



KILLARNEY  
HEIGHTS  
HIGH SCHOOL

# Assessment Handbook

Year 12, 2024

This booklet provides you with important information about the school's assessment policy, timing of Assessment Tasks and the content examined for each assessable task you have this year.

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# Overview of policy

## Introduction

Killarney Heights High School is committed to enhancing and encouraging students' achievement of learning outcomes. The Killarney Heights High School Assessment Policy is designed to ensure consistency in assessment throughout the school. Our aim is to ensure that all of our students progressively develop their skills and knowledge in a collaborative and supportive environment.

## Assessment

Students will be regularly assessed on their learning progress in a range of forms. Assessment tasks will reflect work completed in class, and teachers will create opportunities to provide students with feedback on their progress. For this reason, homework will often consist of work towards assessment tasks. For more information, see *Appendix 1: Assessment at KHHS*.

## Expectations

The school will provide students with adequate notice, preparation and support for assessment tasks. Students are expected to work to the best of their ability and to follow procedures outlined in the school Assessment Policy. Students must participate and produce work to demonstrate the achievement of course outcomes. Parents and carers are also to refer to the policy when engaging with students or the school in relation to assessment tasks. For more information, see *Appendix 2: Responsibilities and/or Appendix 6: Preliminary and Higher School Certificate*.

## Malpractice and Awarding Zero Marks

Malpractice will result in a mark of zero. This may include any of the activities outlined in the Assessment Policy (see *Appendix 3: Malpractice*). Students who have engaged in malpractice may appeal (see Appeals) to avoid receiving a mark of zero. Marks of zero may also be awarded for absence the day on or day prior to an assessment task without valid cause (see Illness and Misadventure).

For more information, see *Appendix 3: Malpractice*.

## Unsatisfactory Performance in a Course: Letters of Concern and N-Award Determination

When students are failing to meet the requirements of their course, several steps will be taken by KHHS to support them in improving their result. Parents will be notified when students are reviewed for their performance in a course.

Students who fail to complete an assessment task, are absent for multiple lessons, or fail to complete classwork across multiple lessons will receive a Letter of Concern (Stage 4) or an N-Award Warning (Stage 5 RoSA and Stage 6 HSC). They are expected to submit this work to the Head Teacher of the faculty in order to resolve the warning. They will receive a mark of zero, but will be eligible for report grades based on course outcomes.

Students who receive an N-Award Warning will receive support from their teacher in order to complete the work necessary. Students are expected to apply themselves to this process, which may include attending the school's Homework Club, and using any free periods to work in the school Library.

An Unsatisfactory Determination Award (N-Award) will be determined by the Principal, and will occur in conjunction with the assessment appeals process (see Appeals). Principals may determine that a student has not applied themselves with diligence and sustained effort to the set task and experiences provided by the course in the school. The Principal may recommend to NESAC that a student will receive an "N Determination" for the course.

## Absence for Assessment Tasks

Students must ensure that their Assessment Tasks are submitted on the due date. In all cases, where a student does not submit or attend an Assessment Task, they must complete an Illness/Misadventure form. If a student is absent for all or part of the due date or the school day prior to the due date, they must complete an Illness/Misadventure form (see below). Failure to follow these procedures will result in a mark of zero being awarded.

If a student is aware that they will be absent for an Assessment Task due to extra-curricular school and sporting commitments they must give notice of their leave as soon as possible. The task should be handed in prior to the due date in these cases, unless an alternative date has been negotiated with the Head Teacher and an Illness/Misadventure form is completed.

## Leave during term time

The Department of Education does not support family holidays during term. Leave taken for this purpose does not qualify for a misadventure. Students may submit hand in tasks prior to leaving however exams and tests will not be rescheduled and the student will receive a mark of zero if they are absent on the day the task is scheduled. In this situation, the student still needs to complete the task at a time and in a manner determined by the Head Teacher in order to meet course outcomes. For assessments due or undertaken upon return from leave, students are expected to complete the task and will not be eligible for consideration of marks or an extension.

## Illness and Misadventure Procedures

The school's procedure for illness and misadventure is available to all students via the Illness/Misadventure form. This form should be used to apply for consideration for Assessment Tasks, including; explaining absences before or on due dates, negotiating alternate arrangements for submission of tasks, applying for extensions, or applying for consideration of extra marks or an estimate due to extreme circumstances. Technology failure is not an acceptable reason for late submission of work. For specific policies on these, see *Appendix 4: Illness and Misadventure Procedures*.

In all cases, the Illness/Misadventure form should be presented by the student to the Head Teacher at the earliest possible time, with any relevant accompanying documentation (including, where relevant, a medical certificate). Where the Head Teacher approves the application, the student will incur no academic penalty and alternative arrangements for the Assessment Task will be made. Where the Head Teacher finds that the student did not have a valid reason, the student will receive a mark of zero for that Assessment Task.

Appeals can be made to the Deputy Principal if the misadventure claim is disputed (see Appeals).

## Appeals

The appeals process is available to all students. If the student believes there were irregularities in the application, marking or recording of results for any Assessment Task, this must be immediately discussed with the Head Teacher. The student must provide a copy of their work accompanied by a written explanation of their reason for appealing, detailing features of the marking criteria or marking process that are being appealed. This process must be undertaken within two days of receiving back the task mark.

If the student is not satisfied with the Head Teacher's response in relation to their appeal of an Assessment Task mark, illness/misadventure application, or malpractice claim, they may choose to escalate their appeal to the relevant Deputy Principal. Students are encouraged to provide material such as drafts or planning documents to allow the Deputy Principal to consider all information and evidence when making a decision in regards to the claim. This process must be undertaken within two days of receiving the Head Teacher's response.

For more information regarding HSC Appeals, see *Appendix 6: HSC Processes*.

## Disability Provisions

A student may be granted disability provisions based on a number of factors.

To apply for disability provisions, parents/caregivers must provide documentation and inform the school of the student's disability by contacting the Deputy Principal for the year group. Disability provisions will be determined by the school and submitted to NESAs for approval. The types of adjustments made will vary based on the needs of individual students and negotiated with teachers, Learning Support Officers, parents/caregivers and students.

In circumstances of a temporary disability, such as an injury which may affect school assessments or examinations, the student may apply to the relevant Head Teacher for appropriate disability provisions. Medical or other appropriate evidence will be required.

For more information, see *Appendix 5: Disability Provisions*.

## Stage 6

Additional information regarding information and processes specific to the Preliminary and Higher School Certificate and Vocational Education and Training can be found in *Appendix 6: Preliminary and Higher School Certificate*, *Appendix 7: Vocational Education and Training*, *Appendix 8: HSC Checklist and Reminders*, and *Appendix 9: Excerpts - Education Act*

## Appendix 1: Assessment at KHHS

To ensure progress, teachers use Formative Assessment to monitor student learning and provide ongoing feedback that can help students to identify their strengths and weaknesses and target areas that need further work. As a result, it is common that formal homework is not always set, however, students may be required to submit components of their assignment for feedback during the process of completing the task.

Assessment at Killarney Heights High School encourages progressive development of skills and knowledge while ensuring:

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

Assessment Tasks are designed to measure performance against course outcomes through a range of activities. Assessment Tasks may include:

- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, log books, process diaries
- Class and/or cohort tests
- Compositions – musical
- Extended response – imaginative, analytical, persuasive, discursive, evaluative, reflective
- Formal examinations

## Appendix 2: Responsibilities

### School Responsibilities

- The year adviser will issue each student with an assessment booklet containing a summary of the schedule including the school policies and procedures at the start of each year
- A copy of the complete assessment schedule will be published on the school website
- Subject teachers will hand out and explain the schedule at the start of each school year
- Any changes will be communicated to students at least 2 weeks before the due date and updated on the school website
- The New South Wales Education Standards Authority (NESA) recommends a maximum of four formal Assessment Tasks per subject per school year
- No formal Assessment Task may be conducted within 1 week of any examination period
- Where possible, an Assessment Task will be marked by more than one teacher
- Students must be provided with a notification of assessment (Assessment Notification) as early as possible but no less than 2 weeks in advance of the date that the Assessment Task is due
- The Assessment Notification will contain a basic description of the task with essential information, to be supported by additional support materials and instruction in classes

### Student Responsibilities

It is the student's responsibility to:

- Know and understand the expectations, tasks and timing of assessments for each of their courses.
- Demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.
- Collect any work missed due to absence from class for any reason.
- Complete a "Misadventure Form" if the student is sick on the day of an assessment, the day prior to an assessment, or cannot complete a task. See *Appendix 4: Absence, Illness and Misadventure Procedures* for further information.
- Make a serious attempt at completing all tasks, including submitting their work in an appropriate format and on time.
- Attend all examinations and bring all required examination equipment
- Ensure that any questions about marks, grades, or comments awarded for an individual piece of work are resolved at the time the work is handed back.

### Parent Responsibilities

- Assist students in the development of time management skills by encouraging the use of diaries and calendars.
- Support students with the completion of assignments that reflect the student's own knowledge and understanding.

### Success Criteria for KHHS Assessments

To have satisfactorily completed a course, students will have:

- satisfactorily completed the NESA requirements for all courses studied
- have a satisfactory record of attendance
- 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.

### Participation

A genuine attempt must be made concerning the teaching and learning activities of a course. Participating in a course involves completing assignments, homework, and set tasks. It is up to the teacher's professional judgement to determine what constitutes genuine participation.



## Appendix 3: Malpractice

### Malpractice

Malpractice covers a range of activities that gives a student an unfair advantage over other students. It may include, but is not limited to:

- Breach of school examination or test rules
- Copying someone else's work (in whole or part) and presenting it as their own
- Using material from other sources without correct reference
- Submitting work to which another person has contributed substantially (including parents, tutors, coaches, or other subject experts)
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aids during an Assessment Task
- Creating false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice
- Use of augmentation or artificial intelligence software including automated essay generation or translation services

Malpractice is taken seriously at Killarney Heights High School and will result in:

- zero marks for part or all of the Assessment Task/examination
- potential further disciplinary action taken by the school (e.g. detention, suspension, etc.)

Teachers must be satisfied that the work presented is the student's own, particularly in tasks that require work to be done at home, and that any help that you have received has been acknowledged (referenced).

For the malpractice policy related to Stage 6, check the Higher School Certificate section and the relevant Assessment Guidelines.

### Examination and Class Test Rules

- If students are found to have notes, paper, unauthorised material or any communication device such as a programmable watch, smartwatch or a mobile telephone in their possession once the examination has commenced, they may be penalised, which could result in being given zero for the examination.
- Students are required to make a serious attempt at the examination by answering a range of questions types. Answering only multiple-choice questions is not considered a serious attempt and may result in the cancellation of the course.
- Students must complete the student attendance slip, and ensure it has been collected before they leave the examination room.
- Students must remove their watch and place it in clear view on their desk.
- Students must not start writing until instructed to and must stop writing immediately when instructed to do so.
- When leaving students must not take any part of the examination materials or question booklet from the examination room.
- Students may not leave the examination room within the first hour of the examination or in the last 15 minutes, except in case of emergencies, or with the permission of the principal.

Students who have been granted special conditions for their exams will need to see the exam coordinator prior to the exam period so that all supervising teachers can be made aware of these special conditions.

Students who miss an exam due to illness, misadventure, leave, or domestic problems must complete the Illness/Misadventure form supplied in this handbook and submit it to the relevant Head Teacher on the morning of their return to school.

### Suspension and assessment

Unless forbidden by the Principal, a suspended student may be required to attend school for the time span only during which an in-school Assessment Task is being completed.

If the task is in the form of a written assessment, it must be handed to the front office or submitted online to the class teacher on the due date. Failure to comply with the above will result in a zero grade.

## Appendix 4: Absence, Illness and Misadventure Procedures

### Absences and illness

If a student is unwell or suffers misadventure on the day (or the day prior to) the due date they must complete an Illness/Misadventure form and provide any relevant accompanying documentation (including, where relevant, a medical certificate). Immediately on the student's return to school, they must provide the completed form and accompanying documentation to the Head Teacher.

Where the Head Teacher finds that the student had a valid reason for their absence on the day (or day prior to) the due date of the Assessment Task, the student will incur no academic penalty and alternative arrangements for the submission of the Assessment Task will be made. Where the Head Teacher finds that the student did not have a valid reason for their absence on the day (or day prior to) the due date of the Assessment Task, the student will receive a mark of zero for that Assessment Task.

### Excursions and Fieldwork

Some subjects require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence from such activities then students must negotiate alternate arrangements prior to the event. This is at the discretion of the Principal.

### Extensions

A student may apply for an extension to the due date if they feel that they have a genuine inability to meet a due date due to exceptional circumstances. A student who wishes to apply for an extension to the due date must complete an "Illness/Misadventure" form; and provide the completed "Illness/Misadventure" form to the relevant Head Teacher as soon as reasonably possible.

Any requests for an extension to the due date will be assessed by the relevant Head Teacher on a discretionary basis. If the student does not receive an approved extension and does not submit any component of the task, they will receive a mark of zero.

### Estimates

Teacher must assess students' actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks. Estimates must be based off similar tasks, and in many cases it may be relevant to base this off work completed in class rather than prior Assessment Tasks. This must be in accordance with the illness/misadventure process. Attendance and application are not to be taken into account in calculating final assessment marks or in any individual assessment task.

### Group Performance and Presentation Absence, Illness or Misadventures.

Students are required to perform or present on the scheduled date specified in the assessment notice. In the event that a performance or presentation cannot go ahead due to the absence of a group member, the affected students need to complete an illness/misadventure form as a group. Completed illness/misadventure forms must be completed and submitted at the earliest possible opportunity.

The student responsible for the misadventure must complete and submit an individual "Illness/misadventure" form on the day of their return to school. Please note this application will be considered separately to the group application.

Illness/misadventure forms are to be submitted to the relevant Head Teacher. Applications will be considered on a case by case basis and decisions are left to the Head Teacher's discretion. Where the reason for an absence is substantiated, arrangements will be made for the student to complete the task or an alternate task at the earliest opportunity. Rescheduling of the performance or presentation to an alternate date will be at the discretion of the Head Teacher.

### Group Projects or Hand-In Assessment Absence, Illness or Misadventures.

Students are required to submit work on the scheduled date specified in the assessment notice. In the event that the ability to complete the task is limited by the absence of a group member or other factors, the affected students need to complete an illness/misadventure form as a group. Completed illness/misadventure forms must be completed and submitted at the earliest possible opportunity.

Illness/misadventure forms are to be submitted to the relevant Head Teacher. Applications will be considered on a case by case basis and decisions are left to the Head Teacher's discretion. This may include consideration of the duration or reason for absences, or the degree of impact on the group's ability to complete the task. Extensions or consideration of marks will be at the discretion of the Head Teacher.

## Appendix 5: Disability Provisions

A student may be granted disability provisions if they have:

- Visual or auditory difficulties
- Learning difficulties
- Fine motor difficulties
- Illnesses such as diabetes
- Ongoing injuries that may impact their ability to complete Assessment Tasks
- Psychological difficulties

To apply for disability provisions, parents/caregivers must provide documentation and inform the school of the student's disability by contacting the Deputy Principal for the year group.

Disability provisions will be determined by the school. This decision is then submitted to NESAs for approval.

The types of adjustments made will vary based on the needs of individual students and negotiated with teachers, Learning Support Officers, parents/caregivers and students.

Provisions may include, but are not limited to:

- A 'reader' or 'writer' in examinations
- Extra time or rest breaks in examinations
- Large print or coloured paper
- The use of a computer

In circumstances of a temporary disability, such as an injury which may affect school assessments or examinations, the student may apply to the relevant Head Teacher for appropriate disability provisions. Medical or other appropriate evidence will be required.

## Appendix 6: Preliminary and Higher School Certificate

The pathway to an HSC is via two distinct courses, Preliminary (Year 11) and HSC (Year 12). To be eligible to enter an HSC course, a student must have satisfactorily completed the Preliminary Course in the subject. (Exceptions are VET courses taken as new courses for the HSC.)

The assessment criteria for the two courses are completely separate. Though the assessment marks achieved in the Preliminary Course do not count towards the HSC, they are an important component of Half-Yearly and Yearly reports and determine whether students have successfully achieved the outcomes of the course and are eligible to begin the HSC course. All courses are examined on the HSC year of teaching, an exception to this are the Mathematics courses, where work from both years is examined.

### Rules for Satisfactory Completion of Preliminary and HSC Courses

To be eligible for the award of a Higher School Certificate, students must satisfactorily complete the NESA requirements for all courses studied.

The requirements for satisfactory completion of a course remain the same as in junior years of high school. Students who do not meet the requirements of their course will be issued with N-Determinations. This student will be ineligible to have that course recorded on their RoSA or to undertake the HSC course in that subject. Students may appeal N-Determinations by following the NESA process.

A student must satisfactorily complete courses totalling at least 12 units of Preliminary Courses and 10 units of HSC courses to receive the HSC award.

### Course Assessment Outlines

Each subject has its own course outline where the assessment requirements are detailed. These include the range of tasks students are required to undertake, the specific Assessment Tasks and the weightings of each task.

Rules related to assessments can be found in the relevant sections in this policy. These include rules related to:

- N-Determinations and warnings
- Academic malpractice
- Non-submission or late submission
- Appeals

### Malpractice

Plagiarism in senior years is taken very seriously. As students move into Years 11 and 12 (Stage 6) they must complete All My Own Work (AMOW). Students complete AMOW in Term 4 of Year 10.

More information on AMOW can be found at: [www.amow.boardofstudies.nsw.edu.au](http://www.amow.boardofstudies.nsw.edu.au)

### Assessment Schedule

Assessment will commence in Term 4 when all the HSC Courses begin. The final assessment will include only marks achieved during the HSC assessment period and from those tasks designated in individual subject course outlines.

1. Students will be given written notice of each task two weeks in advance.
2. The school will use reasonable endeavours to structure the Assessment Schedule so that an individual student has no more than two (2) formal Assessment Tasks on any given day.
3. Assessment Tasks will not be scheduled one week prior to formal exams.
4. Students will be given feedback on their task attempts.
5. Students will be informed of their rank for each course at the conclusion of the Year 12 course. Assessment ranks will be available on NESA Students Online.
6. Parents will be informed when:
  - a. a zero award is made because of failure to attempt a set task;
  - b. an unsatisfactory attempt is made at a task;
  - c. it is anticipated that a student will not satisfy the required outcomes for the course and therefore will be classified as unsatisfactory ("N" determination) and will need to repeat the course;
  - d. a penalty has been applied due to malpractice.
7. In the case of students who transfer from another school, assessment will be determined only on tasks carried out at Killarney Heights High School.
8. Technological failure is not an automatic excuse for inability to complete tasks on the Due Date. It is the student's responsibility to back up any work in progress and keep a hard copy of text.
9. In the case of students attending work placement or on suspension, the student must complete the Assessment Task/s (including tests) by the advertised Due Date.

## Appealing Student Ranking

Any student wishing to contest their ranking in a subject assessment:

- Must lodge an appeal with the Principal by the date published in the HSC timetable, to be passed onto the school's Appeals Committee for consideration.
- May only contest the ranking, not individual or cumulative teacher judgements or assessment marks, on the basis of a typical result compared with all/most other ranking progressively available to the student.
- May only challenge the computational accuracy.
- May only challenge the conformity of the school's weightings with those issued by the Board.
- May only challenge that the school's published assessment program and weighting were not employed.
- VET students who wish to lodge an appeal against the assessment of course competencies may do so on the grounds that they were not provided with a fair and reasonable opportunity to demonstrate the competency and/or they were not informed in advance of the conditions and method of assessment.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made. The school must inform the student of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESAs (outlined below). The advice on this appeal to NESAs should include information about grounds for appeal.

## Appealing Student Ranking to NESAs

Any student wishing to contest their ranking in a subject assessment:

- Must first follow the Appeals process above.
- Must make sure the basis of their appeal meets the criteria outlined above and is a valid claim.

If the appeal is upheld, NESAs will refer the matter back to the school for a further review. The results of that review may affect the assessment of the student making the appeal and/or the assessments of other students. This may then be reflected in the moderated assessment marks for all students so affected. NESAs will not consider further appeals from other students whose assessments or ranking may be affected by reviews or appeals. The reason is that, although initiated by individual students, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group.

## Appendix 7: Vocational Education and Training

### VET Course Requirements

VET courses are competency based. Competency is judged on the basis of performance. A student's performance is judged to be either competent or not yet competent against a prescribed standard. The judgement is made on the basis of a variety of evidence. VET courses may be dual-accredited. Demonstration of competence in all Assessment Tasks may lead to the award of a Certificate I, II or III with the Australian Qualifications Framework (AQF).

Students who wish to include a VET course result in the calculation of the Australian Tertiary Admission Rank (ATAR) must attempt the final HSC examination. Where insufficient competencies are achieved in order to qualify for the Certificate I, II or III those competencies which have been achieved will be listed on the Record of School Achievement.

### VET Assessment Policy

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Preliminary and HSC qualification
- Competencies which can lead to a Statement of Attainment, Certificate 1, 2 or 3 which are awarded under the Australian Qualifications Framework (AQF).

Students will be assessed in both areas during each VET Course.

#### AQF Assessment

All Industry Curriculum Framework Courses are assessed under national Competency standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency-based assessment. Students are assessed as either competent or not yet competent.

*Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards.* The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of Assessment Tasks ranging from practical tasks to written tasks. If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be re-assessed. There are a number of competencies that may only be offered once during the course due to their:

- WHS requirement
- Cost
- Time frame
- Supervision required
- Resource availability

Specific information about these competencies will be issued to students at the beginning of the course.

### Higher School Certificate (HSC)

Students will be awarded units towards their Preliminary and HSC by studying a VET Course. Some VET courses, e.g. Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the Australian Tertiary Administration Rank (ATAR).

As with all HSC courses, NESA procedures apply to all VET courses. This booklet explains the BOS procedures.

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the *achievement of competency*. AQF qualification will be assessed by NESA separately.

For students who have undertaken the HSC examination, a scaled examination mark will be recorded on the HSC Certificate. *No school based assessment mark will be recorded.*

*No Assessment mark* for VET courses is required by NESAs. An estimated examination mark for students entered for the HSC written examination must be submitted. *This mark will be used only in the case of an illness/misadventure appeal.*

The estimate mark will reflect each student's achievement on one or more written tasks, similar in nature to the HSC examination.

## Work Placement

Work placement is a *mandatory HSC requirement* of curriculum framework VET courses. Appropriate hours are as follows:

- 120 hour course - a minimum of 35 hours in a workplace
- 240 hour course - a minimum of 70 hours in a workplace

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled NESAs course requirements.

Note:

- Information and Digital Technology course may simulate 35 hours of work placement. This must be documented and authorised by the school.
- Entertainment Industry course permissible for up to 50% of work placement to be undertaken in other entertainment production environments intended for public performance, including school productions. Evidence must be documented and authorised by school

## Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses. These procedures are explained elsewhere in this policy.



# Killarney Heights High School

## Illness/ Misadventure/Absence for an assessable task

It is the responsibility of a student, who for various reasons, fails to submit an assessable task, to make proper application for consideration under the published rules of the Assessment Procedures.

---

### Completed by Student

Surname ..... Given name .....

Class ..... Subject(s).....

Date(s) of task .....

Reason for absence or not submitting task  
.....  
.....

Medical certificate and/or other documentation attached: Yes / No

Student signature ..... Date .....

Parent signature ..... Date .....

---

### Completed by Head Teacher

Task type:    In class/ Exam            Hand in                            Group project

Please circle

Head Teacher Recommendation:    Consideration for marks                            Assessment rescheduling  
(date .....)    Please circle

Misadventure not approved

Additional comments: .....  
.....

Head Teacher signature: .....    Date received .....

---

RETURN THIS COMPLETED FORM TO YOUR DEPUTY PRINCIPAL

Deputy Principal Signature: .....    Date received .....



## Appendix 8: HSC Checklist and Reminders

### Pattern of Study Checklist

Students who will complete the HSC should meet the following pattern of study requirements:

- at least 12 units of Year 11 courses and
- at least 10 units of Year 12 courses.

Check that both patterns include:

- at least 6 units of Board Developed Courses
- at least 2 units of a Board Developed Course in English
  - at least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed courses)
- at least 4 subjects
  - a maximum of 6 Year 11 units and 7 Year 12 units from courses in science, where science is included.

Refer to:

ACE 8005: [Pattern of study for the Higher School Certificate](#)

ACE 8006: [Pattern of study for Higher School Certificate Science](#)

Also check the pattern of study to ensure:

- students meet eligibility requirements for English EAL/D and languages
- students have completed 'HSC: All My Own Work' (or its equivalent)
- there are no exclusions in the course combinations
- students seeking an ATAR meet eligibility requirements
- Board Endorsed Courses (BEC) have current endorsement.

Please note information on:

- school-based assessment and reporting requirements
- students with disability.

Refer to:

School BEC decision letters or check BEC decisions via [Schools Online Syllabuses A-Z \(Stage 6\)](#) for course descriptions of relevant syllabuses

### HSC: All My Own Work

To be eligible for the HSC, students must complete the program 'HSC: All My Own Work' (or its equivalent) before they submit any work for Year 11 or Year 12 courses, unless they are only entered for Year 11 and Year 12 Life Skills courses. This includes students entered for Stage 6 Board Endorsed Courses or Board Developed VET courses. If a student with disability has difficulty accessing the program 'HSC: All My Own Work', the school should devise an appropriate equivalent program if the student is undertaking a Year 11 or Year 12 course that is not a Life Skills course.

Refer to:

ACE 8006: [Eligibility requirements for the Higher School Certificate](#)

NESA: [HSC All My Own Work program](#)

## Eligibility for English EAL/D and Languages

Check that students meet eligibility requirements and have completed the NESAs eligibility form, and that all documentation is retained by the school for:

- English EAL/D
  - Continuers courses in those languages which also offer [Language] in Context courses and [Language] and Literature courses
- Beginners courses
- [Language] in Context courses.

Refer to:

ACE 8007: [Entry requirements for the HSC English as an additional language or dialect \(EAL/D\) course](#)

NESA: [Eligibility for Stage 6 Languages courses](#)

ACE 8008: [Entry requirements for Stage 6 Languages courses](#)

### Exclusion of Course Combinations

Some course combinations are excluded by NESAs as stated in the course descriptions, under 'exclusions'. Check for NESAs exclusions of course combinations for Board Developed Courses (BDCs), Content Endorsed Courses, TAFE delivered VET HSC Courses and Board Endorsed Courses (BECs).

Refer to:

ACE 8011: [Exclusions: Industrial Technology, Languages, Mathematics, Science, Studies of Religion](#)

ACE manual exclusions index: [Exclusions](#)

[Syllabuses A-Z \(Stage 6\)](#) to access the most up to date information on exclusions in the course descriptions.

### School-Based Assessment and Reporting

The 'Assessment and Reporting' documents for each syllabus outline the mandatory components and weightings for new school-based assessment requirements for BDCs.

**In addition, school-based assessment:**

Year 11 (commenced Term 1 )	Year 12 (commenced Term 4 )
<input type="checkbox"/> must be capped at 3 tasks	<input type="checkbox"/> must be capped at 4 tasks
<input type="checkbox"/> may only include 1 formal written examination Mathematics courses may include 1-2 formal written examinations	<input type="checkbox"/> may only include 1 formal written examination with a maximum weighting of 30%

Refer to:

ACE 8072: [Development of HSC school-based assessment programs](#)

ACE 8069: [Higher School Certificate school-based assessment](#)

NESA: [Stage 6 school-based assessment](#)

[Syllabuses A-Z \(Stage 6\)](#) for syllabus-based components and weightings

## English Studies and Mathematics Standard 1

Student achievement in school-based assessment for the Year 12 English Studies and Mathematics Standard 1 courses is reported as a grade.

- To award grades, use the new [English Studies Achievement Level Descriptions](#) and [Mathematics Standard 1 Achievement Level Descriptions](#).
- Upload Year 12 work samples in [Schools Online](#) (for grade monitoring purposes).
- For the optional HSC examinations, enter students separately and submit an estimated examination mark. For the HSC teachers will not be required to derive the estimated mark from a formal written exam that is part of the school-based assessment program. This change provides schools with greater flexibility in the design of the school-based assessment program.

## ATAR Eligibility

Students seeking an Australian Tertiary Admission Rank (ATAR) must complete at least 10 units of BDCs for which there are formal examinations conducted by NESA, including:

- at least 2 units of English
- at least 8 units of Category A courses.

**Or**

- at least 6 units of Category A courses **and** only 2 units Category B

Students must sit the optional HSC examination for the Category B course to contribute to the ATAR. Courses completed must include at least 3 BDCs of 2 units or greater and at least 4 subjects. Refer to the list of Category A and Category B courses published on the UAC website.

Students studying English Studies and seeking an ATAR must sit the optional HSC examination. Note that both English Studies and Mathematics Standard 1 are Category B courses. A student can sit the optional HSC examinations in both English Studies and Mathematics Standard 1, but in this case only the English Studies examination will contribute to the ATAR. Life Skills Courses, Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, do not satisfy requirements for the ATAR.

Refer to:

[UAC](#) in particular: [HSC courses that can be used in the ATAR calculation](#)

[English Stage 6](#) and [Mathematics Stage 6](#) for English Studies and Mathematics Standard 1 syllabus documents

## HSC Minimum Standard

From 2020, students must demonstrate a minimum standard of literacy (reading and writing) and numeracy to be eligible for the award of the HSC. Students get two chances a year to sit each of the online tests from Year 10 and up to five years after starting their first HSC course. Students taking Life Skills courses may be exempt under certain conditions.

Refer to:

ACE 4060: [Demonstration of the HSC minimum standard](#)

NESA: [HSC minimum standard](#)

Department: [Literacy and Numeracy](#) with quick link to HSC minimum standard

### Students with Disability

Identifying and responding to the personalised learning and support needs of students with disability should be addressed through a collaborative planning process and should not be reliant on requests for support from the student, parents or carers. Planning should include course options, provision of reasonable adjustments and HSC disability provisions where required and be an ongoing process. Adjustments should enable equitable participation by students in the full range of education activities on the same basis as their peers without disability. The NESA website provides information about HSC disability provisions, including the application process and the due date in Term 1.

Students with disability can meet the requirements for the award of the HSC by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Year 11 and Year 12 entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a collaborative planning process that addresses the student's transition from school to adult life.

Refer to:

ACE: [Studying HSC Life Skills courses](#)

NESA: [Disability Provisions](#)

Australian Government: [Disability Standards for Education 2005](#)

Reminders

- Schools are responsible for overseeing the delivery of courses by outside tutors (defined in ACE 8060) and external providers (including VET courses).
- Ensure that NESA requirements are met:
  - for commencement of Year 11 and Year 12 courses
  - for credit transfer and recognition of prior learning
  - for accumulation, acceleration and repeating
  - for satisfactory completion and non-completion of courses.
- Additional departmental curriculum requirements in the policy standards (e.g. Life Ready, religious education, physical activity including sport) or conditions of enrolment at individual schools are not requirements for NESA HSC credentialing.
- Consider the wellbeing of students when formulating assessment schedules including trial examinations, particularly in consideration of the completion of major works and performance examinations.

Refer to:

ACE: [Commencement of Preliminary and HSC courses](#)

ACE 8060: [study with an outside tutor](#)

ACE 8061: [study with an external provider](#)

ACE: [Credit transfer and recognition of prior learning](#)

ACE: [Pathways](#) (Includes accumulation and/or repeating courses and acceleration)

ACE: [Satisfactory completion; non-completion; leave](#)

## Appendix 9: Excerpts – Education Act

The following information from the [Education Act 1990 No 8](#) underpins NESAs rules and regulations. In the legislation, 'the Authority' refers to NESAs. The numbers '95' and '12' refer to the corresponding sections of the legislation. More specific information is provided in Section 2 HSC checklist and reminders.

### 12 Curriculum for Higher School Certificate candidates

(1) The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- (a) courses of study of a general description determined by the Minister on the recommendation of the Authority are to be provided for each student in each Year,
- (b) those courses of study are to include a course of study in English,
- (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Authority,
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Authority and approved by the Minister.

### 95 Higher School Certificate

(1) Higher School Certificates are to be granted by the Authority to students:

- (a) who have been granted a Record of School Achievement or who have attained such other qualifications as the Authority considers satisfactory, and
- (b) who:
  - (i) have attended a government school, or
  - (ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or
  - (iii) have attended a school outside New South Wales recognised by the Authority or a TAFE establishment, and
- (c) who have participated, to the Authority's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and
- (d) who have been accepted by the Authority as having satisfactorily completed those courses of study, and
- (e) who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment, and
- (f) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority.

(2) The requisite examination or other assessment must include a public examination conducted on a State-wide basis.

(3) The Authority may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of the Authority, be justified.

*Policy updated March 2024*

# English

## HSC English Advanced

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

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

### Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Name</b>	Multimodal Presentation and Essay	Narrative and Reflection	Comparative Essay	Trial HSC	
<b>Task type</b>	Multimodal presentation and analytical extended response	Imaginative and reflective extended responses	Extended analytical response	Examination of extended responses	
<b>Due</b>	Term 4 Week 10	Term 1 Week 8	Term 2 Week 7	Exam Period	
<b>Method of Submission</b>	Hand in	Part A hand in Part B in class	In class	Formal examination	
<b>Focus Outcomes</b>	EA12-2, EA12-6, EA12-7, EA12-9	EA12-1, EA12-4, EA12-5	EA12-3, EA12-6, EA12-8	EA12-1, EA12-4, EA12-5, EA12-8	
<b>Syllabus Component</b>	Common Module: Texts And Human Experiences	Module C: Craft of Writing	Module A: Textual Conversations	Common Module Module A Module B Module C	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all the modes	10	10	15	15	50
<b>Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

# HSC English EAL/D

The English EAL/D course is designed for students to become proficient in English to enhance their personal, educational, social and vocational lives. The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

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

## Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Task Name</b>	Module A: Texts and Human Experiences	Module B: Language, Identity and Culture	Module D: Focus on Writing	Trial HSC Examination	
<b>Task Type</b>	Reading and Writing task using prescribed text and unseen material	Multimodal	Imaginative writing	Examination	
<b>Due</b>	Term 4 Week 10	Term 1 Week 11	Term 2 Week 10	Exam Period	
<b>Method of Submission</b>	Part A: In class Part B: hand in	Hand in	In class	Formal examination	
<b>Outcomes assessed</b>	EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7	EAL12-1A, EAL12-3, EAL12-4, EAL12-7	EAL12-1B, EAL12-2, EAL12-3, EAL12-4, EAL12-8	EAL12-1B, EAL12-5, EAL12-6, EAL12-9	
<b>Components</b>	Module A: Texts and Human Experiences	Module B: Language Identify, Culture	Module D: Focus on Writing	All Modules	<b>Weightings</b>
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
<b>Total Weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

# HSC Extension English 1

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

Outcomes	
EE12 -1	Student demonstrates and applies an insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context across a range of modes, media and audiences.
EE12 - 2	Student analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts.
EE12 - 3	Student independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine responses to and composition of sophisticated texts.
EE12 - 4	Student critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts.
EE12 - 5	Student reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative process.

## Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
<b>Task Name</b>	Imaginative Response and Reflection	Critical Response	Trial HSC Examination	
<b>Task type</b>	Extended imaginative and reflective response	Extended analytical response	Extended analytical and imaginative responses	
<b>Due</b>	Term 4, Week 10	Term 2, Week 10	Term 3, Week 3-4 Exam period	
<b>Method of Submission</b>	In class	In class	Formal examination	
<b>Focus Outcomes</b>	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
<b>Syllabus Component</b>	Common Module: Literary Worlds	Elective: Worlds of Upheaval	Common Module, Elective	
Knowledge and understanding of complex texts and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
<b>Weighting</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

Please note that as a one-unit course, students will see their final mark reported as a mark out of 50.



# HSC English Standard

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Outcomes
A student:
EN 12 - 1 independently responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
EN 12 - 2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.
EN 12 - 3 analysis and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effect on meaning.
EN 12 - 4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts.
EN 12 - 5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments.
EN 12 - 6 investigates and explains the relationship between texts.
EN 12 - 7 explains and evaluates the diverse ways texts can represent personal and public worlds.
EN 12 - 8 explains and assesses cultural assumptions in texts and their effects on meaning.
EN 12 - 9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner.

## Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Task Name	Texts and Human Experiences	Craft of writing	Close study of literature	Trial HSC Examination	
Task Type	Multimodal Presentation and analytical response	Imaginative text & Reflection	Analytical Response	Examination	
Due	Term 4 Week 10	Term 1 Week 8	Term 2 Week 6	Exam Period	
Method of Submission	Hand in	Part A: Hand in Part B: In class	In class	Examination	
Outcomes assessed	EN12-2, EN12-6, EN12-7, EN12-9	EN12-1, EN12-3, EN12-4.	EN12-2, EN12-3, EN12-5	EN12-1, EN12-4, EN12-6, EN12-7, EN12-8	
Components	Common Module: Texts and Human Experiences	Module C: Craft of Writing	Module B: Close Study of Literature	Common Module Module A Module B Module C	<b>Weighting</b>
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
<b>Total Weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

Year 12 English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

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

### Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	
<b>Task Name</b>	Texts and Human Experiences Presentation	Module N: The Way We Were	Module F: MiTunes and Text	English Studies Portfolio	
<b>Task Type</b>	Multimodal Presentation and Essay	Essay	Extended response - Persuasive	Portfolio of classwork	
<b>Due</b>	Term 4 Week 10	Term 1 Week 9	Term 2 Week 8	Term 3 Week 6	
<b>Method of Submission</b>	Hand in	Hand in	In class	Hand in	
<b>Focus Outcomes</b>	ES12-8, ES12-5, ES12-2	ES12-1, ES12-6, ES12-1	ES12-3, ES12-4, ES12-6	ES12-2, ES12-3, ES12-4,	
<b>Syllabus Components</b>	Mandatory Module	Module N: The Way We Were	Module F: MiTunes and Text	Mandatory Portfolio	<b>Weighting %</b>
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	10	10	15	15	<b>50</b>
<b>Weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

# HSIE - Human Society and Its Environment

## HSC Ancient History

Students undertake a Core Study investigating the cities of Pompeii and Herculaneum with a focus on archaeological and written evidence whilst examining issues relating to reconstruction, ownership and custodianship. Optional topics are also studied, including an Ancient Society, Personalities in their Times and Historical Period. In their studies, students engage in research, source analysis and writing tasks that demonstrate their knowledge.

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

### Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Name</b>	Source Analysis	Historical Analysis	Research Task	Trial Examination	
<b>Task Type</b>	Cohort test	Evaluative extended response	Analytical extended response	Formal Examination	
<b>Timing</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 10	Exam Period	
<b>Method of Submission</b>	In class	In class	In class	Formal Examination	
<b>Focus Outcomes</b>	AH12-1 AH12-6 AH 12-10	AH12-2 AH12-5 AH12-9	AH12-3 AH12-8 AH12-7	AH12-4 AH12-6 AH12-9 AH12-10	
<b>Syllabus Component</b>	Core	Ancient Society	Historical Period	Core, Historical Period Personality, Ancient Societies	
Knowledge and understanding of course content	10	15		15	40
Historical skills in the analysis and evaluation of sources and interpretations	10			10	20
Historical Inquiry and research			20		20
Communication of historical understanding in appropriate forms		10	5	5	20
<b>Total Weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

# HSC Business Studies

In Business Studies, students undertake the topics: Operations, Finance, Marketing, and Human Resources. Students learn and develop skills in knowledge and understanding, research skills, an analysis of Business Case Studies and communicating their ideas in writing and other forms.

<b>Outcomes</b>	
H1	Critically analyses the role of business in Australia and globally
H2	Evaluates management strategies in response to changes in internal and external influences
H3	Discusses the social and ethical responsibilities of management
H4	Analyses business functions and processes in large and global businesses
H5	Explains management strategies and their impact on businesses
H6	Evaluates the effectiveness of management in the performance of businesses
H7	Plans and conducts investigations into contemporary business issues
H8	Organises and evaluates information for actual and hypothetical business situations
H9	Communicates business information, issues and concepts in appropriate formats
H10	Applies mathematical concepts appropriately in business situations

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Name</b>	Business Report	Short Answer	Case Study	HSC Trial Examination	
<b>Task type</b>	Report	Cohort Test	Extended Response	Formal Examination	
<b>Timing</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Examination Period	
<b>Method of Submission</b>	In class	In class	In class	Formal Examination	
<b>Focus Outcomes</b>	H2, H3, H8	H5, H6, H10	H1, H4, H7	H1, H2, H4, H9	
<b>Syllabus Component</b>	Operations	Finance	Marketing	Operations, Finance, Marketing, Human Resources	
Knowledge and understanding of course content	5	15	5	15	40
Stimulus-based skills	5	5		10	20
Inquiry and research	5		15		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
<b>Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

# HSC Economics

A student who has completed the HSC Economics course should have knowledge and skills enabling them to:

- comprehend the background and implications of contemporary economic issues
- discuss appropriate policies to solve economic problems and issues
- identify fluctuations in the global and Australian economies and their likely effects on business

## Outcomes

- H1 Demonstrates understanding of economic terms, concepts and relationships
- H2 Analyses the economic role of individuals, firms, institutions and governments
- H3 Explains the role of markets within the global economy
- H4 Analyses the impact of global markets on the Australian and global economies
- H5 Discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H6 Analyses the impact of economic policies in theoretical and contemporary Australia contexts
- H7 Evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
- H8 Applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
- H9 Selects and organises information from a variety of sources for relevance and reliability
- H10 Communicates economic information, ideas and issues in appropriate forms
- H11 Applies mathematical concepts in economic contexts
- H12 Works independently and in groups to achieve appropriate goals in set timelines

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	
<b>Task Name</b>	Research and extended response	Short answer questions	Extended Response	Trial Examination	
<b>Task type</b>	Analytical extended response	Cohort test	Evaluative extended response	Formal Examination	
<b>Timing</b>	Term 4 Week 10	Term 1 Week 9	Term 2 Week 8	Examination Period	
<b>Method of Submission</b>	In class	In class	In class	Formal Examination	
<b>Focus outcomes</b>	H3, H9, H10	H4, H11, H8	H2, H7, H4	H1, H2, H5, H6	
<b>Syllabus Component</b>	The Global Economy	Australia's place in Global Economy	Economic Issues	Global economy & Australia's Place, Issues & Policies	
Knowledge and understanding of course content	10	5	10	15	40
Stimulus-based skills		10		10	20
Inquiry and research	10		10		20
Communication of economic information, ideas and issues in appropriate forms		10	5	5	20
<b>Weighting %</b>	20	25	25	30	100%

# HSC Legal Studies

In Legal Studies students will have the opportunity to learn about the regulation of crime in society, human rights, the achievement of world order as well as rights and obligations of family members.

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

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	
<b>Task Name</b>	Human Rights Test	Crime Essay	World Order Essay	HSC Trial Examination	
<b>Task type</b>	Cohort test	Analytical extended response	Evaluative extended response	Formal Examination	
<b>Timing</b>	Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Examination Period	
<b>Method of Submission</b>	In class	In class	In class	Formal examination	
<b>Focus Outcomes</b>	H2, H3, H8	H1, H6, H4	H5, H7, H9	H4, H7, H9, H10	
<b>Syllabus Component</b>	Human Rights	Crime	World Order	Crime, Human Rights, World Order and Family	
Knowledge and Understanding of course content	10	5	10	15	40
Analysis and Evaluation	5	5	5	5	20
Inquiry and Research	5	5	5	5	20
Communication of legal information, issues and ideas in appropriate forms		10	5	5	20
<b>Total Weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

# HSC Modern History

In Modern History students study the Core Topic, Power & Authority in the Modern World 1919-1946, as well as a National Study option, a Peace & Conflict option and a Change in the Modern World option. Students learn and develop skills in knowledge and comprehension, source analysis, research, evaluation, and communicating

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

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	
<b>Task Name</b>	Power and Authority Source Analysis	National Study USA Essay	Change in the Modern World Essay	HSC Trial Examination	
<b>Task type</b>	Cohort test	Analytical extended response	Evaluative extended response	Formal Examination	
<b>Timing</b>	Term 4 Week 10	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 3/4	
<b>Method of Submission</b>	In class	In class	In class	Formal examination	
<b>Focus Outcomes</b>	MH12-3 MH12-5 MH12-6	MH12-2 MH12-8 MH12-9	MH12-4 MH12-7 MH12-8	MH 12-1 MH12-5 MH12-6 MH12-2	
<b>Syllabus Component</b>	Core Study	National Study	Change in Modern World	Core, National Study, Peace & Conflict, Change in the Modern World	
Knowledge and understanding of course content	10	5	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10			10	20
Historical Inquiry and research		15	5		20
Communication of historical understanding in appropriate forms		5	10	5	20
<b>Total Weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

# HSC Society and Culture

Students in Society and Culture undertake a Core Study investigating Social and Cultural Continuity and Change with a focus on social and cultural research methodologies. Two Depth Studies will also be selected. In their studies, students engage in research and writing tasks that demonstrate their knowledge and understanding. Students are required to plan, research and write a Personal Interest Project that is submitted as a part of their external HSC mark.

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

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	
<b>Task Name</b>	PIP Proposal and Portfolio	Short Answer	Research Extended Response	HSC Trial Examination	
<b>Task type</b>	Research Report	Cohort test	Analytical extended response	Formal Examination	
<b>Timing</b>	Term 4 Week 10	Term 1 Week 7	Term 2 Week 8	Examination Period	
<b>Method of Submission</b>	Hand in	In class	In class	Formal Examination	
<b>Focus Outcomes</b>	H4, H6, H7, H8,	H1, H2, H5	H2, H3, H9	H1, H3, H5, H10	
<b>Syllabus Component</b>	PIP	Core	Depth Study	Core and Depth Studies	
Knowledge and understanding of course content	5	15	15	15	50
Application and Evaluation of Social & Cultural Research Methods	15	5		10	30
Communication of Information, ideas and issues in appropriate forms		5	10	5	20
<b>Total Weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

In addition to the above compulsory assessment's students must also complete a 4000-6000 word **Personal Interest Project (PIP)** worth 40% of the final HSC mark.

There will be ongoing formative assessment of PIP progress throughout the course.



# Mathematics

## HSC Mathematics Standard 2

The HSC Mathematics Standard 2 course is designed to promote the development of knowledge, skills and understanding in areas of mathematics that have a direct application to the broad range of human activity. Reported course outcomes reflect the current level of attainment in the topic areas assessment and provide a means of selecting course content requiring further review.

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

### Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Name</b>	HSC Task 1	HSC Task 2	HSC Task 3	HSC Task 4	
<b>Task type</b>	Class Test	Assignment	Class Test	Trial HSC Examination	
<b>Due</b>	Term 4 Week 9	Term 1 Week 6	Term 2 Week 7	Examination Period	
<b>Method of Submission</b>	In class	Hand in	In class	Formal Examination	
<b>Focus Outcomes</b>	MS2-12-3 MS2-12-4 MS2-12-5	MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-5 MS2-12-6 MS2-12-7	MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-7 MS2-12-8	
<b>Syllabus Component</b>	M2, F4, M6	N2, N3	M7, A4, S4, F5, S5	All Components	
Problem Solving, reasoning and justification	10	10	15	15	50
Understanding, Fluency and Communicating	15	10	10	15	50
<b>Weighting %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100%</b>

NB: All Preliminary course outcomes MS11-1 to MS11-10 are assumed knowledge for each assessment task.

Year 12 Maths Standard 2 assessment schedule updated 7/11/2023

# HSC Mathematics Advanced

The HSC Mathematics Advanced course provides a basis for further studies in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level. Reported course outcomes reflect the current level of attainment in the topic areas assessed and provide a means of selecting course content requiring further review.

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

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	
<b>Task Name</b>	HSC Task 1	HSC Task 2	HSC Task 3	HSC Task 4	
<b>Task type</b>	Assignment	Class test	Class Test	Trial HSC Examination	
<b>Due</b>	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Examination Period	
<b>Method of Submission</b>	Hand In	In class	In class	Formal Examination	
<b>Focus Outcomes</b>	MA12-1, MA12-4, MA12-5	MA12-3, MA12-7, MA12-8	MA12-2, MA12-4, MA12-6, MA12-7	MA12-1, MA12-3, MA12-4, MA12-5, MA12-8	
<b>Syllabus Component</b>	S1, M1, F2, T3	C3, C4, S2	C2, C3, C4, M1	All Components	
Problem Solving, Reasoning and Justification	10	15	10	15	<b>50</b>
Understanding, Fluency and Communicating	10	10	15	15	<b>50</b>
<b>Weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

NB: All Preliminary course outcomes MA11-1 to MA11-9 are assumed knowledge for each assessment task.

# HSC Mathematics Extension 1

The HSC Mathematics Extension 1 course provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics. Reported course outcomes reflect the current level of attainment in the topic areas assessed and provide a means of selecting course content requiring further review.

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

## Assessment Schedule

	Task 1	Task 2	Task 3	
<b>Task Name</b>	HSC Task 1	HSC Task 2	HSC Task 3	
<b>Task type</b>	Assignment	Class Test	Trial HSC Examination	
<b>Due</b>	Term 1 Week 6	Term 2 Week 6	Examination Period	
<b>Method of Submission</b>	Hand In	In class	Formal Examination	
<b>Focus Outcomes</b>	ME12-1, ME12-2 ME12-7	ME12-3, ME12-4	ME12-1, ME12-2, ME12-3, ME12-4	
<b>Syllabus Component</b>	P1, V1	T3, C2, C3	All Components	
Problem Solving, reasoning and justification	10	20	20	50
Understanding, Fluency and Communicating	15	15	20	50
<b>Weighting</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100%</b>

NB: All Preliminary course outcomes ME11-1 to ME11-7 are assumed knowledge for each assessment task.

## HSC Mathematics Extension 2

The HSC Mathematics Extension 2 course offers a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. Reported course outcomes reflect the current level of attainment in the topic areas assessed and provide a means of selecting course content requiring further review.

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

### Assessment Schedule

	Task 1	Task 2	Task 3	
<b>Task Name</b>	HSC Task 1	HSC Task 2	HSC Task 3	
<b>Task type</b>	Class Test	Assignment	Trial HSC Examination	
<b>Due</b>	Term 4 Week 10	Term 2 Week 5	Examination Period	
<b>Method of Submission</b>	In class	Hand In	Formal Examination	
<b>Focus Outcomes</b>	MEX12-4	MEX12-2 MEX12-3	MEX12-2 MEX12-3 MEX12-4 MEX12-5	
<b>Syllabus Component</b>	N1, N2	P1, P2, V1	All Components	
Problem Solving, reasoning and justification	20	10	20	50
Understanding, Fluency and Communicating	15	15	20	50
<b>Total Weighting %</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100%</b>

# Science

## HSC Biology

The year 12 Biology course is strongly focused on the areas of genetics and disease. Students will gain an understanding of the processes which increase genetic diversity in plants and animals and the natural and man-made pressures which result in genetic change. Students then investigate the causes, treatments and preventative strategies used to minimise the incidence of both infectious and non-infectious diseases. All modules include research on modern technologies and cutting-edge research in these fields.

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

### Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Name</b>	Model Construction	Genetic Technologies-writing task	Depth Study - Infectious disease Data analysis task	Trial Exam	
<b>Task type</b>	Practical work	Class Test	Digital Presentation	Formal Exam	
<b>Due</b>	Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Examination Period	
<b>Method of Submission</b>	Hand in	In Class	In Class	Formal Examination	
<b>Focus Outcomes</b>	BIO12-6 BIO12-12 BIO11/12-5 BIO11/12-7	BIO12-13 BIO11/12-3 BIO11/12-4 BIO11/12-5	BIO12-14 BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-7	BIO12-12 BIO12-13 BIO12-14 BIO12-15 BIO11/12-6	
<b>Syllabus Component</b>					
Skills in Working Scientifically	10	15	20	15	60
Knowledge and understanding of course content	5	5	10	20	40
<b>Total Weighting</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>35</b>	<b>100%</b>

# HSC Chemistry

In the year 12 Chemistry course students will investigate the properties equilibrium and acids and bases reactions. Students will then focus on the principles and applications of chemical synthesis in the field of organic chemistry. Throughout the course students will assess the importance of identification and analysis of chemicals and apply different methods to measure chemical systems. They will use this knowledge to offer valid explanations and reliable predictions.

## Outcomes

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

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Name</b>	Practical Test	Depth study Research Task	Data analysis & Writing task	Trial Exam	
<b>Task type</b>	Practical Test	Report	Writing Task	Formal Exam	
<b>Due</b>	Term 4, Week 7	Term 1, Week 5	Term 2, Week 7	Examination Period	
<b>Method of Submission</b>	In class	Hand In	In class	Examination	
<b>Focus Outcomes</b>	CH12-3 CH12-5 CH12-12	CH12-1 - 7 CH12-13	CH12-6 CH12-7 CH12-14	Modules 5-8 CH12- 4-15	
<b>Syllabus Component</b>					
Skills in Working Scientifically	10	30	10	10	60
Knowledge and understanding of course content	5	5	10	20	40
<b>Weighting</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>35</b>	<b>100%</b>

# HSC Investigating Science

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood.

Investigating Science uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

## Outcomes

INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation

INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS11/12-5 analyses and evaluates primary and secondary data and information

INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

INS12-12 develops and evaluates the process of undertaking scientific investigations

INS12-13 describes and explains how science drives the development of technologies

INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis

INS12-15 evaluates the implications of ethical, social, economic and political influences on science

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Name</b>	Student Research Project depth study	Experimental Design Task	Scientific Controversy literature review	Trial Exam	
<b>Task type</b>	Depth study practical investigation	Practical task	Secondary sourced investigation	Formal Examination	
<b>Due</b>	Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Exam Period	
<b>Method of Submission</b>	Hand in	In class	Hand in	Formal examination	
<b>Focus Outcomes</b>	INS11/12 -1 INS11/12 -2 INS11/12-5 INS11/12-6 INS12-12	INS11/12- 3 INS11/12-7 INS12-12	INS11/12-4 INS11/12-5 INS11/12-7 INS12-14	INS12-12 INS12-13 INS12-15 INS11/12-5 INS11/12-7	
<b>Syllabus Component</b>					
Knowledge and Understanding	15	5	10	10	40
Skills in Working Scientifically	15	15	10	20	60
<b>Total Weighting %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100%</b>

# HSC Physics

Students develop an understanding that all forms of complex motion can be understood by analysing the forces acting on a system, including the energy transformations taking place within and around the system. Students will investigate electromagnetism, studying interactions that take place between charged particles and electric and magnetic fields. Students will then gain an understanding of the behaviour of light and the structure of atoms by studying significant scientists and exploring the evidence that supports their physical models and theories

Outcomes	
PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Name</b>	Analysis of a work of Science Fiction	Practical Task	Depth Study	Trial Exam	
<b>Task type</b>	Report	Practical Work	Report	Formal Exam	
<b>Due</b>	Term 4, Week 9	Term 1 Week 10	Term 2, Week 6	Exam Period	
<b>Method of Submission</b>	Hand in	In Class	Hand in	Formal Examination	
<b>Focus Outcomes</b>	PH11/12-3 PH11/12-6 PH11/12-7 PH12-12	PH11/12-3 PH11/12-5 PH12-12 PH12-13	PH11/12-1 PH11/12-4 PH11/12-6 PH11/12-7 PH12-15	PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14	
<b>Syllabus Component</b>					
Skills in Working Scientifically	10	20	15	15	60
Knowledge and understanding of course content	10	0	10	20	40
<b>Total Weighting %</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>35</b>	<b>100%</b>



# HSC Earth and Environmental Science

Students investigate geological timescales and build an understanding of the mass evolution and extinction events in Earth's history. Students will then investigate hazardous events such as earthquakes and volcanic eruptions, evaluating the use of technologies to predict and respond to such events. Finally, human impacts on earth's systems through the study of climate science and resource management will build an understanding of the ecological footprint of humanity and the technologies which can be used to develop solutions for the significant climate and resource challenges humanity faces.

Outcomes	
EES11/12-1	develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	analyses and evaluates primary and secondary data and information
EES11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES12-12	describes and evaluates the models that show the structure and development of the Earth over its history
EES12-13	describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
EES12-14	analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
EES12-15	describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Name</b>	Evidence Analysis	Depth Study	Climate science in the media	Trial Exam	
<b>Task type</b>	Presentation	Practical Work	Report	Formal Examination	
<b>Due</b>	Term 4, Week 8	Term 1, Week 9	Term 2, Week 8	Examination Period	
<b>Method of Submission</b>	Hand in	Hand in	In class	Formal Examination	
<b>Focus Outcomes</b>	EES11/12-4 EES11/12-5 EES12-12	EES11/12-1 EES11/12-3 EES11/12-4 EES11/12-7 EES12-13	EES11/12-2 EES11/12-7 EES12-14	EES11/12-2 EES11/12-4 to EES11/12-7 EES12-13 to EES12-15	
<b>Syllabus Component</b>					
Skills in Working Scientifically	15	20	10	15	60
Knowledge and understanding of course content	5	5	10	20	40
<b>Weighting</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>35</b>	<b>100%</b>

# CAPA Creative Arts & Performing Arts

## HSC Drama

Through theoretical study, students explore Australian Drama and Theatre and a specific area within the Studies in Drama and Theatre unit. Each student learns to collaborate with a group to devise and perform in a piece of original theatre for the Group Performance and they use the knowledge, skills and experiences acquired in the Preliminary course to select an area in which to specialise for their Individual Project.

Outcomes	
H1.1	uses acting skills to adopt & sustain a variety of characters or roles;
H1.2	uses performance skills to interpret and perform scripted and other material;
H1.3	uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group-devised works;
H1.4	collaborates effectively to produce a group-devised performance;
H1.5	demonstrates directorial skills
H1.6	records refined group performance work in appropriate form;
H1.7	demonstrates skills in using the elements of production;
H2.1	demonstrates effective performance skills;
H2.2	uses dramatic and theatrical elements effectively to engage an audience;
H2.3	demonstrates directorial skills for theatre and other media;
H2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
H3.1	critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements;
H3.2	analyses, synthesises and organises knowledge, information and opinion in a coherent, informed oral and written responses;
H3.3	analyses and synthesizes research and experiences of dramatic and theatrical styles, traditions and movements

### Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Individual Project Directorial Vision	Dramatic Traditions in Australia & Black Comedy	Individual Project Progress	GP/IP Performances & Presentations	
Task type	Logbook & Rationale	Half Yearly Examination	Partial project & logbook	Performance/ Project	
Due	Term 4 Week 10	Term 1 Week 11	Term 2 Week 3	Term 2 Week 10	
Method of submission	Hand in	Examination	Hand in	Performance Evening	
Focus Outcomes	H1.5, H2.3	H3.1, H3.2, H3.3	H1.3, H1.5, H1.7, H2.2, H2.3, H2.4	H1.1, H1.2, H1.3, H2.1, H2.2	
Making	10	10	10	10	40
Performing			15	15	30
Critically Studying		20		10	30
Weighting	10	30	25	35	100%

# HSC Music 1

The Music 1 HSC course provides students with the opportunity to pursue their musical interests through the study of three elective options, presented in any combination of performance, composition or musicology. All students also present a CORE performance from one of the three elective options which can be discussed with their teacher.

## Outcomes

H1	performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
H2	reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
H3	improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H4,	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
H5	critically evaluates and discusses performances and compositions
H6	critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
H7	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H8	identifies, recognises, experiments with, and discusses the use and effects of technology in music

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Name</b>	Instrument and Its repertoire	Music of the C20-21 <sup>st</sup>	Own Choice Topic electives	Trials electives	
<b>Task type</b>	Performance and portfolio	Half Yearly Examination	Viva voce and performance	Performance or portfolio	
<b>Due</b>	Term 4 Week 9	Term 1 Week 11	Term 2 Week 9	Term 3 Week 1	
<b>Method of Submission</b>	In class	Examination	In class	Practical Examination	
<b>Focus Outcomes</b>	Outcomes assessed H1, H3	Outcomes assessed H4, H6, H8	Outcomes assessed H1-8*	Outcomes assessed H1-8*	
<b>Performance</b>	10				10
<b>Composition</b>	10				10
<b>Musicology</b>			10		10
<b>Aural</b>		25			25
<b>Electives</b>			15	30	45
<b>Weighting</b>	20	25	25	30	100%

\*Outcomes chosen by teacher based on elective options selected by each student.

## HSC Music 2

Students will develop knowledge and skills that pertain to each of the individual areas of performance, composition, musicology and aural, the integration of experiences in these areas acts as a tool towards the understanding and manipulation of the concepts of music in different musical contexts.

Outcomes	
Through activities in performance, composition, musicology and aural, a student:	
H1	performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
H2	demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics
H3	composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
H4	stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
H5	analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
H6	discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
H7	critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
H8	understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
H9	identifies, recognises, experiments with, and discusses the uses and effects of technology in music
H10	performs as a means of self-expression and communication
H11	demonstrates a willingness to participate in performance, composition, musicology and aural activities
H12	demonstrates a willingness to accept and use constructive criticism

### Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Name</b>	Music of the last 25 years	Mandatory and Additional topics.	Music of the last 25 years	Trials Mandatory and Additional topics.	
<b>Task type</b>	Portfolio	Half Yearly Exam	Performance	Performance or portfolio	
<b>Due</b>	Term 4, Week 9	Term 1, Week 11	Term 2, Week 9	Term 3 Week 1	
<b>Method of Submission</b>	Hand in	Examination	In class	Practical Examination	
<b>Focus Outcomes</b>	H3, H5, H6, H7, H9	H2, H4, H5, H6, H8	H1-9*	H1-9*	
<b>Performance</b>			10	10	20
<b>Composition</b>	20				20
<b>Musicology</b>	10	10			20
<b>Aural</b>		20			20
<b>Electives</b>			10	10	20
<b>Weighting</b>	30	30	20	20	100

\*Outcomes chosen by teacher based on elective options selected by each student.

# HSC Visual Arts

Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in art making, and in critical and historical accounts as an informed point of view about the Visual Arts.

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

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Proposal of Body of Work	Essay	Development of Body of Work	Trial HSC Examination	
Task type	Presentation	Extended response	Body of work & Process diary	Formal Examination	
Due	Term 4 Week 4	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3/4	
Method of Submission	In class	Hand in	In class	Examination	
Focus Outcomes	H1, H2, H3, H4,	H7, H8, H9, H10	H1, H2, H3, H4, H6	H7, H8, H9, H10	
Artmaking	15		35		50
Theory		15		35	50
<b>Total Weighting %</b>	15	15	35	35	100%

# Languages

## HSC French Continuers

Year 12: The students will explore the following topics: Travel and tourism, Arts and Entertainment. Daily Life and Lifestyles, The World of Work, Current Issues, The Young Person's World

Outcomes	
1.1	uses a range of strategies to maintain communication
1.2	conveys information appropriate to context, purpose and audience
1.3	exchanges and justifies opinions and ideas
1.4	reflects on aspects of past, present and future experience
2.1	applies knowledge of language structures to create original text
2.2	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3	structures and sequences ideas and information
3.1	conveys the gist of texts and identifies specific information
3.2	summarises the main ideas
3.3	identifies the tone, purpose, context and audience
3.4	draws conclusions from or justifies an opinion
3.5	interprets, analyses and evaluates information
3.6	infers points of view, attitudes or emotions from language and context
4.1	recognises and employs language appropriate to different social contexts

### Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Listening Reading	Reading Writing	Speaking Listening	Trial Exam	
Task type	Class test	Extended response	Class test	Short answer and extended response	
Due	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Exam Period	
Method of Submission	In class	Hand-in	In class	Formal examination	
Focus Outcomes	3.4, 3.5	2.1, 2.2, 3.5,	1.3, 1.4, 3.6	1.4, 2.2, 3.5	
Listening	10		10	10	30
Reading	10	10		10	30
Speaking			20		20
Writing		10		10	20
<b>Total Weighting %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100%</b>

# PDHPE

## HSC Personal Development, Health and Physical Education

Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives

As students are confronted by particular PDHPE issues, they are challenged to examine them in socially imaginative ways and respond in terms of individual plans, lifestyle decisions and clarification of values.

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

### Assessment Schedule - updated 16/11/2023

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Name</b>	Health Priorities in Australia research report	Athlete Case study	Sports Medicine	Trial Examination	
<b>Task type</b>	Research - report	Extended response - Analytical	Extended response - Reflective	Written Examination	
<b>Due</b>	Term 4 Week 8	Term 1 Week 10	Term 2 Week 9	Exam Period	
<b>Method of Submission</b>	Hand in	In class	In class	Formal exam	
<b>Outcomes</b>	H1, H2, H3, H14	H8, H11, H17	H12, H16	H1 - H5, H7 - H11, H13 - H17	
Knowledge and understanding of course content	10	5	10	15	40
Skills in critical thinking, research, analysis and communicating	10	20	10	20	60
<b>Weighting</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>35</b>	<b>100%</b>

# HSC Community and Family Studies

Year 12: Community and Family Studies provides opportunities for students to explore and form positive attitudes about themselves and others; to develop an understanding of their relationships within their families and other groups; to learn to work cooperatively and to appreciate the importance of effective communication.

Community and Family Studies investigates the unique contributions of individuals, groups, families and communities in the development of effective social structures. It encourages opportunities for students to become proactive members of society as they examine both their potential to adopt a range of roles and the responsibilities they have in contributing to society.

<b>Outcomes</b>	
A student:	
H2.3	critically examines how individual rights and responsibilities in various environments contribute to wellbeing
H3.2	evaluates networks available to individuals, groups and families within communities
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

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Module</b>	Research Methodology	Social Impact of Technology	Groups in Context	Trial Examination	
<b>Task type</b>	Independent Research Project	Extended response	Investigation	Written Examination	
<b>Timing</b>	Term 4 Week 9	Term 1 Week 8	Term 2 Week 5	Exam Period	
<b>Outcomes</b>	H4.1 H4.2	H2.3, H3.4	H3.2, H5.1	All syllabus outcomes	
<b>Method of Submission</b>	Hand In	In Class	Hand in	Formal Exam	
<b>Syllabus Component</b>					
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
<b>Weighting</b>	20	25	25	30	100%



# HSC Sport, Lifestyle and Recreation

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K-10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity. The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students are given opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive. This course offers experiences in a range of movement contexts and the opportunity to specialise in a specific sport or recreational activity.

## Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates the ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests, and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 4.1 plans strategies to achieve performance goals
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Name</b>	Games & Sport App 2	Fitness	Athletics	Games & Sport App 1	
<b>Task type</b>	Practical work - Performance	Hand in	Assignment	Practical work and Report	
<b>Due</b>	Term 4 Week 8	Term 1 Week 9	Term 2 Week 6	Term 3 Week 7	
<b>Method of Submission</b>	In Class	Part A In class Part B Hand in	Hand in	Hand in	
<b>Outcomes</b>	3.1, 4.4	4.2, 4.5	2.2, 3.2	1.3, 2.3	
<b>Syllabus Component</b>					
Knowledge and Understanding	5	10	15	20	50
Skills	20	15	10	5	50
<b>Total Weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100%</b>

# TAS Technology and Applied Sciences

## HSC Engineering Studies

Engineering Studies focuses on the development and application of mathematical, scientific and technological skills and their integration with the engineering profession. It provides students with skills, knowledge and understanding associated with the study of engineering, its practices and associated methodologies. Students complete modules of work relating to Civil Structures, Personal and Public Transport

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

### Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Name</b>	Civil Structures Solution	Topic Test Transport	Aeronautical Engineering	Trial HSC Exam	
<b>Task type</b>	Practical and Report	Cohort Test	Engineering Report	Exam	
<b>Due</b>	Term 4 Week 9	Term 1 Week 11	Term 2 Week 7	Exam Period	
<b>Method of Submission</b>	Hand in	In class	Hand in	Formal Examination	
<b>Focus Outcomes</b>	H3.1 H3.2 H5.2	H2.1, H3.3, H6.2	H3.2 H3.3 H6.2	H5.1 H5.2 H6.1	
<b>Syllabus Component</b>					
Knowledge and understanding of course content	15	10	15	20	60
Knowledge and skills in research, problem solving and communication	10	10	10	10	40
<b>Total Weighting %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100%</b>

Year 12 Engineering assessment schedule updated 15/2/2024

# HSC Food Technology

Food Technology students will have the opportunity to learn about various sectors of the Australian Food Industry and food manufacturing. They will investigate the development of new food products and debate contemporary nutrition issues enabling them make informed decisions as consumers.

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

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Name</b>	Nutrition Investigation and strategy	Australian Food Industry Case Study	Food Product Development	HSC Trial Examination	
<b>Task type</b>	Report and Practical	Case Study	Portfolio and Practical	Exam	
<b>Due</b>	Term 4 Week 8	Term 1, Week 10	Term 2, Week 8	Exam Period	
<b>Method of Submission</b>	In class	Hand In	A: Hand In B: In class	Formal Examination	
<b>Focus Outcomes</b>	H3.2, H2.1,H5.1	H1.2, H1.4 H3.1	H1.1, H1.3, H4.2	H1.1, H1.3, H1.2, H2.1	
<b>Syllabus Component</b>					
Knowledge and understanding	5	10	5	20	40
Knowledge and skills in designing, researching, analysing and evaluating	5	15	5	5	30
Skills in experimenting with and preparation	15	0	15	0	30
<b>Total Weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100%</b>

Year 12 Food Technology assessment schedule updated 13/02/2024

# HSC Industrial Technology

Industrial Technology enables students to undertake real world project design and development, specific to the focus area. This consists of the practical development, management and communication of a major design project and folio that contribute to the evolution of knowledge, skills and understanding of the focus area of study. The focus areas may be either Multimedia Technologies or Timber Products and Furniture Technologies.

Outcomes	
H1.1	investigates industry through the study of businesses in one focus area
H1.2	identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
H1.3	identifies important historical developments in the focus area industry
H3.1	demonstrates skills in sketching, producing and interpreting drawings
H3.2	selects and applies appropriate research and problem-solving skills
H3.3	applies and justifies design principles effectively through the production of a Major Project
H4.1	demonstrates competence in a range of practical skills appropriate to the Major Project
H5.1	selects and uses communication and information processing skills
H7.1	explains the impact of the focus area industry on the social and physical environment.

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Name</b>	Project Proposal	Half Yearly Examination	Industry Study	The making of the project video and evaluation	
<b>Task type</b>	Presentation	Exam	Extended Response	Theory and Practical submission	
<b>Due</b>	Term 4 Week 7	Term 1 Week 11	Term 2 Week 6	Term 3 Week 1	
<b>Method of Submission</b>	Hand in	Formal Examination	In class	Hand in	
<b>Focus Outcomes</b>	H3.1, H3.2, H5.1	H1.1, H5.1,	H1.2, H1.3, H7.1	H3.3, H4.1	
<b>Syllabus Component</b>					
Knowledge and understanding of course content	5	20	5	10	40
Knowledge and skills in the design, management, communication and production of a major project	15	10	15	20	60
<b>Weighting</b>	20	30	20	30	100%

# HSC Textiles and Design

Year 12 Textiles and Design is designed to enable students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture and application of textile items.

Outcomes	
A student:	
H1.1	critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
H1.2	designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
H1.3	identifies the principles of colouration for specific end uses
H2.1	communicates design concepts and manufacturing specifications to both technical and non-technical audiences
H2.2	demonstrates proficiency in the manufacture of a textile item/s
H2.3	effectively manages the design and manufacture of a Major Textiles Project to completion
H3.1	explains the interrelationship between fabric, yarn and fibre properties
H3.2	develops knowledge and awareness of emerging textile technologies
H4.1	justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses
H4.2	selects and justifies manufacturing techniques, materials and equipment for a specific end-use
H5.1	investigates and describes aspects of marketing in the textile industry
H5.2	analyses and discusses the impact of current issues on the Australian textiles industry
H6.1	analyses the influence of historical, cultural and contemporary developments on textiles

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task name</b>	Oral presentation of Design Inspiration	Experimentation and colouration	Project Management	Trial HSC Exam	
<b>Task type</b>	Presentation	Theory and Practical submission	Extended Response	Exam	
<b>Week due</b>	Term 4 Week 10	Term 1 Week 6	Term 2 Week 6	Exam Period	
<b>Method of submission</b>	Part A in class Part B hand in	Hand in	In class	Formal examination	
<b>Outcomes assessed</b>	H1.1 H1.2 H2.1 H6.1	H1.3 H2.1 H4.2 H6.1	H2.2, H2.3 H3.1 H4.1	H1.3 H3.1, H3.2, H4.1 H5.1 H5.2 H6.1	
<b>Syllabus Component</b>					
Knowledge and understanding of course content	5	10	10	25	50
Skills and knowledge in the design, manufacture and management of a major textiles project	15	15	20		50
<b>Total Weighting %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100%</b>

# HSC Design and Technology

In Year 12 Design and Technology, students participate in hands-on, practical activities to achieve the outcomes of the course. Class activities are designed to develop knowledge and skills in designing and producing. The Major Design Project involves students in the design, production and evaluation of a product, system or environment (PSE). Documentation of evidence of the application of the design process in a design folio is required. Students will also learn to communicate their design ideas using a range of appropriate media.

Outcomes	
H1.1	critically analyses the factors affecting design and the development and success of design projects
H1.2	relates the practices and processes of designers and producers to the major design project
H2.1	explains the influence of trends in society on design and production
H2.2	evaluates the impact of design and innovation on society and the environment
H3.1	analyses the factors that influence innovation and the success of innovation
H3.2	uses creative and innovative approaches in designing and producing
H4.1	identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
H4.2	selects and uses resources responsibly and safely to realise a quality major design project
H4.3	evaluates the processes undertaken and the impacts of the major design project
H5.1	manages the development of a quality major design project
H5.2	selects and uses appropriate research methods and communication techniques
H6.1	justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
H6.2	critically assesses the emergence and impact of new technologies, and the factors affecting their development.

## Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Name</b>	Project Proposal Planning	Innovation Case Study	Design Project Manufacturing and Evaluation	Trial HSC Exam	
<b>Task type</b>	Presentation	Case Study	Project	Exam	
<b>Due</b>	Term 4, Week 9	Term 1, Week 6	Term 2, Week 10	Term 3, Week3-4	
<b>Method of Submission</b>	Part A Hand in Part B In class	Hand in	Hand in	Formal Examination	
<b>Focus Outcomes</b>	H1.1, H4.1, H5.2	H2.1, H3.1, H6.2	H3.2, H4.2, H4.3, H5.1, H6.1	H2.1, H2.2, H3.1, H6.2	
<b>Syllabus Component</b>					
Knowledge and understanding of course content	0	20	0	20	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20	0	30	10	60
<b>Weighting</b>	20	20	30	30	100%



Cookery

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: SIT20421 Certificate II in Cookery – Release 1

Cohort 2023 - 2024

Training Package SIT Tourism, Travel and Hospitality (version2.1)

School Name: Killarney Heights High School  
 Dates and tasks to be confirmed by RTO

**Assessment Schedule Year 11&12 – 2023-24**

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

Assessment Tasks for SIT20421 Certificate II in Cookery – Release 1 Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Task 2	Task 3	Task 4	Task 5	TRIAL EXAM
		Week	Week	Week	Week	Week	
		Term	Term	Term	Term	Term	
Code	Unit of Competency	Date	Date	Date	Date	Date	Date
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”.

# Assessment Summary Year 12

Wk	Term 4 2023	Term 1 2024	Term 2 2024	Term 3 2024
1				Industrial Tech - 30 (H) Music 1 - 30 (P) Music 2 - 20 (E)
2				
3			Drama - 25 (H)	TRIAL EXAMS
4	Visual Arts - 15 (C)			
5		Chemistry - 25 (H)	CAFS 25 (H) Maths Ext 2 - 35 (H)	
6		Textile & Design - 25 (H) Design & Tech - 20 (H) Maths Standard 2 - 20 (H) Maths Ext 1 - 25 (H)	SLR - 25 (H) Physics - 25 (H) English Standard - 25 (C) Industrial Tech - 20 (C) Hospitality Maths Ext 1 - 35 (C) Textiles & Design - 30 (C)	English Studies - 30 (H)
7	Industrial Tech - 20 (H) Chemistry - 20 (C)	Society and Culture - 25 (C)	Chemistry - 20 (C) English Advanced - 25 (C) Maths Standard 2 - 25 (C) Engineering Studies - 25 (H)	SLR - 25 (H)
8	SLR -25 (C) Food Technology - 25 (C) Legal Studies - 20 (C) French Continuers - 20 (C) EES - 20 (H)	Maths Advanced - 25 (C) CAFS - 25 (C) English Advanced - 25 (H/C) English Standard - 25 (H/C) Modern History-25 (C) Biology - 20 (C) Investing Science - 20 (C)	Maths Advanced - 25 (C) Economics - 25 (C) French Continuers - 30 (C) Society & Culture - 25 (C) Food Technology - 25 (H/C) Modern History -25 (C) EES- 20 (C) English Studies - 25 (C) Business Studies - 25 (C)	
9	Maths Advanced - 20 (H) Physics - 20 (H) Biology - 15 (H) Music 1 - 20 (C) Music 2 - 30 (H) Ancient History - 20 (C) Investing Science - 30 (H) Engineering Studies - 25 (H) CAFS 20 (H) Business Studies - 20 (C) Design & Tech - 20 (H/C) Maths Standard 2 - 25 (C) PDHPE - 20 (H)	Visual Arts- 15 (H) Ancient History - 25 (C) Economics - 25 (C) Legal Studies - 25 (C) French Continuers - 20 (H) EES - 25 (H) SLR - 25 (H/C) English Studies - 25 (H) Business Studies - 25 (C)	Visual Arts - 35 (C) Biology - 30 (C) Music 1 - 25 (C) Legal Studies - 25 (C) Investing Science - 20 (H) Music 2 - 30 (C) PDHPE - 20 (C)	
10	Maths Ext 2 - 35 (C) Economics - 20 (C) Society & Culture - 20 (H) Modern History 20 (C) English Advanced - 20 (H) English Standard - 20 (H) English EAL/D - 20 (C/H) English Studies- 20 (H) English Extension 1 - 30 (C) Drama - 20 (H) Textile & Design - 20 (C/H)	Physics - 20 (C) PDHPE - 25 (C) Food Technology - 25 (H)	English EAL/D - 25 (C) English Extension - 40 (C) Hospitality Ancient History - 25 (C) Design & Tech - 30 (H) Drama - 35 (P)	
11	No week 11	Industrial Tech - 30 (E) English EAL/D - 25 (H) Drama - 20 (E) Music 1 - 25 (E) Music 2 - 20 (E) Engineering Studies - 20 (C)	No week 11	No week 11

H - Hand in C- In Class E - Examination P - Performance



## Trial Exam Subjects

English	Mathematics	HSIE	Science	CAPA /Languages	PDHPE	TAS
Advanced - 30 English EAL/D - 30 Standard - 30 English Studies - 30 English Ext - 30	Standard 2 -30 Advanced - 30 Extension 1 - 40 Extension 2 - 40	Business Studies - 30 Economics - 30 Legal Studies - 30 Modern History - 30 Society and Culture - 30 Ancient History - 30	Biology - 35 Physics - 35 Chemistry - 35 Inv. Science - 30 Earth & Environmental Science - 35	French Continuers - 30 VA - 35	PDHPE - 35 CAFS - 30	Food Technology -25 Textile & Design - 25 Engineering Studies - 30 Design & Tech - 30