

**ST CATHERINE'S CATHOLIC COLLEGE
SINGLETON**



STAGE 6

YEAR 12

ASSESSMENT HANDBOOK

2020 – 2021

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YEAR 12 COURSE ASSESSMENT POLICY

Higher School Certificate rules and procedures are specified by the **NSW Educational Standards Authority** (NESAA) in its **Assessment Certification Examination** (ACE) requirements. Schools are obliged to ensure these requirements are met, in order to offer courses of study for the Higher School Certificate credential.

Students are advised that St Catherine's Catholic College Assessment Policy covers information relevant to both Year 11 and Year 12. This Handbook identifies information which applies to Year 12 Courses.

1. Students complete courses of study in each subject in two phases. The Year 11 Course (Year 11 - Terms 1-3) and the Year 12 Course (Year 11 – Term 4, Year 12 – Terms 1 - 3). Each course has a component of internal College Assessment.
2. The provision of a separate College Assessment in reporting Higher School Certificate results has a two-fold purpose. It is intended to provide an indication of a student's attainment, based on:
 - (a) a wider range of syllabus objectives than is measured by the external Examination.
 - (b) multiple measures and observations obtained throughout the HSC course which provide a more comprehensive indicator of a student's ability than a single Assessment event.

Standards Referenced Approach

The HSC uses a standards-referenced approach to assessing and reporting student achievement. This means that the achievements of students are assessed and reported against specified standards that are established for each course. In a standards-referenced approach, students are recognised for what they know, understand and can do. The mark they receive will reflect the standard which the student has achieved in the course.

The advantages of a standards referenced system are that:

- student performance is assessed against pre-determined standards of achievement
- once established, standards remain constant
- marks reflect the standards achieved, rather than a pre-determined distribution
- Assessment Tasks are linked to outcomes
- students know what is expected of them

If additional information is required on the Standards Reference approach, please contact the Assistant Principal.

ALL MY OWN WORK

Teachers and students - The *HSC: All My Own Work* program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies. The program consists of five modules and is available in online and downloadable formats. All students entered for one or more HSC courses with an external Examination are required to have satisfactorily completed the *HSC: All My Own Work* program, or its equivalent before they can receive grades for Year 11 Courses.

A. Year 12 Assessment

1. The Assessments submitted to NESAs by schools for a particular course, are intended to measure students' achievement, relative to each other, at the end of the Year 12 Course.
2. The use of achievement measures throughout the course is seen as serving three purposes:
 - a) it enables consideration to be given to aspects of the course, the attainment of which can best be demonstrated over time, e.g. practical skills.
 - b) it caters for any "self-contained" elements such as fieldwork, which occur as an isolated part of the course.
 - c) it increases the accuracy of the final Assessment of the students' achievement by utilising multiple measures.
3. Year 12 Assessment encompasses all syllabus outcomes other than those relating to the affective domain (values and attitudes). It will include the content, and those outcomes currently measured by the external Examination.
4. A student who is absent from a Task due to illness, accident, or exceptional circumstances, or who is adversely affected during a particular Task which constitutes part of Year 12 Assessment, or who is unable to present an assignment for inclusion in the Assessment, will not necessarily have a "zero" mark recorded for that Task. Marks based on a substitute Task or, in exceptional circumstances, an estimate based on other evidence will be accepted where the Principal considers that student has an acceptable reason.
5. Students who fail to complete Assessments **must** obtain and fill in the Non-Completion of Assessment Task Form, and return it to the appropriate teacher. The Studies Co-ordinator, in consultation with the Assistant Principal, will decide whether the reason for non-completion is valid, and what action will need to be taken. Signed, completed forms will be kept and filed to enable monitoring of performance and notification to students and parents, if they are in danger of not satisfactorily completing a course(s).
6. Assessments require each school to determine the relative achievement of its students with respect to specified syllabus standards.
7. Syllabus standards and performance standards are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learned and how it is achieved.

B. Responsibilities

- 1) It is the **responsibility of the College** to:
 - a) Conduct sound Assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
 - b) Develop quality Assessment Tasks and well-constructed marking guidelines
 - c) Provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
 - d) Develop an Assessment schedule for each subject and to inform students of which essays, assignments, tests, exams, field studies, tutorials, etc. or parts thereof, will contribute to the Assessment mark submitted to NESAs for each subject. This schedule identifies the term and week of a Task, but it is not a calendar of events. Teachers give notice of specific dates two weeks prior to when a Task is due.
 - e) Schedule the various Assessment Tasks throughout the course and ensure that such Tasks cover the range of components specified by NESAs.
 - f) Collate such information as is necessary, to provide a comprehensive guide for students of the College's requirements for Assessment in each subject.

- 2) It is the **responsibility of each student** to:
 - a) Be aware of the various types of Assessment Task (essays, presentations etc.). This will involve reading this booklet carefully and managing their own schedule.
 - b) Know the date on which Assessments are due. For all Assessment Tasks, students will be supplied with an Assessment schedule at the beginning of the course. Their teacher must give at least two weeks prior to the Task of any changes to these dates to students, in writing.
 - c) Ensure that all work is submitted by the due date. Failure to submit required work must be accompanied by an **ACCEPTABLE** reason and be submitted **in writing** to the relevant Studies Coordinator. Poor organisation of time and/or social events is **NOT** considered acceptable. Technology problems, such as printers running out of ink or e-mail failures will not be accepted as an excuse. **Students are required to back up all work onto a memory stick, so that work can be printed, if necessary, at school.**
 - d) Notify class teachers if other College commitments e.g. sport, debating, clash with assessable dates by completing the appropriate form – **Application to complete Assessment Task on alternative date (Form B)**.
 - e) If absent on the day an Assessment Task is given, ensure he/she collects a copy of the Task from the appropriate teacher on return. **Students cannot assume an automatic extension – application must be made.**
 - f) Use the feedback from teachers as the basis for improvement; this may mean that a student needs to discuss their progress individually with the teacher.

C. Calculation of Marks

Students will be given their rank and raw mark for each Assessment Task. Any queries about raw marks may only be made **at this time**. These raw marks are combined in accordance with the weightings given later in this booklet, after first having been mapped to ensure the marks are statistically compatible. Cumulative Assessment information is given in Student Reports.

D. Reporting/Feedback

Currently the College Report indicates an Examination mark where applicable, and a subject rank (based on the cumulative weightings of Assessment Tasks completed to date).

Year 12 will be issued with a Mid Course Reports at the end of Term 1. The final Year 12 report (issued at the end of Term 3) includes all Assessment components for each subject completed.

Students will also be provided with meaningful feedback on their performance in all Assessment areas. This feedback may take many forms which could include – teacher student discussion in relation to work samples, annotations on work samples, highlighted sections of Marking Guidelines indicating the level at which students are performing, interim report comments. Students are encouraged to keep this feedback together in a portfolio that combines Marking Criteria and Marking Guidelines for each subject. This provides an on-going Assessment Record.

To provide students with a guide as to what is expected of them in their Assessment Tasks, a marking guideline structure should be clearly stated on their Assessment Task.

E. Assessment Requirements and Guidelines

The Higher School Certificate is awarded to students who have fulfilled all eligibility requirements. These are:

- 1) Have **satisfactorily** completed the Year 11 course in the required pattern of study.
- 2) **Satisfactorily** completed the Year 12 Course in the required pattern of study.

The words “**satisfactorily completed**” are significant and apply to both the Year 11 (Terms 1, 2, 3 of Year 11) and Year 12 courses (Term 4 Year 11, and Terms 1, 2, & 3 of Year 12). A student will be considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that the student has:

- 1) followed the course developed or endorsed by the NSW Educational Standards Authority (NESA); and
- 2) **applied** themselves **with diligence and sustained effort** to the set Tasks and experiences provided in the course by the College; and
- 3) achieved some or all of the course outcomes.

(ACE 8019)

There are some important points to note from this.

- 1) Principals may determine that, as a result of absences, a student may not have completed the course.
- 2) Students have to “satisfactorily” complete a Year 11 Course in a subject before being allowed to attempt the HSC course in that subject.

This means that students must provide evidence that they have “**applied themselves with diligence and sustained effort** to the **set Tasks** and **experiences provided in the course by the school.**” (NESA). This evidence comes from marks achieved and application to work.

The NSW Educational Standards Authority (NESA) gives schools authority to determine their own definition of diligence and sustained effort. At St Catherine's Catholic College, students are expected to complete all Assessment Tasks and Examinations to have “satisfactorily completed” the course.

Failure to fulfil this requirement would seriously jeopardise a student’s progress and could result in an “N” determination (unsatisfactory) being issued.

Marks from the Year 11 Course are not included in the College’s Assessment for the Year 12 Course.

F. Submission of Assessment Tasks

1 Date/Lesson of Submission.

The written Assessment Notice provided by a subject teacher to students will identify the due date for submission of a particular Task. If a Task is due during a particular lesson, this will be indicated on the initial Assessment Task Notice.

Unless specified otherwise, all Tasks will be due by 3.30 pm on the due date.

2 Method of Submission.

In the first instance Assessment Tasks should be handed in to the subject teacher who will sign off that the Task has been received.

If a Task is to be submitted to the office, IT IS THE STUDENT'S RESPONSIBILITY to ensure that the Task is handed to the Student Services Officer and signed off by both the Student Services Officer and the student

No responsibility will be taken for Tasks which are not signed off by Student Services.

In all instances students should ensure that a backup copy is kept on a USB/hard drive or as a hard copy.

Unless specifically instructed by the teacher, students SHOULD NOT EMAIL Assessment Tasks. In this instance, failure of e-mail is not accepted as a reason for late submission.

The NSW Educational Standards Authority (NESA) does not consider technology failure as a reason for late or non-submission of an Assessment Task.

G. Absence and Misadventure Policy

1. Students absent from an Assessment Task, Examination, during the period of a long-term Task, or the day a Task is due **MUST PRODUCE** a suitable written explanation for the absence. This written explanation must be an acceptable reason. Students or parents **MUST** contact the school office indicating absence on the days of Assessment.

The following are acceptable reasons:

a) **Absence due to illness**

For all absences due to illness, **where possible** a medical certificate is required covering the period of absence (**FORM A – Absence from Assessment Task**).

The following conditions apply:

- (i) The doctor must sight the condition **on**, or **prior to**, the day of Assessment or date the Assessment is due.
- (ii) The certificate must cover the period of Assessment (dates must appear on the certificate)
- (iii) Post-dated certificates **will not** be accepted.
- (iv) The Task must be completed immediately on return to school.
- (v) If you are absent on and after the due date of the Assessment the medical certificate must indicate what day you are fit to return to College.

Please note that the College understands the difficulty of acquiring Doctor's appointments on the day of illness and therefore will accept a parental note on the **first** instance of absence from a Task during the Year 11 and Year 12 course, however, in the second instance a Doctor's Certificate will be required.

b) **Absent due to an acceptable unforeseen circumstances (e.g. funeral)**

A letter addressed to the Assistant Principal explaining the circumstances will be required. The Assistant Principal is the sole arbiter of the acceptability of the reason.

c) **Absent due to an acceptable school activities (e.g. Representative sport, debating etc)**

The Assistant Principal determines that the activity warrants a change of circumstance for an approved College Representation. The student will need to submit the appropriate form (Form B) to the subject teacher **PRIOR** to the Assessment day.

d) **Absent due to other acceptable reasons**

All other circumstances must be applied in writing to the Assistant Principal who will determine if the reason is to be accepted. If the reason is considered acceptable, then FORM B must be submitted to the subject teachers(s) for each missed Task **PRIOR** to the Assessment.

Family holidays, music concerts, pre-arranged personal activities and non-compulsory school excursions **ARE NOT** a valid reason for failing to complete an Assessment Task and students will not be given special consideration for such events.

2. If the reason is **NOT** accepted you will receive **zero** for that Task.
3. If you submit a Task after the due date, without applying for special consideration, a **zero** mark will be awarded for the Task.
4. If an **acceptable** absence occurs during the period of an extended Assessment time (e.g. project, assignment etc.) an extension of the due date can be applied for. Extensions are not automatic. If granted, the extension will be pro-rata, that is, three school days sickness may warrant three school days extension. The granting of an extension will be communicated to the student in writing, on FORM B.
5. **Students returning after absence with an acceptable reason**

The subject teacher or Studies Co-ordinator will advise the Assistant Principal who will determine whether:

- a) To allow you to complete the original Task;
- b) Complete a substitute Task; or
- c) An estimate based on appropriate evidence will be given (this will only occur in exceptional circumstances). Estimates are calculated at the end of the Year 12 Course.

6. Misadventure

Students may lodge an illness/misadventure appeal if they believe that circumstances occurring immediately before or during a Year 12 Assessment, and which were beyond their control, diminished their Assessment performance.

The illness/misadventure appeal provisions are open only to those Year 12 students who have had previously had an Assessment mark allocated for the course in question.

In the case of Year 12 illness/misadventure appeals, if the appeal is upheld, the student will be awarded either an adjusted mark based on previous performance or an estimate, whichever is the higher.

The right to submit an illness/misadventure appeal and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness.

Appeal forms are available from the Assistant Principal. Full details of submission procedures are given on the form. NESAs recommend that where at all possible, students should attend Assessment sessions. NESAs do not, however, expect students to attend an Assessment against specific documented medical advice. Where students are in doubt they are advised to contact the Assistant Principal.

An appeal can only be lodged within **one week** of the Assessment event.

7. Cheating, plagiarism and dishonesty

Cheating during Examination type Tasks will usually result in the cancellation of the paper in whole or part and a zero mark awarded for the paper or part. Likewise, proven dishonesty in relation to other Assessment Tasks will result in a zero mark. **Plagiarism (Copying) is a form of proven dishonesty.** (ACE 9022, 9023)

SUMMARY

Any failure to hand in a Task on the due date calls for submitting either:

- **FORM A – Absence from Assessment Task**
- **FORM B – Application to complete on an Alternate Date** – (regardless of whether you believe the reason will be accepted)
- **Students or parents must contact the College Office on the day of a Task if the student is absent.**
- **Extensions are applied for in writing and the result will be communicated back to the student in writing also on FORM B.**

H. Appeals Policy

There are two types of appeal:

1. INTERNAL APPEAL following the handing back of an Assessment Task.

Disagreement over a teacher's Assessment of a Task should be resolved promptly when the Task result is advised. Where the matter cannot be resolved, it should be brought quickly to the attention of the appropriate Studies Co-ordinator. Note that a teacher's judgement of a student's performance cannot be the subject of appeal. The Leadership Team of the College (Principal, Assistant Principal and Co-ordinators) will be the final arbiter of appeals.

School review of Assessments

As the final school Assessment marks are not available to students, any Assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course, may seek a school review.

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

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

- (a) The weightings specified by the school in its Assessment program conform with NESA's requirements as detailed in the syllabus packages;
- (b) The procedures used by the school for determining the final Assessment mark conform with its stated Assessment program – in particular, the weightings used for the various Assessment Tasks should be consistent with those specified in the Assessment program;
- (c) There are no computational or other clerical errors in the determination of the Assessment mark.

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

2. EXTERNAL APPEAL to NSW Educational Standards Authority (NESA) over final ranking

At the end of the last written Higher School Certificate Task for the College, each student may collect from the College a document informing him/her of his/her ranking within the group for each subject studied. Any student who believes that his/her ranking position is incorrect may appeal. Such an appeal does not/may not involve reconsideration of teachers' judgements and other work on which the Assessment mark is based. An application to appeal must be directed in writing to the Principal as soon as possible and must outline the reasons for which the review is being requested.

An appeal will only be upheld by the NSW Educational Standards Authority (NESA) if the school Assessment process is flawed.

The ACE Website <https://ace.nesa.nsw.edu.au/> gives relevant appeal information.

I. Unreliable or invalid tasks

If a task is given and is found to be (i) non-discriminating between students, (ii) invalid or (iii) having problems associated with its administration, it may be discarded and an alternative task set. In these circumstances, the Studies Co-ordinator, in consultation with the Assessment Committee, may determine that another task be done, and/or adjust the weightings accordingly. If it is decided that the original task be still used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course, providing NESAs guidelines are followed.

The Studies Co-ordinator, in consultation with the Assessment Committee, may decide to discard the original task completely and a replacement task will be organised. If an alternative task is to be given, students will be notified in writing and be given sufficient notice.

J. Australian Tertiary Admission Rank

The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities' Technical Committee on scaling on behalf of universities in NSW and the ACT.

Eligibility

To be eligible for an ATAR a student must complete at least 10 units (including at least two units of English) of Board Developed Courses for which there are formal Examinations conducted by the NSW Educational Standards Authority (NESA).

The Board Developed Courses must include at least three courses of two units or greater and at least four subjects.

Calculation

The ATAR is based on an aggregate of scaled marks in 10 units of Board Developed courses comprising:

- the best two units of English; and
- the best eight units from the remaining units. Note: **No more than two units of Category B courses can be included in the calculation of the ATAR**

The ATAR may include units accumulated by a candidate over a total time span of five years. If a candidate repeats a unit, only the latest attempt will be available for inclusion in the ATAR. The universities categorise Board Developed Courses as either Category A or Category B.

K. Further Information

Further information on aspects of the Assessment process may be obtained from the NSW Educational Standards Authority (NESA), the Assistant Principal, or for specific queries, from the subject Co-ordinator.

- NSW Educational Standards Authority
<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>
- Assessment, Certification and Examination (ACE)
<https://ace.nesa.nsw.edu.au/>
- Subject selection
educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection.
- Universities Admissions Centre (UAC)
<https://www.uac.edu.au/>

NOTE: Students turning 18 years of age during their senior years at St Catherine's Catholic College **MUST** still have **ALL** official College letters regarding **leave, absence, permission notes and forms** signed by either parent /guardian.

L. WHAT HAPPENS WHEN

1. YOU ARE ABSENT DUE TO ILLNESS
 - a) **Notify the College office on the day of the Task for which you will be absent.**
 - b) Obtain **FORM A** from Student Services at the College upon the first day of your return.
 - c) Complete **FORM A** and **attach the Medical Certificate.**
 - d) Submit this to your subject teacher within two days of return.
 - e) Notify your subject teacher at the beginning of the day you return to arrange when you will complete the Task.

2. YOU ARE ABSENT DUE TO ACCEPTABLE UNFORESEEN CIRCUMSTANCES
 - a) **Notify the College office on the day of the Task that you will be absent.**
 - b) Obtain **FORM A** from Student Services at the College upon the first day of your return.
 - c) Complete **FORM A** and **attach the letter addressed to the Assistant Principal explaining the circumstances in detail.**
 - d) Submit this to your subject teacher within two days of return.
 - e) Notify your subject teacher at the beginning of the day you return to arrange when you will complete the Task.

3. ALL OTHER ABSENCES – as these will be known prior to the event.
 - a) Obtain **FORM B** from Student Services at the College.
 - b) Complete **FORM B** and **attach the letter addressed to the Principal explaining the circumstances in detail.**
 - c) Submit this to your subject teacher **prior** to the due date of the Task.

4. FAILURE TO SUBMIT AN ASSESSMENT TASK
If a student
 - a) **fails to submit an Assessment Task, or**
 - b) **does not have an acceptable reason to not complete an Assessment Task by the due date.**

Your teacher will complete a **FAILURE TO SUBMIT AN ASSESSMENT TASK (FORM C)** to notify you and your parents.

5. YOU SUBMIT AN ASSESSMENT TASK JUDGED TO BE A NON-SERIOUS ATTEMPT
Your teacher will complete a **SUBMISSION OF A NON-SERIOUS ATTEMPT OF AN ASSESSMENT TASK (FORM D)** to notify you and your parents.

6. YOU HAVE NOT PROVIDED SUFFICIENT EVIDENCE THAT YOU HAVE MET NSW EDUCATIONAL STANDARDS AUTHORITY (NESA) REQUIREMENTS.

This lack of evidence may be that you have not adequately followed the course or you have not applied yourself with due diligence or you may not have achieved all the outcomes.

In this case you are at risk of receiving an “N” determination.

Your teacher will complete a **NON-COMPLETION OF A YEAR 12 COURSE (FORM E)** to notify you and your parents.



St Catherine's
Catholic College

FORM A – ABSENCE FROM ASSESSMENT TASK

NB: a new form is required for each subject requiring attention

SECTION ONE – To be completed by the student immediately upon return to school.

Name _____ Pastoral group _____

Subject _____ Teacher _____

Task number _____ Date of task _____

Nature of task (e.g. Exam, research activity, topic test, practical, field work, etc.)

Reason for absence

(A copy of a medical certificate should be attached if a student is absent due to illness)

Parent/Guardian signature _____ Date _____

Student signature _____ Date _____

SECTION TWO – To be completed by the teacher on the first day of the student's return.

Recommendations/approvals/conditions/comments

Teacher's signature _____ Date _____

Studies Co-ordinator's signature _____ Date _____

Assistant Principal's signature (10 – 12 only) _____ Date _____

Copy to Studies Co-ordinator/Assistant Principal

Copy in student's file



St Catherine's
Catholic College

FORM B – APPLICATION TO COMPLETE AN ASSESSMENT TASK ON AN ALTERNATE DATE

NB: a new form is required for each subject requiring attention

SECTION ONE – To be completed by a student PRIOR to the due date.

Name _____ Pastoral group _____

Subject _____ Teacher _____

Task number _____ Date of task _____

Nature of task (e.g. Exam, research activity, topic test, practical, field work, etc.)

Reason for change

Parent/Guardian signature _____ Date _____

Student signature _____ Date _____

SECTION TWO – To be completed by the teacher.

Recommendations/approvals/conditions/comments

Teacher's signature _____ Date _____

Studies Co-ordinator's signature _____ Date _____

Assistant Principal's signature (10 – 12 only) _____ Date _____

Copy to Studies Co-ordinator/Assistant Principal Copy in student's file



St Catherine's
Catholic College

ST CATHERINE'S CATHOLIC COLLEGE SINGLETON

FORM C

FORM C – NON-COMPLETION OF A YEAR 12 ASSESSMENT TASK

Dear _____ [Parent/Guardian]

The purpose of this letter is to warn you that _____ is at risk of receiving an 'N' determination for non-completion of Course Completion Criteria in the course listed below. This determination will mean that he/she may not receive a result in this course on his/her HSC Record of School Achievement.

Course in jeopardy: _____

Please regard this letter as an official warning. The NSW Educational Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

This is the _____ (e.g. 1st, 2nd) **official warning** we have issued to this student concerning this course.

The Board requires principals to issue a minimum of two course-specific warnings prior to a final 'N' determination being made for a course.

Your son/daughter is at risk of receiving an "N" determination due to a lack of evidence that they have met NESA requirements in the Completion of HSC Internal Assessment.

"The Board expects students to attempt all Assessment Tasks set" (ACE 8019)

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. At St Catherine's Catholic College, Year 12 students must complete all Assessment Tasks and Examinations to have satisfactorily completed a course.

To date, the Course Completion Criteria have not been met due to:

- Failure to submit a Task in the designated course
- Failure to make a serious attempt for a Task in the designated course

To satisfy the Course Completion Criteria, the following Tasks, requirements or outcomes need to be satisfactorily completed.

<i>Task Name(s)/ Course requirement(s)/ course outcome(s)</i>	<i>Percentage Weighting</i>	<i>Original Due Date (if applicable)</i>	<i>Action Required by student</i>	<i>Revised date to be completed (if applicable)</i>

Please discuss this matter and contact the College if further information or clarification is needed.

Yours sincerely

Class Teacher

Studies Co-ordinator

Assistant Principal

Date

Please complete this section and return to the College

**NON-COMPLETION OF A
YEAR 12 ASSESSMENT TASK**

- I have received the letter dated _____ indicating that my child _____ has failed to submit an Assessment Task in the course _____.
- I am aware that all students are expected to make a genuine attempt on all Assessment Tasks.
- I am aware that my child needs to submit the Assessment Task by _____.
(revised task due date)
- I am aware that this course may not appear on his/her Higher School Certificate Record of School Achievement.
- I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Comment:

Student's signature: _____ Date: _____

Comment:

Copy to Studies Co-ordinator

Copy to Assistant Principal



St Catherine's
Catholic College

ST CATHERINE'S CATHOLIC COLLEGE SINGLETON

FORM D

COURSE SPECIFIC WARNING

**FORM D – NON-SERIOUS ATTEMPT OF A YEAR
12 ASSESSMENT TASK**

Dear _____ [Parent/Guardian]

The purpose of this letter is to warn you that _____ is at risk of receiving an 'N' determination for non-serious attempt of Course Completion Criteria in the course listed below. This determination will mean that he/she may not receive a result in this course on his/her HSC Record of School Achievement.

Course in jeopardy: _____

Please regard this letter as an official warning. The NSW Educational Standards Authority (NESAs) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

This is the _____ (e.g. 1st, 2nd) **official warning** we have issued to this student concerning this course.

The Board requires principals to issue a minimum of two course-specific warnings prior to a final 'N' determination being made for a course.

Your son/daughter is at risk of receiving an "N" determination due to a lack of evidence that they have met NESAs requirements in the following area/s:

Completion of HSC Internal Assessment

"The Board expects students to attempt all Assessment Tasks set" (ACE website 8019)

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. At St Catherine's Catholic College, Year 12 students must complete all Assessment Tasks and Examinations to have satisfactorily completed a course.

To date, the Course Completion Criteria have not been met due to:

- Failure to submit a Task in the designated course
- Failure to make a serious attempt for a Task in the designated course

To satisfy the Course Completion Criteria, the following Tasks, requirements or outcomes need to be satisfactorily completed.

<i>Task Name(s)/ Course requirement(s)/ course outcome(s)</i>	<i>Percentage Weighting</i>	<i>Original Due Date (if applicable)</i>	<i>Action Required by student</i>	<i>Revised date to be completed (if applicable)</i>

Please discuss this matter and contact the College if further information or clarification is needed.

Yours sincerely

Class Teacher

Studies Co-ordinator

Assistant Principal

Date

Please complete this section and return to the College

**NON-SERIOUS ATTEMPT OF A
YEAR 12 ASSESSMENT TASK**

- I have received the letter dated _____ indicating that my child _____
has failed to submit an Assessment Task in the course _____
- I am aware that all students are expected to make a genuine attempt on all Assessment Tasks.
- I am aware that my child needs to submit the Assessment Task by _____.
(revised task due date)
- I am aware that this course may not appear on his/her Higher School Certificate Record of School Achievement.
- I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Comment:

Student's signature: _____ Date: _____

Comment:

Copy to Studies Co-ordinator

Copy to Assistant Principal



St Catherine's
Catholic College

ST CATHERINE'S CATHOLIC COLLEGE SINGLETON

FORM E

COURSE SPECIFIC WARNING

**FORM E – NON-SERIOUS COMPLETION OF A
YEAR 12 COURSE**

Student's name: _____

Date: _____

Dear _____

The purpose of this letter is to warn you that _____ is at risk of receiving an 'N' determination for non-completion of course requirements in the course listed below. This determination will mean that he/she may not receive a result in this course on his/her HSC Record of Achievement.

Course in jeopardy: _____

Please regard this letter as an official warning. The NSW Educational Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

This is the _____ (e.g. 1st, 2nd) **official warning** we have issued to this student concerning this course.

The Board requires principals to issue a minimum of two course-specific warnings prior to a final 'N' determination being made for a course.

Your student is at risk of receiving an "N" determination due to a lack of evidence that they have met NESA requirements in the following area/s:

- (a) Followed the course developed or endorsed by NESA
- (b) Applied themselves with diligence and sustained effort to the set Tasks and experiences provided in the course by the school
- (c) Achieved some or all of the course outcomes.

The following list notifies you of those Tasks, requirements or outcomes not yet completed and/or for which a genuine attempt has not been demonstrated.

In order to satisfy course requirements, the following Tasks or outcomes need to be satisfactorily completed:

Task Name/ Course Requirement/ Course Outcome	Percentage Weighting	Original Due Date (if applicable)	Action required by student	Date to be completed (if applicable)

Please discuss this matter with and contact the College if further information or clarification is needed.

Yours sincerely

Class Teacher

Studies Co-ordinator

Assistant Principal

Date

Please complete this section and return it to the College

**NON-COMPLETION OF A
YEAR 12 COURSE**

- I have received the letter dated _____ indicating that _____
is at risk of receiving an “N” determination in the course _____
- I am aware that this course may not appear on his/her Higher School Certificate Record of School Achievement.
- I am also aware that the ‘N’ determination may make him/her ineligible for the award of the Higher School Certificate.

Parent's/Guardian's signature _____ Date _____

Comment _____

Student's signature _____ Date: _____

Comment:

Copy to Studies Co-ordinator

Copy to Assistant Principal



St Catherine's
Catholic College

**FORM F – APPEAL DUE TO MISADVENTURE –
INTERNAL ASSESSMENT**

Student Name _____ Pastoral Class _____

Course for which the appeal is being lodged _____

Teacher _____

Task number _____ Date of the task _____

Did you attend/submit the Task? Yes or No

Student Record

Describe how illness or unforeseen misadventure affected your performance or prevented your attendance. Give details of any action you took to report this (including reporting to teachers, attendance at a doctor's surgery or hospital)

Teacher Record

Record fully your observations of distress or disadvantage suffered by the student (if they were in attendance for the Task)

Independent evidence of illness or misadventure

Record and attach Doctor's Certificates or Police Reports to this section

Student Signature _____ Parent Signature _____

Assistant Principal Comment & Decision

Assistant Principal Signature _____ Date _____



St Catherine's
Catholic College

FORM G – REQUEST FOR VARIATION OF PROGRAM

NB: A NEW FORM IS REQUIRED FOR EACH SUBJECT BEING ALTERED

Name _____

Pastoral group _____

Current number of units _____

PART ONE – Subject deletion

Subject being discontinued _____

Teacher signature _____

Date _____

Studies Co-ordinator signature _____

Date _____

PART TWO – Subject addition (if applicable)

Subject being added _____

Teacher signature _____

Date _____

Studies Co-ordinator signature _____

Date _____

PART THREE – Authorisation

Parent/guardian signature _____

Date _____

Student signature _____

Date _____

Assistant Principal signature _____

Date _____

EDVAL <input type="checkbox"/>	Office use only	SAS <input type="checkbox"/>
Return to Assistant Principal		

Individual Course Assessment Record

**Year 12
Course**

**Including
Course Outcomes**

AGRICULTURE

ASSESSMENT RECORD for 2020 – 2021

Teacher: Ms J Towers

Co-ordinator: Ms N Woods

Assessment	Syllabus weighting %	Task 1 2020	Task 2 2021	Task 3	Task 4
DATE		Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 3 – 5
Knowledge and understanding of course content	40	10	5	10	15
Knowledge, understanding and skills required to manage agricultural production systems	40	5	10	10	15
Skills in effective research, experimentation and communication	20	5	5	10	—
Total %	100	20	20	30	30
Outcomes assessed		H1.1, H2.2, H4.1	H2.1, H1.1, H4.1	H3.4, H4.1, H5.1	All
Type of Task		Research report	Plant Density Trial report	Oral Presentation on Research	Trial HSC Examination

Year 12 Course Outcomes

A student:

- H1.1 explains the influence of the physical, biological, social, historical and economic factors on sustainable agricultural production
- H2.1 describes the inputs, processes and interactions of plant production systems
- H2.2 describes the inputs, processes and interactions of animal production systems
- H4.1 justifies and applies appropriate experimental techniques, technologies, research by methods and data presentation and analysis in relation to agricultural problems and situations.
- H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
- H3.2 critically assesses the marketing of a plant OR animal product
- H3.3 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
- H3.4 evaluates the management of the processes in agricultural systems.
- H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems.

BIOLOGY

ASSESSMENT RECORD for 2020 – 2021

Teacher: Mrs J Arrowsmith

Co-ordinator: Mrs J Arrowsmith

Assessment	Syllabus weighting	Task 1 2020	Task 2 2021	Task 3	Task 4
DATE	%	Term 4 Week 5	Term 1 Week 8	Term 2 Week 5 or 6 *	Term 3 Weeks 3 – 5
Knowledge and understanding	40	5	5	10	20
Skills in Working Scientifically	60	15	25	10	10
TOTAL	100	20	30	20	30
Outcomes assessed		BIO11/12-3, 4 BIO 11/12-6, 7 BIO12-12	BIO11/12-1 – 7	BIO 11/12-3 – 7 BIO12-15	BIO11/12 1-7 BIO12 12-15
Type of Task		Modelling and Skills	Depth Study Report	Skills and Presentation	Trial HSC Examination

Year 12 Course Outcomes

A student:

Working scientifically skills

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and understanding

BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

BUSINESS STUDIES

ASSESSMENT RECORD for 2019 – 2020

Teacher: Mrs F Feeney

Co-ordinator: Mrs F Feeney

Course Component	Syllabus weighting %	Task 1 2019	Task 2 2020	Task 3	Task 4
DATE		Term 4 Week 8	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 3 – 5
Knowledge and understanding	40	5	5	15	15
Stimulus based skill	20	5	—	5	10
Inquiry/ Research	20	—	20	—	—
Communication	20	10	—	5	5
Total	100	20	25	25	30
Outcomes assessed		H2 H4, H5, H9	H4, H6, H7, H8, H9	H5, H8, H9, H10	ALL
Context Area		Operations	Marketing	Finance	All Topics
Type of Task		Case Study	Research / Business Report	Financial Statement Analysis	Trial HSC Examination

Year 12 Course Outcomes

A student:

- 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

CHEMISTRY

ASSESSMENT RECORD for 2020 – 2021

Teacher: Mr R Angeli

Co-ordinator: Mrs J Arrowsmith

Assessment	Syllabus weighting	Task 1 2020	Task 2 2021	Task 3	Task 4
DATE	%	Term 4 Week 7	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 3 – 5
Knowledge and understanding	40	10	5	10	15
Skills in Working Scientifically	60	10	15	20	15
TOTAL	100	20	20	30	30
Outcomes assessed		CH11/12-3 CH11/12-5 – 6 CH12-12	CH11/12-2 – 3 CH11/12-5 – 7 CH12-13	CH11/12-1 CH11/12-4 – 5 CH11/12-7 CH12-14	CH11/12-1 – 2 CH11/12-4 – 7 CH12-12 – 15
Type of Task		Investigation and quiz – chemical equilibrium	Investigation – Volumetric analysis	Depth Study – Research	Trial HSC Examination

Year 12 Course Outcomes

A student:

Working scientifically skills

- CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5 analyses and evaluates primary and secondary data and information
- CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and understanding

- CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13 describes, explains and quantitatively 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

COMMUNITY AND FAMILY STUDIES

ASSESSMENT RECORD for 2020 – 2021

Teacher: Mrs L Sponberg

Co-ordinator: Mr T Edwards, Mrs L Sponberg

Area of Assessment	Syllabus weighting	Task 1 2020	Task 2 2021	Task 3	Task 4
DATE	%	Term 4 Week 10	Term 1 Week 5	Term 2 Week 6	Term 3 Weeks 3 – 5
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> • resource management • positive relationships • range of societal factors • nature of groups, families and communities 	40	10	10	10	10
Skills in: <ul style="list-style-type: none"> • applying management processes to meet the needs of individuals, groups, families and communities • planning to take responsible action to promote wellbeing. 	25	—	5	10	10
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	35	10	10	5	10
TOTAL	100	20	25	25	30
Outcomes assessed		H1.1, 4.1, 4.2	H2.2, 2.3, 3.4	H2.1, 2.2, 3.2, 5.1, 5.2	ALL
Type of Task		Individual Research Project	Research Task	Baby Monitor Task	Trial HSC Examination

Year 12 Course Outcomes

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to Wellbeing
- H3.1 analyses the socio-cultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

DANCE (Diocesan Course)

ASSESSMENT RECORD for 2020 – 2021

Teacher: Miss S Purnell

Co-ordinator: Mrs C Tapley

Course component	Syllabus weighting %	Task 1 2020	Task 2 2021	Task 3	Task 4
Date		Term 4 Week 8	Term 1 Week 7	Term 2 Week 4	Term 2 Week 10
Core Performance	20	10	—	—	10
Core Composition	20	—	—	10	10
Core Appreciation	20	10	10	—	—
Major Component	40	—	15	15	10
TOTAL	100	20	25	25	30
Outcomes assessed		H2.2 H2.3, H4.1, H4.2	H1.3, H4.3, H4.4 *	H1.2, H3.1, H3.3 *	H1.1, H2.1, H3.2 H4.5 *
Type of Task		Performance of dance including process diary with critical appraisal of Dance performance quality, using dance appreciation terminology, and informal interview	Submission/ Performance of student work in progress including process diary outlining intentions, research and investigation of initial ideas and analysis of prescribed work	Presentation Core Composition performance work in progress, process diary including record of research and analysis of problem solving and decision making specific to concept and intent. Major Study Submission/ Performance Presentation of Major Study Elective under development, formal interview and process diary.	HSC Trial (external marker to mark Practical components, mimicking HSC Examination style)

* Teachers will select the appropriate outcomes based on the Major Study option selected by each student

HSC Course outcomes

A student:

- H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2 performs, composes and appreciates dance as an artform
- H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H2.1 understands performance quality, interpretation and style relating to dance performance
- H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
- H2.3 values the diversity of dance performance.
- H3.1 identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent
- H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent
- H3.3 recognises and values the role of dance in achieving individual expression.
- H4.1 understands the concept of differing artistic, social and cultural contexts of dance
- H4.2 recognises, analyses and evaluates the distinguishing features of major dance works
- H4.3 utilises the skills of research and analysis to examine dance as an artform
- H4.4 demonstrate, in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
- H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation.

DRAMA

ASSESSMENT RECORD for 2020 – 2021

Teacher: Ms L Hall

Co-ordinator: Mrs N Marzol

Course Component	Syllabus weighting %	Task 1 2020	Task 2 2021	Task 3	Task 4
DATE		Term 1 Week 6	Term 2 Week 7	Term 3 Week 5	Term 3 Weeks 3 – 5
Making	40	10	10	10	10
Performing	30	—	—	20	10
Critically Studying	30	10	10	—	10
TOTAL	100	20	20	30	30
Outcomes assessed		1.1 – 1.3 1.7, 2.4 3.1 – 3.2	1.1 – 1.2 1.5, 1.7, 1.9 3.1, 3.4, 3.5	1.1 – 1.2 1.5, 1.7, 1.9 3.1, 3.4, 3.5 3.1 – 3.5	1.2, 1.3, 1.5 1.7, 2.1, 2.4 3.2, 3.3, 3.5
Type of Task		Performance Log and Scenework	Performance Log and Scenework	Individual Project & Group Performance Practical exam	Trial HSC Examination

HSC Course Outcomes

A student:

- H1.1 uses acting skills to adopt and sustain a variety of characters and role.
- H1.2 uses performance skills to interpret and perform scripted and other material
- H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised work
- H1.4 collaborates effectively to produce a group-devised performance
- H1.5 demonstrates directorial skills
- H1.6 records refined group performance work in appropriate form
- H1.7 demonstrates skills in using the elements of production
- H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9 values innovation and originality in group and individual work
- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media
- H2.4 appreciates the dynamics of drama as a performing art
- H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance
- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organizes knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
- H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements.

ENGLISH ADVANCED

ASSESSMENT RECORD for 2020 – 2021

Teacher: Ms A Partridge

Co-ordinator: Ms A Partridge

Course Component	Syllabus weighting %	Task 1 2020	Task 2 2021	Task 3	Task 4
DATE		Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 3 – 5
Knowledge and understanding of course content	50	10	15	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	15	15	10
TOTAL	100	20	30	30	20
Outcomes assessed		1, 2, 6, 7, 8	3, 4, 5, 6, 8	2, 4, 5, 7, 8, 9	3, 4, 5, 6, 8
Texts		<i>The Merchant of Venice</i> and Related Text	John Keats Poetry and <i>Bright Star</i>	<i>Emma</i>	All texts
Type of Task		Multimodal	Imaginative (COW) and Reflection	Viva Voce and Discursive (COW)	Trial HSC Examination with (COW)

*COW = a Module C; Craft of Writing component

Year 12 Course Outcomes

A student:

- 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

ENGLISH EXTENSION 1

ASSESSMENT RECORD for 2020 – 2021

Teacher: Ms A Partridge

Co-ordinator: Ms A Partridge

Course Component	Syllabus weighting %	Task 1 2020	Task 2 2021	Task 3
DATE		Term 4 Week 9	Term 2 Week 2	Term 3 Weeks 3 – 5
Knowledge and Understanding of texts and why they are valued	50	15	20	15
Skills in complex analysis composition and investigation	50	15	20	15
TOTAL	100	30	40	30
Outcomes assessed		1, 2, 5	1, 3, 4	1, 2, 3, 4, 5
Type of Task		Imaginative Writing	Student-led tutorial on one prescribed and one related text	Trial HSC Examination

Year 12 Course Outcomes

A student:

- 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

ASSESSMENT RECORD for 2020 – 2021

Teacher: Ms A Partridge

Co-ordinator: Ms A Partridge

Course Component	Syllabus weighting %	Task 1 2020	Task 2 2021	Task 3
DATE		Term 4 Week 8	Term 2 Week 3	Term 2 Week 9
Skills in extensive independent research	50	15	20	15
Skills in sustained composition	50	15	20	15
TOTAL	100	30	40	30
Outcomes assessed		1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5
Type of Task		Viva Voce and Journal	Literature Review and Journal	Critique of the Creative Process and Journal

Year 12 Course Outcomes

A student:

- 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 situation, event or idea
- EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition

ENGLISH STANDARD

ASSESSMENT RECORD for 2020 – 2021

Teachers: Ms A Partridge

Co-ordinator: Ms A Partridge

Course Component	Syllabus weighting %	Task 1 2020	Task 2 2021	Task 3	Task 4
DATE		Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 3 – 5
Knowledge and understanding of course content	50	10	15	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	15	15	10
TOTAL	100	20	30	30	20
Outcomes assessed		1, 2, 6, 7, 8	3, 4, 5, 6, 8	2, 4, 5, 7, 8, 9	3, 4, 5, 6, 8
Texts		<i>Go Back to Where You Came From</i> and Related Text	Henry Lawson's Short Stories	Robert Gray's Poetry	All texts
Type of Task		Multimodal	Imaginative (COW) and Reflection	Viva Voce and Discursive Writing (COW)	Trial HSC Examination with (COW)

*COW = a Module C; Craft of Writing component

Year 12 Course Outcomes

A student:

- 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

ENGLISH STUDIES

ASSESSMENT RECORD for 2020 – 2021

Teacher: Ms A Partridge

Co-ordinator: Ms A Partridge

Course Component	Syllabus weighting %	Task 1 2019	Task 2 2020	Task 3	Task 4
DATE		Term 4 Week 10	Term 1 Week 9	Term 2 Week 10	Term 3 Week 6
Knowledge and understanding of course content	50	10	10	15	15
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	50	10	15	10	15
TOTAL	100	20	25	25	30
Outcomes assessed		2, 3, 5, 8	1, 2, 4, 5	1, 4, 6, 9	4, 6, 7, 10
Module		Texts and Human Experience	We are Australian	On the Road	All Modules
Type of Task		Multimodal	Website navigation, analysis & comprehension	Travel itinerary	Class work portfolio

Year 12 Course Outcomes:

A student:

- ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES12-3 accesses, comprehends and uses information to communicate in a variety of ways
- ES12-4 composes proficient texts in different forms
- ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
- ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES12-7 represents own ideas in critical, interpretive and imaginative texts
- ES12-8 understands and explains the relationships between texts
- ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
- ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

FOOD TECHNOLOGY

ASSESSMENT RECORD for 2020 – 2021

Teacher: Mrs. G Samuel-Devadoss

Co-ordinator: Ms N Woods

Course Component	Syllabus weighting %	Task 1 2020	Task 2 2021	Task 3	Task 4
DATE		Term 4 Week 7	Term 1 Week 5	Term 2 Week 10	Term 3 Weeks 3 – 5
The Australian Food Industry	25%	20%			5%
Food Manufacture	25%		20%		5%
Food Product Development	25%			20%	5%
Contemporary Nutrition Issues	25%			10%	15%
TOTAL	100%	20%	20%	30%	30%
Outcomes assessed		H3.1	H1.1, H4.2 & H5.1	H1.3, H4.1 & H5.1	H1.1, H1.2, H1.3 H1.4 & H2.1
Context Area		Case Study	Research and Practical Task	Research and Practical Task	Trial HSC Examination

Year 12 Course Outcomes

A student:

- H1.1 explains manufacturing processes and technologies used in the production of food products
- H1.2 examines the nature and extent of the Australian food industry
- H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
- H2.1 evaluates the relationship between food, its production, consumption, promotion and health
- H3.1 investigates operations of one organisation within the Australian food industry
- H3.2 independently investigates contemporary nutrition issues
- H4.1 develops, prepares and presents food using product development processes
- H4.2 applies principles of food preservation to extend the life of food and maintain safety
- H5.1 develops, realises and evaluates solutions to a range of food situations

INDUSTRIAL TECHNOLOGY

ASSESSMENT RECORD for 2020 – 2021

Teacher: Mr. R Turnbull

Co-ordinator: Ms N Woods

Course Component	Syllabus weighting %	Task 1 2020	Task 2 2021	Task 3	Task 4
DATE		Term 4 Week 8	Term 1 Week 5	Term 2 Week 4	Term 3 Weeks 3 – 5
Industry Study	15	-	15	-	-
Major Project	60	20	-	25	15
Industry Related Manufacturing Technology	25	-	-	-	25
TOTAL	100	20	15	25	40
Outcomes assessed		H1.2, H3.1, H3.2, H3.3, H5.1, H5.2	H1.1, H1.3, H5.1, H7.1, H7.2	H2.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	All outcomes
Type of Task		Folio	Report	Prototyping and Folio	Trial HSC Examination

Year 12 Course Outcomes

A student:

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles through the production of a Major Project
- H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

INVESTIGATING SCIENCE

ASSESSMENT RECORD for 2020 – 2021

Teacher: Ms G Samuel-Devadoss

Co-ordinator: Mrs J Arrowsmith

Assessment	Syllabus weighting	Task 1 2020	Task 2 2021	Task 3 2021	Task 4 2021
DATE	%	Term 4 Week 9	Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 3 – 5
Knowledge and understanding	40	5	10	10	15
Skills in Working Scientifically	60	15	10	20	15
TOTAL	100	20	20	30	30
Outcomes assessed		INS11/12-1 – 3 INS11/12-7, INS12-12	INS11/12-3 – 5 INS11/12-7, INS12-13	INS 11/12-1 INS 11/12-4 – 5 INS 11/12-7 INS 12-14	INS11/12-1 – 2 INS11/12-4 – 7 INS12-12 – 15
Type of Task		Depth Study Individual Investigation	Research Task ATSI & Bioharvesting	Depth Study – Fact or Fallacy: Science in the media presentation	Trial HSC Examination

Year 12 Course Outcomes

A student:

Working scientifically skills

- INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11/12-5 analyses and evaluates primary and secondary data and information
- INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and understanding

- INS12-12 develops and evaluates the process of undertaking scientific investigations
- INS12-13 describes and explains how science drives the development of technologies
- INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
- INS12-15 evaluates the implications of ethical, social, economic and political influences on science

LEGAL STUDIES

ASSESSMENT RECORD for 2019 - 2020

Teacher: Ms C McBurney

Co-ordinator: Mrs F Feeney

Course Component	Syllabus weighting %	Task 1 2020	Task 2 2021	Task 3	Task 4
DATE		Term 4 Week 9	Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 3 – 5
Knowledge & Understanding of course content	60	10	10	10	30
Research	20	5	5	10	—
Communication	20	5	5	10	—
TOTAL	100	20	20	30	30
Outcomes assessed		H1, H2, H4, H5, H6, H7, H8, H9	H3, H4, H5, H6, H8, H9, H10	H1, H2, H4, H5, H6, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10
Type of Task		Essay	Research task	Media File	Trial HSC Examination

Year 12 Course Outcomes

A student:

- 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.

MATHEMATICS ADVANCED

ASSESSMENT RECORD for 2020 – 2021

Teacher: Miss L O'Donoghue

Co-ordinator: Miss J Murray

Course Component	Syllabus weighting %	Task 1 2020	Task 2 2021	Task 3	Task 4
DATE		Term 4 Week 9	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 3 – 5
Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50	10	10	15	15
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50	10	15	10	15
TOTAL	100	20	25	25	30
Outcomes assessed		MA11-1 to MA11-8; MA12-3, MA12-5, MA12-7, MA12-9, MA12-10	MA11-1 to MA11-8; MA12-1, MA12-2 or MA12-8, MA12-9, MA12-10	MA11-1 to MA11-8; MA12-1 to MA12-10	MA11-1 to MA11-8; MA12-1 to MA12-10
Type of Task		Open Book Test	Investigative Assignment	Portfolio	Trial HSC Examination

- Year 11 Course Outcomes may be assessed at any stage of the Year 12 Course.
- Up to 20% of the internal assessment mark submitted to NESAs for the Mathematics course may be based on the Year 11 course.

Year 12 Course Outcomes

A student:

- 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

MATHEMATICS EXTENSION 2

ASSESSMENT RECORD for 2020 – 2021

Teacher: Miss J Murray

Co-ordinator: Mrs R Collins / Miss J Murray

Course Component	Syllabus Weighting %	Task 1 2020	Task 2 2021	Task 3	Task 4
DATE		Term 4 Week 8	Term 2 Week 1	Term 3 Week 1	Term 3 Weeks 3 – 5
Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50	10	10	15	15
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50	10	15	10	15
TOTAL	100	20	25	25	30
Outcomes assessed		MEX12-1, MEX12-2, MEX12-4	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	MEX12-3, MEX12-6, MEX12-7, MEX12-8	MEX12-1 to MEX12-8
Type of Task		Open Book Test	Investigative Assignment	Portfolio	Trial HSC Examination

Year 11 Course Outcomes may be assessed at any stage of the Year 12 Course.

Up to 20% of the internal assessment mark submitted to NESAs for the Mathematics Extension 1 course may be based on the Year 11 course.

Year 12 Course Outcomes

A student:

- 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

MATHEMATICS EXTENSION 1

ASSESSMENT RECORD for 2020 – 2021

Teacher: Mrs R Collins

Co-ordinator: Mrs R Collins / Miss J Murray

Course Component	Syllabus Weighting %	Task 1 2020	Task 2 2021	Task 3	Task 4
DATE		Term 4 Week 7	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 3 – 5
Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50	10	15	10	15
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50	15	10	10	15
TOTAL	100	25	25	20	30
Outcomes assessed		ME11-1 to ME11-6; ME12- 1, ME12-2, ME12-6	ME11-1 to ME11-6; ME12-2, ME12-3, ME12-5	ME11-1 to ME11-6; ME12-1 to ME12-4	ME11-1 to ME11-6; ME12-1 to ME12-6
Type of Task		Investigative Assignment	Portfolio	Open Book Test	Trial HSC Examination

Year 11 Course Outcomes may be assessed at any stage of the Year 12 Course.

Up to 20% of the internal assessment mark submitted to NESAs for the Mathematics Extension 1 course may be based on the Year 11 course.

Year 12 Course Outcomes

A student:

- 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

MATHEMATICS STANDARD 2

ASSESSMENT RECORD for 2020 – 2021

Teacher: Miss J Murray

Co-ordinator: Mrs R Collins / Miss J Murray

Course Component	Syllabus weighting %	Task 1 2020	Task 2 2021	Task 3	Task 4
DATE		Term 4 Week 7	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3 – 5
Understanding, fluency and communication	50	10	10	15	15
Problem solving, reasoning and justification	50	10	15	10	15
TOTAL	100	20	25	25	30
Outcomes assessed		MS2-12-3, 5, 9, 10	MS2-12-4, 5, 8, 9, 10	MS2-12-1, 2, 5, 6, 7, 9, 10	All
Type of Task		Open Book Test	Investigative Assignment	Homework Portfolio	Trial HSC Examination

The Mathematics Standard Year 11 course will be assumed knowledge for this course and may be assessed at any stage of the Year 12 Course.

Year 12 Course Outcomes:

A student:

- 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

MATHEMATICS STANDARD 1

ASSESSMENT RECORD for 2020 – 2021

Teacher: Miss J Murray

Co-ordinator: Mrs R Collins / Miss J Murray

Course Component	Syllabus weighting %	Task 1 2020	Task 2 2021	Task 3	Task 4
DATE		Term 4 Week 7	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3 – 5
Understanding, fluency and communication	50	10	10	15	15
Problem solving, reasoning and justification	50	10	15	10	15
TOTAL	100	20	25	25	30
Outcomes assessed		MS11-2, 5, 6, 9, 10 MS1-12-3, 4, 9, 10	MS1-12-1-2, 5, 7, 8, 9, 10	MS1-12-3, 4, 9, 10	All
Type of Task		Open Book Test	Investigation Assignment	Homework Portfolio	Trial HSC Examination

The Mathematics Standard Year 11 course will be assumed knowledge for this course and may be assessed at any stage of the Year 12 Course.

Year 12 Course Outcomes:

A student:

- 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

MATHEMATICS NUMERACY

ASSESSMENT RECORD for 2020 – 2021

Teacher: Mrs L Horsburgh

Co-ordinator: Mrs R Collins / Miss J Murray

Course Component	Syllabus weighting %	Task 1 2020	Task 2 2021	Task 3
DATE		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8
Knowledge and understanding	50	20	10	20
Skills	50	10	20	20
TOTAL	100	30	30	40
Outcomes assessed		NS6-1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	NS6-1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	NS6-1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2
Type of Task		Open Book Test	Investigative Assignment	Portfolio

Year 12 Course Outcomes

A student:

- NS6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- NS6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- NS6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- NS6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- NS6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- NS6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- NS6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- NS6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- NS6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- NS6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

MUSIC

ASSESSMENT RECORD for 2020 – 2021

Teacher: Mrs D Smith, Mr JP Sweeney

Co-ordinator: Mrs N Marzol

Course component	Syllabus weighting %	Task 1 2020	Task 2 2021	Task 3	Task 4
Date		Term 4 Week 7	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 3 – 5
Core Performance	10	—	10	—	—
Core Composition	10	10	—	—	—
Core Musicology	10	—	10	—	—
Aural	25	10	—	—	15
Elective 1, 2, 3 Performance and/or Composition and/or Musicology	45 (15% each)	—	—	30	15
TOTAL	100	20	20	30	30
Outcomes assessed		H2, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6	H1 – 8	H1 – 8
Type of task		Topic 1 Composition & Aural Analysis	Topic 2 Performance & Viva Voce	Topic 1 – 3 Electives 1 & 2	Trial HSC Examination (Aural skills)

Year 12 Course outcomes

A student:

- H1 Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble.
- H2 Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied.
- H3 Improvises and composes music using a range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.
- H4 Articulates aural understanding of musical concepts and their relationships in a wide range of musical styles.
- H5 Critically evaluates and discusses performances and compositions.
- H6 Critically evaluates and discusses the use of the concepts of music in work representative of the topics studied and through wide listening.
- H7 Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied.
- H8 Identifies, recognizes, experiments with, and discusses the use and effects of technology in music.
- H9 Performs as a means of self-expression and communication.
- H10 Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
- H11 Demonstrates a willingness to accept and use constructive criticism.

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

ASSESSMENT RECORD for 2020 – 2021

Teacher: Mr M Edwards

Co-ordinator: Mr T. Edwards/Mrs L Sponberg

Course Component	Syllabus weighting %	Task 1 2020	Task 2 2021	Task 3	Task 4
DATE		Term 4 Week: 6	Term 1 Week 8	Term 3 Weeks 3 – 5	Term 3 Week 7
Knowledge and understanding of course content	40	10	10	10	10
Skills in critical thinking, research, analysing and communicating	60	10	15	20	15
TOTAL	100	20	25	30	25
Outcomes assessed		H13,16 – 17	H8,11,16 – 17	H1-5, H7 – 11, H14 – 16	H1 – 5,14 –15
Type of Task		Video Analysis and Practical: Classify and Manage an injury	Research Analysis: Nutrition and recovery strategies	Trial Examination	Research Project: Actions to address Health Issues

Year 12 Course Outcomes

A student –

- H1 describes the nature, and justifies the choice, of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for the new public health approach to health promotion
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

PHYSICS

ASSESSMENT RECORD for 2020-2021

Teacher: Mr A Campbell

Co-ordinator: Mrs J Arrowsmith

Area of Assessment	Syllabus weighting	Task 1 2020	Task 2 2021	Task 3	Task 4
DATE	%	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 3 – 5
Knowledge and understanding	40	10	10	20	20
Working scientifically skills	60	15	10	5	10
TOTAL	100	25	20	25	30
Outcomes assessed		12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.12	12.1,12.4, 12.5, 12.7, 12.13	12.1, 12.2, 12.3, 12.7, 12.14	12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.12, 12.13, 12.14, 12.15
Type of Task		Depth Study: Projectile Motion and Rocketry	Research Task: Transformers	Practical Task: Malus' Law	Trial HSC Examination

Year 12 Course Outcomes

A student –

Working scientifically skills

- PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 analyses and evaluates primary and secondary data and information
- PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 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 analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

SOFTWARE DESIGN AND DEVELOPMENT

ASSESSMENT RECORD for 2020 – 2021

Teacher: Mr T Edwards

Co-ordinator: Mr T Edwards, Mrs L Sponberg

Area of Assessment	Syllabus weighting	Task 1 2020	Task 2 2021	Task 3	Task 4
DATE	%	Term 4 Week 8	Term 1 Week 9	Term 3 Weeks 3 – 5	Term 3 Week 6
Knowledge and understanding	20	5	5	10	—
Design and development of software solutions	35	—	5	15	15
Project management techniques	20	5	—	5	10
Project(s)	25	—	—	—	25
TOTAL	100	10	20	30	40
Outcomes assessed		H1.2, 2.2, 3.1, 3.2, 4.2, 4.3, 5.1, 5.2, H5.3, 6.1, 6.2	H1.1, 1.2, 2.1, 1.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 6.4, 2	H1.2, 2.2, 3.1, 3.2, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2	H1.1, 1.2, 1.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 6.4
Type of Task		Software Project 1	Topic Test	Trial HSC Examination	Software Project 2

Year 12 Course Outcomes

A student:

- H1.1 explains the interrelationship between hardware and software
- H1.2 differentiates between various methods used to construct software solutions
- H1.3 describes how the major components of a computer system store and manipulate data
- H2.1 describes the historical development of different language types
- H2.2 explains the relationship between emerging technologies and software development
- H3.1 identifies and evaluates legal, social and ethical issues in a number of contexts
- H3.2 constructs software solutions that address legal, social and ethical issues
- H4.1 identifies needs to which software solutions are appropriate
- H4.2 applies appropriate development methods to solve software problems
- H4.3 applies a modular approach to implement well-structured software solutions and evaluates their effectiveness
- H5.1 applies project management techniques to maximise the productivity of the software development
- H5.2 creates and justifies the need for the various types of documentation required for a software solution
- H5.3 selects and applies appropriate software to facilitate the design and development of software solutions
- H6.1 assesses the relationship between the roles of people involved in the software development cycle
- H6.2 communicates the processes involved in a software solution to an inexperienced user
- H6.3 uses a collaborative approach during the software development cycle
- H6.4 develops effective user interfaces, in consultation with appropriate people

STUDIES IN CATHOLIC THOUGHT

ASSESSMENT RECORD for 2020 – 2021

Teacher: Mr P O'Toole, Ms A Jenkins

Co-ordinator: Mr D Thomas

Course Component	Syllabus weighting	Task 1 2021	Task 2	Task 3
DATE		Term 1 Week 2	Term 2 Week 2	Term 3 Weeks 3 – 5
Knowledge & Understanding	20	5	5	10
Religious Skills	10	5		5
Inquiry & Research Skills	10	5	5	
Communication of Religious ideas and understanding in appropriate forms	10		5	5
TOTAL	50	15	15	20
Outcomes assessed		SCT 12.1, 12.2, 12.4, 12.5, 12.7, 12.10	SCT 12.1, 12.3, 12.4, 12.5, 12.6, 12.8, 12.9, 12.10	SCT 12.1, 12.2, 12.4, 12.5, 12.6, 12.9, 12.10
Context		Vice, Virtue & Salvation	The Good Works	All content areas
Type of Task		Multi Modal	Research	End of Course Exam

Year 12 Course Outcomes

A student:

- SCT12-1 Analyses how Scripture and other relevant Church documents, with the integration of faith and reason continues to guide the Church
- SCT12-2 Describes the theology of the principal teachings and philosophy of the Catholic Church and key developments over time, which have shaped the Church's response to a range of issues
- SCT12-3 Describes the significance of historical features and developments of the Catholic Church with reference to key people and issues
- SCT12-4 Explains the contributions of the Catholic tradition to the understanding of what is good, true and beautiful in society, using a range of examples
- SCT12-5 Analyses the role of the Catholic Church in guiding believers in facing the challenges of society
- SCT12-6 Synthesises and interprets a range of writings including Scripture and Church documents that inform Catholic theology
- SCT12-7 Explains and evaluates developments in the theological and philosophical traditions of the Catholic Church to support a religious understanding
- SCT12-8 Explains and evaluates the human expression of Catholic faith in culture
- SCT12-9 Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources
- SCT12-10 Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms

STUDIES OF RELIGION 1

ASSESSMENT RECORD for 2020 – 2021

Teacher: Mr D Thomas

Co-ordinator: Mr D Thomas

Course Component	Syllabus weighting	Task 1 2021	Task 2	Task 3
DATE		Term 1 Week 2	Term 2 Week 1	Term 3 Weeks 3 – 5
Knowledge and Understanding of course content	20	5	5	10
Source-based skills	10	5	5	
Investigation and research	10	5	5	—
Communication of information, ideas and issues in appropriate forms	10	5		5
TOTAL	50	20	15	15
Outcomes assessed		H1, H2, H3, H6,	H1, H2, H4, H5, H6, H7	H2, H3, H6, H8, H9
Context		Depth Study Christianity	Depth Study Islam	All topics
Type of Task		Stimulus based Essay	Oral Presentation	Trial HSC Examination

Year 12 Course 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 organises, analyses and synthesises 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

STUDIES OF RELIGION 2

ASSESSMENT RECORD for 2020 – 2021

Teacher: Mr D Thomas

Co-ordinator: Mr D Thomas

Course Component	Syllabus weighting %	Task 1	Task 2	Task 3	Task 4
DATE		Term 1 Week 2	Term 2 Week 1	Term 2 Week 5	Term 3 Weeks 3 – 5
Knowledge and Understanding of course content	40	5	10	10	15
Source-based skills	20	10	5		5
Investigation and research	20	5	10	5	—
Communication of information, ideas and issues in appropriate forms	20		5	5	10
TOTAL	100	20	30	20	30
Outcomes assessed		H6, H7, H8, H9	H1, H2, H3, H4, H5	H6, H7, H8, H9	H1, H2, H3, H7,
Context		Depth Study Christianity	Depth Study Islam or Judaism	Religion & Non Religion	All units
Type of Task		Stimulus Based Essay	Oral	Topic Test	Trial HSC Examination

Year 12 Course 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 organises, analyses and synthesises 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

VISUAL ARTS

ASSESSMENT RECORD for 2020 – 2021

Teacher: Mrs T Turner

Co-ordinator: Mrs N Marzol

Course Component	Syllabus weighting %	Task 1 2021	Task 2	Task 3	Task 4
DATE		Term 1 Week 9	Term 2 Week 1	Term 3 Weeks 3 – 5	Term 3 Week 7
Artmaking	50	—	20	—	30
Art Criticism/History	50	20	—	30	—
TOTAL	100	20	20	30	30
Outcomes Assessed		H7, H8, H9 & 10	H1, H2, H3, H4	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6
Type of Task		Extended Responses	Body of Work progress and VAPD	Trial HSC Examination	Body of Work- Final Mark

Year 12 Course Outcomes

A student:

- H1 initiates and organizes art making 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 art-making
- 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

VET – Electrotechnology Certificate II (240 Indicative hours)

ASSESSMENT RECORD for 2020 – 2021

Teacher: Mr A Perry

Co-ordinator: Mrs D Lucas

Unit of Competency	Unit Name	Hours required	Term 4	Terms 1 & 2	Term 3
UEENEEE141A	Use of routine equipment/plant/technologies in an energy sector environment	15	EVENT 5	—	—
UEENEEE148A	Carry out routine work activities in an energy sector environment	15		—	—
UEENEEE102A	Fabricate, assemble and dismantle utilities industry components	30		—	—
UEENEEE104A	Solve problems in DC. circuits	60	—	EVENT 6	—
UEENEEK142A	Apply environmentally and sustainable procedures in the energy sector	15	—	—	EVENT 7
UEENEEE105A	Fix and secure electrotechnology equipment	15	—	—	

Mr Perry will provide specific dates for each Task.

A 35-hour Work Placement is required to complete the course for NESA requirements.

There will also be a Trial Higher School Certificate Examination in Term 3. This will account for 100% of your school based Examination estimation mark for NESA.

VET – Primary Industry Certificate II (240 Indicative hours)

ASSESSMENT RECORD for 2020 – 2021

Teacher: Ms J Towers

Co-ordinator: Mrs D Lucas

Unit of Competency	Unit Name	Hours required	Term 4	Terms 1 & 2	Term 3
AHC INF 202A	Install, maintain & repair fencing	15	EVENT 5	—	—
AHC LSK 202A	Care for health and welfare of livestock	25	—	EVENT 6	—
AHC LSK 205A	Handle livestock using basic techniques	15	—		—
AHC LSK 210A	Muster and move livestock	10	—		—
AHC LSK 204A	Carry out regular livestock observation	10	—		—
AHC LSK 211A	Provide feed for livestock	10	—		—
AHC LSK 209A	Monitor water supplies	10	—		—
AHC WRK 204A	Work effectively in the industry	20	—	EVENT 7	—
AHC WRK 201A	Observe and report on weather	15	—	—	EVENT 8
AHC WRK 209A	Participate in environmentally sustainable work practices	20	—	—	EVENT 9

Ms Towers will provide specific dates for each Task.

35 hours Work Placement is required to complete the course for NESA requirements.

There will also be a Trial Higher School Certificate Examination in Term 3. This will account for 100% of your school based Examination estimation mark for NESA.

TAFE EVET – Animal Studies Certificate II (240 Indicative hours)	
Teacher:	TBA
Co-ordinator:	Mrs D Lucas

TAFE EVET – Music Industry Certificate II (240 Indicative hours)	
Teacher:	TBA
Co-ordinator:	Mrs D Lucas

TAFE EVET – Tourism, Travel and Events Certificate II (240 Indicative hours)	
Teacher:	TBA
Co-ordinator:	Mrs D Lucas

In 2021, for students studying the above EVET courses through TAFE, the TAFE teacher will provide a schedule of tasks and an outline of any work placement that is to be undertaken as part of each course.

Please see your teacher or Mrs Lucas for further details.

Loving God,

We, the family of St Catherine's Catholic College,

offer you our words and actions this day.

May Harmony, Faith and Integrity

shine in our hearts in all we do and say.

Amen