

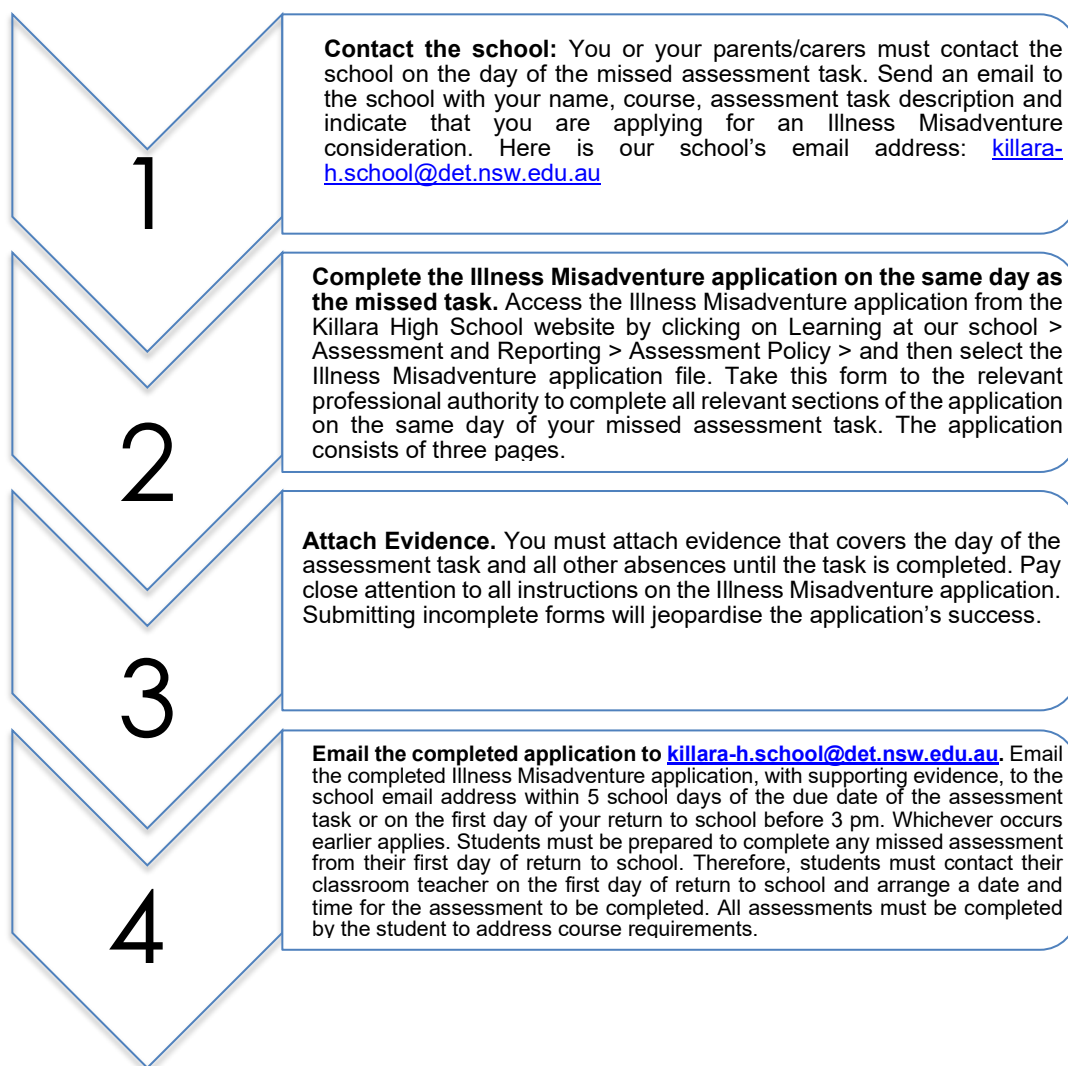
**Higher School Certificate
Assessment
Information and
Schedule**

Year 12 2024

To be read in conjunction with the Killara High School Assessment Policy

Illness and Misadventure Summary Process

If you are in Year 11 or Year 12 and experience illness or misadventure on the day an assessment task is scheduled or due, follow and complete this process within 5 school days of the due date of the assessment task, or by the first day of your return to school. Whichever occurs earlier applies. This process is mandatory for Year 11 and Year 12 students.



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Foreword

Dear Student and Parent/Carer,

Please ensure that you read this booklet, in conjunction with the Killara High School Assessment Policy Booklet and email the slip included in this booklet to the Deputy Principal of Assessment and Reporting by Thursday 23 November 2023, if you DO NOT understand or ARE NOT prepared to abide by the Assessment Policy of this school. The NSW Education Standards Authority (NESA) Higher School Certificate rules and requirements are covered in the *Assessment, Certification and Examination (ACE) Manual*. This and many other NESA publications, including syllabi, can be found on NESA's website: www.educationstandards.nsw.edu.au

The New South Wales Higher School Certificate

The Higher School Certificate is the highest educational award you can gain in New South Wales schools. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

For most HSC board developed courses, they comprise of a moderated school-based assessment mark (50% of the total mark in each course) and the external HSC examination mark (the other 50%). The combined mark is reported on your Higher School Certificate Record of Achievement. School based assessment is the focus of this booklet.

Scheduling of Assessment Tasks

Assessment in the HSC uses a **variety** of tasks. Assessment tasks, therefore, might occur at different times in different courses. Listed below are the general periods available within the school year when assessments may occur.

Time	Scheduled Assessment Periods
TERM 4, 2023	Assessment according to a published schedule
TERM 1, 2024	Assessment according to a published schedule
TERM 2, 2024	Assessment according to a published schedule
TERM 3, 2024	Assessment according to a published schedule

This booklet outlines the nature of the assessment tasks within Killara High School for each course, and includes the following information:

- The assessment components and their weightings for each course
- When assessment tasks will take place. These dates may change, and students will be given notice at least two weeks prior to the submission date of the final date.
- The nature of each assessment task

An assessment task notification will be issued at least two weeks before the task is to be completed.

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To: Killara High School

We have read Killara High School's 2024 HSC Assessment Information and Schedule Booklet and **DO NOT** accept the student responsibilities outlined in this document and/or stated school responsibilities and its implications.

Please arrange a meeting to discuss our concerns regarding the Killara High School 2024 HSC Information and Schedule Booklet.

Student's Name: _____

Signature of Student: _____
(Please Print)

Signature(s) of parent(s)/caregiver(s): _____

Contact Phone No. _____ Date: _____

We have read Killara High School's 2023 HSC Assessment Information and Schedule Booklet and **DO NOT** accept the student responsibilities outlined in this document and/or stated school responsibilities and its implications.

Please arrange a meeting to discuss our concerns regarding the Killara High School 2023 HSC Information and Schedule Booklet.

Student's Name: _____

Signature of Student: _____
(Please Print)

Signature(s) of parent(s)/caregiver(s): _____

Contact Phone No. _____ Date: _____

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HSC Results

Board Developed Courses have an external HSC examination, and your achievement will be reported against standards that clearly describe the level of knowledge, skills and understanding you have reached. In December, your HSC results will be available via the internet and SMS. If you are eligible for an HSC, your HSC documentation will be available in January.

Results of Board Developed Courses are recorded under the following headings on the Record of Achievement:

- **An Assessment Mark:**
A moderated mark calculated from the marks awarded for your assessment tasks at school.
- **An Examination Mark:**
The mark awarded for the external examination.
- **The HSC Mark:**
The average of the Examination Mark and the Assessment Mark.
- **A Performance Band:**
Your level of achievement in that course as measured against the published course standards.

The Course Report will include descriptors for each Performance Band. These provide a summary of what students know and are able to do. The mark gained by students in the course is shown next to the relevant Performance Band.

Requirements for the Award of an HSC and Satisfactory Completion of a Course

It is expected that:

- the student's attendance, conduct and progress will be satisfactory
- the student will follow a pattern of study that makes him/her eligible for the award of the HSC
- the student will study appropriate courses as approved by NESAC
- the student will complete all the requirements of each course including any necessary oral, aural, practical, field work, project work and class work
- the student will have completed, and made a genuine attempt at all tasks required as part of the assessment program
- the student will avoid behaviour which could be considered cheating, including plagiarism, and ensure that all assessment work is their own or acknowledges the contribution of others
- the student will sit for, and make a genuine attempt at, any examination set as part of the course including the Higher School Certificate examination. The student should meet all NESAC course completion requirements.

The Courses

Two types of courses are approved for study in the Higher School Certificate:

- **Board Developed Courses** - are the courses for which NESA develops a syllabus, setting out the objectives, outcomes, structure and content. The Board also sets Higher School Certificate examinations for most of these courses.
- **Board Endorsed Courses** - all of which form part of an approved HSC program of study and are listed on your Record of Achievement.

Extension study is available in English, Mathematics, History, Music, Science and some language courses. Extension courses build on the content of the 2-unit course and require students to study beyond the 2-unit course.

Extension 2 Requirements

A student must continue with a minimum of 11 units until the final assessment before the trial is completed and it is determined that the student will achieve 10 units. At the point of withdrawal from a course the student must have completed more than 50% of the course assessments. The student must seek approval from the Head Teacher of the extension course(s) prior to discontinuing another course which will result in the student completing a pattern of study with 10 units only.

Allocation of Marks

Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 to 100 will correspond to the highest level of achievement (Band 6). Marks are based on the standard of achievement reached, not based on set distributions of marks.

Assessment Marks

Your school submits your assessment marks for each Board Developed Course studied to NESA. These marks are calculated from your results on each assessment task you undertake as part of your HSC course and outlined in this booklet.

In the case of VET courses studied at school, there is no assessment mark. A student record of achievement for the competencies for each module is kept as a soft copy.

School-Based Assessment

The assessment marks submitted by a school for each course are intended to indicate students' achievements relative to each other and the standards of the course. The assessment marks will be based on achievements measured at points throughout the course. This measure of students' achievements is based upon:

- a wider range of syllabus outcomes than may be measured by the external examination, although it must cover all the outcomes measured by the examination;
- multiple measures and observations made throughout the HSC course rather than at a single, final examination.

Measuring achievement at points during the course provides a better indication of student achievement than a single examination. It increases the accuracy of the final assessment of each student's achievement by using multiple measures. It caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment.

School based assessment comprises 50% of the overall mark in each course and is reported on your Higher School Certificate Record of Achievement.

Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus. This information may be accessed through the NESA website:

www.educationstandards.nsw.edu.au

The final HSC assessment mark will be moderated by NESA using HSC examination marks to ensure that students are not advantaged or disadvantaged by the pattern of marks used by their school. This process will retain the school's measurement of the order of merit of its students and the relative differences between them.

Plagiarism

Plagiarism is academic misconduct, and it involves representing the work of others as your own. Students should particularly note the definition and application of the rules found in the Killara High School Assessment Policy and in the NESA publication "All My Own Work" found at www.educationstandards.nsw.edu.au

Honesty in Assessment

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. Any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the NESA 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. Killara High School treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC.

Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, students will be reported further.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. Details can be found on the NESA website: www.educationstandards.nsw.edu.au

The NSW Education Standards Authority's Responsibilities

For each course, NESA produces a syllabus, a statement of subject rules, a list of prescribed texts (if applicable), works and projects and an assessment guide. The NESA Higher School Certificate rules and requirements are covered in the *Assessment, Certification and Examination (ACE) Manual*. This and many other NESA publications, including syllabi, can be found on the NESA website: www.educationstandards.nsw.edu.au It is recommended that students regularly access this site.

Review of Final Assessment Ranks

Following submission of assessment marks from the school in each HSC course, NESA will provide information for students on their relative positions in each course.

If the position assigned by the school differs significantly from what was expected by a student, based on information provided during the course, the student may seek a review in that course. Procedures for this review are available through the Faculty Head Teacher.

The teacher's professional judgment of the achievement level in individual assessments as reflected in the marks or grades awarded, will not be considered in any part of these reviews.

Concerns

If students are experiencing any difficulty in assessments for a course they should seek help from their classroom teacher and Faculty Head Teacher.

Satisfactory Completion of a Course

Course Completion Criteria

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

- (a) **followed** the course developed or endorsed by the Board; and
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes.
- (d) *VET Courses only* – **completed** mandatory work placement hours.

While NESA does not mandate attendance requirements, Principals may determine that, as a result of absence or lack of sustained effort, the course completion criteria may not be met. Clearly, absences and lack of application will be regarded seriously by Principals who must give students early warning of the consequences of such circumstances. Warning letters must relate to students' meeting the completion of course requirements.

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, the Principal must warn the student as soon as possible

and advise the parent or carer (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the 'N' determination.

"For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks which contribute in excess of 50 per cent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 per cent is not sufficient; tasks worth in excess of 50 per cent must be attempted. Furthermore, the student must fulfill the course completion criteria. It is only when both of these conditions are met that the course is listed on the Record of School Achievement (RoSA).

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totaling at least 12 units of Preliminary courses and 10 units of HSC courses which satisfy the NESA pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate." (ACE Manual)

University Admission

The Australian Tertiary Admission Rank (ATAR) is based on an aggregate of scaled marks in ten units of Board Developed Courses and the highest rank of an ATAR is 99.95.

The Australian Tertiary Admission Rank (ATAR) is calculated for the Universities Admissions Centre (UAC). Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry. NESA passes this information to UAC.

For further information, visit the UAC website at www.uac.edu.au or call 1300 275 822.

Disability Provisions

NESA assesses disability provisions applications to provide eligible students with practical support in NESA assessments and examinations. Applications may be made by students for the RoSA, Preliminary HSC and Higher School Certificate according to procedures determined by NESA. The coordinator of these applications is the Head Teacher Personalised Learning. Students who wish to apply for disabilities provisions should see a member of the Learning Support Team.

Parents are encouraged to contact the Head Teacher Personalised Learning or the Learning Support Teacher with any questions regarding the process. For more details, refer to the NESA website on <http://www.educationstandards.nsw.edu.au> or contact the school.

When an application is submitted, evidence must be included indicating the precise nature of the disability and the consequent effect on examination performance¹. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication. Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA only determines disability provisions for the Higher School Certificate examinations. Students and parents should be aware that there is no guarantee NESA will grant the same provisions as those given at school. Supporting documents, e.g. medical reports that confirm diagnosis of a particular condition; hearing and vision tests; timed essays should be submitted with the application. Supporting documentation should be less than 12 months old except where an existing medical condition/ diagnosis will not change with time, e.g. permanent vision loss, diabetes. Provisions for emergencies (eg a broken arm) may be sought up to the day of the

examination. If all the necessary information is not provided, some requested provisions will be declined due to insufficient evidence.

Where a student has a condition that may or may not occur during an examination, such as migraines or asthma, the occurrence of an episode during an examination is covered by an Illness Misadventure application, not disability provisions. Also, disability provisions cannot compensate students for difficulties in undertaking a course or for lost preparation time. However, if there are identifiable factors known to contribute to or trigger a particular condition, an application can be submitted on this basis; for example, separate supervision in a room with natural light if bright lighting frequently results in a migraine.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periodsⁱⁱ

NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.

Where a student has a condition that might manifest itself during an examination session (eg epilepsy or asthma), the occurrence of an episode during the examination will be covered by the an Illness Misadventure application.

Students for whom disability provisions are approved may not be eligible for Illness Misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinationsⁱⁱⁱ.

RoSA Grade Information

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

The RoSA is a cumulative record of all academic achievement

The RoSA is designed to record and credential all of a secondary school student's academic results up until the HSC. It is important for parents, employers and students to know that grades awarded for the RoSA credential are given fairly and consistently. The NSW syllabuses state what students at each stage are expected to learn. The A to E Common Grade Scales describe how well students have achieved. NSW teachers are very experienced in determining the standard of work that warrants a particular grade.

- The RoSA details grades using an A to E grading scale, and NESA works with teachers to ensure that appropriate standards are developed and applied.
- These methods of moderation and monitoring of grades helps ensure that parents and employers know that a grade awarded in one school is equivalent to the same grade awarded in another school.

Common Grade Scale for Higher School Certificate Courses

The Common Grade Scale describes performance at each of five grade levels.

Grade A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
Grade B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
Grade C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
Grade D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
Grade E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

School Responsibilities and Procedures in Assessment

For each course the school has developed an assessment program which;

- outlines the requirements for satisfactory completion of the course.
- states the number and type of tasks to be completed during the semester/year.
- lists the schedule of tasks.
- states the weighting of each task.

For each assessment task students will be given a written notification at least two weeks in advance of the task indicating the issue date, due date, weighting, outcomes being assessed and specific task description. Feedback, either written or verbal, will be provided to each student using the marking criteria for the task and annotation to student work, indicating what the student did well and how they can improve.

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

- (a) **followed** the course developed or endorsed by NESA as per the relevant syllabus;
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes

While there are no minimum attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences.

In such circumstances, warning letters relating to the student's non-completion of course requirements will be sent to students. These letters are sent in time for the problem to be corrected.

Student Responsibilities and Procedures

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time.

Examination and test conduct requirements

Examinations and tests require students to work individually and make a genuine attempt to the best of their ability. Examinations and tests are conducted under silent conditions for the duration of the allotted time period. A student who communicates with other students during an examination or test or brings material into an examination or test room that may assist them or does not follow instructions from a teacher may have some or all of their paper not included for assessment.

Students requiring disabilities provisions for examinations and tests (such as a reader, writer, extra time, large print papers, coloured paper or the use of a computer) should contact the Head Teacher Personalised Learning for specific information.

Examination and Test Rules

1. Students are responsible for the correct reading of their examination timetable including the examination location.
2. Students should be prepared to commence examinations at the scheduled time. Students in Years 11 and 12 should arrive at least 15 minutes before the scheduled commencement time. Time will not be added for latecomers.
3. No food is to be brought into the exam room. Water in a clear, unlabelled bottle may be brought into the exam room.
4. All writing paper will be supplied for examinations. Students must provide all other requirements such as writing equipment and calculators. Calculators must be approved. Students are to bring all writing equipment in a transparent plastic bag.
5. No written material is to be brought into the examination room.
6. Students are required to wear correct school uniform to all examinations. Students who are not wearing correct school uniform and who cannot provide an acceptable written explanation may not be admitted to the examination.
7. Mobile telephones, smart watches and any other electronic devices are not permitted into the examination room. These devices must be switched off and placed in the locked crates located in the foyer of the Kerrabee Centre. This must be done before entering any examination scheduled in the hall. Students should leave these devices in their school bag and place the school bag into the provided crate. For examinations scheduled within classrooms, students must switch off their mobile telephone, smart watch and any other electronic device and leave this in their school bag. School bags are to be placed in a location as directed by the teacher away from desks. Students who are found with a mobile telephone or electronic device during an examination will have breached the examination rules. Penalties can include loss of examination marks or cancellation of the course.
8. Year 11 and Year 12 students who are unable to attend an examination due to illness or misadventure (accident etc.) must email the school prior to the commencement time of the examination and leave a message for the relevant Head Teacher. Year 11 and Year 12 students must complete an Illness Misadventure form and supply a doctor's certificate or other independent evidence related to the incident as soon as possible after the absence. The dates on the supporting documentary evidence must cover the entire period of absence.
9. Year 12 students are required to use their NESA student number as identification on all examinations.
10. For practical examination times and locations, students are to see their teacher before the exam period.

Malpractice or Non-Serious Attempts

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 RoSA, Preliminary HSC and HSC. Throughout the assessment process, the highest level of honesty is required.

Each student's mark is 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. 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.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

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 satisfactory completion of Stage 5 assessment (the RoSA), the Preliminary HSC and the HSC.

Should malpractice be suspected, students will be informed of the allegation and be required to demonstrate in writing that all unacknowledged work is entirely their own within five school days. If the suspected malpractice constitutes an alleged breach of examination or assessment task rules, students will be expected to respond within five school days to the allegations in writing. The Head Teacher will make a determination on a suitable penalty for plagiarism and any other form of malpractice. The matter may be referred to the Assessment Appeals Committee for a decision.

In cases where a teacher alleges that the student has made a non-serious attempt at a task, the matter should be referred to the Head Teacher in the first instance. If the Head Teacher agrees that the student has made a non-serious attempt at the task the student has five school days in which to respond in writing. The Head Teacher will make a determination on a suitable penalty. Based on the Head Teacher's determination, the matter may be referred to the Assessment Appeals Committee.

Students determined to have been involved in malpractice of any kind in relation to any assessment task, including examinations, should expect to receive a zero mark for that task. Students who are determined to have made a non-serious attempt at an assessment task may also expect to receive a zero for that task.

What constitutes malpractice?

All work presented must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, the internet or Artificial Intelligence sources without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination
- using non-approved aids or electronic devices during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- removing examination material from the examination room without teacher permission
- adding information to an assessment paper after the examination and requesting additional marks to gain an unfair advantage
- talking during an examination or distracting other students

Submission of Assessment Tasks

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the teaching and learning process.

Printer/computer failure is not an acceptable reason for late submission of work.

Assessment tasks (other than class tasks) must be submitted on the due date by the start of the school day OR as specified by the Head Teacher. Submission after this time will incur a late penalty as below.

Completion/collection of work missed by students due to absence from a class for any reason is the responsibility of the student. Teachers will make every effort to assist students.

Years 11 & 12 Penalties

For Stage 6, students may submit a hand-in task (this does not include class tasks, examinations, practical tests etc.) after the due date but a penalty will apply to any mark awarded. There will be a 10% deduction per day from the total value of the hand-in task for each day that it is late. After five days lateness, a zero mark will be given. Weekends count as two days.

For oral and multimodal tasks in Stage 6, students who do not submit all elements of the task e.g. speech transcript, PowerPoint etc. on the due date will receive a 10% deduction per day from the total value of the task up to 5 days after which a zero mark will apply. If students wish to be marked only on the elements they have submitted they must inform their teacher on the due date. Weekends count as two days. No changes can be made to the speech after the submission of the hard copy.

For Stage 6, please note **class tasks, examinations, practical / performance tests and other assessments completed within class, do not have any provision for late submission or presentation** and a **zero mark** will be given if the student is unprepared, absent or unwilling to complete their task at the start of the designated time/lesson.

An Illness Misadventure application may be used where relevant.

Day 1	Day 2	Day 3	Day 4	Day 5
10%	10% + 10% = 20%	20% + 10% = 30%	30% + 10% = 40%	40% + 10% = 50%

Stage 6 Mandatory Requirements for Illness, Misadventure or Other Absence

Complete the Illness Misadventure Application on the same day as the missed task. Access the Illness Misadventure Application from the Killara High School website by clicking on Learning at our school > Assessment and Reporting > Assessment Policy > and then selecting the Illness Misadventure Application file.

Definitions of illness and misadventure:

- Illness or injury – that is, illness or physical injuries suffered directly by the student which affected the student's performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);
- Misadventure – that is, any other event beyond the student's control which affected the student's performance in the assessment task (e.g. death of a family member, involvement in a traffic accident, isolation caused by a flood).

In all cases Killara High School requires independent evidence that clearly identifies disadvantage experienced on the day of the assessment task and during the time the student was attempting to complete the assessment task.

If illness or misadventure prevents a student from attending an examination, or affects their performance in the examination, it is the student's right and responsibility to lodge an Illness Misadventure Application.

Students must lodge an Illness Misadventure application if they believe that circumstances occurring immediately on the day of the assessment task before or during an assessment task, and which were beyond their control, diminished their performance in the actual assessment. If specific symptoms of a prior illness or impacts of misadventure are present on the day of the assessment task or examination, and can be proven through an official medical certificate / police report / statutory declaration, it then may be accepted as grounds for an illness / misadventure appeal.

- a) If absent on the day of a scheduled examination, hand in assessment task or oral task, a Year 11 or Year 12 student or parent / carer must:
- *Notify the school on that day of the reason for your absence. This could potentially be with advance notice. The Head Teacher of the relevant course must be notified.*
 - *Send a completed Illness Misadventure application (supported by evidence) to killara-h.school@det.nsw.edu.au explaining the circumstances within five (5) days of the due date of the assessment task, or on the first day of your return to school. Whichever occurs earlier applies.*
- b) In the event of absence on the due date for submission of an assessment task, the task may be brought to the school by a third party or may be emailed to the relevant teacher and Head Teacher. If the task was submitted late, the Year 11 or Year 12 student can submit an Illness Misadventure application to the Head Teacher.

NB: *A computer/printer failure will not be accepted as a valid excuse for failure to submit due work unless evidence of previous work can be substantiated. A doctor's certificate on the day of an "at home" assessment task **must** be supported by evidence of previous work on that task.*

School records must show that a student attended a full day of school on the day of an assessment task. This is to ensure that no student is advantaged by using school time to work on an assessment task. Failure to attend all classes may result in a late penalty being given for the task by the Head Teacher of the course concerned.

It is the student's responsibility to arrange for an Illness Misadventure application to be submitted by 3.00pm within five (5) school days of the due date of the assessment task or upon the first day of return to school. Whichever occurs earlier applies. Documentary evidence must cover the date of the assessment task and the entire period of absence from school. Students must be prepared to complete any missed assessment from their first day of return to school. Therefore, students must see the subject Head Teacher on the first day of return to school and arrange a date and time for the assessment to be completed. All assessments must be completed by the student to address course requirements.

The Illness Misadventure application process is designed for cases where, because of illness or misadventure, a student's performance in an examination is not a good measure of their achievement. It does not cover:

- Difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
- Alleged deficiencies in teaching; for example extended teacher absences
- Loss of study time or facilities prior to the formal study vacation
- Misreading of the timetable
- Misreading of examination instructions
- Failure to enter for the examination in the correct course
- Long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during an examination period on the day of an assessment task
- Conditions for which you have been granted disability provisions, unless you experience further difficulties
- Courses that are undertaken as a self-tuition student
- Attendance at a sporting or cultural event
- Other commitments, such as participation in entertainment, work or sporting events, or attendance at examinations conducted by other education organisations.

Illness or Misadventure Application

Complete the Illness Misadventure application on the same day as the missed task. Access the Illness Misadventure application from the Killara High School website by clicking on Learning > Assessment and Reporting > Assessment Policy > and then selecting the Illness Misadventure Application file. Paper copies of this form can be found in each staffroom and outside the front office in A Block. If a student is absent from an assessment task, or unable to complete an assessment task by the due date, the student or parent / carer must contact the school and leave a message for the relevant Head Teacher of the course concerned, and submit the completed Illness Misadventure application by 3.00 pm within five (5) school days of the due date of the assessment task or upon the student's return to school. Whichever occurs earlier applies. Send the completed Illness Misadventure application (supported by evidence) to killara-h.school@det.nsw.edu.au. It is important this form is submitted promptly so that a determination can be made.

Supporting Evidence:

In all cases Killara High School requires evidence that clearly identifies disadvantage experienced during the time the student was attempting to complete the assessment task. The student should seek independent evidence on the same day of the assessment. The documentation provided must be current, specific to the date and time of the assessment task, and submitted with your Illness Misadventure form. When completing an Illness Misadventure form, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of your application.

Student supporting evidence must:

- a. include a statement from the student explaining how they were affected during the assessment task;
- b. include a statement about how the student's performance during the assessment task may have been affected. The dates featured on the illness evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.
- c. in cases of misadventure, include evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance in the assessment task may have been affected) with the date and time of the occurrence and subsequent events. The dates featured on the misadventure evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.
- d. include, in cases of technological misadventure during timed online tasks, evidence (for example, screenshots or photographs) which should accompany a detailed explanation of the misadventure.

The student must attend school on the first day not covered by independent documentary evidence i.e. when the student is well enough or when circumstances allow. Students must be prepared to complete any missed assessment from their first day of return to school. Penalties will apply for absences not supported by Illness Misadventure applications.

The outcome will be decided by the Head Teacher after considering documentary evidence. The possible outcomes are:

- Task completed at an arranged time/place
- Task to be accepted without penalty
- Penalty applied - 10% of the value of the task for each day late, if applicable
- Missed task to be completed at a negotiated time as a guide to an assessment mark
- An extension of time given
- Alternative task to be completed at or by a negotiated time as a guide to an assessment mark
- An estimate to be awarded
- A zero mark to be awarded

The student will be informed of this decision within five school days of lodgment of the Illness Misadventure Application. A student may appeal the decision made above or the result of any assessment task. However, an appeal cannot be made regarding professional teacher judgement in applying the marking criteria.

Appeals regarding Assessment Tasks

This appeals process applies in the following circumstances:

Dissatisfaction with outcome of an Illness Misadventure application

- Concern regarding a result for an individual task. This does not include an appeal regarding professional teacher judgement in applying the marking criteria
- Concern regarding results recorded on a progress report

The appeals procedure

1. Consult the Head Teacher of the course within five days of receiving the determination of an Illness Misadventure application, task result or report. Complete Part A of the Assessment Appeal Application. You will receive a response within 5 school days.
2. If you believe that your grounds for appeal were not appropriately addressed by the Head Teacher, you may take the matter to the Assessment Appeals Committee by completing Part B of the Assessment Appeals Application and provide a copy of the assessment task, your attempt at the task and any other relevant information, and lodging it with the Deputy Principal for Assessment and Reporting, who is the Chairperson of the Appeals Committee, within five days of receiving the outcome of your appeal with the Head Teacher. The Committee will consider all the information provided to make a determination. The decision regarding the appeal will be communicated as soon as possible.

The Assessment Appeals Committee normally consists of the Deputy Principal for Assessment and Reporting as chairperson, a Head Teacher and the Year Adviser.

School Leave and Assessment Tasks

Leave from school **may** be granted by the Principal upon completion of a leave form on which details of course work to be completed whilst on leave and any assessment requirements are indicated.

Students should be present at school to complete and submit all assessment tasks and examinations. Students and parents should not assume leave will be granted in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC tasks.

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time. The Department of Education discourages students taking leave during the school term.

The Department of Education's position in relation to student leave is stated in the *Student Attendance in Government Schools Procedures School Attendance Policy*.

14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School - Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.

14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons, should be specified on the application.

When student leave clashes with an assessment task

All HSC assessments are conducted within the guidelines set by the NSW Education Standards Authority (NESA). The NESA guidelines for HSC students make no provision for tasks missed due to leave. There are well established protocols for illness and misadventure, however, requests for leave do not fall within these protocols.

Students and families are expected to make arrangements to ensure that all requirements of the HSC can be fulfilled.

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Failure to consult within adequate time, and failure to comply with task submission requirements, will result in penalties for non-completion or late submission of a task in accordance with the Killara High School assessment policy.

All hand-in tasks due during the period of leave must be submitted prior to leave commencing.

Students with a scheduled in-class task, such as an exam, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, a penalty will apply and the student will receive zero for this task.

Students completing work placement:

Students completing school and/or TAFE placements are required to complete all school assessment tasks on the scheduled due dates. School assessments take priority and placements should be managed to avoid clashes with school assessments.

This HSC Assessment Information and Schedule should be read in conjunction with the most recent version of the Killara High School Assessment Policy. The assessment policy is located at <https://killara-h.schools.nsw.gov.au/assessment-reporting/assessment-policy/>

Individual HSC Course Assessment Schedules

Music Course 1

Outcomes

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Performance and Composition	Musicology and Electives	Performance and Electives	Trial HSC Examination	
Task Type	Hand In	In Class	In Class	NA	
Timing	Term 4 Week 9	Term 2 Week 3	Term 3 Week 1	Term 3 Week 3-5	
Focus Outcomes	H1, H2, H4, H5, H6, H7, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8	H4, H6, H8	
Performance Core	5		5		10
Composition Core	10				10
Musicology Core		10	10		10
Aural Core		10			25
Electives 1,2 and 3		15	30		45
Task Weighting	15	25	35	25	

Music Course 2

Outcomes

- H1 - performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
- H2 - demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics
- H3 - composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
- H4 - stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- H5 - analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
- H6 - discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
- H7 - critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- H8 - understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
- H9 - identifies, recognises, experiments with, and discusses the uses and effects of technology in music
- H10 - performs as a means of self expression and communication
- H11 - demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H12 - demonstrates a willingness to accept and use constructive criticism

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Musicology Essay	Practical Performance	Practical Examination	Trial HSC Examination	
Task Type	Hand In	In Class	In Class	NA	
Timing	Term 4 Week 9	Term 2 Week 2	Term 3 Week 2	Term 3 Week 3-5	
Focus Outcomes	H2, H5, H6, H7	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12	H2, H5, H6, H7, H9, H11	
Performance Core		10	10		20
Composition Core		10	10		20
Musicology Core	15				20
Aural Core					20
Elective		10	10		20
Task Weighting	15	30	30	25	

Music Extension 1

Outcomes

- H1 - performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
- H2 - demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics
- H3 - composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
- H4 - stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- H5 - analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
- H6 - discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Progress of individual project	Progress of individual project	Practical Examination		
Task Type	In Class	In Class	In Class		
Timing	Term 1 Week 4	Term 2 Week 4	Term 3 Week 2		
Focus Outcomes	H1, H2, H3, H4, H5, H6	H1, H2, H3, H4, H5, H6	H1, H2, H3, H4, H5, H6		
Performance OR Composition OR Musicology	30	30	40		100
Task Weighting	30	30	40	0	

Visual Arts

Outcomes

H1 - initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions

H2 - applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work

H3 - demonstrates an understanding of the frames when working independently in the making of art

H4 - selects and develops subject matter and forms in particular ways as representations in artmaking

H5 - demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways

H6 - demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

H7 - applies their understanding of practice in art criticism and art history

H8 - applies their understanding of the relationships among the artist, artwork, world and audience

H9 - demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art

H10 - constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Body of Work Progress	Written Task Submission	Trial HSC Examination	Body of Work Submission	
Task Type	Hand In	Hand In	NA	Hand In	
Timing	Term 1 Week 5	Term 1 Week 7	Term 3 Week 3	Term 3 Week 6	
Focus Outcomes	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	
Artmaking	20				50
Art criticism and art history		20	30		50
Task Weighting	20	20	30	30	

Drama**Outcomes**

- H1.1 - uses acting skills to adopt and sustain a variety of characters and roles
 H1.2 - uses performance skills to interpret and perform scripted and other material
 H1.3 - uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
 H1.4 - collaborates effectively to produce a group-devised performance
 H1.5 - demonstrates directorial skills
 H2.1 - demonstrates effective performance skills
 H2.2 - uses dramatic and theatrical elements effectively to engage an audience
 H2.3 - demonstrates directorial skills for theatre and other media
 H3.1 - critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
 H3.2 - analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
 H3.3 - demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	a) Draft Concept Project b) Australian Drama and Theatre Extended Response	Verbatim Performance and Essay	Presentation of Group Improvisation, Written Reflection and Logbook	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 4 Week 10	Term 1 Week 9	Term 2 Week 8	Term 3 Week 3-5	
Focus Outcomes	H1.2, H1.3, H1.5, H1.1, H3.1, H3.3	H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3	H1.1, H1.2, H1.3, H2.1, H2.2	
Making	10		20		40
Performing		10	10		30
Critically Studying	10	10	10		30
		10			
Task Weighting	20	20	30	30	

English as an Additional Language**Outcomes**

EAL12-1A - responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EAL12-1B - communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts

EAL12-2 - uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

EAL12-3 - identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning

EAL12-4 - applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

EAL12-5 - thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts

EAL12-6 - investigates and evaluates the relationships between texts

EAL12-7 - integrates understanding of the diverse ways texts can represent personal and public worlds

EAL12-8 - analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning

EAL12-9 - reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Module A: Texts and Human Experiences Viewing and Representing	Module B: Language, Identity and Culture. Multimodal	Module C: Close Study of Text and Focus on Writing Reading and Writing	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 4 Week 8	Term 1 Week 6	Term 2 Week 8	Term 3 Week 3-5	
Focus Outcomes	EAL12-1A, EAL12-3, EAL12-1B	EAL12-6, EAL12-7, EAL12-8, EAL12-9	EAL12-5, EAL12-2, EAL12-4	EAL12-1A, EAL12-1B, EAL12-2, EAL12-3, EAL12-4, EAL12-5, EAL12-6, EAL12-7, EAL12-8, EAL12-9	
Knowledge and understanding of course content	10	15	10		50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15		50
Task Weighting	20	25	25	30	

English Standard**Outcomes**

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

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

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

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

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

EN12-6 - investigates and explains the relationships between texts

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

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

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Common Module Multimodal	Module A: Language, Culture and Identity	Module C: Craft of Writing	Trial HSC Examination	
Task Type	Hand In	In Class	In Class	NA	
Timing	Term 4 Week 8	Term 1 Week 7	Term 2 Week 3	Term 3 Week 3	
Focus Outcomes	EN12-3, EN12-6	EN12-2, EN12-4, EN12-8	EN12-1, EN12-9	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	
Knowledge and understanding of course content	15	10	10		50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10		50
Task Weighting	25	25	20	30	

English Advanced**Outcomes**

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Common Module Multimodal	Module A: Textual Conversations	Module C: Craft of Writing	Trial HSC Examination	
Task Type	Hand In	In Class	In Class	NA	
Timing	Term 4 Week 8	Term 1 Week 7	Term 2 Week 3	Term 3 Week 3	
Focus Outcomes	EA12-3, EA12-6	EA12-2, EA12-4, EA12-8	EA12-1, EA12-9	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	
Knowledge and understanding of course content	15	10	10		50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10		50
Task Weighting	25	25	20	30	

English Extension 1**Outcomes**

- EE12-1 - demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE12-2 - analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
- EE12-3 - independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
- EE12-4 - critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
- EE12-5 - reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Literary Worlds Portfolio	Critical Response	Trial Examination	Trial HSC Examination	
Task Type	In Class	Hand In	In Class	NA	
Timing	Term 1 Week 2	Term 2 Week 4	Term 3 Week 3	Term 3 Week 3-5	
Focus Outcomes	EE12-1, EE12-2, EE12-5	EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4		
Knowledge and understanding of course content	15	10	15	10	50
Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively	10	15	15	10	50
Task Weighting	25	25	30	20	

English Extension 2**Outcomes**

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

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

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

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

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Viva Voce	Literature Review	Critique of the Creative Process	Final Submission	
Task Type	Hand In	Hand In	Hand In	NA	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3-5	
Focus Outcomes	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-4	EEX12-2, EEX12-3, EEX12-5		
Skills in extensive independent research	15	20	15		50
Skills in sustained composition	15	20	15		50
Task Weighting	30	40	30		

English Studies**Outcomes**

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Common Module Hand-in Essay	Elective Module C: On the Road Multimodal	Writing Portfolio and Reflection	Trial HSC Examination	
Task Type	Hand In	NA	Hand In	NA	
Timing	Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	Term 3 Week 3	
Focus Outcomes	ES12-2, ES12-4, ES12-8	ES12-3, ES12-6, ES12-7	ES12-1, ES12-5, ES12-7, ES12-9	ES12-1, ES12-5, ES12-7, ES12-9	
Knowledge and understanding of course content	15	10	15		50
Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively	10	15	15		50
Task Weighting	25	25	30	20	

Business Studies

Outcomes

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Research and in class essay	Topic Test	IN class Business report Stimulus based.	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 4 Week 10	Term 1 Week 7	Term 2 Week 8	Term 3 Week 3-5	
Focus Outcomes	H2, H3, H4, H5, H6, H7, H8, H9	H3, H4, H5, H6, H9, H10	H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Knowledge and understanding of course content	10	10			40
Stimulus-based skills	10		10		20
Inquiry and research		10	10		20
Communication of economic information, ideas and issues in appropriate forms	5	10	5		20
Task Weighting	25	20	25	30	

Economics**Outcomes**

- H1 - demonstrates understanding of economic terms, concepts and relationships
 H2 - analyses the economic role of individuals, firms, institutions and governments
 H3 - explains the role of markets within the global economy
 H4 - analyses the impact of global markets on the Australian and global economies
 H5 - discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
 H6 - analyses the impact of economic policies in theoretical and contemporary Australian contexts
 H7 - evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
 H8 - applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
 H9 - selects and organises information from a variety of sources for relevance and reliability
 H10 - communicates economic information, ideas and issues in appropriate forms
 H11 - applies mathematical concepts in economic contexts
 H12 - works independently and in groups to achieve appropriate goals in set timelines

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	In Class written task 2 Questions	Topic Test	Extended response Economic Policy	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 4 Week 8	Term 1 Week 7	Term 2 Week 9	Term 3 Week 3-5	
Focus Outcomes	H1, H2, H7, H9, H11, H12	H1, H2, H4, H5, H7, H8, H11	H1, H2, H4, H5, H7, H8, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12	
Knowledge and understanding of course content	10	10	5		40
Stimulus-based skills			10		20
Inquiry and research	5	10	10		20
Communication of economic information, ideas and issues in appropriate forms	5	10	5		20
Task Weighting	20	25	20	35	

Geography**Outcomes**

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Fieldwork and written task	MC Short Ans Geo skills focus	Extended Rspose	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 4 Week 10	Term 1 Week 7	Term 2 Week 9	Term 3 Week 3-5	
Focus Outcomes	H1, H3, H7, H10, H12, H13	H1, H2, H5, H6, H10, H11	H1, H4, H6, H8, H9, H12, H13	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13	
Knowledge and understanding of course content	10	5	5		40
Stimulus-based skills	5	5			20
Inquiry and research	5	5	5		20
Communication of economic information, ideas and issues in appropriate forms	5	5	10		20
Task Weighting	25	20	25	30	

Ancient History

Outcomes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Cities of Versuvius Historical Analysis	Ancient Societies	Historical Period and Personality	Trial HSC Examination	
Task Type	In Class			NA	
Timing	Term 4 Week 10	Term 1 Week 7	Term 2 Week 8	Term 3 Week 3-5	
Focus Outcomes	AH12-1, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10	AH12-2, AH12-3, AH12-7, AH12-8, AH12-9	AH12-1, AH12-2, AH12-4, AH12-5, AH12-7, AH12-9	AH12-4, AH12-5, AH12-8, AH12-9	
Knowledge and understanding of course content		10	15	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5		10	5	20
Historical inquiry and research	10	5	5	5	20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Task Weighting	20	20	30	30	

Modern History

Outcomes

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

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

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

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

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

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

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

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

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Power and Authority Source Analysis	National Studies - Essay task	Conflic Study - Research Essay	Trial HSC Examination	
Task Type	In Class	In Class	Hand In	NA	
Timing	Term 4 Week 8	Term 1 Week 7	Term 2 Week 6	Term 3 Week 3-5	
Focus Outcomes	MH12-1, MH12-3, MH12-6, MH12-7, MH12-8, MH12-9	MH12-1, MH12-5, MH12-7, MH12-8, MH12-9	MH12-2, MH12-5, MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	
Task Weighting	20	25	25	30	

History Extension 1**Outcomes**

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

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

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

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Historical Process (proposal, process log, annotated sources)	History Project Essay	Trial HSC Examination		
Task Type	Hand In	Hand In	NA		
Timing	Term 1 Week 7	Term 3 Week 1	Term 3 Week		
Focus Outcomes	HE12-2, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4		
Task Weighting	30	40	30		

Legal Studies

Outcomes

H1 - identifies and applies legal concepts and terminology

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

H3 - analyses the operation of domestic and international legal systems

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

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

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

H7 - evaluates the effectiveness of the law in achieving justice

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

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

H10 - analyses differing perspectives and interpretations of legal information and issues

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Human rights and Crime Research task and inclass test	Crime research and inclass essay	Indigenous Peoples Research and inclass essay	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 4 Week 9	Term 1 Week 7	Term 2 Week 8	Term 3 Week 3-5	
Focus Outcomes	H1, H2, H7, H8, H9, H10	H4, H6, H9	H1, H4, H8, H10	H3, H4, H5, H6, H8, H9	
Task Weighting	20	25	25	30	

Society and Culture

Outcomes

H1 - evaluates and effectively applies social and cultural concepts

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

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

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

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

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

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

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

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

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Social and Cultural Continuity and Change	Popular Culture Research Task and Presentation	Trial HSC Examination		
Task Type	In Class	In Class	In Class		
Timing	Term 4 Week 9	Term 1 Week 10	Term 3 Week 5		
Focus Outcomes	H1, H3, H4, H5, H6, H8, H9	H5, H7, H8, H10	H1, H2, H3, H4, H5, H7, H10		
Task Weighting	35	35	30		

Chinese Beginners

Outcomes

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Speaking & Reading and Responding	Listening and Responding & Writing	Speaking	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 1 Week 4	Term 2 Week 4	Term 2 Week 9	Term 3 Week 3-5	
Focus Outcomes	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4	1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 3.3, 3.4	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4	
Speaking	5		15		20
Listening and Responding		20			30
Reading and Responding	20				30
Writing					20
Task Weighting	25	30	15	30	

Chinese Continuers

Outcomes

- 1.1 - uses a range of strategies to maintain communication
- 1.2 - conveys information appropriate to context, purpose and audience
- 1.3 - exchanges and justifies opinions and ideas
- 1.4 - reflects on aspects of past, present and future experience
- 2.1 - applies knowledge of language structures to create original text #
- 2.2 - composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 - structures and sequences ideas and information
- 3.1 - conveys the gist of texts and identifies specific information
- 3.2 - summarises the main ideas
- 3.3 - identifies the tone, purpose, context and audience
- 3.4 - draws conclusions from or justifies an opinion
- 3.5 - interprets, analyses and evaluates information
- 3.6 - infers points of view, attitude or emotions from language and context
- 4.1 - recognises and employs language appropriate to different social contexts
- 4.2 - identifies values, attitudes and beliefs of cultural significance
- 4.3 - reflects upon significant aspects of language and culture

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Speaking & Reading and Responding (Part A)	Listening and Responding & Writing	Speaking	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 1 Week 4	Term 2 Week 4	Term 2 Week 9	Term 3 Week 3-5	
Focus Outcomes	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 4.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Speaking	5		15		20
Listening and Responding		20			30
Reading and Responding	20				30
Writing					20
Task Weighting	25	30	15	30	

German Beginners

Outcomes

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Speaking & Reading and Responding	Listening and Responding & Writing	Speaking	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 1 Week 4	Term 2 Week 4	Term 2 Week 9	Term 3 Week 3-5	
Focus Outcomes	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4	1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 3.3, 3.4	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4	
Speaking	5		15		20
Listening and Responding		20			30
Reading and Responding	20				30
Writing					20
Task Weighting	25	30	15	30	

German Continuers

Outcomes

- 1.1 - uses a range of strategies to maintain communication
- 1.2 - conveys information appropriate to context, purpose and audience
- 1.3 - exchanges and justifies opinions and ideas
- 1.4 - reflects on aspects of past, present and future experience
- 2.1 - applies knowledge of language structures to create original text #
- 2.2 - composes informative, descriptive, reflective, persuasive or evaluative text appropriate to context, purpose and/or audience
- 2.3 - structures and sequences ideas and information
- 3.1 - conveys the gist of texts and identifies specific information
- 3.2 - summarises the main ideas
- 3.3 - identifies the tone, purpose, context and audience
- 3.4 - draws conclusions from or justifies an opinion
- 3.5 - interprets, analyses and evaluates information
- 3.6 - infers points of view, attitudes or emotions from language and context
- 4.1 - recognises and employs language appropriate to different social contexts
- 4.2 - identifies values, attitudes and beliefs of cultural significance
- 4.3 - reflects upon significant aspects of language and culture

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Speaking & Reading and Responding (Part A)	Listening and Responding & Writing	Speaking	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 1 Week 4	Term 2 Week 4	Term 2 Week 9	Term 3 Week 3-5	
Focus Outcomes	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 4.1	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Speaking	5		15		20
Listening and Responding		20			30
Reading and Responding	20				30
Writing					20
Task Weighting	25	30	15	30	

Japanese Beginners**Outcomes**

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Speaking & Reading and Responding	Listening and Responding & Writing	Speaking	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 1 Week 4	Term 2 Week 4	Term 2 Week 9	Term 3 Week 3-5	
Focus Outcomes	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4	1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 3.3, 3.4	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4	
Speaking	5		15		20
Listening and Responding		20			30
Reading and Responding	20				30
Writing					20
Task Weighting	25	30	15	30	

Japanese Continuers

Outcomes

- 1.1 - uses a range of strategies to maintain communication
- 1.2 - conveys information appropriate to context, purpose and audience
- 1.3 - exchanges and justifies opinions and ideas
- 1.4 - reflects on aspects of past, present and future experience
- 2.1 - applies knowledge of language structures to create original text #
- 2.2 - composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 - structures and sequences ideas and information
- 3.1 - conveys the gist of texts and identifies specific information
- 3.2 - summarises the main ideas
- 3.3 - identifies the tone, purpose, context and audience
- 3.4 - draws conclusions from or justifies an opinion
- 3.5 - interprets, analyses and evaluates information
- 3.6 - infers points of view, attitudes or emotions from language and context
- 4.1 - recognises and employs language appropriate to different social contexts
- 4.2 - identifies values, attitudes and beliefs of cultural significance
- 4.3 - reflects upon significant aspects of language and culture

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Speaking & Reading and Responding (Part A)	Listening and Responding & Writing	Speaking	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 1 Week 4	Term 2 Week 4	Term 2 Week 9	Term 3 Week 3-5	
Focus Outcomes	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 4.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Speaking	5		15		20
Listening and Responding		20			30
Reading and Responding	20				30
Writing					20
Task Weighting	25	30	15	30	

Japanese Extension

Outcomes

- 1.1 - discusses attitudes, opinions and ideas in Japanese
- 1.2 - formulates and justifies a written or spoken argument in Japanese
- 2.1 - evaluates and responds to text personally, creatively and critically
- 2.2 - analyses how meaning is conveyed
- 2.3 - analyses the social, political, cultural and/or literary contexts of text that is in Japanese

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Speaking, Text Analysis A and Writing	Text Analysis A and B	Speaking and Writing	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 1 Week 8	Term 2 Week 8	Term 2 Week 9	Term 3 Week 3-5	
Focus Outcomes	1.1, 1.2, 2.2, 2.3	1.1, 1.2, 2.1, 2.2, 2.3	1.1, 1.2	1.1, 1.2, 2.1, 2.2, 2.3	
Speaking	10		10		20
Text Analysis A	10	5			20
Text Analysis B		15	15		20
Writing	10	15	10		40
Task Weighting	30	20	20	30	

Mathematics Standard

Outcomes

MS11-1 - uses algebraic and graphical techniques to compare alternative solutions to contextual problems
 MS11-2 - represents information in symbolic, graphical and tabular form
 MS11-3 - solves problems involving quantity measurement, including accuracy and the choice of relevant units
 MS11-4 - performs calculations in relation to two-dimensional and three-dimensional figures
 MS11-5 - models relevant financial situations using appropriate tools
 MS11-6 - makes predictions about everyday situations based on simple mathematical models
 MS11-7 - develops and carries out simple statistical processes to answer questions posed
 MS11-8 - solves probability problems involving multistage events
 MS11-9 - uses appropriate technology to investigate, organise and interpret information in a range of contexts
 MS11-10 - justifies a response to a given problem using appropriate mathematical terminology and/or calculations
 MS2-12-1 - uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
 MS2-12-2 - analyses representations of data in order to make inferences, predictions and draw conclusions
 MS2-12-3 - interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
 MS2-12-4 - analyses two-dimensional and three-dimensional models to solve practical problems
 MS2-12-5 - makes informed decisions about financial situations, including annuities and loan repayments
 MS2-12-6 - solves problems by representing the relationships between changing quantities in algebraic and graphical forms
 MS2-12-7 - solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
 MS2-12-8 - solves problems using networks to model decision-making in practical problems
 MS2-12-9 - chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
 MS2-12-10 - uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Mathematics Y12 Standard 2 Task 1	Mathematics Y12 Standard Task 2	Mathematics Y12 Standard 2 Task 3	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 4 Week 9	Term 1 Week 7	Term 2 Week 6	Term 3 Week 3-5	
Focus Outcomes	MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10, MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	
Understanding, fluency and communication	10	10	10	15	45
Problem solving, reasoning, and justification	10	15	15	15	55
Task Weighting	20	25	25	30	

Mathematics Advanced**Outcomes**

- 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
- MA11-1 - uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 - uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 - uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 - uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 - interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 - manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 - uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 - uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 - provides reasoning to support conclusions which are appropriate to the context

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Mathematics Y12 Advanced Task 1	Mathematics Y12 Advanced Task 2	Mathematics Y12 Advanced Task 3	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 4 Week 9	Term 1 Week 7	Term 2 Week 6	Term 3 Week 3-5	
Focus Outcomes	MA11-6, MA11-7, MA11-8, MA11-9, MA12-8, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-8, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9, MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	
Understanding, fluency and communication	10	10	10	15	45
Problem solving, reasoning, and justification	10	15	15	15	55
Task Weighting	20	25	25	30	

Maths Advanced Extension

Outcomes

- 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
- MA11-1 - uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 - uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 - uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 - uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 - interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 - manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 - uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 - uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 - provides reasoning to support conclusions which are appropriate to the context

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Mathematics Y12 Advanced Task 1	Mathematics Y12 Advanced Task 2	Mathematics Y12 Advanced Task 3	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 4 Week 9	Term 1 Week 7	Term 2 Week 6	Term 3 Week 3-5	
Focus Outcomes	MA11-6, MA11-7, MA11-8, MA11-9, MA12-8, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-8, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9, MA12-1, MA12-2, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	
Understanding, fluency and communication	10	10	10	15	45
Problem solving, reasoning, and justification	10	15	15	15	55
Task Weighting	20	25	25	30	

Mathematics Extension 1

Outcomes

- ME12-1 - applies techniques involving proof or calculus to model and solve problems
 ME12-2 - applies concepts and techniques involving vectors and projectiles to solve problems
 ME12-3 - applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
 ME12-4 - uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
 ME12-5 - applies appropriate statistical processes to present, analyse and interpret data
 ME12-6 - chooses and uses appropriate technology to solve problems in a range of contexts
 ME12-7 - evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms
 ME11-1 - uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
 ME11-2 - manipulates algebraic expressions and graphical functions to solve problems
 ME11-3 - applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
 ME11-4 - applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
 ME11-5 - uses concepts of permutations and combinations to solve problems involving counting or ordering
 ME11-6 - uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
 ME11-7 - communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Mathematics Y12 Extension 1 Task 1	Mathematics Y12 Mathematics Extension 1 Task 2	Mathematics Y12 Extension 1 Task 3	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 4 Week 8	Term 1 Week 7	Term 2 Week 9	Term 3 Week 3-5	
Focus Outcomes	ME11-1, ME11-4, ME11-5, ME11-6, ME11-7, ME12-1, ME12-6, ME12-7	ME12-2, ME12-6, ME12-7	ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7, ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	
Understanding, fluency and communication	10	10	10	15	45
Problem solving, reasoning, and justification	15	10	15	15	55
Task Weighting	25	20	25	30	

Mathematics Extension 2

Outcomes

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

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

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

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

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

MEX12-6 - uses mechanics to model and solve practical problems

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

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Mathematics Y12 Extension 2 Task 1	Mathematics Y12 Extension 2 Task 2	Mathematics Y12 Extension 2 Task 3	Trial HSC Examination	
Task Type	In Class		In Class	NA	
Timing	Term 4 Week 10	Term 1 Week 9	Term 2 Week 8	Term 3 Week 3-5	
Focus Outcomes	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	MEX12-3, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	
Understanding, fluency and communication	10	10	10	15	45
Problem solving, reasoning, and justification	15	15	10	15	55
Task Weighting	25	25	20	30	

Mathematics Accelerated Extension**Outcomes**

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

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

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

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

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

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

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

ME11-1 - uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses

ME11-2 - manipulates algebraic expressions and graphical functions to solve problems

ME11-3 - applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

ME11-4 - applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change

ME11-5 - uses concepts of permutations and combinations to solve problems involving counting or ordering

ME11-6 - uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts

ME11-7 - communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Mathematics Y12 Extension 1 Task 1	Mathematics Y12 Mathematics Extension 1 Task 2	Mathematics Y12 Extension 1 Task 3	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 4 Week 8	Term 1 Week 7	Term 2 Week 9	Term 3 Week 3-5	
Focus Outcomes	ME11-1, ME11-4, ME11-5, ME11-6, ME11-7, ME12-1, ME12-6, ME12-7	ME12-2, ME12-6, ME12-7	ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7, ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	
Understanding, fluency and communication	10	10	10	15	45
Problem solving, reasoning, and justification	15	10	15	15	55
Task Weighting	25	20	25	30	

Community and Family Studies

Outcomes

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Research Methodology	Parenting and Caring	Groups in context Investigation of a Specific Group	Trial HSC Examination	
Task Type	Hand In	In Class	In Class	NA	
Timing	Term 4 Week 9	Term 1 Week 7	Term 2 Week 6	Term 3 Week 3-5	
Focus Outcomes	H4.1, H4.2	H2.1, H3.2, H5.1, H5.2, H6.1	H3.1, H3.2, H3.4	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2, 7.1, 7.2, 7.3, 7.4	
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
Task Weighting	20	25	25	30	

Outcomes

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

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

H3 - analyses the determinants of health and health inequities

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

H5 - explains the different 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 and 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

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Sports Medicine	Core 2: Factors Affecting Performance	Core 1: Health Priorities in Australia	Trial HSC Examination	
Task Type	In Class	In Class	Hand In	NA	
Timing	Term 4 Week 7	Term 1 Week 7	Term 2 Week 6	Term 3 Week 3-5	
Focus Outcomes	H13, H17	H9, H17	H1, H2, H3, H5, H16	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17	
Task Weighting	20	25	25	30	

Biology**Outcomes**

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

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

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

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Depth Study Task	Processing Task	Practical Task	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 4 Week 7	Term 1 Week 7	Term 2 Week 8	Term 3 Week 3-5	
Focus Outcomes	BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO12-12	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-13	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-14	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	
Skills in working scientifically	15	20	15		60
Knowledge and understanding of course content	10	5	5		40
Task Weighting	25	25	20	30	

Chemistry**Outcomes**

CH11/12-1 - develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 - designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 - conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 - analyses and evaluates primary and secondary data and information

CH11/12-6 - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH12-12 - explains the characteristics of equilibrium systems, and the factors that affect these systems

CH12-13 - describes, explains and quantitatively analyses acids and bases using contemporary models

CH12-14 - analyses the structure of, and predicts reactions involving, carbon compounds

CH12-15 - describes and evaluates chemical systems used to design and analyse chemical processes

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Topic Test/ Processing Task	Practical and Skills Task	Depth Study	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 4 Week 8	Term 1 Week 7	Term 2 Week 8	Term 3 Week 3-5	
Focus Outcomes	CH11/12-4, CH11/12-5, CH12-12	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-15	CH11/12-4, CH11/12-5, CH11/12-6, CH12-12, CH12-13, CH12-14, CH12-15	
Skills in working scientifically	10	20	20		60
Knowledge and understanding of course content	10	5	5		40
Task Weighting	20	25	25	30	

Earth and Environmental Science

Outcomes

EES11/12-1 - develops and evaluates questions and hypotheses for scientific investigation

EES11/12-2 - designs and evaluates investigations in order to obtain primary and secondary data and information

EES11/12-3 - conducts investigations to collect valid and reliable primary and secondary data and information

EES11/12-4 - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES11/12-5 - analyses and evaluates primary and secondary data and information

EES11/12-6 - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES11/12-7 - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

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

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

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Processing and Topic Test	Depth Study	Practical and Skills	Trial HSC Examination	
Task Type	In Class	Hand In	In Class	NA	
Timing	Term 4 Week 10	Term 1 Week 8	Term 2 Week 8	Term 3 Week 3-5	
Focus Outcomes	EES11/12-4, EES11/12-5, EES11/12-6, EES12-12	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-14	EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6	EES11/12-4, EES11/12-6, EES11/12-7, EES11/12-2, EES12-13, EES12-14, EES12-15	
Skills in working scientifically	5	25	20		60
Knowledge and understanding of course content	15	0	5		40
Task Weighting	20	25	25	30	

Investigating Science**Outcomes**

INS11/12-1 - develops and evaluates questions and hypotheses for scientific investigation

INS11/12-2 - designs and evaluates investigations in order to obtain primary and secondary data and information

INS11/12-3 - conducts investigations to collect valid and reliable primary and secondary data and information

INS11/12-4 - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS11/12-5 - analyses and evaluates primary and secondary data and information

INS11/12-6 - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS11/12-7 - 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

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Topic Test	Practical	Depth Study	Trial HSC Examination	
Task Type	In Class	In Class	Hand In	NA	
Timing	Term 4 Week 7	Term 1 Week 7	Term 2 Week 8	Term 3 Week 3-5	
Focus Outcomes	INS11/12-5, INS11/12-6, INS12-12	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-13	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-15	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-12, INS12-13, INS12-14, INS12-15	
Skills in working scientifically	10	20	20		60
Knowledge and understanding of course content	10	0	10		40
Task Weighting	20	20	30	30	

SCIENCE
Physics

Outcomes

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
 PH11/12-1 - develops and evaluates questions and hypotheses for scientific investigation
 PH11/12-2 - designs and evaluates investigations in order to obtain primary and secondary data and information
 PH11/12-3 - conducts investigations to collect valid and reliable primary and secondary data and information
 PH11/12-4 - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
 PH11/12-5 - analyses and evaluates primary and secondary data and information
 PH11/12-6 - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Topic/ Processing Task	Practical and Skills Task	Depth Study	Trial HSC Examination	
Task Type	In Class	In Class	In Class	NA	
Timing	Term 4 Week 8	Term 1 Week 7	Term 2 Week 6	Term 3 Week 3-5	
Focus Outcomes	PH11/12-5, PH11/12-6, PH12-12	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH12-13	PH11/12-5, PH11/12-6, PH12-12, PH12-13, PH12-14, PH12-15	
Skills in working scientifically	5	25	20		60
Knowledge and understanding of course content	15	0	5		40
Task Weighting	20	25	25	30	

Design and Technology

Outcomes

- H1.1 - critically analyses the factors affecting design and the development and success of design projects
 H1.2 - relates the practices and processes of designers and producers to the major design project
 H2.1 - explains the influence of trends in society on design and production
 H2.2 - evaluates the impact of design and innovation on society and the environment
 H3.1 - analyses the factors that influence innovation and the success of innovation
 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

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Project Proposal Presentation	Project Development Report	Project Realisation Showcase	Trial HSC Examination	
Task Type	Hand In	Hand In	Hand In	NA	
Timing	Term 1 Week 1	Term 2 Week 1	Term 3 Week 1	Term 3 Week 3-5	
Focus Outcomes	H1.1, H3.2, H4.1, H5.1, H5.2	H1.1, H2.1, H2.2, H3.1, H6.1	H1.2, H3.2, H4.2, H4.3, H5.1, H5.2	H1.1, H2.1, H2.2, H3.1, H6.2	
Knowledge and understanding of course content	10	10	10		40
Knowledge and skills in designing, managing, producing and evaluating a major design project	15	15	20		60
Task Weighting	25	25	30	20	

Engineering Studies

Outcomes

- H1.1 - describes the scope of engineering and critically analyses current innovations
 H1.2 - differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
 H2.1 - determines suitable properties, uses and applications of materials, components and processes in engineering
 H2.2 - analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
 H3.1 - demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
 H3.2 - uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
 H3.3 - develops and uses specialised techniques in the application of graphics as a communication tool
 H4.1 - investigates the extent of technological change in engineering
 H4.2 - applies knowledge of history and technological change to engineeringbased problems
 H4.3 - applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
 H5.1 - works individually and in teams to solve specific engineering problems and prepare engineering reports
 H5.2 - selects and uses appropriate management and planning skills related to engineering
 H6.1 - demonstrates skills in research and problemsolving related to engineering
 H6.2 - demonstrates skills in analysis, synthesis and experimentation related to engineering

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Civil Structures	Civil Engineering and Transport Topic test	Engineering Report Aeronautical	Trial HSC Examination	
Task Type	Hand In	In Class	Hand In	NA	
Timing	Term 4 Week 9	Term 1 Week 7	Term 2 Week 4	Term 3 Week 3-5	
Focus Outcomes	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.2, H3.1, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.2, H4.3, H6.1, H6.2	
Knowledge and understanding of course content	15	15	10		60
Knowledge and skills in research, problem solving and communication related to engineering practice	15	5	10		40
Task Weighting	30	20	20	30	

Food Technology

Outcomes

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

H1.2 - examines the nature and extent of the Australian food industry

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

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

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

H3.1 - investigates operations of one organisation within the Australian food industry

H3.2 - independently investigates contemporary nutrition issues

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

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

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Australian Food Industry	Food Product Development	Contemporary Nutrition Issues	Trial HSC Examination	
Task Type	Hand In	In Class	In Class	NA	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 10	Term 3 Week 3-5	
Focus Outcomes	H1.2, H1.4, H3.1	H1.1, H4.1, H4.2	H2.1, H3.2, H5.1	H1.1, H1.3, H1.4, H3.1	
Knowledge and understanding of course content	10		5		40
Knowledge and skills in designing, researching, analysing and evaluating	15	10	5		30
Skills in experimenting with and preparing food by applying theoretical concepts		15	15		30
		15			
Task Weighting	25	25	25	25	

Information Processes and Technology

Outcomes

H1.2 - explains and justifies the way in which information systems relate to information processes in a specific context

H2.2 - develops and explains solutions for an identified need which address all of the information processes

H3.1 - evaluates and discusses the effect of information systems on the individual, society and the environment

H3.2 - demonstrates and explains ethical practice in the use of information systems, technologies and processes

H4.1 - proposes and justifies ways in which information systems will meet emerging needs

H5.1 - justifies the selection and use of appropriate resources and tools to effectively develop and manage projects

H5.2 - assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices

H6.1 - analyses situations, identifies needs, proposes and then develops solutions

H6.2 - selects, justifies and applies methodical approaches to planning, designing or implementing solutions

H7.1 - implements and explains effective management techniques

H7.2 - uses methods to thoroughly document the development of individual and team projects

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Assignment Database	Research	Project Work	Trial HSC Examination	
Task Type	Hand In	Hand In	Hand In	NA	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3-5	
Focus Outcomes	H5.1, H6.1, H7.2	H2.2, H3.1, H4.1	H2.2, H6.1, H6.2, H7.1	H1.2, H2.2, H3.1, H3.2, H4.1, H5.2, H6.1, H6.2, H7.1	
Knowledge and understanding of course content	10	10	10		60
Knowledge and skills in the design and development of information systems	5	5	20		40
Task Weighting	15	15	30	40	

Industrial Technology (Multimedia)

Outcomes

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Project Designing and Planning Presentation	Industry Study Extended Response	Project Development and Management Report and Video	Trial HSC Examination	
Task Type	Hand In	In Class	Hand In	NA	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 7	Term 3 Week 3-5	
Focus Outcomes	H3.1, H3.2, H3.3, H4.2, H5.1, H5.2, H6.1	H1.1, H1.2, H1.3, H4.3, H7.1, H7.2	H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2	H1.1, H1.2, H1.3, H6.1, H6.2, H7.1, H7.2	
Knowledge and understanding of course content	5	10	5		40
Knowledge and skills in the design, management, communication and production of a major project	25	5	25		60
Task Weighting	30	15	30	25	

Industrial Technology (Timber)

Outcomes

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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Project Designing and Planning Presentation	Industry Study Extended Response	Project Development and Management Report and Video	Trial HSC Examination	
Task Type	Hand In	In Class	Hand In	NA	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 7	Term 3 Week 3-5	
Focus Outcomes	H3.1, H3.2, H3.3, H4.2, H5.1, H5.2, H6.1	H1.1, H1.2, H1.3, H4.3, H7.1, H7.2	H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2	H1.1, H1.2, H1.3, H6.1, H6.2, H7.1, H7.2	
Knowledge and understanding of course content	5	10	5		40
Knowledge and skills in the design, management, communication and production of a major project	25	5	25		60
Task Weighting	30	15	30	25	

Software Design and Development

Outcomes

- H1.1 - explains the interrelationship between hardware and software
- H1.2 - differentiates between various methods used to construct software solutions
- H1.3 - describes how the major components of a computer system store and manipulate data
- H2.1 - explains the implications of the development of different languages
- H2.2 - explains the interrelationship between emerging technologies and software development
- H3.1 - identifies and evaluates legal, social and ethical issues in a number of contexts
- H3.2 - constructs software solutions that address legal, social and ethical issues
- H4.1 - identifies needs to which software solutions are appropriate
- H4.2 - applies appropriate development methods to solve software problems
- H4.3 - applies a modular approach to implement well structured software solutions and evaluates their effectiveness
- H5.1 - applies project management techniques to maximise the productivity of the software development
- H5.2 - creates and justifies the need for the various types of documentation required for a software solution
- H5.3 - selects and applies appropriate software to facilitate the design and development of software solutions
- H6.1 - 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

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Name	Software Paradigms Topic Test	Standard Algorithms Assignment	Software Project	Trial HSC Examination	
Task Type	In Class	Hand In	Hand In	NA	
Timing	Term 4 Week 7	Term 1 Week 6	Term 2 Week 10	Term 3 Week 3-5	
Focus Outcomes	H1.2, H2.2, H3.2, H4.1, H4.2, H4.3, H5.2, H5.3	H1.1, H1.2, H1.3, H2.2, H5.1, H5.2, H6.1, H6.2	H2.1, H1.3, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.1, H6.2, H6.3, H6.4	H1.1, H1.2, H1.3, H2.1, H3.1, H5.2, H6.1, H6.4	
Knowledge and understanding of course content	5	10	15		50
Knowledge and skills in the design and development of software solutions	5	10	25		50
Task Weighting	10	20	40	30	

VET COURSES

PDHPE

Assessment in Sports Coaching

Sports Coaching is an HSC two-year competency-based course which begins in Year 11 and continues through Year 12. Assessment of competencies is standards-referenced. This means that a student's performance is judged against a prescribed standard, not against the performance of other students.

Students work to achieve the competencies described in each unit of work. To be assessed as competent, a student must attend all lessons and be able to demonstrate that they can carry out tasks and understand the concepts to Industry standard. Evidence for competency is gathered from lesson activities, competency assessment tasks, practical applications, homework, work placement experiences and the required documentation.

At Killara High School, students are progressively assessed as either 'competent' or 'not yet competent'. As the student achieves each competency, it is recorded. This forms a permanent record of all units and elements of competency demonstrated by students undertaking courses within the Sports Coaching Curriculum Framework.

- All 'assessments' contribute to gaining a Statement of Attainment towards Certificate III Sports Coaching (SIS30521).
- No school-based assessment mark will be recorded.

Evidence Collection Techniques

Assessment Plan			Evidence gathering techniques			
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 – Tournament Time	HLTWHS001 SISXIND006	Participate in workplace health and safety Conduct sport, fitness and recreation events	X	X		X
Cluster 2 – The Community Coach	SISSSCO002 SISSSCO005	Work in a community coaching role Continuously improve coaching skills and knowledge	X	X	X	X
Cluster 3a – Officiating in Sport	SISSSOF002	Continuously improve officiating skills and knowledge	X	X	X	X
Cluster 3c – Strength and Conditioning	SISXCAI009	Instruct strength and conditioning techniques	X	X	X	X
Cluster 4 – Coaching the Individual	SISSSCO003 BSBPOS403	Meet participant coaching needs Apply business risk management processes	X	X	X	X
Cluster 5 – Next Level Coaching	SISSSCO012	Coach sports participants up to an intermediate level	X	X	X	X
Cluster 6 – First Aid	HLTAID011	Provide first aid	X			X

SCOPE AND SEQUENCE – Course name: Sport Coaching

2 units x 2 years

Killara High School										
Qualification: SIS30521 Certificate III in Sport Coaching										
HSC Commencement: 2023										
Unit Code	Unit Title	NESA Hrs	Term 4		Term 1		Term 2		Term 3	
			1-5	6-10	1-5	6-10	1-5	6-10	1-5	6-10
SISSSCO003 BSBPOS403	Meet participant coaching <u>needs</u>	30								
	Apply business risk management <u>processes</u>	25								
SISXCAI009	Instruct strength and conditioning techniques	20 or 25 hrs								
SISSSCO012	Coach sports participants up to an intermediate level	30								
HLTAID011	Provide first <u>aid</u> <i>*This was assessed in 2023 Term 2</i>	20								

Killara High School

Assessment Tasks for SIS30521 Certificate III in Sport Coaching		Cluster 4	Cluster 3 2- Elective	Cluster 5	Cluster 6
		Coaching the Individual	Strength and Conditioning	Next Level Coaching	Provide First Aid
		Week: 8 (Friday) Term: 4 2023	Week: 6 (Friday) Term: 1 2024	Week: 8 (Friday) Term: 2 2023	COMPLETED IN 2023 TERM 2
		Hand-in by 3pm	Hand-in by 3pm	Hand-in by 3pm	
Code	Unit of Competency				
SISSSCO003	Meet participant coaching <u>needs</u>	X			
BSBOPS403	Apply business risk management procedures	X			
SISXCAI009	Instruct strength and conditioning techniques		X		
SISSSCO012	Coach sports participants up to an intermediate level			X	
HLTAID011	Provide First Aid <i>If delivered by an external RTO - Credit transfer is to be recorded as the outcome on Schools Online</i>				X

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30521 Certificate III in Sport Coaching or a Statement of Attainment towards a SIS30521 Certificate III in Sport Coaching.

VET COURSES

TAS

Assessment in Hospitality

Hospitality is an HSC two-year competency-based course which begins in Year 11 and continues through Year 12. Assessment of competencies is standards-referenced. This means that a student's performance is judged against a prescribed standard, not against the performance of other students.

Students work to achieve the competencies described in each unit of work. To be assessed as competent, a student must attend all lessons and be able to demonstrate that they can carry out tasks and understand the concepts to Industry standard. Evidence for competency is gathered from lesson activities, competency assessment tasks, practical applications, homework, work placement experiences and the required documentation.

At Killara High School, students are progressively assessed as either 'competent' or 'not yet competent'. As the student achieves each competency, it is recorded. This forms a permanent record of all units and elements of competency demonstrated by students undertaking courses within the Hospitality Curriculum Framework.

- A mark will be sent to NESA at the end of Year 12, based on the Trial HSC Theory exam. This will only be used in the case of misadventure in the HSC exam. All other 'assessments' contribute to gaining a Statement of Attainment towards Certificate II Kitchen Operations (SIT10312).
- No school-based assessment mark will be recorded.

Evidence gathered to determine the successful completion of the course may include the following-

Assessment Plan			Evidence gathering techniques			
Cluster	Competency codes	Units of competency	Direct observation – real time/simulated environment	Product based method – structured activities e.g. role plays, presentation, reports	Portfolio – collection of annotated work samples e.g. written documents, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster A: Getting Ready for Work	SITXWHS001	Participate in safe work practices	X	X	X	X
	SITXFSA001	Use hygienic practices for food safety	X	X	X	X
Cluster B: Intro to the Commercial Kitchen	SITHKOP001	Clean kitchen premises and equipment	X			X
	SITHCCC001	Use food preparation equipment	X			X
Cluster C: Safe Food Handling	SITXINV002	Maintain the quality of perishable items	X		X	X
	SITXFSA002	Participate in safe food handling practices	X		X	X
	SITHCCC002	Prepare and present simple dishes	X		X	X
Cluster D: Food Glorious Food	SITHCCC003	Prepare and present sandwiches	X		X	X
	SITHCCC006	Prepare appetisers and salads	X		X	X
Cluster E: Working in Industry	BSBWOR203	Work effectively with others	X	X		
	SITHIND002	Source and use information on the hospitality industry	X	X		
	BSBSUS201	Participate in environmentally sustainable work practices	X	X		
Cluster F: Cooking in the Commercial Kitchen	SITHCCC011	Use cookery skills effectively	X		X	X
	SITHCCC005	Prepare dishes using basic methods of cookery	X		X	X

Scope and Sequence [SIT20416 Certificate II in Kitchen Operations](#)

List of units of competency to be delivered in each term.		Weeks									
Term 1		1	2	3	4	5	6	7	8	9	10
Induction											
Cluster A: Getting Ready for Work (25 hrs)											
SITXFSA001	Use hygienic practices for food safety (10)										
SITXWHS001	Participate in safe work practices (15)										
Cluster B: Intro to the Commercial Kitchen (30 hrs)											
SITHKOP001	Clean kitchen premises and equipment (10)										
SITHCCC001	Use food preparation equipment (20)										

Term 2		1	2	3	4	5	6	7	8	9	10
Cluster A: Getting Ready for Work (continued)											
SITXFSA001	Use hygienic practices for food safety										
SITXWHS001	Participate in safe work practices										
Cluster B: Intro to the Commercial Kitchen (continued)											
SITHKOP001	Clean kitchen premises and equipment										
SITHCCC001	Use food preparation equipment										

Term 3		1	2	3	4	5	6	7	8	9	10
Cluster C: Safe Food Handling (40hrs)											
SITXINV002	Maintain the quality of perishable items (5)										
SITXFSA002	Participate in safe food handling practices (15)										
SITHCCC002	Prepare and present simple dishes (20)										

Scope and Sequence SIT20416 Certificate II in Kitchen Operations											
List of units of competency to be delivered in each term.		Weeks									
Term 4		1	2	3	4	5	6	7	8	9	10
Cluster D: Food, Glorious Food (35hrs)											
SITHCCC003	Prepare and present sandwiches (10)										
SITHCCC006	Prepare appetisers and salads (25)										

Cluster Task D – Period 4 – 3pm, Week 8, Term 4 2022

Term 5		1	2	3	4	5	6	7	8	9	10
Cluster D: Food, Glorious Food (continued)											
SITHCCC003	Prepare and present sandwiches										
SITHCCC006	Prepare appetisers and salads										
Cluster E: Working in Industry (50hrs)											
BSBWOR203	Work effectively with others (15)										
SITHIND002	Source and use information on the hospitality industry (20)										
BSBSUS201	Participate in environmentally sustainable work practices (15)										

Cluster Task E – 31/3 by 3pm, Week 9 Term 1 2023

Term 6		1	2	3	4	5	6	7	8	9	10
Cluster F: Cooking in the commercial kitchen (60hrs)											
SITHCCC011	Use cookery skills effectively (20)										
SITHCCC005	Prepare dishes using basic methods of cookery (40)										

Term: 7		1	2	3	4	5	6	7	8	9	10
Cluster F: Cooking in the commercial kitchen (continued)											
SITHCCC011	Use cookery skills effectively										
SITHCCC005	Prepare dishes using basic methods of cookery										

Cluster Task F –by 3pm, Friday Week 6 Term 3 2024 - Electronic Folio Due

School Name: Killara High School Student Competency Assessment Schedule

COURSE: HSC Hospitality - Kitchen Operations and Cookery Stream 2023 - 2024

ASSESSMENT EVENTS FOR		Cluster D	Cluster E	Cluster F	
Certificate II Kitchen Operations SIT20312		Food Glorious Food	Working in Industry	Cooking in the Commercial Kitchen	Trial Exam
		Term 4 2023 Week 8	Term 1 2024 Week 9	Term 3 2024 Week 6	Term 3 2024 Trial HSC Examinations Weeks 3-5
Code	Unit of Competency				Examinable HSC Units of Competency
SITHCCC 003	Prepare and present sandwiches	X			
SITHCCC 006	Produce appetisers and salads	X			
BSBWOR 203	Work effectively with others		X		
SITHIND0 02	Source and use information on the hospitality industry		X		
BSBSUS2 01	Participate in environmentally sustainable work practices		X		
SITHCCC 011	Use cookery skills effectively			X	
SITHCCC 005	Produce dishes using basic methods of cookery			X	

Please note: Hospitality Work Experience in 2024 to be confirmed.

Certificate II in Kitchen Operations SIT10312

Schools may schedule exam items in preparation for the HSC exam however, these do not form part of the RTO assessment requirements.

Week: 1- 3 (Written & Practical Examinations)

Term: 3

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.

Hospitality – Kitchen Operations Stream 240 Hour Compressed Delivery

Student Competency Assessment Schedule

Assessment tasks for Certificate II in Kitchen Operations SIT20312		Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F		Trial HSC Exam
		Getting ready for work	Intro to the commercial kitchen	Safe food handling	Food glorious food	Working in industry	Cooking in the commercial kitchen		
		Completed 2022	Completed 2022	Completed 2022	Term 4 Week 9 2022	Term 1 Week 9 2023	Term 3 Week 6 2023		Term 3 2022 Trial HSC Examination Weeks 3-5
Code	Unit of Competency							HSC Examinable Units of Competency	HSC Examinable Units of Competency
SITXFSA101	Use hygienic practices for food safety	X							
SITXWHS101	Participate in safe work practices	X							
SITHKOP101	Clean kitchen premises and equipment		X						
SITHCCC101	Use food preparation equipment		X						
SITXINV202	Maintain the quality of perishable items			X					
SITXFSA201	Participate in safe food handling practices			X					
SITHCCC102	Prepare simple dishes			X					
SITHCCC103	Prepare sandwiches				X				
SITHCCC202	Produce appetisers and salads				X				
BSBWOR203B	Work effectively with others					X			
SITHIND201	Source and use information on the hospitality industry					X			
BSBSUS201A	Participate in environmentally sustainable work practices					X			
SITHCCC201	Produce dishes using basic methods of cookery					X	X		
SITHCCC204	Produce vegetable, fruit, egg and farinaceous dishes						□		
	OR						OR		
SITHCCC207	Use cookery skills effectively					X	□		

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Kitchen Operations SIT20312 or a Statement of Attainment towards Certificate II in Kitchen Operations SIT20312

Schools will schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

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”. A course mark is not allocated.

Notes-

- Unit competency tests and assessment tasks are required to meet Industry standard. If a student does not meet the standard, they may be retested to achieve it. If a student does not achieve it on the second attempt, he/she is deemed ‘not yet competent’. A student may be granted a third testing in certain circumstances.
- At least three pieces of evidence must be provided to gain competency in each unit.
- In **every** practical lesson, **students must meet the required industry standards of appearance, presentation and hygiene**. This means that **no student will be allowed to participate in practical lessons without full chef’s uniform and correct footwear**.
- Students must meet the required number of hours (240 hours) to satisfactorily meet the requirements of the course.
- Students must successfully complete a 35-hour work placement in both Year 11 to meet Preliminary HSC requirements and Year 12 to meet HSC requirements (70 hours in total).
- To achieve competency students must attend **all** practical classes and apply themselves with **diligence to achieve lesson/course outcomes as set out by each unit of competency**.

Endnotes

- i. *Disability provisions: evidence.* Information about disability provisions sourced from the Assessment Certification Examination (ACE) manual. This information can be located at the following address <https://ace.nesa.nsw.edu.au/ace-10005>
- ii. This information about disability provisions is sourced from the NESA document titled *Schools' Guide to Disability Provisions*. The document provides advice to school Counsellors, Year Advisers, Career Advisers, STLA/support teachers and school staff responsible for submitting applications for disability provisions for the HSC examinations. This information can be located at the following address: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions/hsc-disability-provisions-guide-for-teachers-and-parents>
- iii. *Disability provisions: areas outside NESA guidelines.* Information about disability provisions sourced from the Assessment Certification Examination (ACE) manual. ACE 10003. This information can be located at the following address <https://ace.nesa.nsw.edu.au/ace-10003>