



**Campbelltown  
Performing Arts  
High School**  
PATHWAYS TO SHINE

# YEAR 12 HSC ASSESSMENT BOOKLET

2023 – 2024





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## MESSAGE FROM THE PRINCIPAL

On behalf of the entire team at Campbelltown Performing Arts High School, I am delighted to present to you the Year 12 Assessment Booklet, a comprehensive guide designed to support your academic journey in this pivotal year of your education. I extend my warmest congratulations to each one of you for successfully completing your Year 11 studies. This accomplishment marks the beginning of an exciting new chapter as we draw closer to the 2024 NSW Higher School Certificate.

Year 12 is a significant year, a culmination of your years of hard work and dedication. It is a year that will shape your future, opening doors to tertiary education, vocational training, or the workforce. This booklet is designed to provide you with a clear understanding of the assessment tasks you will undertake, the skills you will need to develop, and the standards you will be expected to meet.

As you embark on this pivotal year, I am confident that the rich learning experiences you have engaged with in your Year 11 courses have equipped you well for the rigorous academic demands of Year 12. The high workload of senior school study is indeed challenging, but many of you are already reaping the rewards of the hard work and commitment you have applied to your studies thus far.

I urge each one of you to engage in critical reflection on your learning, to identify specific areas for improvement. Embrace the advice your teachers have given in your report comments and initiate further conversations with them on the precise areas of development you should focus on in your next steps in this HSC learning journey. Remember, the HSC examinations are the end point in that journey, but it is the daily work you engage in over the next 12 months that is most critical to that final HSC destination. Your preparation for the HSC has already commenced, and every minute you spend engaged in learning from here onwards matters.

Inside this booklet, you will find a detailed breakdown of each subject's assessment criteria, key dates for your diary, and tips on how to prepare effectively for each task. The year ahead will include opportunities for you to strengthen your study techniques, time management, and stress management, all of which are crucial for your success not only in Year 12 but also in your future endeavours. Take every opportunity that avails itself and seek assistance when you require advice.

I strongly encourage all students and parents to familiarise themselves with the contents of this booklet. A working knowledge of the HSC rules and expectations will undoubtedly support your success in the HSC. Like all aspects in life, the better you understand how things function, the better equipped you will be to thrive in that environment. Should you require any clarification on the contents of this handbook, please do not hesitate to contact me, Ms Douglass as the Year 12 Deputy Principal, or Ms Vujcic as the Head Teacher Pathways.

In conclusion, I encourage all students to strive for excellence, to take care in all aspects of their course work, and to seize every opportunity that Campbelltown Performing Arts High School offers. Let personal success be your reward at the culmination of 13 years of schooling in 2024.



**Mrs Leah McKeown**  
Principal

# Assessment Information

## Rationale

Campbelltown Performing Arts High School will ensure that curriculum and assessment requirements meet those set by the NSW Education Standards Authority (NESA) and the Department of Education.

Assessment that enhances learning recognises that learners use their current ability to discover, develop and incorporate new knowledge, understanding and skills. Assessment for learning helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment is an integral part of the teaching-learning cycle and provides useful information to students, parents and teachers on the breadth and depth of the students' understanding.

The assessment schedules provided in this handbook are prepared from NESA's course guidelines. It is provided to give students an indication of the number and timing of assessment tasks in each subject. Students will receive more specific information from their class teachers concerning what will be assessed, how it will be assessed and when it will be assessed.

Campbelltown Performing Arts High School reserves the right to make any changes considered necessary after this handbook has been issued. Students will be advised of any relevant changes.

## Aims

The NSW Education Standards Authority (NESA) requires that Campbelltown Performing Arts High School develops an assessment program for each course. Schools are required to:

- set tasks which will be used to measure student performance in each component of a course;
- specify the mark value for each task;
- inform students of the assessment requirements for each course;
- keep records of each student's performance in each task; and
- provide students with information on their progress.

Every student will be made fully aware of the NSW Education Standards Authority (NESA), school and KLA requirements for Year 11 and 12 assessment and will complete all the scheduled tasks to the best of their ability. Processes are in place to deal with special considerations in case of misadventure, and for appeals against assessment results.

Assessment tasks will be well planned and will assess the stated outcomes, providing opportunities for each student to demonstrate their knowledge and understanding of the content and their development of skills. Formal feedback will be provided when the assessment task is returned to the student, however, other methods of feedback may be implemented by the classroom teacher dependent upon the nature of the task.

Processes for students undertaking a Life Skills pattern of study will also be outlined. For information about how Life Skills are identified, see the [diversity in learning options for students with disability](#).

## Reporting of Student Work

Students and parents/carers will receive a report for each course via formal reports twice a year. It will report on the student's progress measured against each of the stated syllabus outcomes and provide an overall course grade. The report will clearly convey what the student knows and can do, and how that compares with the standard expected as stated in the syllabus. It will also suggest areas for development and how these can be developed.

Students will be graded against course performance descriptors. Students who do not complete assessment tasks or who do not engage in the learning process will be graded as an unsatisfactory student.

In the case of VET courses, the assessment of competencies is based on performance against the performance criteria set out under each element of competency. A student is assessed as either competent or not yet competent against a prescribed standard.

## Common Principles

Assessment tasks may be formative or summative.

There will be 3-4 significant (summative) tasks per course assessing the stated syllabus outcomes of the course.

Students can demonstrate their learning and achievement of syllabus outcomes in a variety of ways. Summative assessment tasks may take several different forms, for example, exams, assignments, projects, performances, portfolios, presentations to the class, making an item, practical activity, and so on.

## Life Skills

Students who are engaged in a Life Skills pattern of study will have their achievement measured against the Life Skills outcomes for the specific course through class and assessment work. All tasks will be planned and implemented such that students are able to demonstrate their development against these outcomes.

Assessment and reporting practices such as notification, feedback and reporting to parents will remain the same, however, outcomes will be measured in accordance with NESA guidelines, that is, outcome/s achieved independently, achieved with support or not yet achieved.

While formal assessment tasks are not a requirement for Life Skills students, they may be implemented as an additional measure of achievement.

## Disability Provisions

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's exam performance is affected.

It is not embarrassing to apply for provisions, and more than 7000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

Schools are responsible for determining and approving adjustments for all school-based assessment tasks. NESA determines disability provisions for the Higher School Certificate examinations.

To apply for provisions, schools must submit an online application to NESA. This application tells NESA which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

Campbelltown Performing Arts High School makes every attempt to meet the needs of every student in a similar way to NESA in examination conditions. This might include a writer, reader, additional time or separate supervision.

If you wish to discuss whether disability provisions apply to you, contact Ms Loader, Head Teacher Learning and Support.

## Course Completion Requirements specific to Years 10 to 12

To be determined to have met the requirements for the completion of a course, students must be able to provide evidence to the Principal that they have:

<b>NESA Terminology from the Assessment, Certification and Examination (ACE) Manual:</b>	<b>For CPAHS students this means:</b>
"Followed the course developed or endorsed by the NSW Education Standards Authority (NESA)"	<ul style="list-style-type: none"> <li>• Follow NESA syllabus</li> <li>• Participate in all learning activities set by the teacher and faculty</li> </ul>
"Applied him or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school"	<ul style="list-style-type: none"> <li>• Attend all timetabled classes</li> <li>• Make a genuine attempt to complete the tasks set in class to the best of your ability</li> <li>• Actively participate in the learning experiences provided</li> <li>• Complete all mandatory practical activities.</li> </ul>
"Achieved some or all of the course outcomes"	<ul style="list-style-type: none"> <li>• Demonstrate in class that you have learnt concepts (as determined by your teacher in assessment tasks and other activities in the course)</li> </ul>



# Activating your Students Online account

Students Online is your source of information about your senior study, including your HSC. It is full of useful advice, resources and links. The website is <https://studentsonline.nesa.nsw.edu.au>

## Why Should I Check Out the Website?

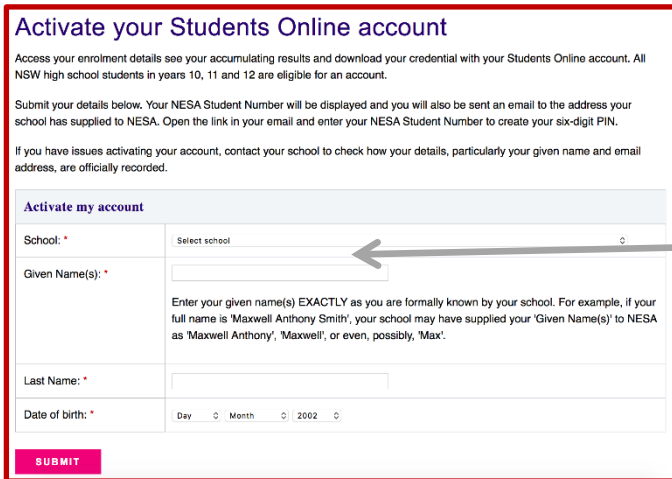
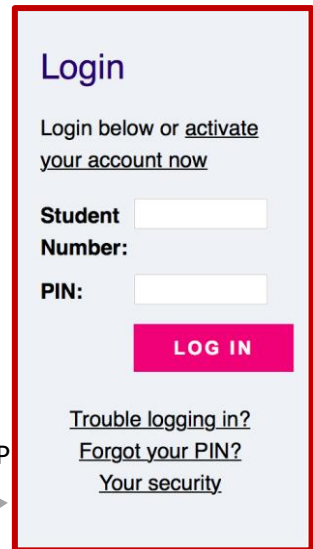
You can access information such as:

- personal details
- grades and assessment ranks
- personal HSC exam timetable
- HSC results
- VET credentials

## How Do I Activate My Account?

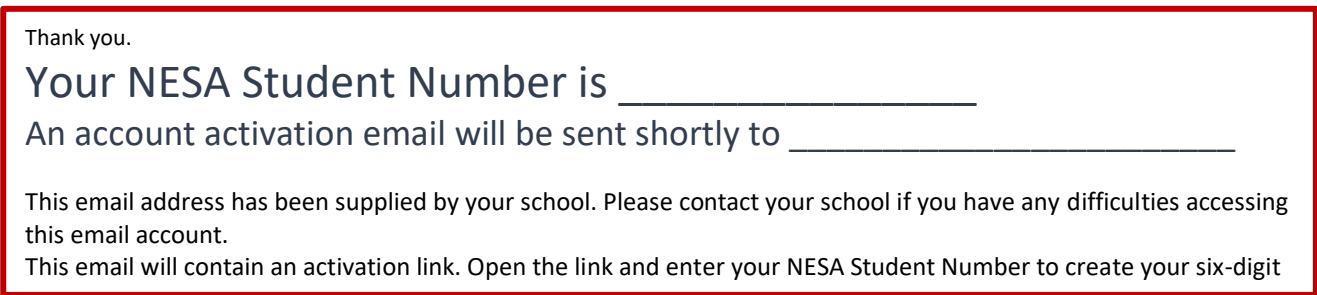
You will need to activate your account to get your Student Number and create your P

1. Go to <https://studentsonline.nesa.nsw.edu.au>
2. Click on **activate your account now**.



You must enter your name EXACTLY as you are known by your school. If you don't know this, see your Year Adviser.

3. Submit your details. You will then see this:



## Key points:

- You should have provided a **PRIVATE email address** on your Confirmation of Entry as well as a **MOBILE NUMBER**.
- Keep your passwords in a safe place at home and refer to it as needed. It is safer to do this than taking a photo of your passwords on your mobile phone.
- The school will not have your Schools Online password. If you have trouble retrieving your passwords, speak to Ms Vujcic, Head Teacher Pathways, who can help you get in contact with NESA Schools Online.
- Alert Ms Vujcic immediately if anything is incorrect.

# Assessment

## 1. Assessment notification

- 1.1 All students will be provided with the Assessment Handbook containing each course's assessment schedule.
- 1.2 The Class Teachers under supervision of the Faculty Head Teacher will be responsible for allocating specific due dates.
- 1.3 Any changes made to the assessment schedule within a Key Learning Area (KLA) will be issued by the Class Teacher, with approval of the Head Teacher, through a *Change of Assessment Task Notification* which outlines the new task due date. This is to be recorded on Sentral by the Head Teacher.
- 1.4 All students will be given at least two (2) weeks written notification of an assessment task and will be required to sign an *Assessment Task Notification Register*. This register is kept by the Class Teacher as a record of notification.
- 1.5 Upon issue of the assessment notification, the teacher will explain:
  - (a) the requirement of the task
  - (b) the learning outcomes being measured
  - (c) the marking criteria and weighting of the task
- 1.6 Students are expected to ask questions, seek clarification about the task as required and obtain feedback on any drafts submitted.
- 1.7 Any changes to assessment grids given at the beginning of the school year are to be forwarded by the Faculty Head Teacher to the Deputy Principal for uploading to School Bytes and the school website.
- 1.8 It is a student's responsibility to find out what work has been missed whilst they were absent and to catch up on that work. The same condition applies if a student is absent when an assessment task is issued. You are not entitled to any automatic extension of time for the task, if you were absent on the day a task was issued.

## 2. Assessment tasks

- 2.1 Students are expected to complete and make a genuine attempt at all assessment tasks.
- 2.2 **Submission of tasks:** Assessment tasks must be handed in personally to the class teacher or Faculty Head Teacher in their staffroom. Unless otherwise specified, all assessment tasks must be submitted as hard (paper) copies. Teachers may request students to submit electronically via Microsoft Teams or Google Classroom.

Upon submission of an assessment task, students are expected to sign the *Assessment Task Submission Register* provided by the teacher. This register is kept by the teacher as a record of submission.

Hand-in tasks are due before school by 8:50 am on the due date listed on the assessment notification.
- 2.3 **Feedback on tasks:** Teachers will provide students with timely, substantial and meaningful feedback on all assessment. This feedback should be completed within two weeks of the task being submitted and enable students to reflect on the quality of their work and may include future direction regarding:
  - (a) the knowledge and skills the student has demonstrated
  - (b) the knowledge and skills which were not demonstrated but were required
  - (c) advice on how to develop the required knowledge and skills
  - (d) an opportunity for the student to reflect on their own learning and share this with their parents/carers

Feedback can be oral and/or written, formal and/or informal, and can be generalised for the cohort but must include individualised comments for each student. Feedback is an ongoing process provided by the teacher/peers throughout the course of teaching and learning. During assessment tasks students are encouraged to submit draft sections of tasks to the teacher prior to the due date to further their achievement and understanding in these tasks.

- 2.4 **Invalidating assessment tasks:** An assessment task may need to be declared invalid if it can be clearly demonstrated that: either one or more students were given an unfair advantage; the task was interrupted due to disruptions like an emergency evacuation; or the task produced results that are significantly different to those expected to be produced by the cohort. Students or their parents/carers who feel that an assessment task meets the criteria to be considered an invalid assessment need to raise the issue with the faculty Head Teacher within five (5) school days of the initial result being returned to the student and submit the *Assessment Task Appeal* Form to the Head Teacher Pathways. The Head Teacher Pathways and panel will make a final determination on the validity of the claim. In the event an assessment task is deemed invalid, all students affected will be issued a suitable replacement assessment task with a minimum of two weeks' notice for the new due date.
- 2.5 **Misplaced tasks or corruption of files:** Sometimes, but very rarely, issues arise where a student's assessment task or digital copy of the task is lost or corrupted. Students will be asked to submit another copy of their task in the appropriate format. On the rare occasion that a teacher loses an assessment if another copy cannot be provided by the student and there is a clear record demonstrating the task was submitted by due date, the student will receive an estimate for the task based on their performance in other assessment tasks. Students are reminded to keep back-up copies of their assessments until after the results for the task have been returned.

### 3. Completion of assessment tasks

- 3.1 **Absence from an in-class assessment task:** If a student is absent from an in-class assessment task, the student must complete a *Request for Consideration* form obtained from the Head Teacher Pathways, and a doctor's certificate, as proof of illness must be submitted upon their first day of their return to school. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the relevant Faculty Head Teacher on their arrival at school on the day they return in order to arrange the task's completion. Incidents of misadventure leading to absence from an assessment task will be considered by the Head Teacher Pathways (10-12).
- 3.2 **Prior knowledge of absence for an assessment task:** If a student knows he or she will be absent on the day that an assessment task is due, the student must submit the assessment task before the due date unless an extension has been granted by the Head Teacher Pathways via a *Request for Consideration* form (Years 10-12). This includes students who are involved in sporting events, excursions or work placement and elite representation. The students must advise the teacher concerned in advance and negotiate an alternate arrangement. A guiding principle would be that it must be submitted before the previously stated due date rather than afterwards. For tasks such as performances or presentations in which students are scheduled on different days/times, the classroom teacher will include a schedule with the assessment task notification. Students are required to complete their task within the scheduled dates, otherwise the task will be considered late or as a non-submission.
- 3.3 **Assistance with assessment tasks:** If you need assistance completing your assessment tasks, don't hesitate to ask for help. Start by talking to your Class Teacher and Faculty Head Teacher. You can also

seek support from the Learning & Support Teachers, or the Head Teacher Teaching & Learning. If a student has a learning difficulty or special needs that we need to be aware of they are to talk to the Learning & Support Teachers or the Head Teacher Pathways. We may be able to offer extra assistance in other ways through Disability or Special Provisions.

- 3.4 **Illness during an assessment task or examination:** If a student is ill during an assessment task, they must inform the supervising teacher immediately. The time of the student illness will be recorded, and the student may be offered a period equal to the time missed due to the illness. If a student becomes ill during an assessment task the Head Teacher will decide whether an estimate or a substitute task will be given. The student must provide a doctor's certificate for illness immediately upon their return to school and complete the *Request for Consideration* form.

In the event of illness for an examination, students are expected to see the teacher or Head Teacher of the subject to arrange an alternative time to sit the examination. A doctor's certificate must be submitted with a *Request for Consideration* form. Students absent for part of the day an assessment task is due must submit an Illness/Misadventure Application form justifying their partial absence with a doctor's certificate in the event of an illness or suitable evidence in the event of a misadventure.

- 3.5 **Suspended students:** Students suspended at the time an assessment task is due must submit their assessment to the Front Office on the day the task is due and immediately leave the premises.
- 3.6 **Attendance on the day of assessment tasks:** Students must attend all classes on the day an assessment task is due. Students are not permitted to miss classes on the day an assessment task is due. Penalties will apply if students are deemed to have an unfair advantage. Students found truanting classes to work on an assessment task will receive an automatic zero for the task.
- 3.7 **Genuine attempt of an assessment task:** Students are expected to attempt all tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks in the course.

## 4. Late or non-submission of an assessment task due to unacceptable reasons

- 4.1 **Tasks submitted late:** Work submitted late will receive a zero mark unless accompanied by a doctor's certificate and a *Request for Consideration* application. Students submitting late work without an acceptable reason will receive an N-Warning Letter (Years 10-12).
- 4.2 **Non-satisfactory completion of work:** Students awarded zero marks for assessment tasks totalling 50% or more of the final course assessment marks will be certified as not having satisfactorily completed the course. This means that the student will not receive an assessment mark or an examination mark for that subject.
- 4.3 **Zero marks:** Students and parents will be notified if a student receives a zero mark and alternative opportunities may need to be considered for the student to be able to demonstrate and therefore, meet course outcomes. Parents and students should also be aware of potential consequences of non-completion of course outcomes.
- 4.4 **Non-serious attempts:** Students who do not make a serious attempt may receive a zero mark for the task concerned. This may render a student ineligible for an award for the subject in the *Record of School Achievement (RoSA)*. Non-serious attempts include frivolous or objectionable material. Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. Non-attempts include those where only multiple-choice questions are attempted. Any student identified as making a non-serious

attempt or a non-attempt will need to justify to the teacher as to why they should receive a result for the task concerned.

- 4.5 **Technological failure:** Technological failure is not considered an acceptable reason for the late or non-submission of a task. Back-up copies of the assessment task should be kept (for example, on a USB) as well as a hard copy (on paper). Students are advised to keep any draft printouts as proof that the task had been substantially attempted prior to the technology failure. It is also suggested that students use cloud-based systems such as Office365 or Google Drive to complete their work to avoid this issue.

## 5. Malpractice

### Honesty in HSC Assessment – the Standard

This standard sets out NESA's requirements for students submitting their own work in HSC assessments.

Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with this 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 Higher School Certificate. 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 Guide
- HSC: All My Own Work Program

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 Standard Authority (NESA) has collected and published information on malpractice in HSC examinations. NESA 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 in 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, NESAs 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 deliberate 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.

## Malpractice as a student at Campbelltown Performing Arts High School

- 5.1 Cheating or malpractice is about doing the wrong thing by behaving dishonestly. It could be:
- copying in an exam from another student or using information secretly brought in
  - handing in work that someone else did and saying it is your own
  - making up journal entries for a research project
  - using information from the internet or elsewhere (e.g. books, journals, DVDs), and not acknowledging the source.

You have a responsibility to make sure that you understand the difference between what is honest and what is dishonest in relation to all your work.

- 5.2 **Plagiarism:** As a student, you are responsible for ensuring that all work submitted to your teachers is your own original work. It is important to understand that plagiarism is a severe academic offence and is not acceptable under any circumstances. Plagiarism occurs when a person uses someone else's work or ideas without giving proper credit. This violates the principles of academic integrity. With the rise of technology, it is now easier than ever to plagiarise using AI tools such as text generators, online summarisation tools, and translation software.

**To avoid plagiarism,** students should:

- Take careful notes when researching and reading and use your own words when summarising and paraphrasing information.
- Use proper citation styles, as guided by your teachers, to give credit to the original author of the work. If you are unsure about how to cite something, ask your teacher for help.
- Avoid using AI (artificial intelligence) tools to generate or summarise content, as these tools often produce content that is not original and can lead to plagiarism.

**Regarding AI and assessment tasks:**

- The use of AI tools to generate content is strictly prohibited.
- If a student is found to have used AI tools and presented this as their own work, the student will receive a zero for the task and may face additional consequences. In the case of HSC students, all schools are required to keep a register of malpractice. Malpractice is any attempt to gain an unfair advantage over other students.

- The use of AI tools for citation and grammar checking is permitted but students should not rely solely on these tools to check their work.

By following these guidelines and understanding the school's response to the use of AI, students can ensure that their work is their own, and they are producing quality, original work. It is crucial to take academic integrity seriously and avoid the temptation to use AI tools to cheat. Remember that academic success comes from hard work, dedication, and original thinking.

Work submitted in an assessment task must be the student's own work. If a student uses the work of another person or directly copies from published texts or from an internet site to complete a task, they will receive a zero (0) mark and an N-Warning Letter will be sent home. If the work used was that of another student from this school who knowingly supplied the information, then that student may also receive a zero (0) mark.

All sources used in the completion of the assessment task must be appropriately acknowledged and referenced in the task. Students are required to include a bibliography as a part of their submission for tasks which indicate this. Students must show ethical scholarship by learning how to summarise and write in their own words.

- 5.3 **Misbehaviour:** Student malpractice includes misbehaviour during the conducting of assessment tasks and breaching school examination rules. Students who misbehave during assessment tasks, including exams, will be given an appropriate consequence for their actions. Depending on the severity of the disruption, students may receive a zero for the task. Students who are ejected from an assessment task will have their paper removed and the time they left the assessment recorded on the top of their paper, including details of the disruption.
- 5.4 **Penalty for malpractice:** Malpractice in assessment tasks and examinations will be referred to the relevant KLA Head Teacher and the Head Teacher Pathways. This may result in the student's assessment task being cancelled and receiving no marks. Claims of malpractice including plagiarism and cheating must be proven before mark reduction can occur. Students may only receive marks on their own work and the teacher will only mark the sections that have not been plagiarised and will mark according to the marking criteria. All instances of malpractice and academic misconduct will be reported to NESAs in accordance with the Malpractice Register guidelines.
- 5.5 **Appeals for malpractice:** Students may appeal the decision not to award marks on the grounds of malpractice to the relevant KLA Head Teacher. If the student remains dissatisfied, a formal process may be initiated. The student lodges a formal appeal in writing clearly stating their grounds for appeal within five days from the date the assessment task was returned to the student. Appeal submissions will be recorded by the school. The Head Teacher may convene an assessment review panel to consider the appeal. The panel may request the attendance of the student and teacher(s) to assist in its deliberations. If the student's appeal is rejected, the student's parent/carer will be informed of the assessment review panel's decision in writing. The decision of an assessment review panel is final.

## 6. N-Warning Letters

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, including VET courses, the principal must warn the student as soon as possible and advise the parent/carer in writing. This warning is given in time for the problem to be corrected and provides advice about the possible consequences on eligibility of an 'N' determination in a course.

Students can receive an N-Warning Letter for one of three reasons:

- **Lack of diligence and sustained effort:** examples include extensive unexplained absences below 85% therefore extensive non-completion of class work, practicals and homework;
- **Unsatisfactory completion of assessment tasks:** examples include non-completion of an assessment task, plagiarism, non-serious attempts at tasks, continued/deliberate avoidance of examinations and tasks; and
- **Non-completion of Work Placement (for VET courses):** examples: non-attendance or poor performance, or non-serious attempt at mandatory 35 hours of work placement in either the Preliminary or HSC courses.

Each time a student receives an N-Warning Letter, the student's parents/carers will also be contacted by the class teacher via telephone.

Once a student has failed to complete more than 50% of assessment, missed their work placement or have completed less than 85% of course work, they may be required to meet with the Deputy Principal to commence 'N' Determination processes.

## 7. N-Determinations

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue a non-completion determination otherwise referred to as an 'N'-determination.

Students studying an HSC course must complete and make a genuine attempt at assessment tasks (including examinations) which contribute in excess of 50% of the total marks for the course and satisfactorily complete in excess of 85% of the course work for each subject.

**Year 11 students** need to successfully satisfy all the assessment requirements for all of their courses (a total of 12 units of study) to be eligible to proceed to HSC coursework. A student who receives two or more official warning letters in any one course will be deemed as causing concern in that subject, and appropriate intervention will be applied. If there is no subsequent improvement, then the student will be issued with an 'N'-determination in that course. This puts a student at risk of no longer being eligible for the HSC.

**Year 12 students** need to successfully satisfy all the assessment requirements for all their HSC courses (a minimum of 10 units of study) to be eligible to receive a Higher School Certificate. A student who receives two or more official warning letters in any one subject will be deemed as causing concern in that subject and appropriate interventions will be applied. If there is no subsequent improvement, then the student may be issued with an 'N'-determination in that subject and will have to complete an alternative pattern of study. The student may no longer be eligible to receive a Higher School Certificate depending on their pattern of study.

Students who do not meet the minimum assessment and course work requirements of a course will then proceed to the 'N'-Determination meeting with the Principal, which is their last chance to meet course requirements. The *Principal's Determination Form* will be issued to the student and their parent/carer at a



formal meeting, advising the consequences of this process and the student's right to a school-based appeal and the appeal process with NESAs.

An 'N'-Determination in any subject may make a student ineligible to graduate or receive their RoSA or HSC depending on their chosen pattern of study.

## 8. VET Work Placement

### Rationale

Work placement is a compulsory component of every Vocational Education Course undertaken at school or at an external Registered Training Organisation.

### Aims

It provides opportunities for students to experience 'real life' work situations in an area that they have studied in class. It also contributes to the Higher School Certificate and a Nationally Accredited Qualification recognised by industry groups across the country.

### Implementation

- All students must complete a minimum of 35 hours of work placement in Year 11 and another 35 hours in the Higher School Certificate course.
- The work placement is arranged in consultation with the student, the VET teacher, the VET Coordinator and MWLP, the workplace learning provider. Once the work placement has been arranged it cannot be changed.
- MWLP is only funded to organise one work placement per student per year.
- Any in class assessments that occur when work placement is on must be rearranged if possible and negotiated with the Faculty Head Teacher prior to the commencement of work placement. If it is a take home assessment, then it must be submitted by the due date.
- The student will be given the relevant work placement forms two weeks before the commencement of work placement.
- The student must contact the workplace by phone one week prior to the commencement of work placement to get their Student Placement Record (SPR) forms signed.
- The SPR forms must be returned to the print room once it has been signed by the student and the student's parents or legal guardians. This must be returned prior to the commencement of work placement.
- The forms will then be photocopied, and the student will be given three copies (one for the student, one for the workplace and one for the student's parents or legal guardians).
- The student must attend work placement every day for the length of time as noted on the SPR.
- If the student is unable to attend work placement due to illness, then they must contact the workplace, contact the VET co-ordinator at school and get a doctor's certificate.
- Work placement hours may vary to school hours and it is expected that all students who undertake a VET course make themselves available for those variables when attending work placement.
- If the student fails to complete their work placement, they will either receive an 'N' determination for that course or will be expected to organise another work placement themselves.

## 9. Major Works

### Rationale

Many HSC courses have a practical or creative component that involves a student working alone, or with others, to create a major project or body of work. The NSW Education Standards Authority (NESA) and the school set stringent guidelines regarding the conceptualisation, development and completion of these major projects.

## Aims

To ensure that all students undertaking HSC Courses that have an independent or group work project component fulfil NESA requirements in the completion of this major project.

## Implementation

- Students must ensure that their major project directly relates to the requirements set out for the subject in the relevant syllabus document. If a student is unsure, they are required to access support from the classroom teacher in the planning stages of this to ensure that they are meeting these requirements.
- Students should work consistently and continuously in the development and creation of their major project.
- Students must be actively engaged in the conceptualisation and/or creation of their major project by Week 6 of their first HSC term of study. Materials required for the production of the project must be purchased by this time also.
- If a student fails to begin work on their major project by the end of their first term of HSC study, an official N-Warning letter may be sent home to notify the student's parents that they are in danger of not satisfying HSC course requirements for that subject.
- If a student's progress in creating their major project is not consistent throughout the HSC year, an official N-Warning Letter may be sent home according to the school's Senior Assessment Policy.

# 10. Examinations

## Rationale

Examinations are an important part of the teaching and learning process and as such, it is appropriate that standards are set to establish acceptable codes of conduct for these examinations.

## Aims

To ensure that all examinations meet the requirements set by the NSW Education Standards Authority (NESA).

To provide examinations that are fair and meaningful for all students.

To ensure the examination environment is conducive to high student achievement.

## Implementation

In addition to the information in the Stage 6 Assessment Policy, the following applies to senior students for examinations:

- All students must wear full school uniform when sitting for an examination.
- Students should not talk once they enter the examination room.
- All mobile phones, devices and programmable watches must be switched off and left in bags in the designated area.
- According to NESA guidelines, students may have a non-programmable watch, which must be taken off and placed on the desk in clear view of examination supervisors and not touched during the exam.
- Upon entering the examination room, all equipment required for that examination must be removed from bags before they are placed in the designated bag storage area. Under no circumstances will students be able to keep their bags with them during an exam.
- No equipment may be borrowed from or shared between students during an exam, and any additional equipment required must be obtained from an exam supervisor.
- Students who talk or disrupt others during an exam will have their names and the nature of the incident recorded by the exam supervisor and may potentially receive a mark of zero for the exam. In this instance, the N-warning process will be followed for this task.

- Any student who creates a disturbance during an exam will be removed from the examination room and sent to a Deputy Principal for disciplinary action. They will receive a mark of zero for that examination. In this instance, the N-warning process will be followed for this task.
- All students must remain in the examination room for the full period of the exam.
- If a student cannot attend an examination due to unforeseen circumstances, that student needs to obtain appropriate documentation, such as a medical certificate, and complete the *Request for Consideration* form, which is to be submitted to the Head Teacher Pathways.

## Dropping or Changing a Course

Decisions regarding changes will be left to the discretion of the principal, within the guidelines provided. Students studying an HSC course may not change courses unless the principal is satisfied that they will be able to complete all HSC course requirements including assessment requirements. No change in HSC entries may occur after the 30<sup>th</sup> of June in the Higher School Certificate examination year, except that the principal may approve withdrawal from a course.

Students wishing to drop or change subjects must complete the *Subject Variation Form*. This form must be signed by the student and parent/carer, the relevant teacher and KLA head teacher, and submitted to Ms Vujcic, Head Teacher Pathways.

In some cases, dropping or changing a course will affect the ATAR status or HSC eligibility of a student. Students will be required to sign a new *Confirmation of Entry* and their parent/carer will be contacted to discuss status or eligibility concerns.

## Optional HSC Examinations

Optional HSC examinations exist for: Vocational Education and Training (VET) courses, External VET courses delivered at TAFE or via another provider, English Studies, and Mathematics Standard 1. Students who do these courses are expected to do the Trial HSC Examination. Students may then opt out of the corresponding optional HSC Examination.

If you have any questions about your ATAR or HSC status, and how this will be affected by a decision to opt out of an optional HSC examination, refer questions to Ms Vujcic, Head Teacher Pathways.

## Request for Consideration Process

In cases of severe illness or other exceptional circumstances, an extension to the due date of an assessment task may be possible by completing a *Request for Consideration* one week before the due date of an Assessment Task.

Students cannot assume their request will be granted, so they are encouraged to commence work on their assessment tasks upon receipt of them. If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved, the late submission of a task will result in zero marks being awarded for the task.

The application must be signed by your Class Teacher and given to the Head Teacher Pathways for approval. A medical certificate will be required in the case of illness.

See *Appendix B: Request for Consideration form*

# Assessment Task Appeal Process

Students have the right to appeal a decision made regarding an application for illness/misadventure, malpractice, or an assessment task result. A student must submit an assessment appeal to the relevant Head Teacher, depending on the nature of the appeal. In reviewing the determination of a student's appeal, the Head Teacher will consider the following as applicable:

- the student's original *Request for Consideration* application
- documentation submitted with the original application
- any additional statement and/or documentation submitted with the student's appeal form
- all evidence presented which relates to the malpractice.

## TO APPEAL AN ILLNESS/MISADVENTURE OR MALPRACTICE DECISION

Step 1: Obtain an **Assessment Task Appeal** form

Step 2: **Submit the request**

- Submit the appeal to the Head Teacher Pathways within five (5) school days of the initial *Request for Consideration* or *Malpractice* decision being returned to the student.
- Additional supporting document, if applicable, should be submitted at this time.

Step 3: **Resolution and feedback**

- The appeal will be considered by a panel convened by the Head Teacher Pathways.
- The decision will be communicated to the relevant Faculty Head Teacher, Class Teacher, student and parents/carers.
- The Head Teacher Pathways will notify the Principal if further action is required.

## TO APPEAL AN ASSESSMENT TASK

Step 1: Obtain an **Assessment Task Appeal** form

Step 2: **Submit the request**

- Submit the appeal to the Head Teacher Pathways within five (5) school days of the initial result being returned to the student.
- Additional supporting document, if applicable, should be submitted at this time.

Step 3: **Resolution and feedback**

- The appeal will be considered by a panel convened by the Head Teacher Pathways.
- The decision will be communicated to all parties.
- The Head Teacher Pathways will notify the Principal if further action is required.

*Go to Appendix C: Assessment Task Appeal form*

# Course Assessment Schedules

## PATTERNS OF STUDY

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

To satisfy pattern of study requirements for the HSC, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

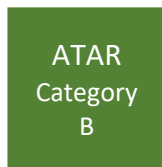
ATAR courses are those developed by NESA for which there are formal examinations that yield graded assessments. These are the only courses that can be used to calculate your ATAR.

ATAR courses are classified as either Category A or Category B courses. Only 2 units of Category B courses can contribute to your ATAR. Your ATAR is then calculated from your:

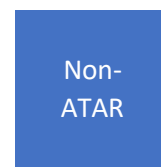
- best 2 units of English
- best 8 units from your remaining units, which can include no more than 2 units of Category B courses.



This course can contribute to an ATAR.



Only 1 course can contribute to an ATAR.




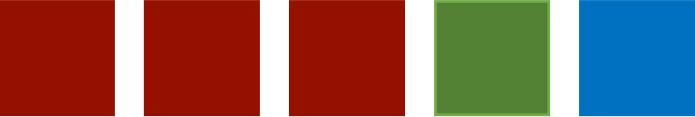



This course does not contribute to an ATAR.

Content Endorsed Courses (CEC) and Board Endorsed Courses (BEC) do not count towards an ATAR.

### Sample Patterns of Study

Based on a minimum of 5 courses:

	<b>Eligible for the ATAR</b>
	<b>Eligible for the ATAR</b>
	<b>Not eligible for the ATAR</b>
	<b>Not eligible for the ATAR</b>
	<b>Not eligible for the HSC</b>

## 2023-2024 HSC COURSE LIST

Your *Confirmation of Entry* will indicate whether you are eligible for the ATAR and/or the HSC. Remember, it is the **combination of courses** that determine your eligibility. If you have any questions, speak to Ms Vujcic, Head Teacher Pathways.

Category A Courses	Category B Courses	CEC and BEC Courses
Ancient History	Business Services	Ceramics (CEC)
Biology	Construction	Exploring Early Childhood (CEC)
Business Studies	English Studies	Numeracy (CEC)
Chemistry	Entertainment Industry	Sport Coaching (BEC)
Community & Family Studies	Hospitality (Food & Beverage)	Visual Design (CEC)
Dance	Mathematics Standard 1	Photography, Video & Digital Imaging (CEC)
Design & Technology	Retail Services	Sport, Lifestyle & Recreation (CEC)
Drama		
English Advanced		
English Standard		
English Extension 1		
Investigating Science		
Legal Studies		
Mathematics Advanced		
Mathematics Extension 1		
Mathematics Standard 2		
Modern History		
Music 1		
Personal Development, Health & Physical Education		
Physics		
Society & Culture		
Software Design & Development		
Textiles & Design		
Visual Arts		

<b>ATAR Category A</b>	<b>ATAR Category B</b>	<b>Non-ATAR</b>
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## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting
A	Knowledge and understanding of course content	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
		<b>100</b>

Task	Outcomes	Task	Due Date	Weighting %		
				A	B	Total
1	EA12-1, EA12-3 EA12-5, EA12-7	Critical Essay Common Module: Texts and Human Experiences	Term 4 Week 8 2023	10	10	<b>20</b>
2	EA12-1, EA12-3 EA12-5, EA12-6, EA12-8	Multimodal Presentation Module A: Textual Conversations	Term 1 Week 7 2024	15	10	<b>25</b>
3	EA12-2, EA12-3 EA12-4, EA12-5 EA12-7, EA12-9	Feature Article Module B: Critical Study of Literature	Term 2 Week 6 2024	10	15	<b>25</b>
4	EA12-3, EA12-4 EA12-5, EA12-6, EA12-8	Trial HSC Examination Common Module, Modules A, B and C	Term 3 Weeks 3-4 2024	15	15	<b>30</b>
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting
A	Knowledge and understanding of course content	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	EN12-1, EN12-2 EN12-5, EN12-6, EN12-7	Multimodal Presentation Common Module: Texts and Human Experiences	Term 4 Week 8 2023	10	10	20
2	EN12-2, EN12-4 EN12-8, EN12-9	Critical Essay Module A: Language, Identity and Culture	Term 1 Week 7 2024	15	10	25
3	EN12-1, EN12-3 EN12-4, EN12-5	Speech Module B: Close Study of Literature	Term 2 Week 6 2024	10	15	25
4	EN12-3, EN12-6, EN12-8	Trial HSC Examination Common Module, Modules A, B and C	Term 3 Weeks 3-4 2024	15	15	30
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>



## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	ES12-1 ES12-2, ES12-5 ES12-8, ES12-9	Critical Essay Common Module: Texts and Human Experiences	Term 4 Week 8 2023	10	10	20
2	ES12-2, ES12-5, ES12-6, ES12-9, ES12-10	Advertising Pitch (Multimodal Presentation) Elective Module B: Telling Us All About It	Term 1 Week 7 2024	15	10	25
3	ES12-1, ES12-2 ES12-4, ES12-6, ES12-7	Student Portfolio Elective Module C: We Are Australian	Term 2 Week 6 2024	10	15	25
4	ES12-1, ES12-3 ES12-7, ES12-8 ES12-9, ES12-10	Trial HSC Exam Elective Module A: On the Road	Term 3 Weeks 3-4 2024	15	15	30
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

## Course Outcomes

A student:

### KNOWLEDGE AND UNDERSTANDING:

- 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

### SKILLS:

- AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH12-7 discusses and evaluates differing interpretations and representations of the past
- AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

## Assessment Schedule

Component		Weighting %
A	Communication of historical understanding in appropriate forms	20
B	Historical inquiry and research	20
C	Historical skills in analysis and evaluation of sources and interpretations	20
D	Knowledge and understanding of course content	40
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	AH12-1, AH12-3 AH12-5, AH12-6 AH12-8, AH12-9	Historical Period: Source-based Research Task and in-class Response	Term 4 Week 9 2023	5	5	5	5	<b>20</b>
2	AH12-3, AH12-4 AH12-6, AH12-7, AH12-8	Personality: Historical Analysis Presentation	Term 1 Week 7 2024	5	10	5	5	<b>25</b>
3	AH12-2, AH12-5 AH12-6, AH12-7, AH12-9	Ancient Society: Stimulus and in-class responses	Term 2 Week 6 2024	5	5	5	10	<b>25</b>
4	AH12-1, AH12-2, AH12-3 AH12-4, AH12-5, AH12-6 AH12-7, AH12-9, AH12-10	Trial HSC Examination	Term 3 Weeks 3-4 2024	5		5	20	<b>30</b>
<b>Total:</b>				<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

## Course Outcomes

A student:

### SKILLS:

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose

### KNOWLEDGE AND UNDERSTANDING:

BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Skills in working scientifically	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	BIO12-2, BIO12-3, BIO12-6 BIO12-7, BIO12-12	Modelling Task	Term 4 Week 7 2023	5	10	15
2	BIO12-1, BIO12-2, BIO12-3 BIO12-4, BIO12-5, BIO12-6 BIO12-7, BIO12-13	Depth Study	Term 1 Week 10 2024	10	30	40
3	BIO12-4, BIO12-5, BIO12-6 BIO12-7, BIO12-14	Diseases Research Task	Term 2 Week 9 2024	5	10	15
4	All outcomes	Trial HSC Examination	Term 3 Weeks 3-4 2024	20	10	30
<b>Total</b>				<b>40</b>	<b>60</b>	<b>100</b>

## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting %
A	Stimulus based skills	20
B	Inquiry and research	20
C	Communication of business information, ideas and issues in appropriate forms	20
D	Knowledge and understanding of course content	40
		<b>100</b>

Task	Outcomes	Task Name	Task	Weighting %				
				A	B	C	D	Total
1	H2, H5, H8, H9	Business Report: Operations	Term 4 Week 9 2023		10	5	5	<b>20</b>
2	H6, H7, H8, H9	Marketing Research Task	Term 1 Week 8 2024		10	5	10	<b>25</b>
3	H6, H7, H9, 10	Topic Test: Finance	Term 2 Week 8 2024	10		5	10	<b>25</b>
4	H1, H3, H4, H5 H6, H8, H9, H10	Trial HSC Examination	Term 3 Weeks 3-4 2024	10		5	15	<b>30</b>
<b>Total</b>				<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

# CERAMICS

Non-  
ATAR

## Course Outcomes

A student:

- M1: generates a characteristic style that is increasingly self-reflective in their ceramic practice
- M2: explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works
- M3: investigates different points of view in the making of ceramic works
- M4: explores ways of generating ideas as representations in the making of ceramic works
- M5: engages in the development of different techniques suited to artistic intentions in the making of ceramic works
- M6: takes into account issues of Work Health and Safety in their practice
- CH1: generates in their critical and historical investigations ways to interpret and explain ceramic works and practices
- CH2: investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker, and audience in critical and historical investigations
- CH3: distinguishes between different points of view in their critical and historical studies
- CH4: explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics
- CH5: recognises how ceramic works are used in various fields of cultural production

## Assessment Schedule

Component		Weighting %
A	Art making	70
B	Art criticism and history	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	M1, M2 M6, CH3	Surface Treatment	Term 1 Week 2 2023	20	10	30
2	M1, M2, M5 M6, CH4	Casting/Mixed Media	Term 2 Week 2 2024	30	10	40
3	M1, M6 CH1, CH3, CH5	Glaze Technology	Term 3 Week 3 2024	20	10	30
<b>Total</b>				<b>70</b>	<b>30</b>	<b>100</b>

## Course Outcomes

A student:

### SKILLS:

- CH12-1 develops and evaluates questions and hypotheses for scientific investigation
- CH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH12-5 analyses and evaluates primary and secondary data and information
- CH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

### KNOWLEDGE AND UNDERSTANDING:

- CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models
- CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Skills in working scientifically	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	CH12-1, CH12-2, CH12-3 CH12-4, CH12-5 CH12-7, CH12-14	Depth Study	Term 4 Week 8 2023	10	30	40
2	CH12-3, CH12-4 CH12-5, CH12-6 CH12-7, CH12-12	Research Task	Term 1 Week 8 2024	5	10	15
3	CH12-5, CH12-6, CH12-7 CH12-13	Practical Task	Term 2 Week 8 2024	5	10	15
4	All outcomes	Trial HSC Examination	Term 3 Weeks 3-4 2024	20	10	30
<b>Total</b>				<b>40</b>	<b>60</b>	<b>100</b>

## Course Outcomes

A student:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 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
- H7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- H7.2 develops a sense of responsibility for the wellbeing of themselves and others
- H7.3 appreciates the value of resource management in response to change
- H7.4 values the place of management in coping with a variety of role expectations

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Skills in critical thinking, research methodology, analysing and communicating	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	H4.1, H4.2	Independent Research Project	Term 4 Week 10 2023	5	15	20
2	H1.1, H2.2, H2.3 H3.1, H3.3, H6.2	Research Task: Groups in Context	Term 1 Week 9 2024	10	15	25
3	H2.1, H2.2, H5.2	Case Study: Parenting and Caring	Term 2 Week 9 2024	10	15	25
4	H1.1 – H6.2	Trial HSC Examination	Term 3 Weeks 3-4 2024	15	15	30
<b>Total</b>				<b>40</b>	<b>60</b>	<b>100</b>

# DANCE

ATAR

## Course Outcomes

A student:

- H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2 performs, composes and appreciates dance as an artform
- 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 and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
- H4.1 understands the concept of differing artistic, social and cultural contexts of dance
- H4.2 recognises, analyses and evaluates the distinguishing features of major dance works
- H4.3 utilises the skills of research and analysis to examine dance as an artform
- H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
- H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

## Assessment Schedule

Component		Weighting %
A	Performance	20
B	Composition	20
C	Appreciation	20
D	Major Study	40
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	H1.1, H1.2, H3.1, H3.2 H4.2, H4.3, H4.4	Composition & Appreciation Task	Term 4 Week 9 2023		10	10		<b>20</b>
2	H1.1, H1.2, H1.3, H2.1 H4.1, H4.2, H4.4	Performance & Appreciation Task	Term 1 Weeks 8- 9 2024	10		10		<b>20</b>
3	H1.1, H2.1, H2.2 H3.1, H3.2 H3.4, H4.4	Trial Practical	Term 2 Week 10 2024	10	10		10	<b>30</b>
4	H1.4, H2.2 H3.2, H3.3, H4.5	Major Study	Term 3 Week 3 2024				30	<b>30</b>
<b>Total:</b>				<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>



## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Knowledge and skills in designing, managing, producing and evaluating a major design project	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	H1.2, H3.2, H4.2, H5.1	Project Proposal	Term 4 Week 9 2023		30	30
2	H2.2, H3.1, H6.2	Innovation Case Study	Term 1 Week 3 2024	20		20
3	H1.1, H4.1, H4.3 H5.1, H5.2, H6.1	Major Design Project Presentation	Term 2 Week 9 2024		30	30
4	H1.1, H1.2, H2.1 H3.1, H3.2, H6.2	Trial HSC Examination	Term 3 Weeks 3-4 2024	20		20
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

# DRAMA

ATAR

## Course Outcomes

A student:

- H1.1 uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 uses performance skills to interpret and perform scripted and other material
- H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
- H1.4 collaborates effectively to produce a group-devised performance.
- H1.5 demonstrates directorial skills
- H1.6 records refined group performance work in appropriate form
- H1.7 demonstrates skills in using the elements of production
- H1.8 recognizes the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9 values innovation and originality in group and individual work
- 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
- H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance
- 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

## Assessment Schedule

Component		Weighting %
A	Making	40
B	Performing	30
C	Critically studying	30
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %			
				A	B	C	Total
1	H1.1, H1.2, H1.7, H3.1, H3.2, H3.3	Dramatic Traditions in Australia	Term 4 Week 10 2023	10		10	<b>20</b>
2	H1.1, H1.2, H1.7, H3.1, H3.2, H3.3	Studies in Drama and Theatre	Term 1 Week 10 2024	10		10	<b>20</b>
3	H1.1, H1.2, H1.3, H1.5, H1.4, H1.6, H1.7, H1.8 H2.1 H2.2, H2.3, H2.5	Group Devised/Individual Performance	Term 2 Week 10 2024	10	20		<b>30</b>
4	H1.1, H1.2, H1.3, H1.4, H1.5 H1.6, H1.7, H2.1, H2.2, H2.3 H3.1, H3.2, H3.3	Trial HSC Examination	Term 3 Weeks 3-4 2024	10	10	10	<b>30</b>
<b>Total</b>				<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

# EXPLORING EARLY CHILDHOOD

Non-  
ATAR

## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Skills	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	1.5, 4.2, 6.2	Young Children with Special Needs	Term 4 Week 10 2023	15	20	35
2	1.2, 1.3, 3.1, 6.2	Promoting Positive Behaviours	Term 1 Week 9 2024	10	10	20
3	1.3, 1.4, 2.3, 6.2	Play and the Developing Child	Term 2 Week 8 2024	15	10	25
4	1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 3.1 4.1, 4.2, 4.3, 6.2	Trial HSC Examination	Term 3 Weeks 3-4 2024	10	10	20
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

## Course Outcomes

A student:

- 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

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding	40
B	Skills in working scientifically	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	INS12-1, INS12-3, INS12-4, INS12-5 INS12-6, INS12-7, INS12-14	Depth Studies	Term 4 Week 8 2023	10	30	40
2	INS12-1, INS12-2, INS12-3, INS12-4 INS12-7, INS12-12	Practical Investigation	Term 1 Week 5 2024	5	10	15
3	INS12-1, INS12-2, INS12-3, INS12-4 INS12-5, INS12-6, INS12-7, INS12-13	Research Task	Term 2 Week 8 2024	5	10	15
4	All outcomes	Trial HSC Examination	Term 3 Weeks 3-4 2024	20	10	30
<b>Total</b>				<b>40</b>	<b>60</b>	<b>100</b>

## Course Outcomes

A student:

- H1 identifies and applies legal concepts and terminology
- H2 describes and explains key features of and the relationship between Australian and international law
- H3 analyses the operation of domestic and international legal systems
- H4 evaluates the effectiveness of the legal system in addressing issues
- H5 explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- H6 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.

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Analysis and evaluation	20
C	Inquiry and research	20
D	Communication of legal information, issues in appropriate forms	20
		100

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	H1, H4 H6, H8, H10	Crime Case Study Analysis	Term 4 Week 8 2023	5	5	5	5	20
2	H2, H3 H6, H7, H8	Human Rights Investigation	Term 1 Week 7 2024	10	5	5	5	25
3	H4, H5, H8, H9	Extended Response: World Order	Term 2 Week 7 2024	10		10	5	25
4	H1, H2, H3, H4 H5, H6, H7 H8, H9, H10	Trial HSC Examination	Term 3 Weeks 3-4 2024	15	10		5	30
<b>Total</b>				<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting %
A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	MA12-1, MA12-3 MA12-6, MA12-10	Class Task: Open Book Logs, Exponents, Graphing	Term 4 Week 7 2023	10	10	20
2	MA12-1, MA12-3 MA12-5, MA12-6, MA12-7	Task: Calculus	Term 1 Week 6 2024	15	10	25
3	MA12-1, MA12-4 MA12-9, MA12-10	Assignment: Financial Maths	Term 2 Week 8 2024	10	15	25
4	MA12-2, MA12-3, MA12-4 MA12-5, MA12-6, MA12-7 MA12-8, MA12-10	Trial HSC Examination	Term 3 Weeks 3-4 2024	15	15	30
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

# MATHEMATICS EXTENSION 1

ATAR

## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting %
A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	ME12-1, ME12-3, ME12-7	Task: Induction Trig Equations	Term 4 Week 9 2023	12.5	12.5	25
2	ME12-1, ME12-2 ME12-6, ME12-7	Task: Vectors	Term 1 Week 8 2024	12.5	12.5	25
3	ME12-1, ME12-4, ME12-7	Investigative Assignment: Differential Equations	Term 2 Week 5 2024	10	10	20
4	All outcomes	Trial HSC Examination	Term 3 Weeks 3-4 2024	15	15	30
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

# MATHEMATICS STANDARD 1

ATAR  
Category  
B

## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting %
A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	MS1-12-3, MS1-12-4 MS1-12-5, MS1-12-9 MS1-12-10	Assignment: Planning Bali Trip	Term 4 Week 9 2023	10	10	20
2	MS1-12-2, MS1-12-8 MS1-12-9, MS1-12-10	Assignment: Networks	Term 1 Week 6 2024	10	15	25
3	MS1-12-3, MS1-12-4, MS1-12-10	Open book task in class: Trigonometry	Term 2 Week 4 2024	15	10	25
4	MS1-12-1, MS1-12-2, MS1-12-3 MS1-12-4, MS1-12-5, MS1-12-6 MS1-12-7, MS1-12-8 MS1-12-10	Trial HSC Examination	Term 3 Weeks 3-4 2024	15	15	30
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>



# MATHEMATICS STANDARD 2

ATAR

## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting %
A	Understanding, fluency and communication	50
B	Problem solving, reasoning and justification	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	MS2-12-1, MS2-12-2, MS2-12-3 MS2-12-5, MS2-12-6, MS2-12-10	In Class Task: Statistics, Finance, Linear Relationships Student Prepared Resource	Term 4 Week 7 2023	10	10	20
2	MS2-12-3, MS2-12-4 MS2-12-8, MS2-12-9 MS2-12-10	Assignment: Networks and Ratio	Term 1 Week 6 2024	10	15	25
3	MS2-12-4, MS2-12-5 MS2-12-6, MS2-12-10	In Class Task with Student Prepared Resource	Term 2 Week 8 2024	15	10	25
4	MS2-12-1, MS2-12-2, MS2-12-3 MS2-12-4, MS2-12-5, MS2-12-6 MS2-12-7, MS2-12-8, MS2-12-9	Trial HSC Examination	Term 3 Weeks 3-4 2024	15	15	30
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

## Course Outcomes

A student:

### KNOWLEDGE AND UNDERSTANDING

- 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

### SKILLS

- MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12-7 discusses and evaluates differing interpretations and representations of the past
- MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

## Assessment Schedule

Component		Weighting %
A	Communication of historical understanding in appropriate forms	20
B	Historical inquiry and research	20
C	Historical skills in the analysis of sources and interpretations	20
D	Knowledge and understanding of course content	40
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %				
				A	B	C	D	Total
1	MH12-2, MH12-3 MH12-8, MH12-9	Research Task: National Studies	Term 4 Week 9 2023	5	10	5	5	<b>25</b>
2	MH12-5, MH12-6 MH12-7, MH12-9	Source Analysis: Power and Authority	Term 1 Week 7 2024	5		10	10	<b>25</b>
3	MH12-1, MH12-4 MH12-7, MH12-9	Historical Analysis	Term 2 Week 6 2024	5	10		5	<b>20</b>
4	MH12-2, MH12-5, MH12-6 MH12-7, MH12-9	Trial HSC Examination	Term 3 Weeks 3-4 2024	5		5	20	<b>30</b>
<b>Total</b>				<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

# MUSIC 1

ATAR

## Course Outcomes

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

- H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5 critically evaluates and discusses performances and compositions
- H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H9 performs as a means of self-expression and communication
- H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11 demonstrates a willingness to accept and use constructive criticism

\*Students must complete an Aural Exam, their Core Performance and 3 Electives. Electives may be all performance, musicology or composition, or any combination of all three.

## Assessment Schedule

Component		Weighting %
A	Core musicology	10
B	Core composition	10
C	Core performance	10
D	Aural	25
E	Electives	45
		<b>100</b>

Task	Outcomes	Task Name	Due Date	Weighting %						
				A	B	C	D	E	Total	
1	H3, H4, H5, H7, H8, H10, H11	Composition & Viva Voce	Term 4 Week 9 2023	10	10					<b>20</b>
2	H1, H5, H6, H9, H10, H11	Practical Presentation	Term 1 Week 7 2024			10	10			<b>20</b>
3	H1, H2, H7 H10, H11	Elective Presentation	Term 2 Week 10 2024					30		<b>30</b>
4	H1, H4, H5, H6 H7 H9, H10, H11	Trial Aural Examination & Practical Presentation	Term 3 Weeks 3-4 2024				15	15		<b>30</b>
<b>Total:</b>				<b>10</b>	<b>10</b>	<b>10</b>	<b>25</b>	<b>45</b>		<b>100</b>

## Course Outcomes

A student:

- N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-2.6 chooses and applies numeracy operations and techniques to analyse and resolve everyday situations
- N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding	50
B	Skills	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	N6-2.3, N6-2.4, N6-2.5, N6-3.1	Assignment: New job, new adventure	Term 4 Week 8 2023	10	15	25
2	N6-1.3, N6-2.2, N6-2.5, N6-3.2	Assignment: Alternate Olympics	Term 1 Week 8 2024	10	15	25
3	N6-1.1, N6-2.3, N6-2.5, N6-3.1	Assignment: Rule of thirds	Term 2 Week 7 2024	15	15	30
4	N6-1.1, N6-2.6, N6-3.1, N6-3.2	Assignment: Explorations in Numeracy	Term 3 Week 4 2024	15	5	20
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

### Course Outcomes

A student:

- H1 describes the nature and justifies the choice of Australia’s health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- 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 & sport (Option 2)
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

### Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Skills in critical thinking, research, analysis and communicating	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	H13, H16, H17	Sports Medicine: Research Task	Term 4 Week 9 2023	5	10	15
2	H1, H2, H3, H15, H16	Core 1: Research and in-class Written Response	Term 1 Week 8 2024	10	15	25
3	H7, H8, H16, H17	Core 2: Sport Demands Analysis	Term 2 Week 8 2024	15	15	30
4	H1-H11, H13-H17	Trial HSC Examination	Term 3 Weeks 3 - 4 2024	10	20	30
<b>Total</b>				<b>40</b>	<b>60</b>	<b>100</b>

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Non-  
ATAR

## Course Outcomes

A student:

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

## Assessment Schedule

Component		Weighting %
A	Art making	70
B	Art criticism and history	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	M3, M4, M5	Ongoing Practical Task and Photography Diary	Term 4 Week 7 2023	30		30
2	M2, CH2, CH4, CH5	Case Study	Term 1 Week 9 2024	10	15	25
3	CH1, CH3, CH4	Half Yearly Examination	Term 2 Week 7 2024		15	15
4	M1, M4, M5, M6	Photographic Portfolio	Term 3 Week 4 2024	30		30
<b>Total</b>				<b>70</b>	<b>30</b>	<b>100</b>

## Course Outcomes

A student:

- PH12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH12-5 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

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding	40
B	Skills in working scientifically	60
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	PH12-1, PH12-2, PH12-3, PH12-4 PH12-5, PH12-7, PH12-12	Practical Assessment	Term 4 Week 8 2023	5	10	15
2	PH12-1, PH12-2, PH12-3, PH12-4 PH12-5, PH12-7, PH12-13	Depth Study	Term 1 Week 7 2024	10	30	40
3	PH12-3, PH12-4, PH12-5 PH12-7, PH12-14	Photoelectric Effect Practical Report	Term 2 Week 9 2024	5	10	15
4	All outcomes	Trial HSC Examination	Term 3 Weeks 3-4 2024	20	10	30
<b>Total</b>				<b>40</b>	<b>60</b>	<b>100</b>

# SOCIETY AND CULTURE

ATAR

## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Application and evaluation of social and cultural research methods	30
C	Communication of information, ideas and issues in appropriate forms	20
		100

Task	Outcomes	Task Name	Due Date	Weighting %			
				A	B	C	Total
1	H2, H5, H6 H7, H8, H10	Research Task & PIP Proposal	Term 4 Week 7 2023	10	15	5	30
2	H1, H2, H3, H5, H9	Extended Response: Belief Systems	Term 1 Week 10 2024	10	5	5	20
3	H3, H5, H7, H9, H10	Oral Presentation: Popular Culture	Term 2 Week 8 2024	10	5	5	20
4	H1, H2, H3, H4, H5, H6, H10	Trial HSC Examination	Term 3 Weeks 3 - 4 2024	20	5	5	30
<b>Total</b>				<b>50</b>	<b>30</b>	<b>20</b>	<b>100</b>



# SOFTWARE DESIGN AND DEVELOPMENT

ATAR

## Course Outcomes

A student:

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
H6.1	assesses the skills required in the software development cycle
H6.2	communicates the processes involved in a software solution to an inexperienced user
H6.3	uses and describes a collaborative approach during the software development cycle
H6.4	develops and evaluates effective user interfaces, in consultation with appropriate people

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Knowledge and skills in the design and development of software solutions	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	H1.1, H1.3, H5.3	Software Development Approaches Assignment	Term 4 Week 6 2023	5	15	20
2	H2.1, H2.2, H6.2	Planning and Design of Software Solutions Assignment	Term 1 Week 6 2024	5	15	20
3	H5.1, H5.2, H6.1, H6.3, H6.4	Developing a Solution Package Project	Term 2 Week 10 2024	10	20	30
4	H1.2, H3.1, H3.2, H4.1, H4.2	Trial HSC Examination	Term 3 Weeks 3 - 4 2024	30		30
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

# SPORT, LIFESTYLE AND RECREATION

Non-  
ATAR

## Course Outcomes

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity.
- 4.1 accepts responsibility for personal and community health
- 4.2 willingly participates in regular physical activity
- 4.3 values the importance of an active lifestyle
- 4.4 values the features of a quality performance
- 4.5 strives to achieve quality in personal performance

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding	50
B	Skills	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	1.3, 3.1, 3.6, 4.4, 4.5	Aquatics: Practical or Analysis	Term 4 Week 10 2023	10	15	25
2	1.2, 2.1, 2.5, 3.2, 3.3, 4.4	Resistance Training: Training Session Design/Practical	Term 1 Week 9 2024	10	15	25
3	1.1, 1.3, 3.1, 4.1	Games and Sports Application Presentation	Term 2 Week 8 2024	15	10	25
4	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.6, 4.1, 4.4, 4.6	Trial HSC Examination	Term 3 Weeks 3-4 2024	15	10	25
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

# TEXTILES AND DESIGN

ATAR

## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting %
A	Knowledge and understanding of course content	50
B	Skills and knowledge in the design, manufacture and management of a major textiles project	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	H1.1, H1.2, H4.1	Project Proposal	Term 4 Week 6 2023		20	20
2	H3.2, H5.1, H6.1	Designer Investigation Task	Term 1 Week 4 2024	20		20
3	H2.1, H2.2, H2.3, H4.2	Major Textiles Project Presentation	Term 2 Week 9 2024		30	30
4	H1.3, H3.1, H5.1, H5.2	Trial HSC Examination	Term 3 Weeks 3-4 2024	30		30
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

## Course Outcomes

A student:

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

## Assessment Schedule

Component		Weighting %
A	Art making	50
B	Art criticism and art history	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	H7, H8, H9, H10	Case Study Research Task	Term 4 Week 8 2023		25	25
2	H1, H2, H3 H4, H5, H6	Ongoing Practical Task & Visual Arts Diary	Term 1 Week 8 2024	25		25
3	H7, H8, H9, H10	Trial HSC Examination	Term 3 Weeks 3-4 2024		25	25
4	H1, H2, H3 H4, H5, H6	Body of Work	Term 3 Week 5 2024	25		25
<b>Total</b>				<b>50</b>	<b>50</b>	<b>100</b>

## Course Outcomes

A student:

- DM1 generates a characteristic style that is increasingly self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3 investigates different points of view in the making of designed works
- DM4 generates images and ideas as representations/simulations
- DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6 takes into account issues of Work Health and Safety in the making of a range of works
- CH1 generates in their critical and historical practice ways to interpret and explain design
- CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

### Note:

- DM Designing and Making
- CH Critical and Historical Studies

## Assessment Schedule

Component		Weighting %
A	Art making	70
B	Art criticism and art history	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	CH1, CH2, CH3, CH4	Research Task	Term 1 Week 2 2024	15	10	25
2	DM4, DM5, DM6, CH2	Media Experiments Portfolio	Term 2 Week 2 2024	25	10	35
4	DM1, DM2, DM3 DM4, DM5, DM6 CH2, CH3, CH4	Body of Work	Term 3 Week 3 2024	30	10	40
<b>Total</b>				<b>70</b>	<b>30</b>	<b>100</b>

# VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

All students successfully completing a VET Course will be eligible for one or all of the following credentials:

1. An HSC
2. Australian Qualifications Framework (AQF) Certificate I, II or III

Students wanting to use their VET course for the Australian Tertiary Admissions Rank (ATAR) need to sit the external examination. VET courses are categorised as Category B courses and only 1 Category B course to the value of 2 units may be included in the calculation for the ATAR, excluding Sport Coaching, a Board Endorsed course which counts towards the HSC but does not contribute towards an ATAR. It is important to note that if a student also undertakes English Studies, a Category B course, this takes precedence in its contribution to an ATAR.

Course	Category	ATAR eligibility
Business Services	Category B Course	Yes
Construction	Category B Course	Yes
Entertainment Industry	Category B Course	Yes
Hospitality (Food & Beverage)	Category B Course	Yes
Retail Services	Category B Course	Yes
Sport Coaching	Board Endorsed Course (BEC)	No

## Demonstration of Competency

The assessment components in VET courses are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence.

A record of the units and elements of competence achieved will be kept in a separate competency log for each student, as well as in a data base retained by the teacher.

Evidence of competence will be gathered on an ongoing basis through specific tasks and events, such as projects, assignments, written and practical tests. **There are no marks awarded in competency-based assessments.**

To be satisfactory in these courses students must:

- Show diligence and sustained effort in achieving competencies by attempting all competency-based assessment, participating actively in all class activities and attending on a regular basis.
- Attend mandatory work placement for assessment of work site competencies.

## Examinations

Trial HSC Examinations will occur in **Term 3 Weeks 3 and 4**. These do not form part of the RTO assessment requirements.

The HSC Examination is independent of competency-based assessment requirements for AQF Certification for the purpose of an Australian Tertiary Admissions Ranking (ATAR). The completion of internal examinations will be used to determine an exam estimate should one be required in cases of illness and misadventure during the HSC exam. These exams will also be used as sources of evidence of competence in some units, and therefore will contribute to the competency-based assessment program.

## Work Placement

Work Placement is a mandatory requirement for every VET course. Failure to complete Work Placement in either the Preliminary or HSC year will render the student ineligible for the award of a Year 11 and HSC credential. If a student exits the course at the end of the Year 11 year, they **MUST** have completed a minimum of 35 hours work placement to satisfy NESA requirements.



Education

# ULTIMO RTO 90072 VET COURSE ASSESSMENT SCHEDULES

Year 11 2023 – HSC 2024

Business Services

Construction

Entertainment Industry

Hospitality (Food & Beverage)

Retail Services

Sport Coaching

# BUSINESS SERVICES



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072  
BUSINESS SERVICES ASSESSMENT SCHEDULE

Preliminary Year 2023 - HSC 2024

QUALIFICATION: BSB30120 Certificate III in Business

Training Package: BSB Business Services (Version 8)

ATAR  
Category  
B

NESA Course Code:

2 U X 2 YR - 26111

2023 HSC Exam: 26199

LMBR UI Code:

BSB30120126111B

TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	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 yrs  35 hrs Work Placement  50 % Preliminary Exam
Term 1	BSBTEC201 BSBTEC202	Use business software applications Use digital technologies to communicate in the work environment	E E	M E	15 10	<b>Cluster 1: Let's get tech savvy</b> Direct observation, produce based method, questioning	
Terms 1- 2	BSBWHS311 BSBINS302	Assist with maintaining workplace safety Organise workplace information	C E	M E	20 20	<b>Cluster 2: Organise business safety</b> Direct observation, produce based method, questioning	
Terms 2- 3	BSBXCM301 BSBOPS201	Engage in workplace communication Work effectively in business environments	C E	M E	15 25	<b>Cluster 3: Working in industry</b> Direct observation, produce based method, questioning	
<b>7 HSC UOCs</b>							
Term 4	BSBPEF201	Support personal wellbeing in the workplace	C	M	10	<b>Cluster 4: Wellbeing</b> Direct observation, produce based method, questioning	
Terms 4-5	BSBPEF301 BSBTEC301	Organise personal work priorities Design and produce business documents	E E	M E	20 25	<b>Cluster 5: Mastering document design</b> Direct observation, produce based method, questioning	
Terms 5-6	BSBSUS211 BSBTWK301 BSBTEC303	Participate in sustainable work practices Use inclusive work practices Create electronic presentations	C C E	M M E	15 15 15	<b>Cluster 6: Sharing is caring</b> Direct observation, produce based method, questioning	
Term 7	BSBCRT311	Apply critical thinking skills in a team environment	C	M	20	<b>Cluster 7: Thinking critically</b> Direct observation, produce based method, questioning	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 225			Units of competency from the HSC focus areas will be included in the optional HSC examination.	



# CONSTRUCTION



**PUBLIC SCHOOLS NSW ULTIMO RTO 90072**  
**CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE**  
**Preliminary Year 2023 – HSC 2024**

QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) and Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)  
 Training Package: CPC08 - Construction, Plumbing and Services (Release 9.9)

**ATAR**  
**Category**  
**B**

**NESA course code**  
 2 U X 2 YR - 26211  
**HSC Exam: 26299**  
**LMBR UI Code:**  
 CPC20220126211B or  
 CPC20120126211B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC Requirements Exam estimate mark & weighting to total 100%
	<b>6 PRELIMINARY UOCs</b>						
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	240 Indicative Hours over 2 years
Term 1	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe	
Term 2	CPCCCM1001 CPCCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	CP-C CP-C	M M	35	Cluster 3 – Working it out	35 hrs Work Placement
Term 3	CPPCCOM2001 CPCCPOM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 – Project Planning	50% Preliminary Exam
	<b>7 HSC UOCs</b>						
Terms 4/5 Option 2	CPCCCWF2002 CPCCCM2013	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	35 hrs Work Placement  50% Trial HSC Exam
Terms 4/5/6/7	CPCCCA2002 CPCCCM2005 CPCCCA2011	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	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.
Terms 5/6/7	CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	C CP-C	M M	55	Cluster 7 – Major Project	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235- 240 245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

# ENTERTAINMENT INDUSTRY

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> ENTERTAINMENT INDUSTRY CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2023 - HSC 2024 QUALIFICATION: Statement of Attainment towards CUA30420 Certificate III in Live Production and Services Training Package: CUA Creative Arts and Culture (version 5.1)							
						ATAR Category B	<b>NESA code</b> 2 U X 2 YR - 26401 2023 HSC Exam: 26499 <b>LMBR UI Code:</b> (11 OR 12) CUA30420326401B
<b>6 PRELIMINARY UOCs</b>							
Term 1	CPCWHS1001	Prepare to work safely in the construction industry	E	M	10	<b>Cluster 1 – White Card</b> Credit transfer for this unit when delivered by another RTO. Please insert name of RTO who delivered.....	240 Indicative Hours over 2 years  35 hrs Work Placement  50% Preliminary Exam
Term 1/2	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	
Term 2/3	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	
Term 3	CUAIND311	Work effectively in the creative arts industry	C	M	20	<b>Cluster 4 – Working in the Industry</b> TBC	
<b>6 HSC UOCs</b>							
Term 4/5	SITXCCS006 CUASOU306 CUAVSS312	Provide services to customers Operate sound reinforcement systems Operate vision systems	E E E	M E M	20 20 25	<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  50% Trial HSC Exam
Term 6/7	CUASTA311 CUASMT311 CUAIND314	Assist with production operations for live performances Work effectively backstage during performances Plan a career in the creative arts industry	E E C	M E E	25 20 20	<b>Cluster 6 – Showtime!</b> Knowledge Questions, Product based methods, Portfolio of Evidence, Direct Observation, Career Research and Resume Writing	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.
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.	



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

ENTERTAINMENT INDUSTRY SPECIALISATION STUDY (60 Indicative hours) ASSESSMENT SCHEDULE

Preliminary Year 2023 or HSC 2024

QUALIFICATION: Statement of Attainment towards CUA30420 Certificate III in Live Production and Services

Training Package: CUA Creative Arts and Culture (version 5.1)

NESA code

1 U X 1 YR - 26403

LMBR UI Code:

(11 OR 12)

CUA30420226403B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements
Term XX	<b>3 HSC UOCs</b>						<b>Students enrolled in the 60 hour specialisation course must also be enrolled in the 240 hour course.</b> The HSC examination is based on content from the 240 hour course  <i>No additional work placement is required.</i>
	CUALGT314	Install and operate follow spots	E	E	20	<b>Cluster 7: The Event</b> Practical Observation, Son Et Lumière, Written Questioning, Evaluations and Portfolio	
	CUAPPR314	Participate in collaborative creative projects	C	E	20		
	BSBBEF301	Organise personal work priorities and development	C	E	20		
<i>NESA requires students to study a minimum of 60 hours to meet HSC requirements.</i>			Total Hours 60		<i>No Units of Competency from the 60 hour specialisation study are examinable in the HSC exam. The HSC examination will be based on the 240 hour course only.</i>		

## HOSPITALITY (FOOD & BEVERAGE)



**RTO: Department of Education - 90072**  
**Qualification: SIT20322 Certificate II in Hospitality**  
**Cohort 2023 - 2024**

ATAR  
Category  
B

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

Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Trial Exam**</b>
		Week Term 4 2023	Week Term 1 2024	Week Term 2 2024	Weeks 3-4 Term 3 2024
Code	Unit of Competency				
SITHIND006	Source and use information on the hospitality industry	x			
SITHFAB024	Prepare and serve non-alcoholic beverages		x		
SITHFAB025	Prepare and serve espresso coffee		x		
SITHFAB027	Serve food and beverages		x		
BSBTWK201	Work effectively with others			x	
SITHIND007	Use hospitality skills effectively			x	

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

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

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

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

Trial Exam is worth 50%. Preliminary Exam is worth 50%.

# RETAIL SERVICES



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

RETAIL SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2023 - HSC 2024

QUALIFICATION: SIR30216 Certificate III in Retail (Release 4)

Training Package: Retail Services (Release 7.0)

ATAR  
Category  
B

NESA course code

2 U X 2 YR - 26911

HSC Exam: 26999

LMBR UI Code:

(11 OR 12)

SIR30216126911B

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIV E Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
<b>7 PRELIMINARY UOCs</b>							
Term 1	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M E	15 10	<b>Cluster A: Safety and Spotless</b> Written task, online quiz, practical and teacher observation	240 Indicative Hours over 2 years
Term 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	C C	M M	20 15	<b>Cluster B: Working in the industry</b> Research, self/peer assessment, simulation, presentation	35 hrs Work Placement
Term 2-3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	C C C	M E E	20 20 20	<b>Cluster C: Customer Service</b> Teacher observation, written task, portfolio of evidence	50% Preliminary Exam
<b>7 HSC UOCs</b>							
Term 4-5	SIRXSLS001 SIRXSLS002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	C E C	M M M	15 15 15	<b>Cluster D: Sales &amp; Security</b> Questioning, scenario, role play	35 hrs Work Placement  50% 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.
Term 5-6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	<b>Cluster E: Retail General Selling</b> Scenario, direct observation of practical work, written questioning	
Term 7	SIRRINV002 SIRRINV001	Control stock Receive and handle retail stock	E E	E E	20 15	<b>Cluster F: Stock Control</b> Written questioning, scenario, direct observation of practical work	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

# SPORT COACHING



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2023 - HSC 2024

QUALIFICATION: SIS30521 Certificate III in Sport Coaching

Training Package: SIS Sport, Fitness and Recreation (Version 4)

Non-  
ATAR

NESA Course:  
50418  
LMBR UI Code:  
(11 or 12)  
SIS30521150418

TERM	Unit Code	Units Of Competency	AQF CORE / ELECT	HSC STS	HSC IND HS Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements	
<b>4 Preliminary UOC's</b>								
Term 1-2	HLTWHS001	Participate in workplace health and safety	C	C	15	<b>Cluster 1: Tournament Time</b> Direct Observation, Product Based Method and Questioning.	240 Indicative hours over 2 years	
	SISXIND006	Conduct sport, fitness and recreation events	E - E	E	30			
Term 2-3	SISSSCO002	Work in community coaching role	C	C	30	<b>Cluster 2: The Community Coach</b> Research and Questioning, Portfolio of Evidence and Evaluation and Classroom Discussion		
	SISSSCO005	Continuously improve coaching skills and knowledge	C	C	30			
<b>6 HSC UOCs</b>								
Term 3-4	SISSSOF002	Continuously improve officiating skills and knowledge	E-E	E	15	<b>Cluster 3: (Complete 2 of the 3 elective options)</b> <b>a) Officiating in Sport</b> – Online and Student Developed Quiz, Portfolio of Evidence and Consultation Form, Officiating and Evaluation <b>c) Strength and Conditioning</b> – Fitness Portfolio, Session Plan and Fitness Diary, Session Delivery and Evaluation		Minimum 35 hrs mandatory work placement
	SISXCAI009	Instruct strength and conditioning techniques	E-E	E	25			
Term 5-6	SISSSCO003	Meet participant coaching needs	C	C	30	<b>Cluster 4: Coaching the Individual</b> Direct Observation, Product Based Method and Questioning.		
	BSBOPS403	Apply business risk management processes	C	C	25			
Term 7	SISSSCO012	Coach sports participants up to an intermediate level	E-A	E	30	<b>Cluster 5: Next Level Coaching</b> Direct Observation, Product Based Method and Questioning.		
Stand alone unit Term 3	HLTAID011	Provide First Aid  (to be delivered by an external RTO OR approved trainer from RTO 90072 ONLY)	C	C	20	<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.		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours: 240/245/250			This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.		



# Appendices

Appendix A: HSC Assessment Calendar 2023 – 2024

Appendix B: Request for Consideration

Appendix C: Assessment Task Appeal Form

Appendix D: Template for Completing Assessments

Appendix E: Glossary of Key Words

Appendix F: HSC Student Checklist



## APPENDIX A: HSC ASSESSMENT CALENDAR 2023-2024

	TERM 4 – 2023	TERM 1 – 2024	TERM 2 – 2024	TERM 3 – 2024
<b>1</b>	9/10-13/10	5/02 – 9/02	29/04 – 3/05	22/07 – 26/07
<b>2</b>	16/10-20/10	12/02 – 16/02 VDESIGN, CERAMICS	6/5 – 10/05 VDESIGN, CERAMICS	29/07 – 2/08
<b>3</b>	23/10-27/10	19/02 – 23/02 D&T	13/05 – 17/05	5/08 – 9/08 TRIAL EXAMS DANCE, VDESIGN, CERAMICS
<b>4</b>	30/10-3/11	26/02 – 1/03 T&D	20/05 – 24/05 MATH1	12/08 – 16/08 TRIAL EXAMS NUMERACY, PHOTO
<b>5</b>	6/11-10/11	4/03 – 8/03 INVSC	27/05 – 31/05 MATHEXT	19/08 – 23/08 VA
<b>6</b>	13/11-17/11 T&D, SDD	11/03 – 15/03 SDD, MATHADV, MATH1, MATH2	3/06 – 7/06 ENDADV, ENGST, ENGSTUDIES, MH, AH	26/08 – 30/08
<b>7</b>	20/11 – 24/11 BIOLOGY, PHOTO, S&C, MATHADV, MATH2	18/03 – 22/03 ENGADV, ENGST, ENGSTUDIES, LEGAL, MH, MUSIC, AH, PHYSICS	10/06 – 14/06 PHOTO, LEGAL, NUMERACY	2/09 – 6/09
<b>8</b>	27/11 – 1/12 ENGADV, ENGST, ENGSTUDIES, CHEM, LEGAL, VA, NUMERACY, INVSC, PHYSICS	25/03 – 29/03 BUSSTUDIES, CHEM, PDHPE, VA, MATHEXT, DANCE, NUMERACY	17/06 – 21/06 CHEM, PDHPE, S&C, SLR, MATHADV, MATH2, BUSSTUDIES, EEC, INVSC	9/09 – 13/09
<b>9</b>	4/12 – 8/12 AH, BUSSTUDIES, DANCE, MH, MUSIC, PDHPE, MATH1, MATHEXT, D&T	1/04 – 5/04 CAFS, DANCE, EEC, PHOTO, SLR	24/06 – 28/06 BIOLOGY, D&T, CAFS, PHYSICS, T&D	16/09 – 20/09
<b>10</b>	11/12 – 15/12 CAFS, DRAMA, EEC, SLR	BIOLOGY, DRAMA, S&C	1/07 – 5/07 DANCE, DRAMA, MUSIC, SDD, TEXTILES	23/09 – 27/09
<b>11</b>				

## APPENDIX B: REQUEST FOR CONSIDERATION



### Request for Consideration

This form is to be completed to request consideration for an extension or a missed or late assessment task due to illness or misadventure. If illness or misadventure prevents a student from completing an Assessment Task on or before the due date, the school must be advised immediately as the situation is known, and the *Request for Consideration* must be submitted to the Head Teacher Pathways on the day of returning to school.

#### Section A (to be completed by the student)

Full Name: \_\_\_\_\_ Year: 10 11 12

Reason for absence/late submission/request for extension:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Medical certificate from (name of doctor): \_\_\_\_\_

OR nature of other independent evidence: \_\_\_\_\_

Student signature: \_\_\_\_\_ Parent/carer signature: \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_

*You must attach the Medical Certificate to this form.*

#### Section B: See your Class Teacher or the Head Teacher

Course			
Teacher			
Nature of task			
Original due date			
Date the task will be/has been completed			
Teacher comment			
Teacher signature			
Date			

#### Section C: Take this form to the Head Teacher Pathways.

Date school advised of misadventure: \_\_\_\_\_ Person advised: \_\_\_\_\_

Request for Consideration decision: Accepted / Rejected      Extension of time granted until: \_\_\_\_\_

Student required to complete alternate task.       Yes     No

Zero mark to be awarded for late submission with task to be completed.       Yes     No

Task is a non-serious effort       Yes     No

Head Teacher Pathways signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Decision communicated to: Parent, Student, Class Teacher, Head Teacher, and Sentral*

## APPENDIX C: ASSESSMENT TASK APPEAL FORM



### Assessment Task Appeal Form

Name: \_\_\_\_\_ Year: 10 11 12

Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Assessment task: # \_\_\_\_\_ Due date: \_\_\_ / \_\_\_ / \_\_\_

Date of appeal: \_\_\_ / \_\_\_ / \_\_\_

Nature of appeal: (circle one only)

- Conduct of assessment task  
 Invalid or unreliable task  
 *Request for Consideration* decision  
 *Malpractice* decision

*Please submit this form and any supporting evidence to the head teacher within 5 working days of receiving the assessment result.*

Reasons for the appeal:

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Student signature: \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_

Parent/carer signature: \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_

**TAKE THIS FORM TO THE HEAD TEACHER PATHWAYS (SENIOR STUDY).**

Panel: \_\_\_\_\_ Resolution decision: Accepted Rejected

Comment:

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HT signature: \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_

*Copy to relevant parties. Upload to Sentral.*

## APPENDIX D: TEMPLATE FOR COMPLETING ASSESSMENTS

Things you need to **KNOW** to complete this task:

<b>Content</b>	
<b>Skills (verbs)</b>	

Things you need to **DO** to complete this task:

Step	Things I will do	What I will see as a result
1		
2		
3		
4		
5		

**My Assessment Task Planner:**

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14

## APPENDIX E: GLOSSARY OF KEY WORDS

HSC subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do in examinations and assessment tasks. It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as ‘how’, or ‘why’ or ‘to what extent’. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

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

## APPENDIX F: HSC STUDENT CHECKLIST

### Term 4, 2023 -Term 1, 2024

- Read my Assessment Handbook
- Check I am eligible for the HSC, ensure my personal details and courses are correct including any optional examinations in English Studies, Mathematics Standard and VET courses by reviewing and signing the Student Declaration on the NESAs Confirmation of Entry
- Check I have received my syllabus outline including core and elective topics for all courses
- Check I have been provided with the scope and sequence for each course I am studying
- Go to NESAs Students Online to update my PIN and check my postal address, personal email address and mobile number
- Read and become familiar with course and assessment requirements

### Term 2, 2024

- Download my personal HSC examination timetable from NESAs Students Online
- Check all my exams appear, including performing and optional examinations
- Check I have been shown where past HSC papers and marking criteria are on the NESAs website

### Term 3, 2024

- Confirm dates for any project submissions, performance and oral examinations
- Submit all projects on due dates
- Attend any performance and oral examinations

### Term 4, 2024

- Check my exam timetable and the equipment I need
- Attend and make a serious attempt at every examination
- Check my assessment ranks in NESAs Students Online after the last examination
- Check my NESAs Students Online account uses my personal email address, not my school address
- Note my NESAs student number and PIN so I can get my results online





# Campbelltown Performing Arts High School

PATHWAYS TO SHINE

90 Beverley Road CAMPBELLTOWN NSW 2560

(02) 4625 1403

W: <https://campbellto-h.schools.nsw.gov.au>

E: [campbellto-h.school@det.nsw.edu.au](mailto:campbellto-h.school@det.nsw.edu.au)