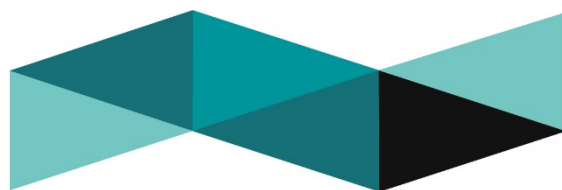


MURRUMBIDGEE REGIONAL HIGH SCHOOL
RESPECTFUL, RESPONSIBLE, RESILIENT LEARNERS



MURRUMBIDGEE

Regional High School

Excellence and Innovation

Year 12

2020-2021

Higher School Certificate Course

ASSESSMENT INFORMATION BOOKLET

and

ASSESSMENT SCHEDULE

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INTRODUCTION

Dear Year 12 students and parents,

Congratulations on starting your HSC studies and thank you for choosing Murrumbidgee Regional High School as your school. We are extremely proud of our school and our students' amazing achievements. I know that in 2020/2021 you will have the opportunity to enjoy the very highest standards of academic, sporting and cultural success.

This booklet contains the subject and assessment information for your Year 12HSC courses in 2020/2021. Please ensure that you read the information inside carefully. As your Principal I am required to certify that you have satisfactorily completed the program of study for your HSC course. The following guidelines have been developed to ensure that every student has the opportunity to perform to the best of their ability over the next year.

You should keep this booklet in a safe place and refer to it regularly. Create your own yearly planner with all your assessment tasks clearly marked. A task does not have to be a formal assessment task to warrant a serious response from you. You cannot gain a Higher School Certificate just by completing the assessment tasks. You will need to apply yourself diligently and work with sustained effort throughout the duration of your course. Your attendance and application must be regular and genuine.

When consulting the assessment schedule you should be aware of when tasks are on, the nature of the tasks and whether there are a number of tasks due around the same date. This preplanning is essential to your success as a senior student.

You are advised to read very carefully the general assessment procedures and requirements. These guidelines will be strictly adhered to. Particular attention should be given to the sickness/absence section and the procedures associated with this type of event. Please note carefully the rules in relation to malpractice and technology.

If or when you need help do not hesitate to seek assistance from me, my deputies, your year advisor, our counsellors, or any of our highly capable staff. The school will always work to meet your individual needs as long as you communicate with us.

I would like to wish you good luck and encourage you to work hard to achieve your best possible result in the HSC course. Be positive and optimistic. This will be a fantastic year.

Good luck,

Mr Peter King
Executive Principal

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Information for Students

The Purpose of School Assessment

The purpose of School Assessment in reporting for the Higher School Certificate is to provide a summative measure of a student's achievement based on:

- A wider range of syllabus outcomes than may be measured by formal examination or the external examination, although it must cover all objectives measured by the examination in the HSC Course.
- Multiple measures and observations made throughout the Higher School Certificate course rather than at a single, final examination.
- The final assessment in a course will measure a student's achievement relative to other students' achievements
- The assessment submitted by the school will reflect the knowledge and skills objectives of each course and related outcomes.
- Values and attitudes are not assessed.

HSC assessment: a standards-referenced approach

Assessment is the process of identifying, gathering and interpreting information about student achievement. In the context of the Higher School Certificate, the school's internal assessment program aims to provide a cumulative measure of a student's achievement in each of their courses. School based assessment schedules use a wider range of syllabus outcomes than those tested in the HSC examinations as well as a greater variety of tasks over the year.

The assessment marks gained provide the rank order of students and the relative differences between students based on their performances in the assessment tasks.

Principles for Assessment

- When students receive the assessment task schedule they should be aware of the due dates for each task, the nature of the tasks and whether there are a number of tasks due close to the same date. If there are problems students should discuss them with their teachers well in advance of the due dates for the tasks.
- Assessment tasks should be completed in a way that ensures that no student gains an unfair advantage over other students.
- Students who follow the school routines and submit tasks on time will not be placed at a disadvantage by students who try to "bend the rules" or find ways around the policy.
- The procedures outlined in this document will be applied consistently across the school.
- If students are absent from class, it is their responsibility to check what work was completed, what handouts were distributed and whether any assessment task details were given. If an assessment task was issued, *it is the student's responsibility to obtain* a copy of the task from the classroom teacher. Receiving a task late cannot be used as an excuse for an extension under these circumstances.
- Where absences are *known in advance* (eg. sport representation, family holiday, work placement) students *must* submit the Sickness/Absence form *before* the absence. This

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includes negotiating the time when the task will be completed. These should be completed at least three days before the absence occurs. Students should note that work placement commitments do not automatically entitle you to an extension.

- In certain circumstances (eg. prolonged illness or the integrity and security of an exam paper) an estimate or substitute task may be set at the discretion of the faculty concerned.
- If a pattern of absences emerges, students may be required to supply medical certificates or written records for all future absences. In these circumstances, parents will be notified in writing of the requirements. After this, zero marks may be given for tasks that are not completed or submitted by the due date. These procedures will apply to all forms of absences (eg sport, debating, illness, etc.)
- Students who are involved in work placements as part of VET Frameworks courses cannot use these placements as an excuse for having missed a task.

Assessment Program

At the commencement of the Stage 6 course each student will receive a copy of this document as well as an overall program of assessment for each subject. The assessment overview for individual subjects will include:

- The components and their weightings for each course as specified in the assessment requirements issued by NESA.
- The nature of each assessment task (eg research, test, exam, presentation, performance, etc.)
- An indication of when the various tasks will take place.
- The weighting of each task in relation to the total assessment.

Assessment for year 12 will begin in Term 4 and will be finalised and reported on during Term 3 of the HSC year.

Assessment Marks

Finalised assessment marks are sent to NESA following the end of the assessment period (Week 9 Term 3). These assessments provide the rank order of students and the relative differences between their performances in each course based on their performances in the school assessment tasks.

Assessment marks submitted for the HSC for students from this school will be moderated by NESA to a common scale on a state wide basis. This is done so that direct comparisons can be made between assessment marks awarded by different schools. The moderation is based on the performance of students in the HSC Examinations. Because of this the assessment mark which appears on the HSC Testamur is usually different to the school assessment mark.

However, the rank order of students is not altered by the moderation of assessment marks.

The school is not permitted to reveal a student's school assessment mark.

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Assessment of submitted works and practical performances

In subjects that require a submitted work and/or a practical performance to be submitted for the HSC, NESA requires that the student, the class teacher and the Principal all certify that the work or performance was developed under the teacher's supervision, was the student's own work and was completed by the due date.

It is therefore required that students work on their projects at school and any work that is done at home is negotiated with their teacher.

Special Provisions

If a student believes that they are entitled to Special Provisions in the HSC examination, for example, a reader, writer, additional time, separate supervision, they should consult with their Year Adviser or the Learning and Support Team as soon as possible. If granted Special Provisions by NESA, the school will provide these same provisions for any school-based assessment task held under examination conditions.

Task Notification/Return

- Students will be given at least two weeks written notice of a particular assessment task.
- The notice will indicate the due date of the task, the nature of the task, the form in which the task can be submitted, the percentage of total assessment and the outcomes to be assessed. Your teacher will indicate if electronic submission is acceptable.
- No assessment task will be scheduled in the two weeks prior to the Trial Examination period.
- Marked tasks will be returned to each student. Each marked task must include a ranking based on the total number of students studying that course at Murrumbidgee Regional High School. Students will receive meaningful feedback for each task. Students will be awarded marks commensurate with the quality of their responses in relation to the marking guidelines.
- If a student wishes to appeal the marking of a task and/or their ranking, they need to first discuss the matter with their teacher and the Head Teacher within three days of the task return. If they are not satisfied with the teacher's response, they can submit a written formal to a Deputy Principal.
- Assessment ranks are reported on school reports.

Absence when task is notified

Whenever a student is absent from school, it is **their responsibility** to ensure that they find out what work has been missed and to catch up on that work. The same conditions apply if you are absent when an assessment task is notified. You are not entitled to an automatic extension of time for the task. However, if you have a prolonged absence, you may submit to the Deputy Principal a Misadventure Appeal Form. See the section of the assessment booklet for Misadventure or illness and misadventure Forms. Forms also can be obtained through a Deputy Principal.

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Requirements for Tasks completed during school/class time

- Students must attend all classes on the day specified for the task and arrive to class on time.
- If a student cannot attend school on the day of a task due to illness or misadventure, they must phone the school on that day in order to notify the Head Teacher that they will be absent and give a brief explanation about why they cannot attend school on that day. If students do not ring the school, they will be given zero for that task. In special cases where the student has not been able to contact the school on the day, they may be given special consideration by the Deputy Principal.
- On the first day back at school the student must complete a Sickness/Absence form. To do this, you must collect the form from outside a Deputy Principal's office. Then fill in the details at the top of the form, take it to the appropriate Head Teacher and negotiate when the task will be completed. The Head Teacher will sign the form, make a copy for the class teacher, and return the form to a Deputy Principal's office on that day. A note from parents/caregivers will be required and a medical certificate may be requested. If students fail to complete a Sickness/Absence form on the first day back at school following the illness/misadventure, they will receive zero for the task.
- The student must be prepared to complete the task on the first day back at school, if possible. If students avoid completing the task within a reasonable timeframe, they will be awarded zero for the task.
- If a student is absent for part of a day immediately prior to an assessment task being completed, they must satisfy the school that the absence was genuine. Where the absence is not deemed to be genuine by the Principal, and other students may have been disadvantaged, a zero mark will be awarded.
- If a student demonstrates a pattern of absence in the week immediately prior to the Trial Examination period, they must satisfy the school that the absence was genuine. Where the absence is not deemed to be genuine by the Principal, and other students may have been disadvantaged, a zero mark will be awarded.

Requirements for Task Assessments and Projects completed outside class time

- Student must submit their task to the class teacher or Head Teacher by 8:55am on the day it is due. Students who do not have scheduled classes on the morning when such tasks are due must make arrangements to hand the task in on time.
- If students are sick on the day that a task is due they must make every effort to submit the task on time either by having a family member or friend hand it in. Where this is not possible, the student must ring the school before 9am and explain to the Head Teacher why the task cannot be submitted. A note from the parent will be required and a medical certificate may be requested.
- Tasks submitted after 9am on the due date will be awarded zero, unless procedures surrounding Sickness/Absences have been followed.
- Students who have technology problems (eg computer breakdown) that will result in a task being submitted late, must submit all rough copies and notes in the due date by 9am as evidence that the task has been completed. Failure to do this will result in zero being awarded for the task. Failure of technology will not be considered as an adequate reason for the late submission of an assessment task.

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- Extensions for these types of tasks must be sought at least three days before the due date. Extensions must be negotiated with the Head Teacher not the class teacher. To request an extension, students should submit the Sickness/Absence form, three days prior to the due date.
- The procedure for the submission of HSC Major Practical works will adhere to NESA procedures.

Technology and assessment tasks

Most students use some form of electronic technology to produce assignments and assessment tasks. Some assessment tasks will require that **students submit the task in electronic form, and this will be specified when the task is set**. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to ensure the handing in of a task by the due time and date. Technology failure is NOT, in itself, a valid reason for failure to submit a task on time.

To minimise problems in relation to technology, students should adhere to the following protocols:

- When working at home, continually back up all work on the hard drive of your computer and on an external storage device such as a USB flash drive, external hard drive or email.
- When working at school, save the latest version of your work to your personal file on the school server whenever possible.

Non-Attempt, Non-Serious Attempt or Non-Submission of Tasks

These occurrences will lead to the awarding of a zero mark. In the case of a non-serious attempt, the attempt will not count as a submitted task.

Non-serious attempt designation may result from the attempt being so poor as to be considered non-serious or from the use of obscene language, obscene diagrams, derogatory marks, etc.

The Head Teacher in consultation with a Deputy Principal shall determine whether or not an attempt is non-serious.

Students will be advised in writing when they are not meeting the assessment requirements in a course.

Advice about what is necessary to enable the students to meet the requirements satisfactorily will also be given.

All My Own Work

NESA's All My Own Work Policy will be followed in the marking of all HSC course assessments. Students have completed this program prior to the commencement of the Preliminary Course in Year 10.

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Satisfactory Completion of Course Requirements

Students will be considered to have satisfactorily completed a course if in the Principal's view, there is sufficient evidence that the student has:

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

Students may be deemed not to have satisfactorily completed a course if there is evidence of:

- Omission, to a significant degree, of experiences which are integral requirements of the syllabus (eg assignments, practical work, class activities, etc);
- Preparation so trivial that poor examination performances is likely to result;
- Failure to make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks.

Adequacy of attendance will be determined by the Principal who must give a student early warning of the consequences of inadequate attendance.

The Principal may determine that, as a result of inadequate attendance, the course completion criteria have not been met.

Mandatory practical work requirements must be met as specified in certain courses.

Failure to comply with these requirements by the date that the final Preliminary assessments are sent to NESA will render the student ineligible to be awarded a mark for that course therefore classified as having failed to complete the course of study.

This could also mean the student would not have sufficient units to be eligible for the award of an ATAR, and in some cases, a HSC.

Late Enrolments

If a student enrolls late in the Year 12 HSC course Head Teachers may either:

- Ask the student to complete missed tasks or substitute tasks, or
- Use an estimate before the final mark is prepared, based on results in other assessment tasks. Estimates should be used after consultation with a Deputy Principal and/or Principal.

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Review of Assessments

Results of individual assessment tasks can only be queried at the time the task is returned to the students.

After students have completed the HSC, students will be able to download their school assessment ranks from the NESA website via Students Online. Students will use their NESA 8-digit USI student number and the 6-digit PIN created to check their assessment results.

If the rank differs significantly from the rank expected, the student may seek a review in that course. The review will not consider the way the marks were awarded.

A request for review can be based only on:

- Lack of conformity of weightings to subject assessment schedules
- Lack of school procedures conforming to the assessment program
- Computational or clerical errors

A school review will be conducted by the Principal, a Deputy Principal, one Head Teacher and a Classroom Teacher. An application for a school review must be lodged with the Principal within two school days after the last HSC paper attempted by students at this school.

Students are to be aware of their ranking received for each assessment task. If rankings are not given, please ask your teacher to make these available.

Any grievance concerning equity with other students should be brought to a Deputy Principal.

GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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

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Illness or Misadventure

If a student attempts an assessment, the mark obtained in that task will stand. If a student does not attempt an assessment, he/she must contact a Deputy Principal or the Head Teacher of the subject as soon as possible if he/she wishes to be considered for an illness and misadventure claim. Application forms are available in this booklet and from the DP's offices.

- *The application form asks students to provide independent evidence of illness or misadventure.*
- *The student must return that documentation (e.g. Murrumbidgee Regional High School form filled out by a doctor and/or medical certificate) to a Deputy Principal on the first day of their return to school.*
- *The Principal and a Deputy Principal will determine the validity of each illness/misadventure application.*

If the illness or misadventure is accepted by the school, a new time for an alternative task must be arranged by the student through the head teacher or teacher of the course. **Every student is expected to sit for every assessment task.** Alternative tasks must be arranged as soon as possible after the student has returned to school.

Only in exceptional circumstances will a student be granted an estimate rather than completing an alternative task. In this circumstance the Principal will determine if, after consultation with the Head Teacher, the Principal believes the student is unable to complete another appropriate task. The Head Teacher will provide a mark that supports the student's current rank in that subject.

In the case of an illness/misadventure occurring during the course of an assessment, the student should immediately notify the teacher in charge and obtain a doctor's certificate as soon as possible after the assessment. **The certificate needs to be handed to a Deputy Principal on the day the student returns to school. Other appropriate documentation needs to be supplied in the case of misadventure.**

Illness/misadventure protocols apply to all assessment tasks including oral presentations, viva voce's, exams, individual and group performances.

Illness or Misadventure Checklist

If a student has a valid reason for not submitting an assessment task on the due date he/she should:

- *notify the school on or before the due date in writing / in person and go to the doctor for a doctor's certificate*

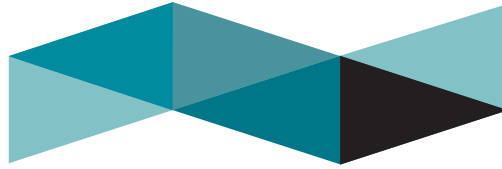
OR

- *phone/email the school on **69699300** and leave a message for your teacher, Head Teacher of the subject or a Deputy Principal*

AND

Provide the following information:

- your name, assessment task/s details (including subject) and details of the illness/misadventure and possible return date.



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SICKNESS/ABSENCE APPLICATION FOR YEAR 11/12

Year 11 and Higher School Certificate Year 12 Students

If illness, accident or special circumstances prevent a student from completing an assessment task on or by the due date, the school must be advised immediately the situation is known – by phone/ school email (if possible) when the absence occurs or on a day the task is due.

The following form must be completed on the first back after the task was due, if the absence was for sickness/misadventure, or before the task is due if the absence was for special circumstances (eg sporting representation, family holidays, etc.)

Student First and Last Name:

Subject:

Course: **Preliminary (Year 11)** / **HSC (Year 12)** *Please circle*

Due Date of Task:

Description of Task

.....

Reason for Special Consideration: (Attach supporting documents eg Medical Certificate, etc.)

.....

.....

Signature of Student: **Date:**

Action taken by Head Teacher: (eg alternative task, similar task, extension, zero awarded)

.....

.....

Head Teacher Signature: **Date:**

Date Copy made for HSC Monitoring folder: **Filed by DP:**

Year 12 Agriculture – Syllabus Outcomes

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

Further Reference:

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

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Year 12 Agriculture – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Plant Experiment	Farm Product Study Test	Trial HSC Examination	Elective Research Report	
Timing:	Term 4, Week 8 2020	Term 2, Week 2 2021	Term 2, Weeks 9/10 2021	Term 3, Week 5 2021	
Outcomes Assessed:	H1.1 H2.1 H4.1	H3.1 H3.2 H3,3 H3.4	H1.1 H2.1 H2.2 H3.1 H3.2 H3.3 H3.4 H4.1	H3.4 H4.1 H5.1	
Knowledge and understanding of course content	5	10	20	10	45
Knowledge, understanding and skills required to manage agricultural production systems	5	15	10	10	40
Skills in effective research, experimentation and communication	10		5		15
% Total:	20	25	35	20	100

Year 12 Ancient History – Syllabus Outcomes

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

Further Reference:

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

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Year 12 Ancient History – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	
Nature of Task:	Spartan Society: Research Source-Based Questions	Cities of Vesuvius: Source-Based Research	Trial HSC Examination	Personality Oral Presentation	
Timing:	Term 4, Week 9 2020	Term 2, Week 6 2021	Term 2, Weeks 9/10 2021	Term 3, Week 6 2021	Weighting %
Outcomes Assessed:	AH12.1, AH12.2, AH12.3, AH12.4, AH12.6	AH12.1, AH12.3, AH12.5, AH12.6, AH12.8, AH12.9	AH12.1, AH12.2, AH12.3, AH12.7, AH12.9	AH12.1, AH12.2, AH12.3, AH12.4, AH12.8, AH12.9	
Knowledge and understanding of course content	5	10	15	10	40
Source-Based Skills	5	5	5	5	20
Historical Inquiry and Research	5	5	5	5	20
Communication of Historical understanding in appropriate forms	5	5	5	5	20
% Total:	20	25	30	25	100

Year 12 Biology – Syllabus Outcomes

SYLLABUS OUTCOMES	
BIO12-1	A student develops and evaluates questions and hypotheses for scientific investigation
BIO12-2	A student designs and evaluates investigations in order to obtain primary and secondary data and information
BIO12-3	A student conducts investigations to collect valid and reliable primary and secondary data and information
BIO12-4	A student selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO12-5	A student analyses and evaluates primary and secondary data and information
BIO 12-6	A student solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO 12-7	A student communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	A student explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	A student explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	A student analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	A student explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Further Reference:

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

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Year 12 Biology – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	DNA Model Assessment	Depth Study: Genetic Technologies	Trial HSC Examination	Disease Data Analysis Assessment	
Timing:	Term 4, Week 8 2020	Term 1, Week 10 Mon 2021	Term 2, Weeks 9/10 2021	Term 3, Week 6 2021	
Outcomes Assessed:	BIO12-6, BIO12-7, BIO12-12	BIO12-1, BIO12-2, BIO12-3, BIO12-7, BIO12-13	BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14	BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-15	
Skills in Working Scientifically	15	20	10	15	60
Knowledge and understanding	5	10	20	5	40
% Total:	20	30	30	20	100

Year 12 Business Studies – Syllabus Outcomes

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

Further Reference:

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/business-studies-st6-syl.pdf

MURRUMBIDGEE REGIONAL HIGH SCHOOL
RESPECTFUL, RESPONSIBLE, RESILIENT LEARNERS

Year 12 Business Studies – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Business Report & Case Study Research Task	Financial Skills Timed Stimulus Task	Trial HSC Examination	Human Resources Extended Response	
Timing:	Term 4, Week 9 2020	Term 1, Week 9 2021	Term 2, Weeks 9/10 2021	Term 3, Week 6 2021	
Outcomes Assessed:	H1, H2, H5, H6, H7, H9	H4, H5, H8, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H2, H3, H4, H5, H6, H9	
Knowledge and understanding of course content	10	5	20	5	40
Stimulus-based skills		10	5	5	20
Inquiry and Research	10			10	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
% Total:	25	20	30	25	100

Year 12 Chemistry – Syllabus Outcomes

SYLLABUS OUTCOMES	
CH12-1	A student develops and evaluates questions and hypotheses for scientific investigation
CH12-2	A student designs and evaluates investigations in order to obtain primary and secondary data and information
CH12-3	A student conducts investigations to collect valid and reliable primary and secondary data and information
CH12-4	A student selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH12-5	A student analyses and evaluates primary and secondary data and information
CH12-6	A student solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH12-7	A student communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH12-12	A student explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13	A student describes, explains and quantitatively analyses acids and bases using contemporary models
CH12-14	A student analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15	A student describes and evaluates chemical systems used to design and analyses chemical processes

Further reference:

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

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Year 12 Chemistry – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Practical Assessment: Equilibrium and Acid Reactions	Depth Study: Acid/Base Reactions	Trial HSC Examination	Spectroscopy Assessment	
Timing:	Term 4, Week 7 2020	Term 2, Week 1 2021	Term 2, Weeks 9/10 2021	Term 3, Week 5 2021	
Outcomes Assessed:	CH12-3, CH12-4, CH12-5, CH12-6, CH12-12	CH12-1, CH12-2, CH12-3, CH12-5, CH12-7, CH12-13	CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14	CH12-5, CH12-6, CH12-7, CH12-15	
Skills in Working Scientifically	15	20	15	10	60
Knowledge and understanding	10	5	15	10	40
% Total:	25	25	30	20	100

Year 12 Community and Family Studies – Syllabus Outcomes

SYLLABUS OUTCOMES

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

Further reference:

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

**MURRUMBIDGEE REGIONAL HIGH SCHOOL
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Year 12 Community and Family Studies – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	
Nature of Task:	Independent Research Project	Groups in Context – Case Study	Trial HSC Examination	Option Topic Research Task	
Timing:	Term 4, Week 9 2020	Term 1, Week 8 2021	Term 2, Weeks 9/10 2021	Term 3, Week 5 2021	
Outcomes Assessed:	H4.1, H4.2	H1.1, H2.2, H3.3, H4.2, H5.1	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H 3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2.	H2.3, H3.4, H4.1, H4.2.	Weighting %
Knowledge and understanding of course content	5	5	20	10	40
Skills in critical thinking, research methodology, analysing and communicating	15	20	10	15	60
% Total:	20	25	30	25	100

Year 12 Drama – Syllabus Outcomes

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

Further Reference:

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

**MURRUMBIDGEE REGIONAL HIGH SCHOOL
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Year 12 Drama – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	
Nature of Task:	Contemporary Australian Plays Performance Essay	Individual Project Work in Progress Presentation	Significance Plays of the 20th Century Performance & Essay	Trial HSC Examination Written and Practical (IP & GP)	Weighting %
Timing:	Term 4, Week 10 2020	Term 1, Week 2 2021	Term 1, Week 10 2021	Term 2, Weeks 9/10 2021	
Outcomes Assessed:	H1.1, H1.2, H1.7, H2.1, H2.2, H3.1, H3.2, H3.3	H1.3, H1.5, H1.7, H2.3, H3.2, H3.3	H1.2, H1.4, H1.5, H1.6, H1.7, H2.2, H2.3, H3.1, H3.2, H3.3	H1.1, H1.3, H1.4, H1.5, H1.6, H2.1, H2.2, H2.3, H3.1, H3.2	
Making:	10	10	10	10	40
Performing:	5	5	10	10	30
Critically Studying:	5	5	10	10	30
% Total:	20	20	30	30	100

Note. While values and attitude outcomes are included in the Drama Syllabus, they are not assessed in the HSC assessment program.

Year 12 Engineering Studies – Syllabus Outcomes

SYLLABUS OUTCOMES	
H1.1	A student describes the scope of engineering and critically analyses current innovations
H1.2	A student differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
H2.1	A student determines suitable properties, uses and applications of materials, components and processes in engineering
H2.2	A student analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
H3.1	A student demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
H3.2	A student uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
H3.3	A student develops and uses specialised techniques in the application of graphics as a communication tool
H4.1	A student investigates the extent of technological change in engineering
H4.2	A student applies knowledge of history and technological change to engineering-based problems
H4.3	A student applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
H5.1	A student works individually and in teams to solve specific engineering problems and prepare engineering reports
H5.2	A student selects and uses appropriate management and planning skills related to engineering
H6.1	A student demonstrates skills in research and problem-solving related to engineering
H6.2	A student demonstrates skills in analysis, synthesis and experimentation related to engineering

Further Reference:

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

MURRUMBIDGEE REGIONAL HIGH SCHOOL
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Year 12 Engineering Studies – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Telecommunications Engineering Report	Civil Structures Topic Test	Trial HSC Examination	Personal & Public Transport Problem Solving	
Timing:	Term 4, Week 9 2020	Term 1, Week 7 2021	Term 2, Weeks 9/10 2021	Term 3, Week 5 2021	
Outcomes Assessed:	H1.1, H1.2, H1.7, H2.1, H2.2, H3.1, H3.2, H3.3	H1.3, H1.5, H1.7, H2.3, H3.2, H3.3	H1.2, H1.4, H1.5, H1.6, H1.7, H2.2, H2.3, H3.1, H3.2, H3.3	H1.1, H1.3, H1.4, H1.5, H1.6, H2.1, H2.2, H2.3, H3.1, H3.2	
Knowledge and understanding of course content	10	20	20	10	
Knowledge and skills in research, problem solving and communication related to engineering practice	10	10	10	10	40
% Total:	20	30	30	20	100

Year 12 English Advanced – Syllabus Outcomes

SYLLABUS OUTCOMES	
EA12-1	A student independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
EA12-2	A student uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA12-3	A student 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	A student strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts.
EA12-5	A student thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments.
EA12-6	A student investigates and evaluates the relationships between texts.
EA12-7	A student evaluates the diverse ways texts can represent personal and public worlds and recognizes how they are valued.
EA12-8	A student explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning.
EA12-9	A student reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner.

Further reference:

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

**MURRUMBIDGEE REGIONAL HIGH SCHOOL
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Year 12 English Advanced – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Texts and Texts and Human Experiences Multimodal Presentation	Module A: Textual Conversations Take home Essay	Trial HSC Examination	Module C: Craft of Writing Extended Response	
Timing:	Term 4 Week 8 2020	Term 1 Week 9 2021	Term 2, Weeks 9/10 2021	Term 3 Week 5 2021	
Outcomes Assessed:	EA12-1, EA12-2, EA12-5, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6	EA12-1, EA12-2, EA12-3, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-9	
Knowledge and understanding of course content.	15	10	15	10	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
% Total:	25	20	30	25	100

Further reference:

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

Year 12 English Standard – Syllabus Outcomes

SYLLABUS OUTCOMES	
ES12-1	A student 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	A student 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	A student accesses, comprehends and uses information to communicate in a variety of ways
ES12-4	A student composes proficient texts in different forms
ES12-5	A student 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	A student uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
ES12-7	A student represents own ideas in critical, interpretive and imaginative texts
ES12-8	A student understands and explains the relationships between texts
ES12-9	A student 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	A student monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Further Reference:

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

**MURRUMBIDGEE REGIONAL HIGH SCHOOL
RESPECTFUL, RESPONSIBLE, RESILIENT LEARNERS**

Year 12 English Standard – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Tests and Human Experiences Multimodal Task	Module A: Language, Identity and Culture Take Home Essay	Trial HSC Examination	Craft of Writing Extended Responses	
Timing:	Term 4 Week 8 2020	Term 1 Week 8 2021	Term 2, Weeks 9/10 2021	Term 3 Week 6 2021	
Outcomes Assessed:	EN12-2, EN12-5, EN12-6, EN12-7	EN12-3, EN12-6, EN12-7, EN12-8	EN12-1, EN12-2, EN12-4, EN12-6, EN12-8	EN12-1, EN12-3, EN12-4, EN12-5, EN12-9	
Knowledge and understanding of course content	15	10	15	10	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
% Total:	25	20	30	25	100

Year 12 English Studies – Syllabus Outcomes

SYLLABUS OUTCOMES	
ES12-1	A student 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	A student 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	A student accesses, comprehends and uses information to communicate in a variety of ways
ES12-4	A student composes proficient texts in different forms
ES12-5	A student 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	A student uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
ES12-7	A student represents own ideas in critical, interpretive and imaginative texts
ES12-8	A student understands and explains the relationships between texts
ES12-9	A student 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	A student monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Further Reference:

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

**MURRUMBIDGEE REGIONAL HIGH SCHOOL
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Year 12 English Studies – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Texts and Human Experiences Extended Response	Playing the Game Multimodal Presentation	Trial HSC Examination	Texts from across Modules Portfolio Task	
Timing:	Week 9 Term 4 2020	Week 9 Term 1 2021	Term 2, Weeks 9/10 2021	Week 5 Term 3 2021	
Outcomes Assessed:	ES12-1, ES12-3, ES12-4, ES12-6, ES12-7, ES12-8, ES12-9	ES12-1, ES12-2, ES12-3, ES12-4, ES12-6, ES12-9	ES12-5, ES12-6, ES12-7, ES12-8, ES12-9	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8, ES12-9, ES12-10	
Knowledge and understanding of course content	15	10	10	15	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
% Total:	25	25	20	30	100

Year 12 English EAL/D – Syllabus Outcomes

SYLLABUS OUTCOMES	
EAL12-1A	A student responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EAL12-1B	A student communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts.
EAL12-2	A student uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies.
EAL12-3	A student identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning.
EAL12-4	A student applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts.
EAL12-5	A student thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts.
EAL12-6	A student investigates and evaluates the relationships between texts.
EAL12-7	A student integrates understanding of the diverse ways texts can represent personal and public worlds.
EAL12-8	A student analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning.
EAL12-9	A student reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner.

Further reference:

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

**MURRUMBIDGEE REGIONAL HIGH SCHOOL
RESPECTFUL, RESPONSIBLE, RESILIENT LEARNERS**

Year 12 English EAL/D – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Texts and Human Experiences: Multi-modal Presentation	Food Product Development Research	Trial HSC Examination	Module D: Focus on Writing	
Timing:	Term 4, Week 8 2020	Term 1, Week 9 2021	Term 2, Weeks 9/10 2021	Term 3, Week 5 2021	
Outcomes Assessed:	12-1A, 12-1B, 12-6, 12-7	12-1A, 12-3, 12-5, 12-8	12-1A, 12-3, 12-5, 12-7	12-2, 12-6, 12-7, 12-9	
Knowledge and understanding of texts and why they are valued	15	10	15	10	50
Skills in complex analysis composition and investigation	10	10	15	15	50
% Total:	25	20	30	25	100

Year 12 Food Technology – Syllabus Outcomes

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

Further Reference:

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

**MURRUMBIDGEE REGIONAL HIGH SCHOOL
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Year 12 Food Technology – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Food Manufacture Investigation	Food Product Development Research	Trial HSC Examination	Contemporary Issues in Nutrition Report	
Timing:	Term 1 Week 6 2021	Term 2 Week 6 2021	Term 2, Weeks 9/10 2021	Term 3 Week 5 2021	
Outcomes Assessed:	H1.1 H1.4 H4.2	H1.3 H4.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1	H2.1, H3.2	
Knowledge and understanding of course content			30	10	
Knowledge and skills in designing, researching, analysing and evaluating	15	10		5	30
Skills in experimenting with and preparing food by applying theoretical concepts		15		15	30
% Total:	15	25	30	30	100

Further reference:

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

Year 12 History Extension – Syllabus Outcomes

SYLLABUS OUTCOMES	
HE12-1	A student Analyses and evaluates different approaches to history and complexity of factors that shape historical interpretations
HE12-2	A student Plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
HE12-3	A student Communicates through detailed, well-structured texts to explain, argue, discuss, analyses and evaluate historical issues
HE12-4	A student Constructs a historical position about an area of historical inquiry, and discusses and challenges other positions.

Further Reference:

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

**MURRUMBIDGEE REGIONAL HIGH SCHOOL
RESPECTFUL, RESPONSIBLE, RESILIENT LEARNERS**

Year 12 History Extension – Assessment Schedule

Component:	Task 1	Task 2	Task 3	
Nature of Task:	Historical Process – proposal, process log, annotated sources	Trial HSC Examination	History Project Essay	Weighting %
Timing:	Term 1, Week 5 2021	Term 2, Weeks 9/10 2021	Term 3, Week 3, 2021	
Outcomes Assessed:	HE 12-2	HE12-3 HE12-4	HE12-1 HE12-2 HE12-3 HE12-4	
Knowledge and understanding about significant historiographical ideas and processes	10	20	10	
Skills in designing, undertaking and communicating historical inquiry and analysis	20	10	20	60
% Total:	30	30	40	100

Year 12 Industrial Technology – Syllabus Outcomes

SYLLABUS OUTCOMES

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

Further reference:

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

**MURRUMBIDGEE REGIONAL HIGH SCHOOL
RESPECTFUL, RESPONSIBLE, RESILIENT LEARNERS**

Year 12 Industrial Technology – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Designing and Planning Presentation	Industry Study	Trial HSC Examination	Project Development and Management Report	
Timing:	Term 4, Week 8 2020	Term 1 Week 6 2021	Term 2, Weeks 9/10 2021	Term 3 Week 4 2021	
Outcomes Assessed:	H3.1, H3.2, H3.3, H5.1	H1.1, H1.2, H6.1, H6.2, H7.1, H7.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	
Knowledge and understanding of course content	5	5	20	10	
Knowledge and skills in the design, management, communication and production of a major project	15	15		30	60
% Total:	20	20	20	40	100

Year 12 Information Processes and Technology – Syllabus Outcomes

SYLLABUS OUTCOMES	
H1.1	A student describes the nature of information processes and information technology
H1.2	A student classifies the functions and operations of information processes and information technology
H2.1	A student identifies and describes the information processes within an information system
H2.2	A student recognises and explains the interdependence between each of the information processes
H3.1	A student identifies and describes social and ethical issues
H4.1	A student describes the historical development of information systems and relates these to current and emerging technologies
H5.1	A student selects and ethically uses computer based and non-computer based resources and tools to process information
H6.1	A student analyses and describes an identified need
H6.2	A student generates ideas, considers alternatives and develops solutions for a defined need
H7.1	A student recognises, applies and explains management and communication techniques used in individual and team-based project work
H7.2	A student uses and justifies technology to support individuals and teams

Further Reference:

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

MURRUMBIDGEE REGIONAL HIGH SCHOOL
RESPECTFUL, RESPONSIBLE, RESILIENT LEARNERS

Year 12 Information Processes and Technology – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Minor Project	Communication Systems Unit Task	Trial HSC Examination	Major Project and Folio	
Timing:	Term 4 Week 9 2020	Term 2 Week 3 2021	Term 2, Weeks 9/10 2021	Term 3 Week 5 2021	
Outcomes Assessed:	H1.1, H1.2, H2.1, H2.2, H5.1, H6.1, H7.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.2, H5.6	H1.1, H1.2, H1.3, H3.1, H3.2, H4.1, H6.1, H6.2, H7.1	H2.1, H2.2, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	
Knowledge and understanding of course content	5	10	15	10	40
Knowledge and skills in the design, management, communication and production of a major project	10	5	15	30	60
% Total:	15	15	30	40	100

Year 12 Italian Beginners – Syllabus Outcomes

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

Further Reference:

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

**MURRUMBIDGEE REGIONAL HIGH SCHOOL
RESPECTFUL, RESPONSIBLE, RESILIENT LEARNERS**

Year 12 Italian Beginners – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	
Nature of Task:	Reading, Writing & Listening Skills	Reading, Writing & Speaking Skills	Trial HSC Examination	Listening & Speaking Skills	
Timing:	Term 4 Week 8 2020	Term 1 Week 8 2021	Term 2, Weeks 9/10 2021	Term 3 Week 5 2021	
Outcomes Assessed:	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	Weighting %
Listening	5		10	15	30
Reading	10	10	10		30
Speaking		5	5	10	20
Writing	5	10	5		20
% Total:	20	25	30	25	100

Year 12 Legal Studies – Syllabus Outcomes

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

Further Reference:

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

**MURRUMBIDGEE REGIONAL HIGH SCHOOL
RESPECTFUL, RESPONSIBLE, RESILIENT LEARNERS**

Year 12 Legal Studies – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Case Study Written Response & Google Oral Presentation Crime	Research and ICT Extended Response Human Rights	Trial HSC Examination Crime, Human Rights, Family	Timed Option Extended Response Shelter	
Timing:	Term 4 Week 9 2020	Term 1 Week 10 2021	Term 2, Weeks 9/10 2021	Term 3 Week 6 2021	
Outcomes Assessed:	H1, H3, H4, H5, H6, H7	H2, H5, H6, H7, H8	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H6, H8, H9, H10	
Knowledge and understanding of course content	10	10	10	10	40
Analysis and Evaluation	10		10		20
Inquiry and Research		10		10	20
Communication of legal information, ideas and issues in appropriate forms	5		10	5	20
% Total:	25	20	30	25	100

Year 12 Mathematics Advanced – Syllabus Outcomes

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

Further Reference:

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

MURRUMBIDGEE REGIONAL HIGH SCHOOL
RESPECTFUL, RESPONSIBLE, RESILIENT LEARNERS

Year 12 Mathematics Advanced – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	In Class Assessment Topics: F2, T3	Investigative Assessment Task Topics: M1	Trial HSC Examination Topics: C2, C3, C4	Assessment Task Topics: S2, S3	
Timing:	Term 4 Week 9 2020	Term 1 Week 5 2021	Term 2, Weeks 9/10 2021	Term 3 Week 5 2021	
Outcomes Assessed:	MA12-1, MA12-5, MA12-9, MA12-10	MA12 -1, MA12-2, MA12-4, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-9, MA12-10	MA12-1, MA12-7, MA12-8, MA12-9, MA12-10	
Understanding, fluency and communicating	15	10	15	10	50
Problem Solving, Reasoning and Communication	15	10	15	10	50
% Total:	30	20	30	20	100

Content

MA – F2	Graphing Techniques
MA – T3	Trigonometric Functions and Graphs
MA – C2	Differential Calculus
MA – C3	Applications of Differentiation
MA – C4	Integral Calculus
MA – M1	Modelling Financial Situations
MA – S2	Descriptive Statistics and Bivariate Data Analysis
MA – S3	Random Variables

Year 12 Mathematics Extension 1 – Syllabus Outcomes

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

Further Reference:

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

MURRUMBIDGEE REGIONAL HIGH SCHOOL
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Year 12 Mathematics Extension 1 – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	In Class Assessment Topics: T3, P1	Assessment Task Topics: V1	Trial HSC Examination Topics: T3, P1, V1, C2	Investigative Assessment Task Topics: C3	
Timing:	Term 4 Week 10 mon 2020	Term 1 Week 6 2021	Term 2, Weeks 9/10 2021	Term 3 Week 6 2021	
Outcomes Assessed:	MAE12-2, MAE12-6, MAE12-7	MAE12-1, MAE12-3, MAE12-6, MAE12-7	MAE12-1, MAE12-2, MAE12-3, MAE12-4, MAE12-6, MAE12-7	MAE12-1, MAE12-4, MAE12-6, MAE12-7	
Understanding, fluency and communicating	10	15	15	10	
Problem Solving, Reasoning and Communication	10	15	15	10	50
% Total:	20	30	30	20	100

Content

ME – P1	Introduction to Proof by Mathematical Induction
ME – V1	Introduction to Vectors
ME – T3	Trigonometric Equations
ME – C2	Further Calculus Skills
ME – C3	Applications of Calculus
ME – S1	The Binomial Distribution

Year 12 Mathematics Standard 2 – Syllabus Outcomes

SYLLABUS OUTCOMES	
MS2-12-1	A student uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS2-12-2	A student analyses representations of data in order to make inferences, predictions and draw conclusions
MS2-12-3	A student 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	A student analyses two-dimensional and three-dimensional models to solve practical problems
MS2-12-5	A student makes informed decisions about financial situations, including annuities and loan repayments
MS2-12-6	A student solves problems by representing the relationships between changing quantities in algebraic and graphical forms
MS2-12-7	A student solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS2-12-8	A student solves problems using networks to model decision-making in practical problems
MS2-12-9	A student 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	A student uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Further Reference:

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

MURRUMBIDGEE REGIONAL HIGH SCHOOL
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Year 12 Mathematics Standard 2– Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Investigative Assessment Task Topics: M6	In Class Assessment Task Topics: A4, M7	Trial HSC Examination Topics: A4, M6, M7, S4, S5, F4	Topic Test Topics: N2, N3	
Timing:	Term 4 Week 9 2020	Term 1 Week 5 2021	Term 2, Weeks 9/10 2021	Term 3 Week 5 2021	
Outcomes Assessed:	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-5, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-5, MS2-12-8, MS2-12-9, MS2-12-10	
Understanding, fluency and communicating	10	15	15	10	50
Problem Solving, Reasoning and Communication	10	15	15	10	50
% Total:	20	30	30	20	100

Content

MS – A4	Types of Relationships
MS – M6	Non-right-angled Trigonometry
MS – M7	Rates and Ratios
MS – F4	Investments and Loans
MS – F5	Annuities
MS – S4	Bivariate Data Analysis
MS – S5	The Normal Distribution
MS – N2	Network Concepts
MS – N3	Critical Path Analysis

Year 12 Mathematics Standard 1 – Syllabus Outcomes

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

Further Reference:

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

MURRUMBIDGEE REGIONAL HIGH SCHOOL
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Year 12 Mathematics Standard 1– Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Investigative Assessment Task Topics: M3, M4	In Class Assessment Topics: A3, S3	Trial HSC Examination Topics: M3, M4, A3, S3, F2, F3, N1	Open Book Task Topics: M5	
Timing:	Term 4 Week 9 2020	Term 1 Week 5 2021	Term 2, Weeks 9/10 2021	Term 3 Week 5 2021	
Outcomes Assessed:	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-5, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-5, MS1-12-8, MS1-12-9, MS1-12-10	
Understanding, fluency and communicating	10	15	15	10	50
Problem Solving, Reasoning and Communication	10	15	15	10	50
% Total:	20	30	30	20	100

Content

MS – A3	Types of Relationships
MS – M3	Right-angled Triangles
MS – M4	Rates
MS – M5	Scale Drawings
MS – F2	Investment
MS – F3	Depreciation and Loans
MS – S3	Further Statistical Analysis
MS – N1	Networks and Paths

Year 12 Modern History – Syllabus Outcomes

SYLLABUS OUTCOMES	
MH12-1	A student accounts for the nature of continuity and change in the modern world
MH12-2	A student proposes arguments about the varying causes and effects of events and developments
MH12-3	A student evaluates the role of historical features, individuals, groups and ideas in shaping the past
MH12-4	A student analyses the different perspectives of individuals and groups in their historical context
MH12-5	A student assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
MH12-6	A student analyses and interprets different types of sources for evidence to support an historical account or argument
MH12-7	A student discusses and evaluates differing interpretations and representations of the past
MH12-8	A student plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH12-9	A student communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Further Reference:

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

**MURRUMBIDGEE REGIONAL HIGH SCHOOL
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Year 12 Modern History – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Source Analysis and Comprehension Power Authority and the Modern World 1919-1946	Research and Essay National Studies	Trial HSC Examination	Tutorial Presentation Peace and Conflict	
Timing:	Term 4 Week 9 2020	Term 1 Week 8 2021	Term 2, Weeks 9/10 2021	Term 3 Week 3 2021	
Outcomes Assessed:	MH12-3, MH12-4, MH12-6, MH12-7, MH12-9	MH12-2, MH12-3, MH12-4, MH12-5, MH12-8, MH12-9	MH12-3, MH12-4, MH12-5, MH12-7, MH12-9	MH12-2, MH12-5, MH12-7, MH12-8	
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations		5	5	10	20
Historical inquiry and research	10	5	5		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
% Total:	20	25	25	30	100

Year 12 Music 1 – Syllabus Outcomes

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

Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus>

**MURRUMBIDGEE REGIONAL HIGH SCHOOL
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Year 12 Music 1 – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Viva Voce and Elective 1 based on Topic 1	Composition and Elective 2 based on Topic 2	Elective 3 based on Topic 3 and Aural Examination	Trial HSC Examination and Core Performance	
Timing:	Term 4 Week 9 2020	Term 1 Week 9 2021	Term 2 Week 5 2021	Term 2 Weeks 9/10 2021	
Outcomes Assessed:	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	
Performance:				10	10
Composition:		10			10
Musicology:	10				10
Aural:			10	15	25
Electives:	15	15	15		45
% Total:	25	25	25	25	100

Year 12 Personal Development, Health & Physical Education – Syllabus Outcomes

SYLLABUS OUTCOMES	
H1	A student describes the nature and justifies the choice of Australia’s health priorities
H2	A student analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	A student analyses the determinants of health and health inequities
H4	A student argues the case for health promotion based on the Ottawa Charter
H5	A student explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities
H6	A student demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
H7	A student explains the relationship between physiology and movement potential
H8	A student explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	A student explains how movement skill is acquired and appraised
H10	A student designs and implements training plans to improve performance
H11	A student designs psychological strategies and nutritional plans in response to individual performance needs
H12	A student analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
H13	A student selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
H14	A student argues the benefits of health-promoting actions and choices that promote social justice
H15	A student critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H16	A student devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H17	A student selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Further Reference:

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

MURRUMBIDGEE REGIONAL HIGH SCHOOL
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Year 12 Personal Development, Health & Physical Education – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	
Nature of Task:	Core 1: Research Task: Extended Response	Core 2: Case Study Analysis	Trial HSC Examination	Sports Medicine Scenario	Weighting %
Timing:	Term 4 Week 7 2020	Term 1 Week 8 2021	Term 2, Weeks 9/10 2021	Term 3 Week 6 2021	
Outcomes Assessed:	H1, H2, H16	H7, H8, H11, H16	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H14, H15, H16, H17	H8, H13, H16, H17	
Knowledge & understanding of course content	10	5	20	5	
Skills in critical thinking, research, analysing and communicating	15	20	10	15	60
% Total:	25	25	30	20	100

Year 12 Photography, Video & Digital Imaging – Syllabus Outcomes

Content Endorsed Course (CEC):

This course provides students with the opportunity to develop their knowledge, skills and understanding through the making of photographs, and/or film and other time-based works and/or digital images that lead to and demonstrate conceptual and technical accomplishment. Critical and historical investigations of the work of artists/photographers/filmmakers are considered and used to inform student photographic and digital artmaking practices.

There is no external examination (delivered by NESA) for Content Endorsed Courses. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses.

All Content Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Content Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

SYLLABUS OUTCOMES	
M1	A student generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
M2	A student explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
M3	A student investigates different points of view in the making of photographs and/or videos and/or digital images
M4	A student generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
M5	A student develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
M6	A student takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
CH1	A student generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
CH2	A student investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
CH3	A student distinguishes between different points of view and offers interpretive accounts in critical and historical studies
CH4	A student explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
CH5	A student recognizes how photography and/or video and/or digital imaging are used in various fields of cultural production

*M: Outcomes for making

CH: Outcomes for critical and historical studies

Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/photography-video-and-digital-imaging>

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Year 12 Photography, Video & Digital Imaging – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Portfolio of Works (Digital Art) - Submission of Digital Artworks incorporating photography, video and digital imaging.	Portfolio of Works (Creative Photography) -Submission of a range of works - Artist review.	Trial HSC Examination - Art Criticism and Art History.	Portfolio of Works - Final portfolio of photographs and digital artworks - A series of large photographs.	
Timing:	Term 1 Week 5 2021	Term 2 Week 7 2021	Term 2, Weeks 9/10 2021	Term 3 Week 7 2021	
Outcomes Assessed:	M2, M4, M5	M3, M4, M5, M6, CH1, CH2	CH1, CH3, CH4, CH5	M1, M2, M3, M5	
Artmaking:	25	20		25	
Art, criticism and Art History:		10	20		30
% Total:	25	30	20	25	100

Year 12 Physics – Syllabus Outcomes

SYLLABUS OUTCOMES	
PH12-1	A student develops and evaluates questions and hypotheses for scientific investigation
PH12-2	A student designs and evaluates investigations in order to obtain primary and secondary data and information
PH12-3	A student conducts investigations to collect valid and reliable primary and secondary data and information
PH12-4	A student selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH12-5	A student analyses and evaluates primary and secondary data and information
PH12-6	A student solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH12-7	A student communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	A student describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	A student explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	A student 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	A student 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

Further reference:

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

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Year 12 Physics – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Practical Task: Advanced Mechanics	Depth Study: Electromagne tism	Trial HSC Examination	Research Task: From the Universe to the Atom	
Timing:	Term 4 Week 8 2020	Term 1 Week 9 2021	Term 2, Weeks 9/10 2021	Term 3 Week 5 2021	
Outcomes Assessed:	PH12-3 PH12-4 PH12-6 PH12-7 PH12-12	PH12-1 PH12-2 PH12-3 PH12-6 PH12-7 PH12-13	PH12-1 PH12-2 PH12-3 PH12-4 PH12-5 PH12-6 PH12-7 PH12-12 PH12-13 PH12-14	PH12-4 PH12-5 PH12-6 PH12-15	
Skills in Working Scientifically	15	25	10	10	60
Knowledge and Understanding	5	5	20	10	40
% Total:	20	30	30	20	100

Year 12 Software Design and Development – Syllabus Outcomes

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

Further Reference:

<https://educationstandards.nsw.edu.au/wps/wcm/connect/0a5fce0b-d3a6-4ca9-9b9b-a8d96550f066/software-design-development-st6-syll-from2011%281%29+Software+Design+and+Development.pdf?MOD=AJPERES&CVID=>

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Year 12 Software Design and Development – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %	
Nature of Task:	Software Solutions Case Study	Software Solutions Topic Test	Trial HSC Examination	Major Project		
Timing:	Term 4 Week 9 2020	Term 1 Week 8 2021	Term 2, Weeks 9/10 2021	Term 3 Week 4 2021		
Outcomes Assessed:	H1.1, H2.2, H5.1, H5.2	H1.1, H1.3, H3.1, H4.1, H5.2	H1.2, H1.3, H3.1, H5.2, H6.1, H6.4	H3.2, H4.2, H4.3, H5.1, H5.2, H5.3, H6.3		
Knowledge and understanding of course content	10	10	20	10		50
Knowledge and skills in the design and development of Software solutions	10	10	10	20		50
% Total:	20	20	30	30	100	

Year 12 Sports, Lifestyle and Recreation – Syllabus Outcomes

Content Endorsed Course (CEC)

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

There is no external examination (delivered by NESA) for Content Endorsed Courses. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses.

All Content Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Content Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

SYLLABUS OUTCOMES

1. Student will develop knowledge and understanding of the factors that influence health and participation in physical activity	
1.1	A student applies the rules and conventions that relate to participation in a range of physical activities
1.2	A student explains the relationship between physical activity, fitness and healthy lifestyle
1.3	A student demonstrates ways to enhance safety in physical activity
1.4	A student investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5	A student critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	A student describes administrative procedures that support successful performance outcomes
2. Students will develop knowledge and understanding of the principles and processes impacting on the realisation of movement potential	
2.1	A student explains the principles of skill development and training
2.2	A student analyses the fitness requirements of specific activities
2.3	A student selects and participates in physical activities that meet individual needs, interests and abilities
2.4	A student describes how societal influences impact on the nature of sport in Australia
2.5	A student describes the relationship between anatomy, physiology and performance
3. Students will develop the ability to analyse and implement strategies that promote health, physical activity and enhanced performance	
3.1	A student elects appropriate strategies and tactics for success in a range of movement contexts
3.2	A student designs programs that respond to performance needs
3.3	A student measures and evaluates physical performance capacity
3.4	A student composes, performs and appraises movement
3.5	A student analyses personal health practices
3.6	A student assesses and responds appropriately to emergency care situations
3.7	A student analyses the impact of professionalism in sport

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4. Students will develop a capacity to influence the participation and performance of self and others.

4.1	A student plans strategies to achieve performance goal
4.2	A student demonstrates leadership skills and a capacity to work cooperatively in movement context
4.3	A student makes strategic plans to overcome the barriers to personal and community health
4.4	A student demonstrates competence and confidence in movement contexts
4.5	A student recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Further Reference:

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

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Year 12 Sports, Lifestyle and Recreation – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Sport Coaching and Training Coaching Session Research Based Task	Outdoor Recreation Orientation Practical Assessment Task	Games and Sport Applications II Racquet Sports – Practical Assessment Task	Healthy Lifestyle Written Examination	
Timing:	Term 4 Week 7 2020	Term 1 Week 8 2021	Term 2, Weeks 4-8 2021	Term 3 Week 6 2021	
Outcomes Assessed:	1.3, 2.1, 3.2, 4.5	1.3, 4.1, 4.2	1.1, 3.1, 4.1, 4.4	1.5, 2.3, 3.5, 4.3	
Knowledge and Understanding	25		25	50	50
Skills		50		50	50
% Total:	25	25	25	25	100

Stage 6 VET – Hospitality

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO.

Work placement is a mandatory HSC component in some courses and must be completed during the course. **(Refer to the specific course assessment summary for more detailed information).**

Note

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.

HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

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Assessment Plan

SIT20316 Certificate II in Hospitality	Observation of practical work	Product Assessment	Oral questioning	Written assignment,	Role play, oral presentation	Supplementary Evidence	Other, HSC examinable
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Cluster 1 Working Together new cluster

BSBWOR203 Work effectively with others				Y	Y		Y
BSBCMM201 Communicate in the Workplace				Y	Y		

Cluster 2 Safe and hygienic food preparation-new cluster

Part A Hygienic Food Preparation							
SITXFSA001 Use hygienic practices for food safety	Y			Y			Y
Part B Safe Food Preparation							
SITHCCC001 Use food preparation equipment	Y	Y		Y			
SITXFSA002 Participate in safe food handling practices	Y	Y		Y			

Cluster 3 Café Skills- new assessment requirement

SITHFAB005 Part A Prepare and serve espresso coffee	Y	Y		Y		Y	Y Portfolio
SITHFAB004 Part B Prepare and serve non-alcoholic beverages	Y	Y		Y		Y	Y Portfolio

Cluster 4 Safe and Sustainable work practices

SITXWHS001 Participate in safe work practices	Y			Y	Y		Y
BSBSUS201 Participate in environmentally sustainable work practices				Y			

Cluster 5 Interacting with diverse customers

SITXCCS003 Interact with customers	Y			Y	Y		Y
SITXCOM002 Show social and cultural sensitivity	Y			Y	Y		

Cluster 6 Serving food and beverages – new assessment requirement

SITHFAB007 Serve food and beverage	Y			Y		Y	Y Portfolio
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Cluster 7 Keeping up to date with industry

SITHIND002 Source and use information on the hospitality industry				Y			Y
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Cluster 8 Use hospitality skills effectively – new assessment requirement

SITHIND003 Use hospitality skills effectively	Y			Y		Y	Portfolio
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Stage 6 VET – Primary Industries

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained & can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

Note

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.

HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

Depending on the achievement of units of competency; the possible AQF qualification outcome is AHC20116 Certificate II in Agriculture or a Statement of Attainment towards AHC20116 Certificate II in Agriculture.

Assessment Summary AHC20116 Certificate II in Agriculture

Requirements for HSC purposes	Dates
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Work Placement (compulsory for the HSC) 70 hours in total	Preliminary Weeks 4 and 5 Term 3 HSC Week 8 Term 1 2019
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Weeks 9 and 10 Term 2

Cluster name and unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, Oral Presentation	Third Party Report	Self-assessment	HSC examinable
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Trainers must deliver and assess Cluster 1, 2, 3, 4, at least one of Cluster 5 and 6 and then select optional clusters to total 18 units. **Qualification Packaging Rules:**

<https://training.gov.au/Training/Details/AHC20116>

Cluster 1 Participate in WHS Processes

AHCWHS201 Participate in WHS Processes	Y			Y	Y		Y		Y
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Cluster 2 Working in the Industry

AHCWRK209 Participate in environmentally sustainable work practices	Y			Y	Y	Y	Y		Y
AHCWRK204 Work effectively in the industry	Y			Y	Y	Y	Y		Y
AHCWRK205 Participate in workplace communications	Y			Y	Y	Y	Y		

Cluster 3 Weather

AHCWRK201 Observe and report on weather	Y				Y		Y		Y
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Cluster 4 Chemicals

AHCCHM201 Apply chemicals under supervision	Y				Y	Y			Y
AHCCPM201 Treat Weeds	Y				Y	Y			

Cluster 5 Healthy Animals

AHCLSK202 Care for health and welfare of livestock	Y	Y			Y			Y	Y
AHCLSK205 Handle livestock using basic techniques	Y	Y			Y			Y	
AHCLSK206 Identify and mark livestock	Y	Y			Y			Y	
AHCLSK204 Carry out regular livestock observations	Y	Y			Y			Y	

Cluster 7 Tractors

AHCMOM202 Operate tractors	Y			Y	Y				
AHCMOM302 Operate machinery and equipment	Y			Y	Y				
AHCBIO201 Inspect and clean machinery for plant, animal and soil	Y			Y	Y				

Cluster 8 Feed and Water Livestock

AHCLSK211 Provide feed for livestock	Y			Y	Y				
AHCLSK209 Monitor water supplies	Y			Y	Y				

Cluster 9 Fencing

AHCINF202 Install, maintain and repair farm fencing	Y	Y			Y				
AHCINF201 Carry out basic electric fencing operations	Y	Y			Y				

Stage 6 VET – Rural Operations

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO.

Work placement is a mandatory HSC component in some courses and must be completed during the course. **(Refer to the specific course assessment summary for more detailed information).**

Note

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.

HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

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Assessment Summary for AHC21216 Certificate II in Rural Operations Griffith Site

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	35 Hours in Year 11 and 35 hours in Year 12
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Requirement in 2020

Cluster name and unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment	Role play, Oral Presentation	Third Party Report	Self-assessment	HSC examinable

Trainers must deliver & assess Cluster 1, 2, 3, 4 & 5 to **total 15 units**. Total hours of study =240.

Qualification Packaging Rules: <https://training.gov.au/Training/Details/AHC21216>

Cluster 1 Participate in WHS Processes

AHCWHS201 Participate in WHS Processes	Y		Y	Y		Y		Y
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Cluster 2 Working in the Industry

AHCWRK209 Participate in environmentally sustainable work practices	Y		Y	Y	Y	Y		Y
AHCWRK204 Work effectively in the industry	Y		Y	Y	Y	Y		Y

Cluster 3 Weather

AHCWRK201 Observe and report on weather	Y			Y		Y		Y
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Cluster 4 Chemicals

AHCCHM201 Apply chemicals under supervision	Y			Y	Y			Y
AHCCPM201 Treat Weeds	Y			Y	Y			Y

Cluster 5 Healthy Animals

AHCLSK202 Care for health and welfare of livestock	Y			Y		Y		Y
AHCLSK205 Handle livestock using basic techniques	Y			Y		Y		Y
AHCLSK206 Identify and mark livestock	Y			Y		Y		Y

Cluster 7 Tractors

AHCMOM202 Operate tractors	Y		Y	Y				
AHCMOM304 Operate machinery and equipment	Y		Y	Y				

Cluster 8 Feed and Water livestock

AHCLSK211 Provide feed for livestock	Y		Y	Y				
AHCLSK209 Monitor water supplies	Y		Y	Y				

Cluster 9 Fencing

AHCINF202 Install, maintain and repair farm fencing	Y	Y		Y				
AHCINF201 Carry out basic electric fencing operations	Y	Y		Y				

Cluster 12 Biosecurity

AHC BIO201 Inspect and clean machinery for plant, animal and soil	Y		Y	Y				
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Year 12 Visual Arts – Syllabus Outcomes

SYLLABUS OUTCOMES	
<i>Art making outcomes: Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view</i>	
H1	A student : initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions (practice)
H2	A student applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work (conceptual framework)
H3	A student demonstrates an understanding of the frames when working independently in the making of art (frames)
H4	A student selects and develops subject matter and forms in particular ways as representations in art-making (representation)
H5	A student demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways (conceptual strength and meaning)
H6	A student demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work (resolution)
<i>Art Criticism and Art History Outcomes: Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts</i>	
H7	A student applies their understanding of practice in art criticism and art history (Practice)
H8	A student applies their understanding of the relationships among the artist, artwork, world and audience (Conceptual Framework)
H9	A student demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art (Frames)
H10	A student constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts (Representation)

Further References:

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

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Year 12 Visual Arts – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Development of the Body of Work	In-Class Essay	Trial HSC Examination	Resolution of the Body of Work	
Timing:	Term 4 Week 7 2020	Term 1 Week 9 2021	Term 2, Weeks 9/10 2021	Term 3 Week 7* 2021	
Outcomes Assessed:	H1, H2, H3, H4, H9	H7, H8, H9, H10	H7, H8, H9, H10	H1, H2, H3, H4, H6, H8	
Art Making	10			40	50
Art Criticism & Art History	5	20	25		50
% Total:	15	20	25	40	100

* Date to be determined when NESA set Practical submission dates in early 2021

Year 12 Work Studies – Syllabus Outcomes

Content Endorsed Course (CEC)

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

There is no external examination (delivered by NESA) for Content Endorsed Courses. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses.

All Content Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Content Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

SYLLABUS OUTCOMES	
1	A student investigates a range of work environments
2	A student examines different types of work and skills for employment
3	A student analyses employment options and strategies for career management
4	A student assesses pathways for further education, training and life planning
5	A student communicates and uses technology effectively
6	A student applies self-management and teamwork skills
7	A student utilises strategies to plan, organise and solve problems
8	A student assesses influences on people's working lives
9	A student evaluates personal and social influences on individuals and groups

Further Reference:

https://educationstandards.nsw.edu.au/wps/portal/nesa/Advanced%20Search?search_query=work%20studies

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Year 12 Work Studies – Assessment Schedule

Component:	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task:	Work Experience	Application Letter and Resume	Portfolio and Mock Interview	Teamwork Scenario	
Timing:	Week 4 Term 1 2021	Week 10 Term 1 2021	Week 6 Term 2 2021	Week 2 Term 3 2021	
Outcomes Assessed:	1, 2, 6, 7, 8, 9	2, 3, 4, 5	2, 3, 4, 5	1, 5, 6, 7	
Knowledge and Understanding	10	10	5	5	
Skills	25	10	25	10	70
% Total:	35	20	30	15	100

YEAR 12 ASSESSMENT CALENDAR 2020-2021

TERM 4

WEEK	SUBJECT	TASK	WEIGHTING %
7	Chemistry	Practical Assessment: Equilibrium and Acid Reactions	25
7	PDHPE	Core 1: Research Task: Extended Response	25
7	Sports, Lifestyle and Recreation	Sport Coaching and Training Coaching Session Research Task	25
7	Visual Arts	Development of the Body of Work	15
8	Agriculture	Plant Experiment	20
8	Biology	DNA Model Assessment	20
8	English Standard	Tests and Human Experiences Multimodal Task	25
8	English EAL/D	Texts and Human Experiences: Multi-modal Presentation	25
8	Industrial Technology	Designing and Planning Presentation	20
8	English Advanced	Texts and Texts and Human Experiences Multimodal Presentation	25
8	Italian Beginners	Reading, Writing & Listening Skills	20
8	Physics	Practical Task: Advanced Mechanics	20
9	Ancient History	Spartan Society: Research Source-Based Questions	20
9	Business Studies	Business Report & Case Study Research Task	25
9	Community and Family Studies	Independent Research Project	20
9	Drama	Contemporary Australian Plays Performance Essay	20
9	Engineering Studies	Telecommunications Engineering Report	20
9	English Studies	Texts and Human Experiences Extended Response	25
9	Information, Processing and Technology	Minor Project	15
9	Mathematics Advanced	In Class Assessment Topics: F2, T3	30
9	Mathematics Standard 2	Investigative Assessment Task Topics: M6	20
9	Mathematics Standard 1	Investigative Assessment Task Topics: M3, M4	20
9	Modern History	Source Analysis and Comprehension Power Authority and the Modern World 1919-1946	20

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9	Music 1	Viva Voce and Elective 1 based on Topic 1	25
9	Software, Design and Development	Software Solutions Case Study	20
10	Legal Studies	Case study Written Response and Google Oral Presentation - Crime	25
10	Mathematics Extension	In Class Assessment Topics: T3, P1	20

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TERM 1

WEEK	SUBJECT	TASK	WEIGHTING %
2	Drama	Individual Project: Work In Progress Presentation	20
4	Work Studies	Work Experience	35
5	History Extension	Historical Processes – proposal, process log, annotated resources	30
5	Mathematics Advanced	Investigative Assessment Task	30
5	Mathematics Standard 2	In Class Assessment task	30
5	Mathematics Standard 1	In Class Assessment	30
5	Reporting Schedule	HT Complete Semester 1 Report Schema	-
6	Ancient History	Cities of Vesuvius: Source-based research	25
6	Food Technology	Food Manufacture Investigation	15
6	Industrial Technology	Industry Study	20
6	Reporting Schedule	CT: Report Writing	-
7	Photography, Video & Digital Im	Portfolio of works (Creative Photography)	30
7	Reporting Schedule	CT: Semester 1 Report Writing	-
8	Community and Family Studies	Groups in Context – Case Study	25
8	English Standard	Module A: Language Identity & Culture Essay	20
8	Italian Beginners	Reading, Writing and Speaking Skills	25
8	Modern History	Research and Essay – National Studies	25
8	Personal Development, Health and Physical Education	Core 2: Case Study Analysis	25
8	Software, Design and Dev	Software Solutions Topic Test	20
8	SLR	Outdoor Recreation: Orientation Practical Tsk	25
8	Reporting Schedule	HT: Semester 1 Report Reviewing	-
9	Business Studies	Financial Skills Timed Stimulus Task	20
9	Engineering Studies	Civil Structures Topic Test	30
9	English Advanced	Module A: Textual Conversations Take home Essay	20
9	English Studies	Playing the Game Multimodal Presentation	25
9	English EAL/D	Reading and Writing Task	20
9	Music 1	Composition and Elective 2 based on Topic 2	25
9	Physics	Depth Study: Electromagnetism	30
9	Visual Arts	In-Class Essay	20
10	Biology	Depth Study: Genetic Technologies	30
10	Drama	Significant plays of the 20 th Century: Performance and Essay	30
10	Legal Studies	Research & ICT Extended Response – H Rights	20
10	Work Studies	Application Letter and Resume	20

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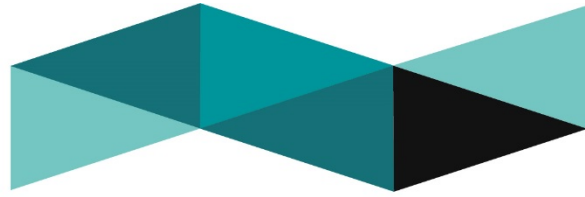
TERM 2

WEEK	SUBJECT	TASK	WEIGHTING %
1	Chemistry	Depth Study Acid-Base Reactions	25
2	Agriculture	Farm Product Study Test	25
3	Information and Processing	Communication Systems Unit Task	15
4-8	Sports, Lifestyle & Recreation	Games & Sport App II: Rocket Sports	25
5	Mathematics Standard 2	In Class Assessment Task	30
5	Music 1	Elective 3: on Topic 3 and Aural Examination	25
6	Food Technology	Food Product Development Research	25
6	Work Studies	Portfolio and Mock Interview	30
9-10	Agriculture	Trial HSC Examination	35
9-10	Ancient History	Trial HSC Examination	30
9-10	Biology	Trial HSC Examination	30
9-10	Business Studies	Trial HSC Examination	30
9-10	Chemistry	Trial HSC Examination	30
9-10	Community and Family Studies	Trial HSC Examination	30
9-10	Drama	Trial HSC Examination: Written & Practical	30
9-10	Engineering Studies	Trial HSC Examination	30
9-10	English Standard	Trial HSC Examination	30
9-10	English Studies	Trial HSC Examination	20
9-10	English Advanced	Trial HSC Examination	30
9-10	English EAL/D	Trial HSC Examination	30
9-10	Food Technology	Trial HSC Examination	30
9-10	History Extension	Trial HSC Examination	30
9-10	IPT	Trial HSC Examination	30
9-10	Industrial Technology	Trial HSC Examination	20
9-10	Italian Beginners	Trial HSC Examination	30
9-10	Legal Studies	Trial HSC Examination	30
9-10	Mathematics Advanced	Trial HSC Examination	30
9-10	Mathematics Extension 1	Trial HSC Examination	30
9-10	Mathematics Standard 2	Trial HSC Examination	30
9-10	Mathematics Standard 1	Trial HSC Examination	30
9-10	Modern History	Trial HSC Examination	25
9-10	Music 1	Trial HSC Examination and Core Performance	25
9-10	PDHPE	Trial HSC Examination	30
9-10	Photography, Video & Digital Im	Trial HSC Examination – Art Creation & History	20
9-10	Physics	Trial HSC Examination	30
9-10	SDD	Trial HSC Examination	30
9-10	Visual Arts	Trial HSC Examination	25

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TERM 3

WEEK	SUBJECT	TASK	WEIGHTING %
2	Work Studies	Teamwork Scenario	15
3	History Extension	Project Essay	40
3	Modern History	Tutorial Presentation: Peace and Conflict	30
4	Industrial Technology	Project Development & Management Report	40
4	Software, Design & Development	Project	30
5	Agriculture	Elective Research Report	20
5	Chemistry	Spectroscopy Assessment	20
5	Community and Family Studies	Option Topic Research Task	25
5	Engineering Studies	Personal & Public Transport Problem Solv	20
5	English Advanced	Module C: Craft of Writing Extended Response	25
5	English Studies	Texts from Across Modules Portfolio Task	30
5	English EAL/D	Module D: Focus on Writing	25
5	Food Technology	Contemporary Issues in Nutrition	30
5	Information and Processing Technology	Major Project and Folio	40
5	Italian Beginners	Listening and Speaking Skills	25
5	Mathematics Standard 2	Topic Test	20
5	Mathematics Standard 1	Open Book Task	20
5	Physics	Research Task: From the Universe to the Atom	20
6	Ancient History	Personality Oral Presentation	25
6	Biology	Disease Data Analysis Assessment	20
6	Business Studies	Human Resources Extended Response	25
6	English Standard	Craft of Writing Extended Responses	25
6	Legal Studies	Timed Option Extended Response – Shelter	25
6	Mathematics Extension 1	Investigative Assessment Task	20
6	Personal Development, Health & Physical Education	Sports Medicine Scenario	20
6	Sports, Lifestyle and Recreation	Healthy Lifestyle written Examination	25
5	Reporting Schedule	HT Complete Semester 2 Report Schema	-
7	Photography, Video & Digital Imaging	Portfolio of Works – final portfolio of photographs and digital art works	25
7	Visual Arts	Resolution of the Body of Work	40
7/8	Reporting Schedule	CT Complete Semester 2 Report Writing	-
9	Reporting Schedule	HT Semester 2 Report Reviewing	-



MURRUMBIDGEE

Regional High School

I acknowledge that I have received the Year 12 HSC

2020-2021 Assessment Information Booklet and Assessment Schedule

Student First and Last Name:.....

Student Signature:.....

Date:.....