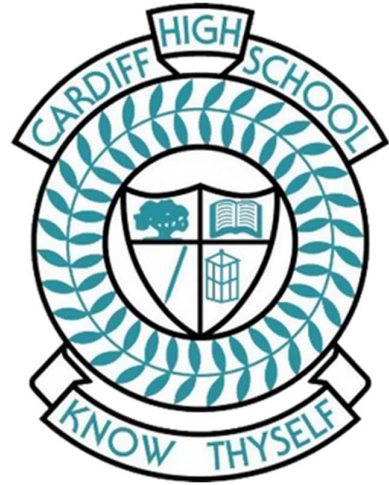


**2023/2024**



**Year 12**  
**Assessment Policy and**  
**Subject Assessment**

**Schedules**

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# STUDENT INFORMATION

## **Rationale**

Cardiff High School is focused on raising the academic outcomes and standards for students and preparing them for the challenges and rigours of HSC study in the senior school. The Year 11 and 12 Assessment Policy provides a framework for students, parents, and staff to assist in the effective delivery and completion of assessable tasks to a high standard. Cardiff High School's Assessment Policy aligns with the Rules and Procedures of the **New South Wales Education Standards Authority (NESA)**.

## **Year 11 Course and HSC Course**

The Higher School Certificate program is divided into two courses, the Year 11 Course, and the HSC Course. Satisfactory completion of the Year 11 Course is a prerequisite for entry into the HSC Course. The Year 11 Course is to be regarded as assumed knowledge which has been covered by all candidates. NESA Examination Specifications ensure that the major focus of the examination will be on HSC course content.

The HSC course is defined by syllabus course content, i.e. the knowledge, skills and understanding of achievable outcomes.

Year 11 and HSC syllabuses are structured into two approximately equal components. Formal assessment to determine the Higher School Certificate assessment mark awarded by the school takes place only during the HSC Course. At Cardiff High School, the changeover from Year 11 Course to HSC Course will take place after completion of the Year 11 Course, which for most courses is at the end of the first week of Term 4. Formal HSC assessment will start at this time, is progressive and will continue to the completion of the HSC Course.

## **The Record of School Achievement (RoSA)**

The (RoSA) is a cumulative credential for students who leave school before completing their Higher School Certificate. The RoSA lists all mandatory and additional Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed, any minimum standard literacy and numeracy test results (if sat), and the date of leaving school. NESA issue the formal RoSA credential to students who satisfy the eligibility requirements upon leaving school. School leavers who are not eligible for the RoSA will receive a Transcript of Study.

<http://educationstandards.nsw.edu.au> (RoSA credential)

## **Minimum Standard Online Tests**

Students need to pass online reading, writing and numeracy tests of everyday reading, writing and maths skills to show they meet the minimum standard of literacy and numeracy required to receive the HSC from 2023.

Students planning to leave school before completing their HSC may also take these tests to show their level of literacy and numeracy skills. For further information on the Minimum Standard Online Tests click on the link below.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests>

## WHAT IS THE PURPOSE OF THE ASSESSMENT?

The purpose of assessment is to measure performance:

- Over the whole course rather than as measured by a single end examination; and in wider areas of the course including those which cannot be tested in a formal examination e.g. fieldwork skills, laboratory practical work etc.
- HSC assessment tasks will help you learn, expand your knowledge and encourage you to challenge yourself.
- Show how much you have learnt and where you need to improve.
- Prove you have satisfactorily completed a course.
- Contribute to your final HSC mark.
- Assessment tasks allow you to show what you know, understand and can do in ways that may not be possible in a written examination. School-based assessments also give you the chance to address any weak areas in your knowledge before you sit your external HSC exams.

## HOW WILL I BE ASSESSED?

- You will be required to complete a set of assessment tasks for each of your subjects e.g., tests, essays, fieldwork, oral reports, etc. The mark you score for each of these tasks will be used by the school as part of your course assessment.
- In a Year 11 course, students will be awarded an A-E grade.

The general performance descriptors describe performance at each of five grade levels.

|          |  |
|----------|--|
| <b>A</b> | The student has an <b>extensive</b> knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| <b>B</b> | The student has a <b>thorough</b> knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.                               |
| <b>C</b> | The student has a <b>sound</b> knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.  |
| <b>D</b> | The student has a <b>basic</b> knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.  |
| <b>E</b> | The student has an <b>elementary</b> knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.   |

(<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades>)

- In a HSC course, 50% of your final mark comes from your assessment marks.
- Tasks will be given with a minimum notice of 2 weeks.
- Each task will have the syllabus outcomes indicated.
- Tasks other than examinations are accompanied by a comprehensive marking guideline when the task is distributed.
- Students sign the “HSC Assessment Task Register” when the notification is received, on submission or attendance at a task and when they receive task feedback.
- Any required changes to the nature and date of a task are given in writing to all students.
- If a student fails to attend or submit a task on the date published then:
  - The student can access an appeal form to document the reason.
  - The student makes an alternative arrangement with the teacher to complete the task.
  - If the appeal is accepted the task is marked and included in the assessment.
  - If the reason on the appeal is not accepted the task is marked, feedback is given, but zero mark is recorded.
  - If the student does not do the task an N Award warning letter is sent.
  - If a student fails to complete more than 50% of assessment marks they will be given an N Determination in that course.

## **HOW IS MY FINAL MARK DETERMINED BY NESA?**

### **Moderating Assessment Marks**

For most courses, students complete a program of assessment tasks that are set and marked at their school. Once the assessment program for a course is complete, the school submits a final assessment mark and rank for each student.

It is important to note that all schools use different programs of assessment tasks and they all mark slightly differently. This means that students from different schools experienced different assessment conditions. For this reason, all HSC assessment marks that schools submit are adjusted by NESA using a process called moderation. This moderation process adjusts all of the school assessment marks in each course to a common scale: the examination. Once this is done, direct comparisons can be made between assessment marks awarded by different schools.

For more information on moderation please click the link below.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/moderation>

## WHAT ARE MY RIGHTS AND RESPONSIBILITIES AS A STUDENT?

### RIGHTS

- To be informed of the assessment policies of the school and NESAs.
- To receive clear guidelines relating to requirements of each assessment task.
- To be given a minimum of 2 weeks notice of an assessment task where possible.
- To receive feedback that assists them to review their work.
- To appeal marks for an individual task at the time it is returned to them.
- To request a review of the calculation of the final assessment mark if they believe their final assessment rank is incorrect.
- To request their rank in a subject area.

### RESPONSIBILITIES

- To complete the All My Own Work program prior to commencing the HSC program of study.
- To become familiar with and follow Cardiff High School assessment policies and the Rules and Procedures for the HSC Candidates booklet.
- To ensure they follow the Course Completion Criteria as below;
  - (a) followed the course developed or endorsed by the NESAs; and
  - (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
  - (c) achieved some or all of the course outcomes.
- To complete all set tasks on time, or talk to their teachers about **Illness and Misadventure procedures**.
- Not to engage in behaviour which could be considered malpractice, or cheating, including plagiarism, and ensure that all assessment work is their own or acknowledge the contribution of others.
- To follow up any concerns with tasks at the time they are marked and returned.

***NOTE: To complete a course successfully you must do all set homework and assignments and attend lessons, not just complete assessment tasks.***

### **Notice of assessment**

Where possible students will receive a minimum of two weeks written notice for any variation to the Assessment Schedule and/or assessment task.

### **Return of completed tasks**

Teachers will endeavour to return marked tasks to students within two weeks of the due date for the submission of the task. Due to the nature of some tasks, the teacher may need to collect and keep these tasks once feedback has been provided to students.

### **Feedback**

Students should receive feedback from their teacher within two weeks of the due date for the submission of the task. Feedback may be written and/or verbal.

### **Submission of Assessment Tasks**

The due date for an assessment task is published on the Assessment Task Notification provided by the teacher. It is the student's responsibility to hand in all tasks on the day they are due following the assessment task submission instructions.

If a student is absent or unable to submit the task on the due date they are to follow the school assessment appeal process.

### **'N' Determinations**

'N' Determinations are issued to students who do not complete the requirements for a course. If a student has been given an 'N' Determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' Determination was given. The words 'Not completed' will appear next to each 'N' Determined course.

If a student is given an 'N' Determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

<http://educationstandards.nsw.edu.au>

### **'N' Warning Letters**

Schools issue 'N' Warning Letters to students who are in danger of not meeting course completion criteria, giving the student time for the task to be completed. 'N' Warning Letters will only be issued to students for failure to complete assessment tasks or coursework.

If a student has not completed over 50% of tasks by the end of the assessment period or has failed to complete 50% of tasks **by the due date**, the school will follow the 'N' Determination process specified by NESA.

## Illness and Misadventure Appeals

Throughout the year, a student may experience difficulty attending an assessment, completing an assessment task by the due date, or their performance in an assessment task may be affected by illness or misadventure. The school has a process to support these students.

A student may submit an Illness and Misadventure form if they are affected by:

- Illness – either personal or the illness of a family member
- Bereavement
- Sporting Representation – for school approved activities
- School Excursions
- Other – events that have adversely affected a student’s completion or performance in a task that are worthy of consideration.

### The Illness and Misadventure process

It is a student’s responsibility to collect an Illness and Misadventure form from the appropriate Deputy Principal, Principal or an electronic version during online study using the following link:

<https://docs.google.com/forms/d/e/1FAIpQLSdIbgEW49BalkLmwUMOWkafO-4m6cpk8mDWxtOUHqV-J4qzdg/viewform>

If a student **knows that they will be absent for a task** they need to complete and submit the Illness and Misadventure form **prior to their leave or absence**.

If a student is **unable to attend school on the day of a task**, they will need to complete and submit an Illness and Misadventure form **within two school days of their return to school**.

If a student’s **performance in a task is affected**, they will need to complete and submit an Illness and Misadventure form **within two school days of the date of the task**.

Students are required to support their application with relevant and appropriate documentation. Depending on the nature of their illness or misadventure, this may include a:

- Medical Certificate
- Funeral Notice
- Statutory Declaration
- School Representation Note
- Sport Representation Note

### Notes

- a. There are no grounds for appeal against the value of the mark awarded.
- b. Computer, printer, or technology malfunction will not be considered as valid reasons which impact on assessment submission. Students are encouraged to make regular backups and retain draft copies.
- c. Medical certificates and/or other supplementary evidence will be requested to cover absences, illness or misadventure.
- d. The NSW Education Standards Authority guidelines of illness and misadventure shall form the basis for determination of applications.
- e. Holidays are not considered acceptable reasons for absence as per the Department’s guidelines.



**Loss of marks for late submission of tasks**

If a task is handed in late, and the appeal is denied:

1 or more school days late = 100% deduction. A zero mark is recorded, and the class teacher will issue an 'N' Determination Letter. Students are still required to complete this task for the purpose of meeting the syllabus requirements and to ensure the award of a Record of School Achievement in the subject concerned.

**Assessment Task Template**

All assessment tasks issued at Cardiff High School use a common Assessment Task Template **(see Appendix 1)**. Assessment tasks provide students with all of the information they need to complete the task including the task weighting, due date, a description of the task, an assessment criteria, the syllabus outcomes assessed, submission instructions, and the marking guidelines the teacher will use to assess the completed task. Students are also required to sign that the work they are submitting is their own and is not plagiarised.

**Assessment Ranks and Marks**

Students will receive their final assessment rank in their final school report. Assessment marks submitted to NESAs are confidential.

**Assessment Schedules**

At the beginning of the school year, students are issued with assessment schedules for each subject. This information is provided to students and parents to inform them of the number and nature of tasks that students will have to complete.

**Access to Technology**

Whilst most students have access to computers and the internet at home, those who are not able to use this technology will not be disadvantaged when completing homework and assignments. Students can access computers, the internet and printing facilities in the school library before school, at recess and lunch. If students or parents have concerns about the requirements of a particular task, please contact your child's teacher.

## **What is Malpractice?**

In accordance with NESAs requirements, all students must complete the All My Own Work program prior to commencing their HSC program of study.

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, however, there are other types of behaviour that are also considered malpractice.

Examples of malpractice include:

- Copying someone's work in part or in whole and presenting it as their own.
- Using material directly from books, journals, or the internet without reference to the source.
- Building on the ideas of another person without referencing the source.
- Purchasing, stealing, or borrowing another person's work and presenting it as their own.
- Submitting work to which another person – parent, coach, tutor has contributed substantially.
- Using words, ideas, designs, or workmanship of others in practical and performance tasks without acknowledgement.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Using non approved aides during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting others to engage in malpractice.
- The use of Artificial Intelligence software to gain an unfair advantage
- Presenting Artificial Intelligence results as their own work.

Students who submit work for assessment purposes that contain evidence of plagiarism may be awarded a zero mark for the task, or partial loss of marks. A student may appeal against the value of the mark awarded if plagiarism is believed to exist. It will be the student's responsibility to prove to the Appeals Panel at the school that the submitted work in question is their own.

## **Artificial Intelligence (AI)**

It is important that the school and students take every measure to maintain the integrity of assessment tasks and to ensure that assessment task results are both valid and reliable. These measures include taking all available measures to ensure that students abide by the underlying principles of "All My Own Work".

In January 2023, the NSW Department of Education has publicly announced that the use of generative AI programs (one example is ChatGPT) are restricted in NSW public schools. The emergence of generative AI programs has proven a challenge to ensuring the integrity of all assessment tasks. Therefore, the use of artificial intelligence (AI) programs to either generate or produce student submissions is prohibited.

Once submissions are uploaded, teaching staff may use a third-party software program, to detect the use of AI.

Students who submit work that contains evidence of the use of Artificial Intelligence may be dealt with under the school's malpractice procedures. It will be the student's responsibility to prove that the submitted work in question is their own. This may be done by evidencing drafts or through interviews regarding task content.

## **Examinations**

Examinations (exams) are used to assess student knowledge. Exams may be written or verbal and vary in the length of time. Exams may be conducted throughout the year, from class topic tests to formal examinations.

## **Rules for Senior Examinations**

### Attendance:

- Students are required to sit for all their subjects at the allocated times.
- Students who miss an exam for any reason will be required to go through the school process relating to illness misadventure.
- Students who are late for an exam will not be given extra time.

### Procedures and Conduct:

- It is the responsibility of the student to ensure they receive an exam timetable.
- Students are to check the timetable carefully and note the days and times of exams.
- It is the responsibility of the student to ensure that they attend all required exams.
- Students must be in attendance 10 minutes prior to the commencement of each exam.
- Students are not required to attend school when they do not have an exam.
- School uniform is to be worn for all written exams, including the HSC.
- Bags are to be left outside.
- Mobile phones are to be switched off and left in bags. Under no circumstances are mobile phones to be brought into an exam venue for any reason.
- Enter in an orderly fashion and take your seat. There is to be no talking from this time onwards.
- Ensure that you know your student number. Student numbers are to be used on all examination papers.
- Fill in the attendance slip for each examination. This will be collected by the supervisor.
- Be sure to make effective use of the reading time given at the commencement of each written paper to acquaint yourself with the questions/ requirements.
- Read all instructions carefully. Remember that supervisors are not permitted to interpret questions.
- Write in black pen only. Pencil should only be used for diagrams or if directed.
- A supervisor will accompany students who need to leave the exam room to go to the toilet etc. for the duration of their absence.
- Students are expected to always behave in a polite and courteous manner and must not act in any way that is likely to disturb the work of any other student or upset the conduct of the exam.
- Pencil cases must be clear (see through). A clear plastic bag can be used.
- Be sure to wear a watch to keep track of time. *Remember*, no phones or smart watches are allowed in the venue.
- Only approved calculators may be used. These will be checked at the start of each exam.

**Year 11 Students must remain in the exam room for the duration of the examination.**

**Year 12 Students are not allowed to leave the exam room during the first 60 minutes or the last 30 minutes of an exam.**

## **Feed Forward**

### **Formal Assessment Task Preparation**

Teachers will prepare students for their formal assessment tasks in the following ways:

- Composing and teaching the faculty program relating to the outcomes, concepts and activities addressed in the program.
- Providing relevant and appropriate written and/or spoken feedback on learning activities and a practice question students may develop from the prescription for the relevant unit.
- Teaching the process of self-evaluation based on the relevant faculty checklist for extended answers.
- Indicate to students the preferred method of submission for draft feedback.

The teacher will not:

- Be expected to provide feedback of any kind on the formal assessment task question or draft responses to the formal assessment task question within five school days of the task due date.
- Co-construct, write or rewrite parts of the student's work.
- Indicate grades, bands or marks on draft work but rather provide comments and strategies to improve work.
- Accept more than two draft submissions from each student, with the exception of Major Work Projects.
- Prioritise feedback to support students moving up to the next level of accomplishment. Students who undertake all prescribed feedback should understand this does not guarantee them full marks but instead should improve the overall quality of their response.

Students may prepare for their formal assessment task in the following ways:

- Engaging with the entire program of teaching and learning activities as taught by their teacher.
- Asking relevant questions and listening to and engaging in class discussion with their peers and teacher regarding the learning activities, concepts and practice questions.
- Evaluating the quality of their classwork based on scaffolds, criteria lists and checklists provided by their teacher.
- Completing home study tasks to develop knowledge and understanding of concepts, content and skills.
- After students have completed all class learning activities, teachers will accept two complete practice responses to a question the student has created or sourced. Students must also use the self-evaluation checklist to compose the response as a guide.

## Appendix 1 – Assessment Task Template



# Cardiff High School

Celebrating Excellence, Opportunities and Success.

Curriculum Guidelines  
Year 11 – 12 Assessment Task Notification

2024  
Page 1 of 3

### Assessment Overview

|                  |  |              |  |
|------------------|--|--------------|--|
| Teacher(s) Name: |  | Weighting:   |  |
| Course:          |  | Issued Date: |  |
| Title:           |  | Due Date:    |  |
| Task Number:     |  | Marks:       |  |

### Task Overview

Overview of the task in general terms a broad overview

### Task Instructions

Task instructions informing of the requirements to complete the task more specific details

### Presentation Guidelines

How, what, when, where to hand in and the structure and lay out of the task submission

### Outcomes Assessed

List the syllabus outcomes to be assessed below including code and statement

Teacher's signature: \_\_\_\_\_

Head Teacher's signature: \_\_\_\_\_



## Criteria for Assessment and Feedback

Teachers will endeavour to return marked tasks to students within two weeks of the due date from the submission of the task.

Select from one of the following three samples or negotiate subject specific requirements (delete unused assessment criteria)

| Assessment Criteria  | Achievement Indicators              | Marks                        |
|--|-------------------------------------|------------------------------|
| 1. Type Criteria 1 Here  | Outstanding – Type Description Here | XX                           |
|  | High – Type Description Here        | XX                           |
|  | Sound – Type Description Here       | XX                           |
|  | Basic – Type Description Here       | XX                           |
|  | Limited – Type Description Here     | XX                           |
| 2. Type Criteria 1 Here  | Outstanding – Type Description Here | XX                           |
|  | High – Type Description Here        | XX                           |
|  | Sound – Type Description Here       | XX                           |
|  | Basic – Type Description Here       | XX                           |
|  | Limited – Type Description Here     | XX                           |
| 3. Type Criteria 1 Here  | Outstanding – Type Description Here | XX                           |
|  | High – Type Description Here        | XX                           |
|  | Sound – Type Description Here       | XX                           |
|  | Basic – Type Description Here       | XX                           |
|  | Limited – Type Description Here     | XX                           |
| 4. Type Criteria 1 Here  | Outstanding – Type Description Here | XX                           |
|  | High – Type Description Here        | XX                           |
|  | Sound – Type Description Here       | XX                           |
|  | Basic – Type Description Here       | XX                           |
|  | Limited – Type Description Here     | XX                           |
| 5. Type Criteria 1 Here  | Outstanding – Type Description Here | XX                           |
|  | High – Type Description Here        | XX                           |
|  | Sound – Type Description Here       | XX                           |
|  | Basic – Type Description Here       | XX                           |
|  | Limited – Type Description Here     | XX                           |
| 6. Type Criteria 1 Here  | Outstanding – Type Description Here | XX                           |
|  | High – Type Description Here        | XX                           |
|  | Sound – Type Description Here       | XX                           |
|  | Basic – Type Description Here       | XX                           |
|  | Limited – Type Description Here     | XX                           |
| <i>Marks awarded above are indicative of the grades earned below</i> |                                     |                              |
| <b>A</b><br>xx-xx<br>Outstanding                                     | <b>B</b><br>xx-xx<br>High           | <b>C</b><br>xx-xx<br>Sound   |
|  |                                     | <b>D</b><br>xx-xx<br>Basic   |
|  |                                     | <b>E</b><br>xx-xx<br>Limited |
|  |                                     | <b>N</b><br>0<br>Zero Marks  |
| Comment:   |                                     |                              |



**OR**

| Assessment Criteria                   | Marks      |
|---------------------------------------|------------|
| • Outstanding – Type Description Here | A<br>XX–XX |
| • High – Type Description Here        | B<br>XX–XX |
| • Sound – Type Description Here       | C<br>XX–XX |
| • Basic – Type Description Here       | D<br>XX–XX |
| • Limited – Type Description Here     | E<br>XX–XX |
| <b>Comment</b>                        |            |

**OR**

### Examination Criteria

This assessment is an examination. The criteria and marks awarded will be provided on the examination paper on the day of the examination.

### References

<http://educationstandards.nsw.edu.au>



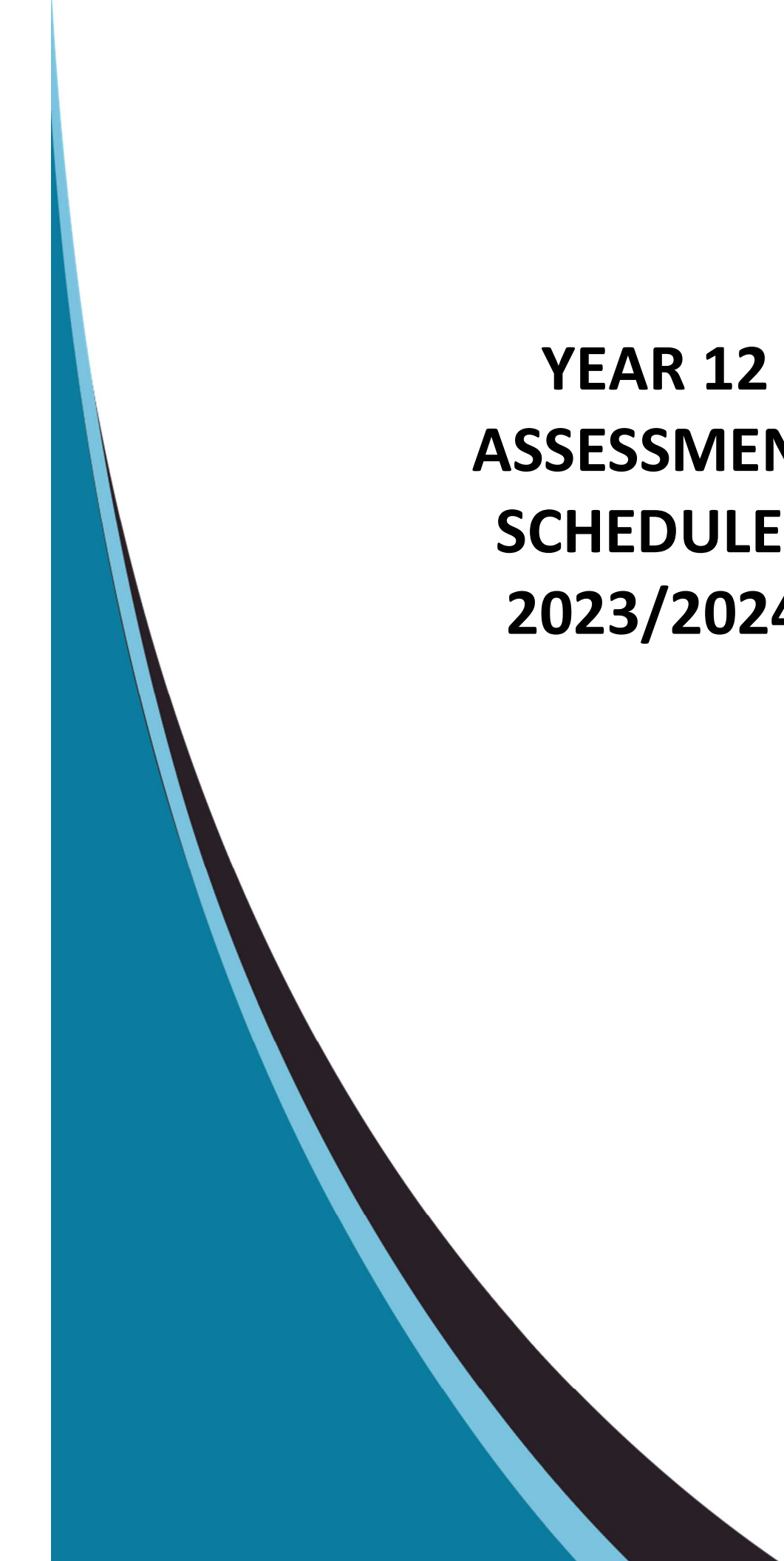
## SUMMARY OF HSC ASSESSMENT TASKS

This Summary of Year 12 Assessment Task is provided as a guide only, to assist students in organising their workload to meet their assessment commitments. Where discrepancies may occur, individual subject Year 12 Assessment Schedule sheets will take preference.

| Weeks                     | Term 4 |   |   |   |   |   |   |   |   |    |    | Term 1 |   |   |   |   |   |   |   |   |    |    | Term 2 |   |   |   |   |   |   |   |   |    | Term 3 |   |   |   |   |   |   |   |   |    |  |  |  |  |
|---------------------------|--------|---|---|---|---|---|---|---|---|----|----|--------|---|---|---|---|---|---|---|---|----|----|--------|---|---|---|---|---|---|---|---|----|--------|---|---|---|---|---|---|---|---|----|--|--|--|--|
|                           | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |  |  |  |
| Biology                   |        |   |   |   |   |   |   |   |   | ①  |    |        |   | ① |   |   |   |   |   |   |    |    |        |   |   |   | ① |   |   |   |   |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| Business Studies          |        |   |   |   |   |   | ① |   |   |    |    |        |   |   |   |   |   |   |   |   | ①  |    |        |   |   |   |   |   |   |   | ① |    |        |   |   |   | ■ | ■ |   |   |   |    |  |  |  |  |
| CAFS                      |        |   |   |   |   |   |   |   | ① |    |    |        |   |   |   |   |   | ① |   |   |    |    |        |   |   |   |   |   |   | ① |   |    |        |   |   |   | ■ | ■ |   |   |   |    |  |  |  |  |
| Chemistry                 |        |   |   |   |   |   |   |   | ④ |    |    |        |   |   |   |   |   |   | ④ |   |    |    |        |   |   |   |   |   |   |   | ④ |    |        |   |   |   | ■ | ■ |   |   |   |    |  |  |  |  |
| Construction              |        |   |   |   |   |   |   |   |   |    |    |        |   |   |   |   |   |   |   |   |    |    |        |   |   |   |   |   |   |   |   |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| English Advanced          |        |   |   |   |   |   |   |   |   | ③  |    |        |   |   |   |   |   |   | ③ |   |    |    |        |   | ③ |   |   |   |   |   |   |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| English Standard          |        |   |   |   |   |   |   |   |   | ③  |    |        |   |   |   |   |   |   | ③ |   |    |    |        |   | ③ |   |   |   |   |   |   |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| English Studies           |        |   |   |   |   |   |   |   |   | ③  |    |        |   |   |   |   |   |   | ③ |   |    |    |        |   |   |   |   |   |   | ③ |   |    |        |   |   |   |   | ③ |   |   |   |    |  |  |  |  |
| Exploring Early Childhood |        |   |   |   |   |   | ⑥ |   |   |    |    |        |   |   |   |   |   | ⑥ |   |   |    |    |        |   |   |   |   |   | ⑥ |   |   |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| Geography                 |        |   |   |   |   |   | ⑥ |   |   |    |    |        |   |   |   |   |   |   | ⑥ |   |    |    |        |   |   |   |   |   | ⑥ |   |   |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| Hospitality               |        |   |   |   |   |   |   |   |   |    |    |        |   |   |   |   |   |   |   |   |    |    |        |   |   |   |   |   |   |   |   |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| Industrial Technology     |        |   |   |   |   |   |   |   | ⑤ |    |    |        |   |   |   |   |   |   |   |   |    |    |        |   |   |   | ⑤ |   |   |   | ⑤ |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| Legal Studies             |        |   |   |   |   |   | ④ |   |   |    |    |        |   |   |   |   |   |   |   | ④ |    |    |        |   |   |   |   |   |   | ④ |   |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| Mathematics Advanced      |        |   |   |   |   |   | ② |   |   |    |    |        |   |   |   |   |   |   | ② |   |    |    |        |   |   |   |   |   | ② |   |   |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| Mathematics Standard 1    |        |   |   |   |   |   |   |   | ② |    |    |        |   |   |   |   | ② |   |   |   |    |    |        |   |   |   |   |   | ② |   |   |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| Mathematics Standard 2    |        |   |   |   |   |   |   |   | ② |    |    |        |   |   |   |   | ② |   |   |   |    |    |        |   |   |   |   |   | ② |   |   |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| Mathematics Extension 1   |        |   |   |   |   |   |   |   |   | ⑦  |    |        |   |   |   |   |   |   |   |   | ⑦  |    |        |   |   |   |   |   |   |   | ⑦ |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| Mathematics Extension 2   |        |   |   |   |   |   |   |   | ⑦ |    |    |        |   |   |   |   |   |   |   |   | ⑦  |    |        |   |   |   |   |   | ⑦ |   |   |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| Modern History            |        |   |   |   |   |   | ⑤ |   |   |    |    |        |   |   |   |   |   |   | ⑤ |   |    |    |        |   |   |   |   |   |   | ⑤ |   |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| Music 1                   |        |   |   |   |   |   | ⑥ |   |   |    |    |        |   |   |   |   |   |   | ⑥ |   |    |    |        |   |   |   |   |   | ⑥ |   |   |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| PD/H/PE                   |        |   |   |   |   |   | ⑤ |   |   |    |    |        |   |   |   |   |   |   | ⑤ |   |    |    |        |   |   |   |   |   |   | ⑤ |   |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| Physics                   |        |   |   |   |   |   |   |   |   | ⑥  |    |        |   |   |   |   |   |   | ⑥ |   |    |    |        |   |   |   |   |   | ⑥ |   |   |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| Society & Culture         |        |   |   |   |   |   |   |   |   |    |    |        | ⑤ |   |   |   |   |   |   | ⑤ |    |    |        |   |   |   |   |   | ⑤ |   |   |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| SLR 1                     |        |   |   |   |   |   |   |   | ④ |    |    |        |   |   |   |   |   |   |   |   | ④  |    |        |   |   |   |   |   |   | ④ |   |    |        |   |   |   |   |   | ④ |   |   |    |  |  |  |  |
| SLR 2                     |        |   |   |   |   |   |   |   | ⑤ |    |    |        |   |   |   |   |   |   |   |   | ⑤  |    |        |   |   |   |   |   |   | ⑤ |   |    |        |   |   |   |   |   | ⑤ |   |   |    |  |  |  |  |
| Textiles                  |        |   |   | ⑥ |   |   |   |   |   |    |    |        |   |   |   |   |   |   |   |   | ⑥  |    |        |   |   |   |   |   | ⑥ |   |   |    |        |   |   | ■ | ■ |   |   |   |   |    |  |  |  |  |
| Visual Arts               |        |   |   |   |   |   |   |   |   |    |    |        |   | ① |   |   |   |   |   |   |    |    |        |   |   |   |   |   | ① |   |   |    |        |   |   | ■ | ■ | ① |   |   |   |    |  |  |  |  |
| Work Studies              |        |   |   |   |   |   |   |   |   |    |    |        |   |   |   | ⑦ |   |   |   |   |    |    |        |   |   |   |   |   |   |   | ⑦ |    |        |   |   |   |   |   | ⑦ |   |   |    |  |  |  |  |
| TOTAL ASSESSMENTS X LINE  |        |   |   | 1 |   |   | 1 | 4 | 5 | 4  |    |        |   | 2 | 1 | 1 | 2 | 3 | 4 | 3 | 5  |    |        |   |   |   | 3 | 2 | 3 | 3 | 5 | 4  |        |   |   |   |   | 1 | 2 | 1 |   |    |  |  |  |  |

\*Due to the nature of Vocational Education and Training and competency-based assessment only the trial exam period are displayed for these courses.





**YEAR 12  
ASSESSMENT  
SCHEDULES  
2023/2024**



**Biology**

| <b>Task number</b>               | <b>Task 1</b>              | <b>Task 2</b>                   | <b>Task 3</b>  | <b>Task 4</b>             |                    |
|----------------------------------|----------------------------|---------------------------------|--|---------------------------|--------------------|
| <b>Nature of task</b>            | <b>Topic Test</b>          | <b>First Hand Investigation</b> | <b>Depth Study</b>                                     | <b>Yearly Examination</b> |                    |
| Timing                           | Term 4, Week 10 2023       | Term 1, Week 3 2024             | Term 2, Week 5 2024                                    | Term 3, Weeks 2-3 2024    |                    |
| Outcomes assessed                | BIO12-6, BIO12-7, BIO12-14 | BIO12-1 to BIO12-7              | BIO12-1, BIO12-3, BIO12-6, BIO12-7, BIO12-12, BIO12-13 | BIO12-1 to BIO12-15       |                    |
| <b>Components</b>                |                            |                                 |  |                           | <b>Weighting %</b> |
| Skills in Working Scientifically | 5                          | 25                              | 20   | 10                        | <b>60</b>          |
| Knowledge and Understanding      | 5                          | 5                               | 10   | 20                        | <b>40</b>          |
| <b>Total %</b>                   | <b>10</b>                  | <b>30</b>                       | <b>30</b>  | <b>30</b>                 | <b>100</b>         |



## **Biology – 2 Units**

### **HSC Course Outcomes**

A student:

- BIO12-1** develops and evaluates questions and hypotheses for scientific investigation
- BIO12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- BIO12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO12-5** analyses and evaluates primary and secondary data and information
- BIO12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO12-7** 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 cause, transmission, management and the organism's response, including the human immune system
- BIO12-15** explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease



**Business Studies**

| Task number  | Task 1                             | Task 2                             | Task 3                              | Task 4                                  |                    |
|--|------------------------------------|------------------------------------|-------------------------------------|---|--------------------|
| Nature of task   | <b>Operations Report</b>           | <b>Marketing Research Task</b>     | <b>Finance Topic Test</b>           | <b>Trial Examination</b>                |                    |
| Timing   | Term 4, Week 7                     | Term 1, Week 10                    | Term 2, Week 8                      | Term 3, Week 2/3                        |                    |
| Outcomes assessed  | H1, H2, H3, H4, H5, H6, H7, H8, H9 | H1, H2, H3, H4, H5, H6, H7, H8, H9 | H2, H3, H4, H5, H6, H7, H8, H9, H10 | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 |                    |
| <b>Components</b>  |                                    |                                    |                                     |   | <b>Weighting %</b> |
| Knowledge and understanding  | 5                                  | 5                                  | 15                                  | 15                                      | <b>40</b>          |
| Stimulus based skills  | 10                                 |                                    |                                     | 10                                      | <b>20</b>          |
| Inquiry and research   |                                    | 15                                 | 5                                   |   | <b>20</b>          |
| Communication of business information, ideas and issues in appropriate forms | 5                                  | 5                                  | 5                                   | 5                                       | <b>20</b>          |
| <b>Total %</b>   | <b>20</b>                          | <b>25</b>                          | <b>25</b>                           | <b>30</b>                               | <b>100</b>         |



## **Business Studies – 2 Units**

### **HSC Course Outcomes**

A student:

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



**Community and Family Studies**

| <b>Task number</b>   | <b>Task 1</b>   | <b>Task 2</b>                                 | <b>Task 3</b>                                    | <b>Task 4</b>  |                    |
|--|---|---|--|--|--------------------|
| <b>Nature of task</b>  | <b>Core 1 – Research Methodology Independent Research Project</b> | <b>Core 2 Groups in Context In class Task</b> | <b>Core 3 Parenting and Caring Research Task</b> | <b>Trial HSC Examination</b>   |                    |
| <b>Timing</b>  | Term 4, Week 9  | Term 1, Week 7                                | Term 2, Week 7                                   | Term 3, Weeks 2-3  |                    |
| <b>Outcomes assessed</b>   | H4.1, H4.2  | H2.2, H3.3, H4.2, H5.1, H6.2                  | H2.2, H2.3, H3.4, H5.2                           | H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2 |                    |
| <b>Components</b>  |   |   |  |  | <b>Weighting %</b> |
| Knowledge and understanding of course content                                  | 5   | 10  | 10   | 15   | <b>40</b>          |
| Skills in critical thinking, research methodology, analysing and communicating | 15  | 15  | 15   | 15   | <b>60</b>          |
| <b>Total%</b>  | <b>20</b>   | <b>25</b>                                     | <b>25</b>  | <b>30</b>  | <b>100</b>         |



## **Community and Family Studies – 2 Units**

### **HSC Course Outcomes**

A student:

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



### Chemistry

| Task number                      | Task 1                       | Task 2                       | Task 3                                | Task 4                                 |             |
|----------------------------------|------------------------------|------------------------------|---------------------------------------|--|-------------|
| Nature of task                   | Topic Test                   | Practical Task               | Depth Study                           | Trial Examination                      |             |
| Timing                           | Term 4, Week 9               | Term 1, Week 8               | Term 2, Week 8                        | Term 3, Weeks 2-3                      |             |
| Outcomes assessed                | CH12-4 to CH12-7,<br>CH12-12 | CH12-2 to CH12-7,<br>CH12-13 | CH12-1 to CH12-7,<br>CH12-14, CH12-15 | CH12-1 to CH12-7<br>CH12-12 to CH12-15 |             |
| Components                       |                              |                              |                                       |  | Weighting % |
| Skills in Working Scientifically | 5                            | 25                           | 20                                    | 10                                     | 60          |
| Knowledge and Understanding      | 5                            | 5                            | 10                                    | 20                                     | 40          |
| <b>Total %</b>                   | <b>10</b>                    | <b>30</b>                    | <b>30</b>                             | <b>30</b>                              | <b>100</b>  |





## **Chemistry – 2 Units**

### **HSC Course Outcomes**

A student:

**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



**Construction**

| <b>Assessment Events</b>  |   | <b>Task 5</b> | <b>Task 6</b> | <b>Task 7</b> | <b>Trial Exam*</b> |
|---|---|---------------|---------------|---------------|--------------------|
| Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3)<br>Cohort 2023-2024 - 26211 -2 Units x 2 Years - RTO DEC 90162<br>Training Package CPC Construction, Plumbing and Services Training Package (version 8.0) |   | <b>Week</b>   | <b>Week</b>   | <b>Week</b>   | <b>Week 2/3</b>    |
|   |   | <b>Term 4</b> | <b>Term 2</b> | <b>Term 3</b> | <b>Term 3</b>      |
| <b>Code</b>   | <b>Unit of Competency</b>   |               |               |               |                    |
| CPCCB2001<br>CPCCB2002  | Handle and prepare bricklaying and blocklaying materials<br>Use bricklaying and blocklaying tools and equipment | X             |               |               |                    |
| CPCCF2002<br>CPCCF2013  | Use wall and floor tiling tools and equipment<br>Undertake basic installation of wall tiles                     | X             |               |               |                    |
| CPCJN2001<br>CPCJN3004  | Assemble components<br>Manufacture and assemble joinery components  | X             |               |               |                    |
| CPCCA2002<br>CPCCM2005<br>CPCCA2011   | Use carpentry tools and equipment<br>Use construction tools and equipment<br>Handle carpentry materials         |               | X             |               |                    |
| CPCVE1011<br>CPCCOM1012   | Undertake a basic construction project<br>Work effectively and sustainably in the construction industry         |               |               | X             |                    |

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

**The exam event will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.



**English Advanced**

| <b>Task number</b>   | <b>Task 1</b>   | <b>Task 2</b>  | <b>Task 3</b>  | <b>Task 4</b>   |                    |
|--|---|--|--|---|--------------------|
| <b>Nature of tasks</b>   | <b>Texts and Human Experiences</b><br>Critical response with related material | <b>Module A</b><br>Critical response Textual Conversations | <b>Module C</b><br>Craft of Writing<br>Multimodal Task | <b>Trial HSC Examination</b><br>Paper 1 – 5%<br>Paper 2 – Mod A – 5%<br>Mod B – 20% |                    |
| Timing   | Term 4, Week 10   | Term 1, Week 7   | Term 2, Week 4   | Term 3, Weeks 2–3   |                    |
| Outcomes assessed  | EA12-1, EA12-6, EA12- 7   | EA12-1, EA12-5,<br>EA12-8                                  | EA12-2, EA12-3, EA12-9                                 | EA12-2, EA12-4, EA12-6, EA12-7  |                    |
| <b>Components</b>  |   |  |  |   | <b>Weighting %</b> |
| Knowledge and understanding of course content  | 15  | 10   | 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 %</b>   | <b>25</b>   | <b>20</b>  | <b>25</b>  | <b>30</b>   | <b>100</b>         |



## **English Advanced – 2 Units**

### **HSC Course Outcomes**

A student:

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

**Description:** 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



**English Standard**

| <b>Task number</b>   | <b>Task 1</b>  | <b>Task 2</b>   | <b>Task 3</b>  | <b>Task 4</b>  |                    |
|--|--|---|--|--|--------------------|
| <b>Nature of task</b>  | <b>Texts and Human Experiences<br/>Critical response with related material</b> | <b>Module A<br/>Language, Identity and Culture<br/>Written Response</b> | <b>Module C<br/>Craft of Writing<br/>Multimodal Presentation</b> | <b>Trial HSC Examination<br/>Paper 1 – 5%<br/>Paper 2 – Mod A – 5%<br/>Mod B – 20%</b> |                    |
| Timing   | Term 4, Week 10  | Term 1, Week 7  | Term 2, Week 4   | Term 3, Weeks 2–3  |                    |
| Outcomes assessed  | EN12-1, EN12-6, EN12-7   | EN12-1, EN12-5, EN12-8  | EN12-2, EN12-3, EN12-9   | EN12-2, EN12-4, EN12-6, EN12-7   |                    |
| <b>Components</b>  |  |   |  |  | <b>Weighting %</b> |
| Knowledge and understanding of course content  | 15   | 10  | 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%</b>  | <b>25</b>  | <b>20</b>   | <b>25</b>  | <b>30</b>  | <b>100</b>         |



## **English Standard – 2 Units**

### **HSC Course Outcomes**

A student:

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

**Description:** Through responding to and composing texts from Kindergarten to Year 12, students learn about the power, value and art of the English language for communication, knowledge, enjoyment and agency. They engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and literary heritage of Aboriginal and Torres Strait Islander Peoples. By composing and responding students develop an understanding of themselves and of diverse human experiences and cultures.



**English Studies**

| <b>Task number</b>  | <b>Task 1</b>  | <b>Task 2</b>                                     | <b>Task 3</b>                       | <b>Task 4</b>   |                    |
|---|--|---|-------------------------------------|---|--------------------|
| <b>Nature of task</b>   | <b>Text s and Human Experiences<br/>Written Response with<br/>Related Material</b> | <b>Digital Worlds<br/>Multimodal Presentation</b> | <b>Mi Tunes<br/>Feature Article</b> | <b>Who do I think I am?<br/>Collection of Classwork</b> |                    |
| Timing  | Term 4, Week 10  | Term 1, Week 7                                    | Term 2, Week 8                      | Term 3, Week 4  |                    |
| Outcomes assessed   | ES12-1, ES12-5, ES12-8   | ES12-3, ES12-6, ES12-7                            | ES12-4, ES12-6, ES12-9              | ES12-2, ES12-5, ES12-7, ES12-10                         |                    |
| <b>Components</b>   |  |   |                                     |   | <b>Weighting %</b> |
| Knowledge and understanding of course content   | 10   | 15  | 10                                  | 15  | <b>50</b>          |
| Skills in:<br>comprehending texts<br>communicating ideas<br>using language accurately,<br>appropriately and effectively | 10   | 10  | 15                                  | 15  | <b>50</b>          |
| <b>Total%</b>   | <b>20</b>  | <b>25</b>   | <b>25</b>                           | <b>30</b>   | <b>100</b>         |



## **English Studies – 2 Units**

### **HSC Course Outcomes**

A student:

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

**Description:** The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing. Students refine these expressive language skills, responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts.





**Exploring Early Childhood**

| <b>Task number</b>   | <b>Task 1</b>  | <b>Task 2</b>   | <b>Task 3</b>   | <b>Task 4</b>  |                    |
|--|--|---|---|--|--------------------|
| <b>Nature of task</b>  | <b>Starting School Task</b><br><br><b>Presentation</b> | <b>Behaviour Management</b><br><br><b>Scenarios-In class task</b> | <b>Children’s Health and Safety</b><br><br><b>Research Task</b> | <b>Final Examination</b><br><br><b>Formal written examination</b>                  |                    |
| <b>Timing</b>  | Term 4, Week 8   | Term 1, Week 7  | Term 2, Week 6  | Term 3, Weeks 2-3  |                    |
| <b>Outcomes assessed</b>   | 1.3, 2.2, 2.4, 6.1                                     | 1.3, 1.4, 3.1, 4.1, 4.3, 6.2                                      | 1.3,2.4, 2.5,6.1  | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 4.1, 4.2, 4.3, 5.1, 6.1,6.2 |                    |
| <b>Components</b>  |  |   |   |  | <b>Weighting %</b> |
| Knowledge and understanding of course content                      | 10   | 10  | 10  | 20   | <b>50</b>          |
| Skills in critical thinking, research, analysis and communicating. | 15   | 15  | 10  | 10   | <b>50</b>          |
| <b>Total%</b>  | <b>25</b>  | <b>25</b>   | <b>20</b>   | <b>30</b>  | <b>100</b>         |



## **Exploring Early Childhood – 2 Units**

### **HSC Course Outcomes**

A student:

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



**Geography**

| Task number  | Task 1   | Task 2   | Task 3  | Task 4  |             |
|--|--|--|---|---|-------------|
| Nature of task   | <b>Ecosystems at Risk<br/>Investigation and Report</b> | <b>People and Economic<br/>Activity<br/>Investigation and Report</b> | <b>Urban Places<br/>Topic and Skills Test</b> | <b>Trial HSC Examination</b>                      |             |
| Timing   | Term 4, Week 8   | Term 1, Week 9   | Term 2, Week 7                                | Term 3, Week 2/3                                  |             |
| Outcomes assessed  | H1, H2, H5, H6, H8, H9,<br>H10, H11, H12, H13          | H1, H5, H6, H8, H9, H10,<br>H12, H13                                 | H1, H3, H5, H6, H8, H9,<br>H10, H11, H12, H13 | H1, H2, H3, H4, H5, H6, H7,<br>H10, H11, H12, H13 |             |
| Components   |  |  |   |   | Weighting % |
| Knowledge and understanding of course content                                  | 5  | 5  | 10  | 20  | <b>40</b>   |
| Geographical tools and skills  | 5  | 5  | 5   | 5   | <b>20</b>   |
| Geographical inquiry and research, including fieldwork                         | 10   | 10   |   |   | <b>20</b>   |
| Communication of geographical information, ideas & issues in appropriate forms | 5  | 5  | 5   | 5   | <b>20</b>   |
| <b>Total %</b>   | <b>25</b>  | <b>25</b>  | <b>20</b>                                     | <b>30</b>   | <b>100</b>  |



## **Geography – 2 Units**

### **HSC Course Outcomes**

A student:

- H1.** explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
- H2.** explains the factors which place ecosystems at risk and the reasons for their protection
- H3.** analyses contemporary urban dynamics and applies them in specific contexts
- H4.** analyses the changing spatial and ecological dimensions of an economic activity
- H5.** evaluates environmental management strategies in terms of ecological sustainability
- H6.** evaluates the impacts of, and responses of people to, environmental change
- H7.** justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8.** plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9.** evaluates geographical information and sources for usefulness, validity and reliability
- H10.** applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11.** applies mathematical ideas and techniques to analyse geographical data
- H12.** explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13.** communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms



### Hospitality

| <b>Assessment Events</b>  |  | <b>Task 2</b>  | <b>Task 3</b>  | <b>Task 4</b>  | <b>Trial Exam**</b>   |
|---|--|----------------|----------------|----------------|-----------------------|
| Qualification: SIT20322 Certificate II in Hospitality<br>Cohort 2023-2024 – RTO DEC 90162 – 2 units x 2 years<br>Training Package SIT Tourism, Travel, and Hospitality (version 2.1)<br>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. |  | Week<br>Term 4 | Week<br>Term 1 | Week<br>Term 2 | Week<br>2/3<br>Term 3 |
| <b>Code</b>   | <b>Unit of Competency</b>                              |                |                |                |                       |
| SITHIND006  | Source and use information on the hospitality industry | x              |                |                |                       |
| SITHFAB024  | Prepare and serve non-alcoholic beverages              |                | x              |                |                       |
| SITHFAB025  | Prepare and serve espresso coffee                      |                | x              |                |                       |
| SITHFAB027  | Serve food and beverages                               |                | x              |                |                       |
| BSBTWK201   | Work effectively with others                           |                |                | x              |                       |
| SITHIND007  | Use hospitality skills effectively                     |                |                | x              |                       |

Depending on the achievement of units of competency, the possible qualification outcome is SIT20322 Certificate II in Hospitality

**The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

**\*Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.



**Industrial Technology - Timber**

| <b>Task number</b>  | <b>Task 1</b>                              | <b>Task 2</b>           | <b>Task 3</b>                                    | <b>Task 4</b>                                  |                    |
|---|--|-------------------------|--|--|--------------------|
| <b>Nature of task</b>   | <b>Designing and Planning Presentation</b> | <b>Product Analysis</b> | <b>Project Development and Management Report</b> | <b>Trial HSC Examination</b>                   |                    |
| Timing  | Term 4, Week 9                             | Term 2, Week 5          | Term 2, Week 9                                   | Term 3, Weeks 2/3                              |                    |
| Outcomes assessed   | H3.1, H3.2, H3.3, H5.1                     | H3.2, H4.3, H5.2, H6.1  | H2.1, H3.3, H4.1, H5.1, H5.2, H6.2               | H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2 |                    |
| <b>Components</b>   |  |                         |  |  | <b>Weighting %</b> |
| Knowledge and understanding of course content   | 5  | 5                       | 10   | 20   | <b>40</b>          |
| Knowledge and skills in the design, management, communication and production of a major project | 15   | 15                      | 20   | 10   | <b>60</b>          |
| <b>Total %</b>  | <b>20</b>                                  | <b>20</b>               | <b>30</b>  | <b>30</b>                                      | <b>100</b>         |



## **Industrial Technology Timber – 2 Units**

### **HSC Course Outcomes**

A student:

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



**Legal Studies**

| <b>Task number</b>  | <b>Task 1</b>                                    | <b>Task 2</b>   | <b>Task 3</b>                           | <b>Task 4</b>                       |                    |
|---|--|---|---|-------------------------------------|--------------------|
| <b>Nature of task</b>   | <b>HSC Core Topic: Human Rights Presentation</b> | <b>HSC Core Topic: Crime Case Study &amp; Examination</b> | <b>OPTION: Family Law Essay</b>         | <b>Trial HSC Examination</b>        |                    |
| <b>Timing</b>   | Term 4, Week 8                                   | Term 1, Week 9  | Term 2, Week 8                          | Term 3, Week 2/3                    |                    |
| <b>Outcomes assessed</b>  | H1, H2, H3, H4, H6, H8, H9                       | H1, H4, H5, H6, H7, H8, H9                                | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 | H1, H2, H3, H4, H5, H6, H7, H8, H10 |                    |
| <b>Components</b>   |  |   |   |                                     | <b>Weighting %</b> |
| Knowledge and understanding of course content                             | 10   | 5   | 10                                      | 15                                  | <b>40</b>          |
| Analysis and evaluation   |  | 5   | 5                                       | 10                                  | <b>20</b>          |
| Inquiry and research  | 5  | 10  | 5                                       |                                     | <b>20</b>          |
| Communication of legal information, ideas and issues in appropriate forms | 5  | 5   | 5                                       | 5                                   | <b>20</b>          |
| <b>Total %</b>  | <b>20</b>  | <b>25</b>   | <b>25</b>                               | <b>30</b>                           | <b>100</b>         |





## **Legal Studies – 2 Units**

### **HSC Course Outcomes**

#### **A student:**

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



**Mathematics Advanced**

| <b>Task number</b>                           | <b>Task 1</b>  | <b>Task 2</b>  | <b>Task 3</b>  | <b>Task 4</b>     |                    |
|--|----------------|----------------|----------------|-------------------|--------------------|
| Nature of task                               | Topic Test     | Research Task  | Topic Test     | Trial Examination |                    |
| Timing                                       | Term 4, Week 8 | Term 1, Week 8 | Term 2, Week 7 | Term 3, Week 2/3  |                    |
| Outcomes assessed                            | MA12-1,3,6,10  | MA12-7,9,10    | MA12-5,7,8,10  | MA12-1 to 10      |                    |
| <b>Components</b>                            |                |                |                |                   | <b>Weighting %</b> |
| Understanding fluency and communication      | 10%            | 10%            | 15%            | 15%               | <b>50%</b>         |
| Problem-solving, reasoning and justification | 10%            | 10%            | 15%            | 15%               | <b>50%</b>         |
| <b>Total %</b>                               | <b>20%</b>     | <b>20%</b>     | <b>30%</b>     | <b>30%</b>        | <b>100%</b>        |



## **Mathematics Advanced – 2 Units**

### **HSC Course Outcomes**

A student:

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



**Mathematics Standard 1**

| <b>Task number</b>                           | <b>Task 1</b>  | <b>Task 2</b>  | <b>Task 3</b>  | <b>Task 4</b>     |                    |
|--|----------------|----------------|----------------|-------------------|--------------------|
| Nature of task                               | Topic Test     | Research Task  | Topic Test     | Trial Examination |                    |
| Timing                                       | Term 4, Week 9 | Term 1, Week 6 | Term 2, Week 7 | Term 3, Week 2/3  |                    |
| Outcomes assessed                            | MS1-12-3,7,10  | MS1-12-8,9,10  | MS1-12-1,3,10  | MS1-12-1 to 10    |                    |
| <b>Components</b>                            |                |                |                |                   | <b>Weighting %</b> |
| Understanding fluency and communication      | 10%            | 10%            | 15%            | 15%               | <b>50%</b>         |
| Problem solving, reasoning and justification | 10%            | 10%            | 15%            | 15%               | <b>50%</b>         |
| <b>Total %</b>                               | <b>20%</b>     | <b>20%</b>     | <b>30%</b>     | <b>30%</b>        | <b>100%</b>        |



## **Mathematics Standard 1 – 2 Units**

### **HSC Course Outcomes**

A student:

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



**Mathematics Standard 2**

| <b>Task number</b>                           | <b>Task 1</b>     | <b>Task 2</b>                          | <b>Task 3</b>     | <b>Task 4</b>            |                    |
|--|-------------------|--|-------------------|--------------------------|--------------------|
| <b>Nature of task</b>                        | <b>Topic Test</b> | <b>Research Task and in Class Task</b> | <b>Topic Test</b> | <b>Trial Examination</b> |                    |
| Timing                                       | Term 4, Week 9    | Term 1, Week 6                         | Term 2, Week 7    | Term 3, Week 2/3         |                    |
| Outcomes assessed                            | MS2-12-2,3,10     | MS2-12 -,8,9,10                        | MS2-12-3,4,7,10   | MS2-12-1 to 10           |                    |
| <b>Components</b>                            |                   |  |                   |                          | <b>Weighting %</b> |
| Understanding fluency and communication      | 10%               | 10%                                    | 15%               | 15%                      | <b>50%</b>         |
| Problem solving, reasoning and justification | 10%               | 10%                                    | 15%               | 15%                      | <b>50%</b>         |
| <b>Total %</b>                               | <b>20%</b>        | <b>20%</b>                             | <b>30%</b>        | <b>30%</b>               | <b>100%</b>        |



## **Mathematics Standard 2 – 2 Units**

### **HSC Course Outcomes**

A student:

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



**Mathematics Extension 1**

| <b>Task number</b>                           | <b>Task 1</b>        | <b>Task 2</b>     | <b>Task 3</b>     | <b>Task 4</b>            |                    |
|--|----------------------|-------------------|-------------------|--------------------------|--------------------|
| <b>Nature of task</b>                        | <b>Research Task</b> | <b>Topic Test</b> | <b>Topic Test</b> | <b>Trial Examination</b> |                    |
| Timing                                       | Term 4, Week 10      | Term 1, Week 10   | Term 2, Week 9    | Term 3, Weeks 2/3        |                    |
| Outcomes assessed                            | ME12-2,6,7           | ME12-2,5,7        | ME12-1,3,7        | ME12-1 to 7              |                    |
| <b>Components</b>                            |                      |                   |                   |                          | <b>Weighting %</b> |
| Understanding fluency and communication      | 10%                  | 12.5%             | 12.5%             | 15%                      | <b>50%</b>         |
| Problem-solving, reasoning and justification | 10%                  | 12.5%             | 12.5%             | 15%                      | <b>50%</b>         |
| <b>Total %</b>                               | <b>20%</b>           | <b>25%</b>        | <b>25%</b>        | <b>30%</b>               | <b>100%</b>        |





### **Mathematics Extension 1– 1 Unit**

#### **HSC Course Outcomes**

A student:

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



**Mathematics Extension 2**

| <b>Task number</b>                           | <b>Task 1</b>  | <b>Task 2</b>  | <b>Task 3</b>   | <b>Task 4</b>     |                    |
|--|----------------|----------------|-----------------|-------------------|--------------------|
| Nature of task                               | Topic Task     | Research Task  | Topic Test      | Trial Examination |                    |
| Timing                                       | Term 4, Week 9 | Term 1, Week 9 | Term 2, Week 6  | Term 3, Weeks 2/3 |                    |
| Outcomes assessed                            | MEX12-1,4,7,8  | MEX12-1,4,7,8  | MEX12-1,2,3,7,8 | MEX12-1 to 8      |                    |
| <b>Components</b>                            |                |                |                 |                   | <b>Weighting %</b> |
| Understanding fluency and communication      | 10%            | 12%            | 13%             | 15%               | <b>50%</b>         |
| Problem-solving, reasoning and justification | 10%            | 13%            | 12%             | 15%               | <b>50%</b>         |
| <b>Total %</b>                               | <b>20%</b>     | <b>25%</b>     | <b>25%</b>      | <b>30%</b>        | <b>100%</b>        |



## **Mathematics Extension 2– 1 Unit**

### **HSC Course Outcomes**

A student:

- MEX 12-1** understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
- MEX 12-2** chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
- MEX 12-3** uses vectors to model and solve problems in two and three dimensions
- MEX 12-4** uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
- MEX 12-5** applies techniques of integration to structured and unstructured problems
- MEX 12-6** uses mechanics to model and solve practical problems
- MEX 12-7** 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



**Modern History**

| <b>Task number</b>  | <b>Task 1</b>   | <b>Task 2</b>                                  | <b>Task 3</b>   | <b>Task 4</b>  |                    |
|---|---|--|---|--|--------------------|
| <b>Nature of task</b>   | <b>Change in the Modern World<br/>Research and Written Response</b> | <b>Core Study<br/>Source Analysis</b>          | <b>National Study<br/>Research and Written Response</b> | <b>Trial HSC Examination<br/>All topics</b>                    |                    |
| Timing  | Term 4, Week 8  | Term 1, Week 8                                 | Term 2, Week 7  | Term 3, Week 2/3   |                    |
| Outcomes assessed   | MH12-1, MH12-2, MH12-3, MH12-4, MH12-8, MH12-9                      | MH12-1, MH12-2, MH12-5, MH12-6, MH12-7, MH12-9 | MH12-1, MH12-3, MH12-5, MH12-8, MH12-9                  | MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9 |                    |
| <b>Components</b>   |   |  |   |  | <b>Weighting %</b> |
| Knowledge and understanding of course content                                   | 5   | 10   | 5   | 20   | <b>40</b>          |
| Historical skills in the analysis and evaluation of sources and interpretations | 5   | 5  |   | 10   | <b>20</b>          |
| Historical inquiry and research   | 5   | 5  | 10  |  | <b>20</b>          |
| Communication of historical understanding in appropriate forms                  | 5   | 5  | 10  |  | <b>20</b>          |
| <b>Total %</b>  | <b>20</b>   | <b>25</b>                                      | <b>25</b>   | <b>30</b>  | <b>100</b>         |



## **Modern History – 2 Units**

### **HSC Course Outcomes**

A student:

- 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



**Music 1**

| <b>Task number</b>    | <b>Task 1</b>   | <b>Task 2</b>  | <b>Task 3</b>  | <b>Task 4</b>   |                    |
|-----------------------|---|--|--|---|--------------------|
| <b>Nature of task</b> | <b>Topic 1<br/>Core Performance and<br/>Viva Voce</b> | <b>Topic 1/ 2<br/>Composition &amp; Elective 1:<br/>Performance or Musicology<br/>Viva Voce or Composition<br/>Portfolio</b> | <b>Topic 3<br/>Aural Skills<br/>Exam Style HSC paper on<br/>prepared and unprepared<br/>examples</b> | <b>Trial HSC Examination<br/>Electives Options for Topics<br/>2 + 3</b> |                    |
| Timing                | Term 4, Week 8  | Term 1, Week 9   | Term 2, Week 7   | Term 3, Week 2-3  |                    |
| Outcomes assessed     | H1, H2, H4, H5, H6, H7<br>(H9-11)                     | H1-11, Dependent upon<br>elective chosen   | H4, H6, H7, H8   | H1-11, Dependent upon<br>electives chosen                               |                    |
| <b>Components</b>     |   |  |  |   | <b>Weighting %</b> |
| Performance           | 10  |  |  |   | <b>10</b>          |
| Musicology            | 10  |  |  |   | <b>10</b>          |
| Composition           |   | 10   |  |   | <b>10</b>          |
| Aural                 |   |  | 25   |   | <b>25</b>          |
| Electives             |   | 15   |  | 30  | <b>45</b>          |
| <b>Total %</b>        | <b>20</b>   | <b>25</b>  | <b>25</b>  | <b>30</b>   | <b>100</b>         |



## **Music 1 – 2 Units**

### **HSC Course Outcomes**

A student:

- H1.** performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2.** reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3.** improvises and composes music using 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
- H9.** performs as a means of self-expression and communication
- H10.** demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11.** demonstrates a willingness to accept and use constructive criticism



**Personal Development Health and Physical Education**

| <b>Task number</b>   | <b>Task 1</b>                          | <b>Task 2</b>   | <b>Task 3</b>   | <b>Task 4</b>  |                    |
|--|--|---|---|--|--------------------|
| Nature of task   | Sports Med<br>In class assessment task | Core 1 – Health Priorities<br>in Australia<br>Research task | Core 2 – Factors Affecting<br>Performance<br>Extended response<br>questions | Trial HSC<br>Examination<br>Formal written<br>examination                  |                    |
| Timing   | Term 4, Week 8                         | Term 1, Week 9  | Term 2, Week 8  | Term 3, Weeks 2-3  |                    |
| Outcomes assessed  | H8, H13, H16, H17                      | H1, H2, H3, H4, H5, H14,<br>H15                             | H7, H8, H9, H10, H11,<br>H16, H17   | H1, H2, H3, H4, H5,<br>H7, H8, H9, H10,<br>H11, H13, H14, H15,<br>H16, H17 |                    |
| <b>Components</b>  |  |   |   |  | <b>Weighting %</b> |
| Knowledge and understanding of course content                      | 10                                     | 10  | 10  | 20   | <b>50%</b>         |
| Skills in critical thinking, research, analysis and communicating. | 10                                     | 15  | 15  | 10   | <b>50%</b>         |
| <b>Total</b>   | <b>20</b>                              | <b>25</b>   | <b>25</b>   | <b>30</b>  | <b>100%</b>        |





## **Personal Development Health and Physical Education– 2 Units**

### **HSC Course Outcomes**

A student:

- H1** describes the nature and justifies the choice of Australia’s health priorities
- H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** analyses the determinants of health and health inequities
- H4** argues the case for 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
- H14** argues the benefits of health-promoting actions and choices that promote social justice
- H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16** devises methods of gathering, interpreting and communicating information about health and physical activity concepts.
- H17** selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation



**Physics**

| <b>Task number</b>               | <b>Task 1</b>                   | <b>Task 2</b>                              | <b>Task 3</b>                                | <b>Task 4</b>                    |                    |
|----------------------------------|---------------------------------|--|--|----------------------------------|--------------------|
| Nature of task                   | Depth Study<br>Electromagnetism | Practical Assessment<br>Advanced Mechanics | Research<br>The Nature of Light              | Trial HSC Examination            |                    |
| Timing                           | Term 4, Week 10                 | Term 1, Week 9                             | Term 2, Week 8                               | Term 3, Week 2-3                 |                    |
| Outcomes assessed                | PH12 – 1 to 7,<br>PH 2 - 13     | PH12 – 3 to PH12 – 5,<br>PH12 – 12         | PH12 – 3 to PH12 – 5,<br>PH12 – 7, PH12 - 14 | PH12 – 1 to 7<br>PH12 – 12 to 15 |                    |
| <b>Components</b>                |                                 |  |  |                                  | <b>Weighting %</b> |
| Skills in Working Scientifically | 20                              | 10   | 20   | 10                               | <b>60</b>          |
| Knowledge and Understanding      | 5                               | 10   | 5  | 20                               | <b>40</b>          |
| <b>Total %</b>                   | <b>25</b>                       | <b>20</b>                                  | <b>25</b>                                    | <b>30</b>                        | <b>100</b>         |



## **Physics – 2 Units**

### **HSC Course Outcomes**

A student:

- 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



**Society and Culture**

| Task number  | Task 1                                     | Task 2                          | Task 3  | Task 4                             |             |
|--|--|---------------------------------|---|------------------------------------|-------------|
| Nature of task   | Social Continuity and Change<br>Topic Test | PIP Process and Progress Report | Popular Culture<br>Content Analysis and Research Report | Trial HSC<br>Trial HSC Examination |             |
| Timing   | Term 1, Week 4                             | Term 1, Week 9                  | Term 2, Week 6  | Term 3, Week 2/3                   |             |
| Outcomes assessed  | H1, H3, H4, H5, H6, H10                    | H5, H6, H7, H8, H10             | H2, H3, H6, H9, H10                                     | H1, H3, H4, H5, H9                 |             |
| Components   |  |                                 |   |                                    | Weighting % |
| Knowledge and understanding of course content                            | 10   | 10                              | 10  | 20                                 | <b>50</b>   |
| Application and evaluation of social and cultural research methodologies | 10   | 10                              | 5   | 5                                  | <b>30</b>   |
| Communication of information, ideas and issues in appropriate forms      | 5  | 5                               | 5   | 5                                  | <b>20</b>   |
| <b>Total %</b>   | <b>25</b>                                  | <b>25</b>                       | <b>20</b>   | <b>30</b>                          | <b>100</b>  |

**NB: Personal Interest Project (PIP) = 40% of HSC external assessment.**



## **Society and Culture – 2 Units**

### **HSC Course Outcomes**

A student:

- 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



**Sports Lifestyle and Recreation (SLR)**

| <b>Task number</b>                                      | <b>Task 1</b>  | <b>Task 2</b>   | <b>Task 3</b>  | <b>Task 4</b>  |                     |
|---|--|---|--|--|---------------------|
| <b>Nature of Tasks</b>                                  | <b>Fitness Task<br/>Fitness testing<br/>&amp; analysis</b> | <b>Outdoor Recreation<br/>Theoretical<br/>understanding &amp;<br/>practical application</b> | <b>Healthy Lifestyle Task<br/>Nutrition research and<br/>meal design</b> | <b>Sports Admin / Games<br/>&amp; Sport<br/>Event planning</b> |                     |
| Timings   | Term 4, Week 9   | Term 1 , Week 10  | Term 2 , Week 8  | Term 3, Week 5   |                     |
| Outcomes Assessed                                       | 1.2, 2.2, 3.2, 3.3,<br>4.1, 2.1, 3.1                       | 1.4, 3.6, 4.2, 4.4  | 1.5, 2.3, 2.4, 3.5, 4.3  | 1.1, 1.6, 4.5  |                     |
| <b>Component</b>  |  |   |  |  | <b>Weightings %</b> |
| Knowledge and understanding outcomes and course content | 10   | 15  | 10   | 15   | 50                  |
| Skills outcomes and content                             | 15   | 10  | 15   | 10   | 50                  |
| Total %   | 25   | 25  | 25   | 25   | 100                 |



## **Sports Lifestyle and Recreation– 2 Units**

### **HSC Course Outcomes**

A student:

- 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 ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 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
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 4.1 plans strategies to achieve performance goals
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 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



**Textiles and Design**

| <b>Task number</b>   | <b>Task 1</b>                | <b>Task 2</b>            | <b>Task 3</b>                   | <b>Task 4</b>  |                   |
|--|------------------------------|--------------------------|---------------------------------|--|-------------------|
| Nature of task   | Research<br>Presentation MTP | Experimentation & Report | Managing MTP &<br>Diary         | Trial HSC Examination  |                   |
| Timing   | Term 4, Week 4               | Term 1, Week 10          | Term 2, Week 4                  | Term 3, Weeks 2-3  |                   |
| Outcomes assessed  | H1.1, H1.2, H2.1, H6.1       | H2.1, H3.1, H4.1, H4.2   | H1.1, H2.1, H2.2,<br>H2.3, H5.1 | H1.1, H1.2, H1.3, H2.1,<br>H3.1, H3.2, H4.1, H4.2,<br>H5.1, H5.2, H6.1 |                   |
| <b>Components</b>  |                              |                          |                                 |  | <b>Weightings</b> |
| Knowledge and understanding of textiles and the textiles industry  | 15                           | 10                       |                                 | 25   | <b>50</b>         |
| Skills in design, manipulation, experimentation, analysis, manufacture, and selection of textiles for specific end purposes using appropriate technologies | 10                           | 15                       | 25                              |  | <b>50</b>         |
| <b>Total %</b>   | <b>25</b>                    | <b>25</b>                | <b>25</b>                       | <b>25</b>  | <b>100</b>        |





## **Textiles and Design – 2 Units**

### **HSC Course 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 enduses
- 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



**Visual Arts**

| Task number                   | Task 1  | Task 2  | Task 3  | Task 4  |             |
|-------------------------------|---|---|---|---|-------------|
| Nature of task                | Body of Work Foundation with Critical and Historical Case Study and Essay<br>Artwork development and VAPD documenting process, experimentation and research.<br>Visual presentation of case study and in-class essay. | Body of Work Development with Critical and Historical Presentation<br>Submission of artworks in progress, VAPD with annotated evaluation of exploration of materials and ideas.<br>Presentation of case study research. | Trial HSC Examination<br><br>Art Criticism and Art History Written Examination. | Body of Work – Final Work Resolved submission supported by VAPD documenting process.<br>Curation of works for HSC submission. |             |
| Timing                        | Term 1, Week 3  | Term 2, Week 4  | Term 3, Week 2-3  | Term 3, Week 4  |             |
| Outcomes assessed             | H1,H2,H3,H4,H7,H8,H9,H10  | H1,H2,H3,H4,H5,H6,H7,H8,H9,H10  | H7, H8, H9, H10   | H1, H2, H3, H4, H5, H6  |             |
| Components                    |   |   |   |   | Weighting % |
| Artmaking                     | 10  | 10  |   | 30  | 50          |
| Art Criticism and Art History | 10  | 10  | 30  |   | 50          |
| <b>Total %</b>                | <b>20</b>   | <b>20</b>   | <b>30</b>   | <b>30</b>   | <b>100</b>  |



## **Visual Arts – 2 Units**

### **HSC Course Outcomes**

A student:

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



**Work Studies**

| Task number                 | Task 1   | Task 2  | Task 3  |             |
|-----------------------------|--|---|---|-------------|
| <b>Nature of task</b>       | <b>Work Life Scenarios and Report</b><br><b>Module: Managing Work Life Commitments</b> | <b>Portfolio Task</b><br><b>Module: Self Employment</b> | <b>Work Experience and Report</b><br><b>Module: Experiencing Work</b> |             |
| Timing                      | Term 1, Week 6   | Term 2, Week 9  | Term 3, Week 6  |             |
| Outcomes assessed           | 1, 2, 3, 4, 5, 6, 7, 8, 9  | 2, 3, 5, 6, 7, 8, 9                                     | 1, 2, 3, 4, 5, 6, 7, 8, 9   |             |
| Components                  |  |   |   | Weighting % |
| Knowledge and understanding | 10   | 10  | 10  | <b>30</b>   |
| Skills                      | 20   | 30  | 20  | <b>70</b>   |
| <b>Total %</b>              | <b>30</b>  | <b>40</b>   | <b>30</b>   | <b>100</b>  |



## **Work Studies – 2 Units**

### **HSC Course Outcomes**

A student:

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