



Irrawang High School

Year 12 HSC

Assessment Information Booklet

2023/2024

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Eligibility for the HSC

To be eligible for the award of the Higher School Certificate (HSC) students must:

- Have gained the Record of School Achievement (ROSA) or such other qualifications as the NSW Education Authority (NESA) considers satisfactory
- Have attended a government school, an accredited non-government school, a school outside of New South Wales recognised by NESA or a college of TAFE
- Have completed “[HSC: All My Own Work](#)” (or its equivalent)
- Have satisfactorily completed courses that comprise the pattern of study required by the BOSTES for the award of the HSC
- Sit for and make a serious attempt at the requisite HSC examinations

NESA may refuse to grant an HSC to a student whose attendance or application school has been of such an unsatisfactory character that the award of the certificate would not, in the opinion of the BOSTES, be justified.

Pattern of Study

To qualify for the HSC students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- At least six (6) units from Board Developed Courses
- At least two (2) units of a Board Developed Course in English
- At least three (3) courses of two units’ value or greater (either Board Developed or Board Endorsed courses)
- At least for (4) subjects

To satisfy pattern of study requirements for the HSC a student may count a maximum of six (6) Preliminary units and six (6) HSC units from courses in Science.

Pathways

A student may take up to 5 years to accumulate their 10 HSC units for the award of the HSC. The time begins from the year the student sits for their first HSC examination. Schools will need to ensure that the NESA requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.

Life Skills

It should be recognised that students following a life skills special program of study will be eligible for the award of the HSC. The completion of a transition planning process for each student is a condition of access to a special program of study involving Life Skills courses in Stage 6.

Vocational Education and Training

Students undertaking Vocational Education Training (VET) courses must meet their course requirements. Students taking VET courses may be deemed to have either completed or not yet completed course competencies.

As well as students taking VET Curriculum Frameworks courses may take the optional HSC examination in their course and have an HSC mark recorded on their credential. In some cases, this mark may be used in the calculation of an Australian Tertiary Admissions Rank.

If a student fails to undertake any mandatory work placement component of a VET course, it will be determined that the student has not met NESA mandatory work placement requirements. In this case the Principal will indicate that the course has not been satisfactorily completed and the student will be recommended for an 'N' Determination.

Responsibilities

Each student has the responsibility to:

- Understand the NESA course requirements and procedures for each course of study
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks

Schools have the responsibility to:

- Provide students with assessment programs conducted in a fair and reasonable manner
- Inform students of dates and requirements of assessment tasks
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspect of the syllabus under assessment
- Provide students with detailed feedback on their performance, in a timely manner

The Irrawang High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence

Students will be given detailed feedback about each assessment task. The type of feedback will be determined by the Head of Faculty but will include information about the extent to which a student has performed against the assessment outcomes.

Student Assessment

The HSC mark, the final mark a student is awarded for each subject studied for their HSC, is a 50:50 combination of a student's examination mark and school-based assessment mark for each course.

At the conclusion of each subjects HSC assessment program, Irrawang High School will submit a school-based assessment mark to NESA for each student. The mark will be based on a student's performance in the tasks in Irrawang High School's assessment program. The assessment mark submitted by Irrawang High School is adjusted (moderated) by NESA to produce the assessment mark that appears on individual student HSC results. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. Irrawang High Schools course assessment marks are adjusted based on the performance of the Irrawang High School students in the HSC examination. The rank order of students as submitted by the school is not changed.

The moderation of assessment marks by NESA is a statistical procedure that adjusts the assessment marks a school has awarded to its students for a course by using the examination marks awarded to those students. For each course, the procedure adjusts the mean of the school assessments to be equal to the mean of the examination marks obtained by the group. It also sets the top school assessment mark to be equal to the top examination mark and sets the bottom assessment mark to be equal to (or close to) the bottom examination mark. All other assessment marks are adjusted accordingly. In performing this adjustment, the general shape of the distribution of assessment marks submitted by a school is maintained. As a result, all assessment marks are converted into the same 'currency' as the examination mark. These school-based marks are not released as they still need to be put through a further adjustment.

The school-based assessment mark submitted to NESA will be based on the student's performance on each of the formal internal assessment tasks scheduled for completion during the course. Each course has internal assessment tasks with varied weightings according to the NESA requirements for the particular subject. Each assessment task will contribute towards the final school-based assessment mark, associated course rank and relative gap to the next student.

HSC assessment is designed to determine how well students have achieved the whole range of outcomes for any given course. This provides greater scope than is possible from a single examination. It allows for flexibility in the nature of the assessment task, and so tests a wider range of skills, such as oral, research and practical skills, than is possible from examinations alone. It gives students credit for what they have achieved throughout their courses in addition to their final examination.

The performance of HSC students in the final examination is judged against course standards. This allows consistent judgement to be made over a number of years about relative performance. Examinations are designed to spread student performance across the entirety of marks allocated to the examination.

Assessment Notification

Through this handbook, students are informed of:

- The components of each course as specified in the course requirements and their respective weightings
- The weightings of each task in relation to the total requirements for the course
- The nature of each assessment task e.g. formal examination, written task, oral task
- The school's policy regarding illness, misadventure and malpractice in assessment tasks
- The school's policy regarding late submission and non-completion of assessment tasks
- The students' entitlements to school reviews and subsequent appeals to NESA

As well as the Year 12 Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of two (2) weeks prior to the task due date (see page 8 for sample notification), that contains:

- The date and time the task is to be submitted
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task

- The marking criteria used for the task
- Administrative procedures for the collection of the task

If students are absent on the day an Assessment Task Notification Sheet is handed out, they are responsible for obtaining a copy of it. No extra time will be given to students for a task because they did not receive the task information sheet when it was handed out in class unless there are exceptional circumstances. Whilst every attempt is made to ensure that students complete such assessment tasks on time, the due date is not flexible under normal circumstances.

Students are required to sign an Assessment Task Register (see page 9 for a sample) to indicate:

- They have received the assessment task notification
- The date they received the assessment task notification
- An indication that the assessment task was submitted by the student
- The date the assessment task was submitted by the student
- An indication that the assessment task was returned to the student
- The date assessment task was returned to the student

Staff at Irrawang High School are responsible for developing separate course-based assessment strategies according to the specific syllabus requirements. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. Tasks may be theoretical or practical, short or long term and individually or group achieved.

Assessment Changes

From time to time and under special circumstances, details of an assessment task may need to be changed. These changes may relate to, but are not limited to:

- The date of the task
- The outcomes being assessed in the task
- The content and nature of the task
- The overall weighting of the task

Under these circumstances the Principal holds the authority to change an assessment task. When doing this the Principal will consider the circumstances of which an assessment may need to be changed and the overall impact the proposed changes has across assessment booklet. If an assessment task needs to be changed students will receive:

- A notification of these changes (at least two weeks prior to an assessment task due date)
- A revised assessment booklet
- A revised assessment notification

Assessment Notification Sample

ASSESSMENT TASK NOTIFICATION

COURSE	
TASK NUMBER	
TASK WEIGHT	%
DATE OF NOTIFICATION	
DUE DATE	

OUTCOMES ASSESSED

TASK DESCRIPTION

TASK INSTRUCTIONS

Teacher's Signature: _____

Head Teacher's Signature: _____

Assessment Task Register Sample

IRRAWANG HIGH ASSESSMENT TASK REGISTER

☐ Preliminary ☐ HSC

COURSE	
TASK NUMBER	
TASK WEIGHT	
DATE OF NOTIFICATION	
DUE DATE	

[illegible]

Submission / Completion of Tasks

NSW Education Standards Authority (NESA)

The NESA expects students to attempt all assessment tasks set. The NESA requires all students to follow an assessment program and have an assessment mark submitted for all non-VET courses in which they are enrolled.

Submission of tasks Irrawang High School

It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

Unless otherwise indicated on the Notice of Assessment (Notification), tasks will be accepted by the course teacher during the class period for that subject on the due date. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the administration of the course. Tasks submitted after the due date without a successful Student Misadventure/Appeal Form will receive an automatic zero mark. Tasks must never be left on a desk or table for collection by the teacher. Students must also sign the Assessment Task Notification Register to indicate the date the task was submitted.

Students must attend school for the full day on the day that an assessment task is due (if a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day, they must have a medical certificate or they will be deemed to have handed in the task late).

VET

VET courses are competency based. The Board and the Vocational Education and Training Accreditation Board (VETAB) require that for each student a competency-based approach to assessment be used and that a record be held, by the Registered Training Organisation (RTO), of the competencies achieved by students.

In a competency-based course, assessment of competencies is criterion referenced. Thus, a student's performance is judged against a prescribed standard, not against the performance of other students. The purpose of assessment is to judge competence based on performance. A student is judged as either competent or not yet competent. This judgement is made based on evidence, which may be in a variety of forms.

Task Non-Completion

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness or endorsed leave) the student will be issued with a zero mark. If tasks prepared at home are not submitted by the time stipulated on the due date, they will be regarded as late unless a Student Appeal Form is submitted. Late submission will result in a zero mark being awarded for the task.

As assessment tasks are a mandatory component of the HSC course, the student would be expected to make a serious attempt at the assessment tasks when submitting late or otherwise. The student would then receive feedback about their response. The student would still have a zero mark recorded against their performance for the task.

The school is not permitted to take into account nor compensate for difficulties in performing or completing assessment tasks even where the problems are caused by factors outside the student's control. Notwithstanding the above, each case will be considered on its merits. The decision is made

in one case, cannot be construed as a precedent for another. Failure of computers or USB's or problems in printing assessment materials will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, a warning letter will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The letter will also contain a rescheduled date for the submission of incomplete works.

The minimum requirement for completion of the HSC assessment program is that the student makes a genuine attempt at assessment tasks, which contribute to an excess of 50 percent of available marks in that course. Students who are absent without leave from an assessment task or who fail to complete a task by the due date because of absence are ineligible for the award of a mark for that task. Extensions may only be granted where there is a legitimate reason for the absence approved by the Deputy Principal or Principal. Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

In the case of Extension courses, students who fail to meet the assessment requirements for the corequisite two (2) unit course will not receive a result in either course.

Plagiarism

Plagiarism is the deliberate use of another person's ideas or work without attribution. Plagiarism is not merely the copying of sections of texts from the internet or other sources but can include summarising, modification or appropriation. Plagiarising negates the value of assessment for learning and undermines the purposes of school-based assessment.

A student found to have plagiarised may have a zero mark awarded for their assessment task score. An 'N' warning letter will be issued, and the 'N' warning process will be invoked.

Malpractice

Cheating, plagiarism or copying another student's work will be viewed seriously by the school. If malpractice is proven, then a zero result will be recorded for that assessment task and an official warning letter will be issued. Consideration may be given to further action. Malpractice includes but is not restricted to the following:

- Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
- Cheating in any form (including having someone such as a tutor complete a take home task)
- Plagiarism from the Internet, books or other sources, or from another person's work
- Providing false explanation of why work was not handed in by the due date
- Students who are at school but who are recorded as having an unjustified absence at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice

Students are expected to conform to the highest standard of academic integrity and ethical scholarship. If a student is deemed to be guilty of malpractice, a zero award may be given for the entire task. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks which are completed off-site and where malpractice is suspected. For this reason, students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition, they may be penalised.

In addition, if an assessment task reflects a non-serious or frivolous, attempt it may be award zero. If this were to occur a student would also receive an 'N' warning letter.

Finally, if it is found that an assessment task produces invalid or unreliable results then the results of that task may be made void and an alternative task may be administered. The school's protocols for the issuance of an assessment task will be invoked. As a general rule however, except in extra-ordinary circumstances, results of assessment tasks will not be discarded without close and careful consideration.

Misadventure / Appeals Process

Students absent (due to illness or school business) from school on the day an assessment task, test or examination is due to be completed must complete and submit a Student Misadventure / Appeal Form within two days after their return to school. The Student Misadventure / Appeal Form may be collected from the Deputy Principal and once completed with all signatures submitted to the Deputy Principal. When the students know ahead of time that they will be absent for an assessment task they should advise the course Head Teacher one week prior to the date to complete the task at an agreed time. The advice to the Head teacher should be made at least one week before the assessment is due.

If a student believes they have an acceptable reason for non-completion of an assessment task, involving illness or misadventure and supported by documentary evidence, an application must be made on the appropriate form. This must be handed to the appropriate Deputy Principal before the conclusion of the second day of the student's return to school. The task is to be completed on the first day back from absence by the student.

A Misadventure Panel comprising of a Deputy Principal and the Head Teacher of the subject concerned will be convened and a decision made. The Principal reserves the right to have final judgement on any decision relating to appeals. The decision will be conveyed to the student and to the caregivers of the student. The decision of the panel may be to decline the appeal application, in which case the student would receive a zero mark and be issued with an 'N' Warning letter.

In relation to the Student Misadventure / Appeal Form, the decision of the appeals panel can be determined as follows:

- Complete an alternate task prior to the set date
- Extension without penalty
- Provide an estimate based on evidence (evidence can be completion of original task)
- Reason unacceptable, mark confirmed of a zero or otherwise

"Technological" breakdown (e.g. computer or printer problems) will NOT be accepted as reasons for an appeal. Students are advised to save as they develop their task, to print draft copies and hand in either a storage device or draft copy until the final copy can be handed in. Students may also have the option to email their task, if agreed to by the class teacher in consultation with the Head Teacher).

Note:

- All forms must be completed in blue or black pen
- Forms must be completed nearly providing sufficient information to allow the appeal to be given appropriate consideration
- There is no ground for appeal against the value of the mark given
- The Appeals Panel will maintain a file of all appeals lodged
- Medical certificates will be required to cover absences through illness
- If a student is unhappy with an assessment mark, an interview could be arranged with the classroom teacher. The Head Teacher and caregivers may be part of this meeting

Students who are suspended from school are expected to attend for assessment tasks. Suspension is not considered to be grounds for appeal. A suspended student should come to the front office, sign in for the designated period, attend the task and then leave the school grounds immediately.

Student Leave

Granting of leave is a matter for the school Principal to determine. The Principal has discretion in granting leave provided that they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the Principal that outcomes in each course will be achieved.

Extensions

Extensions may be granted before the due date only. Only the Head of Faculty may recommend an extension. Students are required to submit a Student Appeal Form to the subject Head of Faculty with any appropriate documentation to support the request. Extensions will only be granted in the most exceptional circumstances and should not be assumed by students. Students should apply for extensions at least seven days before a task is due, except in extraordinary circumstances.

N Determination

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

- Followed the course developed or endorsed by the NESA and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- Achieved some or all of the course outcomes

The Principal may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. Warning letters must relate to the student's absence to the noncompletion of course requirements.

An 'N' Warning Letter may be given in the following circumstances:

- A student is absent from an assessment task, and has not provided acceptable evidence to justify that absence on the first day of return to School

- A student is found to be cheating in an assessment task
- A student is deemed to have breached principles of academic integrity and ethical scholarship
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- A student has provided false explanation for the late submission of an assessment task
- A student has behaved in a manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- A student has made a non-serious attempt at a task

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of the BOSTES. Students and caregivers respond quickly to warning and resolve the matter. Not resolving the matter may result in the student being ineligible for the award of the HSC. To negate an 'N' Award Warning the student must complete the outstanding work detailed in the 'N' Award Warning letter by the due date stipulated in the letter.

If a student does not satisfactorily complete tasks worth more than 50% of the final course assessment, neither an assessment nor examination mark will be recorded on that student's Higher School Certificate for the subject concerned. This could make the student ineligible for the award of the Higher School Certificate.

If at any time it appears that a student is at risk of being given an 'N' Determination in any course, the Principal will warn the student as soon as possible and advise the caregivers in writing. This warning will be given in time for the problem to be corrected. If the first warning letter is not effective a further warning letter will be sent. Students who have not complied with the course completion criteria cannot be regarded as having satisfactorily completed the course. The Principal will then issue the 'N' Determination generally at interview.

An 'N' Determination will have the following consequences:

- In a one (1) or two (2) unit course, that course will not contribute in that year to the required pattern of study
- In the common component of related courses that course and the related Extension course will not contribute in that year to the pattern of study
- In the Extension course, that course only will not contribute in that year to the required pattern of study

Where students fail to comply with the school's expectations an 'N' Determination warning letter will be issued. A minimum of two warning letters will be sent to caregivers before the school may recommend to NESA that a student does not receive an award in a course. This is known as an 'N' Determination, and it may result in the non-award of the HSC.

APPLICATION FOR ILLNESS / MISADVENTURE

Assessment tasks are a compulsory component of the school curriculum in all years of schooling. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the Record of School Achievement or the Higher School Certificate. It is the responsibility of a student who fails to submit an assessable task to make proper applications for consideration under the **publishes rules of the Assessment Procedures**.

An application for misadventure form is to be completed ONE week prior to absence or if situation is unforeseen, collected on the first day the student returns to school and completed within 2 school days.

Student Name: _____ **Date:** _____

Task: _____ **Subject:** _____

Due Date: _____

Year Group (please circle) **Years 7-10** **Year 11** **Year 12**

CIRCUMSTANCES (Tick a box)

☐ Illness / Misadventure ☐ School Business (*Academic / CAPA, Cultural, Sport*)

SUPPORTING DOCUMENTATION

Reason for missing assessment task or application for extension:

Medical Certificate Attached: YES / NO (A Medical Certificate **MUST** be attached to the form if the reason is **ILLNESS**)

Have you attached further documentation to support your application? **YES / NO**
(This could include a Statutory Declaration or Representation Form detailing your circumstances)

Classroom Teacher Signature: _____ **Head Teacher Signature:** _____

Parent / Guardian Signature: _____ **Student Signature:** _____

Students needs to complete the task on the first day or first subject specific period back from absence

Has the task been completed? YES / NO Date to be completed: _____

Comment – submission, format, alternative task, extension

OFFICE USE ONLY

Application for Misadventure Panel Decision

- ☐ Head Teacher Determination
- ☐ Panel Determination

Has the student submitted **supporting documentation** to support absence: **YES / NO**

Outcome and Recommendation

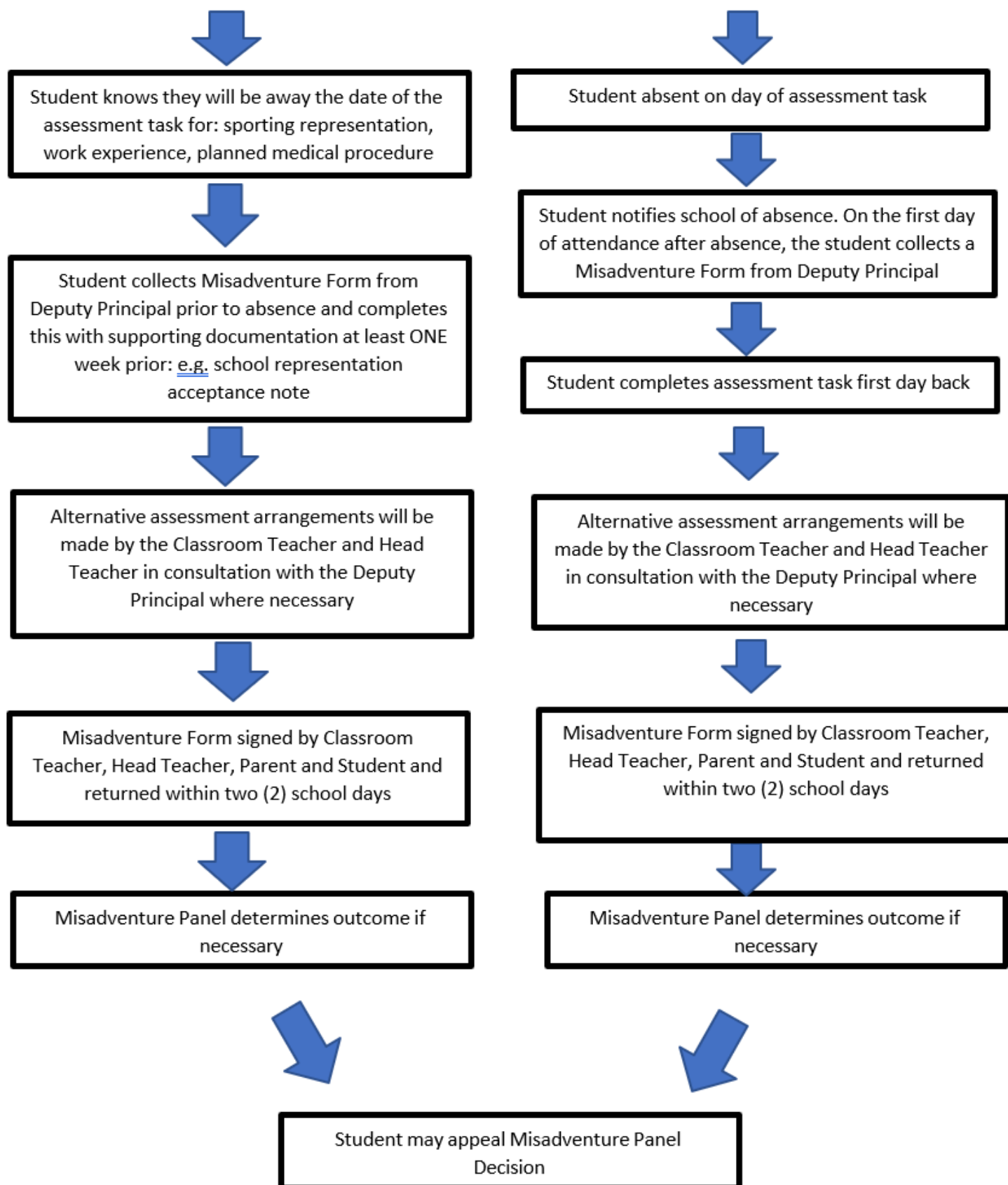
- ☐ Zero
- ☐ Estimate
- ☐ Alternative Task
- ☐ Other

Deputy Principal Signature: _____

Date: _____

Student Assessment Task Submission Flow Chart

Student receives a minimum of two (2) weeks notification of assessment task



Syllabus Documents

For the latest copy of the syllabus documents please click on the name of each course. This link will take you through the NSW Education Standards Authority Website where you can view the corresponding Syllabus documents for each Stage 6 course.

Ancient History	Legal Studies
Biology	Modern History
Business Studies	Mathematics Extension 1
Community and Family Studies	Mathematics Extension 2
Chemistry	Mathematics Advanced
Dance	Mathematics Standard 1
Drama	Mathematics Standard 2
Earth & Environmental Science	Mathematics Numeracy CEC
Engineering Studies	PDHPE
English Extension 1	Photography Video and Digital Imaging
English Advanced	Physics
English Standard	Sport, Lifestyle and Recreation
English Studies	Work Studies
Exploring Early Childhood	Visual Arts
Food Technology	VET Construction
Geography	VET Hospitality
Industrial Technology Metal	VET Primary Industries
Industrial Technology Multimedia	VET Retail
Industrial Technology Timber	

Year 12 Assessment Schedule – 2023/2024
Term 4, 2023 – Whole Assessment School Schedule

Term 4 Week 1	
Term 4 Week 2	
Term 4 Week 3	
Term 4 Week 4	VET Primary Industries
Term 4 Week 5	VET Entertainment
Term 4 Week 6	
Term 4 Week 7	Mathematics Standard 1, Geography
Term 4 Week 8	Biology, Dance, Modern History, Physics, Visual Arts
Term 4 Week 9	Ancient History, Business Studies, Chemistry, Earth and Environmental Science, English Advanced, English Standard, English Studies, Exploring Early Childhood, Legal Studies, Marine Studies, Mathematics Numeracy, Photography Video and Digital Imaging, Sport, Lifestyle and Recreation, Work Studies, Mathematics Standard 2
Term 4 Week 10	CAFS, Drama, Industrial Technology Multimedia, Industrial Technology Timber, Mathematics Advanced, Music 1, PDHPE, VET Construction

– Whole School Assessment
Schedule

Term 1, 2024

Term 1 Week 1	
Term 1 Week 2	Mathematics Extension 1, Mathematics Extension 2, VET Primary Industries
Term 1 Week 3	
Term 1 Week 4	VET Primary Industries
Term 1 Week 5	
Term 1 Week 6	Drama, Mathematics Advanced, Photography Video and Digital Imaging, VET Certificate III Retail
Term 1 Week 7	English Standard, Geography, VET Certificate III Retail
Term 1 Week 8	Ancient History, Business Studies, Earth and Environmental Science, English Advanced, English Studies, Legal Studies, Marine Studies, Mathematics Extension 1, Physics, Sport, Lifestyle and Recreation, Visual Arts, Work Studies, VET Primary Industries
Term 1 Week 9	Chemistry, Exploring Early Childhood, Industrial Technology Multimedia, Industrial Technology Timber, Mathematics Extension 2, Mathematics Numeracy, VET Entertainment
Term 1 Week 10	Dance, Mathematics Standard 1, Mathematics Standard 2, Modern History, Music 1

– Whole School Assessment
Schedule

Term 2, 2024

Term 2 Week 1	
Term 2 Week 2	VET Primary Industries
Term 2 Week 3	CAFS
Term 2 Week 4	
Term 2 Week 5	English Advanced, English Standard, PDHPE, VET Construction
Term 2 Week 6	Biology, Geography, Mathematics Extension 1, Mathematics Standard 2, VET Certificate III Retail
Term 2 Week 7	English Studies, Sport, Lifestyle and Recreation
Term 2 Week 8	Mathematics Advanced, Mathematics Extension 2, Mathematics Standard 1, Work Studies
Term 2 Week 9	Exploring Early Childhood, Mathematics Numeracy
Term 2 Week 10	Business Studies, Dance, Drama, Industrial Technology Multimedia, Industrial Technology Timber, Legal Studies, Music 1, Photography Video and Digital Imaging

– Whole School Assessment
Schedule

Term 3, 2024

Term 3 Week 1	CAFS, Chemistry, Earth and Environmental Science, Physics
Term 3 Week 2	Ancient History, Biology, Marine Studies, Modern History, PDHPE, Visual Arts
Term 3 Week 3	Music 1, Photography Video and Digital Imaging, Sport, Lifestyle and Recreation, Work Studies
Term 3 Week 4	
Term 3 Week 5 + 6 HSC Trial Examinations	Ancient History, Biology, Business Studies, CAFS, Chemistry, Dance, Drama, Earth and Environmental Science, English Advanced, English Standard, English Studies, Exploring Early Childhood, Geography, Industrial Technology Multimedia, Industrial Technology Timber, Legal Studies, Marine Studies, Mathematics Extension 1, Mathematics Extension 2, Mathematics Advanced, Mathematics Standard 1, Mathematics Standard 2, Mathematics Numeracy, Modern History, PDHPE, Photography Video and Digital Imaging, Physics, Visual Arts, VET Construction, VET Entertainment, VET Primary Industries, VET Retail
Term 3 Week 7	Dance, VET Certificate III Retail
Term 3 Week 8	VET Construction, VET Entertainment
Term 3 Week 9	
Term 3 Week 10	

Ancient History – 2023/2024 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Ancient Societies	Historical Period	Pompeii and Herculaneum – Core Study	All topics can be assessed
Task Type		Short Response	Essay	Source Analysis	Trial HSC Examination
Term/Week		T4W9	T1W8	T3W2	T3W5/6
Assessment Component					
Analysis and evaluation of sources and interpretations	20	20			
Inquiry and research	20			20	
Communication of historical understanding in appropriate forms	20		20		
Knowledge and understanding of course content	40		10		30
Total	100	20	30	20	30
Outcomes Assessed		AH12-4, AH12-7, AH12-9	AH12-2, AH12-5, AH12-8	AH12-1, AH12-6, AH12-10	All outcomes AH12-1 to AH12-10 may be assessed

Year 12 Ancient History Outcomes:

A student:

AH12-1 accounts for the nature of continuity and change in the ancient world

AH12-2 proposes arguments about the varying causes and effects of events and developments

AH12-3 evaluates the role of historical features, individuals and groups in shaping the past

AH12-4 analyses the different perspectives of individuals and groups in their historical context

AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world

AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH12-7 discusses and evaluates differing interpretations and representations of the past

AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well structured forms

AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

Biology – 2023/2024 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Heredity, Genetic Change (Module 5 & 6)	Non-Infectious Disease and Disorders (Module 8)	Heredity, Genetic Change, Non-Infectious Disease and Disorders (Module 5, 6 & 8)	Heredity, Genetic Change, Infectious Disease, Non-Infectious Disease and Disorders (Module 5, 6, 7 & 8)
Task Type		Research Task / Quiz	Depth Study	Course Summary Notes / Quiz	Trial HSC Examination
Term/Week		T4W8	T2W6	T3W2	T3W5/6
Assessment Component					
Skills in working scientifically	60	10	20	10	20
Knowledge and understanding	40	10	10	10	10
Total	100	20	30	20	30
Outcomes Assessed		12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13	12-1, 12-3, 12-4, 12-5, 12-7, 12-15	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 15-15	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15

Year 12 Biology Outcomes:

A student:

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

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

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

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

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

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

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

BIO12-12 explains the structures of DNA and analyses the mechanism 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

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Operations	Finance	Human Resources	Trial HSC Examination
Task Type		Media Research and Report	In Class Task	Summaries	Examination
Week/Term		T4W9	T1W8	T2W10	T3W5/6
Assessment Component					
Knowledge and understanding of course content	40			10	30
Stimulus based skills	20		20		
Inquiry and research	20	20			
Communication of business information, ideas and issues in appropriate forms	20			20	
Total	100	20	20	30	30
Outcomes Assessed		H1, H2, H4, H5, H6, H7, H8, H9	H2, H4, H5, H6, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10

Year 12 Business Studies 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 – 2023/2024 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Parent and Caring	Research Methodology – Independent Research Project Report	Groups in Context	Trial HSC Examination
Task Type		Formative	Formative Assessment Across Two Parts	Formative	Examination
Week/Term		T4W10	T2W3	T3W1	T3W5/6
Assessment Component					
Knowledge and understanding	40	15		10	15
Skills in critical thinking, research methodology, analysing and communicating	60	10	20	15	15
Total	100	25	20	25	30
Outcomes Assessed		H2.1, H2.2, H2.3, H3.2, H6.1	H4.1, H4.2	H1.1, H3.1, H3.3	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

Year 12 Community & Family Studies Outcomes:

A student:

H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities

H2.1 analyses different approaches to parenting and caring relationships

H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities

H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing

H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups

H3.2 evaluates networks available to individuals, groups and families within communities

H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities

H4.1 justifies and applies appropriate research methodologies

H4.2 communicates ideas, debates issues and justifies opinions

H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources

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 – 2023/2024 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Equilibrium and Acid Reactions <i>(Module 5)</i>	Acid/Base Reactions <i>(Module 6)</i>	Equilibrium and Acid Reactions, Acid/Base Reactions, Organic Chemistry <i>(Module 5, 6 & 7)</i>	Equilibrium and Acid Reactions, Acid/Base Reactions, Organic Chemistry, Applying Chemical Ideas <i>(Module 5, 6, 7 & 8)</i>
Task Type		Research and Practical Task / Quiz	Depth Study	Course Summary Notes / Quiz	Trial HSC Examination
Term/Week		T4W9	T1W9	T3W1	T3W5/6
Assessment Component					
Skills in working scientifically	60	10	20	10	20
Knowledge and understanding	40	10	10	10	10
Total	100	20	30	20	30
Outcomes Assessed		12-2, 12-3, 12-4, 12-5, 12-7, 12-12	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-13	12, 3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14	12-2, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15

Year 12 Chemistry 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

Dance – 2023/2024 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Core Performance	Core Composition and Major Study	Core Composition and Major Study	Core Appreciation
Task Type		Presentation of Core Performance and Video Analysis of Performance	Presentation of Core Composition Progress and Logbook Submission + Major Study Progress	Practical Assessment: Presentation of Core Composition+ Major Study and Logbook Submission	Written Examination
Term/Week		T4W8	T1W10	T2W10	T3W7
Assessment Component		Appreciation	Composition, Major Study	Composition, Major Study	Appreciation
Performance	20	20			
Composition	20		10	10	
Appreciation	20				20
Major Study	40		10	30	
Total	100	20	20	40	20
Outcomes Assessed		H1.1, H1.2, H2.1, H2.2	CC H.1, H1.2, H3.1, H3.2, H3.4 MS: Outcomes will depend on Major Study selection	CC H.1, H1.2, H3.1, H3.2, H3.4 MS: Outcomes will depend on Major Study selection	H1.1, H1.2, H4.1, H4.2, H4.3, H4.4

Year 12 Dance Outcomes:

A student:

H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form

H1.2 performs, composes and appreciates dance as an artform

H2.1 understands performance quality, interpretation and style relating to dance performance

H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due concentration of safe dance practices

H3.1 identifies and selects the appropriate elements of composition / choreography in response to a specific concept/intent

H3.2 demonstrates the use of the elements of composition / choreography in a personal style in response to a specific concept/intent

H4.1 understands the concept of differing artistic, social and cultural contexts of dance

H4.2 recognises, analyses and evaluates the distinguishing features of major dance works

H4.3 utilises the skills of research and analysis to examine dance as an artform

H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgements about dance

Last updated 7th November 2023

Drama – 2023/2024 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Core Component: Australian Drama and Theatre	Individual Project (IP)	Core Component: Australian Drama and Theatre, Studies in Drama and Theatre	Individual Project (IP) Group Performance (GP)
Task Type		Group Performance and Written Response	IP Progress Presentation and Logbook Submission	In-Class Written Exam (students will also complete formative assessment of IP and GP)	Practical Exam: Individual Project (IP) and Group Performance (GP)
Week/Term		T4W10	T1W6	T2W10	T3W5/6
Assessment Component		Making, Critically Studying	Making, Performing	Critically Studying	Making, Performing
Making	40	10	10		20
Performing	30		10		20
Critically Studying	30	10		20	
Total	100	20	20	20	40
Outcomes Assessed		H1.1, H1.2, H1.7, H3.1, H3.2, H3.3	Outcomes will depend on IP Selection	H3.1, H3.2, H3	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3

Year 12 Drama Outcomes:

A student:

H1.1 uses acting skills to adopt and sustain a variety of characters and roles

H1.2 uses performance skills to interpret and perform scripted and other material

H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised work

H1.4 collaborates effectively to produce a group-devised performance

H1.5 demonstrates directorial skills

H1.6 records refined group performance work in appropriate form

H1.7 demonstrates skills in using the elements of production

H2.1 demonstrates effective performance skills

H2.2 uses dramatic and theatrical elements effectively to engage an audience

H2.3 demonstrates directorial skills for theatre and other media

H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements

H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses

H3.3 demonstrates understanding of the actor-audience relationships in various dramatic and theatrical styles and movements

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Earth and Environmental Science – 2023/2024 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Earth's Processes	Hazards	Earth's Processes Hazards Climate Science	Earth's Processes Hazards Climate Science Resource Management
Task Type		Research Task / Quiz	Depth Study	Course Summary Notes / Quiz	Trial HSC Examination
Week/Term		T4W9	T1W8	T3W1	T3W5/6
Assessment Component					
Skills in working scientifically	60	10	25	15	10
Knowledge and understanding	40	10	5	5	20
Total	100	20	30	20	30
Outcomes Assessed		12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-15	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15

Year 12 Earth and Environmental Science Outcomes:

A student:

EES12-1 develops and evaluates questions and hypotheses for scientific investigation

EES12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

EES12-3 conducts investigations to collect valid and reliable primary and secondary data and information Processing data and information

EES12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES12-5 analyses and evaluates primary and secondary data and information

EES12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history

EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems

EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate

EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Common Module: Texts and Human Experiences	Module A: Textual Conversations	Module B: Critical Study of Literature	All Modules: Common, A, B & C
Task Type		Multimodal Presentation with related text	Comparative Essay	Critical Essay	Trial HSC Examination
Week/Term		T4W9	T1W8	T2W5	T3W5/6
Assessment Component					
Knowledge and understanding of the course content	50	10	10	10	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	10	20
Total	100	20	20	20	40
Outcomes Assessed		EA12-2, EA12-8	EA12-3, EA12-6, EA12-7	EA12-4, EA12-9	EA12-1, EA12-4, EA12-5, EA12-6

Year 12 English Advanced Outcomes:

A student:

EA12-1 independently responds to, composes, and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure

EA12-2 uses, evaluates, and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media, and technologies

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 thinks imaginatively, creatively, interpretively, critically, and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas, and arguments

EA12-6 investigates and evaluates the relationships between texts

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12-9 reflects on, evaluates, and monitors own learning and refines individual and collaborative processes as an independent learner

English Standard – 2023/2024 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Common Module: Texts and Human Experiences	Module A: Language, Identity and Culture	Module B: Close Study of Text	All Modules: Common, A, B & C
Task Type		Written Task with related texts	Multimodal Presentation	Analytical Essay	Trial HSC Examination
Week/Term		T4W9	T1W7	T2W5	T3W5/6
Assessment Component					
Knowledge and understanding of the course content	50	10	10	10	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	10	20
Total	100	20	20	20	40
Outcomes Assessed		EN12-1, EN12-3, EN12-6, EN12-7	EN12-2, EN12-3, EN12-4, EN12-8	EN12-1, EN12-3, EN12-9	EN12-4, EN12-5, EN12-7

Year 12 English Standard 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, critically, and discerningly to respond to and compose texts that include considered and detailed information, ideas, and arguments

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses, and monitors own learning and refines individual and collaborative processes as an independent learner

English Studies – 2023/2024 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Common Module: Texts and Human Experiences	Elective Module: Landscapes of the Mind	Elective Module: On the Road	All Modules
Task Type		Written Task with related texts	Multimodal Presentation	Written Task	Portfolio of Classwork Across All Modules
Week/Term		T4W9	T1W8	T2W7	T3W5
Assessment Component					
Knowledge and understanding of the course content	50	10	10	10	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	10	20
Total	100	20	20	20	40
Outcomes Assessed		ES12-1, ES12-5, ES12-8	ES12-2, ES12-3, ES12-6	ES12-1, ES12-4, ES12-9	ES12-4, ES12-7, ES12-10

Year 12 English Studies 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

Exploring Early Childhood – 2023/2024 Assessment

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Child Health and Safety	Young Children with Special Needs	Children's literature	Food and Nutrition
Task Type		Safety Evaluation and Report	Special Needs Assessment	Children's Book Creation	Children's Meal Plan
Week/Term		T4W9	T1W9	T2W9	T3W6
Assessment Component					
Knowledge and understanding of the course content	50	15	10	15	10
Skills in critical thinking, research methodology, analysing and communicating	50	10	15	15	10
Total	100	25	25	30	20
Outcomes Assessed		2.4, 2.5	2.2, 2.3, 4.2	1.2, 1.3, 1.4, 4.1, 5.1	2.1, 2.3, 5.1

Year 12 Exploring Early Childhood 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

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		People and Economic Activity	Ecosystems at Risk	Urban Places	Trial HSC Examination
Task Type		Extended Response	Research Task	Skills Quiz – in class, open book	Trial HSC Examination
Week/Term		T4W7	T1W7	T2W6	T3W5/6
Assessment Component					
Knowledge and understanding	40		10		30
Geographical tools and skills	20			20	
Geographical inquiry and research, including field work	20		20		
Communication of geographical information, ideas and issues in appropriate forms	20	20			
Total	100	20	30	20	30
Outcomes Assessed		H1, H4, H7, H8, H9, H10, H12, H13	H1, H2, H8, H9, H10, H11, H13	H8, H10, H11	H1, H2, H3, H4, H5, H6, H7, H10, H13

Year 12 Geography 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 the 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 useful in the workplace and relevant to a changing world

H8 plans geographical methods applicable and useful in the workplace and relevant to a changing world

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

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Major Project Proposal and Planning	Project Progress and Industry Report	Production and Management tasks	Trial HSC Examination
Task Type		Research Task and Report	Report and Class Presentation	Progressive Project Work	Trial HSC Examination
Week/Term		T4W10	T1W9	T2W10	T3W5/6
Assessment Component					
Industry study	15		10		5
Major project design, management and communication	20	10		10	
Major project production	40		10	30	
Industry Related Manufacturing Technology	25	10			15
Total	100	20	20	40	20
Outcomes Assessed		H1.2, H3.1, H3.2, H4.2, H4.3, H5.1	H1.1, H1.3, H4.1, H6.1, H7.1, H7.2	H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H6.2	H1.2, H7.1, H7.2

Year 12 Industrial Technology Outcomes:

A student:

H1.1 investigates industry through the study of businesses in one focus area

H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry

H1.3 identifies important historical developments in the focus area industry

H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques

H3.1 demonstrates skills in sketching, producing and interpreting drawings

H3.2 selects and applies appropriate research and problem-solving skills

H3.3 applies and justifies design principles through the production of a Major Project

H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project

4.2 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

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Major Project Proposal and Planning	Project Progress and Industry Report	Production and Management tasks	Trial HSC Examination
Task Type		Research Task and Report	Report and Class Presentation	Progressive Project Work	Trial HSC Examination
Week/Term		T4W10	T1W9	T2W10	T3W5/6
Assessment Component					
Industry study	15		10		5
Major project design, management and communication	20	10		10	
Major project production	40		10	30	
Industry Related Manufacturing Technology	25	10			15
Total	100	20	20	40	20
Outcomes Assessed		H1.2, H3.1, H3.2, H4.2, H4.3, H5.1	H1.1, H1.3, H4.1, H6.1, H7.1, H7.2	H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H6.2	H1.2, H7.1, H7.2

Year 12 Industrial Technology Outcomes:

A student:

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles through the production of a Major Project
- H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project
- 4.2 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
- 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

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Crime	Crime Human Rights	Family	Crime Human Rights Family Consumers
Task Type		Research and Communication	Legal Services	In Class Response	Trial HSC Examination
Week/Term		T4W9	T1W8	T2W10	T3W5/6
Assessment Component					
Knowledge and understanding	40		10		30
Analysis and evaluation	20			20	
Inquiry and research	20	20			
Communication of legal information, ideas and issues in appropriate forms	20		20		
Total	100	20	30	20	30
Outcomes Assessed		H1, H3, H6	H1, H2, H7, H10	H4, H5, H8	All outcomes H1-H10 may be assessed

Year Legal Studies 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

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Seafood Handling and Processing	Marine Pilotage & Navigation	Marine Craft Construction & Repair	Marine Communication
Task Type		Report & Practical Task	Research & Practical Task	Practical Task	Examination
Week/Term		T4W9	T1W8	T3W2	T3W5/6
Assessment Component					
Knowledge and understanding outcomes and course content	50	10	10	5	25
Skills outcomes and content	50	15	15	20	
Total	100	25	25	25	25
Outcomes Assessed		1.1, 1.4, 2.1, 2.3, 5.3	1.2, 1.5, 3.2, 3.3, 3.4, 5.2	1.2, 2.2	1.2, 1.3, 2.3, 3.1, 5.1, 5.4

Year Legal Studies Outcomes:

A student:

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes toward the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussions
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organizes data by accurately reading instruments, signals and charts; by systematic recording, summarizing, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organizes, assembles, dismantles, cleans, and returns equipment

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Core Study: Power and Authority in the Modern World 1919-1946	Peace and Conflict	All Topics Covered	All Topics Covered
Task Type		Source Analysis	Historical Analysis	Summary Notes Task	Trial HSC Examination
Week/Term		T4W8	T1W10	T3W2	T3W5/6
Assessment Component					
Historical skills in the analysis and evaluation of sources and interpretations	20	20			
Historical inquiry and research	20		20		
Communication of historical understanding in appropriate forms	20			20	
Knowledge and understanding of course content	40		10		30
Total	100	20	30	20	30
Outcomes Assessed		MH12-1, MH12-4, MH12-6	MH12-2, MH12-8, MH12-9	MH12-3, MH12-7, MH12-9	MH12-1, MH12-5, MH12-7

Year 12 Modern History 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 assess 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

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Proof, Vectors	Proof, Vectors, Trigonometric Equations, Calculus	Vectors, Trigonometric Equations, Calculus	Proof, Vectors, Trigonometric Equations, Calculus, Statistical Analysis
Task Type		Investigation Style Task	In Class Test (with summaries)	In Class Test (with summaries)	Trial HSC Examination
Week/Term		T1W2	T1W8	T2W6	T3W5/6
Assessment Component					
Proof	20	10	5		5
Vectors	25	10	5	5	5
Trigonometric functions	20		5	10	5
Calculus	25		5	15	5
Statistical analysis	10				10
Total	100	20	20	30	30
Outcomes Assessed		ME12-1, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5	ME12-1, ME12-2, ME12-3, ME12-4	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7

Year 12 Mathematics Extension 1 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 context

ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Complex Numbers	Complex Numbers, Proof	Proof, Vectors, Calculus	Complex Numbers, Proof, Vectors, Mechanics, Calculus
Task Type		Investigation Task	In Class Test (with summaries)	In Class Test	Trial HSC Examination
Week/Term		T1W2	T1W9	T2W8	T3W5/6
Assessment Component					
Proof	25		15	5	5
Vectors	15			10	5
Complex numbers	30	15	10		5
Calculus	20			15	5
Mechanics	10				10
Total	100	15	25	30	30
Outcomes Assessed		MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-5, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8

Year 12 Mathematics Extension 2 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

MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings

MEX12-3 uses vectors to model and solve problems in two and three dimensions

MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems

MEX12-5 applies techniques of integration to structured and unstructured problems

MEX12-6 uses mechanics to model and solve practical problems

MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multistep problems

MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Statistics (Yr11)	Further Functions, Trigonometric Functions, Calculus	Calculus, Statistical Analysis, Financial Mathematics	Further Functions, Trigonometric Functions, Calculus, Statistical Analysis, Financial Mathematics
Task Type		Assignment	In Class Exam (with summaries)	In Class Exam	Trial HSC Examination
Week/Term		T4W10	T1W6	T2W8	T3W5/6
Assessment Component					
Functions	15		10		5
Trigonometric functions	15		10		5
Calculus	25		10	10	5
Financial Mathematics	20			10	10
Statistical Analysis	25	10		10	5
Total	100	10	30	30	30
Outcomes Assessed		Preliminary content	MA12-1, MA12-3, MA12-5, MA12-6, MA12-9, MA12-10	MA12-2, MA12-3, MA12-4, MA12-7, MA12-8, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10

Year 12 Mathematics Advanced 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

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Probability (Yr11) Measurement: Trigonometry	Financial Mathematics: Interest and Loans	Measurement: Rates and scale, Drawing Networks	Algebra, Measurement, Statistics Analysis Financial Mathematics Networks
Task Type		Assignment	Assignment	Assignment	Trial HSC Examination
Week/Term		T4W7	T1W10	T2W8	T3W5/6
Assessment Component					
Algebra	10				10
Measurement	30	15		10	5
Financial mathematics	25		20		5
Statistical analysis	20	15			5
Networks	15			10	5
Total	100	30	20	20	30
Outcomes Assessed		MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10

Year 12 Mathematics Standard 1 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

MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Measurement: Non-Right-Angled Trigonometry Statistical Analysis: Bivariate data, Probability	Financial Mathematics: Interest and Depreciation Algebra: Simultaneous Equations, Non-Linear Relationships Statistical Analysis: Bivariate data	Financial Mathematics: Interest and Depreciation, Loans, Annuities and Credit Cards	Algebra, Measurement, Financial Mathematics, Statistical Analysis, Networks
Task Type		In Class Test and Exam Summaries	In Class Test and Exam Summaries	Assignment	Trial HSC Examination and 3 Completed Past Papers
Week/Term		T4W9	T1W10	T2W6	T3W5/6
Assessment Component					
Algebra	25		20		5
Measurement	20	15			5
Financial mathematics	25		10	10	5
Statistical analysis	20	10	5		5
Networks	10				10
Total	100	25	35	10	30
Outcomes Assessed		MS2-12-3, MS2-12-4, MS2-12-7, MS2-12-10	MS2-12-5, MS2-12-6, MS2-12-7	MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-10,

Year 12 Mathematics Standard 2 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 Numeracy CEC – 2023/2024 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Percentages and Finance	Location, time and temperature	Rates and Ratios, Statistics and Probability	Rates and Ratios, Statistics and Probability
Task Type		In Class Assessment	In Class Assessment	In Class Assessment	In Class Assessment
Week/Term		T4W9	T1W9	T2W9	T3W5
Assessment Component		<i>For this course, there are no marks awarded and no weightings for each task. The tasks are given a grade based on the grade descriptors, then the overall grade is generated from the 3 tasks combined.</i>			
Outcomes Assessed		N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.4	N6-1.1, N6-1.2, N6-2.2, N6-2.3, N6-2.5, N6-2.6, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-2.1, N6-2.3, N6-2.6, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-2.1, N6-2.2, N6-2.3, N6-2.6, N6-3.1, N6-3.2

Year 12 Numeracy CEC Outcomes:

A student:

N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communication solutions to problems

N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance

N6-2.5 chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations

N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Topic 1	Topics 1 / 2	Topics 2 / 3	Written Examination
Task Type [Elective Options include: Presentations of Performance(s) and/or Composition(s) portfolio and/or Musicology outline and Viva Voce(s)]		Submission of Composition Portfolio and Aural Analysis including composition or arrangement, aural analysis of musical examples relevant to the chosen topic and composition	Presentations of Elective 1 and Viva Voce	Presentation of Performance (solo or ensemble) Presentation or Submission: Elective Options for Topics 2 & 3	Written Responses to Aural Excerpts
Term/Week		T4W10	T1W10	T2W10	T3W5/6
Assessment Component		Core Composition Core Aural	Core Musicology Elective 1	Core Performance Electives 2 and 3	Aural Written Examination
Performance	10			10	
Composition	10	10			
Musicology	10		10		
Aural	25	5			20
Electives	45		15	30	
Total	100	15	25	40	20
Outcomes Assessed		H2, H3, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6, H11, H1-8*	H1, H7, H9, H1-8	H4, H6, H8, H10

**Teachers will select appropriate outcomes based on Elective options selected by each student*

Year 12 Music 1 Course Outcomes:

Through activities in performance, composition, musicology and aural a student:

H1 performs stylistically, music that is characterised 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 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

Last updated 7th November 2023

Personal Development Health & Physical Education – 2023/2024 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Health Priorities in Australia	Factors Affecting Performance & Improving Performance	Sports Medicine	Health Priorities in Australia, Factors Affecting Performance, Improving Performance, Sports Medicine
Task Type		Research	Extended Response	Research and Application	Trial HSC Examination
Week/Term		T4W10	T2W5	T3W2	T3W5/6
Assessment Component		Core 1	Core 2, Option 4	Option 3	Core 1, Core 2, Option 3, Option 4
Knowledge and understanding of course content	40	10	10	5	15
Skills in critical thinking, research, analysing and communicating	60	10	20	15	15
Total	100	20	30	20	30

Outcomes Assessed		H1, H2, H3, H4, H5, H14, H15, H16	H7, H8, H9, H10, H11, H16, H17	H8, H9, H10, H11, H12, H13, H16, H17	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16 H17
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Year 12 Personal Development Health & Physical Education 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 determinates 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
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skills is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14 argues the benefits of health-promoting action 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

Photography Video and Digital Imaging – 2023/ 2024 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Module 1	Individual Project	Individual Project	Module 2
Task Type		Part A: Photo Portfolio and Journal Part B: Artist Response	Part A: Project Proposal and Journal Part B: Artist Response	Individual Portfolio including artist's statement	Part A: Project Proposal and Journal Part B: Artist Response
Term/Week		T4W9	T1W6	T2W10	T3W6
Assessment Component					
Making	70	20	10	30	10
Critical and historical studies	30	10	10		10
Total	100	30	20	30	20
Outcomes Assessed		M1, M2, M4, CH1	M1, M3, M4, CH1, CH3	M1, M4, M5	M5, M6, CH2, CH4, CH5

Year 12 Photography, Video and Digital Imaging Outcomes:

A student:

M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice

M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

M3 investigates different points of view in the making of photographs and/or videos and/or digital images

M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images

M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations

CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies and explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

***M Outcomes for making**

***CH Outcomes for critical and historical studies**

Physics – 2023/2024 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Advanced Mechanics	Electromagnetism	Advanced Mechanics, Electromagnetism, The Nature of Light	Advanced Mechanics, Electromagnetism, The Nature of Light, From the Universe to the Atom
Task Type		Research Practical Task / Depth Study / Quiz	Depth Study / Quiz	Course Summary Notes	Trial HSC Examination
Week/Term		T4W8	T1W9	T3W1	T3W5/6

Assessment Component					
Skills in working scientifically	60	10	25	15	10
Knowledge and understanding	40	10	5	5	20
Total	100	20	30	20	30
Outcomes Assessed		12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-13	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15

Year 12 Physics 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

PH11/12-6 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 of 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

Sport, Lifestyle and Recreation – 2023/2024 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Sports Coaching and Training	Resistance Training	Healthy Lifestyles	Games and Sports Applications I and II
Task Type		Research and Practical	Research	Research	Practical

Week/Term		T4W9	T1W8	T2W7	T3W3
Assessment Component		Coaching a Practical Session	Training Session Plan	Cooking Task	Team Games and Individual Games
Knowledge and understanding	50	10	20	20	
Skills	50	10			40
Total	100	20	20	20	40
Outcomes Assessed		3.1, 3.2, 4.4	1.3, 2.1, 2.2, 2.3, 2.5, 3.3	1.5, 2.3, 3.5, 4.3	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4

Year 12 Sport, Lifestyle and Recreation 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
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport

- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 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

Work Studies – 2023/2024 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Safety at Work	Managing Work and Life Commitments	Self-Employment	All Topics
Task Type		Student Analysis	Case Study	Research Task	In Class Examination
Week/Term		T4W9	T1W8	T2W8	T3W3
Assessment Component					
Skills	70	25	20		25
Knowledge and understanding	30			30	
Total	100	25	20	30	25
Outcomes Assessed		1, 7	6	2, 4, 5	Any combination of outcomes may be assessed

Year 12 Work Studies 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 assess 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

Visual Arts – 2023/2024 Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Cabinet of Curiosity BOW and Case Study	BOW Progress and Case Study	BOW Appraisal	Trial HSC Examination
Task Type		BOW, VAPD and artist's Practice Research	Interview, VAPD and BOW Progress	Resolved BOW and VAPD Hand In	Trial HSC Examination
Week/Term		T4W8	T1W8	T3W2	T3W5/6
Assessment Component		Section 1 and 2 Responses Based on Case Study	Interview, VAPD and BOW Progress with Annotated Research and Critical Evaluation of Material and Conceptual Development	Formal Examination Formatted as per HSC Exam Utilising Case Study Artists and Knowledge of The Frames, Conceptual Framework and Artist's Practice	Resolved BOW and VAPD Hand in To Interview With a Panel of Art Teachers
Artmaking	50	10	10	30	
Critical and historical	50	10	20		20
Total	100	20	30	30	20
Outcomes Assessed		H1, H2, H4, H7, H8, H10	H1, H3, H5, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10

Year 12 Visual Arts Outcomes:

A student:

H1 initiates and organises 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 artmaking

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 art

VET Construction – 2023/2024 Assessment Schedule

School Name: Irrawang High School

2023/2024 Student Competency Assessment Schedule

COURSE: CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3)

Assessment Events for CPC20230 Certificate II in Construction (Must be edited to suit school delivery – refer to TAS)			Task 5	Task 6	Task 7	HSC ½ Year Exam **	Work Placement 2*	Trial HSC Exam **
	Code	Unit of Competency	Week 10 Term 4	Week 5 Term 2	Week 8 Term 3		Week 6 Term 1	Week 5/6 Term 3
Task 5	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	X					
Task 6	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials		X				
Task 7	CPCCVE1011 CPCCOM1012	Undertake a basic construction project 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 events 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.

VET Entertainment – 2023/2024 Assessment Schedule

School Name: Irrawang High School

2023/2024 Student Competency Assessment Schedule

COURSE: CUA30420 Certificate III in Live Production and Technical Services

Assessment Events for CUA30420 Certificate III in Live Production and Technical Services (Must be edited to suit school delivery – refer to TAS)			Task 4	Task 5	Task 6	Task 7	Work Placement 2*	Trial HSC Exam **
Cluster	Code	Unit of Competency	Week 5 Term 4	Week 9 Term 1	Week 8 Term 3	Term 3		Week 5/6 Term 3
Task 4 Working in the industry	CUAIND311	Work effectively in the creative arts industry	X			<i>The 60-hour specialisation can be delivered and assessed at any time over the HSC course in line with the availability of a large scale show.</i>		
Task 5 To project and serve	SITXCCS006	Provide service to customers						
	CUASOU306	Operate sound reinforcement systems		X				
	CUAVSS312	Operate vision systems						
Task 6 Showtime	CUASTA311	Assist with production operations for live performances						
	CUASMT311	Work effectively backstage during performances			X			
	CUAIND314	Plan a career in the creative arts industry						
Task 7 60 Hour Specialisation	BSBPEF301	Organise personal work priorities						
	CUAPPR314	Participate in collaborative creative projects						
	CUALGT314	Install and operate follow spots						

**** Students must complete 70 hours of work placement during the course. 50% of work placement hours may be achieved at school in an industry simulated environment.**

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards a CUA30420 Certificate III in Live Production and Technical Services. Students who also undertake the additional 60-hour specialisation course are eligible for the possible qualification outcome of CUA30420 Certificate III in Live Production and Technical Services. 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”.

**Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy. Public Schools NSW, Tamworth (RTO 90162) have engaged NESA to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Public Schools NSW, Tamworth RTO 90162 – AHC2011 Certificate II in Agriculture or a Statement of Attainment towards AHC20116 Certificate II in Agriculture – Approved DEC 2021

School Name: Irrawang High School

VET Hospitality – 2023/2024 Assessment Schedule

2023/2024 Student Competency Assessment Schedule

COURSE: SIT20322 Certificate II in Hospitality

<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students</i>		Task 2	Task 3	Task 4	Work Placement	Trial HSC Exam **
		Week 9 Term 4	Week 7 Term 2	Week 6 Term 3	Week 5 Term 1	Week 5/6 Term 3
Code	Unit of Competency					
SITHIND006	Source and use information on the hospitality industry	X				
SITHFAB024	Interact with customers Prepare and serve non-alcoholic beverages		X			
SITHFAB025	Interact with customers 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 a **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.

School Name: Irrawang High School

VET Primary Industries – 2023/2024 Assessment Schedule

2023/2024 Student Competency Assessment Schedule

COURSE: Primary Industries HSC

Assessment Events for AHC20116 Certificate II in Agriculture			Task / Cluster 3	Task / Cluster 4	Task / Cluster 8	Task / Cluster 5	Work Placement 2*	Trial HSC Exam **
Cluster	Code	Unit of Competency	Week 4 Term 4	Week 2 Term 1	Week 8 Term 1	Week 2 Term 3	Week 4 Term 1	Week 5/6 Term 3
3	AHCWRK201	Observe and report on weather	X					
4	AHCCHM201 AHCPMG201	Apply chemicals under supervision Treat weeds		X				
8	AHCLSK209 AHCLSK211	Monitor water supplies Provide feed for livestock			X			
5	AHCLSK202 AHCLSK204 AHCLSK205 AHCLSK206	Care for health and welfare of livestock Carry out regular livestock observation Handle livestock using basic techniques Identify and mark livestock				X		

**** Students must complete 70 hours of work placement during the course before the end of Term 3, 2024.**

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

**Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy. Public Schools NSW, Tamworth (RTO 90162) have engaged NESA to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nesa.nsw.edu.au/login>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESA directly for additional copies of their transcript.

School Name: Irrawang High School

VET Certificate III Retail – 2023/2024 Assessment Schedule

2023/2024 Student Competency Assessment Schedule

COURSESIR30216: Certificate III in Retail HSC

Assessment Events for SIR30216 Certificate III in Retail			Task 4	Task 5	Task 6	Work Placement 2*	Trial HSC Exam **
Cluster	Code	Unit of Competency	Week 6 Term 1	Week 6 Term 2	Week 7 Term 3	Week 7 Term 1	Week 5/6 Term 3
Task 4 Window of Opportunity	SIRXPDK001 SIRRINV001 SIRRMER001	Advise on products and services Receive and handle retail stock Produce visual merchandise displays	X				
Task 5 I see sales people	SIRXSLS001 SIRXRSK001	Sell to the retail customer Identify and respond to security risks		X			
Task 6 Commission Impossible	SIRXSLS002 SIRRRTF001	Follow point-of-sale procedures Balance and secure POS terminal			X		

* * Students must complete 70 hours of work placement during the course. It is expected that a minimum 35 hours work placement is completed during the preliminary course and the remainder is completed during the HSC course.

Depending on the achievement of units of competency, the possible qualification outcome is a **SIR30216 Certificate III in Retail & Statement of Attainment towards SIR30216 Certificate III in Retail**. 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”.

**Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy. Public Schools NSW, Tamworth (RTO 90162) have engaged NESA to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

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