

WINGHAM HIGH SCHOOL



RESPECTFUL
RESPONSIBLE
POSITIVE

HIGHER SCHOOL CERTIFICATE
ASSESSMENT INFORMATION AND
SCHEDULE

YEAR 12: 2020 – 2021

PHONE: 65535488

EMAIL: wingham-h.school@det.nsw.edu.au

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Foreword

Dear Student and Parent/Carer,

Please ensure that you read this booklet, in conjunction with the Wingham High School Assessment Policy Booklet. The NSW Education Standards Authority (NESA) Higher School Certificate rules and requirements are covered in the *Assessment, Certification and Examination (ACE) Manual*. This and many other NESA publications, including syllabi, can be found on NESAs website: www.educationstandards.nsw.edu.au

The New South Wales Higher School Certificate

The Higher School Certificate is the highest educational award you can gain in New South Wales schools. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

For most HSC board developed courses, they comprise of a moderated school based assessment mark (50% of the total mark in each course) and the external HSC examination mark (the other 50%). The combined mark is reported on your Higher School Certificate Record of Achievement. School based assessment is the focus of this booklet.

Scheduling of Assessment Tasks

Assessment in the HSC uses a **variety** of tasks. Assessment tasks, therefore, might occur at different times in different courses. Listed below are the periods available within the school year when assessments occur.

| Time | Scheduled Assessment Periods |
|--------------|--|
| TERM 4, 2020 | Assessment according to a published schedule |
| TERM 1, 2021 | Assessment according to a published schedule |
| TERM 2, 2021 | Assessment according to a published schedule |
| TERM 3, 2021 | THE TRIAL HSC EXAMINATIONS and assessments according to published schedule |

This booklet outlines the nature of the assessment tasks within Wingham High School for each course, and includes the following information:

- ◆ The assessment components and their weightings for each course
- ◆ When assessment tasks will take place. These dates may change and students will be given notice at least two weeks prior to the submission date of the final date.
- ◆ The nature of each assessment task (e.g. assignment, test, project, etc)

A detailed description including outcomes to be assessed and marking criteria or guidelines for a task will be issued at least two weeks before the task is to be completed.

Wingham High School – TERM FOUR, 2020 – PLANNER (For Student Use)

| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|--------|---------|--|---------------------------------|---------------------------------|
| Week 1 A | 12/10 | 13/10 | 14/10 | 15/10 | 16/10 |
| Week 2 B | 19/10 | 20/10 | 21/10 | 22/10 | 23/10 |
| Week 3 A | 26/10 | 27/10 | 28/10 | 29/10 | 30/10 |
| Week 4 B | 2/11 | 3/11 | 4/11 | 5/11 | 6/11 |
| Week 5 A | 9/11 | 10/11 | 11/11 | 12/11 | 13/11 |
| Week 6 B | 16/11 | 17/11 | 18/11 | 19/11 | 20/11 |
| Week 7 A | 23/11 | 24/11 | 25/11 | 26/11 | 27/11 |
| Week 8 B | 30/11 | 1/12 | 2/12 | 3/12 | 4/12 |
| Week 9 A | 7/12 | 8/12 | 9/12 | 10/12 | 11/12 |
| Week 10 B | 14/12 | 15/12 | 16/12 Last Day of Term 4 for Students | 17/12 School Development Day | 18/12 School Development Day |

Wingham High School – TERM ONE, 2021 – PLANNER (For Student Use)

| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|--------|-----------------------|--------------------------------|--------------------------------|-----------------------------|
| Week 1 A | 25/1 | 26/1 Australia Day | 27/1 School Development Day | 28/1 Year 7, 11 & 12 return | 29/1 All students return |
| Week 2 B | 1/2 | 2/2 | 3/2 | 4/2 | 5/2 |
| Week 3 A | 8/2 | 9/2 | 10/2 | 11/2 | 12/2 |
| Week 4 B | 15/2 | 16/2 | 17/2 | 18/2 | 19/2 |
| Week 5 A | 22/2 | 23/2 | 24/2 | 25/2 | 26/2 |
| Week 6 B | 1/3 | 2/3 | 3/3 | 4/3 | 5/3 |
| Week 7 A | 8/3 | 9/3 | 10/3 | 11/3 | 12/3 |
| Week 8 B | 15/3 | 16/3 | 17/3 | 18/3 | 19/3 |
| Week 9 A | 22/3 | 23/3 | 24/3 | 25/3 | 26/3 |
| Week 10 B | 29/3 | 30/3 | 31/3 | 1/4 | 2/4 Good Friday |

Wingham High School – TERM TWO, 2021 – PLANNER (For Student Use)

| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------|--------------------------------|---------|-----------|----------|--------|
| Week 1 A | 19/4 School Development Day | 20/4 | 21/4 | 22/4 | 25/4 |
| Week 2 B | 26/4 | 27/4 | 28/4 | 29/4 | 30/4 |
| Week 3 A | 3/5 | 4/5 | 5/5 | 6/5 | 7/5 |
| Week 4 B | 10/5 | 11/5 | 12/5 | 13/5 | 14/5 |
| Week 5 A | 17/5 | 18/5 | 19/5 | 20/5 | 21/5 |
| Week 6 B | 24/5 | 25/5 | 26/5 | 27/5 | 28/5 |
| Week 7 A | 31/5 | 1/6 | 2/6 | 3/6 | 4/6 |
| Week 8 B | 7/6 | 8/6 | 9/6 | 10/6 | 11/6 |
| Week 9 A | 14/6 Queen's Birthday | 15/6 | 16/6 | 17/6 | 18/6 |
| Week 10 B | 21/6 | 22/6 | 23/6 | 24/6 | 25/6 |

Wingham High School – TERM THREE, 2021 – PLANNER (For Student Use)

| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------|--------------------------------|---------|-----------|----------|--------|
| Week 1 A | 12/7 School Development Day | 13/7 | 14/7 | 15/7 | 16/7 |
| Week 2 B | 19/7 | 20/7 | 21/7 | 22/7 | 23/7 |
| Week 3 A | 26/7 | 27/7 | 28/7 | 29/7 | 30/7 |
| Week 4 B | 2/8 | 3/8 | 4/8 | 5/8 | 6/8 |
| Week 5 A | 9/8 | 10/8 | 11/8 | 12/8 | 13/8 |
| Week 6 B | 16/8 | 17/8 | 18/8 | 19/8 | 20/8 |
| Week 7 A | 23/8 | 24/8 | 25/8 | 26/8 | 27/8 |
| Week 8 B | 30/8 | 31/8 | 1/9 | 2/9 | 3/9 |
| Week 9 A | 6/9 | 7/9 | 8/9 | 9/9 | 10/9 |
| Week 10 B | 13/9 | 14/9 | 15/9 | 16/9 | 17/9 |

Wingham High School's Assessment Policy for the 2021 Higher School Certificate

HSC Results

The Board Developed Courses have an external HSC examination and your achievement will be reported against standards that clearly describe the level of knowledge, skills and understanding you have reached. In December, your HSC results will be available online and SMS. If you are eligible for a HSC, your HSC documentation will be available in January.

Results of Board Developed Courses are recorded under the following headings on the Record of Achievement:

- ◆ An Assessment Mark - a moderated mark calculated from the marks awarded for your assessment tasks at school
- ◆ An Examination Mark - the mark awarded for the external examination
- ◆ The HSC Mark - the average of the Examination Mark and the Assessment Mark
- ◆ A Performance Band - your level of achievement in that course as measured against the published course standards.

The Course Report will include descriptors for each Performance Band. These provide a summary of what students know and are able to do. The mark gained by students in the course is shown next to the relevant Performance Band.

Requirements for the Award of the HSC and Satisfactory Completion of a Course

It is expected that:

- ◆ the student's **attendance, conduct and progress** will be satisfactory
- ◆ the student will follow a pattern of study that makes the student eligible for the award of the HSC
- ◆ the student will study appropriate courses as approved by NESAs
- ◆ the student will complete **all** the requirements of each course including any necessary oral, aural, practical, field work, project work, class work
- ◆ the student will have completed, and made a genuine attempt at, all tasks required as part of the assessment program
- ◆ the student will avoid behaviour which could be considered cheating, including plagiarism, and ensure that all assessment work is their own or acknowledges the contribution of others
- ◆ the student will **sit for, and make a genuine attempt at**, any examination set as part of the course including the Higher School Certificate examination.

The Courses

Two types of courses are approved for study in the Higher School Certificate:

- **Board Developed Courses** - are the courses for which NESA develops a syllabus, setting out the objectives, outcomes, structure and content. The Board also sets Higher School Certificate examinations for most of these courses.
- **Board Endorsed Courses** - all of which form part of an approved HSC program of study and are listed on your Record of Achievement. However, only 2 units of a Board Endorsed Course can be used in the calculation of the Australian Tertiary Admission Rank (ATAR)

Extension study is available in English, Mathematics, History, Music, Science and some language courses. Extension courses build on the content of the 2-unit course, and require students to study beyond the 2-unit course. A second unit of Extension English and Mathematics may also be studied.

Allocation of Marks

Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 to 100 will correspond to the highest level of achievement (Band 6). Marks are based on the standard of achievement reached, not based on set distributions of marks.

Assessment Marks

Your school submits your assessment marks for each Board Developed Course studied to NESA. These marks are calculated from your results on each assessment task you undertake as part of your HSC course and outlined in this booklet.

In the case of VET courses studied at school, there is no assessment mark. A student record of achievement for the competencies achieved for each module is kept.

School-Based Assessment

The assessment marks submitted by a school for each course are intended to indicate students' achievements relative to each other and the standards of the course. The assessment marks will be based on achievements measured at points throughout the course. This measure of students' achievements is based upon:

- *a wider range of syllabus outcomes than may be measured by the external examination, although it must cover all the outcomes measured by the examination;*
- *multiple measures and observations made throughout the HSC course rather than at a single, final examination.*

Measuring achievement at points during the course provides a better indication of student achievement than a single examination. It increases the accuracy of the final assessment of each student's achievement by using multiple measures. It caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment.

School based assessment comprises 50% of the overall mark in each course, and is reported on your Higher School Certificate Record of Achievement.

Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus. This information may be accessed through the NESA website: www.educationstandards.nsw.edu.au

The final HSC assessment mark will be moderated by NESA using HSC examination marks to ensure that students are not advantaged or disadvantaged by the pattern of marks used by their school. This process will retain the school's measurement of the order of merit of its students and the relative differences between them.

Plagiarism

Plagiarism is when you present work or create work as yours that is the work or creation of someone else. Students should particularly note the definition and application of the rules found in the Wingham High School Assessment Policy and in the NESA publication All My Own Work found at www.educationstandards.nsw.edu.au

Honesty in Assessment – the Standard

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. Any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the NESA subject-specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. Wingham High School treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC.

Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, students will be reported further.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. Details can be found on the NESA website: www.educationstandards.nsw.edu.au

The NSW Education Standards Authority's Responsibilities

For each course, NESA produces a syllabus, a statement of subject rules, a list of prescribed texts (if applicable), works and projects and an assessment guide. The NESA Higher School Certificate rules and requirements are covered in the *Assessment, Certification and Examination (ACE) Manual*. This and many other NESA publications, including syllabi, can be found on the NESA website: www.educationstandards.nsw.edu.au

It is recommended that students regularly access the NESA site.

Review of Final Assessment Ranks

Following submission of assessment marks from the school in each HSC course, NESAs will provide information for students on their relative positions in each course.

If the position assigned by the school differs significantly from what was expected by a student, based on information provided during the course, the student may seek a review in that course.

Number of Assessment Tasks

It is not the intention of NESAs to distort the normal learning processes by the introduction of these assessments. For this reason, schools are advised to use the least number of measures possible to arrive at a fair assessment.

Teachers will use other activities for diagnostic purposes and to establish success in the teaching/learning of a particular concept, topic or unit. These are essential parts of the course and should be carried out by all students.

It should further be noted that not all tasks are weighted equally and a poor level of achievement in a major task may have significant consequences. At the same time, it should be recognised that significant variation in a student's rank may occur during the HSC year as a consequence of relatively small mark differences.

Students, therefore, who take lightly their responsibility to submit their best work in all tasks, do so at serious risk. A pattern of non-serious attempt or non-attempt might well prejudice such student's eligibility to receive a Higher School Certificate.

Non-Assessment Tasks

Not all homework, assignments and tests provide assessment marks. The purpose of non-assessment tasks is to give students practice and so help them to improve their results. Assigned work must be completed in order to have satisfactorily completed the course – not just the tasks specified for assessment. As these tasks are part of a course, their completion is required to meet course requirements.

Concerns

If students are experiencing any difficulty in assessments for a course they should seek help from the Year Adviser, Head Teacher Wellbeing, Deputy Principal or the Head Teacher responsible for that course.

Satisfactory Completion of a Course

Course Completion Criteria

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:

- (a) **followed** the course developed or endorsed by the Board; and
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes.
- (d) *VET Courses only* – **completed** mandatory work placement hours.

While NESAs do not mandate attendance requirements, Principals may determine that, as a result of absence or lack of sustained effort, the course completion criteria may not be met. Clearly, absences and lack of application will be regarded seriously by Principals who must give students early warning of the consequences of such circumstances. Warning letters must relate to students' meeting the completion of course requirements.

If at any time it appears that a student is at risk of being given an **N** (Non-completion of course requirements) determination in any course, the Principal must warn the student as soon as possible and advise the parent or carer (if the student is under 18 years of age) **in writing**. This warning should be given in time for the problem to be corrected.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the N determination.

For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks which contribute in excess of 50 per cent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 per cent is not sufficient; tasks worth in excess of 50 per cent must be attempted. Furthermore, the student must fulfill the course completion criteria. It is only when both of these conditions are met that the course is listed on the Record of School Achievement (RoSA).

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totaling at least 12 units of Preliminary courses and 10 units of HSC courses which satisfy the NESAs pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate. (ACE Manual)

University Admission

The Australian Tertiary Admission Rank (ATAR) is based on an aggregate of scaled marks in ten units of Board Developed Courses and the highest rank is an ATAR of 99.95.

The Australian Tertiary Admission Rank (ATAR) is calculated by the Universities Admissions Centre (UAC). Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry. NESA passes this information on to UAC.

For further information, visit the UAC website at www.uac.edu.au or call 1300 275 822.

Many university Early Admission Schemes are based on Year 11 results and School Recommendation.

Disability Provisions

NESA assesses applications from students with special assessment needs in order to provide eligible students with practical support in NESA assessments and examinations. Applications may be made by students for the RoSA, Preliminary HSC and Higher School Certificate according to procedures determined by NESA. The coordinators of these applications are the Head Teacher Wellbeing and the Learning and Support Teacher. They will be able to provide Year 12 students with Disabilities Provisions Application forms and Information Guides. Students who wish to apply for disabilities provisions should contact the Head Teacher Wellbeing.

Parents are encouraged to contact the Head Teacher Wellbeing with any questions regarding the process. Parents will also be provided with the form to be completed by any relevant specialists. It is most important that parents carry out this request in order to support the application with statements from medical professionals. The due date is always the last day of Term 1 for pre-existing conditions, except for applications based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever, which should be submitted in July of the examination year, with teacher comments and medical documentation also dated July.

For more details, refer to the NESA website on <http://www.educationstandards.nsw.edu.au/> or contact the school.

When an application is submitted, evidence must be included indicating the precise nature of the disability and the consequent effect on examination performance. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication. Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA only determines disability provisions for the Higher School Certificate examinations. Students and parents should be aware that there is no guarantee NESA will grant the same provisions as those given at school. Supporting documents, e.g. medical reports that confirm diagnosis of a particular condition; hearing and vision tests; timed essays should be submitted with the application. Supporting documentation should be less than 12 months old except where an existing medical condition/ diagnosis will not change with time, e.g. permanent vision loss, diabetes. Provisions for emergencies (eg a broken arm) may be sought up to the day of the examination. If all the necessary information is not provided, some requested provisions will be declined due to insufficient evidence.

Where a student has a condition that may or may not occur during an examination, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/misadventure appeals, not disability provisions. Also, disability provisions cannot compensate students for difficulties in undertaking a course or for lost preparation time. However, if there are identifiable factors known to contribute to or trigger a particular condition, an application can be submitted on this basis; for example, separate supervision in a room with natural light if bright lighting frequently results in a migraine.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, 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.

Where a student has a condition that might manifest itself during an examination session (eg epilepsy or asthma), the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.

Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.

RoSA Grade Information

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

The RoSA is a cumulative record of all academic achievement.

The RoSA is designed to record and credential all of a secondary school student's academic results up until the HSC. It is important for parents, employers and students to know that grades awarded for the RoSA credential are given fairly and consistently. The NSW syllabuses state **what** students at each stage are expected to learn. The A to E Common Grade Scales describe **how well** students have achieved. NSW teachers are very experienced in determining the standard of work that warrants a particular grade.

- The RoSA details grades using an A to E grading scale, and NESA works with teachers to ensure that appropriate standards are developed and applied.
- These methods of moderation and monitoring of grades helps ensure that parents and employers know that a grade awarded in one school is equivalent to the same grade awarded in another school.

Common Grade Scale for Higher School Certificate Courses

- Grade A** The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
- Grade B** The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
- Grade C** The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
- Grade D** The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
- Grade E** The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

School Responsibilities and Procedures in Assessment

For each course the school has developed an assessment program which;

- Outlines the requirements for satisfactory completion of the course
- States the number and type of tasks to be completed during the semester/year
- Lists the schedule of tasks
- States the weighting of each task

For each assessment task students will be given a **written notification at least two weeks** in advance of the task indicating the issue date, due date, weighting, outcomes being assessed, specific task description and marking criteria. Changes to assessment tasks will be given in a written notification at least two weeks prior to the due date of the task. For Assessment Blocks/Examinations, a written timetable will be issued at least two weeks prior to the commencement of the block. **No assessment tasks will be scheduled in the two weeks before or one week after a calendared assessment block.**

Teacher feedback, either written or verbal, will be provided to each student using the marking criteria for the task and annotation to student work, indicating what the student did well and how they can improve. Teacher feedback will occur within two weeks after the due date of the task.

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:

- (a) **followed** the course developed or endorsed by NESAs as per the relevant syllabus;
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes

While there are no minimum attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences.

In such circumstances, warning letters relating to the student's non-completion of course requirements will be sent to students. These letters are sent in time for the problem to be corrected.

In circumstances of illness or misadventure associated with assessment tasks, appropriate arrangements are in place to prevent disadvantage to a student.

Student Responsibilities and Procedures

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time.

Examination and test conduct requirements

Examinations and tests require students to **work individually** and make a **genuine attempt** to the **best** of their ability. Examinations and tests are conducted under **silent conditions** for the duration of the allotted time period. A student who communicates with other students during an examination or test or brings material into an examination or test room that may assist him or her or does not **follow instructions** from a teacher may have some or all of his or her paper not included for assessment.

Students **requiring disabilities provisions** for examinations and tests (such as a 'reader', 'writer', extra time, large print papers, coloured paper or the use of a computer) should contact the Head Teacher Wellbeing for specific information.

Examination and Test Rules

1. Students are responsible for the correct reading of their examination timetable including the examination location.
2. Students should be prepared to commence examinations at the scheduled time. Students should arrive at least **10 minutes** before the scheduled commencement time. Time will not be added for latecomers.
3. **No food** is to be brought into the examination room. Water in a clear, unlabelled bottle may be brought into the examination room.
4. Students will **not** be able to leave the examination room before the scheduled finishing time of the examination.
5. **All writing paper** will be supplied for examinations. Students must provide all other requirements such as writing equipment and calculators. Calculators must be approved and must not be programmable. Students are to bring all writing equipment in a transparent plastic bag.
6. No written material is to be brought into the examination room.
7. Students are required to wear **correct school uniform** to all examinations.
8. **Mobile telephones, smart watches and any other electronic devices** are not permitted into the examination room. These devices must be switched off and placed in the box located in the foyer of the MPC. This must be done before entering any examination scheduled in the hall. Students must have their device labelled, switched off and ready to surrender before entering the examination. Students are to use their own paper and rubber band to label their device. Students will be allowed to collect their device once the examination concludes and all papers are collected, not earlier. For examinations scheduled within classrooms, students must switch off their mobile telephone, smart watch and any other electronic device and leave this in the box at the front of the classroom. Students who are found with a mobile telephone or electronic device during an examination will have breached the examination rules. Penalties can include loss of examination marks.
9. **Students** who are unable to attend an examination due to illness or misadventure (accident etc) must telephone the school prior to the commencement time of

the examination and leave a message for the relevant Head Teacher. Students **must** complete an Illness/Misadventure form and supply a doctor's certificate or other credible documentation related to the incident as soon as possible after the absence. The dates on the supporting documentary evidence must cover the entire period of absence.

10. For practical examination times and locations see your teacher before the examination period.

11. No 'white out'.

Malpractice or Non-Serious Attempts

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students underpins the integrity of the RoSA, Preliminary HSC and HSC. Throughout the assessment process, the highest level of honesty is required.

Each student's mark is determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with their NESAs subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

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:

- 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 ideas
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their satisfactory completion of the HSC.

Should malpractice be suspected, students will be informed of the allegation and be required to demonstrate in writing that all unacknowledged work is entirely their own within five school days. If the suspected malpractice constitutes an alleged breach of examination or assessment task rules, students will be expected to respond within five school days to the allegations in writing. Based on the Head Teacher's determination, the student concerned will be referred to the Deputy Principal and/or Principal.

In cases where a teacher alleges that the student has made a non-serious attempt at a task, the matter should be referred to the Head Teacher in the first instance. If the Head Teacher agrees that the student has made a non-serious attempt at the task the student has five school days in which to respond in writing. Based on the Head Teacher's determination, the student concerned will be referred to the Deputy Principal for final determination.

Students determined to have been involved in **malpractice** in relation to any assessment task, including examinations, may expect to **receive a zero mark for that task**. Students who are determined to have made a **non-serious attempt** at an assessment task may also expect to receive a **zero for that task**.

What constitutes malpractice?

All work presented must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination
- using non-approved aids or electronic devices during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Submission of Assessment Tasks

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the teaching and learning process.

Printer/computer failure **is not** an acceptable reason for late submission of work.

Assessment tasks (other than class tasks) must be submitted on the due date before 9.00 am on the day OR as specified by the Head Teacher. Submission after this time will incur a zero mark.

Completion/collection of work missed by students due to absence from a class for any reason is the **responsibility of the student**. Teachers will make every effort to assist students.

A zero mark will be given for tasks submitted after the due date and time, unless a successful Illness/Misadventure application is lodged.

Please note **oral tasks do not have any provision for late presentation**. A **zero mark** will be given if the student is unprepared or unwilling to present their oral task or complete their class task at the start of the designated time/lesson. An Illness/Misadventure application may be used where relevant.

Submission of Assessment Tasks

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the teaching and learning process.

Printer/computer failure is not an acceptable reason for late submission of work.

Assessment tasks (other than class tasks) must be submitted on the due date by and time OR as specified by the Head Teacher. Submission after this time will incur a late penalty. Tasks submitted late will receive zero.

Stage 6 Student Requirements:

In circumstances where a student is ill or experiences misadventure on the day an assessment task is scheduled, the student **must** complete and submit an Illness/Misadventure Application and notify the Head Teacher of the course by a phone call to the school. These procedures are detailed below.

Mandatory Requirements for Misadventure, Illness or other Absence

Definitions of illness and misadventure:

- Illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance **in the assessment task** (e.g. influenza, an asthma attack, a cut hand);
- Misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance **in the assessment task** (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood)

In all cases Wingham High School requires evidence that clearly identifies disadvantage experienced **during the time the student was attempting to complete the assessment task**.

If illness or misadventure prevented a student from attending an examination, or affected their performance in the examination, it is their right and responsibility to lodge an illness/misadventure application. **This application form is available from the Deputy Principal.**

Students **must** lodge an Illness/Misadventure application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their performance **in the actual assessment**. If specific symptoms of a prior illness or impacts of misadventure are **present on the day of the assessment task or examination**, and can be proven through an official medical certificate / police report / statutory declaration, it then may be accepted as grounds for an illness / misadventure appeal.

a) If absent on the day of a scheduled examination, hand in assessment task or oral task, a student must:

- ***Notify the school on that day of the reason for your absence. This could potentially be with advance notice. The Head Teacher of the relevant course must be notified.***
- ***Present a completed Illness/Misadventure Application (supported by evidence) to the Head Teacher of that course by 3:00pm explaining the circumstances or on the first day of your return to school.***

b) In the event of absence on the due date for submission of an assessment task, the task may be posted to the school and bear the post mark of the due date **or** may be brought to the school by a third party **or** may be emailed to the relevant teacher. If the task was submitted late, the student **must** submit an Illness/Misadventure form to the Head Teacher.

- NB: A computer/printer failure will not be accepted as a valid excuse for failure to submit due work. A doctor's certificate on the day of an at home assessment task **must** be supported by evidence of previous work on that task.

School records must show that a student attended a full day of school on the day of an assessment task. This is to ensure that no student is advantaged by using school time to work on an assessment task.

It is the student's responsibility to arrange for an **Illness/Misadventure Application** to be submitted by 3.00pm or upon return to school (if not within 5 school days of due date). Documentary evidence must cover the date of the assessment task and the entire period of absence from school. Students should be prepared to complete the assessment task on the first day they return to school.

The illness/misadventure application process is designed for cases where, because of illness or misadventure, your performance in an examination is not a good measure of your achievement. **It does not cover:**

- Difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
- Alleged deficiencies in teaching; for example extended teacher absences
- Loss of study time or facilities prior to the formal study vacation
- Misreading of the timetable
- Misreading of examination instructions
- Failure to enter for the examination in the correct course
- Long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experience further difficulties
- Courses that are undertaken as a self-tuition student
- Attendance at a sporting or cultural event
- Other commitments, such as participation in entertainment, work or sporting events, or attendance at examinations conducted by other education organisations

It is important this form is returned promptly to the Deputy Principal involved so that a determination can be made.

Supporting Evidence

In all cases Wingham High School requires evidence that clearly identifies disadvantage experienced **during the time the student was attempting to complete the assessment task**. The student should seek independent evidence on the **same day of their assessment**. The documentation that they provide must be current, specific to the date and time of the assessment task, and submitted with their Illness/Misadventure form. When completing an Illness/Misadventure form, they should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of their application.

Student Supporting evidence must include:

- a. a statement from the student explaining how they were affected during the assessment task;
- b. a statement about how the student's performance during the assessment task may have been affected. **The dates featured on the illness evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.**
- c. In cases of misadventure, evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance in the assessment task may have been affected) should be provided with the date and time of the occurrence and subsequent events. **The dates featured on the misadventure evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.**

The student must attend school on the first day not covered by independent documentary evidence i.e. when well enough or circumstances allow. You will generally be required to sit the exam or task you missed on that day. Penalties will apply for absences not supported by completed Illness/Misadventure Applications.

The outcome will be decided by the Head Teacher after considering documentary evidence. The possible outcomes are:

- Task completed at an arranged time/place.
- Task to be accepted without penalty
- Penalty applied - if applicable
- Missed task to be completed at a negotiated time as a guide to an assessment mark
- An extension of time given
- Alternative task to be completed at or by a negotiated time as a guide to an assessment mark
- A zero mark to be awarded

The student will be informed of this decision within five school days of lodgement of the Illness/Misadventure Application. A student may appeal the decision made above or the result of any assessment task. However, an appeal cannot be made regarding professional teacher judgment in applying the marking criteria.

Appeals regarding Assessment Tasks

This appeals process applies in the following circumstances:

- Dissatisfaction with outcome of an Illness/Misadventure application
- Concern regarding a result for an individual task. This does not include an appeal regarding professional teacher judgment in applying the marking criteria
- Concern regarding results recorded on a progress report

The appeals procedure

1. Consult the Head Teacher of the course within **five days** of receiving the determination of an Illness/Misadventure application, task result or report. You will receive a response within 2 school days.
2. If you believe that your grounds for appeal were not appropriately addressed by the Head Teacher, you may take the matter to the Assessment Appeals Committee by providing a copy of the assessment task, your attempt at the task and any other relevant information and lodging it with the Deputy Principal, Chairperson of the Appeals Committee, within five days of receiving the outcome of your appeal with the Head Teacher. The Committee will consider all the information provided to make a determination. The decision regarding the appeal will be communicated as soon as possible.

The Assessment Appeals Committee normally consists of the Deputy Principal supervising assessment and reporting as chairperson, a Head Teacher and the relevant Year Adviser.

School Leave and Assessment Tasks

Leave from school **may** be granted by the Principal upon completion of a leave form on which details of course work to be completed whilst on leave and any assessment requirements are indicated.

Students should be present at school to complete and submit all assessment tasks and examinations. Students and parents should **NOT** assume leave will be granted in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC tasks.

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time. The Department of Education discourages students taking leave during the school term.

14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School - Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.

14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons, should be specified on the application.

Students completing the HSC courses:

All HSC assessments are conducted within the guidelines set by NESA. The NESA guidelines for HSC students make no provision for tasks missed due to leave. There are well established protocols for illness and misadventure however requests for leave do not fall within these protocols.

Students and families are expected to make arrangements to ensure that all requirements of the HSC can be fulfilled.

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the faculty Head Teacher **at least two weeks prior to the scheduled task**. Failure to consult within adequate time, and failure to comply with task submission requirements, will result in penalties for non-completion or late submission of a task in accordance with the WHS assessment policy.

All hand-in tasks due during the period of leave must be submitted prior to leave commencing.

Students with a scheduled in-class task, such as an examination, presentation, or group-work task, may not be able to complete this prior to leave commencing. **Students should pre negotiate when the task can be completed.**

Students completing work placement:

Students completing school and/or TAFE placements are required to complete all school assessment tasks on the scheduled due dates. School assessments take priority and placements should be managed to avoid clashes with school assessments.

Individual HSC Course Assessment Schedules

Assessments in English

English Studies

| Task # | 1 | 2 | 3 | 4 | |
|--|--|--|---|--|-------------|
| Task Type | Review and Reflection | Multi-modal | Cross-Modules Writing Folio | Trial HSC | |
| Due Date | 30/11/2020 | 15/3/2021 | 19/7/2021 | 9/8/2021 | |
| Outcomes Assessed | ES12-2 E S12-3 ES12-4 ES12-5 ES12-7 ES12-9 ES12-10 | ES12-1 ES12-2 ES12-3 ES12-5 ES12-6 ES12-9 | ES12-1 ES12-2 ES12-3 ES12-4 ES12-5 ES12-7 ES12-8 ES12-9 ES12-10 | ES12-2 ES12-3 ES12-4 ES12-5 ES12-7 ES12-8 ES12-9 | |
| Components | | | | | Weighting |
| Knowledge and Understanding of Course Content | 10 | 10 | 20 | 10 | 50% |
| Skills in comprehending texts, communicating ideas and using language, accurately, appropriately and effecting | 10 | 10 | 20 | 10 | 50% |
| Total % | 20 | 20 | 40 | 20 | 100% |

English Studies Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017>

English Standard

| Task # | 1 | 2 | 3 | 4 | |
|--|--|--------------------------------------|--|--|------------------|
| Task Type | Multimodal | Essay | Writing Task | Trial HSC | |
| Due Date | 30/11/2020 | 15/3/2021 | 17/5/2021 | 9/8/2021 | |
| Outcomes Assessed | EN12-2 EN12-3 EN12-4 EN12-5 EN12-7 EN12-9 | EN12-1 EN12-3 EN12-4 EN12-7 | EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-6 EN12-8 EN12-9 | EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-8 EN12-9 | |
| Components | | | | | Weighting |
| Knowledge and Understanding of Course Content | 10 | 10 | 15 | 15 | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 10 | 10 | 15 | 50% |
| Total % | 25 | 20 | 25 | 30 | 100% |

English Standard Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017>

English Advanced

| Task # | 1 | 2 | 3 | 4 | |
|---|--|--|--------------------------------------|--|------------------|
| Task Type | Multimodal | Comparative Essay | Writing Task | Trial HSC | |
| Due Date | 30/11/2020 | 15/3/2021 | 17/05/2021 | 9/8/2021 | |
| Outcomes Assessed | EA12-2 EA12-3 EA12-5 EA12-7 EA12-8 EA12-9 | EA12-1 EA12-3 EA12-4 EA12-5 EA12-8 | EA12-1 EA12-3 EA12-4 EA12-5 | EA12-2 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8 EA12-9 | |
| Components | | | | | Weighting |
| Knowledge and Understanding of Course Content | 10 | 10 | 15 | 15 | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes. | 15 | 10 | 10 | 15 | 50% |
| Total % | 25 | 20 | 25 | 30 | 100% |

English Advanced Syllabus

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017>

Drama

| Components | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---------------------|--|---|---|--|-------------|
| | Research Task and Workshop Performance: Studies in Drama and Theatre, Selected Topic Written response to research question and performance, based on workshop activities | Individual Project: Submission/ Performance of Work Under Development Presentation of work(s) in progress, log book including preliminary drafts and research | Group Performance Work in Progress Presentation of Group Performance under development, log book with critical analysis of role and character, development of effective performance skills and use of theatrical elements to engage an audience | Trial HSC Examination Written Examination Presentation of Group Performance demonstrating ongoing refinement, formal interview and reflection statement | |
| | Term 4, Week 9 | Term 1, Week 8 | Term 2, Week 8 | Term 3, Week 5 | |
| | H1.3, H1.6, H3.1, H3.2, H3.3 | * | H1.1, H1.2, H1.4, H1.5, H2.2 | H3.1, H3.2, H3.3, H1.4, H1.5, H2.1, H2.2, H2.3 | |
| Making | 10 | 10 | 10 | 10 | 40 |
| Performing | | | 20 | 10 | 30 |
| Critically Studying | 10 | 10 | | 10 | 30 |
| Total % | 20 | 20 | 30 | 30 | 100 |

Drama Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus>

Assessments in Human Society and its Environment

Business Studies

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting |
|--|---|--|---|--|------------|
| Topic | Business Investigation: Operations Term 4 Week 8 | In-class extended response: Marketing Term 1 Week 5 | Topic test: Finance Term 2 Week 8 | Trial HSC Term 3 Week 5 | |
| Outcomes assessed | H2, H5, H7, H9, H10 | H2, H4, H5, H6, H7, H8, H9 | H2, H5, H6, H8, H9 | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 | |
| Knowledge and understanding of course content | 5 | 5 | 10 | 20 | 40 |
| Stimulus-based skills | 5 | 5 | 5 | 5 | 20 |
| Inquiry and research | 15 | 5 | | | 20 |
| Communication of business information, ideas and issues in appropriate forms | 5 | 5 | 5 | 5 | 20 |
| Weighting | 30 | 20 | 20 | 30 | 100 |

Business Studies Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies>

History – Ancient

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---|---|--|---|---|-------------|
| | Historical Analysis Cities of Vesuvius: Pompeii and Herculaneum | Research & In Class Essay Ancient Societies (Minoans) | Research & In Class Essay Personalities in their Times (Alexander the Great)/ Historical Period (Ancient Greece 500 – 440BC) | Trial HSC Examination | |
| | Term 4, Week 8 | Term 1, Week 9 | Term 2, Week 6 | Term 3, Week 5 | |
| | Outcomes assessed AH12-6 AH12-8 AH12-9 AH12-10 | Outcomes assessed AH12-1 AH12-2 AH12-3 AH 12-4 AH12-7AH12-9 | Outcomes assessed AH12-5 AH12-6 AH12-8 AH12- 9 | Outcomes assessed AH12-3 AH12-4 AH12-6 AH12- 7 | |
| Knowledge and understanding of course content | 5 | 5 | 10 | 20 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 5 | 5 | 5 | 5 | 20 |
| Historical inquiry and research | 5 | 10 | 5 | | 20 |
| Communication of historical understanding in appropriate forms | 5 | 5 | 5 | 5 | 20 |
| Total % | 20 | 25 | 25 | 30 | 100 |

History – Ancient Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017>

History - Extension

| Component | Task 1 | Task 2 | Task 3 | Weighting % | |
|---|---|--|--|-------------|--|
| | Historical Process (proposal, process log, annotated sources) History Project | Essay History Project | Trial Examination | | |
| | Term 1, Week 8 | Term 3, Week 3 | Term 3, Week 5/6 (Exam Period) | | |
| | Outcomes assessed HE12-1 HE12-2 HE12-3 HE12-4 | Outcomes assessed HE12-1 HE12-2 HE12-3 HE12-4 | Outcomes assessed HE12-1 HE12-3 HE12-4 | | |
| Knowledge and understanding about significant historiographical ideas and processes | 15 | 10 | 15 | 40 | |
| Skills in designing, undertaking and communicating historical inquiry and analysis | 15 | 30 | 15 | 60 | |
| Total % | 30 | 40 | 30 | 100 | |

History – Extension Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/history-extension-2017>

History – Modern

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---|--|---|---|---|-------------|
| | Source Analysis Core Power and Authority in the Modern World 1919–1946 | Research + In-class essay National Studies USSR | Historical analysis Peace and Conflict AIC | Trial HSC Examination All topics | |
| | Term 4, Week 8 | Term 1, Week 8 | Term 2, Week 9 | Term 3, Week 5 | |
| | Outcomes assessed MH12-3 MH12-4 MH12-5 MH12-6 MH12-9 | Outcomes assessed MH12-2 MH12-3 MH12-5 MH12-7 MH12-9 | Outcomes assessed MH12-2 MH12-3 MH12-4 MH12-7 MH12-9 | Outcomes assessed MH12-3 MH12-4 MH12-5 MH12-6 MH12-9 | |
| Knowledge and understanding of course content | 5 | 10 | 10 | 15 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 10 | | 5 | 5 | 20 |
| Historical inquiry and research | 5 | 5 | 10 | | 20 |
| Communication of historical understanding in appropriate forms | | 5 | 5 | 10 | 20 |
| Total % | 20 | 20 | 30 | 30 | 100 |

History – Modern Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017>

Legal Studies

| Component | Task 1 T4 W9 | Task 2 T1 W9 | Task 3 T2 W8 | Task 4 T3 W 5/6 | Weighting |
|---|-------------------------------|---------------------------------|--------------------------------------|---|------------------|
| Topic | Research Essay (Crime) | Take home essay (Family) | In class essay (Consumer Law) | Trial HSC Exam | |
| Outcomes assessed | H1, H3, H4, H6, H7, H8, H9 | H4, H5, H7, H8, H9, H10 | H1, H2, H6, H8, H9 | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 | |
| Knowledge and understanding of course content | 15 | 10 | 15 | 20 | 60 |
| Research | 5 | 10 | 5 | | 20 |
| Communication | 5 | 5 | 5 | 5 | 20 |
| Weighting | 25 | 25 | 25 | 25 | 100 |

Legal Studies Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies>

Work Studies

| Task Description | Outcomes |
|--|----------|
| <p>Assessment will be tailored to individual student needs. Work Experience and on the job training will be a relevant aspect of assessment. Other assessment could include a job application and resume, topic tests and a Work Experience log book.</p> <p>Work Experience will be monitored by Work Studies Teacher/Transition Adviser, Job Coach and/or Careers Adviser.</p> <p>All aspects of assessment will be catering to students transitioning from school to the workforce.</p> | 1 - 7 |

Work Studies Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/work-studies>

Assessments in Mathematics

Mathematics Standard 1

| | Task 1 | Task 2 | Task 3 | Task 4 | |
|-------------------------|---|--|---|------------------------------|-----|
| Task description | Topic test - Rates&Ratios / Investments&Loans | Topic test – Trigonometry /Simultaneous Equations | Project/Investigative task– Networks and Paths / Further Statistical Analysis | Trial HSC Examination | |
| Outcomes Assessed | MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-8, MS1-12-9, MS1-12-10 | MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10 | MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10 | MS1-12-1 to 10 | |
| Due Date | W8 T4 | W8 T1 | W9 T2 | W5/6 T3 | |
| Assessment Value | 20 | 25 | 25 | 30 | 100 |

Mathematics Standard Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017>

Mathematics Standard 2

| | Task 1 | Task 2 | Task 3 | Task 4 | |
|-------------------------|---|---|---|------------------------------|-----|
| Task description | Project/Investigative task- Rates&Ratios / Investments&Loans | Topic test – Trigonometry /Simultaneous Equations /Annuities | Topic test – Networks Concepts /Critical Path Analysis /Bivariate Data | Trial HSC Examination | |
| Outcomes Assessed | MS2-12-1, MS2-12-3, MS2-12-4, , MS2-12-5, MS2-12-6, MS2-12-8, MS2-12-9, MS2-12-10 | MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10 | MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10 | MS2-12-1 to 10 | |
| Due Date | W8 T4 | W8 T1 | W9 T2 | W5/6 T3 | |
| Assessment Value | 20 | 25 | 25 | 30 | 100 |

Mathematics Standard 2 Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017>

Mathematics

| | Task 1 | Task 2 | Task 3 | Task 4 | |
|---------------------------------------|--|--|---|------------------------------|------|
| Task description | Topic test – Graphing techniques / Differentiation of trigonometric, exponential and logarithmic functions. Rules of differentiation | Project/Investigative Task Can Mathematics predict periodic phenomena? | Topic test Antiderivative. Derivatives and their applications. Areas and definite integrals. Trigonometric functions and graphs. | Trial HSC Examination | |
| Outcomes Assessed | MA12-1, MA12-9, MA12-12-10, MA12-3, MA2-12-6 | | MA12-3, MA12-7, MA12-9, MA12-10, MA2-12-6 | MS2-12-1 to 10 | |
| Due Date | W8 T4 | W5 T1 | W8 T2 | W5/6 T3 | |
| Assessment Value | 25% | 20% | 25% | 30% | 100% |
| Communicating Fluency Understanding | 10% | 10% | 10% | 20% | 50% |
| Reasoning Understanding Justification | 15% | 10% | 15% | 10% | 50% |

Mathematics Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-syllabus>

Mathematics Extension 1

| | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|------------------------------|-----|
| Task description | Topic test – Exponential growth and decay. Proof by mathematical induction | Project/Investigative task Can speed be measured perfectly? | Topic Test Vectors. Further calculus. Further areas and volumes. Differential equations Projectile motion. Trigonometric equations. | Trial HSC Examination | |
| Outcomes Assessed | ME11-1, ME11-4, ME-11-6, , ME11-7- | ME-12–1, ME-12-3, ME12-4PP | ME12-1, ME12-2, ME-12-6, ME12-7- | ME12--1 to 10 | |
| Due Date | W8 T4 | W8 T1 | W9 T2 | W5/6 T3 | |
| Assessment Value | 25% | 20% | 25 | 30 | 100 |
| Communicating Fluency Understanding | 10% | 10% | 15% | 15% | 50 |
| Reasoning Understanding Justification | 15% | 10% | 10% | 15% | 50 |

Mathematics Extension 1 Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017>

Mathematics Extension 2

| | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|--|--|---|------------------------------|------|
| Task description | Topic test – Complex numbers. The nature of proof | Project/Investigative task Design an aerobic display | Topic test task. Vectors. Solving equations with complex numbers. Further integration | Trial HSC Examination | |
| Outcomes Assessed | ME2-12-1, ME2-12-4, ME2-12-7, , ME2-12-8, | ME2-12-3, ME2-12-7, , ME2-12-8, | ME2-12-1, ME-12-4, ME2-12-7, , ME2-12-8,ME12-6 | MS2-12-1 to 10 | |
| Due Date | W9 T4 | W5 T1 | W10 T2 | W5/6 T3 | |
| Assessment Value | 25% | 20% | 25% | 30% | 100% |
| Communicating Fluency Understanding | 10% | 10% | 15% | 15% | 50% |
| Reasoning Understanding Justification | 15% | 10% | 10% | 15% | 50% |

Mathematics Extension 2 Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-2-2017>

Assessments in Personal Development, Health and Physical Education

Community & Family Studies

| | | Task 1 | Task 2 | Task 3 | Task 4 |
|--|------------------|---|--------------------------|--|--|
| | Timing | Term 4 Week 9 | Term 1 Week 7 | Term 2 Week 9 | Term 3 Exam Block |
| | Task Type | Independent Research Project | Research / In Class Task | Research Report | Trial HSC |
| Component | Totals | Component Weighting and Outcomes | | | |
| Knowledge and understanding of how the following impact on wellbeing: - resource management - positive relationships - range of societal factors | 40% | | 10 H2.3 H3.4 | 10 H1.1 H2.3 H3.1 H3.3 H3.4 | 20 (All Outcomes may be Assessed) |
| Skills in: - applying management processes to meet the needs of individuals, groups, families and communities - planning to take responsible action to promote wellbeing | 25% | 5 H 6.1 | 7 H6.1 | 3 H5.1 H6.2 | 10 (All Outcomes may be Assessed) |
| Knowledge and understanding about research methodology and skills in researching critical thinking, analysing and communicating | 35% | 20 H4.1 H4.2 | 3 H4.1 H4.2 | 2 H4.1 H4.2 | 10 (All Outcomes may be Assessed) |
| Task Weighting | 100% | 25% | 20% | 15% | 40% |
| Modules Assessed | | Research Methodology | Groups in Context | Parenting & Caring | All Modules |

Community and Family Studies Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhp/community-family-studies-syllabus>

Personal Development, Health and Physical Education

| Task No | 1 | 2 | 3 | Totals | |
|-----------------------------|---|--|--|--------|-----|
| Due | T1 W3 | T2 W10 | T3 W5/6 | | |
| | Factors Affecting Performance – Training Program Analysis | Research Task – Health Priorities Health Promotion | Trial HSC | | |
| Assessment Weighting | 35% | 35% | 30% | | 100 |
| Knowledge and Understanding | 10 | 10 | 20 | 40 | |
| Skills | 25 | 25 | 10 | 60 | |
| | H7, H8, H11, H16, H17 | H1, H2, H3, H4, H5, H14, H15, H16 | H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H14, H15, H16, H17 | | |

Personal Development, Health and Physical Education Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/pdhpe-syllabus>

Sport, Lifestyle and Recreation

| Task # | Task description | Outcomes Assessed | Task weighting | Component Weighting | | Date due/completed |
|---------------|--|---|-----------------------|-------------------------------------|---------------|---------------------------|
| | | | | Knowledge and Understandings | Skills | |
| 1 | Games and Sports Applications I - Practical | H1.1, H1.3, H2.2, H3.1, H3.6, H4.4 & H4.5 | 25% | 10 | 15 | T4 W9 |
| 2 | Sports Coaching & Training | H1.1, H1.3, H2.1, H2.2, H3.1, H3.2, H4.2 & H4.5 | 25% | 15 | 10 | T1 W7 |
| 3 | Games and Sports Applications II - Practical | H1.1, H1.3, H2.1, H3.1, H3.2, H4.1 & H4.4 | 25% | 10 | 15 | T2 W9 |
| 4 | First Aid & Sports Injuries | H1.3, H2.5, H3.6, H4.2, H4.4 & H4.5 | 25% | 15 | 10 | T3 W3 |
| | | | 100 | 50 | 50 | |

Sport Lifestyle and Recreation Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhp/sport-lifestyle-recreation-studies>

Assessments in Science

Agriculture

| | Task 1 | Task 2 | Task 3 | Task 4 |
|---|--|--|---|---|
| Syllabus components, weightings and related outcomes | Outcomes: <i>H3.1, 3.2, 3.3, 3.4</i> Content: <i>Plant Production Allelopathy and Density Trial</i> Due Date: <i>Week 6 Term 1</i> | Outcomes: <i>H1.1,2.1, 2.2, 4.1,</i> Content: <i>Farm Product Study</i> Due Date: <i>Week 6 Term 2</i> | Outcomes: <i>H3.4, 4.1, 5.1</i> Content: <i>Farming for the 21st Century – Research Paper</i> Due Date: <i>Week 2 Term 3</i> | Outcomes: <i>All</i> Content: <i>Trial HSC Examination</i> Due Date: <i>Week 5 Term 3</i> |
| Knowledge and Understanding | 10 | 20 | 10 | 15 |
| Skills | 10 | 10 | 5 | 10 |
| Total | 20 | 30 | 15 | 35 |

Agriculture Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/agriculture-syllabus>

Biology

| Assessment No. | Task 1 | Task 2 | Task 3 | Task 4 | Weighting |
|------------------------------------|---|-------------------------|-------------------------------------|--|------------|
| Assessment Item | <i>Practical / Modelling</i> | <i>Research Task</i> | <i>Depth Study</i> | <i>Trial Examination</i> | % |
| Due Date | Term 4 Week 9 | Term 1 Week 8 | Term 2 Week 8 | Term 3 Week 5/6 | |
| Outcomes Assessed | 12.1, 12.2, 12.3, 12.4, 12.6, 12.7, 12.12 | 12.5, 12.6, 12.7, 12.13 | 12.2, 12.4, 12.6, 12.7, 12.14, 12.5 | 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.12, 12.3, 12.14, 12.5 | |
| Working Scientifically | 20 | 10 | 15 | 10 | 55 |
| Knowledge and Understanding | 5 | 5 | 15 | 20 | 45 |
| Total % | 25 | 15 | 30 | 30 | 100 |

Biology Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017>

Chemistry

| <i>Assessment item</i> | <i>Outcomes assessed</i> | <i>When?</i> | <i>Weighting</i> |
|--|--|----------------------------|---|
| 1. Research Task | CH11/12-5, 7 CH12-12, 15 | Week 8, Term 4, 2019 | Working Scientifically (5) / Knowledge & Understanding (5) 10 |
| 2. Practical task - Titration | CH11/12-1, 2, 3, 5, 13 | Week 6, Term 1, 2020 | Working Scientifically (15) / Knowledge & Understanding (10) 25 |
| 3. Depth Study - Progress check - Final presentation | CH11/1, 2, 3, 4, 5, 6, 7 | Week 10, Term 2, 2020 | Working Scientifically (20) / Knowledge & Understanding (5) 25 |
| 4. End of course examination | CH11/12- 1, 2, 3, 4, 5, 6, 7 CH12-12, 13, 14, 15 | Weeks 5/6, Term 3, 2020 | Working Scientifically (20) / Knowledge & Understanding (20) 40 |
| Total | | | Working Scientifically (60) / Knowledge & Understanding (40) 100 |

Chemistry Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/chemistry-2017>

Physics

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|-------------------------------------|---|--|---|--|-------------|
| | Practical Task Advanced Mechanics | Processing/ Modelling Task Electromagnetism | Depth Study Multimedia/ Visual Presentation Nature of Light | Trial HSC Examination | |
| | Term 4, Week 9 | Term 1, Week 10 | Term 2, Week 8 | Term 3, Week 4 | |
| | Outcomes assessed PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH12-12 | Outcomes assessed PH11/12-1 PH11/12-5 PH11/12-7 PH12-13 | Outcomes assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-14 | Outcomes assessed PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15 | |
| Knowledge and Understanding | 5 | 10 | 10 | 15 | 40 |
| Skills in Working Scientifically | 20 | 15 | 15 | 10 | 60 |
| Total % | 25 | 25 | 25 | 25 | 100 |

Physics Syllabus

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/physics-2017>

Primary Industry

| TASK | Outcomes | TIMING Week/Term | WEIGHT %Marks |
|--------------------------|--------------------------------|---------------------------------|--------------------------|
| 1. Trial HSC Examination | Events & Work Experience | T3 W5/6 <i>Starts 9/8/21</i> | 100 (if RQD) |

Please note that Vocational Education and Training courses do not have outcomes but assess in relation to competency units specific to the course of study being undertaken. Please ask your trainer for a full list of these competencies.

Primary Industry Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/primary-industries-syllabus>

Assessments Technology and Applied Studies (TAS)

Design and Technology

| Task # | Task description | Outcomes | Task weighting % | Date due/completed |
|---------------|--|--|-------------------------|---------------------------|
| 1 | Major Work Folio and Oral Presentation | H1.1, H3.2, H4.1, H5.2 | 20% | T4 W9 7/12/20 |
| 2 | Innovation and Design – Case Study and Research Task | H1.2, H2.1, H2.2, H3.1, H5.2, H6.2 | 25% | T2 W8 7/06/21 |
| 3 | Major Design Project – Presentation and Evaluation | H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2 | 30% | T3 W2 19/07/21 |
| 4 | Trial HSC Examination | H1.1, H2.1, H3.1, H4.1, H6.2 | 25% | T3 W5/6 Starts 9/8/21 |

Design and Technology Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/design-and-technology-syllabus>

Hospitality

| TASK | Outcomes | Task Weighting % | Date due/completed |
|--------------------------|---|-------------------------|---------------------------|
| 1. Trial HSC Examination | SITXFSA001 SITXWHS001 BSBWOR203 SITHIND002 SITHCCC001 SITHCCC005 SITHKOP001 SITXFSA002 | 100 % | T3 W5/6 Starts 9/8/21 |

Please note that Vocational Education and Training courses do not have outcomes but assess in relation to competency units specific to the course of study being undertaken. Please ask your trainer for a full list of these competencies.

Hospitality Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/hospitality-syllabus>

Food Technology

| Task # | Task description | OUTCOMES | Task weighting (%) | Date due/completed |
|---------------|---|--|---------------------------|---------------------------|
| 1 | Food Manufacture Core Strand: Research, Practical and Experimentation | H1.1, H4.2 | 20% | T4 W8 30/11/20 |
| 2 | Nutrition Research Task and Oral Presentation | H2.1, H3.2 H5.1 | 20% | T1 W7 8/3/21 |
| 3 | Food Product Development Core Strand: Research, Practical and Experimentation | H1.3, H4.1 | 20% | T2 W8 7/6/21 |
| 4 | Trial HSC Examination | H1.1, H1.2, H1.3, H1.4 H2.1, H3.1, H3.2, H5.1 | 40% | T3 W5/6 Starts 9/8/21 |

Food Technology Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/food-technology-syllabus>

Industrial Technology – Timber Products and Furniture Technologies

| Task # | Task description | Outcomes Assessed | Task weighting % | Date due/completed |
|---------------|---|--|-------------------------|---------------------------|
| 1 | Folio - Stage 1 and Model | H3.1, H3.2, H3.3, H4.2, H5.1, H5.2, H6.1 | 20% | T4 W9 7/12/20 |
| 2 | Folio Stage 2 and Emerging Technologies | H1.1, H1.2, H1.3, H3.2, H5.1, H7.1, H7.2 | 30% | T2 W5 17/5/21 |
| 3 | Folio Stage 3 and Skills Audit | H2.1, H3.3, H4.1, H6.1, H6.2 | 20% | T3 W2 19/7/21 |
| 4 | Trial HSC Examination | H1.2, H4.3, H6.1, H7.1, H7.2 | 30% | T3 W5/6 Starts 9/8/21 |

Industrial Technology – Timber Products and Furniture Technologies Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/industrial-technology>

Year 12 Assessment Summary

Term 4 2020

| | <i>Beginning Date</i> | <i>Subject</i> | <i>Task</i> | <i>Weight %</i> |
|----------------|-----------------------|-------------------------------|---|-----------------|
| Week 1 | 12/10/20 | | | |
| Week 2 | 19/10/20 | | | |
| Week 3 | 26/10/20 | | | |
| Week 4 | 2/11/20 | | | |
| Week 5 | 9/11/20 | | | |
| Week 6 | 16/11/20 | | | |
| Week 7 | 23/11/20 | | | |
| Week 8 | 30/11/20 | English Studies | Review & Reflection | 20 |
| | | English Standard | Multi-modal | 25 |
| | | English Advanced | Multi-modal | 25 |
| | | Business Studies | Business Investigation | 30 |
| | | Ancient History | Historical Analysis | 20 |
| | | History Extension | Historical Process | 30 |
| | | Modern History | Source Analysis | 20 |
| | | Mathematics Standard 1 | Topic Test | 20 |
| | | Mathematics Standard 2 | Project/Investigation | 20 |
| | | Mathematics | Topic Test | 25 |
| | | Mathematics Extension 1 | Topic Test | 25 |
| | | Chemistry | Research | 10 |
| | | Food Technology | Research, Practical and Experimentation | 20 |
| Week 9 | 7/12/20 | Drama | Research and Workshop Performance | 20 |
| | | Legal Studies | Research Essay | 25 |
| | | CaFS | Research Project | 25 |
| | | SLR | Games & Sport Applications, Practical | 25 |
| | | Biology | Practical/Modelling | 25 |
| | | Physics | Practical | 25 |
| | | Design & Technology | Major Work Folio & Oral Presentation | 20 |
| | | Industrial Technology, Timber | Folio Stage 1 & Model | 20 |
| Week 10 | 14/12/20 | | | |

Term 1 2021

| | <i>Beginning Date</i> | <i>Subject</i> | <i>Task</i> | <i>Weight</i> |
|----------------|-----------------------|-------------------------------|--|---------------|
| Week 1 | 25/1/21 | | | |
| Week 2 | 1/2/21 | | | |
| Week 3 | 8/2/21 | PDHPE | Training Program Analysis | 35 |
| Week 4 | 15/2/21 | | | |
| Week 5 | 22/2/21 | Business Studies | In-class Extended Response | 20 |
| | | Mathematics | Project/Investigation | 20 |
| | | Industrial Technology, Timber | Folio Stage 2 & Emerging Technologies | 30 |
| | | Mathematics Extension 2 | Project/Investigation | 20 |
| Week 6 | 1/3/21 | Chemistry | Practical | 25 |
| | | Agriculture | Plant Production Allelopathy & Density Trial | 20 |
| Week 7 | 8/3/21 | CaFS | Research | 20 |
| | | SLR | Sports Coaching & Training | 25 |
| | | Food Technology | Research & Oral Presentation | 20 |
| Week 8 | 15/3/21 | English Studies | Multi-modal | 20 |
| | | English Standard | Essay | 20 |
| | | English Advanced | Comparative Essay | 20 |
| | | Drama | Individual Project | 20 |
| | | Modern History | Research & In-class Essay | 20 |
| | | Mathematics Standard 1 | Topic Test | 25 |
| | | Mathematics Standard 2 | Topic Test | 25 |
| | | Mathematics Extension 1 | Project/Investigation | 20 |
| | | Biology | Research | 15 |
| | | Design & Technology | Case Study & Research | 25 |
| Week 9 | 22/3/21 | Ancient History | Research & In-class Essay | 25 |
| | | Legal Studies | Take Home Essay | 25 |
| | | Mathematics Extension 2 | Topic Test | 25 |
| Week 10 | 29/3/21 | Physics | Processing/Modelling | 25 |

Term 2 2021

| | <i>Beginning Date</i> | <i>Subject</i> | <i>Task</i> | <i>Weight %</i> |
|----------------|-----------------------|-------------------------|--|-----------------|
| Week 1 | 19/4/21 | | | |
| Week 2 | 26/4/21 | English Studies | Cross Module Writing Folio | 40 |
| Week 3 | 3/5/21 | | | |
| Week 4 | 10/5/21 | | | |
| Week 5 | 17/5/21 | English Standard | Writing | 25 |
| | | English Advanced | Writing | 25 |
| Week 6 | 24/5/21 | Ancient History | Research & In-class Essay | 25 |
| | | Agriculture | Farm Product Study | 30 |
| Week 7 | 31/5/21 | | | |
| Week 8 | 7/6/21 | Drama | Group Performance | 30 |
| | | Business Studies | Topic Test | 20 |
| | | Modern History | Historical Analysis | 30 |
| | | Legal Studies | In-class Essay | 25 |
| | | Mathematics | Topic Test | 25 |
| | | Biology | Depth Study | 30 |
| | | Physics | Depth Study | 25 |
| | | Food Technology | Research, Practical & Experimentation | |
| Week 9 | 14/6/21 | Mathematics Standard 1 | Project/Investigation | 25 |
| | | Mathematics Standard 2 | Topic Test | 25 |
| | | Mathematics Extension 1 | Topic Test | 25 |
| | | CaFS | Research | 15 |
| | | SLR | Games & Sports Applications, Practical | 25 |
| Week 10 | 21/6/21 | PDHPE | Research | 35 |
| | | Chemistry | Depth Study | 25 |
| | | Mathematics Extension 2 | Topic Test | 25 |

Term 3 2021

| | <i>Beginning Date</i> | <i>Subject</i> | <i>Task</i> | <i>Weight %</i> |
|--------------------------------|-----------------------|-------------------------------|------------------------------|-----------------|
| Week 1 | 12/7/21 | | | |
| Week 2 | 19/7/21 | Industrial Technology, Timber | Folio Stage 3 & Skills Audit | 20 |
| | | Agriculture | Research | 15 |
| Week 3 | 26/7/21 | History Extension | Essay | 40 |
| | | SLR | First Aid & Sports Injuries | 25 |
| | | Design & Technology | Major Design Project | 30 |
| Week 4 | 2/8/21 | | | |
| Week 5 & Week 6 | 9/8/21 | English Studies | Trial HSC Examination | 20 |
| | 16/8/21 | English Standard | Trial HSC Examination | 30 |
| English Advanced | | Trial HSC Examination | 30 | |
| Drama | | Trial HSC Examination | 30 | |
| Business Studies | | Trial HSC Examination | 30 | |
| Ancient History | | Trial HSC Examination | 30 | |
| History Extension | | Trial HSC Examination | 30 | |
| Modern History | | Trial HSC Examination | 30 | |
| Legal Studies | | Trial HSC Examination | 25 | |
| Mathematics Standard 1 | | Trial HSC Examination | 30 | |
| Mathematics Standard 2 | | Trial HSC Examination | 30 | |
| Mathematics | | Trial HSC Examination | 30 | |
| Mathematics Extension 1 | | Trial HSC Examination | 30 | |
| Mathematics Extension | | Trial HSC Examination | 30 | |
| CaFS | | Trial HSC Examination | 40 | |
| PDHPE | | Trial HSC Examination | 30 | |
| Agriculture | | Trial HSC Examination | 35 | |
| Biology | | Trial HSC Examination | 30 | |
| Chemistry | | Trial HSC Examination | 40 | |
| Physics | | Trial HSC Examination | 25 | |
| Primary Industry | | Trial HSC Examination | 100 | |
| Design & Technology | | Trial HSC Examination | 25 | |
| Hospitality | Trial HSC Examination | 100 | | |
| Food Technology | Trial HSC Examination | 40 | | |
| Industrial Technology, Timber | Trial HSC Examination | 30 | | |
| Week 7 | 23/8/21 | | | |

| | | | | |
|----------------|----------------|--|--|--|
| Week 8 | 30/8/21 | | | |
| Week 9 | 6/9/21 | | | |
| Week 10 | 13/9/21 | | | |

Student Notes
