

# ENGADINE HIGH SCHOOL HSC ASSESSMENT BOOKLET 2023

*Information for  
Year 12 Students  
and Parents*

Current version available on School Website

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# Important Dates 2022 - 2023

Term 4 2022	10/10/2022
Summer Break	20/12/2022
Term 1 2023	26/01/2023
Autumn Break	06/04/2023
Term 2 2023	24/04/2023
Winter Break	30/06/2023
Term 3 2023	17/07/2023
Spring Break	22/09/2023
HSC 2023	TBA

## Note:

The official examination timetable for HSC examinations is published at the start of Term 2, 2023.

Major Work submission dates and external marking windows are published during late Term 1, 2023. These can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables/hsc-important-dates-practical-and-performance-exam>

# Public Holidays 2023

New Year's Day	02/01/2023
Australia Day	26/01/2023
Good Friday	07/04/2023
Easter Monday	10/04/2023
ANZAC DAY	25/04/2023
King's Birthday	12/06/2023
Labour Day	02/10/2023

# Preface

This booklet gives you information about what Engadine High School expects of you while studying Higher School Certificate courses.

You should also read the additional assessment information that will come to you from your teachers about the particular courses you are studying.

The NSW Education Standards Authority (NESA) Assessment Requirements for the Higher School Certificate are implemented by this school. A copy of NESA's Rules and Procedures for 2023 Higher School Certificate Candidates will be sent to you during your course. It can also be downloaded from:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables/hsc-important-dates-practical-and-performance-exam>

## A message to all Year 12 students

As you embark on your HSC journey, we want to remind you of the importance of complying with the guidelines set out in your assessment booklet and the rules and regulations set out by New South Wales Education Standards Authority (NESA). These guidelines and rules are in place to ensure a fair and consistent assessment process for all students.

To achieve your best possible performance, it's essential to be organised and prepared, and to stay motivated and inspired to study. We know that the HSC can be challenging but remember that hard work and dedication will pay off in the end.

If you have any concerns or questions about the HSC assessment process, please do not hesitate to contact the Deputy Principal for assistance. They are here to support you and guide you through this exciting and rewarding time.

We wish you the best of luck in your studies and hope that your HSC experience is both fulfilling and enjoyable.

# NSW Education Standards Authority (NESA) Students Online

During your Higher School Certificate year, the NESA Students Online service will be available for you to logon and view your HSC enrolment details. By using your student number and PIN provided by NESA, you will be able to check important details relating to your enrolment and view important information such as your personalised HSC written examination timetable, personalised Advice Line schedule, your Assessment Rank Order (after the final HSC examination) and information regarding your HSC results. In addition, Students Online has links to other relevant sites.

**NSW Education Authority**

**(NESA) GPO Box 530**

**Sydney NSW 2001**

**Telephone 1300 138323**

**Website: <https://studentsonline.nesa.nsw.edu.au>**

## Pattern of study

- The Higher School Certificate (HSC) is the highest educational award in New South Wales, Australia.
- The HSC course is a two-year program offered to students in their final two years of secondary school, typically in Years 11 and 12.
- Students must complete at least 12 units of study, including at least 10 units of Board Developed Courses and up to 2 units of Board Endorsed Courses or VET courses.
- A unit of study represents approximately 120 hours of learning and assessment.
- Each Board Developed Course is designed and assessed by NESA and is subject to external examination.
- Students must complete at least one Board Developed Course in English.
- Board Endorsed Courses are courses developed by schools or TAFE colleges and endorsed by NESA. They are not externally examined.
- VET courses are vocational education and training courses that provide students with practical skills and workplace experience.
- Students must achieve satisfactory completion of each course to earn the units toward their HSC.
- The HSC also includes a set of requirements known as the HSC Credential. This includes a minimum standard of literacy and numeracy. (HSC Minimum standards)
- In 2 unit subjects students are ranked against their peers using a six-point scale, from Band 1 (the lowest) to Band 6 (the highest), based on their performance in each course.

- In a 1 unit subject students are ranked against their peers using a four-point scale, from Band 1 (the lowest) to Band 4 (the highest), based on their performance in each course.
- A student's HSC results are used for university admission and may also be used by employers to assess their skills and qualifications.
- To satisfy pattern of study requirements for the HSC a student may count a maximum of units from courses in Science in each pattern of study.
- For more information on pattern of study and HSC requirements, please see the schools subject selection policy documents.

## Year 12 Assessment and the HSC mark

The HSC mark is the result of a combination of internal and external assessments that measure a student's performance across their chosen courses. The mark is expressed as a numerical score out of 50, which is then scaled by the New South Wales Education Standards Authority (NESA) to account for any differences in difficulty between courses.

The external assessments are usually in the form of written exams, and they are designed and marked by NESA. These exams are generally taken at the end of Year 12, and they contribute to a significant portion of a student's final HSC mark.

The internal assessments are usually conducted by the student's school throughout the HSC course, and they may include assignments, practical work, or other forms of assessment. The school is responsible for marking these assessments and submitting the results to NESA for moderation.

In addition to the HSC mark, students also receive an Australian Tertiary Admission Rank (ATAR). The ATAR is calculated based on a student's HSC results and is used by universities to determine a student's eligibility for admission into their courses. The ATAR is calculated using a complex formula that takes into account a student's HSC marks, their course choices, and the demand for those courses among other students.

Students who complete vocational education and training (VET) courses as part of their HSC can also receive credit towards nationally recognised qualifications. These courses are designed to give students practical skills and workplace experience in a particular industry or field. VET courses are assessed internally by the school and externally by the relevant vocational training organisation.

Overall, the HSC mark is a reflection of a student's performance across their chosen courses and can have a significant impact on their future academic and career opportunities. Students should take their studies seriously, seek help when needed, and stay motivated throughout the HSC course.

## Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers eg TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Students will require a form of identification, such as a Medicare Card, Birth Certificate, Driver's License or a valid passport for the creation of the USI.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

Board Endorsed VET courses do count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based training is based on performance standards that have been set by industry. Competency-based assessment materials are designed to determine if each learner has achieved all the outcomes (skills and knowledge). Students will receive documentation showing the competencies achieved for the VET course undertaken. Students in VET courses must be able to demonstrate competence regardless of disability. The principles of HSC: All My Own Work apply to all Stage 6 VET courses, including early commencement in Stage 5.

If the student has already completed part of the course elsewhere or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course.



The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Due to the specific requirements of a VET course, it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

# Higher School Certificate Course Assessment Information

## General information

All students will be required to complete a program of assessment tasks for each of their courses. These tasks will be used to determine a student's level of achievement in all of their subjects and whether they have met the minimum academic standard in their courses. Students' results will continue to be based on their performance in school assessment tasks and the HSC exam.

There are three types of courses approved for study for the HSC Course.

1. BOARD DEVELOPED COURSES have their syllabus and examination set by NESA.
2. BOARD ENDORSED COURSES are developed by NESA but are not examinable at the Higher School Certificate.
3. VOCATIONAL EDUCATION AND TRAINING COURSES are developed by VETAB and approved by NESA. There are no HSC examinations for TAFE-delivered VET courses, with the exception of Accounts – clerical, Electronics Technology and Travel. Students have the option of completing HSC examination for VET courses done at school.

The purpose of school assessment is to provide an indication of the student's attainment of course outcomes:

- With reference to specified standards of performance
- Measured over the entire course rather than at a single point in time.

All assessment marks will be derived from the performance of various set tasks during the HSC Course using prescribed syllabus weightings. These tasks will vary according to the particular subject but could include tests, essays, practical work, fieldwork, and oral tasks. The advantage to the student of this system is that it provides both an extended period of time and a variety of activities in which to demonstrate their ability.

Students should note that the successful completion of their courses depends not only on the completion of assessment tasks, but also on meeting the other requirements of each course. Students must apply themselves with diligence and sustained effort in all aspects of the course. Students need to participate actively in their courses, and to complete the work set both in class and for homework. Non-assessable tasks must also be completed.

## Eligibility for the Higher School Certificate

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:

- a) Followed the course developed or endorsed by NESA; and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) Achieved some or all of the course outcomes (ACE manual 1999)

## Engadine High School Assessment Policy

This document sets out the Assessment Policy of Engadine High School (EHS). It provides a concise and consistent framework from which all students from Years 7-12, and their parents, can draw confidence. We will endeavour, where practical, to assist students who are experiencing difficulty, but we will apply this policy in a consistent manner across the school to ensure equity for every student.

Assessment at EHS is conducted in a formal and informal way. This policy applies to formal assessment tasks only. Informal assessment takes place on a daily basis in every lesson across the school. For the purposes of reporting both formal, and informal assessment is taken into consideration.

### Disability Provisions

The Department of Education makes disability provisions available for those students who have specific learning and/or disabilities which are likely to affect their results at the HSC. These difficulties include hearing deficiencies, sight impairment as well as diagnosed learning difficulties. To claim disability provisions, students must speak to the Learning Support teachers, the Deputy Principal or a School Counsellor. In the HSC year, an application form for NESA must be completed by the end of Term 1 of a HSC calendar year, including documents required by NESA. The closing date for the submission of applications is usually late March. It is the responsibility of the student/parent/carer to make an application for disability provisions through the school.

# Assessment Tasks

Each subject faculty has developed its own Assessment Program which specifies the relative weightings to be given to each component of the course.

Students will be assessed with reference to standards of performance. The marks achieved by students will reflect the standard they have achieved in a course.

A more specific assessment schedule for each course will be provided for students in Term 4 (the commencement of the HSC) as well as a general outline of the Assessment Program for each subject at the commencement of that Program provided in this booklet.

## 1. Handing out and submission of assessment tasks

- Students in Years 10, 11 and 12 must sign their name on a class roll when they receive notification for a submitted assessment task.
- Students in Years 10, 11 and 12 must sign their name on a class roll when they submit an assessment task.
- If a class teacher is absent on the day of submission the Head Teacher, or Head Teacher nominee, will facilitate the above process.
- When submitting an assessment task, students must also complete an assessment cover sheet. These can be found in the school library, school Library Google classroom and available on the school website.
- If a student is absent on the day an assessment task is handed out it is their responsibility to ensure that they see the class teacher, or the relevant Head Teacher on the day of their return to get their copy of the task or, they download a copy of the task from the Google Classroom. Staff are to follow up with absent students in subsequent lessons. Student absence on the day a task is handed out is NOT necessarily grounds for an extension.
- Electronic submission of assessment tasks is acceptable only when negotiated with the classroom teacher prior to the due date.

NB. Staff will provide students with a minimum of two weeks' notice of formal assessment tasks in Years 10, 11 and 12 (including for the Trial HSC and other formal examination periods outlining what is in the examination). Where the day for an assessment has to change from its published date, students will be given written notification outlining these changes.

## 2. Rule for attendance on the due date of an assessment task

- Students must attend all timetabled lessons (including period 0 for senior extension classes) on the day an assessment is due, even if electronic submission of the task has been negotiated with the teacher.
- Students must arrive at all timetabled lessons on time on the day an assessment task is due.
- Failure to fulfil these requirements will result in the application of the penalties for late submission as set out in *Point 7* of this document.
- NB. Students will NOT be permitted to work on or prepare assessments during other classes.

### 3. Rule for extensions, Illness/Misadventure for assessment tasks and examinations

- All applications for an extension MUST be submitted in writing, with appropriate documentation supporting the application, to the Head Teacher where possible at least two days prior to the due date.
- Appropriate documentation for Senior's is: submission of school's Illness/Misadventure form (available from the Deputy Principal Curriculum).
- If a student is absent on the day a task is due, it is the student's responsibility to submit the assessment task and appropriate documentation (the school's Illness/Misadventure form) to the Head Teacher, or Head Teacher nominee on the first day they return to school even if they don't have a timetabled lesson for that class on that day.
- Technology breakdowns may NOT be considered a legitimate reason for late submission and therefore any such application may be declined.

NB. Where practical, students who are organising work experience or work placement must endeavour to avoid clashes with published assessment and examination dates.

### 4. Nature or form of the extension

For senior students, a panel of staff led by the Deputy Principal Curriculum will determine which of the following will be granted:

- An extension of time for submission;
- Completion of an alternate task submitted at a later date;
- An estimate (if authorised by the Principal or Principal nominee) based upon the student's relative achievement in the course in *like* tasks;
- Zero mark awarded.

NB. Once notified of the decision, students have the option to appeal the decision as per Point 8 in this document.

### 5. Acceptable reasons for an extension

- Any school related business.
- Illness or injury where the nature of the injury or illness directly inhibits the student's capacity to fulfil the task's requirements.
- Family bereavement

NB. Examination periods and formal assessments are published on Sentral and the school's website, as well as in the assessment booklets handed out to Years 11 and 12. As a result of this advanced notification, family holidays are certainly discouraged during these periods and they will not be endorsed as a justified absence.

### 6. Family holidays

- For students working towards the RoSA (Years 9, 10, 11) or the HSC, extensions generally WILL NOT be granted for family holidays nor alternative tasks offered.

### 7. Penalties for late submission

Years 10-12

- Student will be awarded a mark of zero for any task not submitted by the specified time on due date or, for non-submitted tasks, not completed during the timetabled lesson, unless a valid extension or misadventure have been approved (see Point 3).
- Failure to submit an assessment task, or non-serious attempts made on assessment tasks, may result in a warning of an N Award Warning or a N Determination being issued.

## 8. Assessment Appeals

- Students are encouraged to make initial contact with the class teacher.
- If the matter remains unresolved the student is to contact the Head Teacher responsible for course in question.
- Students will have the option to lodge an appeal in writing that will be addressed and ruled upon by an Assessment Appeals Panel made up of a Deputy Principal (who will act as chairperson) and two Head Teachers from faculties other than that which is involved in the appeal. The ruling of the committee will be binding and final.

NB. Students may NOT dispute the type of assessment tasks nor the teacher's professional judgement relating to the allocation of marks for tasks.

## 9. Plagiarism

- Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating and considered malpractice.
- Students are not permitted to use Artificial intelligence (AI) to write or contribute to summative assessment tasks unless it is specifically outlined in the course instructions. This policy is in place to ensure that students are demonstrating their own knowledge and skills, rather than relying on technology to complete their work.
- Detected malpractice will see the following apply: zero marks for part or all of the assessment.

## 10. Non-Serious attempt

It is important to remember that non-serious attempts can result in a lack of understanding and poor performance in assessments. Non-serious attempts may include not writing in an assessment task, writing something inappropriate, failing to attempt to complete an examination paper, or failing to submit work that could legitimately be called a serious effort based on your prior ability. These behaviours can lead to disappointing results and may have consequences such as receiving a mark of zero or an N award warning or an N determination for a course.

## 11. In Class tasks on the same line

- When a subject has two classes that are on different lines and the assessment task is completed in class, the task will be completed on a Wednesday afternoon during periods 5 and 6. Details regarding this task will be on the assessment notification.
- Students must make themselves available to sit this task at the appropriate time.

## 12. Use of Electronic Devices

- Only NESAs-approved calculators may be used in examinations. NESAs provides a list of approved calculators that may be used in the HSC. Electronic dictionaries, translators, mobile phones, programmable watches, including smartwatches, and other devices that can contain formulae or can be used to assist in accessing an examination or assessment task are not permitted under any circumstances.
- If students are found to have used such a device in an assessment task or examination, the task or examination will be cancelled, a mark of zero awarded and an 'N' warning letter sent.

# NESA

NESA treats cheating very seriously. It investigates allegations of cheating and penalises students caught in written examinations and in projects or practical works.

Detected malpractice will limit a student's marks and jeopardise their RoSA, Preliminary or HSC.

- One or more of the following will apply:
- Reduced marks for part or all of the examination
- Zero marks for part or all of the examination
- An interview with a 'malpractice' panel at NESA
- Loss of one or more courses towards the RoSA, Preliminary or HSC award
- Damage to your ability to apply for entry to TAFE or university courses or scholarships.

Cheating in school assessment tasks is dealt with at school. Your teachers must be satisfied that the work you are presenting is your own, particularly in tasks that require work to be done at home, and that any help that you received has been acknowledged. Schools may use procedures similar to NESA's rules, such as signed declarations of authenticity.

Cheating in school assessment tasks also has serious consequences. You may receive zero marks for the task, and depending on the task, you may lose that course from your HSC award. Your school may refuse to certify practical works or projects as 'authentic work' before sending them to NESA. Your school may take further disciplinary action. Apart from anything else, if you are caught cheating you are likely to lose the trust of your fellow students and your own self-respect.

It is important to have support from teachers, parents and friends when you are working on your assessments, but you must not let them do the work for you.

Remember that doing your own work is not only about learning, it adds to your overall sense of achievement in completing the HSC.

HSC Assessments and Submitted works – Advice to Students, course outcomes and competencies can all be accessed at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>



## ‘N’ Determination [Non Award]

If a student fails to comply with NESAs requirements for the HSC course they will receive an ‘N’ Determination. This means that the relevant course will not appear on the student’s Record of Achievement and in some cases, this will mean that the student may not meet the pattern of study requirements and therefore, will be ineligible for the award of the HSC in that year.

- Students are required to meet course completion criteria as well as assessment criteria. 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 NESAs; 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.
- Students who are likely to travel overseas during the HSC year should note that they need to demonstrate regular engagement with their courses of study until the end of the academic year, in order to fulfil these NESAs requirements.
- Students are expected to complete all tasks which are part of the assessment program in each course of study. School-based HSC assessment contributes 50% of the final Higher School Certificate mark and is reported on the Higher School Certificate Record of Achievement.
- Students are also required to complete assessment tasks worth more than 50% of the total assessment marks to qualify for the Higher School Certificate. Students cannot qualify for a Higher School Certificate in a course where they do not meet these minimum assessment requirements.
- Students and supervisors are directed to the NSW Education Standards Authority (NESAs) website for further information.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

## Official Warning Letters

Where a student fails to comply with NESAs or school requirements for the satisfactory completion of the Higher School Certificate course, the supervisor will receive an official warning letter from the school outlining the nature of any outstanding learning responses or assessment tasks. The warning letter is designed to give the student the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To redeem an official warning letter, the student must comply with the letter’s requirements in full.

If a warning letter is issued for an assessment task, and the student has an appeal related to that task upheld, then the appeal decision overrides the warning letter for that task.

Failure by the student to respond to the requests made in official warning letters may lead to the issue of an N Determination in that course, indicating non-completion of course requirements. An N Determination will mean that the student may not be eligible for the award of the Higher School Certificate.

# All My Own Work

## What is cheating in an Assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

Here some examples of behaviour considered to be cheating:

- Copying, buying, stealing or borrowing part or all of someone else's work, presenting it as your own
- Using material directly from books, journals, CDs or the internet without acknowledging the source
- Submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author.
- Paying someone to write or prepare material this is associated with a task, such as drafts, processes diaries, logs and journals.

The above are examples of plagiarism.

## What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your RoSA, Preliminary or HSC results.

The following are common questions about plagiarism.

Q. Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

A. Definitely yes!

Q. Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

A. Yes. You are using someone else's thoughts and words without acknowledgement.

Q. Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my exam?

A. Yes. This is plagiarism.

Q. Is it plagiarism if someone else proofreads my written work and changes my final draft?

A. It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your work.

Q. Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

A. No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

Q. Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

A. This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

Q. Can I use Artificial intelligence to write all or parts of my assessment task?

A. Students are not permitted to use Artificial intelligence (AI) to write or contribute to summative assessment tasks unless it is specifically outlined in the course instructions. This policy is in place to ensure that students are demonstrating their own knowledge and skills, rather than relying on technology to complete their work.

## Honesty in HSC Assessment – the Standard

*This standard sets out the NSW Education Standards Authority (NESA) requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard.*

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- Rules and Procedures for Higher School Certificate Candidates
- HSC: All My Own Work

These documents are publicly available on the NSW Education Standards Authority (NESA) website at <https://ace.nesa.nsw.edu.au/ace-9022>

## Register of Malpractice in HSC Assessment Tasks

For many years, the NSW Education Standards Authority (NESA) has collected and published information on malpractice in HSC examinations. NESA has now instituted a Register of Malpractice in HSC Assessment Tasks that will build on that body of knowledge.

All instances of proven malpractice in HSC assessment tasks must be entered into the Register. All schools are required to participate by entering information on proven cases of malpractice in HSC assessment tasks.

At the end of the year, NESA will aggregate the data provided by schools without identifying either the school or the students involved.

The key data included in the Register is:

- the course involved
- the type of offence
- the nature of the assessment task
- the penalty applied.

Malpractice is any attempt to gain an unfair advantage over other students. Types of malpractice in HSC assessment tasks may include, but are not limited to:

- being in possession of unauthorised notes or electronic devices during a test or examination
- using the words, ideas, designs or workmanship of others without acknowledgement
- copying from another student
- paying someone to write or prepare an assessment task
- late submission of an assessment task where it is proven to be a deliberated mechanism to gain advantage over other students
- a non-serious attempt that is deemed to be frivolous or offensive

The implementation of this Register is supported by the Independent Commission Against Corruption.

# Final Assessment Rank Reviews and Appeals

During the year, Higher School Certificate students are ranked in each assessment task in each course. The overall rank for each course is calculated on an ongoing basis following each task. The final rank reflects the student's position in the group at the end of the assessment program.

Final assessment marks are not released to students. However, after the final HSC examination, you can obtain your final rank order for assessment in each course via Students Online. If, in any course, your final Higher School Certificate assessment rank is significantly different from the rank you expected, the NSW Education Standards Authority (NESA) allows you to request a School Review of your ranking in that subject.

Remember: Your final Higher School Certificate assessment rank will be based on the results of all assessment tasks in that course.

## Request for Review

Requests for School Review of your final HSC assessment rank must be based on one of the following three official grounds:

- The weightings that were used are not those specified by NESA in the subject Assessment Guides
- The school's procedures for determining assessments do not conform with its stated policy and programs
- There are clerical or computational errors.
- Marks awarded by any teachers for individual tasks are not subject to review as part of this process. Concerns relating to individual tasks must be raised within one week of receipt of the marked task.

Requests for review of your final Higher School Certificate assessment rank must be made on a special form called Application for School Review of Assessment Ranking. This is available via Schools Online on the last day of the HSC examinations. The completed form should reach Sydney Distance Education High School by the date specified by NESA. This date is available on the NSW Education Standards Authority (NESA) website at

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables>

The school will make arrangements to ensure that your request proceeds without delay. The school will advise you of the outcome of its review and will advise NESA of any changes to assessment marks.

## Appeals

If your rank is reviewed by the school, and you are not satisfied with the result, you can appeal to the NSW Education Standards Authority (NESA). Your appeal must be made on the official form which you should obtain by contacting the school or the nearest District Office of the Department of Education.

In the event that you believe that you are entitled to appeal against your ranking in a subject, you may do so in the following manner:

1. Advise the Principal of the school of your intention by emailing or telephoning and requesting that a form be sent to you.
2. Complete the form and deliver it immediately to the school.

The timeframe for Reviews and Appeals is very short.

Please apply to the school for the appropriate form promptly.

## Glossary of Key Terms

Assessment tasks and examination have **key words** that every student should know the meaning of

<b>Account</b>	State reasons for, report on. Give account of: narrate a series of events or transactions.	<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Analyse</b>	Identify components of a relationship between them; draw out and relate impressions	<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Apply</b>	Use, utilise, employ in particular situation	<b>Examine</b>	Inquire into
<b>Appreciate</b>	Make a judgement about the value of	<b>Explain</b>	Relate cause and effect; make a relationship between things evident; provide why and/or how
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size	<b>Extract</b>	Choose relevant and/or appropriate details
<b>Calculate</b>	Ascertain/determine from given facts, figures or information	<b>Extrapolate</b>	Infer from what is known
<b>Clarify</b>	Make clear or plain	<b>Identify</b>	Recognise and name
<b>Classify</b>	Arrange or include in classes/categories	<b>Interpret</b>	Draw meaning from
<b>Compare</b>	Show how things are similar or different	<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Construct</b>	Make; build: put together items or arguments	<b>Justify</b>	Support an argument or conclusion
<b>Contrast</b>	Show how things are different or opposite	<b>Outline</b>	Sketch in general terms; indicate the main feature of
<b>Critically</b>	Add a degree or level of accuracy, depth, knowledge and analyse/understanding, logic, questioning, reflection and quality to evaluate (analysis /evaluation)	<b>Predict</b>	Suggest what may happen based on available information
<b>Deduce</b>	Draw conclusions	<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Define</b>	Show by example	<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Describe</b>	Provide characteristics and features	<b>Recommend</b>	Provide reasons in favour
<b>Discuss</b>	Identify issues and provide points for and/or against	<b>Summarise</b>	Express, concisely, the relevant details
		<b>Synthesise</b>	Putting together various elements



# Course Assessment Schedules

This section details the assessment schedules for each course.

See this [guide](#) to help understand how to read an assessment schedule for your course.

The terms/weeks scheduled for tasks are provided as a guide to help you plan your workload and study. Tasks should fall in this week or very close to the week specified. Some variation on task timing may be necessary. The official course assessment task notification will provide the exact timing and details of the task.

# English Faculty

## English Advanced

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
1	Term 4 Week 9	Related Text Analytical Responses	Common Module: Texts and Human Experiences	EA12-1, EA12-3, EA12-6, EA12-7	25%	15%	10%
2	Term 1 Week 10	Extended Response	Module A: Textual Conversations	EA12-3, EA12-5, EA12-6, EA12-7, EA12-8	25%	15%	10%
3	Term 2 Week 10	Trial HSC Examination	All Modules	All	25%	10%	15%
4	Term 3 Week 5	Multimodal Task	Module C: Craft of Writing	EA12-2, EA12-4, EA12-5, EA12-9	25%	10%	15%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

### Outcomes:

**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 Extension 1

Board Developed, 1 Unit, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of complex texts and how and why they are valued	Skills in complex analysis, sustained composition and independent investigation
1	Term 4 Week 10	Imaginative Writing and Tutorial Presentation	Common Module: Literary Worlds	EE12-2, EE12-5	35%	20%	15%
2	Term 2 Week 3	Critical Response	Elective: Literary Homelands	EE12-1, EE12-2, EE12-3, EE12-4	35%	15%	20%
3	Term 2 Week 10	Trial HSC Examination	All Modules	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	30%	15%	15%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**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 synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order 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 Extension 2

Board Developed, 1 Unit, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Skills in extensive independent research	Skills in sustained composition
1	Term 4, Week 7	Viva Voce	Major Work	EEX12-1, EEX12-4	30%	20%	10%
2	Term 1, Week 6	Literature Review	Major Work	EEX12-1, EEX12-2, EEX12-3, EEX12-4	40%	20%	20%
3	Term 3, Week 2	Critique of the Creative Process	Major Work	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5	30%	10%	20%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

### Outcomes:

**EEX12-1** demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

**EEX12-2** strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

**EEX12-3** applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition

**EEX12-4** undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea

**EEX12-5** reflects on and evaluates the composition process and the effectiveness of their own published composition

# English Standard

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes
1	Term 4, Week 9	Related Text Analytical Responses	Common Module: Texts and Human Experiences	EN12-1, EN12-3, EN12-6, EN12-7	25%	15%	10%
2	Term 1, Week 10	Extended Response	Module A: Module, Identity and Culture	EN12-3, EN12-5, EN12-6, EN12-7, EN12-8	25%	15%	10%
3	Term 2 Week 10	Trial HSC Examination	All Modules	All	25%	10%	15%
4	Term 3, Week 5	Multimodal Task	Module C: Craft of Writing	EN12-2, EN12-4, EN12-5, EN12-9	25%	10%	15%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EN12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

**EN12-3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

**EN12-4** adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

**EN12-5** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

**EN12-6** investigates and explains the relationships between texts

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

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

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

# English Studies

Board Developed, 2 Units, ATAR Eligible, Category B

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills in comprehending texts, communicating ideas, using language accurately and effectively
1	Term 4, Week 9	Multimodal	Common Module: Texts and Human Experiences	ES12-1, ES12-2, ES12-3, ES12-5, ES12-6	25%	15%	10%
2	Term 1, Week 9	Examination	Module A: We Australian	ES12-4, ES12-5, ES12-8, ES12-9	20%	10%	10%
3	Term 2, Week 7	Viewing Representing	Module K: The Big Screen	ES12-2, ES12-5, ES12-9	25%	10%	15%
4	Term 3, Week 6	Portfolio of Classwork	All	ES12-6, ES12-7, ES12-9, ES12-10	30%	15%	15%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**ES12-1** comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

**ES12-2** identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

**ES12-3** accesses, comprehends and uses information to communicate in a variety of ways

**ES12-4** composes proficient texts in different forms

**ES12-5** develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

**ES12-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

**ES12-7** represents own ideas in critical, interpretive and imaginative texts

**ES12-8** understands and explains the relationships between texts

**ES12-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

**ES12-10** monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

# Mathematics Faculty

## Mathematics Standard 1

Board Developed, 2 Units, ATAR Eligible, Category B

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 4 Week 8	Investigative Task	Purchasing a car	MS1-12-4, MS1-12-9	20%	10%	10%
2	Term 1 Week 7	Class test (open book)	Ratios and rates, Interest and depreciation, Correlation and regression	MS1-12-1, MS1-12-5 MS1-12-6, MS1-12-7	25%	12.5%	12.5%
3	Term 3 Week 1	Trial HSC Examination	All course content to date	MS1-12-1, MS1-12-2 MS1-12-3, MS1-12-4 MS1-12-5, MS1-12-6 MS1-12-7, MS1-12-8	30%	15%	15%
4	Term 3 Week 7	Class test	Networks Non-linear relationships	MS1-12-1, MS1-12-6 MS1-12-8	25%	12.5%	12.5%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

### Outcomes:

**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

# Mathematics Standard 2

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 4, Week 8	Investigative Task	Purchasing a car	MS2-12-1, MS2-12-5, MS2-12-9	20%	10%	10%
2	Term 1, Week 7	Class test (open book)	Ratios and rates, Interest and depreciation, Correlation and regression	MS2-12-1, MS2-12-3, MS2-12-5, MS2-12-7	25%	12.5%	12.5%
3	Term 3, Week 1	Trial HSC Examination	All course content to date	MS2-12-1 to 7, MS2-12-9	30%	15%	15%
4	Term 3, Week 7	Class test	Networks Non-linear relationships	MS2-12-1, MS2-12-6, MS2-12-8	25%	12.5%	12.5%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**MS2-12-1** uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

**MS2-12-2** analyses representations of data in order to make inferences, predictions and draw conclusions

**MS2-12-3** interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

**MS2-12-4** analyses two-dimensional and three-dimensional models to solve practical problems

**MS2-12-5** makes informed decisions about financial situations, including annuities and loan repayments

**MS2-12-6** solves problems by representing the relationships between changing quantities in algebraic and graphical forms

**MS2-12-7** solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

**MS2-12-8** solves problems using networks to model decision-making in practical problems

**MS2-12-9** chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use



# Mathematics Advanced

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 4 Week 8	Investigative Task	Calculus, Statistics, Trigonometry	MA-11-3, MA-12-3, MA-12-6, MA-12-8, MA-12-9, MA-12-10	20%	10%	10%
2	Term 1 Week 7	Class test (open book)	Sequences and series, Financial Mathematics, Integration, Geometrical applications of calculus	MA 12-2, MA 12-3, MA 12-4 MA 12-7	25%	12.5%	12.5%
3	Term 3 Week 1	Trial HSC Examination	All course content to date	MA-11-1, MA-12-2, MA-12-3, MA-12-4, MA-12-5, MA-12-6 MA-12-7	30%	15%	15%
4	Term 3 Week 7	Class test	Displaying and interpreting data, Continuous probability distributions, Motion and rates	MA-12-5, MA-12-6, MA-12-7 MA 12-8	25%	12.5%	12.5%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**MA11-1** uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

**MA11-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

**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 Extension 1

Board Developed, 1 Unit, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 4, Week 9	Investigative Task	Mathematical induction	ME12-1, ME-12-6 ME-12-7	20%	10%	10%
2	Term 1, Week 8	Class test (open book)	Further trigonometry	ME-12-1, ME-12-3 ME-12-4	25%	12.5%	12.5%
3	Term 3, Week 1	Trial HSC Examination	All course content to date	ME12-1, ME-12-2 ME-12-3, ME12-4 ME-12-7	30%	15%	15%
4	Term 3, Week 5	Class test	Vectors Differential equations	ME-12-2, ME-12-4	25%	12.5%	12.5%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**ME12-1** applies techniques involving proof or calculus to model and solve problems

**ME12-2** applies concepts and techniques involving vectors and projectiles to solve problems

**ME12-3** applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

**ME12-4** uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

**ME12-5** applies appropriate statistical processes to present, analyse and interpret data

**ME12-6** chooses and uses appropriate technology to solve problems in a range of contexts

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

# Mathematics Extension 2

Board Developed, 1 Unit, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification
1	Term 4, Week 10	Investigative Task	Complex numbers	MEX12-4, MEX12-8	20%	10%	10%
2	Term 1, Week 9	Class test (open book)	Proof Vectors	MEX12-1, MEX12-3	25%	12.5%	12.5%
3	Term 2, Week 10	Trial HSC Examination	Complex numbers Proof Vectors Integration	MEX12-1, MEX12-2 MEX12-3, MEX12-4 MEX12-5, MEX12-7 MEX12-8	30%	15%	15%
4	Term 3, Week 7	Class test	Mechanics Proof	MEX12-1, MEX12-6	25%	12.5%	12.5%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**MEX12-1** understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts

**MEX12-2** 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

# Science Faculty

## Biology

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding	Skills in working scientifically
1	Term 4 Week 6	Model presentation Module 5	Heredity	BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12	25%	10%	15%
2	Term 1 Week 9	Depth Study	Genetic technologies and non-infectious disease	BIO12-1, BIO12-2, BIO12-3 BIO12-5, BIO12-6, BIO12-7 BIO12-12, BIO12-13, BIO12-15	30%	5%	25%
3	Term 2 Week 5	In class task	Infectious disease	BIO12-4, BIO12-5 BIO12-7, BIO12-14	15%	5%	10%
4	Term 3 Week 1	Trial Exam	All course knowledge and skills content	BIO12-12, BIO12-13 BIO12-14, BIO12-15	30%	20%	10%
					100%	40%	60%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

### Outcomes:

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

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

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

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

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

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

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

**BIO12-12** explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

**BIO12-13** explains natural genetic change and the use of genetic technologies to induce genetic change

**BIO12-14** analysis 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

# Chemistry

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding	Skills in working scientifically
1	Term 4 Week 8	Depth study	Equilibrium and Acid Reactions	CHEM 12-1 to CHEM 12-7	25%	5%	20%
2	Term 1 Week 9/10	Practical Investigation	Acid/Base Reactions	CHEM 12-1 to CHEM 12-7	20%	5%	15%
3	Term 2 Week	Practical skills	All course	CHEM 12-1 to CHEM 12-7	25%	5%	20%
4	Term 3 Week 1	Trial	All course knowledge and skills content	CHEM 12-1 to CHEM 12- 15	30%	25%	5%
					100%	40%	60%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**CHEM 12-1** develops and evaluates questions and hypotheses for scientific investigation

**CHEM12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**CHEM12-3** conducts investigations to collect valid and reliable primary and secondary data and information

**CHEM12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**CHEM12-5** analyses and evaluates primary and secondary data and information

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

**CHEM12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**CHEM12-12** explains the characteristics of equilibrium systems, and the factors that affect these systems

**CHEM12-13** describes, explains and quantitatively analyses acids and bases using contemporary models

**CHEM12-14** analyses the structure of, and predicts reactions involving, carbon compounds

**CHEM12-15** describes and evaluates chemical systems used to design and analyse chemical processes

# Earth and Environmental Science

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding	Skills in working scientifically
1	Term 4 Week 4	Research and presentation	Earth's Processes	EES 12-6, 12-7, 12-12	20%	10%	10%
2	Term 1 Week 3	Depth study	Hazards and Climate Science	EES 12-1 to ESS 12-7, EES 12-13,14	30%	10%	20%
3	Term 2 Week 4	Practical Skills	Resource Management	EES 12-1 to EEs 12-7	20%		20%
4	Term 3 Week 1	Trial	All course knowledge and skills content	EES 12-1 to EES 12-15	30%	20%	10%
					100%	40%	60%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**EES 12-1** 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

**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 system

# Investigating Science

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding	Skills in working scientifically
1	Term 4 Week 8	Research task	Scientific Investigations	IS 12- 1,2,3 12-12	20%	10%	10%
2	Term 1 Week 5/6	Practical Investigation	Working Scientifically Skills	IS 12 1 to 11	20%		20%
3	Term 3 Week 7/8	Depth Studies	Fact or Fallacy	IS 12-5, 12-7 12-14	30%	25%	5%
4	Term 3 Week 1	Trial	All course knowledge and skills content	IS 12-1 to 15	30%	5%	25%
					100%	40%	60%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**INS12-1** develops and evaluates questions and hypotheses for scientific investigation

**INS12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**INS12-3** conducts investigations to collect valid and reliable primary and secondary data and information

**INS12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**INS12-5** analyses and evaluates primary and secondary data and information

**INS12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**INS12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

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

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

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



# Physics

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding	Skills in working scientifically
1	Term 1 Week 2	Depth Study	Advanced Mechanics	PH12.1, Ph12.2 PH12.3, PH12.4, PH12.5	20%	5%	15%
2	Term 2 Week 1/2	Practical Investigation	Advanced Mechanics & Electromagnetism	PH12.13,	20%	5%	15%
3	Term 2 Week 5/6	Research	The Nature of Light	PH12.14	30%	5%	25%
4	Term 3 Week 1	Trial	All course knowledge and skills content	PH12.1 - PH12.1 12.15	30%	25%	5%
					100%	40%	60%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**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

**PH12-5** analyses and evaluates primary and secondary data and information

**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

# HSIE Faculty

## Aboriginal Studies

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of content	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	Research and inquiry methods including aspects of the Major Project	Communication of information, ideas and issues in appropriate forms
1	Term 4 Week 10	In-class Test	Social Justice	H1.1, H1.2, H4.3	10%	5%			5%
2	Term1 Week 10	Major Work	Major Work	H1.1, H1.2, H1.3, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3	40%	5%	15%	15%	5%
3	Term 2 Week 3	Extended Response	Aboriginality and the Land	H1.1, H1.2, H1.3, H3.1, H3.2, H2.2, H4.1, H4.2, H4.3	20%	10%	5%	5%	
4	Term 3 Week 1	Trial HSC Examination	All	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1	30%	5%		5%	5%
					100%	40%	25%	20%	15%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

### Outcomes:

**H1.1** evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples

**H1.2** analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping

**H2.1** examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity

**H2.2** analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life

**H3.1** assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination

**H3.2** evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities

**H3.3** evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples

**H4.1** plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives

**H4.2** undertakes community consultation and fieldwork and applies ethical research practices

**H4.3** investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

# Ancient History

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings			
						Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms
1	Term 4 Week 9	Source Analysis	Core: Cities of Vesuvius – Pompeii and Herculaneum	AH12-5, AH12-6, AH12-9, AH12-10	20%	5%	10%		5%
2	Term 1 Week 7	Presentation	Ancient Societies: Spartan society to the Battle of Leuctra 371 BC	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	25%	10%	5%	5%	5%
3	Terms 2 Week 5	Historical Analysis	Historical Periods: New Kingdom Egypt to the Death of Thutmose IV	AH12-2, AH12-3, AH12-6, AH12-7, AH12-8, AH12-9	25%	5%		15%	5%
4	Term 3 Week 1	Trial HSC Examination	All of the above plus Personality Study: Hatshepsut	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	30%	20%	5%		5%
					100%	40%	20%	20%	20%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

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

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

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

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

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

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

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

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

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

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

# Business Studies

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms
1	Term 4 Week 7	Presentation	Marketing	H1, H5, H7, H9	25%	10%		10%	5%
2	Term 1 Week 9	Research	Operations	H1, H2, H4, H9	25%	10%		10%	5%
3	Term 2 Week 6	Financial Statements and Analysis	Finance	H6, H8, H9, H10	20%	5%	10%		5%
4	Term 4 Week 1	Trial HSC Examination	All course content to date	H1, H2, H3, H4, H5, H8, H9, H10	30%	15%	10%		5%
					100%	40%	20%	20%	20%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

- 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

# Economics

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings			
						Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of economic information, ideas and issues in appropriate forms
1	Term 4 Week 10	Research Report	The Global Economy	H1, H3, H4, H9, H10	25%			20%	5%
2	Term 1 Week 9	In-class Test	Australia's Place in the Global Economy	H1, H2, H4, H8, H10, H11	20%	15%			5%
3	Term 2 Week 6	Analysis	Economic Issues	H1, H2, H5, H7, H6, H7, H10	25%	10%	10%		5%
4	Term 3 Week 1	Trial HSC Examination	All course content to date	H1, H2, H4, H5, H6, H7, H8, H10, H11	30%	15%	10%		5%
					100%	40%	20%	20%	20%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**H1** demonstrates understanding of economic terms, concepts and relationships

**H2** analyses the economic role of individuals, firms, institutions and governments

**H3** explains the role of markets within the global economy

**H4** analyses the impact of global markets on the Australian and global economies

**H5** discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts

**H6** analyses the impact of economic policies in theoretical and contemporary Australian contexts

**H7** evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments

**H8** applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts

**H9** selects and organises information from a variety of sources for relevance and reliability

**H10** communicates economic information, ideas and issues in appropriate forms

**H11** applies mathematical concepts in economic contexts

**H12** works independently and in groups to achieve appropriate goals in set timelines

## Extension History

Board Developed, 1 Unit, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of significant historical ideas and process	Skills in designing, understanding and communicating historical inquiry and analysis
1	Term 2 Week 8	Hlstory Project Process	History Project	EH 12-1, EH12-2, EH12-3, EH12-4	30%	20%	10%
2	Term 2 Week 8	History Project Essay	History Project	EH 12-1, EH12-2, EH12-3, EH12-4	40%	20%	20%
3	Term 3 Week 1	Trial HSC Examination	Constructing history Case Study: JFK	EH 12-1, EH12-2, EH12-3, EH12-4	30%	20%	10%
					100%	60%	40%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

### Outcomes:

**HE12-1** analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

**HE12-2** plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

**HE12-3** communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

**HE12-4** constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

# Legal Studies

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, ideas and issues in appropriate forms
1	Term 4 Week 11	In-class Test	Crime	H1, H4, H6, H7, H9	25%	10%	5%	5%	5%
2	Term 1 Week 8	Hand-in Analysis	Human Rights	H2, H3, H5, H9	20%	5%	5%	5%	5%
3	Term 2 Week 7	Research Essay	Family Law	H1, H5, H8, H9	25%	10%	5%	5%	5%
4	Term 3 Week 1	Trial HSC Examination	All course content to date	H4, H6, H8, H9	30%	15%	5%	5%	5%
					100%	40%	20%	20%	20%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**H1** identifies and applies legal concepts and terminology

**H2** describes and explains key features of and the relationship between Australian and international law

**H3** analyses the operation of domestic and international legal systems

**H4** evaluates the effectiveness of the legal system in addressing issues

**H5** explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

**H6** assesses the nature of the interrelationship between the legal system and society

**H7** evaluates the effectiveness of the law in achieving justice

**H8** locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents

**H9** communicates legal information using well-structured and logical arguments

**H10** analyses differing perspectives and interpretations of legal information and issues.



# Modern History

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings			
						Knowledge and understanding of course content	Historic skills in the analysis and evaluation of sources and interpretations	Historical Inquiry and research	Communication of historical understanding in appropriate forms
1	Term 4 Week 7	Source Based Writing Task	Power and Authority in the modern world	MH12-1, MH12-4, MH12-6, MH12-9	20%	5%	10%		5%
2	Term 1 Week 7	Historical Analysis	National Studies: Russia	MH12-3, MH12-5, MH12-7, MH12-9	30%	10%	5%	5%	10%
3	Term 2 Week 7	Historical Inquiry	Peace and Conflict: Indochina	MH12-2, MH12-3, MH12-5, MH12-8, MH12-9	20%	5%	5%	10%	
4	Term 3 Week 1	Trial HSC Examination	All course content to date	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-9	30%	10%	5%	5%	10%
					100%	30%	25%	20%	25%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**MH12-1** accounts for the nature of continuity and change in the modern world

**MH12-2** proposes arguments about the varying causes and effects of events and developments

**MH12-3** evaluates the role of historical features, individuals, groups and ideas in shaping the past

**MH12-4** analyses the different perspectives of individuals and groups in their historical context

**MH12-5** assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

**MH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument

**MH12-7** discusses and evaluates differing interpretations and representations of the past

**MH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

**MH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

# Society & Culture

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings		
						Knowledge and understanding of course content	Application and evaluation of social and cultural research	Communication of information, ideas and issues appropriate forms
1	Term 4 Week 6	In class short answer & annotations	Popular Culture: Hip Hop	H1, H3, H5, H9, H10	20%	15%		5%
2	Term 1 Week 5	PIP Marking & Annotations	Personal Interest project	H4, H5, H6, H7, H9, H10	25%	5%	15%	5%
3	Term 3 Week 10	Trial HSC Examination	Popular Culture Continuity and Change/ Vietnam	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	30%	20%	5%	5%
4	Term 4 Week 7	Presentation	Inclusion Exclusion	H6, H7, H8, H9, H10	25%	10%	10%	5%
					100%	50%	30%	20%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**H1** evaluates and effectively applies social and cultural concepts

**H2** explains the development of personal, social and cultural identity

**H3** analyses relationships and interactions within and between social and cultural groups

**H4** assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy

**H5** analyses continuity and change and their influence on personal and social futures

**H6** evaluates social and cultural research methods for appropriateness to specific research tasks

**H7** selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias

**H8** uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex

**H9** applies complex course language and concepts appropriate for a range of audiences and contexts

**H10** communicates complex information, ideas and issues using appropriate written, oral and graphic forms

# Studies of Religion

Board Developed, 1 Unit, ATAR Eligible, Category A

						Assessment components and weightings			
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Source-based skills	Investigation and research	Communication of information, ideas and issues in appropriate forms
1	Term 4 Week 4	Research	Religion and Belief Systems in Australia	H2, H6, H8, H7	35%	10%	5%	10%	10%
2	Term 1 Week 4	Take-Home Essay	Depth Study Buddhism	H1, H5, H8, H9	35%	10%	10%	10%	5%
3	Term 3 Week 1	Trial HSC Examination	All course content to date	H3, H4, H8, H9	30%	20%	5%		5%
					100%	40%	20%	20%	20%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**H1** explains aspects of religion and belief systems

**H2** describes and analyses the influence of religion and belief systems on individuals and society

**H3** examines the influence and expression of religion and belief systems in Australia

**H4** describes and analyses how aspects of religious traditions are expressed by their adherents

**H5** evaluates the influence of religious traditions in the life of adherents

**H6** organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias

**H7** conducts effective research about religion and evaluates the findings from the research

**H8** applies appropriate terminology and concepts related to religion and belief systems

**H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

# TAS Faculty

## Design & Technology

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Knowledge and skills in designing managing producing and evaluating a major design project
1	Term 4 Week 8	Project proposal presentation	Project Proposal	H2.1, H4.1, H4.2	20%		20%
2	Term 2 Week 5	Innovation and emerging technology case study	Innovation and Emerging Technology	H2.2, H3.1, H3.2 H6.2	20%	20%	
3	Term 2 Week 10	Trial HSC	All course content to date	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	30%	20%	10%
4	Term 3 Week 4	Project development and management report	Project Development and Management	H4.3, H5.1, H5.2, H6.1	30%		30%
					100%	40%	60%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

### Outcomes:

**H1.1** critically analyses the factors affecting design and the development and success of design projects

**H1.2** relates the practices and processes of designers and producers to the major design project

**H2.1** explains the influence of trends in society on design and production

**H2.2** evaluates the impact of design and innovation on society and the environment

**H3.1** analyses the factors that influence innovation and the success of innovation

**H4.3** evaluates the processes undertaken and the impacts of the major design project

**H5.1** manages the development of a quality major design project

**H5.2** selects and uses appropriate research methods and communication techniques

**H6.1** justifies technological activities undertaken in the major design project through the study of industrial and commercial practices

**H6.2** critically assesses the emergence and impact of new technologies, and the factors affecting their development

# Engineering Studies

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and skills in research, problem solving and communication related to engineering practice	Knowledge and Understanding of course content
1	Term 4 Week 11	Develop engineering report for civil structures	Civil Structures	H1.2, H2.1, H3.1, H3.2, H3.3, H4.2 H6.1, H6.2	20%	15%	5%
2	Term 2 Week 2	Research Assessment on personal and public transport	Personal and Public Transport	H1.2, H2.1, H3.1, H3.2,H3.3, H4.1, H4.2, H4.3, H5.1, H6.1, H6.2	20%	15%	5%
3	Term 2 Week 10	Trial Exam	All course content to date	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2	30%	15%	15%
4	Term 3 Week 5	Development of engineering report	Communications Engineering Aeronautical Engineering	H1.1, H1.2, H2.2, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1	30%	15%	15%
					100%	60%	40%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

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

**H1.2** differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications

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

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

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

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

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

**H4.1** investigates the extent of technological change in engineering

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

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

**H5.1** works individually and in teams to solve specific engineering problems and prepare engineering reports

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

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

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

# Software Design & Development

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and skills in the design and development of software solutions	Knowledge and Understanding of Course Content
1	Week 1 Term 1	Software Solution Case Study	Development and Impact of Software Solutions	H3.2, H4.2, H4.3, H5.1, H5.2, H5.3	20%	10%	10%
2	Week 11 Term 1	Design Presentation	Software Development Cycle	H2.1, H4.1, H4.2, H5.2, H6.2, H6.4	10%	5%	5%
3	Exam Week 9 Term 2	Trial Exam	Developing a Solution Package	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H4.1	30%	5%	25%
4	Week 6 Term 3	Project	The Interrelationship Between Hardware and Software	H3.2, H4.2, H4.3, H5.1, H5.2, H5.3	40%	30%	10%
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

- H1.1** explains the interrelationship between hardware and software
- H1.2** differentiates between various methods used to construct software solutions
- H1.3** describes how the major components of a computer system store and manipulate data
- H2.1** explains the implications of the development of different languages
- H2.2** explains the interrelationship between emerging technologies and software development
- H3.1** identifies and evaluates legal, social and ethical issues in a number of contexts
- H3.2** constructs software solutions that address legal, social and ethical issues
- H4.1** identifies needs to which software solutions are appropriate
- H4.2** applies appropriate development methods to solve software problems
- H4.3** applies a modular approach to implement well-structured software solutions and evaluates their effectiveness
- H5.1** applies project management techniques to maximise the productivity of the software development
- H5.2** creates and justifies the need for the various types of documentation required for a software solution
- H5.3** selects and applies appropriate software to facilitate the design and development of software solutions

**H6.2** communicates the processes involved in a software solution to an inexperienced user  
**H6.4** develops and evaluates effective user interfaces, in consultation with appropriate people



# Industrial Technology Timber

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of course content	Knowledge and skills in the design, management, communication and production of a major project
1	Term 4 Week 10	Research, design and Planning Presentation	Research, design and Planning Presentation	H3.1, H3.2, H3.3, H5.1	20%	5%	15%
2	Term 1 Week 3	Industry report	Industry Study	H3.1, H3.2, H3.3, H5.1	20%	5%	15%
3	Term 2 Week 10	Trial HSC	All course content to date	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	30%	10%	20%
4	Term 3 Week 3	Project Production and Management Report	Design, Management and Communication Production	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	30%	20%	10%
					100%	40%	60%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

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

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

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

**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

**H4.3** critically applies knowledge and skills related to properties and characteristics of materials/components

**H5.1** selects and uses communication and information processing skills

**H5.2** examines and applies appropriate documentation techniques to project management

**H6.1** evaluates the characteristics of quality manufactured products

**H6.2** applies the principles of quality and quality control

**H7.1** explains the impact of the focus area industry on the social and physical environment

**H7.2** analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

# Textiles & Design

Board Developed, 2 Units, ATAR Eligible, Category A

						Assessment components and weightings	
Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Knowledge and understanding of course content	Skills and knowledge in the design, manufacture and management of a major textiles project
1	Term 1 Week 2	Designing and Planning Presentation	Design MTP	H2.1, H2.3, H4.2	20%		20%
2	Term 2 Week 7	Contemporary Designer Case Study	Properties and Performance	H3.1, H3.2, H4.1, H5.1	20%	20%	
3	Term 2 Week 10	Trial Exam	Australian Textile Industry, Properties and Performance, Design	H1.3, H3.1, H3.2, H4.1, H5.2, H6.1	30%	20%	10%
4	Term 3 Week 8	Project Development and Management Report	Major Textile Project	H1.1, H1.2, H2.2, H3.1, H4.2	30%		30%
					100%	40%	60%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**H1.1** critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project

**H1.2** designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements

**H1.3** identifies the principles of colouration for specific end-uses

**H2.1** communicates design concepts and manufacturing specifications to both technical and non-technical audiences

**H2.2** demonstrates proficiency in the manufacture of a textile item/s

**H2.3** effectively manages the design and manufacture of a Major Textiles Project to completion

**H3.1** explains the interrelationship between fabric, yarn and fibre properties

**H3.2** develops knowledge and awareness of emerging textile technologies

**H4.1** justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses

**H4.2** selects and justifies manufacturing techniques, materials and equipment for a specific end-use

**H5.1** investigates and describes aspects of marketing in the textile industry

**H5.2** analyses and discusses the impact of current issues on the Australian textiles industry

**H6.1** analyses the influence of historical, cultural and contemporary developments on textiles

# Performing Arts Faculty

## Music 1

Board Developed, 2 Units, ATAR Eligible, Category A or B

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings				
						Performance	Composition	Musico logy	Aural	Electives
1	Term 1 Week 10	Solo or small ensemble performance	Core	H1, H3, H9, H11	20%	10%		10%		
2	Term 2 Week 2-3	Composition portfolio and final work	Core	H3, H7	10%		10%			
3	Term 2 Week10	Trial HSC	Aural	H4, H6	25%				25%	
4	Term 3 Week 4	Elective - TBA-as per individual student program	Composition Performance Musicology	H1, H3, H9, H11, H3, H7, H4, H6	45%					45%
					100%	10%	10%	10%	25%	45%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

### Outcomes:

**H1** performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble

**H2** reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied

**H3** improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied

**H4** articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

**H5** critically evaluates and discusses performances and compositions H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

**H7** understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music

**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

# Dance

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings			
						Core Performance	Core Appreciation	Core Composition	Major Study
1	Term 1 Week 5	Performance and Essay	Core	CP: H.1.1 H.1.2 H.1.3 H.2.1 H.2.2 H.2.3 CA:H4.1 H4.2 H4.3 H4.4 H4.5	20%	10%	10%		
2	Term 1 Week 9	Individual Project - presentation of works in progress	Major Study	MS: TBA due to student choice	20%				20%
3	Term 2 Week 10	Trial HSC Performance Composition Appreciation	Core	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H4.4, H4.5	40%	10%	10%	20%	
4	Term 3 Week 8	Individual Project TBA due to student choice	Major Study	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H4.4, H4.5	20%				20%
					100%	20%	20%	20%	40%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**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

**H1.3** appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances

**H1.4** acknowledges and appreciates the relationship of dance and other media

**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 consideration of safe dance practices

**H2.3** values the diversity of dance performance

**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

**H3.3** recognises and values the role of dance in achieving individual expression

**H3.4** explores, applies, demonstrates the combined use of compositional principles, technological skills in a personal style in response to a 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 synthesis information when making discriminating judgments about dance

**H4.5** acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

# Drama

Board Developed, 2 Units, ATAR Eligible, Category A or B

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings		
						Making	Critically Studying	Performing
1	Term 1 Weeks 4-6	IP work in Progress Performance	Making Critically Studying Performing	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2	30%	10%	10%	10%
2	Term 2 Weeks 5-6	Log Book	Making	H1.6, H1.7, H3.1, H3.2, H3.4	20%	20%		
3	Term 2 Week10	Trial HSC	Critically Studying	H3.1, H3.2	20%		20%	
4	Term 3 Weeks 3-4	IP Progress Performance	Making Performing	H1.1, H1.2, H1.3, H1.4, H2.1 H2.2	30%	10%		20%
					100%	40%	30%	30%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**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 works

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

**H1.6** records refined group performance work in appropriate form

**H1.7** demonstrates skills in using the elements of production

**H1.8** recognises the value of the contribution of each individual to the artistic effectiveness of productions

**H2.1** demonstrates effective performance skills

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

**H2.3** demonstrates directorial skills for theatre and other media

**H2.4** appreciates the dynamics of drama as a performing art

**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 relationship in various dramatic and theatrical styles and movements

**H3.4** appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies

**H3.5** appreciates the role of the audience in various dramatic and theatrical styles and movements



# Visual Arts & Languages

## Italian Beginners

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings			
						Listening	Reading	Speaking	Writing
1	Term 4 Week 7	Reading Writing	Daily routines, the home and School Exchange	2.1-2.3 2.4-3.1	30%		20%		10%
2	Term 1 Week 6	Listening Speaking	The fashion and entertainment	2.2-2.5, 1.1-1.2	30%	20%		10%	
3	Term 2 Week 5	Speaking	All topics	1.1,1.2,1.3, 1.4	10%			10%	
4	Term 2 Week 10	Listening Reading Writing	Trial HSC exam	1.1-1.2- 2.1-2.2 3.1-3.2	30%	10%	10%		10%
					100%	30%	30%	20%	20%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

### Outcomes:

- 1.1** establishes and maintains communication in Italian
- 1.2** manipulates linguistic structures to express ideas effectively in Italian
- 1.3** sequences ideas and information
- 1.4** applies knowledge of the culture of Italian-speaking communities to interact appropriately
- 2.1** understands and interprets information in texts using a range of strategies
- 2.2** conveys the gist of and identifies specific information in texts
- 2.3** summarises the main points of a text
- 2.4** draws conclusions from or justifies an opinion about a text
- 2.5** identifies the purpose, context and audience of a text
- 2.6** identifies and explains aspects of the culture of Italian-speaking communities in texts

- 3.1** produces texts appropriate to audience, purpose and context
- 3.2** structures and sequences ideas and information
- 3.3** applies knowledge of diverse linguistic structures to convey information and express original ideas in Italian
- 3.4** applies knowledge of the culture of Italian-speaking communities to the production of texts.

# Italian Continuers

Board Developed, 2, Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings			
						Listening	Reading	Speaking	Writing
1	Term 4 Week 7	Reading Writing	Travel, Arts & Entertainment	2.1-2.2 3.1-3.2	30%		20%		10%
2	Term 1 Week 6	Listening Speaking	Fashion and Future Aspirations	1.1-1.3 3.1-3.2	30%	20%		10%	
3	Term 2 Week 5	Speaking	All Topics	1.1-1.2 1.3-1.4	10%			10%	
4	Term 2 Week 10	Listening Reading Writing	Trial HSC Exam	1.1-1.2 1.3-2.1-2.2 3.1-3.2	30%	10%	10%		10%
					100%	30%	30%	20%	20%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

- 1.1** uses a range of strategies to maintain communication
- 1.2** conveys information appropriate to context, purpose and audience
- 1.3** exchanges and justifies opinions and ideas
- 1.4** reflects on aspects of past, present and future experience
- 2.1** applies knowledge of language structures to create original text (written or spoken text created by students incorporating their own ideas)
- 2.2** composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 3.1** conveys the gist of texts and identifies specific information
- 3.2** summarises the main ideas

# Visual Art

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Artmaking	Art criticism and art history
1	Term 4 Week 9	Visual Arts Process Diary Submission	HSC Body of Work artmaking VAPD development/ progress	H1, H2 H3, H4	20%	20%	
2	Term 2 Week 3	Extended response to a HSC style question	Art criticism/Art History/Written Analysis of unseen images	H7, H8, H9	20%		20%
3	Term3 Week 10	Trial HSC Examination	Art criticism and art history written examination	H7, H8 H9, H10	30%		30%
4	Term 3 Week 5	Body of Work submission	Resolving the Body of Work/ submission of artwork under development	H1, H2 H3, H4 H5, H6	30%	30%	
					100%	50%	50%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

- 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

# PDHPE Faculty

## Community & Family Studies

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating
1	Term 4 Week 10	Independent Research Project	IRP	H4.1, H4.2	20%	5%	15%
2	Term 1 Week 8	Assignment	Groups in Context	H1.1, H2.2, H2.3, H6.2	25%	10%	15%
3	Term 2 Week 7	In-class essay	Individuals and Work	H2.2, H5.2	25%	10%	15%
4	Term 3 Week 1	Examination	Trial Examination	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H6.1, H6.2	30%	15%	15%
					100%	40%	60%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

### Outcomes:

**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

**H3.3** critically analyses the role of policy and community structures in supporting diversity

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

**H4.1** justifies and applies appropriate research methodologies

**H4.2** communicates ideas, debates issues and justifies opinions

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

**H5.2** develops strategies for managing multiple roles and demands of family, work and other environments

**H6.1** analyses how the empowerment of women and men influences the way they function within society

**H6.2** formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

# Personal Development, Health and Physical Education

Board Developed, 2 Units, ATAR Eligible, Category A

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings	
						Knowledge and understanding of course content	Skills in critical thinking, research, analysis and communicating
1	Term 4 2022 Week 5	Investigation task	Health Priorities in Australia	H1, H2, H3, H16	30%	10%	20%
2	Term 1 2023 Week 11	Critical Analysis of course content	Factors Affecting Performance	H7, H8, H10	40%	20%	20%
3	Term 2, 2023 Week 10	Trial Examination	All Course content	H4, H14, H11, H8, H13	30%	10%	20%
					100%	40%	60%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:

**H1** describes the nature and justifies the choice of Australia's health priorities

**H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk

**H3** analyses the determinants of health and health inequities

**H4** argues the case for health promotion based on the Ottawa Charter

**H5** explains the different role 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 skill is acquired and appraised

**H10** designs and implements training plans to improve performance

**H11** designs psychological strategies and nutritional plans in response to individual performance needs

**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 actions and choices that promote social justice

**H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all

**H16** devises methods of gathering, interpreting and communicating information about health and physical activity concepts.

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

# Sport, Lifestyle & Recreation

Board Endorsed, 2 Units, Category B

Task no.	Task date	Task Type	Topic / Content	Outcomes	Task Weighting	Assessment components and weightings			
						Knowledge and understanding of the factors that influence health and participation in physical activity	Knowledge and understanding of the principles and processes impacting on the realisation of movement potential	the ability to analyse and implement strategies that promote health, physical activity and enhanced performance	a capacity to influence the participation and performance of self and others.
1	Term 4 Week 8	Practical	Aquatics	3.6, 4.4, 4.5	25%	5%		5%	15%
2	Term 1 Week 8	Practical	Sports Administration	1.6, 1.1, 4.5	25%	15%			5%
3	Term 2 Week 4	Assignment	Fitness	1.3, 3.2, 4.1	20%		5%	15%	
4	Term 2 Week 10	Examination	Final examination	1.2, 1.3, 1.5, 1.6, 2.1, 2.2, 2.4, 2.5, 3.2, 3.5, 3.6, 4.1, 4.5	30%	10%	20%	5%	
					100%	30%	25%	25%	20%

*\*Please note that dates for assessments are subject to change. Students will receive a minimum of 2 weeks notification prior to receiving an assessment task\**

## Outcomes:


- 1.1** applies the rules and conventions that relate to participation in a range of physical activities
- 1.2** explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3** demonstrates ways to enhance safety in physical activity
- 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
- 2.4** describes how societal influences impact on the nature of sport in Australia
- 3.1** selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2** designs programs that respond to performance needs
- 3.5** analyses personal health practices
- 3.6** assesses and responds appropriately to emergency care situations
- 4.1** plans strategies to achieve performance goal
- 4.4** demonstrates competence and confidence in movement context
- 4.5** recognises the skills and abilities required to adopt roles that support health, safety and physical activity

# Vet Subjects

## Sports coaching

 <b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2022 - HSC 2023</b> QUALIFICATION: SIS30521 Certificate III in Sport Coaching Training Package: SIS Sport, Fitness and Recreation (Version 4)							SIS30521150418
TERM	Unit Code	Units Of Competency	A Q F C O R E/ E L E C T	H S C S T S	H S C I N D H S H r s .	Assessment Task Cluster & Methods of Assessment	HSC requirements
	<b>4 Preliminary UOC's</b>						240 Indicative hours over 2 years
Term 1-2	HLTWHS001 SISXIND006	Participate in workplace health and safety Conduct sport, fitness and recreation events	C E - E	C E	15 3 0	<b>Cluster 1: Tournament Time</b> Direct Observation, Product Based Method and Questioning.	Minimum 35 hrs mandatory work placement
Term 2-3	SISSSCO002 SISSSCO005	Work in community coaching role Continuously improve coaching skills and knowledge	C C	C C	3 0 3 0	<b>Cluster 2: The Community Coach</b> Research and Questioning, Portfolio of Evidence and Evaluation and Classroom Discussion	
Term 3-4	<b>6 HSC UOCs</b>						
	SISXDIS001	Facilitate inclusion for people with a disability	E-E	E	2 0	<b>Cluster 3: b) Inclusive Coaching</b> – Questioning, Portfolio of Evidence, Coaching Session and Evaluation	
	SISXCAI009	Instruct strength and conditioning techniques	E-E	E	2 5		

						<b>c) Strength and Conditioning</b> – Fitness Portfolio, Session Plan and Fitness Diary, Session Delivery and Evaluation
Term 5-6	SISSCO003 BSBOPS403	Meet participant coaching needs Apply business risk management processes	C C	C C	3 0 2 5	<b>Cluster 4: Coaching the Individual</b> Direct Observation, Product Based Method and Questioning.
Term 7	SISSCO012	Coach sports participants up to an intermediate level	E-A	E	3 0	<b>Cluster 5: Next Level Coaching</b> Direct Observation, Product Based Method and Questioning.
<b>Stand alone Unit delivered in Term 3</b>	HLTAID011	Provide First Aid <b>(to be delivered by an external RTO OR approved trainer from RTO 90072 ONLY)</b>	C	C	2 0	<b>Cluster 6: First Aid</b> Approved trainers will have access to the IVET learners' platform for RTO 90072 delivery and assessment OR Credit Transfer when this unit is delivered by another RTO. Please ensure school retains the Statement of Attainment from the external RTO for each student
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours: 255		<i>This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.</i>	

# Entertainment

## PUBLIC SCHOOLS NSW ULTIMO RTO 90072

### ENTERTAINMENT INDUSTRY CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

#### Preliminary Year 2022 - HSC 2023



QUALIFICATION: Statement of Attainment towards CUA30420 Certificate III in Live Production and Services  
 Education Training Package: CUA Creative Arts and Culture (version 5.1)

### NESA code

2 U X 2 YR - 26401

2023 HSC Exam: 26499

Unit Code	Units Of Competency	AQF CORE / ELEC TIVE	H S C S T A T U S	H S C I N D I C A T I V E H r s.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>6 PRELIMINARY UOCs</b>						240 Indicative Hours over 2 years  35 hrs  Work placement  20% Preliminary Exam
CPCCWHS1001	Prepare to work safely in the construction industry	E	M	10	<b>Cluster 1 – White Card</b> Credit transfer	
CUAWHS312 CUASOU331	Apply work health and safety practices Undertake live audio operations	E E	M M	15 25	<b>Cluster 2 – Safe and Sound</b> Written Questioning, Direct Observation, Product based methods, portfolio	
CUALGT311 CUASTA212	Operate basic lighting Assist with bump in and bump out of shows	E E	M E	25 20	<b>Cluster 3 – Bump in the Light</b> Written Questioning, Practical documentation, Direct Observation of Practical Work	
CUAIND311	Work effectively in the creative arts industry	C	M	20	<b>Cluster 4 – Working in the Industry</b>	
<b>6 HSC UOCs</b>						

SITXCCS006	Provide services to customers	E	M	20	<b>Cluster 5 – To Project and Serve</b> Direct observation of simulated project-based activity, Research and response, Quiz, Case studies, Direct observation of role play	35 hrs Work placement
CUASOU306	Operate sound reinforcement systems	E	E	20		80% Trial HSC Exam
CUAVSS312	Operate vision systems	E	M	25		The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
CUASTA311	Assist with production operations for live performances	E	M	25	<b>Cluster 6 – Showtime!</b> Knowledge Questions, Product based methods, Portfolio of Evidence, Direct Observation, Career Research and Resume Writing	
CUASMT311	Work effectively backstage during performances	E	E	20		
CUAIND314	Plan a career in the creative arts industry	C	E	20		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total Hours 265	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

# Hospitality

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

## HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2022 - HSC 2023

QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2)

Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)



Education

NESA Course Code

2 U X 2 YR – 26511

2022 HSC Exam: 26589

LMBR UI Code

(11 OR 12)

SIT20316126511B

Term	Unit Code	Units Of Competency	AQF COR E/ ELE CTI VE	H S C S T A T U S	HS C IND ICA TIV E Hrs	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>9 PRELIMINARY UOCs</b>						<b>Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: SITHIND003 Use hospitality skills effectively</b>	240 Indicative Hours over 2 years
Term 1	SITXFSA001	Use hygienic practices for food safety	E	M	10	<b>Cluster A: Getting Ready for Work (as a Sandwich Artist)</b>  Scenario, written task, case study, observation of practical work	35 hrs Work placement  20% Prelim Yearly Exam
	SITXWHS001	Participate in safe work practices	C	M	15		
	SITHCCCO03	Prepare and present sandwiches	E	E	10		
Term 2 & 3	SITXFSA002	Participate in safe food handling practices	E	E	15	<b>Cluster B: Sustainable Kitchen Practices</b>  Scenario, written task, case study, observation of practical work	
	SITHCCCO02	Prepare and present simple dishes	E	E	20		
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	15		

Term 3	SITHFAB0 04	Prepare and serve non-alcoholic beverages	E	S	15	<b>Cluster C: Working Relationships</b>  Scenario, written task, case study, role play, observation of practical work	
	SITXCOM 002	Show social and cultural sensitivity	C	E	10		
	SITXCOM 001	Source and present information	E	E	10		
<b>6 HSC UOCs</b>							
Term 4 - 6	SITXCCS0 03	Interact with customers	C	S	15	<b>Cluster D: Café Culture</b>  Role play, written questioning, observation of practical work, student reflection, portfolio of evidence  *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	35 hrs Work placement  80% HSC Trial Exam  The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	SITHFAB0 05	Prepare and serve espresso coffee*	E	S	15		
	SITHFAB0 07	Serve food and beverage	E	S	40		
	SITHINDO 03	Use hospitality skills effectively	C	E	20		
Term 7	BSBWOR2 03	Work effectively with others	C	M	15	<b>Cluster E: Working in the Hospitality Industry</b>  Written questioning, student reflection	
	SITHINDO 02	Source and use information on the hospitality industry	C	M	20		
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total Hours 245			<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

# Construction



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

## CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2022 - HSC 2023

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

Training Package: CPC08 Construction, Plumbing and Services (version 6.5)

**NB: The information may change in 2022 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.**

**NESA course code**

2 U X 2 YR - 26211

**2022 HSC Exam:**

**26299**

**LMBR UI Code:**

TERM	Unit Code	Units Of Competency	AQF CORE / ELEC TIVE	H S C S T A T U S	H S C I N D I C A T I V E H r s .	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	<b>6 PRELIMINARY UOCs</b>						240 Indicative Hours over 2 years
	CPCCWHS100 1	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	
Term 1	CPCCWHS20 01	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe	
Term 2	CPCCCM1001 CPCCCOM101 5	Undertake basic estimation and costing Carry out measurements and calculations	CP-C CP-C	M M	35	Cluster 3 – Working it out	



Term 3	CPPCCOM2001 CPCCPM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 – Project Planning	
Terms 4/5 Option 1	<b>11 HSC UOCs</b>						35 hrs. Work placement  80% Trial HSC Exam  The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	CPCCB20001 CPCCB2002	Handle prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	CP-E C-E	E E	30	Cluster 5 – Brick and Blocklaying	
Terms 4/5 Option 2	CPCCF2002 CPCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	CP-E C-E	E E	35	Cluster 5 – Wall and Floor Tiling	
Terms 4/5 Option 3	CPCCN2001 CPCCN3004	Assemble components Manufacture and assemble joinery components	CP C-E	E E	40	Cluster 5 – Joinery	
Terms 4/5/6/7	CPCCA2002 CPCCM2005 CPCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	CP-E C CP-E	E M E	50	Cluster 6 – Tools, Equipment and Materials	
Terms 5/6/7	CPCCV1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	C CP-C	M M	55	Cluster 7 – Major Project	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>				Total hours	235 - 240 - 245	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	