

# ST VINCENT'S COLLEGE

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## POTTS POINT



### Year 12

## Assessment Handbook

### 2020 / 2021



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## ASSESSMENT POLICY

St Vincent's College is a Mary Aikenhead Ministry in the tradition of the Sisters of Charity. We are called to develop in each member of our community a contemporary understanding and application of the charism of Mary Aikenhead and the spirituality of the Sisters of Charity, and the Mary Aikenhead Ministries' mission, vision and values of justice, love compassion and hope.

### PRINCIPLES OF QUALITY ASSESSMENT AT ST VINCENT'S COLLEGE

This Assessment Policy is based upon the Assessment Guidelines and Requirements of the NESA and is underpinned by the St Vincent's College Learning Framework. The following principles of Assessment are evidence-based and support the Advice on Assessment from NESA, as well as, **The College Learning Framework**.



The following principles provide a basis upon which decisions about quality assessment practices for all our students are built.

Assessment at St Vincent's College:

- is relevant, purposeful and engaging
- is valid, reliable and measurable against student outcomes
- aligns with our Learning Framework as it *informs, transforms and empowers* student learning
- is fair and accessible, enabling all students' an opportunity to demonstrate their learning
- incorporates *reasonable adjustments* for our diverse learners to demonstrate their learning
- provides evidence that accurately represents a student's knowledge, understanding and skills
- enables students to demonstrate their learning in a range of different contexts and modes
- enables teachers to provide effective feedback (within two weeks of the task date, where practicable) in order to empower students to reflect on their work and set goals to assist their learning.

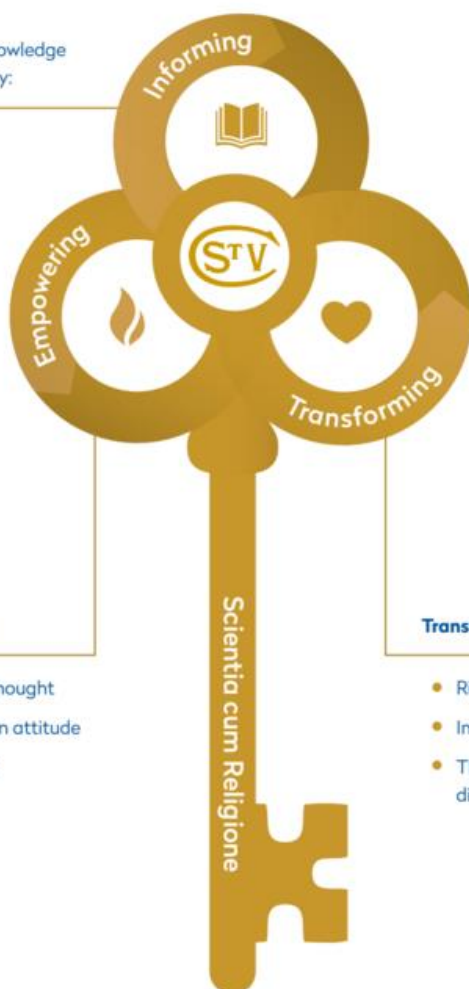


# St Vincent's College Learning Framework

A St Vincent's College graduate is a courageous woman  
of action empowered to be independent in thought,  
compassionate in attitude and confident to act.

**Informing** with the essential knowledge  
and core skills of the 21st century:

- Critical thinking
- Creativity
- Collaboration



**Empowering** to be:

- Independent in thought
- Compassionate in attitude
- Confident to act

**Transforming** by a culture of:

- Right relationships
- Immersion into social justice experiences
- The practices of reflection and discernment

Scientia cum Religione – our College Motto celebrates the strength of education in the Catholic tradition:  
knowledge combined with religion.

## TYPES OF ASSESSMENT AT ST VINCENT'S COLLEGE

The NSW syllabuses promote an integrated approach to teaching, learning and assessment. '*Assessment for learning*', '*assessment as learning*' and '*assessment of learning*' are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to grow student learning.

### (i) Assessment for Learning

*Assessment for learning* involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

*Assessment for learning:*

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

### (ii) Assessment as Learning

*Assessment as learning* occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

*Assessment as learning:*

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

### (iii) Assessment of Learning

*Assessment of learning* assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of *assessment of learning* for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

*Assessment of learning:*

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

## ADJUSTMENTS FOR STUDENTS WITH A DISABILITY

At St Vincent's College, adjustments are made to teaching, learning and assessment practices for students with a disability, so that they are not placed at a disadvantage or treated less favourably for a reason relating to their disability. These adjustments, as required by the Disability Standards for Education, are additional to, or otherwise different from, provisions normally available. To access these special educational provisions, students would have impairment in at least one of the following six areas: 1. Intellectual 2. Mental Health 3. Neurological 4. Physical 5. Sensory 6. Learning Disability including Dyslexia and ADHD (the six broad categories of disability as cited by the Disability Discrimination Act).

The adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student with specific learning needs to access syllabus outcomes and content on 'the same basis' as their peers. In relation to teaching and learning the adjustment could be providing a scaffold to accompany multi-step or complex instructions. In relation to assessment, 'reasonable adjustments' could be:

- adjustments to the assessment process (otherwise known as Disability Provisions). Some examples include additional time, rest breaks, the use of a reader and/or scribe or specific technology.
- adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions.
- alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

The types of adjustments made will vary, based on the needs of individual students. Further examples of adjustments to assessment for students with special education needs and information on assessment for students undertaking *Life Skills*, can be found in the appendix.

Adjustments to teaching, learning and assessment practices for students with a disability are made in consultation with the student and their family, are regularly reviewed and can be changed. A formal application to the Learning Support Coordinator, with supporting documentation, is necessary before any adjustment to be considered. This documentation may include but is not limited to medical reports, reports from Allied Health professionals or results obtained from psychometric or other specialised educational testing. The decision about the most appropriate delivery of these special educational provisions is made by the Learning Support Coordinator in consultation with the Director of Teaching and Learning. Once the application has been approved, the Diverse Learning Team requires copies of notifications (adjusted and non-adjusted) at least *one week prior* to distribution of the Assessment Activity Notification (adjusted and non-adjusted) to assist teachers to ensure the activity is reliable and accessible for all students *on a same basis* nature.

## DISABILITY PROVISIONS

Parents/Carers of students with a disability should apply to the Learning Support Coordinator for Disability Provisions at the beginning of the academic year. To apply for Disability Provisions, parents/carers need to submit in writing their request for provisions with documented support of their disability. Disability Provisions are only granted in formal examination blocks. Applications are only approved in accordance with NESA regulations and if successful, will take effect from the very next term from when the application is considered. An application for a review of decision is to be in writing and submitted to the Learning Support Coordinator one week after the decision was granted by NESA. Grounds for Disability Provision through NESA include: Physical disability, learning disability, mental and physical health complications. The student's application will be assessed by the Learning Support Coordinator and the Director of Teaching and Learning.

## ACCELERATED MATHEMATICS POLICY

Students enrolled in an Accelerated Mathematics course, wherever possible, will be considered carefully in the preparation of College examination timetables so that the scheduling of mandatory examinations for the Accelerated Mathematics course does not put undue pressure on the student's current cohort examination schedule.

Wherever possible, there will be some spacing between these examinations, but in circumstances where this is unavoidable, some compensatory time for supervised study at the College, for a portion of a school day, will be accommodated.

## EFFECTIVE FEEDBACK

Teacher feedback about student learning is essential for students to grow their learning and is integral to teaching, learning and assessment practice.

### Feedback can clarify for students:

- how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being addressed
- how to *inform, transform and empower* their learning. Feedback enables students to recognise their strengths, as well as, their areas for development in order to identify and plan with their teacher the next steps in their learning growth.

### Feedback allows students to improve their knowledge, understanding and skills and:

- is **SMART** - Specific/ Measurable/ Attainable/ Realistic and Timely
- is constructive and provides meaningful information to students about their learning in a variety of forms
- focusses on the learning outcomes and corrects misunderstandings
- identifies and reinforces students' strengths
- provides information about how students can grow their learning, through clear marking criteria
- facilitates the development of, and provides opportunities for, self-assessment and reflection during the learning process
- informs future teaching and learning opportunities for both the teacher and the student.

## ASSESSMENT PROCEDURES

All students will receive access to this Assessment Policy, which outlines their rights and responsibilities. Students will receive a written notification of all upcoming Assessment Activities by email approximately *three-weeks prior* to an assessment due date. Assessment Handbooks for Years 7-11 will be distributed to students at the beginning of each academic year. Assessment Handbooks for Year 12 will be distributed at the beginning of the HSC course in Term 4 of Year 11, marking the transition from Year 11 to the Year 12 (HSC) course.

Specific activity details will be distributed to students as determined appropriate by the relevant Class Teacher/Head of Department/Director of Teaching and Learning. All assessment activities are emailed directly to students on the same day, however, students who are absent at the time the assessment activity was notified **MUST** see their class teacher immediately on returning to school, to clarify any information/interpretations pertaining to the activity.



## ASSESSMENT PROCEDURES FOR STUDENTS

Students are entitled to:

1. be informed of the policies of the school and NESA in relation to their Assessment Schedules.
2. adequate written notice of an activity being due or any alteration to the nature or timing of the activity.
  - **All activity notifications are aimed to be issued three weeks prior to the assessment due date.**
3. be informed on the nature and purpose of assessment.
4. receive clear guidelines relating to the requirements of each assessment activity including information regarding the syllabus outcomes targeted by the activity.
5. receive information regarding the criteria by which the activity will be assessed.
6. have work assessed and returned to them in a timely manner.
  - **All marking is aimed to be returned within a two-week turnaround time frame.**
7. receive meaningful feedback that assists students to review their work.
8. expect a consistent interpretation and application of the College's Assessment Policy.
9. request a review of the calculation of the final assessment mark to qualify that the final assessment rank is incorrect.
10. students are given detailed feedback on all activities, however, they do have the opportunity to discuss the marking criteria and *confirm their marks immediately after each* assessment activity is returned. **All confirmed student marks per Assessment Activity are available on the Student Portal (Edumate)** immediately after marking is returned to the student.

## SUBMISSION OF ACTIVITIES

- All *hand-in* activities are to be submitted before 8:40am to the teacher-in-charge of the collection **as indicated on the Assessment notification. Handing in an activity AFTER this time (8:40am) will constitute a late penalty (see Penalties for Late Submission of Assessment Activities).**
- Any electronic submission of an activity must comply with the specifications of the activity and must be time stamped in a manner that allows the teacher to establish a submission time and date.
- **Students involved in College activities** (Music rehearsals, excursions, band etc) **ARE NOT** exempt from the activity submission requirements detailed in this section.
- **Students involved in extracurricular activities** (Music/Drama/Debating rehearsals etc) **ARE NOT** exempt from the activity submission requirements detailed in this section. Students should retain an electronic copy of their submission on their personal device.
- **Students attending before school classes ARE NOT** exempt from the activity submission requirements detailed in this section.
- Failure to attend an in-class activity or failure to hand in an activity on the due date without relevant documentation (a Medical Certificate - Years 11-12) will result in a penalty.

## THE USE OF TECHNOLOGY IN ASSESSMENT ACTIVITIES

- **Students should always save any work completed at school in their personal storage area on their personal device or on a USB.** Additionally, students have access to 1TB of cloud storage through their College login. If any student wishes to work on a digital resource at home, it must also be saved to a USB storage device or emailed to the student using the College email address. Note: Email is only capable of transferring files no greater than 25 megabytes.
- It is important that students follow responsible practices in their use of technology to complete assessment activities by:
  1. maintaining reliable, updated back-up copies.
  2. retaining printed draft copies.
  3. allowing adequate time to troubleshoot potential failures of technology.
- **Failure of ICT equipment will not be accepted as an excuse for non-submission of an Assessment Activity** (see College Diary p24).

## LATE SUBMISSION

Students who are absent on the due date **MUST** submit the activity immediately upon their arrival to the College or the *very next day* they attend school to the appropriate Head of Department, even if there is NO scheduled lesson on that day. A Medical Certificate (Years 11-12) must accompany this late submission.

## EXTENSIONS UNDER EXCEPTIONAL CIRCUMSTANCES

The Director of Teaching and Learning may grant an extension in exceptional circumstances in consultation with the Head of Department. A decision will be made based on the evidence the students can provide with regard to her assessment work to date, for example, it may be deemed necessary for a student in practical subjects to submit all work completed, and the Head of Department in consultation with the Director of Teaching and Learning will assess this partial submission and an estimate based on previous or subsequent work may be provided. Medical Certificates or other documentation from an external medical provider supporting the request may be required.

## ILLNESS/MISADVENTURE

### Unforeseeable Absence from an Assessment Activity

Ensuring the integrity of the assessment process is of paramount importance to all teaching staff at the College to maintain equity and fairness to all of our students. Therefore, a student who is absent from, or unable to, complete a particular activity or submit an activity, is required to carry out the following procedures:

**STEP 1:** Notify Student Services before 8.30am on the morning of the activity or activity due-by date (Tel: 8324 6630 or email [collegesecretary@stvincents.nsw.edu.au](mailto:collegesecretary@stvincents.nsw.edu.au) ). Student Services is to notify the Director of Teaching and Learning of the student's absence. For submissions, students should email their work directly to their teacher. For submissions with a practical component, students should email all text-based material to their teacher.

**STEP 2:** Immediately upon return to the College after illness, students must obtain an *Illness/Misadventure Application Form* from Student Services, complete it and attach the relevant documentation, and submit to the Head of Department *on the same day*.

## YEARS 11-12

- A **Medical Certificate** covering the day of the Assessment Activity and/or absence immediately before an Assessment Activity must accompany this application for all students in Years 11-12.
- The Head of Department in consultation with the Director of Teaching and Learning will arrange a time for a 'make-up' activity to be completed. Documentation provided must cover all days absent from the College up to and including the activity date OR from the activity date until the day before returning to the College.
- Undocumented absence beyond this/these dates may result in a zero determination.
- In exceptional circumstances, an estimate, determined at each reporting stage may be deemed necessary where an alternate activity is not possible to be offered.

**STEP 3:** The Director of Teaching and Learning in consultation with Head of Department, will consider each application on a case by case basis and organise either a make-up activity or an estimate, to be issued at the end of the course depending on the circumstances of the illness/misadventure application.

## ABSENCE THE DAY BEFORE AN ASSESSMENT ACTIVITY

All students are required to submit a **Medical Certificate** to the respective Head of Department, *covering any absence missed on the day of or consecutive days prior to an Assessment Activity being due*. In the event of a student's unexplained absence (eg unsupported by a medical certificate) from the College on the day or any consecutive days immediately prior to an activity, the student may be deemed to have an unfair advantage in the completion of the Assessment Activity and a zero result may be awarded. This is particularly important with regards to whole College events such as the College Athletics Carnival or St Vincent's Day. Such days are compulsory College functions and as such, absences from a College event the day prior to an assessment may result in a zero.

## APPROVED CERTIFICATE OF EXTENDED LEAVE/EXEMPTION FROM ATTENDANCE AT SCHOOL

Any student who has been granted approved extended leave from the College must inform the Head of Department for any Assessment Activity affected by the leave period of absence. Wherever possible, but only where possible, an alternate activity or alternate date for submission may be arranged for the student in consultation with the Head of Department and the Director of Teaching and Learning.

## HSC STUDENTS

### Trial HSC Examinations and Final Ranks

Any Trial HSC examination paper missed through absence will require an Illness/Misadventure application and will be followed by an alternate examination being assigned to the student. No estimates will be issued for a student absent for a Trial examination. Final cumulative student ranks will be published on the Year 12 Final Reports and can be reviewed on the [Students Online](#) website.

## APPEALS TO NESA

A student who is dissatisfied with the review procedures used by the College may appeal to NESA. Such an appeal is to be forwarded NESA through the Principal of St Vincent's College. Year 12 students will be informed of closing dates for review requests and appeals to NESA prior to the commencement of the Higher School Certificate examination.

## PENALTIES FOR LATE SUBMISSION OF ASSESSMENT ACTIVITY

The following penalties apply in the case of an Assessment Activity not being submitted on time and where there is no acceptable supporting documentation.

## YEARS 11-12

- **ONE DAY LATE** = Deduction of 50% of the total mark awarded.
- **TWO or MORE DAYS LATE** = A zero will be awarded.

The assessment activity must still be submitted which will be marked and returned to the student with feedback. The mark, however, may not contribute to the aggregated assessment mark in that subject or course if *more than three lessons late*. Failure to submit the activity may lead to an 'N' determination. In this case, parents will be notified in writing by the Director of Teaching and Learning.

## WHAT IS MALPRACTICE?

**Malpractice is any activity that allows a student to gain an unfair advantage over other students.**

It includes but is not limited to:

- using material directly from books, journals or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, borrowing or copying another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance activities without appropriate acknowledgement
- paying someone to write or prepare material
- breaching College examination rules
- using non-approved aids during an assessment activity including any electronic device other than a NESA approved calculator, which can be used to store information
- contriving false explanations to explain work not handed in by the due date
- false claims or false documentation on Illness/Misadventure applications.
- assisting another student to engage in malpractice.

## **PENALTIES FOR NON-AUTHENTIC WORK OR OTHER MALPRACTICE**

- All work submitted, whether as part of an assignment or test, must be solely completed by the student.
- All research assignments **MUST** include a reference list. Criteria for referencing can be found in the College Diary (Page 32). If references are **NOT** provided, students will be required to provide evidence that the work is their own.

## **MALPRACTICE IN EXAMINATIONS AND EXAMINATION-TYPE ACTIVITIES**

All Assessment Activities are conducted under conditions set by the College and, are based on HSC and Examination Rules and Procedures as specified by NESA. Each instance of a breach of rules is treated separately and penalties may be imposed as a result.

## **NOTES**

- If a student is found to have notes, texts or summaries of the subject being examined with her during an examination (whether she uses them or not), it will be assumed that they were for the purpose of using during the examination and she may be awarded a zero for that activity.
- Students who accidentally take notes, texts etc into an examination-type activity must report this to the supervising teacher immediately they become aware of the fact. Students will be provided with reminders about these breaches prior to the commencement of each examination.

## **MOBILE PHONES AND SMARTWATCHES**

- Students are **NOT** permitted to take mobile phones or smart watches into an examination.
- Students will be asked to place these devices at the front of the College Hall or classroom, prior to commencement of the examination.
- Any student who is found to have taken a mobile phone into an examination will be breaching examination rules and therefore may receive a zero.

## **SATISFACTORY COMPLETION OF A COURSE**

### **COURSE REQUIREMENTS**

All students must provide sufficient evidence through their engagement in class and in informal and formal tests that they have:

1. followed the course developed or endorsed by NESA.
2. applied themselves with diligence and sustained effort to the set activities and experiences provided in the course by the school, and
3. achieved some or all the course outcomes.

### **WARNINGS**

If a student is at risk of non-completion of course requirements in any course, the Director of Teaching and Learning in consultation with the Principal, will advise the student and the parents in writing:

1. of the activities and/or actions to be undertaken in time for the problem to be corrected.
2. of the request from the student/parent to provide the College with written acknowledgement of the warning.
3. to retain copies of the warning notice(s) and other relevant documentation.

## 'N' DETERMINATIONS

- Any student who has not complied with the requirements for satisfactory completion of a course when assessment marks are being finalised will be issued with an 'N' determination by the Principal, who will in turn advise NESA.
- The consequences of an 'N' determination in any course are that the course will indicate the 'N' determination on the Record of Student Achievement ROSA for the completion of Stages 5 and 6.
- Students may seek a school review of an 'N' determination in a course. If the College declines the review, the student may appeal to NESA directly.

## CHANGE TO COURSE OF STUDY POLICY

1. This College policy is advertised widely on many occasions including at the Year 10 Subject Selections Information Evening and at the Subject Selections interviews. The minimum number of units a student can be on in **Year 11 is 12 units and in Year 12 is 10 units**.
2. Applications are sought only after results of the Year 11 Final Assessments are available and all feedback has been received.
3. **Applications are prioritised.** The top priority includes those wishing to pick up an Extension subject. Each application requires students to have each section of the Change of Course form completed.
4. **It is only until a student has a new timetable that she is free to move out of the class.** Until then, students are expected to attend scheduled classes and complete any set work.
5. The College is committed to ensuring that every student enters the HSC course with the best possible scenario for their Pattern of Study, and as such, the Director of Teaching and Learning and the Heads of Department will offer very specific advice regarding the suitability of the course change, and the final approval requires a parental endorsement and a meeting with the Director of Teaching and Learning.

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# COURSE ASSESSMENT GUIDELINES

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**The Year 12 formal school-based assessment program is to reflect the following requirements:**

- a maximum of four assessment activities
- the minimum weighting for an individual activity is 10%
- the maximum weighting for an individual activity is 40%
- only one activity may be a formal written examination with a maximum weighting of 30%.

## STUDIES OF RELIGION (1 Unit)

### Course Content:

- Contemporary Aboriginal spiritualities
- Religious expression in Australia - 1945 to the present
- Religious Traditions Depth Study 1 - Christianity
- Religious Traditions Depth Study 2 - Islam.

### Outcomes: A student

H1	Explains aspects of religion and belief systems
H2	Describes and analyses the influence of religion and belief systems on individuals and society
H3	Examines the influence and expression of religion and belief systems in Australia
H4	Describes and analyses how aspects of religious traditions are expressed by their adherents
H5	Evaluates the influence of religious traditions in the life of adherents
H6	Organizes, analyses and synthesizes relevant information about religion from a variety of sources, considering usefulness, validity and bias
H7	Conducts effective research about religion and evaluates the findings from the research
H8	Applies appropriate terminology and concepts related to religion and belief systems
H9	Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

### Assessment Schedule 2020-2021

The internal assessment schedule for Studies of Religion will assess knowledge, understanding and skill syllabus outcomes.

Types of assessments include: Research, written response, analysis of stimulus material and test/examination activities.

### Assessment Commences: Term 4 2020

Component	Activity 1	Activity 2	Activity 3	Weighting
	Religious Depth Study  <b>Christianity</b>  <i>Short Answer / Extended response</i>	Religious Depth Study  <b>Islam</b>  <i>Short Answer / Extended response</i>	Entire Course  <b>Trial HSC</b>  <i>Examination</i>	
	H1, H3, H4, H5	H2, H5, H6	H1, H2, H3, H4, H8	
	<b>Term 4 2020</b> Assessment Activity Weeks 5-7	<b>Term 1 2021</b>	<b>Term 3 2021</b> Timetable TBA	
<b>Knowledge and Understanding of Course Content</b>	10	10	20	40
<b>Source-Based Skills</b>	5	10	5	20
<b>Investigation and Research</b>	10	10		20
<b>Communication of Information, Ideas and Issues in Appropriate Forms</b>	5	10	5	20
<b>Weighting</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## STUDIES OF RELIGION (2 Units)

### Course Content:

- Contemporary Aboriginal spiritualities
- Religious expression in Australia - 1945 to the present
- Religious Traditions Depth Study - Christianity
- Religious Traditions Depth Study - Islam
- Religious Traditions Depth Study - Judaism
- Religion and Non-Religion
- Religion and Peace.

### Outcomes: A student

H1	Explains aspects of religion and belief systems
H2	Describes and analyses the influence of religion and belief systems on individuals and society
H3	Examines the influence and expression of religion and belief systems in Australia
H4	Describes and analyses how aspects of religious traditions are expressed by their adherents
H5	Evaluates the influence of religious traditions in the life of adherents
H6	Organizes, analyses and synthesizes relevant information about religion from a variety of sources, considering usefulness, validity and bias
H7	Conducts effective research about religion and evaluates the findings from the research
H8	Applies appropriate terminology and concepts related to religion and belief systems
H9	Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

### Assessment Schedule 2020-2021

The internal assessment schedule for Studies of Religion will assess knowledge, understanding and skill syllabus outcomes.

Types of assessments include: Research, written response, analysis of stimulus material, orals and test/examination activities.

### Assessment Commences: Term 4 2020

Component	Activity 1	Activity 2	Activity 3	Activity 4	Weighting
	<i>Depth Study 1 Christianity</i>	Depth Studies Islam/Judaism	Religion and Peace	2U Course Trial HSC	
	<i>Short Answer / Extended Response</i>	<i>Short Answer / Extended Response</i>	<i>Extended Response</i>	<i>Examination</i>	
	H1, H2, H4, H5	H1, H4, H5, H9	H2, H6, H9	H1, H2, H4, H8	
	<b>Term 4 2020</b> Weeks 5-7	<b>Term 1 2021</b>	<b>Term 2 2021</b>	<b>Term 3 2021</b> Timetable TBA	
<b>Knowledge and understanding of course content</b>	5	10	5	20	40
<b>Source-based skills</b>	5	5	10		20
<b>Investigation and research</b>	5	5	5		15
<b>Communication of information, ideas and issues in appropriate forms</b>		10	5	10	25
<b>Weighting</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>100</b>



## ENGLISH STANDARD (2 Units)

### Course Content:

Common Module: *Billy Elliot* by Stephen Daldry.

Module A: Language, Identity, Culture: Poetry by Abi Cobby Eckermann.

Module B: Close Study of Literature: *The Curious Incident of the Dog in the Night-Time* by Mark Haddon.

Module C: Craft of Writing: A variety of texts and text types.

### Course Outcomes:

EN12-1: independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2: uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3: analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4: adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5: thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6: investigates and explains the relationships between texts

EN12-7: explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8: explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9: reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner.

### Assessment Commences: Term 4 2020

Component	Activity 1	Activity 2	Activity 3	Activity 4	Weight
	Common Module - Multimodal / Related Material	Module C In class timed activity with preparation	Module B In class timed activity with preparation	Trial HSC Examination - Common Module, Module A, B, C	
	<b>Term 4 2020</b> Weeks 5-7	<b>Term 1 2021</b>	<b>Term 2 2021</b>	<b>Term 3 2021</b> Timetable TBA	
<b>Outcomes</b>	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	EN12-1, EN12-2, EN12-4, EN12-5, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	
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.	15	10	10	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

## ENGLISH ADVANCED (2 Units)

### Course Content:

Common Module: *The Crucible* by Arthur Miller.

Module A: Textual Conversations: *The Tempest* by Shakespeare and *Hag-Seed* by Margaret Atwood.

Module B: Close Study of Literature: Poetry by TS Eliot.

Module C: Craft of Writing: A variety of texts and text types, including the novella, *Thirteen Ways of Looking* by Colum McCann.

### Course Outcomes:

EA12-1: independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2: uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3: critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4: strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5: thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6: investigates and evaluates the relationships between texts

EA12-7: evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8: explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12-9: reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner.

### Assessment Commences: Term 4 2020

Component	Activity 1	Activity 2	Activity 3	Activity 4	Weight
	Common Module - Multimodal / Related Material	Module C In class timed activity with preparation	Module A In class timed activity with preparation	Trial HSC Examination - Common Module, Module A, B, C	
	<b>Term 4 2020</b> Weeks 5-7	<b>Term 1 2021</b>	<b>Term 2 2021</b>	<b>Term 3 2021</b> Timetable TBA	
<b>Outcomes</b>	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-7, EA12-8	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8.	
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.	15	10	10	15	<b>50</b>
Total %	30	20	20	30	<b>100</b>

## ENGLISH EXTENSION 1 (1 Unit)

### Course Content:

Common Module: Literary Worlds - variety of texts.

Literary Mindscapes: *Hamlet* by Shakespeare, *As I Lay Dying* by William Faulkner, *Lost in Translation* by Sofia Coppola.

### Course Outcomes:

EE12-1: demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies.

EE12-2: analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts.

EE12-3: independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts.

EE12-4: critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

EE12-5: Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes.

### Assessment Commences: Term 1 2021

Component	Activity 1	Activity 2	Activity 3	Weight %
	Imaginative Response + RM + Reflection + Annotated Bibliography	Analytical / Interpretive / Critical Response + RM + Reflection + Annotated Bibliography	Trial HSC Examination	
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b> Timetable TBA	
<b>Outcomes</b>	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis, sustained composition and independent 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 (1 Unit)

### Course Content:

Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

### Course Outcomes:

EEX12-1: demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

EEX12-2: strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

EEX12-3: strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

EEX12-4: strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

EEX12-5: reflects on and evaluates the composition process and the effectiveness of their own published composition.

### Assessment Commences: Term 4 2020

Component	Activity 1	Activity 2	Activity 3	Weight %
	Viva Voce	Literature Review	Critique of the Creative Process	
	<b>Term 4 2020</b> Weeks 5-7	<b>Term 1 2021</b>	<b>Term 2 2021</b> Timetable TBA	
<b>Outcomes</b>	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5	
Skills in extensive independent research	15	20	15	<b>50</b>
Skills in sustained composition	15	20	15	<b>50</b>
Total %	30	40	30	<b>100</b>

## ANCIENT HISTORY (2 Units)

### Assessment Schedule 2020-2021

The internal assessment schedule for Ancient History will assess knowledge, understanding and skill syllabus outcomes. Types of assessments may include: Research, written responses, analysis of sources and examinations.

### Year 12 Course Outcomes:

- AH12-1: accounts for the nature of continuity and change in the ancient world
- AH12-2: proposes arguments about the varying causes and effects of events and developments
- AH12-3: evaluates the role of historical features, individuals and groups in shaping the past
- AH12-4: analyses the different perspectives of individuals and groups in their historical context
- AH12-5: assesses the significance of historical features, people, places, events and developments of the ancient world
- AH12-6: analyses and interprets different types of sources for evidence to support an historical account or argument
- AH12-7: discusses and evaluates differing interpretations and representations of the past
- AH12-8: plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH12-9: communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH12-10: analyses issues relating to the ownership, custodianship and conservation of the ancient past.

### The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment activities
- the minimum weighting for an individual activity is 10%
- the maximum weighting for an individual activity is 40%
- only one activity may be a formal written examination with a maximum weighting of 30%
- one activity must be an Historical Analysis with a weighting of 20-30%.

### Assessment Commences: Term 4 2020

Component	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Weighting
	<b>Ancient Societies: Bronze Age Crete</b>	<b>Historical Period: Augustan Age 40BC-AD14</b>	<b>Personality: Agrippina the Younger</b>	<b>All Topics</b>	
	AH12.2, AH12.6, AH12.10	AH12.1, AH12.3, AH12.6, AH12.8, AH12.9	AH12.1, AH12.3, AH12.4, AH12.7,	AH12-1 - AH12.7, AH12.9, AH12.10	
	Source Study	Historical Analysis (hand in)	Viva Voce ICT (hand in)	Trial HSC Examination	
<b>Date Due</b>	<b>Term 4 2020 Weeks 5-7</b>	<b>Term 1 2021</b>	<b>Term 2 2021</b>	<b>Term 3 2021 Timetable TBA</b>	
<b>Knowledge and understanding of course content</b>	5	5	5	25	<b>40</b>
<b>Historical skills in the analysis and evaluation of sources and interpretations</b>	15	5			<b>20</b>
<b>Historical inquiry and research</b>		10	10		<b>20</b>
<b>Communication of historical understanding in appropriate forms</b>	5		10	5	<b>20</b>
<b>Weighting (%)</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## BUSINESS STUDIES (2 Units)

### Assessment Schedule 2020-2021

The internal assessment schedule for Business Studies will assess knowledge, understanding and skill syllabus outcomes.

Types of assessments may include: Research, written response, report writing, analysis of stimulus material, orals and tests/examinations.

### Year 12 Course Outcomes:

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations.

### The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment activities
- the minimum weighting for an individual activity is 10%
- the maximum weighting for an individual activity is 40%
- only one activity may be a formal written examination with a maximum weighting of 30%.

### Assessment Commences: Term 4 2020

Component	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Weighting
	<b>Operations</b>	<b>Finance</b>	<b>Marketing</b>	<b>All Topics</b>	
	H2, H5, H8, H9	H2, H6, H10	H5, H6, H8, H9	H1-H6, H8-H10	
	Extended Response (hand in)	In-Class Test	Business Report	Trial HSC Exam	
<b>Date Due</b>	<b>Term 4 2020</b> Week 5-7	<b>Term 1 2021</b>	<b>Term 2 2021</b>	<b>Term 3 2021</b> Timetable TBA	
<b>Knowledge and understanding of course content</b>	5	10	10	15	<b>40</b>
<b>Stimulus-based skills</b>		5		10	<b>20</b>
<b>Inquiry and research</b>	10		10		<b>20</b>
<b>Communication of business information, ideas and issues in appropriate forms</b>	5	5	5	5	<b>20</b>
<b>Weighting (%)</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## HISTORY EXTENSION (1 Unit)

### Assessment Schedule 2020-2021

The internal assessment schedule for Extension History will assess knowledge, understanding and skill syllabus outcomes.

Types of assessments may include: Research, written responses, analysis of sources, and test/examination activities.

#### Year 12 Course Outcomes:

HE12-1: analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

HE12-2: plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

HE12-3: communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

HE12-4: constructs an historical position about an area of historical inquiry and discusses and challenges other positions.

#### The Year 12 formal school-based assessment program is to reflect the following requirements:

- three assessment activities
- only one activity may be a formal written examination with a weighting of 30%
- one activity must be the History Project - Historical Process (proposal, process log, annotated sources) with a weighting of 30%
- one activity must be the History Project - Essay with a weighting of 40%.

#### Assessment Commences: Term 4 2020

Component	Assessment 1	Assessment 2	Assessment 3	Weighting
	<b>History Project - Historical Process</b>	<b>History Project - Essay</b>	<b>What is History? and Case Study</b>	
	Proposal / Process Log / Annotated Sources Hand in	Research Essay	Trial HSC Examination	
	HE12-1, 12-2, 12-4	HE12-1, 12-2, 12-3, 12-4	HE12-1, HE12-3, HE12-4	
<b>Date Due</b>	<b>Term 1 2021</b>	<b>Term 2 2021</b>	<b>Term 3 2021</b> Timetable TBA	
<b>Knowledge and understanding of significant historiographical ideas and processes</b>	10	10	20	<b>40</b>
<b>Skills in designing, undertaking and communicating historical inquiry and analysis</b>	20	30	10	<b>60</b>
<b>Weighting (%)</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## LEGAL STUDIES (2 Units)

### Assessment Schedule 2020-2021

The internal assessment schedule for Legal Studies will assess knowledge, understanding and skill syllabus outcomes.

Types of assessments may include: Research, written responses, analysis of stimulus material, orals and tests/examinations.

#### Year 12 Course Outcomes:

- H1: identifies and applies legal concepts and terminology
- H2: describes and explains key features of and the relationship between Australian and international law
- H3: analyses the operation of domestic and international legal systems
- H4: evaluates the effectiveness of the legal system in addressing issues
- H5: explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- H6: assesses the nature of the interrelationship between the legal system and society
- H7: evaluates the effectiveness of the law in achieving justice
- H8: locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
- H9: communicates legal information using well-structured and logical arguments
- H10: analyses differing perspectives and interpretations of legal information and issues.

#### The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment activities
- the minimum weighting for an individual activity is 10%
- the maximum weighting for an individual activity is 40%
- only one activity may be a formal written examination with a maximum weighting of 30%.

#### Assessment Commences: Term 4 2020

Component	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Weighting
	<b>Human Rights</b>	<b>Crime</b>	<b>World Order</b>	<b>All Topics</b>	
	H1, H2, H4, H7, H8	H1, H5, H6, H8, H9	H2, H3, H5, H8, H10	H1-H7, H9-H10	
	In-Class Test	Research Activity	Research Activity	Trial Examination	
<b>Date Due</b>	<b>Term 4 2020</b> Weeks 5-7	<b>Term 1</b> 2021	<b>Term 2</b> 2021	<b>Term 3 2021</b> Timetable TBA	
<b>Knowledge and understanding of course content</b>	10	5	5	20	<b>40</b>
<b>Analysis and Evaluation</b>	5	5	5	5	<b>20</b>
<b>Inquiry and Research</b>		10	10		<b>20</b>
<b>Communication of legal information, issues and ideas in appropriate forms</b>	5	5	5	5	<b>20</b>
<b>Weighting (%)</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



## MODERN HISTORY (2 Units)

### Assessment Schedule 2020-2021

The internal assessment schedule for Modern History will assess knowledge, understanding and skill syllabus outcomes.

Types of assessments may include: Research, written response, analysis of sources, and tests/examinations.

### Year 12 Course Outcomes:

MH12-1: accounts for the nature of continuity and change in the modern world

MH12-2: proposes arguments about the varying causes and effects of events and developments

MH12-3: evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12-4: analyses the different perspectives of individuals and groups in their historical context

MH12-5: assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

MH12-6: analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7: discusses and evaluates differing interpretations and representations of the past

MH12-8: plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH12-9: communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.

### The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment activities
- the minimum weighting for an individual activity is 10%
- the maximum weighting for an individual activity is 40%
- only one activity may be a formal written examination with a maximum weighting of 30%
- one activity must be an Historical Analysis with a weighting of 20-30%.

### Assessment Commences: Term 4 2020

Component	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Weighting
	<b>Power and Authority in the Modern World</b>	<b>USA 1919-1941</b>	<b>Conflict in Indochina</b>	<b>All Topics</b>	
	MH12-4, MH12-6, MH12-7, MH12-9	MH12-2, MH12-6, MH 12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9	MH12.1 - MH12.7, MH12.9	
	Source Analysis Research and In-Class	Historical Analysis Research (hand in)	In-Class Extended Response	Trial Examination	
<b>Date Due</b>	<b>Term 4 2020</b> Weeks 5-7	<b>Term 1 2021</b>	<b>Term 2 2021</b>	<b>Term 3 2021</b> Timetable TBA	
<b>Knowledge and understanding of course content</b>		5	10	25	<b>40</b>
<b>Historical skills in the analysis and evaluation of sources and interpretations</b>	10	10			<b>20</b>
<b>Historical inquiry and research</b>	10	10			<b>20</b>
<b>Communication of historical understanding in appropriate forms</b>		5	10	5	<b>20</b>
<b>Weighting (%)</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## SOCIETY AND CULTURE (2 Units)

### Assessment Schedule 2020-2021

The internal assessment schedule for Society and Culture will assess knowledge, understanding and skill syllabus outcomes.

Types of assessments may include: Research, written responses, analysis of stimulus material, oral reports and tests/examinations.

### Year 12 Course Outcomes:

- H1: evaluates and effectively applies social and cultural concepts
- H2: explains the development of personal, social and cultural identity
- H3: analyses relationships and interactions within and between social and cultural groups
- H4: assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
- H5: analyses continuity and change and their influence on personal and social futures
- H6: evaluates social and cultural research methods for appropriateness to specific research tasks
- H7: selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
- H8: uses planning and review strategies to conduct ethical social and cultural research that is appropriate for activities ranging from the simple to the complex
- H9: applies complex course language and concepts appropriate for a range of audiences and contexts
- H10: communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

### The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment activities
- the minimum weighting for an individual activity is 10%
- the maximum weighting for an individual activity is 40%
- only one activity may be a formal written examination with a maximum weighting of 30%.

### Assessment Commences: Term 4 2020

Component	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Weighting
	<b>Core</b>	<b>Depth Study 1 Popular Culture</b>	<b>Depth Study 2 Conformity and Non-Conformity</b>	<b>All Topics</b>	
	H1, H5, H6, H7, H9	H2, H3, H7, H10	H1, H3, H9, H10	H1-H7, H9-H10	
	Research and In Class Response	Written Response Integrating Research Methods	Oral presentation	Trial HSC Examination	
<b>Date Due</b>	<b>Term 4 2020 Week 5-7</b>	<b>Term 1 2021</b>	<b>Term 2 2021</b>	<b>Term 3 2021 Timetable TBA</b>	
<b>Knowledge and understanding of course content</b>	10	5	15	20	<b>50</b>
<b>Application and evaluation of social and cultural research methods</b>	10	10	5	5	<b>30</b>
<b>Communication of information, ideas and issues in appropriate forms</b>		5	10	5	<b>20</b>
<b>Weighting (%)</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## FRENCH CONTINUERS (2 Units)

### Stage 6 Year 12 Assessment Schedule

Component	Activity 1	Activity 2	Activity 3	Activity 4	Weighting %
	Term 4 2020 Weeks 5-7	Term 1 2021	Term 2 2021	Term 3 2021 Timetable TBA	
	Reading and Responding	Vlog and Responding to Aural Texts	Writing in French	TRIAL HSC EXAMINATION	
	Outcomes Assessed 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2	Outcomes Assessed 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.4, 3.5, 3.6	Outcomes Assessed 2.1, 2.2, 2.3, 4.1,	Outcomes Assessed 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Listening		20		10	30
Reading	20			10	30
Speaking		15		5	20
Writing			15	5	20
<b>Total %</b>	<b>20</b>	<b>35</b>	<b>15</b>	<b>30</b>	<b>100</b>

## ITALIAN BEGINNERS (2 Units)

### Stage 6 Year 12 Assessment Schedule

Component	Activity 1	Activity 2	Activity 3	Activity 4	Weighting %
	Term 4 2020 Weeks 5-7	Term 1 2021	Term 2 2021	Term 3 2021 Timetable TBA	
	Reading and Responding	Vlog and Responding to Aural Texts	Reading and Writing in Italian	TRIAL HSC EXAMINATION	
	Outcomes Assessed 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Outcomes Assessed 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.	Outcomes Assessed 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	Outcomes Assessed 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Listening		20		10	30
Reading	10		10	10	30
Speaking		15		5	20
Writing			15	5	20
<b>Total %</b>	<b>10</b>	<b>35</b>	<b>25</b>	<b>30</b>	<b>100</b>

## MATHEMATICS STANDARD 2 (2 Units)

*Note: This course will be studied by the majority of students who completed Year 11 Mathematics Standard. Students who might struggle with some content or assessment may opt for Mathematics Standard 1 instead, in consultation with the Head of Mathematics and the Director of Teaching and Learning.*

### Assessment Commences: Term 4 2020

Term	Term 4 2020 Weeks 5-7	Term 1 2021	Term 2 2021	Term 3 2021 Timetable TBA
Activity	In-Class Test	Assignment	Mixed-Mode	Trial Examination
Weights	25%	20%	25%	30%
Topics*	<ul style="list-style-type: none"> <li>Budgeting and Household Expenses</li> <li>Rates and Ratio</li> <li>Introduction to Networks</li> </ul>	<ul style="list-style-type: none"> <li>Investments</li> <li>Depreciation and Loans</li> <li>Non-right-angled Trigonometry</li> <li>Simultaneous Linear Equations</li> </ul>	<ul style="list-style-type: none"> <li>Simultaneous Linear Equations</li> <li>Bivariate Data Analysis</li> <li>Annuities</li> <li>Non-Linear Relationships</li> </ul>	All of the course. So, all previous topics plus: <ul style="list-style-type: none"> <li>The Normal Distribution</li> <li>Critical Path Analysis.</li> </ul>
Outcomes	MS2-12: 1, 3, 5, 8, 9, 10	MS2-12: 1, 3, 4, 5, 6, 9, 10	MS2-12: 1, 2, 5, 6, 7, 9, 10	MS2-12: 1-10

MS2-12-1	uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS2-12-2	analyses representations of data in order to make inferences, predictions and draw conclusions
MS2-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
MS2-12-4	analyses two-dimensional and three-dimensional models to solve practical problems
MS2-12-5	makes informed decisions about financial situations, including annuities and loan repayments
MS2-12-6	solves problems by representing the relationships between changing quantities in algebraic and graphical forms
MS2-12-7	solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS2-12-8	solves problems using networks to model decision-making in practical problems
MS2-12-9	chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
MS2-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response.

**\*Notes:** Year 11 Course content is assumed knowledge for all Year 12 Assessment activities and may be directly assessed in any of them. The outcomes and topics indicated are to be taken as a guide only. They may be adjusted according to students' needs and circumstances.

**Mixed-Mode Activities** will have an in-class component but will require work to be done by students prior to the test, which may be required to be submitted for marking. Details of these will be included with assessment notifications.

Components	Weighting
Understanding, fluency and communication	50%
Problem-solving, reasoning and justification	50%

### External HSC Examination

	2.5 hour paper with 10 min reading time	Total Marks = 100
Section I	Objective-response questions	15
Section II	35 to 40 items of various length and marking value	85

Further guidance related to assessment and the HSC examinations can be found on the NESA website [Assessment and Reporting in Mathematics Standard 1 & 2 Stage 6](#)

## MATHEMATICS STANDARD 1 (2 Units)

*Note: This course could be taken by students who might struggle with some content or assessment in the Mathematics Standard 2 course, in consultation with the Head of Mathematics and the Director of Teaching and Learning. If the optional external HSC examination is completed, then this course may count towards an ATAR. A student on a non-ATAR pathway may opt out of the external examination.*

*Students will be awarded a Grade (A-E) for this course rather than a mark.*

**Assessment Commences: Term 4 2020**

Term	Term 4 2020 Weeks 5-7	Term 1 2021	Term 2 2021	Term 3 2021 Timetable TBA
Activity	In-Class Test	Assignment	Mixed-Mode	Trial Examination
Weights	25%	20%	25%	30%
Topics	<ul style="list-style-type: none"> <li>Budgeting and Household Expenses</li> <li>Rates</li> <li>Introduction to Networks</li> </ul>	<ul style="list-style-type: none"> <li>Investments</li> <li>Depreciation and Loans</li> <li>Right-angled Trigonometry</li> <li>Scale Drawing</li> <li>Simultaneous Linear Equations</li> </ul>	<ul style="list-style-type: none"> <li>Simultaneous Linear Equations</li> <li>Statistical Analysis</li> <li>Types of Relationships</li> </ul>	All of the course. So, all previous topics plus: <ul style="list-style-type: none"> <li>Bivariate Statistical Analysis</li> <li>Network Paths</li> </ul>
Outcomes	MS1-12: 1, 3, 5, 8, 9, 10	MS1-12-1, 3, 4, 5, 6, 9, 10	MS1-12: 1, 2, 6, 9, 10	MS1-12: 1 - 10

MS1-12-1	uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS1-12-2	analyses representations of data in order to make predictions and draw conclusions
MS1-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness
MS1-12-4	analyses simple two-dimensional and three-dimensional models to solve practical problems
MS1-12-5	makes informed decisions about financial situations likely to be encountered post-school
MS1-12-6	represents the relationships between changing quantities in algebraic and graphical forms
MS1-12-7	solves problems requiring statistical processes
MS1-12-8	applies network techniques to solve network problems
MS1-12-9	chooses and uses appropriate technology effectively and recognises appropriate times for such use
MS1-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.

**Notes: Year 11 Course** syllabus content marked with a  $\diamond$  is assumed knowledge for all Year 12 Standard 1 Assessment Activities and may be directly assessed in any of them. The outcomes and topics indicated are to be taken as a guide only. They may be adjusted according to students' needs and circumstances.

**Mixed-Mode Activities** will have an in-class component but will require work to be done by students prior to the test, which may be required to be submitted for marking. Details of these will be included with assessment notifications.

Components	Weighting
Understanding, fluency and communication	50%
Problem-solving, reasoning and justification	50%

### External HSC Examination for ATAR component calculation

	2 hour paper with 10 min reading time	Total Marks = 80
Section I	Objective-response questions	10
Section II	30 to 35 items of various length and marking value	70

Further guidance related to assessment and the HSC examinations can be found on the NESA website

[Assessment and Reporting in Mathematics Standard 1 & 2 Stage 6](#)

## MATHEMATICS ADVANCED (2 Units)

Assessment Commences: Term 4 2020

Assessment	Activity 1	Activity 2	Activity 3	Activity 4
Term*	Term 4 2020 Weeks 5-7	Term 1 2021	Term 2 2021	Term 3 2021 Timetable TBA
Weighting	25%	20%	25%	30%
Type	In-Class Test	Assignment	Mixed-Mode	Trial Examination
Content Could include*	<ul style="list-style-type: none"> <li>Differentiation</li> <li>Probability and Discrete Probability Distributions</li> <li>Sequences and Series</li> <li>Graphs and equations</li> <li>Curve sketching using the derivative</li> </ul>	<ul style="list-style-type: none"> <li>Curve sketching using the derivative</li> <li>Integration</li> <li>The Exponential and Logarithmic functions</li> <li>The Trigonometric functions</li> </ul>	<ul style="list-style-type: none"> <li>Displaying and Interpreting Data</li> <li>Continuous Probability Distributions</li> <li>Trigonometric Functions</li> </ul>	All previous, plus: <ul style="list-style-type: none"> <li>Series and Finance</li> <li>Motion and Rates (Though these may be left till after the Trial examination)</li> </ul>
Outcomes	MA12: 1, 2, 3, 4, 6, 8, 9, 10	MA12: 1, 3, 5, 6, 7, 9, 10	MA12: 8-10	MA12: 1-10

MA12-1	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
MA12-2	models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
MA12-3	applies calculus techniques to model and solve problems
MA12-4	applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
MA12-5	applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
MA12-6	applies appropriate differentiation methods to solve problems
MA12-7	applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA12-8	solves problems using appropriate statistical processes
MA12-9	chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
MA12-10	constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context.

**NOTES:** Assessment Activity timing and content are a guide only. Assessment timing and content may be changed to suit students' needs and unforeseen circumstances. The date and content details will be in Assessment Notifications published on Classroom at least three weeks prior to each Assessment Activity.

**Mixed-Mode Activities** will have an in-class component but will require work to be done by students prior to the test, which may be required to be submitted for marking. Details of these will be included with Assessment Notifications.

**Year 11 Course** content is assumed knowledge for all Year 12 Assessment Activities and may be directly assessed.

Components	Weighting
Understanding, fluency and communication	50%
Problem-solving, reasoning and justification	50%

### EXTERNAL HSC EXAMINATION

	3 hour paper with 10 min reading time	Total Marks = 100
Section I	Objective-response questions	10
Section II	37 to 42 items of various length and marking value	90

Further guidance related to assessment and the HSC examinations can be found on the NESA's website at [Assessment and Reporting in Mathematics Advanced Stage 6](#)

## MATHEMATICS EXTENSION 1

*(1 unit or 2 units if studied with Extension 2)*

**Assessment Commences:** Term 4 2020

Assessment	Activity 1	Activity 2	Activity 3	Activity 4
Term*	Term 4 2020 Weeks 5-7	Term 2 2021	Term 2 2021	Term 3 2021 Timetable TBA
Weighting	25%	20%	25%	30%
Type	In-Class Test	Assignment	Mixed-Mode	Trial Examination
Content Could include*	<ul style="list-style-type: none"> <li>• Further Rates</li> <li>• Binomial Expansion and Pascals Triangle</li> <li>• Mathematical Induction</li> </ul>	<ul style="list-style-type: none"> <li>• Vectors</li> <li>• Further Trigonometry</li> <li>• Further Calculus</li> </ul>	<ul style="list-style-type: none"> <li>• Further Calculus</li> <li>• Differential Equations</li> <li>• Further Probability Distributions</li> </ul>	All previous, plus: <ul style="list-style-type: none"> <li>• Projectile Motion</li> </ul>
Outcomes	ME12: 1, 6, 7	ME12: 1, 2, 3, 4, 6, 7	ME12: 1, 4, 5, 6, 7	ME12: 1-7

ME12-1	applies techniques involving proof or calculus to model and solve problems
ME12-2	applies concepts and techniques involving vectors and projectiles to solve problems
ME12-3	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
ME12-4	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
ME12-5	applies appropriate statistical processes to present, analyse and interpret data
ME12-6	chooses and uses appropriate technology to solve problems in a range of contexts
ME12-7	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms.

**\*NOTES:** Assessment Activity timing and content are a guide only. Assessment timing and content may be changed to suit students' needs and unforeseen circumstances. The date and content details will be in Assessment Notifications published on Classroom at least three weeks prior to each Assessment Activity.

**Mixed-Mode Activities** will have an in-class component but will require work to be done by students prior to the test, which may be required to be submitted for marking. Details of these will be included with Assessment Notifications.

**Year 11 Course** content and **Mathematics Advanced** content is assumed knowledge for all Year 12 Extension 1 Assessment Activities and may be directly assessed.

Components	Weighting
Understanding, fluency and communication	50%
Problem-solving, reasoning and justification	50%

### EXTERNAL HSC EXAMINATION

Note that Mathematics Extension 1 students also sit the "Mathematics Advanced" HSC paper.

	2 hour paper with 10 min reading time	Total Marks = 70
Section I	Objective-response questions	10
Section II	Between 23 to 28 items of varying length and mark value	60

Further guidance related to assessment and the HSC examinations can be found on the NESA's website [Assessment and Reporting in Mathematics Extension 1 Stage 6](#)

## MATHEMATICS EXTENSION 2 (2 units)

Assessment Commences: Term 1 2021

Assessment	Activity 1	Activity 2	Activity 3	Activity 4
Term*	Term 1 2021	Term 2 2021	Term 2 2021	Term 3 2021 Timetable TBA
Weighting	25%	20%	25%	30%
Type	In-Class Test	Assignment	Mixed-Mode	Trial Examination
Content Could include*	<ul style="list-style-type: none"> <li>Complex Numbers 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>Proof</li> <li>Further Integration</li> </ul>	<ul style="list-style-type: none"> <li>Further Integration</li> <li>Further Vectors</li> </ul>	All previous, plus: <ul style="list-style-type: none"> <li>Mechanics</li> </ul>
Outcomes	MEX12: 1, 2, 4, 7, 8	MEX12: 1, 2, 4, 5, 7, 8	MEX12: 1, 2, 3, 5, 7, 8	MEX12: 1-8

MEX12-1	understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
MEX12-2	chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
MEX12-3	uses vectors to model and solve problems in two and three dimensions
MEX12-4	uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
MEX12-5	applies techniques of integration to structured and unstructured problems
MEX12-6	uses mechanics to model and solve practical problems
MEX12-7	applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
MEX12-8	communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument.

**\*NOTES:** Assessment Activity timing and content are a guide only. Assessment timing and content may be changed to suit students' needs and unforeseen circumstances. The date and content details will be in Assessment Notifications published on Classroom at least three weeks prior to each Assessment Activity.

**Mixed-Mode Activities** will have an in-class component but will require work to be done by students prior to the test, which may be required to be submitted for marking. Details of these will be included with Assessment Notifications. All **Mathematics Advanced** and **Mathematics Extension 1** content is assumed knowledge for all Extension 2 Assessment Activities and may be directly assessed.

Components	Weighting
Understanding, fluency and communication	50%
Problem-solving, reasoning and justification	50%

### EXTERNAL HSC EXAMINATION

Note that Mathematics Extension 2 students do not sit the "Mathematics Advanced" HSC paper. Instead, "Mathematics Extension 1" counts as 2 units and "Mathematics Extension 2" as 2 units.

	3 hour paper with 10 min reading time	Total Marks = 100
Section I	Objective-response questions	10
Section II	37 to 42 items of various length and marking value	90

Further guidance related to assessment and the HSC examinations can be found on the NESA's website [Assessment and Reporting in Mathematics Extension 2 Stage 6](#)



## DANCE

### YEAR 12 DANCE HSC COURSE ASSESSMENT OUTLINE 2020

Activity	Date	Description	Outcomes	Component %				Weighting
				Performance Core	Composition Core	Appreciation Core	Major Study Elective Student choice of: Performance / Composition Appreciation / Dance and Technology	
1	<b>Term 4 2020</b> Weeks 5-7	Appreciation Written Project	H4.1, H4.2, H4.3, H4.4			10		10
2	<b>Term 1 2021</b>	Progressive Practical Exam for Core Performance, Composition and Major study	Performance H2.1, H2.2 Composition H3.1, H3.2 Major Study H2.1*, H2.2* H3.1*, H3.2* H3.3* H4.1*, H4.2* H4.3* H4.4* H1.1* H1.2* H1.3* H1.4*	Core = 10	Core = 10		20	40
3	<b>Term 2 2021</b> ALL DAY	Trial Exams: C perf /orals C comp/orals  M study /orals	H2.1 H2.2 H3.1 H3.2  H2.1*, H2.2* H3.1*, H3.2* H4.1*, H4.2* H4.3* H4.4* H1.1* H1.2* H1.3 H1.4 H3.3	Core = 10	Core = 10		20	40
4	<b>Term 3 2021</b> Timetable TBA	Trial Appreciation Exam	H4.1, H4.2, H4.4			10		10
TOTAL				20	20	20	40	100

## DRAMA (2 Units)

**Assessment Commences: Term 4 2020**

Syllabus Components	Syllabus Component Weighting
Performing	30
Making	40
Critically Studying	30
	<b>100</b>

### ASSESSMENT ACTIVITIES

		Weighting
<b>2020</b>	<b>Term 4 - Weeks 5-7</b>  <b>Activity 1</b> Australian Contemporary Theatre (Performing, Making, Critically Studying)	Making 10 Performing 10 Critically Studying 10  Total 30
<b>2021</b>	<b>Term 1</b>  <b>Activity 2</b> Individual Project (Making)	Making 10  Total 10
<b>2021</b>	<b>Term 2</b>  <b>Activity 3</b> Group Performance (Performing and Making)	Performing 10 Making 20  Total 30
<b>2021</b>	<b>Term 3 - Timetable TBA</b>  <b>Activity 4</b> Trial HSC Written Examination IP and GP (Critically Studying and Performing)	Critically Studying 20 Performing 10  Total 30
	<b>Total</b>	<b>100</b>

## MUSIC I (2 Units)

**Assessment Commences: Term 4 2020**

Syllabus Components	Syllabus Component Weighting
Performance Core	10
Composition Core	10
Musicology Core	10
Aural Core	25
Elective I	15
Elective II	15
Elective III	15
	<b>100</b>

### ASSESSMENT ACTIVITIES

		Weighting
<b>2020</b>	<b>Term 4 - Weeks 5-7</b> <b>Activity 1</b> Composition Core 10% Musicology Core 10%	20
<b>2021</b>	<b>Term 1</b> <b>Activity 2</b> Performance Core 10% (Double Marked) Elective 1 Performance (Double Marked) OR Portfolio 10% Aural Core 10%	30
<b>2021</b>	<b>Term 2</b> <b>Activity 3</b> Electives I and II assessment in-class Vivas, Comps, Performance (Double marked) Elective II 10% Elective III 10%	20
<b>2021</b>	<b>Term 3 - Timetable TBA</b> <b>Activity 4</b> Trial Practical (with external marker) Elective I 5% Elective II 5% Elective III 5%  Trial Aural 15% Examination	30
	<b>Total</b>	<b>100</b>

## MUSIC 2 (2 Units)

**Assessment Commences: Term 4 2020**

Syllabus Components	Syllabus Component Weighting
Performance Core	20
Composition Core	20
Musicology Core	20
Aural Core	20
Elective	20
	<b>100</b>

### ASSESSMENT ACTIVITIES

		Weighting
<b>2020</b>	<b>Term 4 - Weeks 5-7</b> <b>Activity 1</b> Core Composition Portfolio (Draft 1) 10% Task 1B Musicology Viva 10%	20
<b>2021</b>	<b>Term 1</b> <b>Activity 2</b> Core Performance (Double Marked) 20% In class Aural Activity 10%	30
<b>2021</b>	<b>Term 2</b> <b>Activity 3 Part A</b> Core Composition Portfolio (Draft 2) 10%  <b>Activity 3 Part B</b> Elective 10%: Performance (Double marked) <b>OR</b> Musicology Portfolio <b>OR</b> Composition Portfolio	20
<b>2021</b>	<b>Activity 4 - Timetable TBA</b> <b>Trial Practical Examination</b> 10% Elective Performance (with external marker) <b>OR</b> Elective Composition Portfolio <b>OR</b> Elective Musicology Portfolio.  <b>Trial HSC Examination</b> 20% Aural and Musicology.	30
	<b>Total</b>	<b>100</b>

## COMMUNITY AND FAMILY STUDIES (2 Units)

**Assessment Commences: Term 4 2020**

Syllabus Component	Weighting
• Knowledge and understanding of course content.	40
• Skills in critical thinking, research methodology, analysing and communicating.	60
	<b>100</b>

### Assessment Activities:

Component	Activity 1	Activity 2	Activity 3	Activity 4	Weighting
	Independent Research Project: 1. Project Plan 2. Project Diary 3. The Product	Groups in Context	Parenting and Caring	Trial HSC Examination	
	<b>Term 4 2020</b> Weeks 5-7	<b>Term 1 2021</b>	<b>Term 2 2021</b>	<b>Term 3 2021</b> Timetable TBA	
	Outcomes H4.1, H4.2	Outcomes H1.1, H2.2, H2.3, H3.1, H3.3	Outcomes H1.1, H2.1, H2.2, H3.2, H4.2	Outcomes H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H3.4, H5.1, H5.2, H6.1, H6.2	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research methodology, analysing and communicating	10	15	15	20	60
<b>Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (2 Units)

**Assessment Commences: Term 4 2020**

Syllabus Component	Weighting
Knowledge and understanding of course content	40
Skills in critical thinking, research, analysis and communicating	60
	<b>100</b>

**Assessment Activities:**

Component	Activity 1	Activity 2	Activity 3	Activity 4	Weighting
	Research on statistics and analysis of a sport	Design, implementation and analysis of training plan	Research activity on health priority issues	Trial HSC examination	
	<b>Term 4 2020</b> Assessment Activity Week Weeks 5-7	<b>Term 1 2021</b>	<b>Term 2 2021</b>	<b>Term 3 2021</b> Timetable TBA	
	H8, H13, H16, H17	H9, H10, H16	H1, H2, H3, H5, H14, H16	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H17	
Knowledge and understanding of course content	5	10	15	10	<b>40</b>
Skills in <ul style="list-style-type: none"> <li>Critical thinking</li> <li>Research</li> <li>Analysis</li> <li>Communicating</li> </ul>	15	15	10	20	<b>60</b>
Weighting	20	25	25	30	<b>100</b>

## BIOLOGY

**Table 1**

Year 12 Course (120 hours)	Working Scientifically	Modules	Indicative Hours	Depth Studies
		Module 5 Heredity	60	15 hours in modules 5-8
		Module 6 Genetic Change		
		Module 7 Infectious Disease	60	
		Module 8 Non-infectious Disease and Disorders		

**Table 2**

The Components in TABLE 1 will be assessed in the following activities. Each activity may assess several of the components. Each activity will be based on a selection of the Content areas listed in TABLE 1.

Component	Activity 1	Activity 2	Activity 3	Activity 4	Weighting (%)
	<i>Research</i>	<i>Depth Study</i>	<i>Data Processing</i>	<i>Trial Examination</i>	
	Term 4 2020 Weeks 5-7	Term 1 2021	Term 2 2021	Term 3 2021 Timetable TBC	
	Outcomes  BIO12-3 - BIO12-7 BIO12-15	Outcomes  BIO12-1 - BIO12-7 BIO12-14	Outcomes  BIO12-4 - BIO12-7 BIO12-12 BIO 12-13	Outcomes  BIO12-1 - BIO12-15 (except BIO12-3)	
<b>Skills in Working Scientifically:</b> <ul style="list-style-type: none"> <li>• Questioning and Predicting</li> <li>• Planning Investigations</li> <li>• Conducting Investigations</li> <li>• Processing Data and Information</li> <li>• Analysing Data and Information</li> <li>• Problem Solving</li> <li>• Communicating.</li> </ul>	15	15	15	15	<b>60</b>
Knowledge and Understanding	10	5	10	15	<b>40</b>
<b>Weighting (%)</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## CHEMISTRY

**Table 1**

Year 11 Course (120 hours)	Working Scientifically	Modules	Indicative Hours	Depth Studies
		Module 5 Equilibrium and Acid Reactions	60	15 hours in modules 5-8
		Module 6 Acid/base Reactions		
		Module 7 Organic Chemistry	60	
		Module 8 Applying Chemical Ideas		

**Table 2**

The Components in TABLE 1 will be assessed in the following activities. Each activity may assess several of the components. Each activity will be based on a selection of the Content areas listed in TABLE 1.

Component	Activity 1	Activity 2	Activity 3	Activity 4	Weighting (%)
	<i>Data Processing Equilibrium</i>	<i>Practical Titration</i>	<i>Depth Study</i>	<i>Trial Examination</i>	
	<b>Term 4 2020</b> Weeks 5-7	<b>Term 1 2021</b>	<b>Term 2 2021</b>	<b>Term 3 2021</b> Timetable TBA	
	Outcomes CH12-4 - CH12-7 CH12-12	Outcomes CH12-1 - CH12-7 CH12-13	Outcomes CH12.1 - 12.7 CH12.14	Outcomes CH12.1 - 12.15 (except 12.3)	
<b>Skills in Working Scientifically:</b> <ul style="list-style-type: none"> <li>• Questioning and Predicting</li> <li>• Planning Investigations</li> <li>• Conducting Investigations</li> <li>• Processing Data and Information</li> <li>• Analysing Data and Information</li> <li>• Problem Solving</li> <li>• Communicating.</li> </ul>	15	15	15	15	<b>60</b>
Knowledge and Understanding	10	10	5	15	<b>40</b>
<b>Weighting (%)</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>



## EARTH AND ENVIRONMENTAL SCIENCE

**Table 1**

Year 12 Course (120 hours)	Working Scientifically	Modules	Indicative Hours	Depth Studies
		Module 5 Earth's Processes	60	15 hours in modules 5-8
		Module 6 Hazards		
		Module 7 Climate Science	60	
		Module 8 Resource Management		

**Table 2**

The Components in TABLE 1 will be assessed in the following activities. Each activity may assess several of the components. Each activity will be based on a selection of the Content areas listed in TABLE 1.

Component	Activity 1	Activity 2	Activity 3	Activity 4	Weighting (%)
	<i>Research Activity with in Class Component</i>	<i>Data Processing</i>	<i>Depth Study</i>	<i>Trial Examination</i>	
	Term 4 2020 Weeks 5-7	Term 1 2021	Term 2 2021	Term 3 2021 Timetable TBA	
	Outcomes EES12.3 - EES12.7  EES12.12	Outcomes EES12.4 - EES12.7  EES12.13	Outcomes EES12.1 - EES12.7  EES12.14	Outcomes EES12.1-12.15 (except 12.3)	
<b>Skills in Working Scientifically:</b> <ul style="list-style-type: none"> <li>• Questioning and Predicting</li> <li>• Planning Investigations</li> <li>• Conducting Investigations</li> <li>• Processing Data and Information</li> <li>• Analysing Data and Information</li> <li>• Problem Solving</li> <li>• Communicating.</li> </ul>	15	15	15	15	<b>60</b>
Knowledge and Understanding	10	10	5	15	<b>40</b>
<b>Weighting (%)</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## PHYSICS

**Table 1**

Year 12 Course (120 hours)	Working Scientifically	Modules	Indicative Hours	Depth Studies
		Module 5 Advanced Mechanics	60	15 hours in modules 5-8
		Module 6 Electromagnetism		
		Module 7 The Nature of Light	60	
		Module 8 From the Universe to the Atom		

**Table 2**

The Components in TABLE 1 will be assessed in the following activities. Each activity may assess several of the components. Each activity will be based on a selection of the Content areas listed in TABLE 1.

Component	Activity 1	Activity 2	Activity 3	Activity 4	Weighting (%)
	<i>Data Processing</i>	<i>Practical</i>	<i>Depth Study</i>	<i>Trial Examination</i>	
	Term 4 2020 Weeks 5-7	Term 1 2021	Term 2 2021	Term 3 2021 Timetable TBA	
	Outcomes PH12-4 - PH12-7 PH12-12	Outcomes PH12-2 - PH12-7 PH12-13	Outcomes PH12-1 - PH12-7 PH12-12 or 12-13 or 12-14 or 12-15	Outcomes PH12-1 - PH12-15 (except 12-3)	
<b>Skills in Working Scientifically:</b> <ul style="list-style-type: none"> <li>Questioning and Predicting</li> <li>Planning Investigations</li> <li>Conducting Investigations</li> <li>Processing Data and Information</li> <li>Analysing Data and Information</li> <li>Problem Solving</li> <li>Communicating.</li> </ul>	15	15	15	15	<b>60</b>
Knowledge and Understanding	5	5	15	15	<b>40</b>
<b>Weighting (%)</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## DESIGN AND TECHNOLOGY (2 Units)

**Assessment Commences: Term 4 2020**

### Syllabus Component Weighting

**Designing and Producing: 60%**

**Innovation and Emerging Technologies: 40%**

Outcomes	Activity	Date	Designing and Producing: Weighting	Innovation and Emerging Technologies: Weighting	Marks
H3.2 H4.1 H5.1	<b>Activity 1:</b> Designing and Producing  Oral/Portfolio (Submission)	<b>Term 4 2020</b> Weeks 5-7	25%		70
H2.1 H2.2 H3.1 H5.2 H6.2	<b>Activity 2:</b> Emerging Technologies and Innovation  Case Study (Written Activity)	<b>Term 1 2021</b>		25%	20
H1.2 H4.2 H4.3	<b>Activity 3:</b> Evaluation  Written Report (Submission)	<b>Term 2 2021</b>	20%		30
All	<b>Activity 4:</b>  HSC Trial Examination	<b>Term 3 2021</b>  Examination Timetable TBA	15%	15%	40
			60%	40%	

## TEXTILES AND DESIGN (2 Units)

**Assessment Commences: Term 4 2020**

Year	Date	Outcomes	Weighting	Knowledge and Understanding of Textiles and the Textiles Industry  50 %	Skills in design, manipulation, experimentation, analysis, manufacture, and selection of textiles for specific end purposes using appropriate technology  50 %
2020	Term 4 Weeks 5-7  Oral Presentation	H1.1 H1.2 H2.1	25%		25
2021	Term 1  Designer Case Study	H1.1 H6.1	20%	20	
2021	Term 2 Properties and Performance Investigation	H3.1 H3.2 H4.1 H4.2	25%		25
2021	Term 3 Timetable TBA  Trial Examination  Examination	H1.3, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1	30%	30	
			100%	50	50
				100	

## VISUAL ARTS (2 Units)

**Assessment Commences: Term 4 2020**

### ASSESSMENT ACTIVITIES

<b><u>Syllabus Component Weighting</u></b>		<b>Artmaking:  Weighting</b>	<b>Art Criticism and Art History:  Weighting</b>
<b>Artmaking: 50%</b>  <b>Art Criticism and Art History: 50%</b>			
<b>2020</b>	<b>Term 4</b> - Weeks 5-7  Art Criticism and Art History Activity  <b>Outcomes:</b> H7, H8, H9		20
<b>2021</b>	<b>Term 1</b>  Development of Body of Work Progressive Assessment 1  <b>Outcomes:</b> H1 - H4, H6	20	
<b>2021</b>	<b>Term 3</b> - Timetable TBA  Development of Body of Work Progressive Assessment 2  <b>Outcomes:</b> H1 - H6  Art Criticism and Art History Trial HSC Examination  <b>Outcomes:</b> H7 - H10	30	30
	<b>Component Total</b>	<b>50</b>	<b>50</b>
	<b>Total</b>	<b>100</b>	

# Illness/Misadventure Application

**STUDENT NAME:** \_\_\_\_\_ **HOUSE:** \_\_\_\_\_ **YEAR:** \_\_\_\_\_

**Note:**

- This form needs to be submitted **on the first day** upon returning to the College.
- A medical certificate/other appropriate documentation must be attached to this form.
- Students who fail to complete 51% of the internal assessment will be issued with “N” awards.
- Computer/printer failure does not constitute grounds for an appeal.

**Did you sit/submit the Activity on the scheduled day and time?**

Yes

☐

No

☐

**This application is: (tick ✓ one box only)**

1. To explain an absence for the day prior to an activity										
2. To claim Illness/Misadventure for an activity completed										
3. To explain why an Activity was not completed										
Subject and Level: eg English Standard, Maths Ext 1										
Activity and Weighting: (Attach a copy of the Assessment Notification)		%								
Date of Activity:										
Have you had an Illness/Misadventure appeal for any other Activity for this subject? If so which activity? (tick ✓)	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td>No</td> <td><input type="checkbox"/></td> <td>Yes</td> <td><input type="checkbox"/></td> <td>Activity</td> <td><input type="checkbox"/></td> </tr> </table>		No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Activity	<input type="checkbox"/>		
No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Activity	<input type="checkbox"/>					
Details of Illness/Misadventure	<div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div>									
Supporting documents (tick ✓)	<table style="width: 100%;"> <tr> <td>Medical Certificate</td> <td><input type="checkbox"/></td> <td>Funeral Details</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Transport Delay Notice</td> <td><input type="checkbox"/></td> <td>Other</td> <td><input type="checkbox"/></td> </tr> </table>		Medical Certificate	<input type="checkbox"/>	Funeral Details	<input type="checkbox"/>	Transport Delay Notice	<input type="checkbox"/>	Other	<input type="checkbox"/>
Medical Certificate	<input type="checkbox"/>	Funeral Details	<input type="checkbox"/>							
Transport Delay Notice	<input type="checkbox"/>	Other	<input type="checkbox"/>							
<i>A letter from parents is insufficient.</i>										
Other supporting statements: (Teacher/Health Centre)										
<p><b>STUDENT SIGNATURE:</b> _____ <b>Date:</b> ____/____/____</p>										

**YOU MUST NOW SUBMIT THIS FORM TO THE HEAD OF DEPARTMENT WITH ALL ATTACHED DOCUMENTATION SUPPORTING THE APPLICATION**

## HEAD OF DEPARTMENT

Do you support this application?

Yes	
-----	--

No	
----	--

Comment that will assist DOTL in determining what action to take:

---

---

Head of Department Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## DIRECTOR OF TEACHING AND LEARNING (to be completed by Mrs Mano)

All steps completed and on time	Yes	No
Make up activity	Yes	No
Estimate	Yes	No
Follow up		

## APPROVED / NOT APPROVED

Comment: \_\_\_\_\_


---

Director of Teaching and Learning Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Clerical Use Only:

1.	Details recorded to Excel Spreadsheet	Date:
2.	Scanned to T Drive/Public/Curriculum/Illness-Misadventure	Date:
3.	Medical Certificate scanned and saved to Edumate	Date:

	St Vincent's College	Student Name/Number
	<b>ASSESSMENT ACTIVITY TEMPLATE</b>	
	Subject	
	Course	
	Year	
Activity Number / Name		

<b>Mode:</b> Knowledge: Skills: 10%	<b>Date Due:</b> Term 1 Weeks 10/11 (Assessment Activities Week)	<b>Weighting: 30%</b>
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<b>Assessment Policy:</b>	It is your responsibility to adhere to the full Assessment Policy inclusive of the Illness/Misadventure Policy located in your Assessment Handbook.
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<b>SUBMISSION INSTRUCTIONS</b>
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>• This notification must be submitted with the Assessment Activity.</li> </ul>

<b>OUTCOMES BEING ASSESSED</b>
H1. A student distinguishes and evaluates the values expressed through texts. H2. A student explains different ways of valuing texts. H4. A student develops and delivers sophisticated presentations.

<b>ASSESSMENT ACTIVITY DESCRIPTION</b>
<p><b><u>Tutorial ~ Oral and Visual Presentation</u></b></p> <p>You are a Joseph Heller. You have been invited to attend an interview by a university academic addressing how your text challenged ways of thinking during the 'After the Bomb' period.</p> <p>The interviewer opens controversially with the following line:  <i>It has been said that your novel, <u>Catch 22</u> changed a generation's trust in language....</i></p> <p>Respond to this statement as a speech accompanied by a PowerPoint presentation that addresses the above quote with reference to the text <i>Catch 22</i> and ONE other related text.</p> <p>The focus of your tutorial should be to explore and evaluate how particular ways of thinking are shaped and reflected in <i>Catch 22</i> and another related text particularly:</p> <ul style="list-style-type: none"> <li>• The scientific, religious, philosophical or economic paradigms of the Cold War period and how these shaped and are reflected in the texts.</li> <li>• The ways in which and the degree to which, a climate of Cold War anxiety permeates these texts.</li> <li>• The ways in which the texts' ideas, language forms and features characterise an intensified questioning of humanity and human values and beliefs.          (This should also be supported by your reading of literary theory.)</li> </ul> <p>Your speech should be <b>no longer than 5 minutes</b> (you will be asked to sit down at 5:30) and your <b>PowerPoint should be predominantly visual</b> with minimal written text to compliment your speech.</p>



## ASSESSMENT ACTIVITY RUBRIC

### Present the activity in the form of:

- Speech and PowerPoint presentation

### You will be assessed on your ability to:

- Show an understanding of the ways of thinking relating to the Cold War era.
- Analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features.
- Present an understanding of the ways in which *Catch 22* was received then and has been since, as evidenced by wider reading and research.
- Engage and inform an audience through the use of techniques in speaking and visual representation. (PowerPoint)

MARKING CRITERIA	MARK
<ul style="list-style-type: none"> <li>• <b>Shows a sophisticated</b> and perceptive understanding of the ways of thinking relating to the Cold War era.</li> <li>• Demonstrates a highly developed ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features.</li> <li>• Presents an insightful understanding of the ways in which <i>Catch 22</i> was received then and has been since, as evidenced by wider reading and research.</li> <li>• Engages and informs an audience through highly developed and skillful use of techniques in speaking and visual representation. (PowerPoint)</li> </ul>	2 5 - 3 0
<ul style="list-style-type: none"> <li>• <b>Shows a thoughtful</b> understanding of the ways of thinking relating to the Cold War era.</li> <li>• Demonstrates a substantial ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features.</li> <li>• Presents a carefully considered understanding of the ways in which <i>Catch 22</i> was received then and has been since, as evidenced by wider reading and research.</li> <li>• Engages and informs an audience with an effective use of techniques in speaking and visual representation. (PowerPoint)</li> </ul>	1 9 - 2 4
<ul style="list-style-type: none"> <li>• <b>Shows a sound understanding</b> of the ways of thinking relating to the Cold War era.</li> <li>• Demonstrates a competent ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features.</li> <li>• Presents an understanding of the ways in which <i>Catch 22</i> was received then and has been since with evidence of wider reading and research.</li> <li>• Engages and informs an audience with competent use of techniques in speaking and visual representation. (PowerPoint)</li> </ul>	1 3 - 1 8
<ul style="list-style-type: none"> <li>• <b>Shows a limited understanding</b> of the ways of thinking relating to the Cold War era.</li> <li>• Demonstrates a limited ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features.</li> <li>• Presents a limited understanding of the ways in which <i>Catch 22</i> was received then and has been since with little evidence of wider reading and research.</li> <li>• Limited ability to engage and inform an audience through the use of techniques in speaking and visual representation. (PowerPoint)</li> </ul>	7 - 1 2
<ul style="list-style-type: none"> <li>• <b>Shows an elementary understanding</b> of the ways of thinking relating to the Cold War era.</li> <li>• Demonstrates a basic ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features.</li> <li>• Presents a limited understanding of the ways in which <i>Catch 22</i> was received then and has been since with little or no evidence of wider reading and research.</li> <li>• An elementary ability to engage and inform an audience through the use of techniques in speaking and visual representation. (PowerPoint)</li> </ul>	1 - 6
<ul style="list-style-type: none"> <li>• Non attempt, non serious attempt, virtual non attempt.</li> </ul>	0



## MARKING

Marker: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: --- \_\_\_\_\_

Mark: \_\_\_\_\_ / \_\_\_\_\_

**Teacher Feedback (Informing - areas of strength/Transforming - areas for growth)**

**Student Reflection (Empowering learning growth from feedback)**

I have learnt from this activity that...

I still need to grow my ability to...

I will do this by...

## 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 provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examination and assessment activities.

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

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



## REFERENCING, CITATION AND BIBLIOGRAPHIES

St Vincent's College uses the Harvard (6<sup>th</sup> edition) Referencing System. The Harvard System is the most common system used for bibliographic referencing internationally. This system is widely used in Australian schools and universities.

### **Harvard Terms**

**CITING/CITATION** Citations provide brief details of the author and date of publication for referencing the work in the body of the text

**BIBLIOGRAPHY** An alphabetical list of sources that you have consulted during the research process. The bibliography (when used) appears at the end of your work.

**REFERENCE LIST** An alphabetical list of resources from which you have obtained your information. The reference list appears at the end of your work, before the bibliography.

**END TEXT REFERENCES** The bibliography and/or reference list attached to the end of your work.

### **Harvard Abbreviations**

ed = editor

edn = edition

et al = and others (Latin)

p = page

pp = pages.

### **Citation and Reference List/Bibliography**

The Harvard system is made up of two components; Citing in the text and a Reference List/Bibliography.

#### **1. Citing in Text**

The Harvard System of intext citation is straightforward, however, as with all referencing systems, **particular attention should be paid to punctuation**. Each citation in your text must have a corresponding entry in the Reference List and/or Bibliography, which you submit with your assignment. There are two types of intext citations, use the following explanations and examples as a guide.

- **Indirect Quotes or Paraphrasing**

When you are using another person's idea but not quoting directly, place the author's or authority's name, then the year of publication in brackets before or after referring to it.

Example: The work of Jones (2003) emphasised the need for high school students to gain a solid understanding of Harvard referencing principles.

- **Direct Quotes**

Insert the quote in parentheses, then include the author's surname, publication year followed by the page number.

Example: "Doing this online guide is nearly sending me around the twist." (Ball 2001, p7)

NB. Short quotations are placed in inverted commas, but quotations of more than three lines or of more than one sentence are typed single space without quotation marks and the whole paragraph is indented four spaces. Quotations, however, should be kept to a minimum.

Further information on citing sources can be accessed on the LRC page on the College website. See:

- Citing Sources: Quoting, Paraphrasing and Summarising
- Citing Sources: Plagiarism
- Citing Sources: When to Cite Sources.

#### **2. Reference Lists and Bibliographies**

Any item that has a citation in the text of the paper must be included in the reference list at the end of the paper. Reference Lists and/or Bibliographies are both organised alphabetically. The same principles of order and punctuation apply however there are variations in the type of detail required. The following examples indicate formats and details required.

- **BOOKS**

Note: You should use the title page rather than the book cover as your authority.

Include the following information. The order is:

(1) Author(s), editor(s) or the institution responsible for writing the book

(2) Date of publication

(3) Title and subtitle (if any). NB can be underlined or highlighted or in italics, but be consistent

- (4) Series and individual volume number (if any)
- (5) Edition if not the first
- (6) Publisher
- (7) Town or City of publication if known.

#### **Books with one author**

*Example:* Tweet, E 1997, Bird Calls Crowe, Melbourne.

#### **Books with up to three authors**

*Example:* Ball, R J and Tall, E 1998, Rhyming Names Penguin, London.

#### **Books with more than three authors**

For books with more than three authors, use the first author and add et al.

*Example:* Molesworth, G et al 2002. Working in the Dark, Jacaranda Wiley, Milton Qld.

#### **Books with an editor**

For books that have no author but have an editor, use editor's surname, initials with (ed)

*Example:* Foley, P (ed). 1997 (ed) Irish in Australia Mick's Press, Sydney.

#### **Books without an author or an editor**

For books that have no author or editor use title in italics or underlined (publication date). Publisher,

*Example:* Persons unknown, 1997, The Spy Who Was Watts, London.

#### **Books with edition if not the first**

*Example:* Mohr, L B 1996. Impact Analysis for Program Evaluation 2nd edn, Sage, London.

### ▪ **ENCYCLOPAEDIA ARTICLES**

Include the following information. The order is:

- (1) Title of Encyclopaedia. NB can be underlined or highlighted or in italics, but be consistent
- (2) Year of publication
- (3) Edition
- (4) Publisher
- (5) Town or place of publication.

*Example:* World Book Encyclopaedia 1998, World Book, London.

### ▪ **NEWSPAPER ARTICLES**

Include the following information. The order is:

- (1) Author's surname, and initials
- (2) Date
- (3) 'Title of article'
- (4) Title of newspaper. NB can be underlined or highlighted or in Italics but be consistent
- (5) Date of publication
- (6) Page number of article.

*Example:* Samson, R 2003. 'The way things were' Sydney Morning Herald 23 April, p19.

### ▪ **JOURNAL ARTICLES**

Include the following information. The order is:

- (1) Author's surname, and initials
- (2) Date
- (3) 'Title of article'
- (4) Title of journal. NB can be underlined or highlighted or in Italics, but be consistent
- (5) Volume, number, month/season
- (6) Page number of article.

*Example:* Morteen, J 1994. 'Beyond the Pest Killers' Bugs and other Pests, Vol 6, No 8, September, pp 24-27.

### ▪ **INTERVIEWS**

Include the following information. The order is:

- (1) Author's surname, and initials
- (2) Month and Year
- (3) Title of interview (in italics)
- (4) Interviewer's name
- (5) Type of interview, (eg tape recording, video recording, transcript)
- (6) Place of interview.

*Example:* Tyrrell, R Mar 2003, The Benefits of Video in Teaching and Learning Francis, J [tape recording] St Vincent's College.

- **DATABASES**

Include the following information. The order is:

- (1) Title of the database
- (2) The producer
- (3) The vendor
- (4) Frequency of updating.

*Example:* AFG database, United Farmers Association, Century Times (vendor), monthly updating.

- **VIDEOS/FILMS/TV/RADIO**

Include the following information. The order is:

- (1) Title, (in italics or underlined)
- (2) Date
- (3) Format (eg video recording)
- (4) Publisher
- (5) Place of publication.

*Example:* Rainforests 2002, video recording, Living Planet, Sydney.

- **CD ROMS**

Include the following information. The order is:

- (1) 'Subject' (in single quotation marks)
- (2) Date
- (3) Title of CD-ROM (in italics or underlined)
- (4) CD-ROM [in square brackets]
- (5) Publisher
- (6) Place of publication.

*Example:* 'Transport' 1999, Fast trains [CD-ROM] Speedy Media, Paris.

- **WORLD WIDE WEB**

Include the following information. The order is:

- (1) Author (person, group or organisation responsible for the site)
- (2) Site date (the date the site was created, revised or updated)
- (3) Name of sponsor or publisher
- (4) Place of sponsor or publisher
- (5) Date of viewing of the site
- (6) URL.

*Example:* Department of Conservation 2003, Department of Conservation, Melbourne 21 June 2003.

<http://www.conservation.gov.au>.

- **EMAIL**

Include the following information. The order is:

- (1) Author's surname, and initials
- (2) Year
- (3) email

(4) Day and month of email.

- (5) Email address: *Example:* O'Brien, C 2003, email 30 June [obrienc@stvincents.nsw.edu.au](mailto:obrienc@stvincents.nsw.edu.au) .





# St Vincent's College Potts Point **EXAM TIPS**



1

## POSITIVE SELF TALK

Engage in some positive self-talk, or self affirmations :

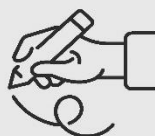
I can do it. I know enough. I am going to do this to the best of my ability...



2

## BREATHE

Breathe deeply, 3 - 5 breaths. It will take your mind off negative thoughts.



3

## FOCUS ON DOING

Focus on **DOING**. Not worrying.



4

## UNDERLINE KEY WORDS

Look out for and highlight the instruction verbs such as : EXPLAIN, DESCRIBE, EVALUATE, JUSTIFY



5

## READ THE QUESTIONS FIRST

When you know what you are looking for its easier to find information and saves time.



6

## SKILLS AND KNOWLEDGE

Re-read the questions:

What **skills** are you being asked to use or demonstrate?

What **knowledge** do you need to answer the question

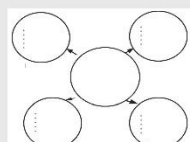


7

## GONE BLANK?

If you blank on a question, don't panic.

Just jot down related terms, ideas and concepts.



8

## USE A MIND MAP

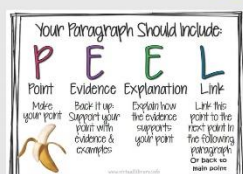
For Short answers and extended responses, make a quick mind map to help answer the questions and clarify your thoughts. Use the mind map templates..

9

## PARAGRAPHS

Remember the structure of a paragraph.

POINT, EVIDENCE (give examples), EXPLANATION, LINK





**YEAR 12 ASSESSMENT CALENDAR 2021**

SUBJECT	TERM 1 Week Assessment Activity 2	DATE	TERM 2 Week Assessment Activity 3	DATE	TERM 3 HSC Trials - WEEKS 3-5 Mon 26 Jul-Mon 09 Aug CATCH UP 10-11 Aug
Studies of Religion 1	Week 10	Tue 30 Mar D7 P3-P4: (blocked period) In Class Response focused around <i>Islam</i> Depth Study	N/A	N/A	Trials Timetable - to be advised
Studies of Religion 2	Week 9	Mon 22 Mar P0: In-Class Response focussed around <i>Judaism</i> Depth Study	Week 6	Mon 24 May D6 P0: In Class Response focused around <i>Religion and Peace</i> topic	Trials Timetable - to be advised
English Standard	Week 6	Fri 05 Mar D10 P1: In class <i>Craft of Writing</i> response	Week 4	Fri 14 May D10 P1: In class Module B Research Essay	Trials Timetable - to be advised
English Advanced	Week 6	Fri 05 Mar D10 P1: In class <i>Craft of Writing</i> response	Week 4	Fri 14 May D10 P1: In class Module A Research Essay	Trials Timetable - to be advised
English Extension 1	Week 5	Tue 23 Feb D10: Hand in <i>Imaginative Piece/Reflection</i> submission	Week 6	Fri 28 May D10: Hand in Research and Critical Essay	Trials Timetable - to be advised
English Extension 2	Week 8	Fri 19 Mar D10: Hand in Literature Review/Draft Major Work/Major Work Journal	Week 5	Fri 21 May D5: Hand in Critique of the Creative Process/Draft of Major Work/Major Work Journal	Major Work and Reflection: Fri 13 Aug D5: Completion and hand in of Major Work and Reflection Statement. Wed 18 Aug D8: Submission to NESA of Major Work and Reflection Statement
Ancient History	Week 7	Wed 10 Mar D3: Hand in - Historical Analysis - <i>Historical Periods</i>	Week 7	Thu 03 Jun D4 P5-P6: Viva Voce <i>Agrippina</i>	Trials Timetable - to be advised
Modern History	Week 8	Fri 19 Mar D10: Hand in - Historical Analysis - <i>USA National Study</i>	Week 5	Fri 21 May D5 P1: In-Class Extended Response - <i>Conflict in Indochina</i>	Trials Timetable - to be advised
Extension History	Week 9	Tue 23 Mar D2: Hand in - Proposal	Week 9	Wed 16 Jun D3: Major Project Hand in	Trials Timetable - to be advised
Legal Studies	Week 8	Mon 15 Mar D6 P0: Research Activity (in-class)	Week 7	Fri 04 Jun D5: Research Activity - hand in	Trials Timetable - to be advised
Biology	Week 10	Mon 29 Mar D6 P0: Depth Study submission and in class activity	Week 7	Mon 31 May D1 P0: Data Processing in class	Trials Timetable - to be advised
Business Studies	Week 8	Fri 19 Mar D10 P5: In-class test	Week 9	Wed 16 Jun D3 P1: <i>Business Report</i> in-class	Trials Timetable - to be advised

12/2021 Assessment Calendar - updated 17Feb21

Chemistry	Week 7	Wed 10 Mar D3 - Recess, Assembly + P3: Practical in class	Week 9	Wed 16 Jun D3 P3: Depth Study submission and in class activity	Trials Timetable - to be advised
CAFS	Week 6	Mon 01 Mar D6 P0: Groups in Context: In class writing activity. Focussing on the Category A topic "Youth".	Week 9	Tue 15 Jun D2: ICT Video hand in Presentation - scenario based - <i>Parenting and Caring</i>	Trials Timetable - to be advised
Dance	Week 8	Thu 18 Mar D9: All day - Tarmons Dance studio. Progressive Examination for Core Performance, Composition and Major Study Work	Week 8	Wed 09 Jun D8 and Thu 10 Jun D9: All day both days - Tarmons Dance studio. (NB: Times must adhere to NESA guidelines for Performance and safe dance practice warm down time slots prior to Orals). Trial Practical examinations: Tarmons Dance studio: Core Performance and Oral, Core Composition and Oral Major Study and Oral.	Trials Timetable - to be advised
Drama	Week 7	Thu 11 Mar D4 - Lunch, P5-P6: MCR Individual Project Progress: Performance and Submissions	Week 9	Thu 17 June D4 - Lunch, P5-P6: MCR Group Devised Performance and logbook hand in.	Trials Timetable - to be advised Written component Trial Practical Examinations: MCR Thu 15 July D4: All day Individual Project and Group Performance
Design and Technology	Week 7	Thu 11 Mar D4 P4: In-class written activity	Week 6	Tue 25 May D7: Design submission	Thu 19 Aug Week 6 D9: Major Design Project Completion Trials Timetable - to be advised
Earth and Environmental Science	Week 9	Tue 23 Mar D2 P1-P2: Data Processing in class	Week 9	Tue 15 June D2 P1-P2: Depth Study submission and in class activity	Trials Timetable - to be advised
Textiles and Design	Week 7	Thu 11 Mar D4 P4: In class written	Week 7	Tue 01 June D2: Folio submission	Mon 09 Aug W5 D1: Major Textiles Project completion. Trials Timetable - to be advised
Visual Arts	Week 9	Tue 23 Mar D2: Artmaking submission	N/A	N/A	Fri 16 July D5: Activity 3 - Artmaking submission Mon 23 Aug Week 7 D1: Body of Work completion date. Trials Timetable - to be advised

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<b>French Continuers</b>	Week 7	Fri 12 Mar D5 P5: Activity 2 Response to spoken text - in class and oral submission	Week 7	Tue 01 June D2 P5: Activity 3 - Writing in class	Trials Timetable - to be advised
<b>Italian Beginners</b>	Week 8	Tue 16 Mar D7 P2: Activity 2 - Response to spoken text - in class and oral submission	Week 8	Wed 09 June D8 P5-P6: Activity 3 - Response to written text and writing - in class	Trials Timetable - to be advised
<b>French Extension</b>	Week 8	Wed 17 Mar D8 P5-P6: In class - Activity 1 Response to prescribed text	Week 8	Wed 09 June D8 P5-P6: Activity 2 - Writing and Speaking on a prescribed issue - in class and oral submission	Trials Timetable - to be advised
<b>Maths Standard</b>	Week 10	Wed 31 Mar D8: Hand-in Assignment	Week 5	Mon 17 May D1 P0 In-class test	Trials Timetable - to be advised
<b>Maths Advanced</b>	Week 10	Wed 31 Mar D8: Hand-in Assignment	Week 5	Mon 17 May D1 P0 In-class test (Includes 11 ACC)	Trials Timetable - to be advised
<b>Maths Extension 1</b>	Week 9	N/A	Week 1 Week 6	AA2 - Wed 21 Apr D3: Hand-In AA3 - Tue 25 May D7 P0 lesson: In-class test (with Year 11 Acc)	Trials Timetable - to be advised
<b>Maths Extension 2</b>	Week 7	Thu 11 Mar D4 P4: AA1- In class test	Week 3 Week 7	Thu 06 May D4, P4: AA2 - Hand-in Tue 01 June D2, P4: AA3 - In class test	Trials Timetable - to be advised
<b>Music 1</b>	Week 7	Mon 08 March P1-P2: MCR Core Performance and Elective 1 Performance. Portfolio and Core Aural Activity (in class)	Week 7	Mon 31 May P3-P4: MCR Electives I and II assessment in-class Vivas, Composition, Performance Elective II - Elective III.	Trials Timetable - to be advised Trial Aural Exam. Trial Practical Examinations: MCR Thu 22 July D9 P1-P4: Elective I 5%; Elective II 5%; Elective III 5%.

<b>Music 2</b>	Week 7	Mon 08 Mar P3-P4: MCR Core Performance (Mandatory Topic) and Viva Voce on style and performance preparation and techniques. Sight singing.	Week 7	Mon 31 May P3-P4: MCR Performance Elective: 2 pieces (2 from Additional Topic OR 1 from Mandatory Topic and 1 from Additional Topic) (max 10 mins) Musicology Elective: Submit a Musicology Portfolio as part of the musicological research that leads to the Essay (1500 words) Composition Elective: Submit the Composition Portfolio for marking. Composition requirements: 1 piece based on Additional Topic (max 3 mins) Core Composition Portfolio including Musicology research essay on Mandatory topic. Written hand-in.	<i>Trial HSC.</i> Trials Timetable to be advised. Core Aural and Musicology Examination. Trial Practical Examinations: MCR. Thu 22 Jul: Performance Elective: 2 pieces (2 from Additional Topic OR 1 from Mandatory Topic and 1 from Additional Topic) (max 10 mins). Musicology Elective: Submit a Musicology Portfolio as part of the musicological research that leads to the Essay (1500 words). Composition Elective: Submit the Composition Portfolio for marking. Composition requirements: 1 piece based on Additional Topic (max 3 mins).
<b>PD/H/PE</b>	Week 7	Mon 08 Mar D1 P0 morning: Core 2 Factors Affecting Performance - Investigation with in class response	Week 8	Mon 07 Jun D6 P0 morning: <i>Health Priorities in Australia:</i> Research and in class Writing Activity.	Trials Timetable - to be advised
<b>Physics</b>	Week 8	Wed 17 Mar D8 P5-P6: Practical in class activity	Week 7	Thu 03 June D4 P4: Depth Study submission and in class activity	Trials Timetable - to be advised
<b>Society and Culture</b>	Week 8	Tue 16 Mar D7: P6 <i>Popular Culture</i> - Written response in-class - Integrating research methods	Week 8	Mon 07 June D6: <i>Conformity and Non-Conformity</i> - Oral Presentations	Trials Timetable - to be advised

Key: D = Day P = Period

