



**Higher School Certificate
Assessment Schedule
2023 – 2024**

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General Information

ELIGIBILITY

To be eligible for the award of the Higher School Certificate, students must:

- have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- have completed *HSC: All My Own Work* (or its equivalent);
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the HSC: All My Own Work program or its equivalent.

WHAT IS ASSESSMENT?

- Assessment consists of a series of tasks which measure a student's achievement in a particular course. The NSW syllabuses state what students at each stage are expected to learn.
- The purpose of HSC assessment is to compare the achievement of all students within a course against the outcomes of the course and rank students accordingly.
- Assessment should include practical and performance work; research, assignments and essays; formal examinations and in class tests; oral presentations, seminars, and other relevant activities.

RULES YOU MUST KNOW

1. At the commencement of each course, each faculty is required to provide students with a list of all assessment tasks to be completed through the course and the value (weighting) of each task. The schedule issued at the beginning of Term 4 will indicate the week in which each task is due.
2. Students must be notified in writing of the details and specific due date (as well as any changes) of each assessment task, including examinations, a **minimum of 10 school days prior to the date** the task is due. Marking criteria and rubrics will be included with the task when it is issued.
3. Unless otherwise stated, any assessment task will be due by the end of the school day (3:18 pm) on the due date stated on the assessment task. On submission, a receipt will be issued confirming submission, signed by the class teacher or the faculty Head Teacher. In the event of dispute, the student must produce the receipt.
4. There is a **ONE week amnesty** from assessment tasks before examination periods.
5. Students who are absent on the day the class is notified of an assessment task are responsible for obtaining details from their teachers immediately on their return to school. They will be expected to complete the task on time, unless granted an extension by the Head Teacher of the relevant faculty. See the appendix for the extension request form. No request will generally be granted on or after the due date of the assessment task, except by the relevant faculty Head Teacher or the Principal, and only in extenuating circumstances.
6. The same or equivalent tasks will be undertaken by all students in a course, regardless of the class in which they are placed. Marking procedures will include consultation between teachers and double marking where appropriate.
7. Students will be provided their marked assessments, with feedback, no later than two weeks after submission.

STUDENT RESPONSIBILITIES

- You are expected to complete all assessment tasks by the stated due time and date.
- Some assessment tasks involve attendance at excursions or field studies. Attendance may be compulsory. Where financial hardship is a factor, please see the principal for assistance.
- All work submitted for assessment must be your own work. Any breach of this rule will result in a mark of zero.
- It is your responsibility to be aware of assessment task dates for all your courses and to organise your schedule accordingly.
- Assessment tasks must be submitted directly to, and receipted by, your class teacher or the Head Teacher of that course. See the appendix for the assessment task cover sheet.

WHAT DO I DO IF I MISS AN ASSESSMENT TASK?

1. If you fail to submit an assessment task when it is due without a valid reason supported by documentation, you will receive a mark of zero. You must not miss lessons to complete an assessment task.
2. It is your responsibility to ensure that you make several backup copies of your work. Technology failure is not a valid reason for late submission of a task.
3. It is your responsibility to print and submit a hard copy of your assessment task, unless otherwise required for a specific task.
4. If you are sick on the day when an assessment task is due, you must arrange, where possible, to submit the task by the task deadline.
5. Where you think there is a valid reason, such as serious illness, for missing a task or being unable to submit a task, you must:
 - a. Where possible, inform the school on the day of the task – phone or email the school and leave a message for your teacher or the Head Teacher of the relevant faculty.
 - b. Complete an Illness/Misadventure form (see appendix) and submit to the relevant teacher or Head Teacher immediately upon your return to school with supporting documentation, such as a medical certificate, to discuss your case.
N.B. Documentation submitted at a later date cannot generally be accepted.
 - c. Be prepared to complete the task (or an alternative task) at the earliest available time or if the task is a take-home task, hand it in with your documentation immediately upon your return to school.

If you do not follow the above procedure you will be awarded ZERO for the task, unless there are extenuating circumstances validated by the relevant Head Teacher or the Principal. Even if you receive zero, you must complete and submit the task to avoid an N award determination in the course. See page 5 for N award information.

If you do follow the above procedure and the reason for your absence is accepted, the choice of completing the original task, completing an alternative task or receiving an estimate for the task rests with the Head Teacher of the relevant faculty.

WHAT DO I DO IF I KNOW IN ADVANCE THAT I AM GOING TO MISS AN ASSESSMENT TASK?

Either hand in the assessment task before the absence or complete an Assessment Task Extension Application form and submit to the Head Teacher of the faculty. Documentation explaining the absence (as outlined above) will be required.

***** NESAS EXPECTS STUDENTS TO ATTEMPT ALL ASSESSMENT TASKS SET *****

Note:

- Minor illness or illness that would not physically prevent you from completing a task will generally not be considered a valid reason for missing a task even if there is a medical certificate. The medical certificate

needs to state that you were unfit to complete the specific task. It is your responsibility to bring this to the attention of your medical practitioner when you request a medical certificate.

- Overseas trips, extended holidays, dental appointments, meeting relatives and other similar reasons will not generally be accepted as a valid reason for failing to submit assessment tasks on the due date.
- A proven case of copying, plagiarism or cheating will result in a zero mark.
- Misconduct during a formal examination or in-class task may result in a zero mark being awarded.
- If you will be absent from school for an extended period, for family reasons or because of severe illness or injury, you must request leave from the Principal in advance. If leave is granted you will need to negotiate assessment task completion with each Head Teacher responsible for each course you are studying.
- If you are attending work experience for an extended period of time, such as a week or more, you will need to negotiate assessment task completion with each Head Teacher responsible for each course you are studying.

WHAT DO I DO IF I AM UNHAPPY WITH MY MARK?

- See your classroom teacher **within two school days of receiving your mark** and explain the reason for your unhappiness. Attempt to negotiate a solution.
- If you are still unhappy after the interview, see the Head Teacher of the faculty immediately. If necessary the Head Teacher may refer the problem to the School Assessment Review Panel.

GROUNDINGS FOR APPEAL

- Students may appeal, within the school, against a specific mark according to the conditions above.
- NESAs has three grounds for appeal for students in a course:
 - The weightings in the school's assessment for the course do not correspond with those required by NESAs.
 - The procedures used by the teacher or faculty are not consistent with the school's stated policy.
 - There is a computational or clerical error in determining or recording a mark.

ESSENTIAL ORGANISATION

- Be positive and optimistic.
- Take responsibility for managing your assessment schedule and meeting deadlines.
- Use the calendar/yearly planner at the end of this booklet to record your own assessment tasks.
- Ensure that you are familiar with all relevant sections of this assessment booklet.
- Keep a record of tasks completed for each subject so that you know exactly what proportion of your course assessment has been completed and how much remains.
- Seek feedback from teachers about what you need to do to improve and make further progress.

Policies for Satisfactory Completion of HSC Courses

COURSE COMPLETION CRITERIA

The following course completion criteria refer to both Preliminary and HSC courses.

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

- followed the course developed or endorsed by NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

HSC ASSESSMENT

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 percent of available marks in courses where school-based assessment marks are submitted.

SATISFACTORY COMPLETION OF AN HSC COURSE

Students studying an HSC course must make a genuine attempt to complete the course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.

For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the course completion criteria.

A course will not be listed on the RoSA unless both of these conditions are met.

In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at the examination.

If it is determined that a student has not made a genuine attempt to complete the course requirements, the principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.

Students studying VET Industry Curriculum Framework courses must complete the mandatory work placement hours in order to be deemed satisfactory.

SATISFACTORY COMPLETION OF AN HSC VET COURSE

As with all HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

The HSC course requirements in a VET course are defined by:

- the HSC indicative hour requirements of the course
- the HSC course structure
- mandatory work placement requirements (where applicable)
- the HSC Requirements and Advice for examinable units of competency in Industry Curriculum Frameworks
- competency-based assessment requirements.

Schools in partnership with an RTO delivering an HSC VET course must ensure that the scope and sequence and program for delivery of the course address all of the HSC course requirements.

The course requirements for HSC VET courses can be found in the syllabus for Industry Curriculum Framework courses or in the course description for VET Board Endorsed Courses.

VET mandatory work placement

The requirement to complete work placement in a VET framework course is also stated in the student declaration on the Confirmation of Entry. This is to be signed by the student and retained by the school.

If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with a non-completion ('N') determination.

It is possible for the principal to certify, at a later time, that the student has subsequently completed the mandatory requirements and request that the 'N' determination be withdrawn.

WARNINGS OF NON-COMPLETION (N AWARD WARNINGS)

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, including VET courses, the principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing.

This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences on Higher School Certificate eligibility of an 'N' determination in a course.

The principal must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent or guardian in writing (if the student is under 18 years of age);
- request from the student or parent/guardian a written acknowledgement of the warning;
- issue at least one follow-up warning letter if the issue has not been corrected; and
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The principal will then issue a non-completion determination and advise NESAs via Schools Online.

NON-COMPLETION (N) DETERMINATIONS

NESA has delegated to principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESAs.

Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

For post-compulsory students, principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied.

While NESAs does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

'N' determinations may not be made for reasons related to school management or codes of conduct, such as non-payment of fees, participation in prohibited activities, non-wearing of school uniform or misuse of school equipment.

GRANTING LEAVE TO HSC STUDENTS

The principal has discretion in granting leave provided that he or she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

Where the period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved.

ENGLISH ADVANCED

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|--|--|----------------------------|---------------------------------|------------------------|---------------|
| Content | Common Module: Texts and Human Experiences | Module C: Craft of Writing | Module A: Textual Conversations | All modules | |
| Task Date | Term 4 Week 10 | Term 1 Week 5 | Term 2 Week 3 | Term 3 Weeks 4-5 | |
| Type of Task | Multimodal Video Essay | Composition and reflection | Essay | Trial HSC examination | |
| Outcomes | EA12-2, EA12-7, EA12-8 | EA12-3, EA12-5, EA12-9 | EA12-4, EA12-6, EA12-8 | EA12-1, EA12-3, EA12-9 | |
| Components | | | | | |
| Knowledge and understanding of course content | 10% | 12.5% | 12.5% | 15% | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 10% | 12.5% | 12.5% | 15% | 50% |
| Total Value (%) | 20% | 25% | 25% | 30% | 100% |

COURSE OUTCOMES

A student:

| | | | |
|--------|---|--------|--|
| EA12-1 | independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure | EA12-5 | thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments |
| EA12-2 | uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies | EA12-6 | investigates and evaluates the relationships between texts |
| EA12-3 | critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning | EA12-7 | evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued |
| EA12-4 | strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts | EA12-8 | explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning |
| | | EA12-9 | reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner |

ENGLISH STANDARD

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|--|--|--------------------------------|--|-----------------------|---------------|
| Content | Common Module: Texts and Human Experiences | Module C: The Craft of Writing | Module A: Language, Identity and Culture | All modules | |
| Task Date | Term 4 Week 10 | Term 1 Week 5 | Term 2 Week 2 | Term 3 Weeks 4-5 | |
| Type of Task | Multimodal presentation | Composition and reflection | Essay | Trial HSC examination | |
| Outcomes | EN12-2, EN12-7 | EN12-4, EN12-6, EN12-9 | EN12-5, EN12-8 | EN12-1, EN12-3 | |
| Components | | | | | |
| Knowledge and understanding of course content | 10% | 12.5% | 12.5% | 15% | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 10% | 12.5% | 12.5% | 15% | 50% |
| Total Value (%) | 20% | 25% | 25% | 30% | 100% |

COURSE OUTCOMES

A student:

| | | | |
|--------|--|--------|---|
| EN12-1 | independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure | EN12-5 | thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments |
| EN12-2 | uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies | EN12-6 | investigates and explains the relationships between texts |
| EN12-3 | analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning | EN12-7 | explains and evaluates the diverse ways texts can represent personal and public worlds |
| EN12-4 | adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts | EN12-8 | explains and assesses cultural assumptions in texts and their effects on meaning |
| | | EN12-9 | reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner |

ENGLISH STUDIES

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|---|--|----------------------------|---|--|---------------|
| Content | Common Module: Texts and Human Experiences | Module E: Playing the Game | Modules E, and F E: Playing the Game F: MiTunes | Common Module and Module K: The Big Screen | |
| Task Date | Term 4 Week 9 | Term 1 Week 6 | Term 2 Week 9 | Term 3 Weeks 4-5 | |
| Type of Task | Multimodal Presentation | Extended Response | Writing Portfolio | Trial HSC examination | |
| Outcomes | ES12-2, ES12-4, ES12-6 | ES12-1, ES12-3, ES12-7 | ES12-2, ES12-9, ES12-10 | ES12-5, ES12-8 | |
| Components | | | | | |
| Knowledge and understanding of course content | 10% | 15% | 15% | 10% | 50% |
| Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively | 10% | 15% | 15% | 10% | 50% |
| Total Value (%) | 20% | 30% | 30% | 20% | 100% |

COURSE OUTCOMES

A student:

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

MATHEMATICS NUMERACY

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|--|--|---|----------------------------------|------------------------------------|---------------|
| Content | Revision of Y11 Modules, Percentages & Operations with Numbers, The NRMT Process | Finance, Location, Time & Temperature, Space and Design, The NRMT Process | Rates & Ratios, The NRMT Process | Statistics & Probability | |
| Task Date | Term 4 Week 8 | Term 1 Week 6 | Term 2 Week 6 | Term 3 Week 6 | |
| Type of Task | Portfolio/Investigation | Investigation/Presentation | Independent Investigation | Investigation/ In Class Assessment | |
| Outcomes | Module 3 – 3.1, 3.2 | Module 3 – 3.3, 3.4, 3.5, 4.3 | Module 4 – 4.1, 4.3 | Module 4 – 4.2, 4.3 | |
| Components | | | | | |
| Understanding, Fluency & Communicating | 15% | 15% | 10% | 10% | 50% |
| Problem Solving, Reasoning & Justification | 15% | 15% | 10% | 10% | 50% |
| Total Value (%) | 30% | 30% | 20% | 20% | 100% |

COURSE OUTCOMES

A student:

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

MATHEMATICS STANDARD 2

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|---|--|---|---|---|---------------|
| Content | Possible topics: Year 11; Investments; Depreciation and Loans; Rates and Ratios | Possible topics: Year 11; Introduction to Networks; Non-right-angled Trigonometry; Simultaneous Linear Equations | Possible Topics: Year Bivariate Data Analysis; Annuities; Non-Linear Relationships | Possible Topics: Year 11; all content taught to date | |
| Task Date | Term 4 Week 9 | Term 1 Week 9 | Term 2 Week 10 | Term 3 Weeks 4-5 | |
| Type of Task | Investigation/assignment | In class test | Investigation/assignment | Trial HSC examination | |
| Outcomes | MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-9, MS2-12-10 | MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-8, MS2-12-9, MS2-12-10 | MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, 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, MS2-12-8, MS2-12-9, MS2-12-10 | |
| Components | | | | | |
| Understanding, Fluency and Communicating | 10% | 15% | 10% | 15% | 50% |
| Problem Solving, Reasoning and Justification | 15% | 10% | 10% | 15% | 50% |
| Total Value (%) | 25% | 25% | 20% | 30% | 100% |

COURSE OUTCOMES

A student:

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

MATHEMATICS ADVANCED

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|-------------|--------|--------|--------|--------|---------------|
|-------------|--------|--------|--------|--------|---------------|

| | | | | | |
|---|--|--|---|--|-------------|
| Content | Possible topics: Year 11; Logarithms and exponentials; Graphing techniques; Differentiation | Possible topics: Year 11; The anti-derivative, Areas and the definite Integral; Applications of the first and second derivative; Trigonometric functions and graphs | Possible Topics: Year 11; Statistics and data analysis; Continuous random variables, The normal distribution | Possible Topics: Year 11; all content taught to date | |
| Task Date | Term 4 Week 8 | Term 1 Week 8 | Term 2 Week 8 | Term 3 Weeks 4-5 | |
| Type of Task | OB Test – summary sheet or bank of questions | Investigation/assignment | OB Test – summary sheet or bank of questions | Trial HSC examination | |
| Outcomes | Possible: Year 11, MA12-1, MA12-3, MA11-6, MA11-8, MA11-9, MA12-10 | Possible: Year 11, MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10 | Possible: Year 11, MA12-8, MA12-9, MA12-10 | Possible: All year 11, MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10 | |
| Components | | | | | |
| Understanding, Fluency and Communicating | 10% | 15% | 10% | 15% | 50% |
| Problem Solving, Reasoning and Justification | 10% | 10% | 15% | 15% | 50% |
| Total Value (%) | 20% | 25% | 25% | 30% | 100% |

COURSE OUTCOMES

A student:

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

MATHEMATICS EXTENSION 1

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|-------------|--------|--------|--------|--------|---------------|
|-------------|--------|--------|--------|--------|---------------|

| | | | | | |
|---|--|---|---|--|-------------|
| Content | Possible: Year 11; Proof by mathematical induction | Possible: Year 11; Introduction to vectors; Further operations with vectors; Further calculus skills | Possible: Year 11; Further area and volumes of solids of revolution; Differential equations; Projectile motion | Possible: Year 11; all content taught to date | |
| Task Date | Term 4 Week 9 | Term 1 Week 9 | Term 2 Week 9 | Term 3 Weeks 4-5 | |
| Type of Task | In class test OB – summary sheet/bank of questions | In class test OB – summary sheet/bank of questions | Investigation/assignment | Trial HSC examination | |
| Outcomes | Possible: ME11-1, ME11-4, ME11-6, ME11-7, ME12-1, ME12-6, ME12-7 | Possible: ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7 | Possible: ME12-1, ME12-2, ME12-3, ME12-4, ME12-6, ME12-7 | Possible: ME11-1, ME12-2, ME12-3, ME11-4, ME12-5, ME12-6, ME12-7 | |
| Components | | | | | |
| Understanding, Fluency and Communicating | 10% | 10% | 15% | 15% | 50% |
| Problem Solving, Reasoning and Justification | 10% | 15% | 10% | 15% | 50% |
| Total Value (%) | 20% | 25% | 25% | 30% | 100% |

COURSE OUTCOMES

A student:

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

MATHEMATICS EXTENSION 2

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|---|--|---|--|---|---------------|
| Content | Possible: Further Ext1; Arithmetic of complex numbers; Geometric representation of a complex number; Other representations of complex numbers; The nature of proof | Possible: Further Ext1; Introduction to three-dimensional vectors; Further operations with three-dimensional vectors; and vector equations of lines | Possible: Further Ext1; Solving equations with complex numbers; Geometrical implications of complex numbers; Further integration; Simple harmonic motion | Possible: Further Ext1; Modelling motion without resistance; Resisted motion; Projectiles and resisted motion | |
| Task Date | Term 4 Week 10 | Term 1 Week 10 | Term 2 Week 10 | Term 3 Weeks 4-5 | |
| Type of Task | In class test OB summary sheet/bank of questions | Investigation/assignment | In class test OB summary sheet/bank of questions | Trial HSC examination | |
| Outcomes | Possible: Further Ext1, MEX12-1, MEX12-4, MEX12-7, MEX12-8 | Possible: Further Ext1, MEX12-3, MEX12-7, MEX12-8 | Possible: Further Ext1, MEX12-1, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8 | Possible: Further Ext1, MEX12-1, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8 | |
| Components | | | | | |
| Understanding, Fluency and Communicating | 10% | 10% | 15% | 15% | 50% |
| Problem Solving, Reasoning and Justification | 10% | 15% | 10% | 15% | 50% |
| Total Value (%) | 20% | 25% | 25% | 30% | 100% |

COURSE OUTCOMES

A student:

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

AGRICULTURE

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|--|--------------------------|-------------------------------------|----------------------|--|---------------|
| Content | Plant Production | Animal Production | Agricultural Product | All content | |
| Task Date | Scientific investigation | Literacy investigation/presentation | Case study | Trial HSC examination | |
| Type of Task | Term 4 Week 9 | Term 1 Week 9 | Term 2 Week 9 | Term 3 Weeks 4-5 | |
| Outcomes | H1.1, H2.1, H2.2, H4.1 | H3.1, H3.2, H3.3, H3.4 | H3.4, H4.1, H5.1 | H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1 | |
| Components | | | | | |
| Knowledge and understanding of course content | 5% | 5% | 5% | 25% | 40% |
| Knowledge, understanding and skills required to manage agricultural production systems | 10% | 15% | 15% | | 40% |
| Skills in effective research, experimentation and communication | 10% | 5% | 5% | | 20% |
| Total Value (%) | 25% | 25% | 25% | 25% | 35% |

COURSE OUTCOMES

A student:

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

BIOLOGY

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|---|--|--|--|--|---------------|
| Content | Module 1 Heredity | Module 1 & 2 Heredity and Genetic Change | Module 3 Infectious Disease | Modules 5-8 Heredity Genetic Change Infectious Disease Non-Infectious Disease and Disorders | |
| Type of Task | Practical Task | Google Classroom Online Knowledge and Processing Task | Depth Study Literature Review and Investigation | Trial HSC Examination | |
| Task Date | Term 4 Week 7 | Term 1 Week 9 | Term 2 Week 7 | Term 3 Weeks 4-5 | |
| Outcomes | BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12 | BIO11/12-1, BIO11/12-2, BIO11/12-4, BIO12-12, BIO12-13 | BIO11/12-1, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-15 | BIO11/12-1 to 7, BIO12-12, BIO12-13, BIO12-14, BIO12-15 | |
| Components | | | | | |
| Skills in Working Scientifically | 5% | 10% | 10% | 15% | 40% |
| Knowledge and understanding | 20% | 15% | 15% | 10% | 60% |
| Total Value (%) | 25% | 25% | 25% | 25% | 100% |

COURSE OUTCOMES

A student:

| | | | |
|------------|--|------------|---|
| BIO11/12-1 | develops and evaluates questions and hypotheses for scientific investigation | BIO11/12-7 | communicates scientific understanding using suitable language and terminology for a specific audience or purpose |
| BIO11/12-2 | designs and evaluates investigations in order to obtain primary and secondary data and information | BIO12-12 | explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species |
| BIO11/12-3 | conducts investigations to collect valid and reliable primary and secondary data and information | BIO12-13 | explains natural genetic change and the use of genetic technologies to induce genetic change |
| BIO11/12-4 | selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media | BIO12-14 | analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system |
| BIO11/12-5 | analyses and evaluates primary and secondary data and information | BIO12-15 | explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease |
| BIO11/12-6 | solves scientific problems using primary and secondary data, critical thinking skills and scientific processes | | |

CHEMISTRY

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|----------------------------------|---|--|--|---|---------------|
| Content | Module 5 Equilibrium & Acid Reactions | Modules 5 and 6 Equilibrium & Acid Reactions and Acid-Base Reactions | Module 7 Organic Chemistry | Modules 5, 6, 7 and 8. Equilibrium & Acid Reactions, Acid-Base Reactions, Organic Chemistry, Applying Chemical Ideas | |
| Task Date | Term 4 Week 9 | Term 1 Week 10 | Term 2 Week 9 | Term 3 Weeks 4-5 | |
| Type of Task | Practical task | Google classroom task | Depth study and investigation | Trial HSC examination | |
| Outcomes | H11/12-2, H11/12-3, H11/12-5, H11/12-6, H12-12 | H11/12-1, H11/12-4, H11/12-5, H11/12-6, H11/12-7, H12-12, H12- 13 | H11/12-1, H11/12-2, H11/12-3, H11/12-4, H11/12-5, H11/12-7, H12-14 | H11/12-2, H11/12-4, H11/12-5, H11/12-6, H12-12, H12-13, H12- 14, H12-15 | |
| Components | | | | | |
| Skills in Working Scientifically | 5% | 10% | 10% | 15% | 40% |
| Knowledge and understanding | 20% | 15% | 15% | 10% | 60% |
| Total Value (%) | 25% | 25% | 25% | 25% | 100% |

COURSE OUTCOMES

A student:

| | | | |
|-----------|--|-----------|--|
| CH11/12-1 | develops and evaluates questions and hypotheses for scientific investigation | CH11/12-7 | communicates scientific understanding using suitable language and terminology for a specific audience or purpose |
| CH11/12-2 | designs and evaluates investigations in order to obtain primary and secondary data and information | CH12-12 | explains the characteristics of equilibrium systems, and the factors that affect these systems |
| CH11/12-3 | conducts investigations to collect valid and reliable primary and secondary data and information | CH12-13 | describes, explains and quantitatively analyses acids and bases using contemporary models |
| CH11/12-4 | selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media | CH12-14 | analyses the structure of, and predicts reactions involving, carbon compounds |
| CH11/12-5 | analyses and evaluates primary and secondary data and information | CH12-15 | describes and evaluates chemical systems used to design and analyse chemical processes |
| CH11/12-6 | solves scientific problems using primary and secondary data, critical thinking skills and scientific processes | | |

MARINE STUDIES

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 |
|-------------|--------|--------|--------|--------|
|-------------|--------|--------|--------|--------|

| Syllabus Content | Optional Modules 15 | Optional Modules 9 | Optional Modules 16, 3 | Optional Modules 9, 15, 16, 20, 3 | Weighting (%) |
|-----------------------------|---------------------------------|---|---|-----------------------------------|---------------|
| Task | Practical and Skills Competency | Research Essay on Issues in Australian Waters | Internet Research and Skills Competency | Trial Exam | |
| Task Date | 2023 Term 4, Week 9 | 2024 Term 1, Week 9 | 2024 Term 2, Week 6-7 | 2024 Term 3 Wk 4-5 | |
| Outcomes | 1.2, 1.3, 3.1, 3.2, 5.1, 5.2 | 1.1, 1.5, 2.1, 2.3 | 2.2, 3.4, 4.2, 5.3, 5.4 | 1.4, 1.5, 3.3, 4.1 + various | |
| Components | Option | Option | Option | Option | |
| Knowledge and Understanding | 5 | 20 | 10 | 30 | |
| Skills | 15 | 5 | 10 | 5 | 35 |
| Total Value (%) | 20 | 25 | 20 | 35 | 100 |

COURSE OUTCOMES

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussions
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures

- 3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

ANCIENT HISTORY

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|-------------|-----------------|--------|-----------------|-----------|---------------|
| Content | The Greek World | Xerxes | Spartan Society | Trial HSC | |

| Task Date | Term 4 Week 9 | Term 1 Week 8 | Term 2 Week 6 | Term 3 Exam week | |
|--|--------------------------------|--------------------------------|---------------------------------|--------------------------------|-------------|
| Type of Task | Essay (in class) | Historical Analysis | Essay (In class) | Examination | |
| Outcomes | AH12-1, AH12-2, AH12-3, AH12-9 | AH12-5, AH12-6, AH12-8, AH12-9 | AH12-6, AH12-8, AH12-9, AH12-10 | AH12-3, AH12-4, AH12-6, AH12-7 | |
| Components | | | | | |
| Knowledge and understanding of course content | 5% | 5% | 10% | 20% | 40% |
| Stimulus-based skills | 5% | 5% | | 10% | 20% |
| Inquiry and research | 5% | 10% | 5% | | 20% |
| Communication of business information, ideas and issues in appropriate forms | 5% | 5% | 10% | | 20% |
| Total Value (%) | 20% | 25% | 25% | 30% | 100% |

COURSE OUTCOMES

A student:

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

BUSINESS STUDIES

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|--|--|------------------------------------|--|---|---------------|
| Content | Operations | Marketing | Finance | Human Resources | |
| Task Date | Term 4 Week 9 | Term 1 Week 8 | Term 2 Week 8 | Examination Week | |
| Type of Task | Extended Response: Operations Strategy (CSR) | Marketing Strategy case study task | Financial statement stimulus analysis task | Trial HSC Examination | |
| Outcomes | H2, H4, H5, H6, H7, H8, H9, H10 | H2, H4, H7, H8 | H2, H4, H5, H9, H10 | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 | |
| Components | | | | | |
| Knowledge and understanding of course content | 5% | 10% | 5% | 20% | 40% |
| Stimulus-based skills | 5% | | 10% | | 15% |
| Inquiry and research | 5% | | | | 5% |
| Communication of business information, ideas and issues in appropriate forms | 5% | 10% | 5% | 20% | 40% |
| Total Value (%) | 20% | 20% | 20% | 40% | 100% |

COURSE OUTCOMES

A student:

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

LEGAL STUDIES

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|---|--------------------|---|---------------------|-------------------|---------------|
| Content | Shelter | Crime | Consumers | Trial HSC | |
| Task Date | Term 4 Week 9 | Term 1 Week 10 | Term 2 Week 9 | Examination Week | |
| Type of Task | Research Report | In Class Topic Test/Analysis and Evaluation | Case Study | Trial Examination | |
| Outcomes | H4, H5, H6, H7, H8 | H1, H5, H6 | H6, H7, H8, H9, H10 | H2, H3, H9, H10 | |
| Components | | | | | |
| Knowledge and understanding of course content | 10 | 10 | 5 | 15 | 40 |
| Analysis and evaluation | | 5 | 5 | 10 | 20 |
| Inquiry and research | 10 | | 10 | | 20 |
| Communication of legal information, ideas and issues in appropriate forms | 5 | 5 | 5 | 5 | 20 |
| Total Value (%) | 20 | 20 | 30 | 30 | 100 |

COURSE OUTCOMES

A student:

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

MODERN HISTORY

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|---|-----------------------------------|--|---|-----------------------------------|---------------|
| Content | National Studies: Russia | Core Study: Power and Authority in the Modern World | Peace and Conflict: Conflict in Europe | Trial HSC | |
| Task Date | Term 4 Week 9 | Term 1 Week 8 | Term 2 Week 8 | Examination week | |
| Type of Task | Critical report | In class: source analysis and extended response | Take home essay | Trial HSC examination | |
| Outcomes | MH12-1, MH12-3, MH12-5, MH12-9 | MH12-1, MH12-6, MH12-7, MH12-9 | MH12-2, MH12-3, MH12-5, MH12-7 | MH12-3, MH12-4, MH12-5, MH12-7 | |
| Components | | | | | |
| Knowledge and understanding of course content | 5% | 10% | 5% | 20% | 40% |
| Historical skills in the analysis and evaluation of sources and interpretations | 5% | 5% | 5% | 10% | 25% |
| Historical inquiry and research | 5% | | 10% | | 15% |
| Communication of historical understanding in appropriate forms | 5% | 10% | 5% | | 20% |
| Total Value (%) | 20% | 25% | 25% | 30% | 100% |

COURSE OUTCOMES

A student:

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

COMMUNITY AND FAMILY STUDIES

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|-------------|--------|--------|--------|--------|---------------|
|-------------|--------|--------|--------|--------|---------------|

| Content | HSC Option: Family & Societal Interactions | Research Methodology | Individuals and Groups | All syllabus content | |
|-----------------------------|--|------------------------------|------------------------|----------------------|------|
| Task Date | Term 4 Week 8 | Term 1 Week 8 | Term 2 Week 8 | Term 3 Weeks 4 - 5 | |
| Type of Task | In class responses | Independent Resource Project | Research Task | Yearly Examination | |
| Outcomes | H2.2, H3.2, H3.4 | H1.1, H4.1, H4.2 | H2.3, H3.1, H3.3, H5.1 | H1.1-H7.4 | |
| Components | | | | | |
| Knowledge and understanding | 10% | 10% | 10% | 10% | 40% |
| Skills | 15% | 10% | 15% | 20% | 60% |
| Total Value (%) | 25% | 20% | 25% | 30% | 100% |

COURSE OUTCOMES

A student:

| | | | |
|------|---|------|---|
| H1.1 | analyses the effect of resource management on the wellbeing of individuals, groups, families and communities | H5.2 | develops strategies for managing multiple roles and demands of family, work and other environments |
| H2.1 | analyses different approaches to parenting and caring relationships | H6.1 | analyses how the empowerment of women and men influences the way they function within society |
| H2.2 | evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities | H6.2 | formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments |
| H2.3 | critically examines how individual rights and responsibilities in various environments contribute to wellbeing | H7.1 | appreciates differences among individuals, groups and families within communities and values their contributions to society |
| H3.1 | analyses the sociocultural factors that lead to special needs of individuals in groups | H7.2 | develops a sense of responsibility for the wellbeing of themselves and others |
| H3.2 | evaluates networks available to individuals, groups and families within communities | H7.3 | appreciates the value of resource management in response to change |
| H3.3 | critically analyses the role of policy and community structures in supporting diversity | H7.4 | values the place of management in coping with a variety of role expectations |
| H3.4 | critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities | | |
| H4.1 | justifies and applies appropriate research methodologies | | |
| H4.2 | communicates ideas, debates issues and justifies opinions | | |
| H5.1 | proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources | | |

EXPLORING EARLY CHILDHOOD

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|-------------|---|--|--|----------------|---------------|
| Content | Module 11: Children's Literature Module 4: Gender and Young Children | Module 1: Learning Experiences for Children Module 2: Play and the Developing Child | Module 14: Young Children with Special Needs | Trial HSC Exam | Weighting (%) |

| Task Date | Term 4 Week 8 | Term 1 Week 6 | Term 2 Week 8 | Term 3 Week 5 - 6 | |
|---|---|---|--|-------------------|------|
| Type of Task | Part A: Write a children's book Part B: Read to preschool children | Part A: Plan and reflect on learning activities Part B: Conduct learning experiences with preschoolers | Part A: Create a toy aimed at a child with special needs Part B: Design Folio | Trial HSC Exam | |
| Outcomes | 1.2, 1.3, 1.4, 4.1 | 2.2, 2.4, 3.1, 4.2 | 1.1, 1.5, 2.1, 2.3, 6.2 | 1.1- 6.2 | |
| Components | | | | | |
| Knowledge and understanding of course content | 15% | 5% | 10% | 20% | 50% |
| Skills in critical thinking, research, analysis and communicating | 10% | 20% | 15% | 5% | 50% |
| Total Value (%) | 25% | 25% | 25% | 25% | 100% |

COURSE OUTCOMES

A student:

- | | | | |
|-----|--|-----|---|
| 1.1 | analyses prenatal issues that have an impact on development | 2.4 | analyses the role of a range of environmental factors that have an impact on the lives of young children |
| 1.2 | examines major physical, social-emotional, behavioural, cognitive and language development of young children development of young children | 2.5 | examines strategies that promote safe environments |
| 1.3 | examines the nature of different periods in childhood — infant, toddler, preschool and the early school years | 3.1 | evaluates strategies that encourage positive behaviour in young children |
| 1.4 | analyses the ways in which family, community and culture influence the growth and development of young children | 4.1 | demonstrates appropriate communication skills with children and/or adults |
| 1.5 | examines the implications for growth and development when a child has special needs | 4.2 | interacts appropriately with children and adults from a wide range of cultural backgrounds |
| 2.1 | analyses issues relating to the appropriateness of a range of services for different families | 4.3 | demonstrates appropriate strategies to resolve group conflict |
| 2.2 | critically examines factors that influence the social world of young children children's growth and development | 5.1 | analyses and compares information from a variety of sources to develop an understanding of child growth and development |
| 2.3 | explains the importance of diversity as a positive issue for children and their families | 6.1 | demonstrates an understanding of decision-making processes |
| | | 6.2 | critically examines all issues including beliefs and values that may influence interactions with others |

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

| Task Number | Task 1 | Task 2 | Task 3 | Weighting (%) |
|--------------|---|--|---|---------------|
| Content | Core 1: Health Priorities in Australia | Core 2: Factors Affecting Performance Option: Sports Medicine | Core 1: Health Priorities in Australia Core 2: Factors Affecting Performance Option 3: Sports Medicine Option 4: Improving Performance | |
| Task Date | Term 4 Week 10 | Term 2 Week 8 | Term 3 Weeks 4-5 | |
| Type of Task | Research task on Health Priorities in Australia | In class long answer essay responses | Trial HSC examination | |

| | | | | |
|--|-----------------------------------|--------------------------------|---|-------------|
| Outcomes | H1, H2, H3, H4, H5, H14, H15, H16 | H7, H8, H9, H10, H11, H13, H17 | H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17 | |
| Components | | | | |
| Knowledge and understanding of course content | 10% | 10% | 20% | 40% |
| Skills in critical thinking, research, analysis and communicating | 25% | 25% | 10% | 60% |
| Total Value (%) | 35% | 35% | 30% | 100% |

COURSE OUTCOMES

A student:

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

SPORT, LIFESTYLE AND RECREATION

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|---------------------|--|--|---|---|---------------|
| Content | Resistance Training | Games and Sports Applications II | Sports Coaching and Training | Individual Games and Sports Applications | |
| Task Date | Term 4 Week 9 | Term 1 Week 6 | Term 2 Week 6 | Term 3 Week 2 | |
| Type of Task | Training Program | Practical Task 1 | Coaching Assessment | Practical Task 2 | |
| Outcomes | H1.2, H1.3, H2.1, H2.2, H2.3, H2.5, H3.2, H3.3, H4.4 | H1.1, H1.3, H2.1, H3.1, H3.2, H4.1, H4.4 | H1.1, H1.3, H2.1, H2.2, H3.1, H3.2, H4.2, 4.5 | H1.1, H1.3, H2.1, H3.1, H3.2, H4.1, H4.4 | |

| Components | | | | | |
|------------------------------------|------------|------------|------------|------------|-------------|
| Knowledge and understanding | 20% | 5% | 20% | 5% | 50% |
| Skills | 5% | 20% | 5% | 20% | 50% |
| Total Value (%) | 25% | 25% | 25% | 25% | 100% |

COURSE OUTCOMES

A student:

- | | |
|---|---|
| 1.1 applies the rules and conventions that relate to participation in a range of physical activities | 3.4 composes, performs and appraises movement |
| 1.2 explains the relationship between physical activity, fitness and healthy lifestyle | 3.5 analyses personal health practices |
| 1.3 demonstrates ways to enhance safety in physical activity | 3.6 assesses and responds appropriately to emergency care situations |
| 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia | 3.7 analyses the impact of professionalism in sport |
| 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status | 4.1 plans strategies to achieve performance goal |
| 1.6 describes administrative procedures that support successful performance outcomes | 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context |
| 2.1 explains the principles of skill development and training | 4.3 makes strategic plans to overcome the barriers to personal and community health |
| 2.2 analyses the fitness requirements of specific activities | 4.4 demonstrates competence and confidence in movement contexts |
| 2.3 selects and participates in physical activities that meet individual needs, interests and abilities | 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity |
| 2.4 describes how societal influences impact on the nature of sport in Australia | 5.1 accepts responsibility for personal and community health |
| 2.5 describes the relationship between anatomy, physiology and performance | 5.2 willingly participates in regular physical activity |
| 3.1 selects appropriate strategies and tactics for success in a range of movement contexts | 5.3 values the importance of an active lifestyle |
| 3.2 designs programs that respond to performance needs | 5.4 values the features of a quality performance |
| 3.3 measures and evaluates physical performance capacity | 5.5 strives to achieve quality in personal performance |

WORK STUDIES

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|-----------------------------|------------------------------|---------------------------------------|-----------------|------------------------------------|---------------|
| Content | Personal Finance | In the Workplace | My Working Life | Managing work and life commitments | |
| Task Date | Term 4 Week 9 | Term 1 Week 6 | Term 2 Week 7 | Term 3 Weeks 4-5 | |
| Type of Task | Budget and Finance portfolio | Job Application, Resume, Cover letter | Dream Board | Trial HSC | |
| Outcomes | 4,5,7,8,9 | 1,2,3,4,5,6,8 | 1,2,5,6,7,8,9 | 2,3,5,6,7,8,9 | |
| Components | | | | | |
| Knowledge and understanding | 15 | 5 | 10 | 20 | 50% |
| Skills | 10 | 20 | 15 | 5 | 50% |
| Total Value (%) | 25% | 25% | 25% | 25% | 100% |

COURSE OUTCOMES

A student:

- | | |
|---|---|
| 1.1 applies the rules and conventions that relate to participation in a range of physical activities | 3.4 composes, performs and appraises movement |
| 1.2 explains the relationship between physical activity, fitness and healthy lifestyle | 3.5 analyses personal health practices |
| 1.3 demonstrates ways to enhance safety in physical activity | 3.6 assesses and responds appropriately to emergency care situations |
| 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia | 3.7 analyses the impact of professionalism in sport |
| 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status | 4.1 plans strategies to achieve performance goal |
| 1.6 describes administrative procedures that support successful performance outcomes | 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context |
| 2.1 explains the principles of skill development and training | 4.3 makes strategic plans to overcome the barriers to personal and community health |
| 2.2 analyses the fitness requirements of specific activities | 4.4 demonstrates competence and confidence in movement contexts |
| 2.3 selects and participates in physical activities that meet individual needs, interests and abilities | 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity |
| 2.4 describes how societal influences impact on the nature of sport in Australia | 5.1 accepts responsibility for personal and community health |
| 2.5 describes the relationship between anatomy, physiology and performance | 5.2 willingly participates in regular physical activity |
| 3.1 selects appropriate strategies and tactics for success in a range of movement contexts | 5.3 values the importance of an active lifestyle |
| 3.2 designs programs that respond to performance needs | 5.4 values the features of a quality performance |
| 3.3 measures and evaluates physical performance capacity | 5.5 strives to achieve quality in personal performance |

INFORMATION PROCESSES AND TECHNOLOGY

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|--|------------------------------------|------------------------------------|-------------------------------|-----------------------|---------------|
| Content | Upgrade System - Database | Network Analysis | Decision Support Presentation | Trial HSC Examination | |
| Task Date | Term 1 Week 2 | Term 1 Week 10 | Term 3 Week 1 | Term 3 Weeks 4-5 | |
| Type of Task | Project | Project | Project | Examination | |
| Outcomes | H1.1, H1.2, H4.1, H6.1, H6.2, H7.1 | H2.1, H2.2, H3.1, H5.1, H5.2, H7.2 | H1.1,H1.2, H5.1, H7.1, H7.2 | ALL | |
| Components | | | | | |
| Project Development | 10% | 2% | 2% | 6% | 20% |
| Database Design | 14% | | | 6% | 60% |
| Communication Systems | | 14% | | 6% | 20% |
| Elective – Decision support and Multimedia | | | 28% | 12% | 40% |
| Total Value (%) | 24% | 16% | 30% | 30% | 100% |

COURSE OUTCOMES

A student:

H1.1 applies and explains an understanding of the nature and function of information technologies to a specific practical situation

H1.2 explains and justifies the way in which information systems relate to information processes in a specific context

H2.1 analyses and describes a system in terms of the information processes involved

H2.2 develops and explains solutions for an identified need which address all of the information processes

H3.1 evaluates and discusses the effect of information systems on the individual, society and the environment

H3.2 demonstrates and explains ethical practice in the use of information systems, technologies and processes

H4.1 proposes and justifies ways in which information systems will meet emerging needs

H5.1 justifies the selection and use of appropriate resources and tools to effectively develop and manage projects

H5.2 assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices

H6.1 analyses situations, identifies needs, proposes and then develops solutions

H6.2 selects, justifies and applies methodical approaches to planning, designing or implementing solutions

H7.1 implements and explains effective management techniques

H7.2 uses methods to thoroughly document the development of individual and team projects.

INDUSTRIAL TECHNOLOGY – AUTOMOTIVE TECHNOLOGIES

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|--|--|------------------------------------|--|--|---------------|
| Content | Presentation of Major Project Development | Industry Links Assessment | Practical and Folio Examination Assessment | All content taught to date | |
| Task Date | Term 4 Week 8 | Term 1 Week 6 | Term 2 Week 10 | Term 3 Weeks 4-5 | |
| Type of Task | Oral presentation and multimedia portfolio | Report | Practical | Trial HSC examination | |
| Outcomes | H3.1, H3.2, H3.3, H4.2, H5.1, H5.2 | H1.1, H1.2, H1.3, H5.1, H7.1, H7.2 | H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H6.1, H6.2 | H1.1, H1.2, H3.1, H4.3, H5.1, H6.1, H7.1 | |
| Components | | | | | |
| Knowledge & understanding of the organisation & management of manufacturing process & techniques used by the timber industry | 5% | 10% | 15% | 10% | 40% |
| Knowledge & understanding in designing, managing, problem solving, communicating & the safe use of manufacturing processes & techniques through the design & production of a quality major project | 20% | 10% | 20% | 10% | 60% |
| Total Value (%) | 25% | 20% | 35% | 20% | 100% |

COURSE OUTCOMES

A student:

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

DRAMA

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|---------------------|---|---|---|------------------------------------|---------------|
| Content | Individual Project or Presentation of Individual Project Performance | Extended Response Essay: Studies in Drama and Theatre Topic | Presentation: Group Performance & Individual Project and logbooks | All content taught to date | |
| Task Date | Term 4 Week 9 | Term 1 Week 11 | Term 2 Week 9 | Term 3 Weeks 4-5 | |
| Type of Task | Hand-in/present work in progress, logbook with ongoing drafts, research, investigation of ideas and reflection Individual 3 minute project presentation & Australian Theatre essay | In-class extended response essay based on workshops related to current Studies in Drama and Theatre topic Individual 3 minute project presentation | Presentation of GP & IP under development, logbook with preliminary script development, research, planning and reflection | Trial HSC examination | |
| Outcomes | H1.2, H1.3, H1.5, H3.1, H3.3 | H1.1, H1.3, H1.5, H3.1, H3.3 | H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3 | H2.1, H2.2, H2.3, H3.1, H3.2, H3.3 | |
| Components | | | | | |
| Making | 5% | 5% | 10% | 20% | 40% |
| Performing | 5% | 5% | 20% | | 30% |
| Critically Studying | 10% | 10% | | 10% | 30% |
| Total Value (%) | 20% | 20% | 30% | 30% | 100% |

COURSE OUTCOMES

A student:

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

VISUAL ARTS

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting (%) |
|-------------|--------|--------|--------|--------|---------------|
|-------------|--------|--------|--------|--------|---------------|

| Content | Art Making, Art Criticism and Art History | Art Criticism and Art History | Art Making | Art Criticism and Art History | |
|-------------------------------|---|--|---|-------------------------------|------|
| Task Date | Term 4 Week 9 | Term 1 Week 7 | Term 3 Week 1 | Term 3 Weeks 4-5 | |
| Type of Task | Plan of intended Body of Work (BoW) with an external BoW including information on 3 artists who have inspired production & design of own work | Presentation that includes a Case Study essay which examines the practice of three (3) artists | Present a Body of Work (BOW) and Visual Arts Process Diary (VAPD) for marking | Trial HSC examination | |
| Outcomes | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 | H7, H8, H9, H10 | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 | H7, H8, H9, H10 | |
| Components | | | | | |
| Art Making | 15% | | 35% | | 50% |
| Art Criticism and Art History | 10% | 15% | | 25% | 50% |
| Total Value (%) | 25% | 15% | 35% | 25% | 100% |

COURSE OUTCOMES

A student:

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

School Name:

Assessment Schedule Year 12 – 2024

Compressed Curriculum (240 Hours 4 Units x 1 Year) - Commencing Term 4 2023

| Assessment Tasks for SIT20421 Certificate II in Cookery – Release 1 | | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | EXAM (Optional) |
|---|--|----------|----------|----------|----------|----------|--------------------|
| Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. | | Week | Week | Week | Week | Week | Week 4-5 |
| | | Term | Term | Term | Term | Term | Term 3 |
| | | Date TBC | Date TBC | Date TBC | Date TBC | Date TBC | Date TBC |
| Code | Unit of Competency | | | | | | |
| SITXFSA005 | Use hygienic practices for food safety | X | | | | | |
| SITXWHS005 | Participate in safe work practices | X | | | | | |
| SITXFSA006 | Participate in safe food handling practices | X | | | | | |
| SITHCCC025 | Prepare and present sandwiches | X | | | | | |
| SITXCOM007 | Show social and cultural sensitivity | X | | | | | |
| SITXCCS011 | Interact with customers | X | | | | | |
| SITHKOP009 | Clean kitchen premises and equipment | | X | | | | |
| SITXINV006 | Receive, store and maintain stock | | X | | | | |
| SITHCCC026 | Package prepared foodstuffs | | | X | | | |
| SITHCCC023 | Use food preparation equipment | | | | X | | |
| SITHCCC024 | Prepare and present simple dishes | | | | X | | |
| SITHCCC027 | Prepare dishes using basic method of cookery | | | | | X | |
| SITHCCC034 | Work effectively in a commercial kitchen | | | | | X | |

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery – Release 1.

The exam will be confirmed by your teacher. This exam may be used for NESA reporting requirements.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|---------------|--------------------|---------|---------|--------|--------------------|---|--------------------|---|--|---|---------|
| Term 4 | | | | | | | Biology Physics | Mat Num CAFS EEC Industrial Tech Mat Adv Ancient His Math Std2 Legal | Eng Studies Mat Ext 1 Agriculture Chemistry Marine Studies Work Studies Drama Visual Arts | English Adv English Std SLR Mat Ext2 Business Studies Modern His | |
| Term 1 | IPT | PDHPE | | | Eng Adv Eng Std | Eng Studies Mat Num SLR EEC Work Studies Industrial Technology | Bio Visual Arts | Ancient His Business Modern CAFS PDHPE Mat Adv | Mat Std2 Mat Ex1 Agriculture Biology Marine | Mat Ext2 Chemistry Legal IPT | Drama |
| Term 2 | | Eng Std | Eng Adv | | | Mat Num Ancient SLR | Work Studies | Business Modern CAFS EEC Mat Adv | Eng Studies Mat Ext1 Agriculture Drama Chem Legal | Mat Std2 Mat Ext2 Industrial Tech | |
| Term 3 | IPT Visual Arts | SLR | | Trials | Trials | Mat Num | | | | | |

Appendix

INFORMATION

In the appendix you will find examples of proformas you will require throughout the HSC. You will find soft copies of these documents, and this assessment schedule handbook, on the school website in Learning \ Year 12.



ASSESSMENT TASK COVER SHEET

INSTRUCTIONS

Attach to the front of your submission (whether electronically or hard copy) before submission.

COURSE:

UNITS (PLEASE CIRCLE):

2 units

1 unit

STUDENT NAME:

ASSESSMENT TASK:

DUE DATE:

DATE SUBMITTED:

IS SUBMISSION LATE (please circle)?

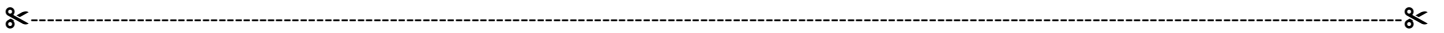
| | |
|-----|----|
| YES | NO |
|-----|----|

TEACHER'S SIGNATURE:

EXTENSION DATE GRANTED BY HEAD TEACHER:

HEAD TEACHER'S SIGNATURE:

STUDENT'S SIGNATURE:



ASSESSMENT TASK SUBMISSION RECEIPT

INSTRUCTIONS

To be detached and retained as proof of submission.

COURSE:

UNITS (please circle):

2 units

1 unit

STUDENT NAME:

ASSESSMENT TASK:

DATE SUBMITTED:

TEACHER'S SIGNATURE:

EXTENSION DATE GRANTED BY HEAD TEACHER:

HEAD TEACHER'S SIGNATURE:



ILLNESS/MISADVENTURE FORM

SECTION A: DETAILS OF APPLICANT AND APPLICATION

STUDENT NAME: _____ YEAR LEVEL: _____

COURSE: _____ CLASS TEACHER: _____

ASSESSMENT TASK: _____ ORIGINAL DUE DATE: _____

HEAD TEACHER: _____ FACULTY: _____

SECTION B: DETAILS OF ILLNESS/MISADVENTURE

For the task in which you are claiming special consideration, describe how your illness or misadventure affected your performance in, or prevented your attendance at, that assessment task. All relevant information must be written below. Give details of any action you took to report this. If this section is not completed, your application cannot be accepted.

Illness Misadventure

SECTION C: INDEPENDENT EVIDENCE OF ILLNESS/MISADVENTURE

Please attach all required documentation to this form prior to submission. If the required documentation is not submitted with this form, your application cannot be accepted.

- If you are lodging this form due to illness you must provide a medical certificate. Independent evidence of illness must be supplied by a medical practitioner who is NOT related to the student.
- If you are lodging this form due to misadventure you must provide written documentation by a relevant person explaining the reasons for misadventure.

RELEVANT DOCUMENTS ATTACHED (PLEASE CIRCLE):

| | |
|-----|----|
| YES | NO |
|-----|----|

SECTION D: DECLARATION OF ACCURACY

I declare that, to the best of my knowledge, the information provided on this application is true, accurate and complete. I fully understand that I jeopardise my RoSA and/or HSC by making a false statement or representation on this application.

NAME (PRINTED): _____ DATE: ____/____/20____

SIGNATURE: _____

***** FORM TO BE SUBMITTED TO CLASS TEACHER FOR DECISION TO BE DETERMINED. *****

SECTION E: APPLICATION DECISION

TO BE COMPLETED BY CLASS TEACHER / HEAD TEACHER / DEPUTY PRINCIPAL

CLASS TEACHER COMMENT: _____

CLASS TEACHER SIGNATURE: _____ DATE: ____ / ____ /20____

APPLICATION DECISION (As recommended by the Head Teacher, based on all evidence supplied)

UPHELD

Further extension of time provided until new due date ____ / ____ /20____

Alternative task to be undertaken

Estimate to be given

DECLINED

Submitted late without acceptable reason and/or sufficient evidence, a mark of 0% will be recorded

Non-attendance without acceptable reason and/or sufficient evidence, a mark of 0% will be recorded

HEAD TEACHER SIGNATURE: _____ DATE: ____ / ____ /20____

APPLICATION APPROVED BY DEPUTY PRINCIPAL: _____ DATE: ____ / ____ /20____

COPY OF COMPLETED FORM TO BE TO BE SUPPLIED TO STUDENT AS RECORD OF APPLICATION DECISION.

SECTION F: APPLICATION DECISION APPEAL

ANY APPEAL TO THE ABOVE DECISION MUST BE LODGED WITHIN FIVE SCHOOL DAYS OF APPLICATION DECISION DATE.

I wish to appeal against the above decision. Reason for appeal (attach additional documentation if needed):

STUDENT SIGNATURE: _____ DATE: ____ / ____ /20____

RESULT OF APPEAL
(PLEASE CIRCLE):

| | |
|--------|----------|
| UPHELD | DECLINED |
|--------|----------|

PRINCIPAL SIGNATURE: _____ DATE: ____ / ____ /20____

OFFICE USE ONLY

COPY PROVIDED TO STUDENT

ILLNESS/MISADVENTURE ENTERED INTO SENTRAL AS DATA ENTRY, INCLUDING ASSESSMENT TASK DETAILS AND APPLICATION DECISION

ORIGINAL APPLICATION FORM PLACED IN STUDENT FILE



ASSESSMENT TASK EXTENSION APPLICATION

I, _____, WISH TO APPLY FOR AN EXTENSION FOR:

ASSESSMENT TASK:

PRELIMINARY COURSE:

DUE:

FOR THE FOLLOWING REASON(S):

DOCUMENTATION IS ATTACHED (E.G. MEDICAL CERTIFICATE)

| | |
|-----|----|
| YES | NO |
|-----|----|

CLASS TEACHER SIGNATURE (IF SUPPORTING APPLICATION):

STUDENT SIGNATURE:

HEAD TEACHER SIGNATURE:

✂-----✂



STUDENT NAME:

ASSESSMENT TASK:

PRELIMINARY COURSE:

EXTENSION GRANTED:

| | |
|-----|----|
| YES | NO |
|-----|----|

NEW DUE DATE:

FOR THE FOLLOWING REASON(S):

HEAD TEACHER SIGNATURE:



Orara High School

STUDENT ASSESSMENT APPEAL

SECTION A: DETAILS OF APPLICANT AND APPLICATION

STUDENT NAME:

COURSE:

ASSESSMENT TASK:

CLASS TEACHER:

ORIGINAL DUE DATE:

SECTION B: NATURE OF THE APPLICATION

- Appeal against refusal of extension of time (where application is made before the task is due).
- Appeal against refusal of additional time (where application is made after the task is due).
- Appeal against result of application for consideration of extenuating circumstances.
- Appeal against the result of a missed in class assessment, test or examination.
- Other (please write a reason):

SECTION C: STUDENT COMMENT

Please provide reasons explaining and supporting your appeal (and include appropriate documentation as required):



Orara High School

STUDENT ASSESSMENT APPEAL

SECTION D: HEAD TEACHER COMMENT

SECTION E: PRINCIPAL (OR DELEGATE) COMMENT

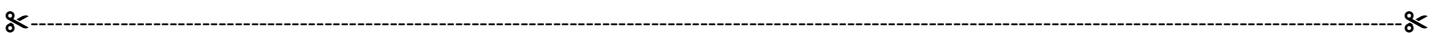
APPEAL UPHELD

APPEAL DENIED

PRINCIPAL: MALCOLM MCFARLANE OR DELEGATE _____

SIGNATURE: _____

DETERMINATION DATE: _____





STUDENT ASSESSMENT APPEAL APPLICATION RECEIPT

STUDENT NAME:

COURSE:

ASSESSMENT TASK:

RECEIVED BY:

(OFFICE ONLY)

SIGNED:

(OFFICE ONLY)

DATE RECEIVED:

(OFFICE ONLY)



Mr & Mrs Smith
1 First Street
Sydney NSW 2000

17 May 2024

Dear Mr and Mrs Smith

RE: OFFICIAL WARNING Non-Completion of a Higher School Certificate Course

I am writing to advise that **John Smith** is in danger of not meeting the Course Completion Criteria for the **Higher School Certificate in English Standard**.

The New South Wales Education and Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **1st Official Warning we have issued concerning English Standard**.

A minimum of two course specific warnings must be issued prior to a final 'N' Determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by the board; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the outcomes.

To date, John has not satisfactorily met **(a, b and c)** of the Course Completion Criteria.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for John to satisfy the Course Completion Criteria, the following task requirements or outcomes need to be satisfactorily completed/achieved.

| Task Name/Course Requirement/Course Outcome | Percentage Weighting | Date Task Initially Due | Action Required by Student | Date to be Completed by |
|--|-----------------------------|--------------------------------|-----------------------------------|--------------------------------|
| Assessment task 1 – Multimodal presentation | 40% | 17/04/2024 | Complete and submit this task. | 3/06/2024 |

Please discuss the matter with John and contact the school if further information or clarification is needed.

Yours sincerely,

Mr A Alpha

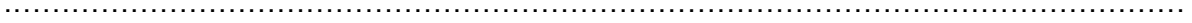
Class Teacher

Mr B Bravo

Head Teacher Arts

Mr C Charlie

Principal



Please detach this section and have John return it to the school.

Requirements for the satisfactory completion of a Higher School Certificate Course.

I have received the letter dated Thursday, 17 May, 2024 indicating that John is in danger of not satisfactorily completing English Standard.

I am aware that this course may not appear on John's Higher School Certificate Record of Achievement.

I am also aware that the 'N' determination may make my child ineligible for the award of the Higher School Certificate.

Parent / Carer signature: _____ Date: _____

Student signature: _____ Date: _____

APPLICATION FOR EXTENDED LEAVE - TRAVEL



NOTE: **PART A** is to be **Completed by the student's parent** and returned to their child's school principal. Separate applications are to be completed for each school if siblings do not attend the same school.

PART A: STUDENT DETAILS

Please complete table below with details of all students associated with the period of travel:

| FAMILY NAME | GIVEN NAME | DOB | AGE | GRADE | SRN |
|-------------|------------|-----|-----|-------|-----|
| | | / / | | | |
| | | / / | | | |
| | | / / | | | |
| | | / / | | | |
| | | / / | | | |

Student address: _____
 _____ Postcode: _____

School name: _____

Dates of extended leave applied for: From ____/____/____ to ____/____/____
 _____ Number of school days: _

Reason for travel _____

Relevant travel documentation such as an e ticket or itinerary (in the case of non flight bound travel within Australia only) must be attached to this application.

DETAILS OF PRIOR EXEMPTIONS/EXTENDED LEAVE - TRAVEL (if applicable)

Date of prior exemption/extended leave: From: ____/____/____ to: ____/____/____
 Number of school days: _____

Copy of Certificate of Exemption/Extended Leave-Travel attached (Please tick): Yes No

PARENT DETAILS (Applicant)

Family name: _____ Given name: _____

Address: _____ Postcode: _____

Telephone number: _____ Relationship to student: _____

As the parent and applicant, I hereby apply for a *Certificate of Extended Leave-Travel* and understand my child will be granted a period of extended leave upon acceptance by the principal of the reason provided.

I understand that if the application is accepted:

- I am responsible for his/her supervision during the period of extended leave
- The provided period of extended leave is limited to the period indicated
- The provided period of extended leave is subject to the conditions listed on the *Certificate of Extended Leave-Travel*
- The period of extended leave will count towards my child's absences from school

I declare the information provided in this application is to the best of my knowledge and belief; accurate and complete. I recognise that should statements in this application later prove to be false or misleading any decision made as a result of this application may be reversed. I further recognise that a failure to comply with any condition set out in the *Application for Extended Leave- Travel* may result in the provided period of extended leave being cancelled.

Signature of parent/s: _____

Date: ___/___/___

PRIVACY STATEMENT

The Department of Education and Communities is subject to the Privacy and Personal Information Protection Act 1998. The information that you provide will be used to process your child's *Application for Extended Leave-Travel* during the period indicated.

It will only be used or disclosed for the following purposes.

- General student administration relating to the education and welfare of the student
- Communication with students and parents
- To ensure the health, safety and welfare of students, staff and visitors to the school
- State and National reporting purposes
- For any other purpose required by law.

The information will be stored securely. You may access or correct any personal information by contacting the school. If you have a concern or complaint about the way your personal information has been collected, used, or disclosed, you should contact the school.

PART B: TO BE COMPLETED BY THE PRINCIPAL

I accept this *Application for Extended Leave- Travel* (Please tick one box):

Yes No

Please provide more detail here (if required):

Principal's name (please print): _____ Telephone number: _____

Signature of principal: _____ Date: _____/_____/_____

Note: Please complete the Certificate of Extended Leave - Travel if requested leave is to be provided.

HSC Assessment Overview 2024

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|---------------|--------------------|---------|---------|--------|--------------------|--|--------------------|---|---|--|---------|
| Term 4 | | | | | | | Biology Physics | Mat Num CAFS EEC Ind Tech Mat Adv Ancient Mat Std2 Legal | Eng Studies Mat Ex1 Agriculture Chem Marine Work Studies Drama Visual Arts | Eng Adv Eng Std SLR Mat Ex2 Business Modern | |
| Term 1 | IPT | PDHPE | | | Eng Adv Eng Std | Eng Studies Mat Num SLR EEC Work Studies Ind Tech | Bio Visual Arts | Ancient Business Modern CAFS PDHPE Mat Adv | Mat Std2 Mat Ex1 Agriculture Bio Marine | Mat Ex2 Chem Legal IPT | Drama |
| Term 2 | | Eng Std | Eng Adv | | | Mat Num Ancient SLR | Work Studies | Business Modern CAFS EEC Mat Adv | Eng Studies Mat Ex1 Agriculture Drama Chem Legal | Mat Std2 Mat Ex2 Industrial Tech | |
| Term 3 | IPT Visual Arts | SLR | | Trials | Trials | Mat Num | | | | | |

TERM 4 2023 ASSESSMENT PLANNER

Fill in the dates of each school week to the planner below. Add assessment task due dates as soon as you are told about them.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|--------|---------|-----------|----------|--------|
| Week 1 | | | | | |
| Week 2 | | | | | |
| Week 3 | | | | | |
| Week 4 | | | | | |
| Week 5 | | | | | |
| Week 6 | | | | | |
| Week 7 | | | | | |
| Week 8 | | | | | |
| Week 9 | | | | | |
| Week 10 | | | | | |

TERM 1 2024 ASSESSMENT PLANNER

Fill in the dates of each school week to the planner below. Add assessment task due dates as soon as you are told about them.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|--------|---------|-----------|----------|--------|
| Week 1 | | | | | |
| Week 2 | | | | | |
| Week 3 | | | | | |
| Week 4 | | | | | |
| Week 5 | | | | | |
| Week 6 | | | | | |
| Week 7 | | | | | |
| Week 8 | | | | | |
| Week 9 | | | | | |
| Week 10 | | | | | |
| Week 11 | | | | | |

TERM 2 2024 ASSESSMENT PLANNER

Fill in the dates of each school week to the planner below. Add assessment task due dates as soon as you are told about them.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------|---------------|----------------|------------------|-----------------|---------------|
| Week 1 | | | | | |
| Week 2 | | | | | |
| Week 3 | | | | | |
| Week 4 | | | | | |
| Week 5 | | | | | |
| Week 6 | | | | | |
| Week 7 | | | | | |
| Week 8 | | | | | |
| Week 9 | | | | | |
| Week 10 | | | | | |

TERM 3 2024 ASSESSMENT PLANNER

Fill in the dates of each school week to the planner below. Add assessment task due dates as soon as you are told about them.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|--------|---------|-----------|----------|--------|
| Week 1 | | | | | |
| Week 2 | | | | | |
| Week 3 | | | | | |
| Week 4 | | | | | |
| Week 5 | | | | | |
| Week 6 | | | | | |
| Week 7 | | | | | |
| Week 8 | | | | | |
| Week 9 | | | | | |
| Week 10 | | | | | |