.3					H1.1, H1.2 H1.3; H.2.2; H.4.2; H.4.3; H1.3, H5.2; H6.2				
Overview	Identification of inputs and outputs; algorithm; data structures; arrays; Standard modules.					Interface design; data fields and screen; social and ethical issues; Implementation using Python 3.4; EBNF and railroad diagrams. CPU: instruction format; registers, ALU and accumulator; fetch–execute cycle.				
	Assessment 2 – 40%									
Term 3 - 9 weeks 4 days										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Testing, eval., maint. of software solutions		Revision and HSC Trial			Developing a Solution Package			HSC Exam Preparation	
Outcomes	H1.2, H3.1, H3.2, H4.2, H4.3, H5.1 H5.2, H5.3, H6.1, H6.2, H6.3, H6.4		Revision of ALL Outcomes			H1.1; H1.2; H1.3; H3.1; H3.2; H4.1; H4.2; H4.3; H5.1; H5.2; H5.3; H6.1; H6.2; H6.3; H6.4			Revision of ALL Outcomes	
Overview	Test solution; test data; test modules and subroutines.		Revision of all topics covered			Data structures; project management: context and DFDs; system flowcharts.			Revision of all topics covered	
Assessment	Building up activities related to topics covered and preparation for the Trial HSC			Trial HSC – 30%		Formative assessment in the form of written activities and Assessment Task			Revise past Exam Papers and Solutions, online quizzes, revision of topics, general one-on-one and class preparation for the HSC Exam	

SOFTWARE DESIGN & DEVELOPEMENT

Components	Weighting %	Task 1	Task 2	Task 3
		Date: Term 4 Week 7 2020	Date: Term 2 Week 10 2021	Date: Term 3 Weeks 3-4 2021
		The interrelationship between software and hardware	Project Presentation: Major Project- Defining and Planning, Implementing, Testing, Maintaining and Documenting (Practical)	Trial HSC (Written Examination)
Knowledge and understanding of course content	50	10	15	25
Knowledge and skills in the design and development of software solutions	50	20	25	5
Total Marks	100	30	40	30
Course Outcomes		H1.1, H1.3, H2.2, H4.1, H5.2, H5.3	H1.2, H1.3, H3.1, H4.1, H4.2, H4.3 H5.1, H5.2, H6.3, H6.4	H1.1, H1.3, H2.1, H3.1, H3.2, H4.2, H4.3, H6.1, H6.2

Scope and Sequence: Sport, Lifestyle and Recreation Studies 2 unit Stage 6 – HSC 2020 - 2021

Term 4 2020 - 10 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Fitness									
	Outcomes: 1.2, 1.3, 2.2, 3.2, 3.3, 4.1									
	Overview: In this module, students design, implement and evaluate individual fitness programs while examining the nature of fitness, the key elements of fitness program design and how fitness can be improved.									
	Assessment #1: Individual Fitness Program Design (30%) Week 10 Term 4 2020 (Outcomes: 1.3, 2.2, 3.2, 4.1)									

Term 1 2021 - 10 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Individual Games and Sports Applications										
	Outcomes: 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4										
	Overview: In this module, students will investigate elements of individual performance in a chosen activity and how practice and training can improve individual performance.										
	Assessment #2: Practical Application – Individual Games and Sports Application (30%) Week 10 Term 1 2021 (Outcomes: 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4)										

Term 2 2021 – 10 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Resistance Training									
	Outcomes: 1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4									
	Overview: In this module, students plan and implement safe and effective resistance training programs, while investigating the various forms and uses of muscle training and will design resistance programs incorporating overload techniques. Students will engage in significant practical application experiences as they study the theory and principles of strength training.									
	Assessment #3: Resistance Training Program Design and Practical Application (40%) Week 10 Term 2 2021 (Outcomes: 1.3, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4)									

Term 3 2021 – 10 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Social Perspectives of Games and Sports									
	Outcomes: 1.4, 2.4, 3.7, 4.5									
	Overview: In this module, students will examine the major reasons for participation in sport, and the impact that media, economics and drug use have on sport.									
	Note: Trial Examination Period Week 2 (Thursday/Friday), Week 3 and Week 4 Term 3									

Note: Not all outcomes are assessed. Outcomes are module specific.

SPORT, LIFESTYLE AND RECREATION STUDIES (2 Unit)

Components	Weighting %	Task 1	Task 2	Task 3
		Term 4 Week 10 2020	Term 1 Week 10 2021	Term 2 Week 10 2021
		Individual Fitness Program Design	Practical Application: Individual Games and Sports Applications	Resistance Training Program Design and Practical Application
Knowledge and Understanding	50	15	15	20
Skills	50	15	15	20
Total Marks	100	30	30	40
Course Outcomes		1.3, 2.2, 3.2, 4.1	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.3, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4

Note: Not all outcomes are assessed. Outcomes are module specific.

Scope and Sequence –Sport, Lifestyle and Recreation Studies 1 Unit Stage 6 – HSC 2020/2021

Term 4 2020 - 10 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Fitness									
	Outcomes: 1.2, 1.3, 2.2, 3.2, 3.3, 4.1									
	Overview: In this module, students design, implement and evaluate individual fitness programs while examining the nature of fitness, the key elements of fitness program design and how fitness can be improved.									
	Assessment #1: Practical Application - Individual Fitness Program Design (50%) Week 10 Term 1 2021 (Outcomes: 1.3, 2.2 ,3.2, 4.1)									

Term 1 2021 - 10 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Fitness									
	Outcomes: 1.2, 1.3, 2.2, 3.2, 3.3, 4.1									
	Overview: In this module, students design, implement and evaluate individual fitness programs, while examining the nature of fitness, the key elements of fitness program design and how fitness can be improved.									
	Assessment #1: Practical Application - Individual Fitness Program Design (50%) Week 10 Term 1 2021 (Outcomes: 1.3, 2.2 ,3.2, 4.1)									

Term 2 2021 – 10 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Resistance Training									
	Outcomes: 1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4									
	Overview: In this module, students plan and implement safe and effective resistance training programs, while investigating the various forms and uses of muscle training and will design resistance programs incorporating overload techniques. Students will engage in significant practical application experiences as they study the theory and principles of strength training.									
	Assessment #2: Resistance Training Program Design and Practical Application (50%) Week 10 Term 2 2021 (Outcomes: 1.3, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4)									

Term 3 2021 – 10 weeks

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Resistance Training									
	Outcomes: 1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4									
	Overview: In this module, students plan and implement safe and effective resistance training programs, while investigating the various forms and uses of muscle training and will design resistance programs incorporating overload techniques. Students will engage in significant practical application experiences as they study the theory and principles of strength training.									
	Assessment #2: Resistance Training Program Design and Practical Application (50%) Week 10 Term 2 2021 (Outcomes: 1.3, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4)									

Note: Not all outcomes are assessed. Outcomes are module specific.

SPORT, LIFESTYLE AND RECREATION (1 Unit)

Components	Weighting %	Task 1	Task 2
		Term 1 Week 10 2021	Term 2 Week 10 2021
		Individual Fitness Program Design	Resistance Training Program Design and Practical Application
Knowledge and Understanding	50	25	25
Skills	50	25	25
Total Marks	100	50	50
Course Outcomes		1.3, 2.2, 3.2, 4.1	1.3, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4

Note: Not all outcomes are assessed. Outcomes are module specific.

Scope and Sequence: Visual Arts Stage 6 – HSC 2020 – 2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Visions of Australia Students deepen their understanding of Practice in Artmaking and Critical and Historical Studies. Students explore a variety of Art Forms through their body of work development; Subjective, Structural, Cultural and Postmodern Frames; Conceptual Frameworks of the Artist, Artwork, World and Audience. Students also explore Key Artists and Movements – Glover, Kam Kngwarreye, Zahlka, Tillers, Nolan, Tucker, Boyd, Streeton, Roberts (Case Study #1 John Glover, Emily Kam Kngarreye)									
	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10									
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Past and Place Students deepen their understanding of Practice in Artmaking and Critical and Historical Studies. Students explore a variety of Art Forms through their Body Of Work development; Subjective, Structural, Cultural and Postmodern Frames; Conceptual Frameworks of the Artist, Artwork, World and Audience. Students also explore Key Artists and Movements – Postmodernism, Tillers, Jones, Glover, Kngwarreye, Ah Kee, Ross (Case Study #2 Immants Tillers) (Case Study #3 Jonathan Jones)									
	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10					Formal Assessment 1: (Week 6) Development of Body of Work – 15% Outcomes: H7, H8, H9, H10 Formal Assessment 2: (Week 7) Essay - 20% Outcomes: H1, H2, H3, H4, H5, H6				
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Art and Technology Students deepen their understanding of Practice in Artmaking and Critical and Historical Studies. Students explore a variety of Art Forms through their Body of Work; Subjective, Structural, Cultural and Postmodern Frames; Conceptual Frameworks of the Artist, Artwork, World and Audience. Students also explore Key Artists and Movements – Nam June Paik, Stelarc, Piccinini, Viola, Oursler (Case Study #4 Stelarc, Piccinini)									
	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10							Formal assessment 3: (Week 10) Body of Work & Extended Written Response – 35% Outcomes: H7, H8, H9, H10		
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Critics vs Historians and Revision Students deepen their understanding of Practice in Artmaking and Critical and Historical Studies. Students explore a variety of art forms through their Body of Work; Subjective, Structural, Cultural and Postmodern Frames; Conceptual Frameworks of the Artist, Artwork, World and Audience. Students also explore Key Artists and Movements – Porter, (Case Study #5 Critics Vs Historians)									
	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10				Formal assessment 4: (Weeks 3-4) CAPA Showcase and Trial HSC Examination – 30% Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 CAPA Showcase Week 5					

VISUAL ARTS

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date: Term 1 Week 6 2021	Date: Term 1 Week 7 2021	Date: Term 2 Week 10 2021	Date: Term 3 Weeks 3-4 2021
		Development Body of Work	Essay	Body of Work and Extended written response	CAPA Showcase & Trial Exam
Art Making	50	15	0	25	10
Art Criticism and Art History	50	0	20	10	20
Total Marks	100	15	20	35	30
Course Outcomes		H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10

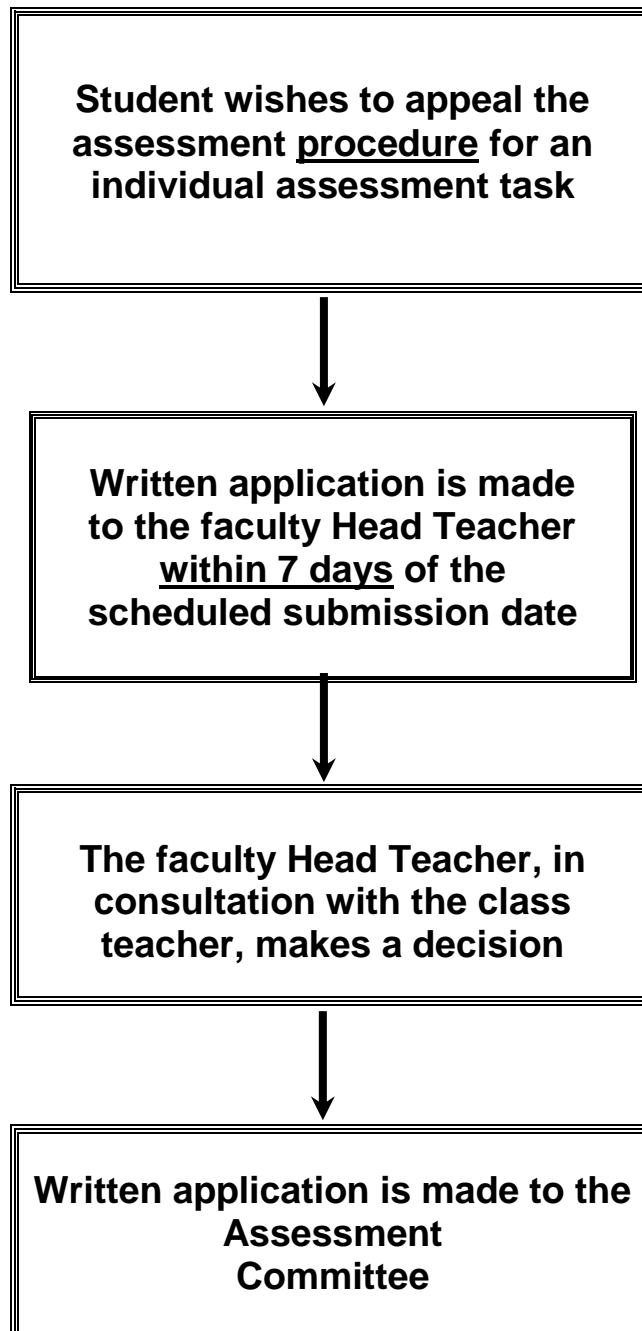
HOSPITALITY

ULTIMO 90072 HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2020 - HSC 2021 QUALIFICATION: SIT20316 Certificate II in Hospitality Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)							NESA Course Code 2 U X 2 YR – 26511 2021 HSC Exam: 26589 LMBR UI Code (11 OR 12) SIT20316126511B
Term	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	35 hrs Work placement 50% Prelim Yearly Exam
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	Cluster B: Introduction to Food Preparation Scenario, written task, case study, observation of practical work	
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	Cluster C: Non-alcoholic beverages Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
6 HSC UOCs							35 hrs Work placement 50% HSC Trial Exam
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry Written questioning, student reflection	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

Schedule A – Flow Chart of the Appeals Process

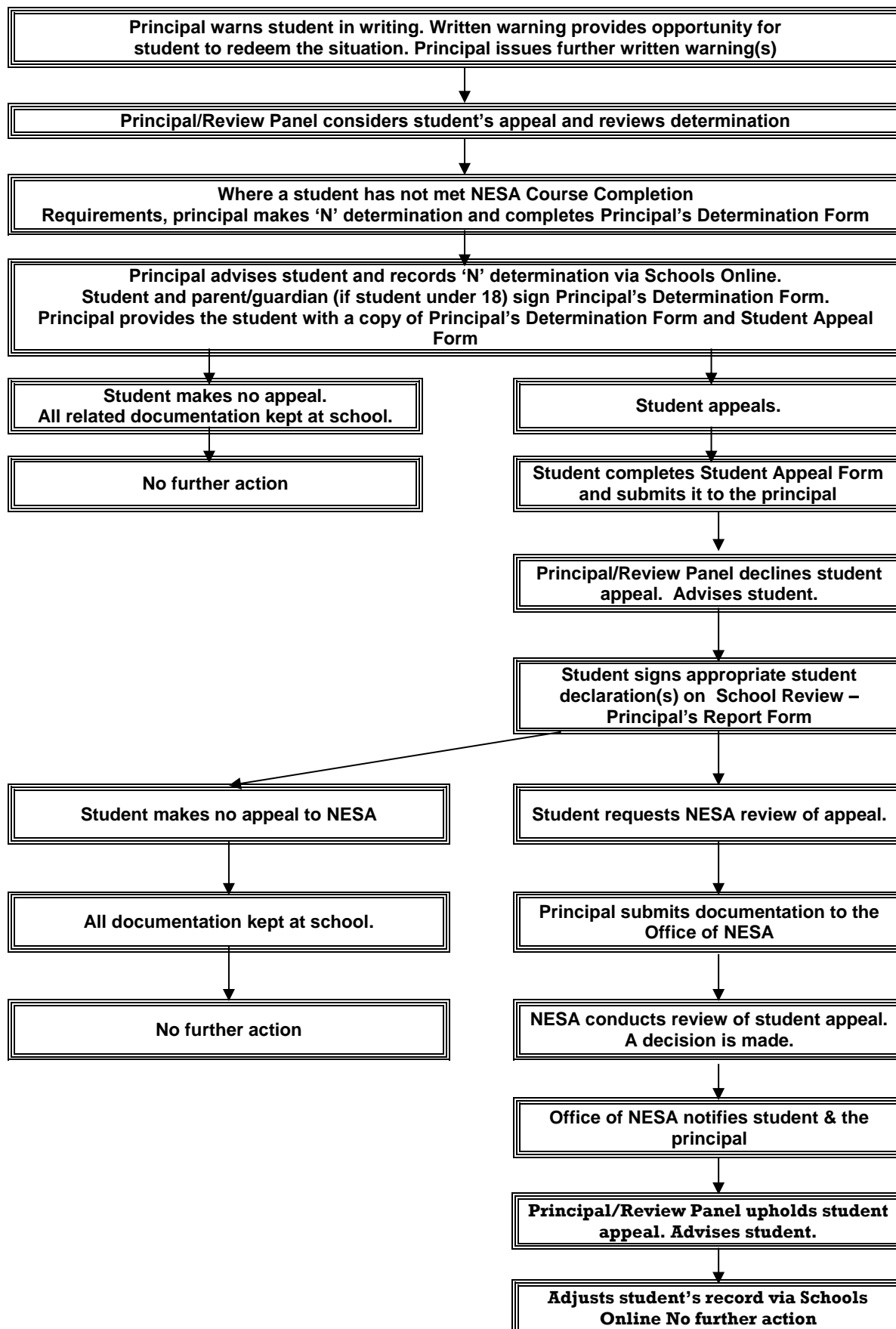
Flow Chart of the Appeals Process

“Individual assessment tasks”



Schedule B – Procedures for Appeals against ‘N’ Determinations

Procedures for Appeals against ‘N’ Determinations



Schedule C – MFHS Illness / Misadventure Form



Macquarie Fields High School

Illness / Misadventure Form Year 12

*This form **MUST** be completed and submitted one week after the missed task and students return to school.*

Name: _____ Phone No.: _____

Course/ Subject: _____

Teacher: _____ Class: _____

Task: _____

Due Date: ____ / ____ / ____ M / T / W / T / F (Please circle)

Reason for request for consideration: _____

Student Signature: _____ Date: ____ / ____ / ____

Supporting Documentation: Yes / No e.g. Doctor's Certificate

How has the reason provided affected the completion of the task? _____

Parent Signature: _____ Date: ____ / ____ / ____

Teacher Comment: _____

Teacher Signature: _____ Date: ____ / ____ / ____

Approval: Yes / No

Explanation: _____

Stage 6 Penalty - Zero will apply for assessment tasks submitted late.

1. Substitute Task Date: ____ / ____ / ____

2. Any other information _____

Head Teacher Signature: _____ Date: ____ / ____ / ____

Completed forms need to be submitted to your assigned Deputy Principal for registration. Students are responsible for making sure that all illness/misadventure forms are submitted.



Macquarie Fields High School
Illness / Misadventure Form Year 12

The person completing this form must not be related to the student.

PART A Independent Evidence of Illness

Diagnosis of Medical condition: _____

Date of onset of illness: ____ / ____ / ____

Date(s) and time(s) of all consultations related to illness _____

Please describe how the student's condition/ symptoms could impede their performance in the relevant task.

Name of doctor or health care professional _____

Profession _____ Place of work _____

Address _____

Contact Number _____ Signed _____ Date ____ / ____ / ____

PART B Independent Evidence of Misadventure

Date of event causing misadventure: ____ / ____ / ____

Were you a witness to the event: Yes / No

If (No), how did you obtain the information you are providing? _____

Describe the event. _____

Name: _____ Profession: _____

Contact Number: _____ Signed: _____ Date ____ / ____ / ____

Schedule D – MFHS Student Appeal Against Process Form

MACQUARIE FIELDS HIGH SCHOOL

A SELECTIVE AND COMMUNITY HIGH SCHOOL

WORKING TOGETHER FOR EXCELLENCE IN TEACHING AND LEARNING



2 Harold St Macquarie Fields NSW 2564
Postal: Box 269, Ingleburn NSW 1890
Telephone: (02) 9605 3111
Fax: 9605 3044

Date _____

Student Appeal Against Assessment Process

Section A:

Student Name _____ Year : _____

I hereby request a review in Subject : _____

Assessment task: _____ Due Date : _____

Reason(s) for Appeal _____

I have attached the following documentation : _____

Signed: _____ Date: _____
(Candidate)

Signed: _____ Date: _____
(Parent/Guardian)

Students must hand the completed form, together with documentation, to the Head Teacher of the subject.

Section B:

Head Teacher's decision and comment _____

Signed: _____ Date: _____

Section C:

Comments Assessment Review

Panel: _____

Schedule E – MFHS Application for Extended Leave – Travel

A: APPLICATION FOR EXEMPTION FROM ATTENDANCE/ENROLMENT AT SCHOOL



Education & Communities

Public Schools NSW

NOTE: PART A is to be **completed by the student's parent** and returned to their child's school principal.

If exemption is sought for more than one student, separate applications must be made for each student.

PART A STUDENT DETAILS

Family name: Given name(s):

Age: Date of birth: (dd) / (mm) / (year)

Student Registration Number (SRN):

Student's address:

Postcode:

School name:

Dates of exemption applied for: / / to / /

Number of School Days:

FROM ATTENDANCE

- ☐ Exceptional circumstance
- ☐ Employment in entertainment industry
- ☐ Participation in elite sporting event including for short periods of time i.e. for one or two days, and at short notice.
- ☐ Participation in elite arts program

FROM ENROLMENT

- ☐ Enrolment at school
 - Age, where a child turns six years in October or later in a school year and is engaged in full time preschool education at an accredited preschool for the remainder of the school year
 - Participation in full or part-time accredited preschool programs for students with disabilities leading to enrolment and full time attendance at a government or registered non-government school not later than six months after the child's sixth birthday
 - The health, learning or social needs or disability of a child necessitating the continuation of an individual program supported by medical specialists not longer than six months after the child's sixth birthday
 - Participation in a full time apprenticeship or traineeship.

Please provide more detail about the reason for the application for exemption here:

DETAILS OF PRIOR/CURRENT EXEMPTIONS (if applicable)

Date of prior/current exemption from: ____/____/____ to: ____/____/____

Number of school days: _____

Copy of Certificate of Exemption attached (Please tick ☒): ☐ Yes ☐ No

PARENT/STUDENT

Family name: _____ Given name(s) _____

Address: _____

Postcode: _____

Telephone number: _____ Relationship to student: _____

As the parent of the above mentioned student, I hereby apply for a Certificate of Exemption under the Education Act 1990.

I understand that if the exemption is granted:

- I am responsible for his/her supervision during the period of exemption
- the exemption is limited to the period indicated
- the exemption is subject to the conditions listed on the Certificate of Exemption
- the exemption may be cancelled at any time.

I declare the information provided in this application for a Certificate of Exemption is to the best of my knowledge and belief accurate and complete. I recognise that should statements in this application later prove to be false or misleading any decision made as a result of this application may be reversed. I further recognise that a failure to comply with any condition set out in the exemption may result in the exemption being revoked.

Signature of applicant/s: _____ Date: ____/____/____

The Department of Education and Communities is subject to the Privacy and Personal Information Protection Act 1998. The information that you provide will be used to process your child's application for an exemption from the requirement to enrol at and/or attend school. It will only be used or disclosed for the following purposes:

- General student administration relating to the education and welfare of the student
- Communication with students and parents
- To ensure the health, safety and welfare of students, staff and visitors to the school
- State and National reporting purposes
- For any other purpose required by law.

The information will be stored securely. You may access or correct any personal information by contacting the school, if you have a concern or complaint about the way your personal information has been collected, used, or disclosed, you should contact the school.

MACQUARIE FIELDS HIGH SCHOOL

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WORKING TOGETHER FOR EXCELLENCE IN TEACHING AND LEARNING



2 Harold St Macquarie Fields NSW 2564
Postal: Box 269, Ingleburn NSW 1890
Telephone: (02) 9605 3111
Fax: 9605 3044

Date _____

Issue Of HSC Assessment Booklet

Section A :

Student Name _____ Year : _____

Assessment
Information
Meeting
conducted by : _____ Date : _____

Signed: _____ Date: _____
(Student)

Signed: _____ Date: _____
(Parent/Guardian)

Students must hand the completed slip acknowledging that they received their HSC Booklet to the Senior Assessment Committee

Section B : This slip needs to be signed by student and submitted to the Senior Assessment Committee for record of Assessment booklet being issued.

Name(Print): _____

Signed: _____ Date: _____
