

CONSERVATORIUM
HIGH SCHOOL
Fiat lux

CONSERVATORIUM
HIGH SCHOOL

ASSESSMENT
POLICY
AND
SCHEDULES

YEAR 12

2020-2021

CONTENTS

| | |
|---|----|
| A Glossary of Key Words | 3 |
| Conservatorium High School Senior Assessment Policy | 4 |
| Excursions and Fieldwork | 6 |
| HSC Music Practical Examinations | 6 |
| Disability Provisions for Assessment Tasks | 6 |
| Hand-in Assessment Tasks | 6 |
| Unfair Advantage in Assessment Tasks or SIPA | 7 |
| Approved Leave (approved by Principal or nominee) | 7 |
| Request for Extension | 7 |
| Online Assessment Submission Requirements | 8 |
| Malpractice/Plagiarism | 9 |
| Procedures for Absence, Lateness, Illness or Misadventure | 10 |
| Summary Of Assessment Submission Procedure | 12 |
| Year 12 Course Outcomes And Assessment Schedules | 13 |
| Chemistry | 14 |
| English Advanced | 15 |
| English Extension 1 | 16 |
| English Extension 2 | 17 |
| German Beginners | 18 |
| History Extension | 19 |
| Mathematics Advanced | 20 |
| Mathematics Extension 1 | 21 |
| Mathematics Extension 2 | 22 |
| Mathematics STANDARD 2 | 23 |
| Modern History | 24 |
| Music 2 | 25 |
| Music Extension | 26 |
| Physics | 28 |
| Visual Arts | 29 |

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 examinations and assessment tasks.

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

CONSERVATORIUM HIGH SCHOOL SENIOR ASSESSMENT POLICY

WHY DO WE NEED A SCHOOL ASSESSMENT POLICY?

The school Assessment Policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment. Assessment at the Conservatorium High School encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

These rules should be read in conjunction with the *2021 HSC Rules and Procedures Guide* published by NESA and distributed to all Year 12 students.

WHAT ARE THE RESPONSIBILITIES OF THE SCHOOL?

An assessment schedule has been developed for each course within the outcomes provided by NESA, incorporating mandatory assessment components and weightings for that course. Components are the parts of courses or major areas to be assessed. Weightings are the percentages of marks to be allocated to the components.

The school is required to provide students with the following information:

- an assessment calendar, which outlines which components are to be assessed, when the assessment tasks are scheduled and the relative weighting attached to each assessment task.
- assessment tasks of the same type and same weighting for all classes studying that course. *At the completion of each task, students will receive a mark, rank and cumulative rank, detailed marking criteria and written feedback concerning areas for development.*
- written notification of the specific nature of each calendared assessment task at least two weeks in advance. This is a more detailed explanation of the specific nature of the task.
- in exceptional circumstances where some tasks may be rescheduled or substituted, written notification from the class teachers of the new arrangements in writing at least two weeks in advance.
- official warning letters of concern posted home to parents/carers outlining the areas of unsatisfactory completion of the HSC course requirements.

WHAT ARE THE RESPONSIBILITIES OF THE STUDENTS?

- Students must demonstrate sustained diligence and effort in each subject.
- Students must attend classes regularly and ensure their attendance does not fall **below 85%**.
- Students must complete all set tasks in order to achieve course outcomes.
- Students are required to participate in all lessons constructively.
- Every student has the responsibility to be familiar with the school's assessment policies as outlined in the *Assessment Policy and Schedules Handbook*. Every student must also be familiar with the course information contained in the handbook.
- It is important that students speak with their class teacher or the Head Teacher of the faculty if there is any doubt about the requirements of the subject/course assessment policy.
- It is the responsibility of students to be present for, or to hand in all assessment tasks at the required time as specified in the booklet and the assessment calendar.
- **Students must be present for the whole day on which an assessment task is scheduled.** It is not acceptable for a student to attend school to fulfil the requirements of an assessment task only and not be present at all the timetabled lessons for that particular day.

HOW ARE COURSE OUTCOMES ASSESSED?

Students are assessed against course outcomes through a range of assessment tasks in each subject. An outcome is a description of the learning which has taken place. Student progress in achieving course outcomes is reported twice a year.

A range of tasks is used for assessment and will vary from course to course. These may include:

- tests which may take a written, practical and oral form
- class essays, research tasks, assignments, portfolios, log books
- practical tasks and major works
- projects

NON-ASSESSMENT ASSIGNMENTS AND TASKS

Students are required to complete non-assessment assignments and tasks. One of the conditions of completing a course satisfactorily is that the student must apply themselves **with diligence and sustained effort to the set tasks and experiences provided in the course by the school.** Classwork, homework and assignment work may also be based on mandatory experiences for the course as described by the Syllabus for that course and as such must be completed satisfactorily.

EXCURSIONS AND FIELDWORK

Some subject rules require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence from such activities, students must negotiate alternate arrangements prior to the event. The granting of a concession is at the discretion of the Principal.

HSC MUSIC PRACTICAL EXAMINATIONS

Students should attend classes and music activities on **all** days other than the day of their own examination. Students playing in the chamber music piece of other students should attend classes and music activities as normal, negotiating warm up time and performance time with their individual class teachers.

DISABILITY PROVISIONS FOR ASSESSMENT TASKS

Students who wish to apply for Disability Provisions for Assessment Tasks should contact the Head Teacher, Teaching and Learning.

The Principal has the authority to decide on, and to implement, disability provisions for school-based assessment tasks including examinations. Disability provisions will be granted if a student has a permanent or temporary disability that would, in a normal situation, prevent them from:

1. Reading the examination questions, and/or
1. Communicating their responses.

Please refer to the school's *Disability Provisions Policy* for further information.

HAND-IN ASSESSMENT TASKS

Hand-in tasks include tasks such as research essays, written reports and practical work.

- All assessment tasks are to be submitted on the due date at the specified time. It is the student's responsibility to ensure that these tasks are submitted on time.
- The tasks are to be submitted to the class teacher or the relevant faculty Head Teacher. Students must not leave hand-in tasks on teachers' desks or at the office, unless specifically directed to do so.
- If the student has only completed part of the hand-in task, this part must be submitted to the class teacher on the due date.
- Students must attend all classes on the day tasks are due. Failure to submit tasks on time without a valid reason may result in a 'zero' mark. Lateness to school or truancy from lessons will result in a mark penalty.
- In the case of illness or misadventure, it is the student's responsibility to apply to the Assessment Review Committee (ARC) for consideration. Please consult the procedures in Illness/Misadventure.

UNFAIR ADVANTAGE IN ASSESSMENT TASKS OR SIPA

It is considered unfair advantage if a student:

- stays at home the day(s) before any assessment task or SIPA
- or***
- arrives late to school on the day of an assessment task or SIPA
- and/or***
- does not attend **all** lessons and music activities before and after an assessment task or SIPA without a valid reason

If students need warm up time or reduced playing load in a music activity prior to their assessment task or level examination, they should negotiate with the teacher concerned **before** that class or activity starts. Music activities: Choir, Performing Ensembles, Chamber Music, Performance Workshop, concert rehearsals etc.

Students taking unfair advantage will have their marks penalised by an amount determined by the Assessment Review Committee, **but not less than 10%**.

Students taking unfair advantage run the risk of receiving a zero (0) for the assessment task or level examination.

APPROVED LEAVE (APPROVED BY PRINCIPAL OR NOMINEE)

If a student knows in advance that he/she will be absent on the day a task is due, then the task should be handed in prior to the due date. When the task is to be completed in class, then arrangements must be made with the Head Teacher prior to the task. These arrangements need to be noted in writing and communicated to the student.

REQUEST FOR EXTENSION

Students are provided with the opportunity to apply for an extension if they feel they have a genuine inability to meet a scheduled due date. These applications are to be expressed in writing using the Request for Extension Form provided by the school. These forms are to be collected from the Front Office and must be returned to the Deputy Principal or relevant Head Teacher within two days of issue. All applications for an extension must be made **five school days prior to the due date**.

ONLINE ASSESSMENT SUBMISSION REQUIREMENTS

Students are to submit assessment items in required format by the due date and time, as advised on the notification. Illness/misadventure forms and protocols are maintained as per school policy should the student be unable to submit an assessment due to illness or personal circumstance.

Specifications for assessment tasks submitted electronically

- The student is responsible for the files being able to be opened and viewed at the final submission point specified on the notification (e.g. Microsoft Office Files, Google Classroom, Google Docs, Google Slides, PDF or Email) prior to marking.
- Students must ensure assessment files submitted are clean (not corrupt and able to be opened by the marker). A marker who is unable to open or view a file may apply the penalties for late submission.
- The submission date/time is indicated by the date/time that electronic submission is recorded. Google Classroom submissions and emails confirm on screen date and time.
- Delays in typing or the unavailability or failure of word-processing or printing facilities will not constitute acceptable reasons for failure to meet deadlines.
- Failure of personal computer equipment should not be considered an excuse for late submission as it is the student's responsibility, through proper data management, to have backups of work. Disk or ICT failure, unless publicly documented (ICT failure at server is treated at a state unit level by the School) will not be accepted.

Should inaccessibility to technology or personal circumstance prevent successful submission of online assessments, parents are required to contact the teacher prior to the due date.

Submissions on Google Classroom

- Instructions for assessment submission on Google Classroom depending on devices:
<https://support.google.com/edu/classroom/answer/6020285?co=GENIE.Platform%3DDesktop&hl=en>
- If a Google file (slides, sites, docs, sheets, forms) is uploaded and the student selects 'turn in' to finalise submission, the file may no longer be edited by the student. The ownership of the file(s) transfers to the marker.
- Submission via Google Files enables the marker to scan the file for signs of plagiarism.
- If for a technical reason Google Submission is unavailable, written assignments should be emailed to the Head Teacher as evidence of the time you sought to submit the assignment. Students will still need to later submit through the assignment e-submission process.

Assessment items submitted not following requirements or submitted after the due date and time will require further review by the Assessment Review Committee (ARC).

Late Online Submission of Assessment Tasks

1. If experiencing difficulties at home, please email the Head Teacher or Teacher of the subject prior to submission or complete an illness/misadventure form.
2. Accepting late submissions of assessments will be determined by the Head Teacher of the subject assessed and/or the Assessment Review Committee (ARC).

It is considered a late submission if the student:

- submits the assessment after the due date and time OR as agreed to in an Application for Assessment Extension;
- does not submit all the required components of the assessment task;

- has lost a digital file and cannot submit on time;
- submits a corrupt digital file (marker cannot open the file).
- submits an internet link (share link address) instead of uploading the required format.
- submits a file where the student maintains editing access past the due date.
- submits a file that may not be shared or edited by the marker past the due date.

Specifications for late submissions on Google Classroom

- If the student unsubmitted an assignment from the Google Assessment posts or question, it is their responsibility to resubmit it before the due date and time.
- Any assignment turned in or marked done after the due date is recorded as late, even if the student has previously submitted the work before the due date.
- Online submissions not submitted by the online due date and time, are marked Missing or Done Late. As an example, if the assessment is due at 9:00 AM, it should be turned in by 8:59 AM. If the student turns in at 9:00 AM, it is late.

Depending on individual internet connections and upload speeds, students are strongly advised against last minute submissions.

The student is responsible for sharing a document with their teacher, marker or Head Teacher. It is essential that the student checks sharing permissions prior submission of assessment task.

Further information on Google Drive sharing and ownership permissions can be found [here](#).

MALPRACTICE/PLAGIARISM

Work submitted for assessment tasks must be the student's own work, as outlined in the *HSC: All My Own Work* training completed by all students.

Malpractice in the Year 11 course will disqualify students from an award in that subject; similarly, malpractice within the school context of the Year 11 course, will render a task a 'zero' score.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work and presenting it as one's own
- plagiarising or using material directly from books, journals, CDs, or the internet without reference to the source
- borrowing or stealing another person's work and presenting it as one's own
- breaching published school examination rules
- offering false documentation or explanations in support of an appeal /non-serious attempt in an examination or assessment task
- presenting work which contains frivolous and/or objectionable material
- assisting another student to engage in malpractice.

A teacher responsible for a task who suspects malpractice may have occurred will bring the matter to the attention of the Head Teacher. If both teachers are in agreement, then the student will be awarded a zero for the task and be subject to possible penalties in the school's code of conduct. Students may appeal any such decision using the school's existing appeals procedures.

PROCEDURES FOR ABSENCE, LATENESS, ILLNESS OR MISADVENTURE

Consideration is given to students who suffer illness (including COVID-19) or misadventure at the time of a task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students.

You cannot submit an appeal on the basis of:

- difficulties in preparation or loss of preparation time including difficulties experienced with computers
- alleged deficiencies in tuition
- long-term illnesses such as glandular fever, asthma, epilepsy, depression – unless you have suffered a 'flare-up' or exacerbation of your symptoms during the examination/task period
- the same grounds for which you received disability provisions – unless you have experienced additional difficulties during a task
- misreading the task/examination or the task/examination instructions

The illness / misadventure application is limited to matters pertaining to the conduct and presentation of the missed task only.

Students need to be aware that if he/she commences or attempts an assessment task the result he/she achieves will be recorded. In this case, Illness/Misadventure therefore does not apply retrospectively.

An Illness/Misadventure Application Form must be completed and all paperwork returned within **two days** of the student's return to school. Relevant written evidence from a medical practitioner is mandatory for any application relating to illness to be considered by the Assessment Review Committee (ARC).

In the case of:

1. Absence due to illness/misadventure on the day of an in-school assessment task.

- The student or family member is requested to contact the school **on the morning the task is scheduled**.
- Students must report to the relevant subject Head Teacher on the **first day of their return to school**. The student must complete an Illness/Misadventure Form, which can be obtained from the faculty Head Teacher or the Deputy Principal. This form, once it has been completed, must be returned to the Head Teacher within two days.

2. Absence due to illness/misadventure on the day an assessment task is due to be submitted.

- The student or family member is requested to contact the school **on the same day a task is due to be handed in**.
- On the **first day of the student's return to school**, the student must submit the task to the relevant Head Teacher of the faculty and complete an Illness/Misadventure form.

3. Illness/misadventure during an in-school assessment.

- The student must acknowledge his/her condition to the supervisor of the task before leaving the room, or sitting for the task and collect an Illness/Misadventure Form from the relevant Head Teacher or Deputy Principal.
- A student who is present for an assessment task cannot apply retrospectively for any special consideration due to illness. He/she must notify the supervisor before the commencement of the task or during the task.

4. Illness/misadventure during an examination period.

- The student must contact the faculty Head Teacher or Deputy Principal
- The faculty Head Teacher or the Deputy Principal will liaise with the student and organise a rescheduling of the affected examination(s).
- The student must complete an Illness/Misadventure Form for the missed examination and return it to the faculty Head Teacher or Deputy **within three days**.

5. Group performance illness/misadventure.

- When a group performance cannot go ahead on a scheduled date, the students affected need to complete a group performance Illness/Misadventure Form.
- This form should be returned to the relevant Head Teacher within two days. The Head Teacher will reschedule an alternative date for the performance.
- The student responsible for this group illness / misadventure application must complete an individual Illness / Misadventure form outlining the nature of his/her application (illness / misadventure). Please note that the application will be considered separately to the group's application.

In all the cases (1-5):

- The Illness/Misadventure Form must be completed and returned to the Head Teacher within two days of the initial return to school. The urgency and accuracy of the procedures are important in enabling the case to be seriously considered.

The consequences of not following these procedures may result in your application for illness/misadventure being rejected.

OUTCOME OF ILLNESS/MISADVENTURE

The Assessment Review Committee (comprising the Deputy Principal and two Head Teachers) will consider all illness/misadventure cases. They will assess the presented evidence and determine whether the application should be upheld or rejected.

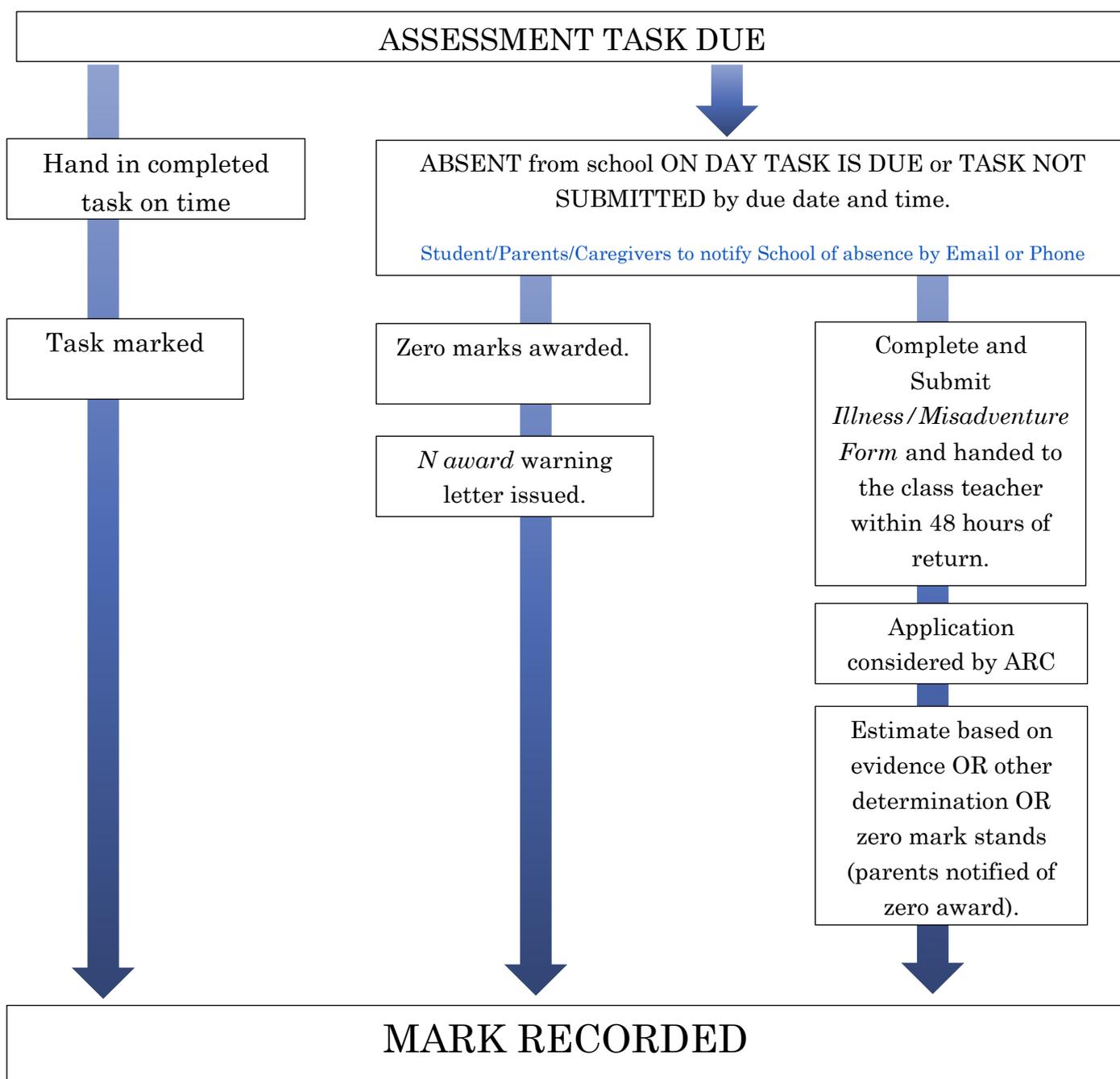
If the application is upheld, one of three things may occur:

2. A zero will be recorded for the original task and the student will be required to complete the task or a substitute task. The mark gained for this task will replace the zero **or**
3. the performance may be considered to be unaffected, and the student's result in the task will remain as marked **or**
4. in some circumstances where undertaking an alternative task is not feasible, the Principal may authorise the use of an estimate, based on appropriate evidence, or determine that the student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period. This calculated mark would then replace the 'zero'.

The student will be advised in writing within seven days of submitting the application if the application has been upheld and, if so, which of 1-3 above will apply.

In all cases, students may apply to the Principal in writing to reconsider the Assessment Review Committee's decision. This appeal must be made within two days of receiving the decision.

SUMMARY OF ASSESSMENT SUBMISSION PROCEDURE



Note:

As all assessment tasks are marked to a strict criteria, there are no grounds for an appeal in regards to the mark awarded to a completed assessment task. Further feedback can be requested.

If a candidate becomes ill during the course of an examination, an *Illness/Misadventure Appeal* must be lodged as per policy.

YEAR 12 COURSE OUTCOMES AND ASSESSMENT SCHEDULES

| Week | Term 4 2020 | Term 1 2021 | Term 2 2021 | Term 3 2021 |
|-------------|--|--|---|---|
| 1 | | | | Music 2 (Composition & Portfolio) |
| 2 | | | | Music 2 (Performance & Elective) Music Extension (Performance) |
| 3 | | | Music Extension (Performance) Mathematics Advanced Mathematics Standard Mathematics Extension 2 | Trial HSC Week |
| 4 | | | Mathematics Extension 1 | Trial HSC Week Visual Arts |
| 5 | | | Physics Chemistry German Beginners | |
| 6 | Chemistry | German Beginners | English Extension 1 Music Extension (Composition & Musicology) | Music Extension (Composition) Music Extension (Musicology) |
| 7 | Mathematics Advanced Mathematics Extension 2 Mathematics Standard Modern History English Advanced German Beginners Physics | English Advanced | Music Extension (Performance) Music Extension (Composition) Music Extension (Musicology) English Extension 2 Visual Arts | |
| 8 | Mathematics Extension 1 English Extension 2 Visual Arts | Chemistry English Extension 2 Mathematics Advanced Mathematics Standard Modern History Music 2 Physics | English Advanced History Extension Modern History | |
| 9 | English Extension 1 | Mathematics Extension 1 Mathematics Extension 2 | | |
| 10 | | History Extension | | |

CHEMISTRY

| | Task 1 | Task 2 | Task 3 | Trial HSC | |
|----------------------------------|------------------------------|---|--|---|----------------------|
| Schedule | Term 4 Week 6 | Term 2 Week 5 | Term 1 Week 8 | Term 3 Week 3-4 | |
| Syllabus Information | | | | | |
| Outcomes Assessed | CH12-1, CH12-2, CH12-3 | CH12-12, CH12-13, CH12-14 CH12-1, CH12-4, CH12-5, CH12-6, CH12-7 | CH 11/12-1 CH 11/12-4 CH 11/12-5 CH 11/12-6 CH 11/12-7 | CH12-12, CH12-13, CH12-14, CH12-15 CH 11/12-1, CH 11/12-4, CH 11/12-5 CH 11/12-6 CH 11/12-7 | Syllabus Weighting % |
| Knowledge and Understanding | 5% | 10% | 5% | 20% | 40% |
| Skills in Working Scientifically | 5% | 20% | 25% | 10% | 60% |
| Total Weighting % | 10% | 30% | 30% | 30% | 100% |

HSC Course Outcomes

| Skills | Students: develop skills in applying the process of Working Scientifically | |
|-----------------------------|---|--|
| A student: | CH11/12-1 | Questioning and predicting: develops and evaluates questions and hypotheses for scientific investigation |
| | CH11/12-2 | Planning investigations: designs and evaluates investigations in order to obtain primary and secondary data and information |
| | CH11/12-3 | Conducting investigations: conducts investigations to collect valid and reliable primary and secondary data and information |
| | CH11/12-4 | Processing data and information: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media |
| | CH11/12-5 | Analysing data and information: analyses and evaluates primary and secondary data and information |
| | CH11/12-6 | Problem solving: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes |
| | CH11/12-7 | Communicating: communicates scientific understanding using suitable language and terminology for a specific audience or purpose |
| Knowledge and Understanding | Students develop knowledge and understanding of the fundamentals of chemistry | |
| A student: | CH12-12 | Explains the characteristics of equilibrium systems, and the factors that affect these systems. |
| | CH12-13 | Describes, explains and qualitatively analyses acids and bases using contemporary models. |
| | CH12-14 | Analyses the structure of, and predicts reactions involving, carbon compounds |
| | CH12-15 | Describes and evaluates chemical systems used to design and analyse chemical processes |

ENGLISH ADVANCED

| | Task 1 | Task 2 | Task 3 | Trial HSC | |
|-------------------------------|---|--|---------------------------------------|--|-----------------------------|
| Schedule | Term 4 Week 7 | Term 1 Week 7 | Term 2 Week 8 | Term 3 Weeks 3-4 | |
| Syllabus Information | | | | | |
| Outcomes Assessed | EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7 | EA12-1, EA12-3, EA12-5, EA12-6, EA12-8 | EA12-2, EA12-3, EA12-5, EA12-7, | EA12-3, EA12-4, EA12-5, EA12-6, EA12-8 | Syllabus Weighting % |
| Total Task Weighting % | 25% | 20% | 25% | 30% | 100% |

HSC Course Outcomes

| | |
|--------|---|
| EA12-1 | responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure |
| EA12-2 | uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies |
| EA12-3 | analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning |
| EA12-4 | strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts |
| EA12-5 | thinks imaginatively, creatively, interpretively and critically 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 cultural assumptions and values in texts and their effects on meaning |
| EA12-9 | Reflects on, evaluates and monitors own learning |

ENGLISH EXTENSION 1

| | Task 1 | Task 2 | Trial HSC | |
|-------------------------------|--|---------------------------|--|-----------------------------|
| Schedule | Term 4 Week 9 | Term 2 Week 6 | Term 3 Weeks 3-4 | |
| Syllabus Information | | | | |
| Outcomes Assessed | EE12-1, EE12-2, EE12-3, EE12-4, EE12-5 | EE12-1, EE12-2, EE12-3 | EE12-1, EE12-2, EE12-3, EE12-4, EE12-5 | Syllabus Weighting % |
| Total Task Weighting % | 30% | 40% | 30% (15% for each section) | 100% |

HSC 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 |

ENGLISH EXTENSION 2

| | Task 1 | Task 2 | Task 3 | |
|--|------------------|------------------------------|------------------------------|-----------------------------|
| Schedule | Term 4 Week 8 | Term 1 Week 8 | Term 2 Weeks 7 | |
| Syllabus Information | | | | |
| Outcomes Assessed | 12-1,12-4, 12-3 | 12-1, 12-2, 12-3, 12-4, 12-5 | 12-1, 12-2, 12-3, 12-4, 12-5 | Syllabus Weighting % |
| Objective 1 Skills in extensive independent investigation | 15% | 20% | 15% | 50% |
| Objective 2 Skills in sustained composition | 15% | 20% | 15% | 50% |
| Total | 30% | 40% | 30% | 100% |

HSC 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 | Applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition |
| EEX12-4 | Undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant experience, event or idea |
| EEX12-5 | reflects on and evaluates the composition process and the effectiveness of their own published composition |

GERMAN BEGINNERS

| | Task 1 | Task 2 | Task 3 | Trial HSC | |
|-----------------------------|--|--|--------------------|--|-----------------------------|
| Schedule | Term 4 Week 8 | Term 1 Week 6 | Term 2 Week 5 | Term 3 Weeks 3-4 | |
| Syllabus Information | | | | | |
| Outcomes Assessed | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 | 1.1, 1.2, 1.3, 1.4 | 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 | Syllabus Weighting % |
| Listening | | 20% | | 10% | 30% |
| Reading | 20% | | | 10% | 30% |
| Speaking | | | 15% | 5% | 20% |
| Writing | 5% | 10% | | 5% | 20% |
| Total Weighting % | 25% | 30% | 15% | 30% | 100% |

HSC Course Outcomes

| | | |
|---------------------|-----|---|
| Interacting | 1.1 | establishes and maintains communication in German |
| | 1.2 | manipulates linguistic structures to express ideas effectively in German |
| | 1.3 | sequences ideas and information |
| | 1.4 | applies knowledge of the culture of German-speaking communities to interact appropriately |
| Understanding texts | 2.1 | understands and interprets information in texts using a range of strategies |
| | 2.2 | conveys the gist of and identifies specific information in texts |
| | 2.3 | summarises the main points of a text |
| | 2.4 | draws conclusions from or justifies an opinion about a text |
| | 2.5 | identifies the purpose, context and audience of a text |
| | 2.6 | identifies and explains aspects of the culture of German-speaking communities in texts |
| Producing texts | 3.1 | produces texts appropriate to audience, purpose and context |
| | 3.2 | structures and sequences ideas and information |
| | 3.3 | applies knowledge of diverse linguistic structures to convey information and express original ideas in German |
| | 3.4 | applies knowledge of the culture of German-speaking communities to the production of texts. |

HISTORY EXTENSION

| | Task 1 | Task 2 | Trial HSC | |
|--|-------------------------|--------------------------------|-------------------------|-----------------------------|
| Schedule | Term 1 2021 Week 10 | Term 2 Week 8 | Term 3 Weeks 3-4 | |
| Syllabus Information | | | | |
| Outcomes Assessed | HE12-1 HE12-2 HE12-4 | HE12-1 HE12-2 HE12-3 HE12-4 | HE12-1 HE12-3 HE12-4 | Syllabus Weighting % |
| Knowledge and understanding about significant historiographical ideas and processes | 20% | 15% | 15% | 50% |
| Skills in designing, undertaking and communicating historical inquiry analysis | 20% | 15% | 15% | 50% |
| Total Task Weighting % | 40% | 30% | 30% | 100% |

HSC Course Outcomes

| | |
|----------|---|
| HE 12- 1 | Analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations |
| HE 12-2 | Plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches |
| HE 12-3 | Communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues |
| HE 12-4 | Constructs an historical position about an area of historical inquiry, and discusses and challenges other positions |

MATHEMATICS ADVANCED

| | Task 1 | Task 2 | Task 3 | Trial HSC | |
|-------------------------------------|----------------------------------|------------------|--|---|----------------------|
| Schedule | Term 4 Week 7 | Term 1 Week 8 | Term 2 Week 3 | Term 3 Week 3-4 | |
| Syllabus Information | | | | | |
| Outcomes Assessed | 12M-1 12M-9 12M-10 | 12M-8 | 12M-1,3 12M-5,6 12M-8,9,10 | All topics completed up to two weeks prior to the Trial | Syllabus Weighting % |
| Understanding Fluency Communicating | 12% | 7% | 15% | 15% | 50% |
| Problem Solving and Reasoning | 13% | 8% | 15% | 15% | 50% |
| Total Weighting % | 25% | 15% | 30% | 30% | 100% |

Notes:

Assessment Tests: Students may use the prescribed textbook and their own handwritten A4 summary.

During the test students may ask the supervising teacher to clarify an aspect of a question.

Trial Exam: Conducted using the same conditions as for the HSC.

HSC Course Outcomes

| | |
|--------|---|
| 12M-1 | Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts. |
| 12M-2 | Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques. |
| 12M-3 | Applies calculus techniques to model and solve problems. |
| 12M-4 | Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems. |
| 12M-5 | Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs. |
| 12M-6 | Applies appropriate differentiation methods to solve problems. |
| 12M-7 | Applies the concepts and techniques of indefinite and definite integrals in the solution of problems. |
| 12M-8 | Solves problems using appropriate statistical processes. |
| 12M-9 | Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use. |
| 12M-10 | Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context. |

MATHEMATICS EXTENSION 1

| | Task 1 | Task 2 | Task 3 | Trial HSC | |
|------------------------------|------------------------------------|------------------------------------|--|---|-----------------------------|
| Schedule | Term 4 Week 8 | Term 1 Week 8 | Term 2 Week 4 | Term 3 Week 3-4 | |
| Syllabus Information | | | | | |
| Outcomes Assessed | 12ME-1 12ME-6 12ME-7 | 12ME-5 12ME-6 12ME-7 | 12ME-1,2 12ME-3,4 12ME-6,7 | All topics completed up to two weeks prior to the Trial | Syllabus Weighting % |
| Skills, Understanding | 12% | 7% | 15% | 15% | 50% |
| Application | 13% | 8% | 15% | 15% | 50% |
| Total Weighting % | 25% | 15% | 30% | 30% | 100% |

Notes:

| | |
|-------------------|---|
| Assessment Tests: | Students may use the prescribed textbook and their own handwritten A4 summary. During the test, students may ask the supervising teacher to clarify an aspect of a question. |
| Trial Exam: | Conducted using the same conditions as for the HSC. |

HSC Course Outcomes

| | |
|--------|---|
| 12ME-1 | applies techniques involving proof or calculus to model and solve problems |
| 12ME-2 | applies concepts and techniques involving vectors and projectiles to solve problems |
| 12ME-3 | applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations |
| 12ME-4 | uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution |
| 12ME-5 | applies appropriate statistical processes to present, analyse and interpret data |
| 12ME-6 | chooses and uses appropriate technology to solve problems in a range of contexts |
| 12ME-7 | evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms |

MATHEMATICS EXTENSION 2

| | Task 1 | Task 2 | Task 3 | Trial HSC | |
|----------------------------------|-------------------------------------|-------------------------------------|--|---|-------------------------------------|
| Schedule | Term 4 Week 7 | Term 1 Week 9 | Term 2 Week 3 | Term 3 Week 3-4 | |
| Syllabus Information | | | | | |
| Outcomes Assessed | ME2-1, ME2-4, ME2-7, ME2-8 | ME2-1, ME2-4, ME2-7, ME2-8 | ME2-1, ME2-2 , ME2-6, ME2-7,8 | All topics completed up to two weeks prior to the Trial | Syllabus Weighting % |
| Skills, Understanding | 12% | 7.5% | 15% | 15% | 50% |
| Application | 13% | 7.5% | 15% | 15% | 50% |
| Total Weighting % | 25% | 15% | 30% | 30% | 100% |

Notes:

| | |
|-----------------------|--|
| Assessment Tests | Students may use the prescribed textbook and their own handwritten A4 summary During the test students may ask the supervising teacher to clarify an aspect of a question |
| Trial HSC Examination | Conducted using the same conditions as for the HSC |

HSC Course Outcomes

| | |
|-------|---|
| ME2-1 | understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts |
| ME2-2 | chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings |
| ME2-3 | uses vectors to model and solve problems in two and three dimensions |
| ME2-4 | uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems |
| ME2-5 | applies techniques of integration to structured and unstructured problems |
| ME2-6 | uses mechanics to model and solve practical problems |
| ME2-7 | applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems |
| ME2-8 | communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument |

MATHEMATICS STANDARD 2

| | Task 1 | Task 2 | Task 3 | Trial HSC | |
|--|----------------------|----------------------|-----------------------------------|--------------------|-----------------------------|
| Schedule | Term 4 Week 7 | Term 1 Week 8 | Term 2 Week 3 | Term 3 Week 3-4 | |
| Syllabus Information | | | | | |
| Outcomes Assessed | MS2-12-1 MS2-12-4 | MS2-12-2 MS2-12-7 | MS2-12-5 MS2-12-6 MS2-12-10 | All Outcomes | Syllabus Weighting % |
| Understanding Fluency Communicating | 12% | 7% | 15% | 15% | 50% |
| Problem Solving and Reasoning | 13% | 8% | 15% | 15% | 50% |
| Total Weighting % | 25% | 15% | 30% | 30% | 100% |

Notes:

Assessment Tests:

Students may use the prescribed textbook and their own handwritten A4 summary.

During the test students may ask the supervising teacher to clarify an aspect of a question.

Trial Exam:

Conducted using the same conditions as for the HSC.

HSC Course Outcomes

| | |
|-----------|---|
| 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 |

MODERN HISTORY

| | Task 1 | Task 2 | Task 3 | Trial HSC | |
|---|---|--|--------------------------------|--|----------------------|
| Schedule | Term 4 Week 7 | Term 1 Week 8 | Term 2 Week 8 | Term 3 Weeks 3-4 | |
| Syllabus Information | | | | | |
| Outcomes Assessed | MH12-3, MH12-4 MH12-6 MH12-7 MH12-9 | MH12-2, MH12-3, MH12-4 MH12-5 MH12-8 MH12-9 | MH12-2 MH12-5 MH12-7 MH12-8 | MH12-3 MH12-4 MH12-5 MH12-7 MH12-9 | Syllabus Weighting % |
| Knowledge and Understanding of Course Content | 5% | 10% | 10% | 15% | 40% |
| Historical skills in the analysis and evaluation of sources and interpretations | 10% | 5% | 5% | 10% | 20% |
| Historical inquiry and research | | 5% | 5% | | 20% |
| Communication of historical understanding in appropriate forms | 5% | 5% | 5% | 5% | 20% |
| Total Weighting % | 20% | 25% | 25% | 30% | 100% |

HSC Course Outcomes

| | |
|----------|---|
| MH 12- 1 | accounts for the nature of continuity and change in the modern world |
| MH 12-2 | proposes arguments about the varying causes and effects of events and developments |
| MH 12-3 | evaluates the role of historical features, individuals, groups and ideas in shaping the past |
| MH 12-4 | analyses the different perspectives of individuals and groups in their historical context |
| MH 12-5 | assesses the significance of historical features, people, ideas, movements, events and developments of the modern world |
| MH 12-6 | analyses and interprets different types of sources for evidence to support an historical account or argument |
| MH 12-7 | discusses and evaluates differing interpretations and representations of the past |
| MH 12-8 | plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources |
| MH 12-9 | communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms |

MUSIC 2

| | Task 1 | Task 2 | Task 3 | Trial HSC | |
|-----------------------------|------------------------|------------------------|------------------------|---------------------|-----------------------------|
| Schedule | Term 1, 2021 Week 8 | Term 3, 2021 Week 1 | Term 3, 2021 Week 2 | Term 3 Weeks 3-4 | |
| Syllabus Information | | | | | |
| Outcomes Assessed | H1, H5 | H3, H4, H8 | H1, H3, H4 | H2, H7 | Syllabus Weighting % |
| Performance | 5% | | 15% | | 20% |
| Composition | | 20% | | | 20% |
| Aural | 10% | | | 10% | 20% |
| Musicology | 5% | | | 15% | 20% |
| Elective | | | 20% | | 20% |
| Total | 20% | 20% | 35% | 25% | 100% |

HSC COURSE OUTCOMES

| | |
|----|--|
| H1 | performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble |
| H2 | demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics |
| H3 | composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures |
| H4 | stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts |
| H5 | analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations |
| H6 | discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context |
| H7 | critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics |
| H8 | understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied |
| H9 | identifies, recognises, experiments with, and discusses the uses and effects of technology in music |

MUSIC EXTENSION

PERFORMANCE

| | Task 1 | Task 2 | Trial HSC | |
|-------------------------------|------------------|--------------------|---------------------|-----------------------------|
| Schedule | Term 2 Week 3 | Term 2 Week 7 | Term 3 Weeks 3-4 | |
| Syllabus Information | | | | |
| Outcomes Assessed | P3, P4 | P1, P2, P3, P4, P6 | P1, P4, P5 | Syllabus Weighting % |
| Total Task Weighting % | 30% | 40% | 30% | 100% |

Performance Outcomes

| | |
|----|--|
| P1 | performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member |
| P2 | leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others |
| P3 | articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed |
| P4 | demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed |
| P5 | presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction |
| P6 | critically analyses the use of musical concepts to present a stylistic interpretation of music performed |

COMPOSITION

| | Task 1 | Task 2 | Trial HSC | |
|-------------------------------|------------------|--------------------|---------------------|-----------------------------|
| Schedule | Term 2 Week 6 | Term 2 Week 7 | Term 3 Weeks 3-4 | |
| Syllabus Information | | | | |
| Outcomes Assessed | C3, C4, C5 | C2, C3, C4, C5, C6 | C1, C3, C4, C5 | Syllabus Weighting % |
| Total Task Weighting % | 40% | 30% | 30% | 100% |

Composition Outcomes

| | |
|----|---|
| C1 | composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style |
| C2 | leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others |
| C3 | articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style |
| C4 | demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed |
| C5 | presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition |
| C6 | critically analyses the use of musical concepts to present a personal compositional style |

MUSICOLOGY

| | Task 1 | Task 2 | Trial HSC | |
|-------------------------------|------------------|--------------------|---------------------|-----------------------------|
| Schedule | Term 2 Week 6 | Term 2 Week 7 | Term 3 Weeks 3-4 | |
| Syllabus Information | | | | |
| Outcomes Assessed | M3, M4, M5 | M2, M3, M4, M5, M6 | M1, M3, M4, M5 | Syllabus Weighting % |
| Total Task Weighting % | 35% | 35% | 30% | 100% |

Musicology Outcomes

| | |
|----|---|
| M1 | presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources |
| M2 | leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others |
| M3 | articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research |
| M4 | demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing |
| M5 | presents, discusses and evaluates the problem-solving process and the development and realisation of a research project |
| M6 | critically analyses the use of the musical concepts to articulate their relationship to the style analysed |

PHYSICS

Year 12 Physics Course Assessment Schedule 2020-21

| | Task 1 | Task 2 | Task 3 | Trial HSC | |
|----------------------------------|--|---|--|---|----------------------|
| Schedule | Term 4 Week 7 | Term 1 Week 8 | Term 2 Week 5 | Term 3 Weeks 3 to 4 | |
| Syllabus Information | | | | | |
| Outcomes Assessed | PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7 PH11-12 | PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 | PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12, PH12-13, PH12-14, PH12-15 | PH11/12-5, PH11/12-6, PH11/12-7, PH12- 12, PH12-13, PH12- 14, PH12-15 | Syllabus Weighting % |
| Knowledge and Understanding | 0% | 10% | 15% | 15% | 40% |
| Skills in Working Scientifically | 10% | 20% | 15% | 15% | 60% |
| Total Weighting % | 10% | 30% | 30% | 30% | 100 % |

HSC Course Outcomes

| | | |
|-----------------------------|-----------|--|
| Skills | PH11/12-1 | Questioning and predicting: develops and evaluates questions and hypotheses for scientific investigation |
| | PH11/12-2 | Planning investigations: designs and evaluates investigations in order to obtain primary and secondary data and information |
| | PH11/12-3 | Conducting investigations: conducts investigations to collect valid and reliable primary and secondary data and information |
| | PH11/12-4 | Processing data and information: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media |
| | PH11/12-5 | Analysing data and information: analyses and evaluates primary and secondary data and information |
| | PH11/12-6 | Problem solving: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes |
| | PH11/12-7 | Communicating: communicates scientific understanding using suitable language and terminology for a specific audience or purpose |
| Knowledge and Understanding | PH12-12 | describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles |
| | PH12-13 | explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively |
| | PH12-14 | describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world |
| | PH12-15 | explains and quantitatively analyses electric fields, circuitry and magnetism |

VISUAL ARTS

| | Task 1 | Task 2 | Trial HSC | Task 4 | |
|-----------------------------|--------------------|-------------------|------------------------|------------------|-------------------------------------|
| Schedule | Term 4 Week 8 | Term 2 Week 7 | Term 3 Weeks 3 to 4 | Term 3 Week 4 | |
| Syllabus Information | | | | | |
| Outcomes Assessed | H7, H8, H9, H10 | H1, H2, H3, H4 | H7, H8, H9, H10 | H1 – H6 | Syllabus Weighting % |
| Written | 20% | | 30% | | 50% |
| Art Making | | 20% | | 30% | 50% |
| Total Weighting % | 20 % | 20 % | 30 % | 30 % | 100 % |

HSC Course Outcomes

| | |
|-----|---|
| H1 | initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions |
| H2 | applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work |
| H3 | demonstrates an understanding of the frames when working independently in the making of art |
| H4 | selects and develops subject matter and forms in particular ways as representations in artmaking |
| H5 | demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways |
| H6 | demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work |
| H7 | applies their understanding of practice in art criticism and art history |
| H8 | applies their understanding of the relationships among the artist, artwork, world and audience |
| H9 | demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art |
| H10 | constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts |