



Irrawang High School

Year 12 HSC

Assessment Information Booklet

2022/2023

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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 at 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 subject's 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 NESAs 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 NESAs 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 NESAs

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 | |

| STUDENT NAME | TASK RECEIVED <i>Student Signature</i> | DATE RECEIVED | TASK SUBMITTED <i>Student Signature</i> | DATE SUBMITTED | TASK RETURNED <i>Student Signature</i> | DATE RETURNED |
|--------------|---|---------------|--|----------------|---|---------------|
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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 co-requisite 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 non-completion 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 NESAC 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

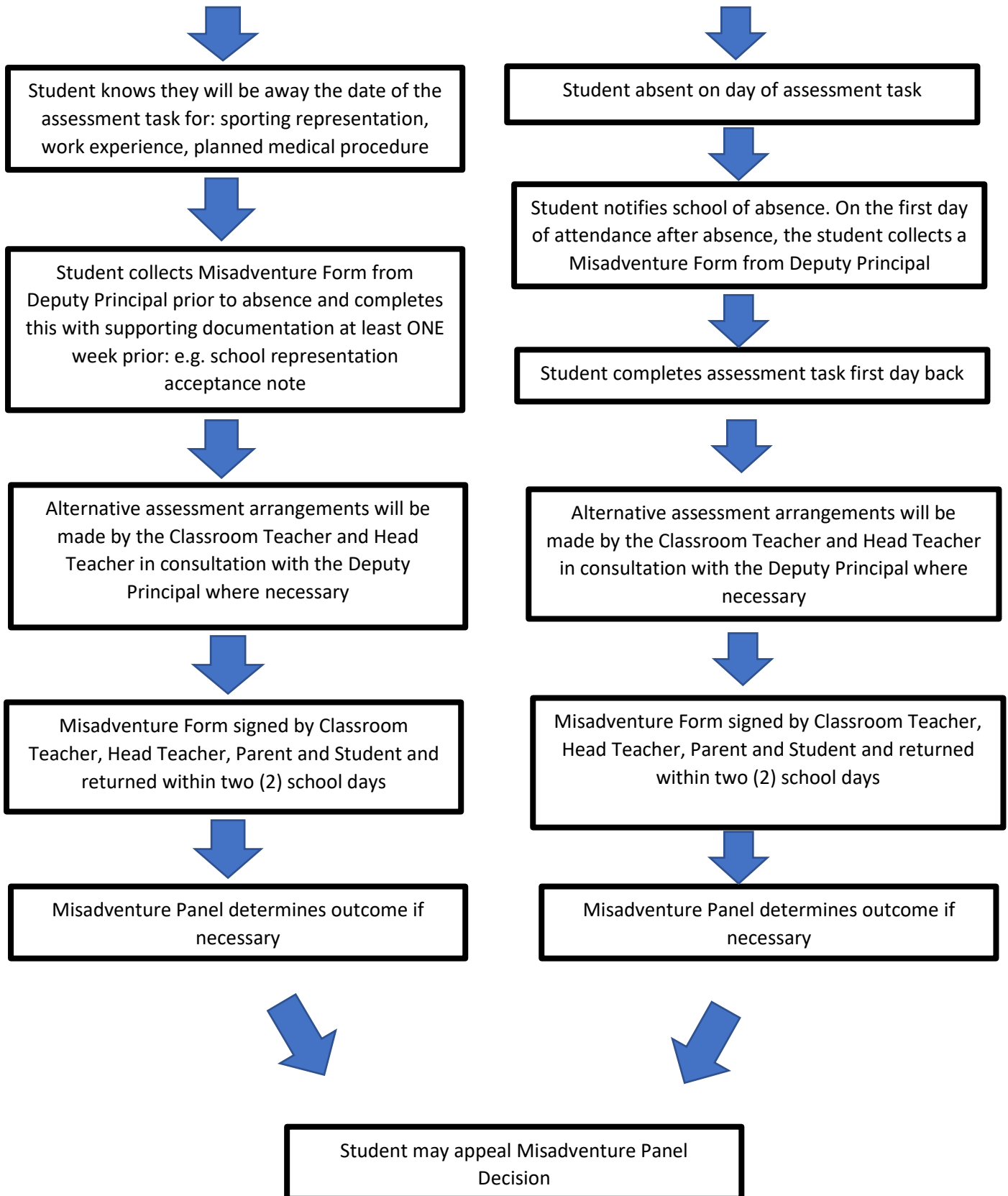
- Zero
- Estimate
- Alternative Task
- Other

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 – 2022/2023

Term 4, 2022 – 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 | |
| Term 4 Week 6 | |
| Term 4 Week 7 | Geography, Math Standard 1 |
| Term 4 Week 8 | Biology, Earth & Environmental, English Advance, English Standard, Industrial Technology Metal, Industrial Technology Timber, Industrial Technology Media, Modern History, Physics, Work Studies |
| Term 4 Week 9 | Ancient History, Business Studies, Chemistry, English Studies, Legal Studies, Math Numeracy, Visual Arts, VET Hospitality, Sport Lifestyle and Recreation, Exploring Early Childhood |
| Term 4 Week 10 | Dance, Drama, English Extension, Math Advanced, Math Standard 2, Music 1, Photography and Digital Media, VET Construction, Community & Family Studies |

Term 1, 2023 – Whole School Assessment Schedule

| | |
|---------------------------|--|
| Term 1 Week 1 | |
| Term 1 Week 2 | Food Technology, Math Ext 1, Math Ext 2, VET Primary Industry, PDHPE |
| Term 1 Week 3 | Engineering Studies, Visual Arts |
| Term 1 Week 4 | |
| Term 1 Week 5 | Drama, VET Retail, VET Hospitality |
| Term 1 Week 6 | English Advanced, English Standard, Math Advanced |
| Term 1 Week 7 | Geography, Modern History |
| Term 1 Week 8 | Ancient History, Business Studies, Earth & Environmental, English Studies, Legal Studies, Math Ext 1, Photography & Digital Media, Physics, Work Studies, VET Primary Industry, Sport Lifestyle and Recreation |
| Term 1 Week 9 | Chemistry, Dance, Industrial Technology Metal, Industrial Technology Media, Industrial Technology Timber, Math Ext 2, Math Numeracy, Exploring Early Childhood |
| Term 1 Week 10 | Engineering Studies, Food Technology, Math Standard 1, Math Standard 2, Music 1, Community & Family Studies |

Term 2, 2023 – Whole School Assessment Schedule

| | |
|--|--|
| Term 2 Week 1 | |
| Term 2 Week 2 | Exploring Early Childhood |
| Term 2 Week 3 | |
| Term 2 Week 4 | English Advanced, English Standard, Photography & Digital Media, PDHPE |
| Term 2 Week 5 | VET Construction, VET Primary Industry |
| Term 2 Week 6 | Biology, English Ext, Geography, Math Ext 1, Math Standard 2, VET Retail |
| Term 2 Week 7 | English Studies, VET Hospitality, Sport Lifestyle and Recreation |
| Term 2 Week 8 | Math Ext 2, Math Advanced, Math Standard 1, Work Studies, Community & Family Studies |
| Term 2 Week 9 | Math Numeracy |
| Term 2 Week 10 Trial HSC Exam | Ancient History, Business Studies, Dance, Drama, Food Technology, Industrial Technology Metal, Industrial Technology Media, Industrial Technology Timber, Modern History, Music 1, Visual Arts, VET Hospitality, PDHPE |

Term 3, 2023 – Whole School Assessment Schedule

| | |
|---|--|
| Term 3 Week 1 | Chemistry |
| Term 3 Week 2 | Legal Studies, Biology, Earth & Environmental Studies, Engineering Studies, Industrial Technology Metal, Industrial Technology Media, Industrial Technology Timber, Visual Arts, Physics |
| Term 3 Week 3 | Work Studies, VET Primary Industry, Food Technology |
| Term 3 Week 4 | Ancient History, Music 1 |
| Term 3 Week 5 | Math Numeracy, PDHPE |
| Term 3 Week 6 HSC Trial Exam | Biology, Chemistry, Earth & Environmental Studies, English Advance, English Standard, English Ext, Geography, Legal Studies, Math Ext 1, Math Ext 2, Math Advanced, Math Standard 1, Math Standard 2, Physics, VET Construction, VET Hospitality, VET Primary Industry, VET Retail, Community & Family Studies |
| Term 3 Week 7 | Business Studies, Dance, VET Retail, Sport Lifestyle and Recreation |
| Term 3 Week 8 | Drama, Modern History, Photography & Digital Media, VET Construction, Exploring Early Childhood |
| Term 3 Week 9 | |
| Term 3 Week 10 | |

Ancient History – 2022/2023 Assessment Schedule

| Course Components | Syllabus Weighting | Task 1 | Task 2 | Task 3 | Task 4 |
|--|--------------------|--------------------------------------|------------------------|------------------------|------------------------|
| Syllabus/Topic Focus | | Pompeii and Herculaneum – Case Study | Historical Period | Ancient Society | Personality |
| Task Type | | Source Analysis | Research | Trial HSC Examination | Research Presentation |
| Term/Week | | T4W9 | T1W8 | T2W10 | T3W4 |
| 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 | 30 | 20 |
| Outcomes Assessed | | AH12-6, AH12-9, AH12-10 | AH12-2, AH12-5, AH12-8 | AH12-1, AH12-4, AH12-5 | AH12-3, AH12-7, AH12-8 |

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 – 2022/2023 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 | T3W6 |
| 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, 12-13, 12-5 |

Year 12 Biology Outcomes:

A student:

BIO12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO12-2 designs and evaluates investigations in order to obtain primary and secondary data for information

BIO12-3 conducts investigation to collect valid and reliable primary and secondary data and information

BIO12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO12-5 analyses and evaluates primary and secondary data and information

BIO12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO12-12 explains the structures of DNA and analyses the 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

Business Studies – 2022/2023 Assessment Schedule

| Course Components | Syllabus Weighting | Task 1 | Task 2 | Task 3 | Task 4 |
|--|--------------------|--------------------------------|---------------------|---|---|
| Syllabus/Topic Focus | | Operations | Finance | Trial HSC Examination | Human Resources |
| Task Type | | Media Research and Report | In Class Task | Examination | Summaries |
| Week/Term | | T4W9 | T1W8 | T2W10 | T3W7 |
| Assessment Component | | | | | |
| Knowledge and understanding of course content | 40 | | | 30 | 10 |
| 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 – 2022/2023 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 | T1W10 | T2W8 | T3W6 |
| 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 – 2022/2023 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 | T3W6 |
| 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:

CH12-1 develops and evaluates questions and hypotheses for scientific investigation

CH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH12-5 analyses and evaluates primary and secondary data and information

CH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH12-7 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 – 2022/2023 Assessment Schedule

| Course Components | Syllabus Weighting | Task 1 | Task 2 | Task 3 | Task 4 |
|----------------------|--------------------|--|--|--|------------------------------------|
| Syllabus/Topic Focus | | Core Performance | Core Composition and Major Study | Trial HSC Examination | Core Appreciation |
| Task Type | | Presentation of Core Performance and Video Analysis of Performance | Presentation of Core Composition Progress and Logbook Submission + Major Study Progress | Examination | Written In-Class Test |
| Term/Week | | T4W10 | T1W9 | T2W10 | T3W7 |
| Assessment Component | | | | | |
| 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

Drama – 2022/2023 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) | Trial HSC Examination | Core Component: Australian Drama and Theatre + Studies in Drama and Theatre |
| Task Type | | Group Performance and Written Response | IP Progress Presentation and Logbook Submission | Practical Examination Individual Project (IP) and Group Performance (GP) | In-Class Written Exam |
| Week/Term | | T4W10 | T1W5 | T2W10 | T3W8 |
| Assessment Component | | Making, Critically Studying | Making, Performing | Making, Performing | Critically Studying |
| Making | 40 | 10 | 10 | 20 | |
| Performing | 30 | | 10 | 20 | |
| Critically Studying | 30 | 10 | | | 20 |
| Total | 100 | 20 | 20 | 40 | 20 |
| Outcomes Assessed | | H1.1, H1.2, H1.7, H3.1, H3.2, H3.3 | Outcomes will depend on IP Selection | H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3 | H3.1, H3.2, H3.3 |

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

Earth and Environmental Science – 2022/2023 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 | | T4W8 | T1W8 | T3W2 | T3W6 |
| 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, 12-12, 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 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

Engineering Studies – 2022/2023 Assessment Schedule

| Course Components | Syllabus Weighting | Task 1 | Task 2 | Task 3 | Task 4 |
|--|--------------------|------------------------------------|------------------------------------|------------------------------------|--|
| Syllabus/Topic Focus | | Civil Structures | Personal and Public Transport | Aeronautical Engineering | Trial HSC Examination |
| Task Type | | Report | Assignment | Assignment | Examination |
| Week/Term | | T1W3 | T1W10 | T3W2 | T3W6 |
| Assessment Component | | | | | |
| Knowledge and understanding of engineering principles and developments in technology | 50 | 10 | 15 | 15 | 10 |
| Skills in research problem solving and communication related to engineering | 30 | 5 | 5 | 10 | 10 |
| Understanding the scope and role of engineering including management and problem solving | 20 | 5 | 5 | | 10 |
| Total | 100 | 20 | 25 | 25 | 30 |
| Outcomes Assessed | | H1.1, H1.2, H2.1, H2.2, H5.1, H5.2 | H2.1, H2.2, H5.1, H5.2, H6.1, H6.2 | H1.1, H1.2, H2.2, H3.2, H3.3, H6.1 | H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2 |

Year 12 Engineering Studies Outcomes:

A student:

H1.1 describes the scope of engineering and critically analyses current innovations

H1.2 differentiates between properties of materials and justifies the selection of materials, components and processes in engineering

H2.1 determines suitable properties, uses and applications of materials in engineering

H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society

H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice

H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports

H3.3 develops and uses specialised techniques in the application of graphics as a communication tool

H4.1 investigates the extent of technological change in engineering

H4.2 applies knowledge of history and technological change to engineering-based problems

H4.3 appreciates social, environmental and cultural implications of technological change in engineering and applies them to the analysis of specific problems

H5.1 works individually and in teams to solve specific engineering problems in the preparation of engineering reports

H5.2 selects and uses appropriate management and planning skills related to engineering

H6.1 demonstrates skills in research and problem-solving related to engineering

H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

English Extension 1 – 2022/2023 Assessment Schedule

| Course Components | Syllabus Weighting | Task 1 | Task 2 | Task 3 |
|---|--------------------|-----------------------------------|---|--|
| Syllabus/Topic Focus | | Common Module: Literary Worlds | Elective Module: Reimagined Worlds | Section 1: Common Module Section 2: Elective Module |
| Task Type | | Portfolio of Writing | Written Task Incorporating Related Texts | Trial HSC Examination |
| Week/Term | | T4W10 | T2W6 | T3W6 |
| Assessment Component | | | | |
| Knowledge and understanding of complex texts and how and why they are valued | 50 | 20 | 15 | 15 |
| Skills in complex analysis, sustained composition and independent investigation | 50 | 15 | 20 | 15 |
| Total | 100 | 35 | 35 | 30 |
| Outcomes Assessed | | EE12-2, EE12-3, EE12-5 | EE12-1, EE12-4 | EE12-1, EE12-2, EE12-3, EE12-5 |

Year 12 English Extension 1 Outcomes:

A student:

EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience, and context, across a range of modes, media, and technologies

EE12-2 analyses and experiments with language forms, features, and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences, and contexts

EE12-3 independently investigates, interprets, and synthesizes critical and creative texts to analyses and evaluate different ways of valuing texts to inform and refine response to and composition of sophisticated texts

EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

English Advanced – 2022/2023 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: Textual Conversations | Module B: Critical Study of Literature (TS Eliot) | Trial HSC Examination |
| Task Type | | Multimodal Presentation with Related Text | Comparative Essay | Critical Essay | Examination |
| Week/Term | | T4W8 | T1W6 | T2W4 | T3W6 |
| 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 – 2022/2023 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 | Trial HSC Examination |
| Task Type | | Written Task with Related Texts | Multimodal Presentation | Critical Essay | Examination |
| Week/Term | | T4W8 | T1W6 | T2W4 | T3W6 |
| 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, EN12-8 | EN12-1, EN12-3, EN12-4 | EN12-4, EN12-5, EN12-7, EN12-9 |

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 – 2022/2023 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 | T3W6 |
| 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 – 2022/2023 Assessment Schedule

| 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 | T2W2 | T3W8 |
| 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

Food Technology – 2022/2023 Assessment Schedule

| Course Components | Syllabus Weighting | Task 1 | Task 2 | Task 3 | Task 4 |
|---|--------------------|---------------------------|-----------------------------|------------------------------|--|
| Syllabus/Topic Focus | | Australian Food Industry | Food Manufacture | Trial HSC Examination | Food Product Development / Contemporary Nutrition Issues |
| Task Type | | Practical and Theory Task | Research and Practical Task | Examination | Food Product Design and Evaluation |
| Week/Term | | T1W2 | T1W10 | T2W10 | T3W3 |
| Assessment Component | | | | | |
| Knowledge and understanding of course content | 40 | 10 | | 20 | 10 |
| Research analysis and communication | 30 | | 10 | 10 | 10 |
| Experimentation and preparation | 30 | 10 | 10 | | 10 |
| Total | 100 | 20 | 20 | 30 | 30 |
| Outcomes Assessed | | H1.2, H1.4, H3.1, H5.1 | H4.2, H1.1, H5.1 | H1.1, H1.3, H1.4, H2.1, H4.2 | H2.1, H3.2, H4.1, H1.3 |

Year 12 Food Technology Outcomes:

A student:

H1.1 explains manufacturing processes and technologies used in the production of food products

H1.2 explains the nature and extent of the Australian food industry

H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considers

H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment

H2.1 evaluates the relationship between food, its production, consumption, promotion and health

H3.1 investigates operations of one organisation within the Australian Food Industry

H3.2 independently investigates contemporary nutrition issues

H4.1 develop, prepares and presents food using product development processes

H4.2 applies principles of food preservation to extend the life of food and maintain safety

H5.1 develops, realises and evaluates solutions to a range of food situations

Geography – 2022/2023 Assessment Schedule

| 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 | Examination |
| Week/Term | | T4W7 | T1W7 | T2W6 | T3W6 |
| 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 | 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

Industrial Technology Metal – 2022/2023 Assessment Schedule

| 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 | Trial HSC Examination | Production and Management Tasks |
| Task Type | | Research Task and Report | Report and Class Presentation | Examination | Ongoing Classwork |
| Week/Term | | T4W8 | T1W9 | T2W10 | T3W2 |
| Assessment Component | | | | | |
| Industry study | 15 | | 10 | 5 | |
| Major project design, management and communication | 20 | 10 | | | 10 |
| Major project production | 40 | | 10 | | 30 |
| Total | 100 | 20 | 20 | 20 | 40 |
| 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 | H1.2, H7.1, H7.2 | H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H6.2 |

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
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- 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

Industrial Technology Multimedia – 2022/2023 Assessment Schedule

| 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 | Trial HSC Examination | Production and Management tasks |
| Task Type | | Research Task and Report | Report and Class Presentation | Examination | Ongoing classwork |
| Week/Term | | T4W8 | T1W9 | T2W10 | T3W2 |
| Assessment Component | | | | | |
| Industry study | 15 | | 10 | 5 | |
| Major project design, management and communication | 20 | 10 | | | 10 |
| Major project production | 40 | | 10 | | 30 |
| Total | 100 | 20 | 20 | 20 | 40 |
| 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 | H1.2, H7.1, H7.2 | H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H6.2 |

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
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- 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

Industrial Technology Timber – 2022/2023 Assessment Schedule

| 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 | Trial HSC Examination | Production and Management Tasks |
| Task Type | | Research Task and Report | Report and Class Presentation | Examination | Ongoing Classwork |
| Week/Term | | T4W8 | T1W9 | T2W10 | T3W2 |
| Assessment Component | | | | | |
| Industry study | 15 | | 10 | 5 | |
| Major project design, management and communication | 20 | 10 | | | 10 |
| Major project production | 40 | | 10 | | 30 |
| Total | 100 | 20 | 20 | 20 | 40 |
| 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 | H1.2, H7.1, H7.2 | H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H6.2 |

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
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Legal Studies – 2022/2023 Assessment Schedule

| 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 | Examination |
| Week/Term | | T4W9 | T1W8 | T3W2 | T3W6 |
| 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 may be assessed |

Year 12 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

Modern History – 2022/2023 Assessment Schedule

| 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 | Trial HSC Examination | Summary Notes Task |
| Week/Term | | T4W8 | T1W7 | T2W10 | T3W8 |
| 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 | 30 | 20 |
| Outcomes Assessed | | MH12-1, MH12-4, MH12-6 | MH12-2, MH12-8, MH12-9 | MH12-1, MH12-5, MH12-7 | MH12-3, MH12-7, MH12-9 |

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

Mathematics Extension 1 – 2022/2023 Assessment Schedule

| Course Components | Syllabus Weighting | Task 1 | Task 2 | Task 3 | Task 4 |
|-------------------------|--------------------|--------------------------|---|--|---|
| Syllabus/Topic Focus | | Proof | Proof Vectors Trigonometric Equations Calculus | Vectors Trigonometric Equations Calculus Statistical Analysis | 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 | T3W6 |
| Assessment Component | | | | | |
| Proof | 20 | 10 | 5 | | 5 |
| Vectors | 25 | 10 | 5 | 5 | 5 |
| Trigonometric functions | 20 | | 5 | 10 | 5 |
| Calculus | 20 | | 5 | 10 | 5 |
| Statistical analysis | 15 | | | 5 | 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, ME12-5 | 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 mathematic forms

Mathematics Extension 2 – 2022/2023 Assessment Schedule

| 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 | In Class Test | Trial HSC Examination |
| Week/Term | | T1W2 | T1W9 | T2W8 | T3W6 |
| 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 multi-step problems

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

Mathematics Advanced – 2022/2023 Assessment Schedule

| 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 Test (with summaries) | In Class Test (with summaries) | Trial HSC Examination |
| Week/Term | | T4W10 | T1W6 | T2W8 | T3W6 |
| 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

Mathematics Standard 1 – 2022/2023 Assessment Schedule

| 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 | Measurement, Statistics Analysis Financial Mathematics Networks |
| Task Type | | Assignment | Assignment | Assignment | Trial HSC Examination and Portfolio |
| Week/Term | | T4W7 | T1W10 | T2W8 | T3W6 |
| Assessment Component | | | | | |
| Algebra | 10 | | | | 10 |
| Measurement | 30 | 10 | | 10 | 10 |
| Financial mathematics | 25 | | 20 | | 5 |
| Statistical analysis | 20 | 10 | | | 10 |
| Networks | 15 | | | 10 | 5 |
| Total | 100 | 20 | 20 | 20 | 40 |
| Outcomes Assessed | | MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10 | MS1-12-1, MS1-12-3, MS1-12-5, MS1-12-6, MS1-12-9, MS1-12-10 | 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

Mathematics Standard 2 – 2022/2023 Assessment Schedule

| 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 Network |
| 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 | | T4W10 | T1W10 | T2W6 | T3W6 |
| 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 | | MS11-8, MS-M6, MS-S4 | MS-S4, MS-A4, MS-F4 | MS-F4, MS-F5 | MS-A4, MS-M6, MS-M7, MS-F4, MS-F5, MS-S4, MS-S5, MS-N2, MS-N3 |

Year 12 Mathematics Standard 2 Outcomes:

A student:

- MS-A4 types of relationships
- MS-M6 non-right-angled trigonometry
- MS-M7 rates and ratios
- MS-F4 investments and loans
- MS-F5 annuities
- MS-S4 bivariate data analysis
- MS-S5 the normal distribution
- MS-N2 network concepts
- MS-N3 critical path analysis

Mathematics Numeracy CEC – 2022/2023 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 | | 25 | 25 | 25 | 25 |
| 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, rime, 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

Music – 2022/2023 Assessment Schedule

| 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 | T3W4 |
| 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 as appropriate to the topics studied
- H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H9 performs as a means of self-expression and communication
- H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11 demonstrates a willingness to accept and use constructive criticism

Personal Development Health & Physical Education – 2022/2023 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 | Trial HSC Exam | Sport & Physical Activity in Australian Society |
| Task Type | | Research | Extended Response | Examination | Research |
| Week/Term | | T1W2 | T2W4 | T2W10 | T3W5 |
| Assessment Component | | | | | |
| Knowledge and understanding of course content | 40 | 10 | 10 | 15 | 5 |
| Skills in critical thinking, research, analysing and communicating | 60 | 10 | 20 | 15 | 15 |
| Total | 100 | 20 | 30 | 30 | 20 |
| Outcomes Assessed | | H1, H2, H3, H4, H5, H14, H15, H16 | H7, H8, H9, H10, H11, H16, H17 | H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H14, H15, H16 | H12, H16 |

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 devices methods of gathering, interpreting and communicating information about health and physical activity concepts

H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Photography Video and Digital Imaging – 2022/ 2023 Assessment Schedule

| Course Components | Syllabus Weighting | Task 1 | Task 2 | Task 3 | Task 4 |
|---------------------------------|--------------------|---|-----------------------------------|---|---|
| Syllabus/Topic Focus | | Digital Imaging | Digital Imaging | General | General |
| Task Type | | Portfolio Task | Research Task | Research Portfolio Task | Portfolio Task |
| Term/Week | | T4W10 | T1W8 | T2W4 | T3W8 |
| Assessment Component | | Exploration of Digital Photography and Photoshop Techniques | Digital Media: The arranged Image | Individual Artist Research and Project Proposal | Individual or Collaborative Project Including an Artist Statement |
| Making | 70 | 20 | | 10 | 40 |
| Critical and historical studies | 30 | | 20 | 10 | |
| Total | 100 | 20 | 20 | 20 | 40 |
| Outcomes Assessed | | M1, M2, M4 | CH1, CH3, CH4, CH5 | M2, CH1, CH2, CH3, CH4 | M1, M2, M3, M5, M6 |

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

CH4 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 – 2022/2023 Assessment Schedule

| Course Components | Syllabus Weighting | Task 1 | Task 2 | Task 3 | Task 4 |
|----------------------------------|--------------------|---|---|---|---|
| Syllabus/Topic Focus | | Advance Mechanics | Electromagnetism | Advance Mechanics Electromagnetism The Nature of Light | Advance 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 | T1W8 | T3W2 | T3W6 |
| 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:

PH12-1 develops and evaluates questions and hypotheses for scientific investigation

PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles

PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world

PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Sport, Lifestyle and Recreation – 2022/2023 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 | T3W7 |
| Assessment Component | | | | | |
| Skills | 50 | 10 | 20 | 20 | |
| Knowledge and understanding | 50 | 10 | | | 40 |
| Total | 100 | 20 | 20 | 20 | 30 |
| 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 – 2022/2023 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 | | T4W8 | 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 – 2022/2023 Assessment Schedule

| Course Components | Syllabus Weighting | Task 1 | Task 2 | Task 3 | Task 4 |
|-------------------------|--------------------|---|---|---|---|
| Syllabus/Topic Focus | | Core Study with Written Responses | BOW Development Interview with VAPD | Trial HSC Examination | BOW Appraisal |
| Task Type | | Section 1 and 2 Responses Based on Case Study | Interview, VAPD and BOW Progress | Examination | Resolved BOW and VAPD Hand In |
| Week/Term | | T4W9 | T1W3 | T2W10 | T3W2 |
| 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 | | 20 | | 30 |
| Critical and historical | 50 | 20 | | 30 | |
| Total | 100 | 20 | 20 | 30 | 30 |
| Outcomes Assessed | | H7, H8, H9, H10 | H1, H2, H3, H4, H5 | H7, H8, H9, H10 | H1, H2, H3, H4, H5, H6 |

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 arts

VET Construction – 2022/2023 Assessment Schedule

School Name: Irrawang High School

2022/2023 Student Competency Assessment Schedule

COURSE: CPC20220 Certificate II in construction Pathways & SoA towards CPC20120 Certificate II in Construction

| Assessment Events for CPC20220 Certificate II in Construction (Must be edited to suit school delivery – refer to TAS) | | | Cluster 5 | Cluster 6 | Cluster 7 | HSC ½ Year Exam ** | Work Placement 2* | Trial HSC Exam ** |
|---|-------------------------|---|----------------------------|---------------------------|---------------------------|-----------------------|---------------------------|---------------------------|
| Cluster | Code | Unit of Competency | Week 10 Term 4 Date: | Week 5 Term 2 Date: | Week 8 Term 3 Date: | Week Term Date: | Week 5 Term 2 Date: | Week 6 Term 3 Date: |
| 5 – Option 1 | CPCCB2001 CPCCB2002 | Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment | ✓ | | | | | |
| 5 – Option 2 | CPCCF2002 CPCCM2013 | Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles | ✓ | | | | | |
| 5 – Option 3 | CPCCN2001 CPCCN3004 | Assemble components Manufacture and assemble joinery components | ✓ | | | | | |
| 6 | CPCCA2022 CPCCM2005 | Use carpentry tools and equipment Use construction tools and equipment | | ✓ | | | | |
| 7 | CPCCV1011 CPCCOM1012 | Undertake a basic construction project Work effectively and sustainably in the construction industry | | | ✓ | | | |

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.

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

VET Hospitality – 2022/2023 Assessment Schedule

School Name: Irrawang High School

2022/2023 Student Competency Assessment Schedule

COURSE: SIT20316 Certificate II in Hospitality

(Strategy B)

HSC2023

APPROVED BY TAMMY KERR 2/04/2022

| Assessment Events for SIT20316 Certificate II in Hospitality | | | Cluster 4 Espresso Yourself | Cluster 5 Service with a smile | Cluster 6 Keeping Up to Date | Cluster 8 (B) Work Placement 2* | Trial HSC Exam ** |
|---|--------------------------|--|-----------------------------------|--------------------------------------|------------------------------------|---------------------------------------|----------------------------------|
| Cluster | Code | Unit of Competency | Week 9 Term 4 2022 Date: | Week 7 Term 2, 2023 Date: | Week 6 Term 3, 2023 Date: | Week 5 Term 1, 2023 Date: | Week 10 Term 2, 2023 Date: |
| 4 Espresso Yourself | SITHFAB005 | Prepare and serve espresso coffee | ✓ | | | | |
| 5 Service With a Smile | SITXCCS003 SITHFAB007 | Interact with customers ✓*collecting evidence towards Serve food and beverages | | ✓* ✓ | | | |
| 6 Keeping Up to Date | SITHIND002 BSBWOR203 | Source and use information on the hospitality industry Work effectively with others ✓*collecting evidence towards | | | ✓ ✓* | | |
| 8 Working in Industry (Work Placement 2) | SITHIND003 BSBSUS201 | Use Hospitality skills effectively ✓*collecting evidence towards Participate in environmentally sustainable work practices ✓*collecting evidence towards | | | | ✓* ✓* | |

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20316 Certificate II in Hospitality or a Statement of Attainment towards SIT20316 Certificate II in Hospitality.

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.

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

VET Primary Industries – 2022/2023 Assessment Schedule

School Name: Irrawang High School

2022/2023 Student Competency Assessment Schedule

COURSE: Primary Industries

Year: 12 (HSC)

| Assessment Events for AHC20116 Certificate II in Agriculture (Must be edited to suit school delivery – refer to TAS) | | | Cluster 3 | Cluster 4 | Cluster 8 | Cluster 5 | HSC ½ Year Exam ** | Work Placement 2* | Trial HSC Exam ** |
|--|--|---|---------------------------------|---------------------------|---------------------------|---------------------------|--------------------------|---------------------------|---------------------------|
| Cluster | Code | Unit of Competency | Week 4, 2022 Term 4 Date: | Week 2 Term 1 Date: | Week 8 Term 1 Date: | Week 3 Term 3 Date: | Week Term Date: | Week 5 Term 2 Date: | Week 6 Term 3 Date: |
| 3 | AHCWRK201 | Observe and report on weather | ✓ | | | | ✓ | | ✓ |
| 4 | AHCCHM201 AHCPMG201 | Apply chemicals under supervision Treat weeds | | ✓ ✓ | | | ✓ ✓ | | ✓ ✓ |
| 8 | AHCLSK209 AHCLSK211 | Monitor water supplies Provide feed for livestock | | | ✓ ✓ | | ✓ ✓ | | ✓ ✓ |
| 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 | | | | ✓ ✓ ✓ ✓ | | | ✓ ✓ ✓ ✓ |

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 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.

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

VET Certificate III Retail – 2022/2023 Assessment Schedule

School Name: Irrawang High School

2022/2023 Student Competency Assessment Schedule

COURSE SIR30216: Certificate III in Retail HSC

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

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

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.

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