



## ***MELVILLE HIGH SCHOOL***

# ***Assessment Guidelines HSC 2020***



*Nicholson St, South Kempsey 2440*  
*Telephone: (02) 6562 7511 Fax: (02) 6562 7405*  
*Email: [Melville-h.school@det.nsw.edu.au](mailto:Melville-h.school@det.nsw.edu.au)*  
*Facebook: <https://www.facebook.com/melvillehs>*  
*Website: [www.melville-h.schools.nsw.edu.au](http://www.melville-h.schools.nsw.edu.au)*

# CONTENTS

Pages	
3 - 9	Melville High School HSC Assessment Policy
10	Melville High School Examination Policy
11	Glossary of Key Words
12	Aboriginal Studies
13	Ancient History
14	Biology
15	Business Studies
16	Chemistry
17	Community and Family Studies
18	English – Advanced
19	English - Standard
20	English Studies
21	English Ext 1 & English Studies
22	Industrial Technology
23	Investigating Science
24	Legal Studies
25	Mathematics Advanced
26	Mathematics Standard 2
27	Numeracy
28	Mathematics Extension 1
29	Music
30	Modern History
31	PDH & PE
32	PDMI
33	Physics
34	Society and Culture
35	Sport, Lifestyle and Recreation (SLR)
36	Textiles and Design
37	Visual Arts

**MELVILLE HIGH SCHOOL**  
**H.S.C. ASSESSMENT POLICY FOR HSC 2020 CANDIDATES**

(Note: This Assessment Policy supersedes those issued at the commencement of the Yr 11 Course)

**WHAT WILL APPEAR ON THE HSC?**

Your H.S.C. will show two sets of marks:

1. A set of exam marks
2. A set of assessment marks.

At the end of Year 12 the school must submit an assessment mark for each student in each subject. This mark is moderated by NESA according to the performance of Melville High School students in each subject compared with the rest of the H.S.C. candidature.

**WHY IS ASSESSMENT NECESSARY?**

The purpose of the assessment mark is to measure syllabus outcomes which may not be measured in the H.S.C. exam and to give credit for work done throughout the course rather than just at one examination.

**ARE ASSESSMENT MARKS AND H.S.C. EXAM MARKS RELATED?**

No. They often measure different outcomes and it is possible that they may be quite different. NESA has mandated that only one assessment task can be an exam.

**WHEN WILL I BE ASSESSED?**

Assessment will be continuous from the beginning of term four in 2019 and is generally planned to conclude with **Trial H.S.C.**

At the commencement of assessment, you will be given a program of dates to be followed which will outline the term and week during which assessment tasks are due, the type of task and outcomes to be assessed. At least **two weeks' notice** will be given of the **specific date** the assessable task is due to your teacher.

**Tasks must be handed in before the bell rings at 8.55 am.**

In addition, students will receive the following printed information **at least two weeks prior to the date of the task:**

1. Detailed outcomes to be assessed by the task
2. A Task Outline
3. Assessment Criteria

At the conclusion of the task you (the student) should receive meaningful feedback. To be effective, the feedback will:

- \* Focus on the task and what was expected from the task (this will include a marking scheme).
- \* Provide meaningful information to students about their work.
- \* Provide information about how the student can improve.
- \* Correct misunderstandings.
- \* Reinforce what the student has done well.

**HOW MANY TASKS WILL I BE ASKED TO DO?**

The number of tasks is clearly shown for each subject in these guidelines from page 11 onwards. NESA recommends 4 tasks for all subjects including the Trial HSC Examination.

Please note that VET competencies are ongoing and are not considered to be assessment tasks.

In some weeks you will be asked to complete more than one assessable task. Consequently students will need to carefully manage their time to cope with these occasions.

Below is the pre-task information you (the student) should receive at least two weeks prior to an assessment task.



# MELVILLE HIGH SCHOOL STAGE 6 ASSESSMENT TASK

<b>Student Name:</b>	
<b>Teacher:</b>	<b>Class:</b>
<b>Subject:</b>	Yr 11
	Yr 12
<b>Task Number:</b>	
<b>Task Title:</b>	
<b>Task Weighting:</b>	<b>Marks out of:</b>
<b>Due Date:</b>	<b>Due time:</b>
<b>Date Issued:</b>	

## Outcomes to be Assessed

## Task Requirements

## Marking Criteria

## Assessment Policy Reminders

- Alternate dates for tasks MUST be negotiated before the due date or a zero will be allocated.
- Failure to supply a Doctor's certificate for absence due to illness will also result in zero.
- Computer problems are not a valid reason for failing to submit a task on time.

## Certification

I certify that this task is my own work and that it has been completed and submitted by the due date.

Signature of student:

Date:

This sheet is to be signed and submitted with the Assessment Task.

### **TO WHOM DO I SUBMIT MY ASSESSMENT TASK?**

If the task is completed at home, it must be handed in **on the day due before 8.55 a.m.** You must hand the task to the subject teacher. If your teacher is away, you submit the task to the Head Teacher of that subject.

Your class teacher or the Head Teacher will record you have submitted the task and the time and date received.

### **WHAT HAPPENS IF I AM ABSENT WHEN THE ASSESSMENT TASK IS SET?**

Immediately you return to school it **is your responsibility to find out if a task has been set** during your absence and negotiate a due date with your teacher and Head Teacher, if necessary. If you miss (or are unable to complete) an assessment task due to illness, **a doctor's certificate verifying that you could not complete the task due to illness must be presented to the Principal** on the next school day that you are present after the missed task. Students who are suffering from illness or are facing situations which will affect their ability to complete assessments or exams are to inform the Principal as soon as they are aware of the problems.

### **WHAT HAPPENS IF I AM ABSENT THE DAY A TASK IS DUE TO BE HANDED IN OR COMPLETED DURING LESSON TIME?**

Immediately upon your return to school, a note must be produced to the class room teacher/ Head Teacher and/or Principal to verify the reason for your absence. A doctor's certificate will be required if your reason for being absent is due to illness. The Head Teacher/ Principal will then notify the relevant teacher(s) of your status in respect to the assessment task.

If the assessment task was to be completed at home, it must be handed to the relevant teacher before 8.55a.m. on the first day you return to school. For in-class assessments, a repeat or substitute task may be administered on a different day.

If the Principal considers that you have a valid reason for not completing a task and a substitute task cannot be arranged, then an estimate based on other class work **may** be awarded.

If there is no adequate reason for your absence you must complete the task but a mark of zero will be given.

### **WHAT HAPPENS IF I HAND IN AN ASSESSMENT TASK WHICH IS LATE?**

The task will be marked in the normal way to provide feedback but a mark of zero will be given.

### **WHAT HAPPENS IF THE COMPUTER OR PRINTER I AM USING MALFUNCTIONS?**


- Before the due date students should discuss the matter with the Head Teacher, the Head Teacher will refer the matter to the Principal who may agree to an extension if reasonable documentation is provided e.g. a note of explanation from a parent/carer **AND** evidence of satisfactory assignment progress such as a data saved to a USB or CD/DVD and/or drafts/notes.
- On the due date students will be required to hand in the most recently saved data on a USB/CD/DVD, and all drafts/notes/materials pertaining to the assignment **by 8.55am**. A note of explanation is also required from parents.

If the student is not able to provide substantial evidence of assignment progress, the finished task will be still be required so that the student completes course outcomes, however, a mark of zero will be awarded.

### **WHAT HAPPENS IF I WANT AN EXTENSION?**

**Extensions may only be granted by the Principal** in consultation with relevant staff and the request must be supported by reasonable documentation. Extensions should be sought prior to the due date as they are only granted when extenuating circumstances exist.

EXTENSION FORM -

	<h1>MelvilleHIGH</h1> <p><b>Stage 6 School Based Assessment: Extension or Absence on Due Date</b></p>
---	---

**FACULTY -**

**Stage 6 School – Based Assessment**

Date.....

Student Name .....

Subject.....

Teacher.....

Date of Task.....

Reason.....  
.....  
.....  
.....

Supporting Evidence Attached

.....  
.....

In applying for this special consideration I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student’s Signature .....

Recommendation of Head Teacher

.....  
.....  
.....

Signature.....

I have noted the above request and have taken the following action:

.....  
.....  
.....

Signature of Principal.....

## **WHAT HAPPENS IF I DO NOT DO AN ASSESSMENT TASK?**

It is your responsibility to complete assessment tasks by the due date.

If you do not complete >50% of the value of the tasks, you are deemed not to have made a reasonable attempt at the subject and the school will apply an "N" determination on your Yr 12. entry in that subject. Consequently, you will be deemed unsatisfactory in the subject.

## **DO I ONLY HAVE TO COMPLETE ASSESSMENT TASKS?**

To satisfactorily complete Yr 12 course work, students must:

1. Complete **more than** 50% of the value of the assessment tasks.
2. Follow the prescribed course of study for each subject including mandatory requirements.
3. Apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
4. Achieve some or all of the course outcomes.
5. Attend all classes. The Principal may determine that, as a result of inadequate attendance, the course completion criteria have not been met. Parents/Carers are to provide, in writing, a satisfactory explanation for all absences.

Failure to meet one or more of the above points will mean that the school will apply an "N" determination on your H.S.C. entry in that subject. Consequently, you will be deemed unsatisfactory in the subject.

## **WHAT HAPPENS IF I AM NOT WORKING SATISFACTORILY**

The Principal will determine the unsatisfactory or 'N' status of students based on information provided by staff.

Parents and guardians of students deemed 'N' in any course will be officially notified by letter. NESAs will notify students of their 'N' status.

Students deemed 'N' in Yr 12 courses will not have those courses appearing on their Record of Achievement. In some cases, the student may then become ineligible for the award of the HSC in that year, particularly if the student has elected the minimum ten units.

## **WHAT DO I DO IF I WOULD LIKE MY ASSESSMENT MARK REVIEWED?**

The results of assessment tasks can be queried at the time the tasks are returned with the classroom teacher. If still not satisfied, students can write a letter to the Head Teacher of the subject formally requesting a review of the allocated mark. Students have five school days in which to write and request a review and Head Teachers have five school days to provide a written reply.

## **WHAT INFORMATION WILL I BE GIVEN?**

The final assessment mark that the school sends to NESAs is confidential and is not disclosed to you as it may not be the mark which appears on your Record of Achievement.

At the end of Term 3 your rank order for assessments in each course will be provided by the school to NESAs.

## **WHAT HAPPENS IF I DISAGREE WITH MY RANK ORDER?**

If your rank order in a course is significantly different from your expectations (based on previous results), you may apply to the Principal for a review of your assessment in that course.

A review can only be requested to the Principal, in writing during the second half of November, immediately following the last HSC examination paper.

## **WHAT ARE THE GROUNDS FOR REVIEW?**

There are only three grounds for a review:

- \* A computational or clerical error.
- \* The correct weightings for components were not used.
- \* The stated assessment policy was not followed.

The marks for individual assessment tasks awarded by teachers are not subject to review. **The results of assessment tasks can only be queried at the time the tasks are returned.** See point above: '*What Do I Do If I Would Like An Assessment Mark Reviewed?*'

## **WHAT HAPPENS IF I AM NOT SATISFIED WITH THE OUTCOME OF THE SCHOOL REVIEW?**

You may appeal to NESAs. The only grounds for such appeals will be that the conduct of the earlier school review did not comply with NESAs requirements. NESAs will not change assessment marks but may request procedures be amended and a further review conducted.

## **WHAT HAPPENS IF I AM INVOLVED IN MALPRACTICE, SUCH AS CHEATING OR PLAGIARISM?**

A committee consisting of Principal, a Deputy Principal and a Key Learning Area Head Teacher will review each case, thus ensuring a consistent approach is maintained across the school. If the student is required to appear before the committee, the student will be supported by a parent/carer and/or Year Adviser. Students are warned that cheating or plagiarism will incur severe penalties such as the award of a zero mark for that particular assessment. In instances where another student is involved, he or she will be awarded zero.

Where a student has been found guilty of malpractice, the incident must be recorded on the NESAs Register of HSC Assessment Malpractice.

Note: Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. (An example of malpractice is a student truanting lessons to prepare for a task or staying at home to prepare for a task & arriving at school late to do the task.) Where malpractice is considered it will be necessary for the relevant Deputy Principal to collate the information supporting or refuting the accusation.

## **CAN THE DATE OF AN ASSESSMENT TASK BE CHANGED?**

Yes. It may be necessary to reschedule tasks to accommodate the 2019 timetable. Also, other circumstances may cause disruptions to the school and/or subject timelines (e.g. flooding, extracurricular activities, teacher illness, etc.). This may result in the need to reschedule assessment tasks.

If a task or tasks need to be rescheduled, the new date for the task will be reached through consensus amongst the students and teacher and after liaison with the Head Teacher. Once rescheduled, the students will be notified of the change/s in writing.

## **WHAT HAPPENS IF THE TASK, AFTER COMPLETION AND MARKING, IS FOUND NOT TO BE A DISCRIMINATING TASK?**

The teacher, in consultation with the Head Teacher and Principal, may declare the task as statistically invalid (nondiscriminating) and the task will then be deleted from the schedule and replaced with an alternative task. The date of the alternative task will be reached through consensus amongst the students and teacher and after liaison with the Head Teacher. Once rescheduled, the students will be notified of the change/s in writing.

## **WHAT HAPPENS IF I HAVE A COMPULSORY EXCURSION OR SPORTING EVENT ON THE DAY OF THE ASSESSMENT TASK?**

School Excursions, sport, debates, etc. are a valid part of Melville High School's Educational program. Where these activities clash with a scheduled assessment task **it is up to those students involved to negotiate with the relevant teacher and Head Teacher,** an

- \* alternate date for the task, or
- \* alternate task.

- e.g.
- i. if the task is an in-class test, you may be asked to sit the examination before leaving for the sporting event or excursion
  - ii. if the task is an assignment, you may be asked to complete and hand in the task before leaving on the sporting event.

**These negotiations must be carried out as soon as the student is aware of the clash.**



## RESPONSIBILITIES OF STUDENTS

1. Become familiar with and follow assessment requirements set by your school.
2. Ensure that you attend all your classes.
3. Make certain that you make a serious attempt to complete all Yr 12 assessment tasks set by your teachers on time, or talk to your teacher about what is required if you can't meet the deadline.
4. Ensure that you make a serious attempt to complete all work set by your teacher. A diligent and sustained effort throughout the course is required from all students.
5. Complete all work according to the principles of NESAs "All My Own Work" i.e. avoid behaviour which could be considered cheating, including plagiarism, and ensure that all assessment work is your own or acknowledges the contribution of others.
6. Follow up any concerns you have with tasks at the time they are marked and returned.
7. Notify your teacher if a group member is not contributing fairly to the development of group work.

## RESPONSIBILITIES OF STAFF

1. Teach and assess the courses following the policies of NESAs and Department of Education and Communities.
2. Keep a register of student attendances.
3. Maintain an accurate register of student assessment marks.
4. To inform their Head Teacher of any student who is failing to satisfy course completion requirements.
5. Head Teachers and Deputy Principal are to publish a schedule of all Melville's Assessments Tasks.
5. Head Teachers are to up-date the Deputy's weekly calendar, i.e. *Millennium*, where assessment tasks have been rescheduled.
6. Provide clear and written guidelines to students relating to the requirements of each assessment task.
7. Ensure that students receive meaningful feedback that assists them to review their work.
8. Clearly and consistently interpret and apply the school's policy on assessment.

## NOTE

**The Principal reserves the right to modify an individual subject's assessment schedule or all Yr 12 Assessment Schedules. This may be necessary if:-**

1. NESAs deems a task is invalid
2. **If, after completing a task, the task is nondiscriminating. In this case an alternate task will be scheduled and the nondiscriminating task deleted from the schedule.**
3. **Variations in the school calendar are required due to unforeseen events e.g. flooding etc.**

## **Trial HSC Examination Policy/Rules**

1. Most examinations will be held in Hall 2, unless otherwise advised. Please use the rear or Northern doors only.
2. Misadventure during a test does NOT include matters avoidable by the student (eg misreading of timetable)
3. Students should be seated in the examination room 10 minutes before the starting time of the examination.
4. Students are to remain in the examination room for the time allocated for their examination.
5. Students may stay home to study, or use their normal classroom, or Library when they do not have an examination, and are remaining at the school for the day.
6. All examinations include either 10 or 5 minutes reading time.
7. If you are unable to attend an examination you must notify either the Head Teacher Administration or Deputy Principal as soon as possible. If the examination is an assessment task see point “*WHAT HAPPENS IF I AM ABSENT THE DAY A TASK IS DUE?*” on page 5 of this document.
8. If you need to go to the toilet you must ask a teacher for permission – please consider those around you as any disturbance can be distracting
9. The teachers will tell you when there are 5 minutes remaining before the end of the examination.
10. Students must bring their equipment for the examination (pens , pencils, rulers , calculators etc) in a clear plastic pencil case or clear plastic bag.

## **Conduct during an Examination**

1. You must:-
  - (a) follow the day-to-day rules of Melville High School
  - (b) wear Melville’s school uniform. Uniform will be checked and students dressed inappropriately will not be allowed to attend the examination.
  - (c) write only your student number on each page of examination paper – do not write your name
  - (d) follow the supervising teachers instructions at all times
  - (e) behave in a polite and courteous manner towards the supervisors and other students.
  - (f) act appropriately and not disrupt the test or work of other students
  - (g) make a serious attempt at answering all questions in the test (only attempting the multiple choice questions is considered a non-serious attempt). Test answers that contain frivolous or objectionable material, or students who have not made a genuine attempt will be referred to the Head Teacher. In such instances, a student’s result in that test may be cancelled.
  - (h) stop writing when instructed
  - (i) ensure the mobile phone is on silent. If a mobile phone is taken into the examination room and can be seen by a teacher or rings during an examination the student concerned will be awarded zero marks for that examination.
2. You must **not**:-
  - (a) Eat or bring food into the test room
  - (b) Behave in any way likely to disturb the work of any student or upset the conduct of a test
  - (c) Attend a test while under the influence of alcohol or illicit drug
  - (d) Take into the test room any books, notes, paper or any equipment other than the equipment allowed. Writing paper will be provided by the school.
  - (e) Take any electronic device such as an organizer, dictionary or computerized watch into the test room (e.g. iPad, MP3 player google watch etc).
  - (f) Write before being instructed by the supervisor to do so
  - (g) Copy someone else’s work during a test, or cheat in any way
3. What to take into the test room (in a clear plastic pencil case or clear plastic bag)
  - Pens – students should write in black pen
  - Pencils and erasers
  - A ruler marked in millimeters and centimeters
  - A NESA approved calculator
  - A pair of compasses, a protractor & a set square

**A GLOSSARY OF KEY WORDS** - Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A Glossary of Key Words has been developed to help students understand the meaning of important terms in the H.S.C. documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/ evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

## Aboriginal Studies Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Task type</b>	<b>Media Presentation</b> Social Justice and Human Rights Issues	<b>Major Project</b> Research and Inquiry Methods	<b>Aboriginal Community Study</b> Aboriginality and the Land	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 9	Term 2, Week 9 26 <sup>th</sup> June	Term 3, Exam period	
<b>Outcomes assessed</b>	H3.1, H3.2, H3.3, H4.3	H4.1, H4.2	H1.1, H1.2, H1.3, H2.1, H2.2	H1.1, H1.2, H2.2, H3.2, H3.3	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives		15	5	5	<b>25</b>
Research and inquiry methods, including aspects of the Major Project	5	10	5		<b>20</b>
Communication of information, ideas and issues in appropriate forms		5	5	5	<b>15</b>
<b>Total %</b>	<b>10</b>	<b>40</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Ancient History Assessment Schedule

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task type</b>	<b>Source-based questions</b> Cities of Vesuvius: Pompeii and Herculaneum	<b>Historical analysis</b> Personalities in their Times Akhenaten	<b>Research Essay</b> Historical Periods The Greek World 500– 440 BC	<b>Trial HSC Exam</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 9	Term 2, Week 7 9 <sup>th</sup> June	Term 3, Exam period	
<b>Outcomes assessed</b>	AH12-6 AH12-8 AH12-9 AH12-10	AH12-1 AH12-2 AH12-3 AH12-9	AH12-5 AH12-6 AH12-8 AH12-9	AH12-3 AH12-4 AH12-6 AH12-7	
Knowledge and understanding of course content	5	5	10	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10	5		5	<b>20</b>
Historical inquiry and research	5	5	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Biology Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Task type	<b>DNA Model</b>  Research, construct a model and complete in class task.	<b>Depth Study</b>  Report and presentation of findings based on depth study	<b>Practical Task</b>  Perform experiment, complete report	<b>Trial HSC Examination</b>  3-hour Formal Written Examination	
Modules	<b>Module 5</b>	<b>Modules 5-8</b>	<b>Modules 7</b>	<b>Modules 5-8</b>	
Timing	Term 4, Week 5	Term 2, Week 1	Term 2, Week 10 30 <sup>th</sup> June 2020	Term 3, Exam period	
Outcomes assessed	BIO 12-4, BIO 12-5 BIO 12-7, BIO 12-12	BIO 12-1, BIO 12-2 BIO 12-3, BIO 12-4 BIO 12-5, BIO 12-6 BIO 12-7 At least one relevant outcome related to topic: BIO 12-12, BIO 12-13 BIO 12-14, BIO 12-15	BIO 12-1, BIO 112-2 BIO 12-3, BIO 12-4 BIO 12-5, BIO 12-6 BIO 12-7, BIO 12-14	BIO12-1, BIO 12-2 BIO 12-3, BIO 12-4 BIO 12-5, BIO 12-6 BIO 12-7, BIO 12-12 BIO 12-13, BIO 12-14 BIO 12-15	
Skills in Working Scientifically	15	20	15	<b>10</b>	<b>60</b>
Knowledge and understanding	5	10	5	<b>20</b>	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Business Studies Assessment Schedule

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of task</b>	<b>Extended Response</b> Marketing	<b>Topic Test</b> Finance	<b>Case Study</b> Operations	<b>Trial HSC</b> <b>Examination</b>	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8 17 <sup>th</sup> June 2020	Term 3, Exam period	
<b>Outcomes assessed</b>	H1, H2, H3, H5, H6, H8, H9	H2, H4, H5, H6, H10	H2, H3, H4, H5, H6, H7, H8	H2, H3, H4, H5, H6, H7, H8, H9, H10	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	5	15	<b>40</b>
Stimulus-based skills	5	10		5	<b>20</b>
Inquiry and research	5		15		<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5		5	10	<b>20</b>
<b>Total %</b>	<b>15</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Chemistry Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	<b>Weighting %</b>
<b>Task type</b>	<b>Practical Task Solubility Equilibrium</b>  In class task, perform experiment, complete report	<b>Research Task Titration/aspirin</b> In class task, perform experiment, complete report	<b>Depth Study Presentation Polymers</b> Report and presentation of findings based on depth study	<b>Trial HSC Examination</b>  3-hour Formal Written Examination	
<b>Modules</b>	<b>Module 5</b>	<b>Module 6</b>	<b>Module 7</b>	<b>Modules 5-8</b>	
<b>Timing</b>	Term 4, Weeks 8-9	Term 1, Weeks 8-9	Term 3, Week 2 27 <sup>th</sup> July 2020	Term 3, Exam period	
<b>Outcomes assessed</b>	CH 12-1, CH 12-2 CH 12-3, CH 12-4 CH 12-6, CH 12-7 CH 12-12, CH 12-13	CH 12-1, CH 12-2 CH 12-3, CH 12-4 CH 12-6, CH 12-7 CH 12-12, CH 12-13	CH 12-1, CH 12-2 CH 12-3, CH 12-4 CH 12-6, CH 12-7 At least one relevant outcome related to topic: CH 12-12 CH 12-13 CH 12-14 CH 12-15	CH 12-1, CH 12-2 CH 12-3, CH 12-4 CH 12-6, CH 12-7 CH 12-12, CH 12-13 CH 12-14, CH 12-15	
Skills in Working Scientifically	15	15	20	<b>10</b>	<b>60</b>
Knowledge and understanding	5	5	10	<b>20</b>	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



## Community and Family Studies Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Task Type	<b>Independent Research Project</b>	<b>Presentation</b> Support for parents and carers	<b>Investigation</b> Issues of concern for a group within the community	<b>Trial HSC Examination</b>	
Timing	Term 4, Week 8	Term 1, Week 9	Term 2, Week 9 22 June 2020	Term 3, Exam period	
Outcomes assessed	H4.1, H4.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1	H1.1 to H6.2	
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	15	10	10	25	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>20</b>	<b>35</b>	<b>100</b>

## English Advanced Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Task type</b>	<b>Multimodal text using prescribed text and related material</b> Texts and Human Experiences Craft of writing 10%	<b>Comparative essay</b> Textual Conversations	<b>Critical Response</b> Critical Study of Text	<b>Trial HSC Examination</b> Common Module (5%) Module A (5%) Module B (5%) Craft of Writing (15%)	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 8	Term 2, Week 9	Term 3, Exam period	
<b>Outcomes assessed</b>	EA12-1, EA12-2, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## English Standard Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Task type</b>	<b>Multimodal presentation using prescribed text and related material</b> Texts and Human Experiences	<b>Close Study of Literature</b> Critical response	<b>Analytical Response</b> Module A: Language, Identity and Culture The Castle (15%)  Craft of writing 10%	<b>Trial HSC Examination</b> Common Module (5%) Module A (5%) Module B (5%) Craft of writing 15%	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 7	Term 2, Week 8	Term 3, Exam period	
<b>Outcomes assessed</b>	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-5, EN12-7, EN12-8, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## English Studies Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Task type</b>	<b>Multimodal</b> Mandatory Module: Texts and Human Experiences	Elective Module: TBA	Elective Module: TBA	<b>Collection of classwork</b> All modules	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 7	Term 2, Week 9	Term 3, Exam period	
<b>Outcomes assessed</b>	ES12-1, ES12-4, ES12-7, ES12-8	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## English Extension 1 Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Weighting %
<b>Task type</b>	<b>Imaginative response and reflection</b>	<b>Critical response with related text</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 1, Week 2	Term 2, Week 9	Term 3, Exam period	
<b>Outcomes assessed</b>	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
Knowledge and Understanding of texts and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis composition and investigation	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## English Extension 2 Assessment Schedule

Task number	Task 1	Task 2	Task 3	Weighting %
<b>Task type</b>	<b>Viva Voce (including written proposal)</b>	<b>Literature review</b>	<b>Critique of the creative process</b>	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 9	Term 3, Exam period	
<b>Outcomes assessed</b>	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Skills in extensive independent research	15	20	15	<b>50</b>
Skills in sustained composition	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Industrial Technology Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Designing and Planning Presentation	Industry Study	Project Management and Management Report	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 10	Term 2, Week 8	Term 3, Exam period	
Outcomes assessed	H3.1, H3.2, H3.3, H5.1	H1.1, H1.2, H6.1, H6.2, H7.1, H7.2	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
Component					Weighting %
Knowledge and understanding of course content	5	5	10	20	<b>40</b>
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Investigating Science Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	<b>Weighting %</b>
<b>Task type</b>	<b>Practical Task</b> In class task, perform experiment, complete report	<b>Research Task</b> Written report Submitted	<b>Depth Study Presentation</b> Report and presentation of findings based on depth study	<b>Trial HSC Examination</b> 3-hour Formal Written Examination	
<b>Modules</b>	<b>Module 5</b>	<b>Modules 5 &amp; 6</b>	<b>Modules 5 - 8</b>	<b>Modules 5-8</b>	
<b>Timing</b>	Term 4, Week 7	Term 1, Week 7	Term 2, Week 8	Term 3, Exam period	
<b>Outcomes assessed</b>	INS 12-1, INS 12-2 INS 12-3, INS 12-4 INS 12-5, INS 12-6 INS 12-7, INS 12-12	INS 12-1,INS 12-2 INS 12-3, INS 12-4 INS 12-7	INS 12-1, INS 12-5 INS 12-6, INS 12-7 At least one relevant outcome related to topic: INS 12-12 INS 12-13 INS 12-14 INS 12-15	INS 12-1, INS 12-2 INS 12-3, INS 12-4 INS 12-5, INS 12-6 INS 12-7, INS 12-12 INS 12-13, INS 12-14 INS 12-15	
Skills in Working Scientifically	15	15	20	<b>10</b>	
Knowledge and understanding	5	5	10	<b>20</b>	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Legal Studies Assessment Schedule

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Task type</b>	<b>In Class Task</b> Crime	<b>Research and In Class Task</b> Option 1 - Family	<b>Research Task</b> Option 2 - Shelter	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9 25 <sup>th</sup> June	Term 3, Exam period	
<b>Outcomes assessed</b>	H1, H3, H4, H6, H8, H9	H2, H5, H6, H7, H8	H6, H8, H9, H10	H2, H3, H6, H9, H10	
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Analysis and evaluation	5	5		10	<b>20</b>
Inquiry and research		5	10		<b>20</b>
Communication of legal information, ideas and issues in appropriate forms	5	10		10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>



## Mathematics Advanced Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Weighting %
<b>Task type</b>	<b>Open Book test</b>  <b>Topics</b> <b>MA-E1</b> Exponential and Logarithmic Functions <b>MA-M1</b> Sequences and Series	<b>Investigation/ assignment</b>  <b>Topics:</b> <b>MA-E1 , MA-M1, MA-F2</b> <b>MA-T3 , MA-C2, MA-C3</b> <b>MA-C4 , MA-M1</b>	<b>Trial HSC Examination</b>  <b>Topics</b> <b>MA-F2 , MA-T3, MA-C2</b> <b>MA-C3, MA-C4, MA-S2</b> <b>MA-M1, MA-S3</b>	
<b>Timing</b>	Term 4, Week 8	Term 2, Week 8	Term 3, Exam period	
<b>Outcomes assessed</b>	MA11-1, MA11-8, MA11-9 MA12-2, MA12-4, MA12-9 MA12-10	MA12-1, MA12-2, MA12-3 MA12-4, MA12-5, MA12-6 MA12-7, MA12-8, MA12-9 MA12-10	MA12-1, MA12-2, MA12-3 MA12-4, MA12-5, MA12-6 MA12-7, MA12-8, MA12-9 MA12-10	
Understanding, Fluency and Communicating	15	20	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	20	20	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>

## Mathematics Standard 2 Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task type</b>	<b>Open Book test</b>  Topics F1.3, S2	<b>Chapter Review Test</b>  Topics N1, F4.1, F4.2, S4	<b>Investigation/assignment</b>  Topics M6	<b>Trial HSC Exam</b>  Topics All	
<b>Timing</b>	Term 4, Week 6	Term 1, Week 8	Term 2, Week 5	Term 3, Exam period	
<b>Outcomes assessed</b>	MS11-2 , MS11-5 MS11-6 , MS11-8 MS11-9, MS11-10	MS2-12-2 , MS2-12-5 MS2-12-7, MS2-12-8 MS2-12-9 , MS2-12-10	MS2-12-1 , MS2-12-6 MS2-12-9 ,MS2-12-10	MS2-12-1 to MS2-12-10	
Understanding, Fluency and Communicating	10	15	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	5	10	20	15	<b>50</b>
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Numeracy CEC Year 12

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task type</b>	<b>Research Task</b>	<b>Design Task</b>	<b>NRMT</b>	<b>Portfolio</b>	
	Topics Finance	Topics Space and Design	Topics All	Topics All	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3, Week 7	
<b>Outcomes assessed</b>	N6-1.1, N6-1.2 N6-1.3, N6-2.1 N6-2.2, N6-2.3 N6-2.4, N6-2.5 N6-3.1, N6-3.2	N6-1.1, N6-1.2 N6-1.3, N6-2.1 N6-2.2, N6-2.3 N6-2.4, N6-2.5 N6-3.1, N6-3.2	N6-1.1, N6-1.2 N6-1.3, N6-2.1 N6-2.2, N6-2.3 N6-2.4, N6-2.5 N6-3.1, N6-3.2	N6-1.1, N6-1.2 N6-1.3, N6-2.1 N6-2.2, N6-2.3 N6-2.4, N6-2.5 N6-3.1, N6-3.2	
Understanding, Fluency and Communicating	10	10	15	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Mathematics Extension 1 Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task type</b>	<b>Open Book Test</b>  <b>Topics</b> <b>ME-T2</b> Further Trigonometric Identities <b>ME-C1.2</b> Exponential Growth and Decay <b>ME-P1</b> Mathematical Induction	<b>Chapter Review Test</b>  <b>Topics</b> <b>ME-P1</b> Mathematical Induction <b>ME-V1.1</b> Introduction to Vectors	<b>Investigation assignment</b>  <b>Topics</b> <b>ME-C3.2</b> Differential Equations	<b>Trial HSC Exam Topics</b> <b>ME-P1, ME-V1, ME-T3 T</b> <b>ME-C2 , ME-C3, ME-S1</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Term 3, Exam period	
<b>Outcomes assessed</b>	ME11-1, ME11-3, ME11-4 ME11-6, ME11-7, ME12-1 ME12-6, ME12-7	ME12-1, ME12-2, ME12-3 ME12-4, ME12-5, ME12-6 ME12-7	ME12-1, ME12-2, ME12-3 ME12-4, ME12-5, ME12-6 ME12-7	ME12-1, ME12-2, ME12-3 ME12-4, ME12-5, ME12-6 ME12-7	
Understanding, Fluency and Communicating	10	15	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	5	10	20	15	<b>50</b>
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Music Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task type</b>	<b>Composition and Aural Task</b>  <b>Topic 1</b> Submission of composition relevant to topic and in class aural task relevant to topic	<b>Presentation of Performance and Viva Voce</b> <b>Topic 2</b> Solo or ensemble performance and in-class viva voce relevant to topic	<b>Presentation or Submission: Elective Option for Topics 1 and 2</b>  Presentation of performance and/or composition portfolio and/or musicology outline and viva voce	<b>Trial HSC Examination</b> Aural Skills Examination Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce based on Topic 3	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 6	Term 2, Week 7	Term 3, Exam period	
<b>Outcomes assessed</b>	H3, H6, H8	H1, H2, H5,	H1–8*	H1–8*	
Performance		10			<b>10</b>
Composition	10				<b>10</b>
Musicology		10			<b>10</b>
Aural	10			15	<b>25</b>
Electives			30	15	<b>45</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Modern History Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task type</b>	<b>Source analysis</b> Power and Authority in the Modern World 1919–1946	<b>Historical analysis</b> National Studies China 1927 - 1945	<b>Research Essay</b> Peace and Conflict Cold War 1946 - 1991	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 7	Term 2, Week 6 3 <sup>rd</sup> June	Term 3, Exam period	
<b>Outcomes assessed</b>	MH12-3 MH12-4 MH12-6 MH12-7 MH12-9	MH12-2 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9	MH12-2 MH12-5 MH12-7 MH12-8	MH12-3 MH12-4 MH12-5 MH12-7 MH12-9	
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5		10	<b>20</b>
Historical inquiry and research	5	5	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Personal Development, Health and Physical Education Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Task type	Research Portfolio Core One	Training Programs Core Two	Case Studies Sports Medicine	Trial HSC Examination	
Timing	Term 4, Week 10	Term 1, Week 10	Term 2, Week 9 25 <sup>th</sup> June 2020	Term 3, Exam period	
Outcomes assessed	H2, H3, H4, H5, H14, H15, H16	H8, H10, H11, H16, H17	H8, H13, H16, H17	H1, H2, H3, H4, H5, H7, H8, H9, H11, H13, H14, H15, H17	
Knowledge and understanding of course content	10	5	10	15	
Skills in critical thinking, research, analysing and communicating	15	10	15	20	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>15</b>	<b>25</b>	<b>35</b>	<b>100</b>

## Photography

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Task type</b>	<p><b>Module WP2: Developing a Point of View</b> Discussion Essay Assessment. Practical Assessment 8 Images.</p>	<p><b>Module WPS: The Arranged Image</b> Research Assessment- Analysis of 6 photographers' portrait work. Practical Task- Experiment Film and contact sheet (6 photos). Mounting/Arranging Photos for Display</p>	<p><b>Module WP6</b> Research/ Analysis Assessment- Temporal Accounts. Major Practical Task and 4 Experiments: Temporal Accounts.</p>	<p><b>Module D14, WP4, GI</b> Research Task and 6 images or equivalent. Choice of: Manipulated Forms (digital Imaging) Manipulated Forms (Wet Photography) Individual/ Collaborative Project</p>	
<b>Due Date</b>	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5 TBA	
<b>Outcomes assessed</b>	<p>M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5, HI</p>	<p>M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5, HI</p>	<p>M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5, HI</p>	<p>M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5, HI</p>	
<b>Component</b>					<b>Weighting %</b>
Making	7	14	21	28	<b>70</b>
Critical and Historical	3	6	9	12	<b>30</b>
<b>Total %</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>	<b>100</b>



## Physics Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Weighting %
Task type	<b>Practical Investigation &amp; Report</b> In class task, perform experiment, complete report	<b>Course Summary &amp; Research Task</b>	<b>Trial HSC Examination</b>  3-hour Formal Written Examination	
Modules	<b>Module 5</b>	<b>Module 6</b>	<b>Modules 5-8</b>	
Timing	Term 4, Week 8	Term 2, Week 8 18 June 2020	Term 3, Exam period	
Outcomes assessed	PH 12-1, PH 12-2 PH 12-3, PH 12-4 PH 12-5, PH 12-7 PH 12-12	PH 12-2, PH 12-4 PH 12-5, PH 12-6 PH 12-7, PH 12-14	PH 12-5, PH 12-6 PH 12-12, PH 12-13 PH 12-14, PH 12-15	
Skills in Working Scientifically	15	20	5	45
Knowledge and understanding	5	15	30	55
<b>Total %</b>	<b>20</b>	<b>35</b>	<b>35</b>	<b>100</b>

## Society and Culture Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Task type</b>	<b>Research Task</b> Social and Cultural Continuity and Change	<b>Secondary Research and Annotated Bibliography</b>  Personal Interest Project – Process	<b>Written Task</b>  Popular Culture	<b>Trial HSC Examination</b>  Written Paper	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 7	Term 2, Week 8 19 <sup>th</sup> June	Term 3, Exam period	
<b>Outcomes assessed</b>	H2, H3, H5, H7, H9	H6, H7, H8	H1, H2, H5, H9, H10	H1, H2, H3, H4, H5, H6	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	15		15	20	<b>50</b>
Application and evaluation of social and cultural research methods	10	10		10	<b>30</b>
Communication of information, ideas and issues in appropriate forms	5		15		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Sport Lifestyle and Recreation Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Task type</b>	<b>Research Task</b> Drugs and Sport	<b>Practical Application and Examination</b> Orienteering Time Trial/ Expedition Planning Exam	<b>Design, implement and evaluate a Fitness training program</b> Booklet and Training Program	<b>Practical Application and Written Report</b> Net and Court Games + Ongoing practical progression	
<b>Timing</b>	Term 4, Week 7	Term 1, Week 10	Term 2, Week 9 22 June 2020	Term 3, Week 8 7 September 2020	
<b>Outcomes assessed</b>	1.3, 1.5, 3.5, 3.6, 4.5	1.1,1.3, 2.3, 3.1, 4.1, 4.2, 4.4, 4.5	1.2, 1.5, 2.2, 2.5, 3.2, 3.3, 4.1	1.1,1.3,2.1,2.3, 3.1,3.4, 4.1, 4.3, 4.4	
<b>Component</b>					<b>Weighting %</b>
Knowledge and understanding of course content	5	10	10	5 + 10	<b>40</b>
Skills in critical thinking, research, analysing and communicating	10	10	20	10 + 10	<b>60</b>
<b>Total %</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>35</b>	<b>100</b>

## Textiles and Design Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Task type</b>	<b>Contemporary Designer Case Study</b>	<b>Designing and Planning-Presentation</b>	<b>Project Development and Management Report</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 2	Term 3, Week 2 28 July 2020	Term 3, Exam period	
<b>Outcomes assessed</b>	H3.1, H3.2, H4.1, H5.1	H2.1, H2.3, H4.2	H1.1, H1.2, H2.2, H3.1, H4.2	H1.3, H3.1, H3.2, H4.1, H5.2, H6.1	
<b>Component</b>					<b>Weighting %</b>
Knowledge and understanding of course content	15		5	30	<b>50</b>
Skills and knowledge in the design, manufacture and management of a major textiles project		20	30		<b>50</b>
<b>Total %</b>	<b>15</b>	<b>20</b>	<b>35</b>	<b>30</b>	<b>100</b>

## Visual Arts Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Task type</b>	<b>Development of the Body of Work</b> Submission of works in progress, VAPD with annotated artist research, critical evaluation of material and conceptual intention through the Frames and Conceptual Framework. Interview with Mrs Morgan	<b>Essay</b> Extended written research response. Respond to ONE essay question from those provided. Refer to two artists in your response. Artists must be related to your BOW research or the Case Studies presented in class.	<b>Development of the Body of Work</b> Submission of all artworks under development, drafts, VAPD, artist statement and title/s. Presentation set up for display to guest markers, Yr. 11 and Yr. 12 Visual Arts elective classes.	<b>Trial HSC Examination</b> Art Criticism and Art History Written Examination	
<b>Due Date</b>	Term 4, Week 9	Term 2 Week 5 Fri 29/5/20 P5	Term 2 Week 5 Tues 26/5/20 P6	Term 3, Exam period	
<b>Outcomes assessed</b>	H1, H2, H3, H4, H5, H6, H7, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
<b>Component</b>					<b>Weighting %</b>
Artmaking	25		25		<b>50</b>
Art Criticism and Art History	10	20		20	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>100</b>