

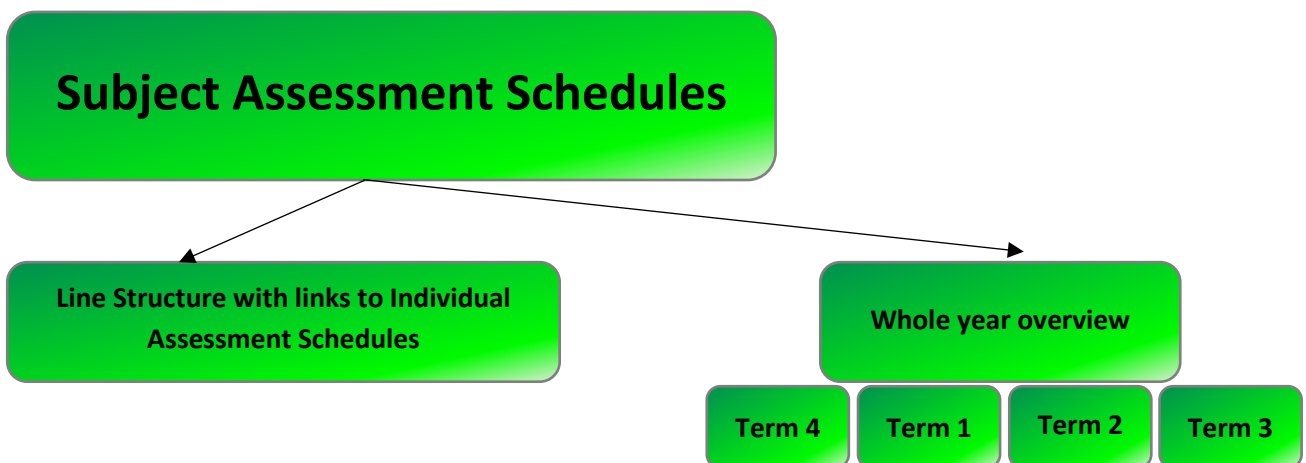
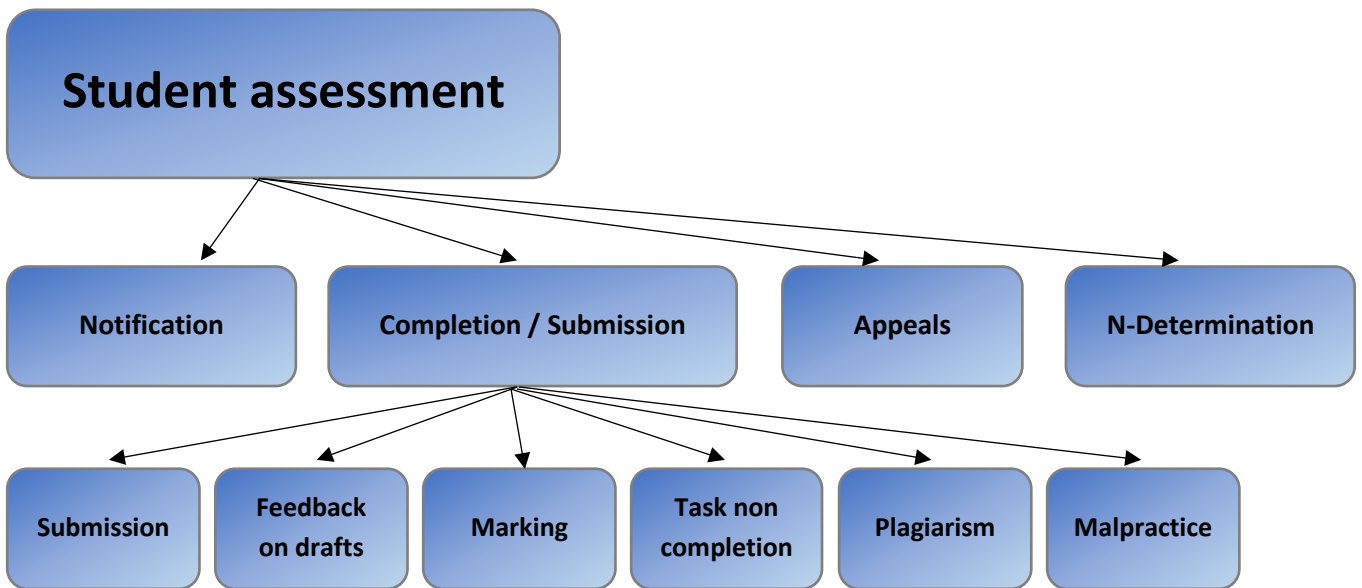
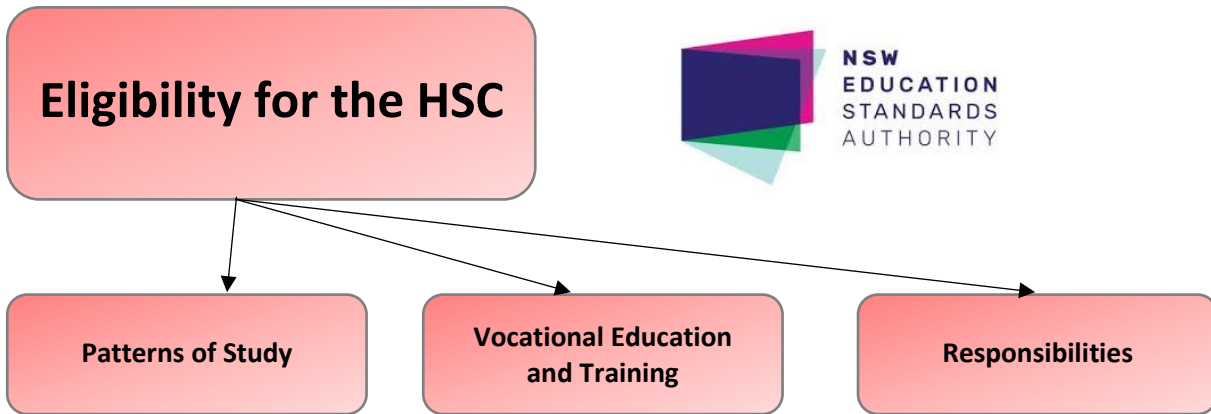
# Year 12

# 2023/2024

## Assessment Schedule



# Mount View High School - Assessment Policy



To be eligible for the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NSW Education Standards Authority (NESA)
- attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed below
- sit for and make a serious attempt at the required HSC exams.

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

### Patterns of Study

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

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

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

#### Pathways

A student may take up to 5 years to accumulate their 10 HSC units for the award of the HSC. The time begins from the year the students sits for their first HSC examination.

Schools will need to ensure that the NESA requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.

#### Life Skills

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

### Vocational Education and Training

Students undertaking Vocational Education Training (VET) courses must meet their course requirements.

Students taking VET courses may be deemed to have either completed or not yet completed course competencies.

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

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

Each student has the responsibility to:

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

Schools have the responsibility to:

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

The Mount View High School Assessment Policy has been designed to ensure:

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

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

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

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

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

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

Statistical standardising procedures may be applied to individual course assessment tasks and or the final course assessment mark to improve alignment between student performance and final assessment marks.

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

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

### Notification

Through this handbook students are informed of:

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

As well as the Year 12 Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of 2 weeks prior to the task that contains:

- The date and time the task is to be submitted
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable

The time allowed for the task if it is an in-class task

- The outcomes addressed by the task
- The marking criteria used for the task
- Administrative procedures for the collection of the task
- The amount of time that will be allocated during lessons if applicable

If students are absent on the day an Assessment Task Notification Sheet is handed out, they are responsible for obtaining a copy of it. No extra time will be given to students for a task because they did not receive the task information sheet when it was handed out in class, unless there are exceptional circumstances.

Whilst every attempt is made to ensure that students complete such assessment tasks on time, the due date is not flexible under normal circumstances.

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

### Completion / Submission

### Submission

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

#### [Submission of tasks Mount View High School](#)

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

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

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

Students who are at school but who are not in attendance at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice.

Assessment task submission and or completion takes priority over any conflicting school sanctioned event. School sanctioned events can include but are not limited to excursions, sporting or school representation and VET work placements that fall outside of the defined work placement periods. It is the students' responsibility to bring to the attention of their class teacher, through the appeals process, notice of any impending conflicts. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another.

#### VET

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

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

### Feedback on drafts prior to submission

Students will have a maximum of two opportunities with which to gain written feedback related to the submission of an assessment task. In the event there are multiple classes within a course, strategies must be put in place to ensure the amount and detail of feedback given to students remains equitable.

A maximum of 2 A4 pages per opportunity can be submitted by students for formal feedback. Feedback relating to assessment tasks must reference or reflect the marking criteria and indicate how a student can move from one band to the next.

The latest time drafts will be accepted must be explicit on the notification. Draft's will be returned to students, with feedback, no later than 3 working days from the date of submission.

### Marking of Assessment Tasks

Assessment tasks should be marked and returned to students within a two-school week period from submission date. Meaningful feedback about what has been demonstrated and what needs to be improved must be given to students.

In cases where there is more than one class for the subject, the task should be marked by one teacher or double marked to maintain consistency of judgement. Inexperienced HSC course teachers should also seek collegial support to double mark tasks. Teachers must keep copies of work samples from all assessments that reflect the distribution of grades for that task. Samples must be kept in the senior course folder. When returning tasks, students are to be provided their mark and rank along with their cumulative rank.

### Task non-completion

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

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

The school is not permitted to take into account nor compensate for difficulties in performing or completing assessment tasks even where the problems are caused by factors outside the student's control. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another. Failure of computers or disks or problems in printing assessment materials will not be accepted as a valid reason for late submission.

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

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

In the case of Extension courses, students who fail to meet the assessment requirements for the co-requisite 2 unit course will not receive a result in either course.

### Plagiarism

Plagiarism is the deliberate use of another person's ideas or work without attribution. Plagiarism is not merely the copying of sections of text from the internet or other sources but can include summarising, modification or appropriation. Plagiarising negates the value of assessment for learning and undermines the purposes of school-based assessment. A student found to have plagiarised may have a zero mark awarded for their assessment task score. An 'N' warning letter will be issued and the 'N' warning processes will be invoked.

### Malpractice

Cheating, plagiarism or copying of another student's work will be viewed seriously by the school. If malpractice is proven then a zero result will be recorded for that assessment task and an official warning letter will be issued. Consideration may be given to further action.

Malpractice includes (but is not restricted to) the following:

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

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

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

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

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



Students absent (due to illness or endorsed leave) from school on the day an assessment task, test or examination is due to be completed must complete and submit a Student Appeal Form within two days after their return to school. The Student Appeal Form may be lodged with either their class teacher or the Head Teacher of the faculty concerned. When the students know ahead of time that they will be absent for an assessment task they should advise the course Head Teacher prior to the date to complete the task at an agreed time. The advice to the Head Teacher should be made at least two calendar weeks before the assessment is due.

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

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

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

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

When calculating an estimate, the school will collect all relevant and appropriate evidence with which to make a fair and equitable determination. The evidence used may vary from task to task depending on the nature of the task and the professional judgement of the teacher calculating the estimate. Whilst the student's current rank and historical rank may be considered, it should not be the determining factor in the calculation of the estimate. Estimate marks determined by the school may result in changes to a student's rank.

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

Note:

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

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

### Leave

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

### Extensions

Extensions may be granted before the due date only. Only the Head of Faculty may recommend an extension. Students are required to submit a Student Appeal Form to the subject Head of Faculty with any appropriate documentation to support the request.

Extensions will only be granted in the most exceptional circumstances and should not be assumed by students. Students should apply for extensions at least seven days before a task is due, except in extraordinary circumstances.

**N-Determination**

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

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

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

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

- A student is absent from an assessment task, and has not provided acceptable evidence to justify that absence on the first day of return to School
- A student is found to be cheating in an assessment task
- A student is deemed to have breached principles of academic integrity and ethical scholarship
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- A student has provided a false explanation for the late submission of an assessment task
- A student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- A student has made a non-serious attempt at a task
- The issuing of a warning letter is a serious matter undertaken by the school on the instruction of NESA. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligible for the award of the HSC. To negate an 'N' Award warning the student must complete the outstanding work detailed in the 'N' Award warning letter by the due date.

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

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

If a student wishes a school review of an 'N' determination, a NESA appeal must be submitted to the Principal. A review will be undertaken by the Deputy Principal and Head Teacher concerned. A further appeal may be presented to NESA. Information is available from the Principal.

An 'N' determination will have the following consequences:

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

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

## Subject Assessment Schedules

## Line Structure

[Main Menu](#)

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
English Advanced	Mathematics Advanced	Ancient History	IT Multimedia and Graphics	Food Technology	Agriculture	English Extension 1
English Standard	Mathematics Standard 2	Business Studies	Legal Studies	Geography	Biology	Mathematics Extension 1
English Studies	Mathematics Standard 1	Community and Family Studies	Music	Modern History	Exploring Early Childhood	Mathematics Extension 2
		Chemistry	PDHPE	Physics	Sport, Lifestyle and Recreation	History Extension
		IT Timber	VET Hospitality	VET Primary Industries	Visual Arts	Science Extension
		Textiles & Design	VET Manufacturing and Engineering	VET Retail		

## Whole Year Overview

Week	Term 4 - 2023								
1									
2									
3									
4	Community & Family Studies								
5	Legal Studies								
6									
7	Agriculture	Biology	Exploring Early Childhood	Sport, Lifestyle and Recreation	Visual Arts				
8	Food Technology	Geography	Modern History	Business Studies	Ancient History				
9	English Advanced	English Standard	English Studies	Mathematics Advanced	Mathematics Standard				
10	Community & Family Studies	Textiles & Design	Chemistry	IT Timber	IT Multimedia and Graphics	Music	PDHPE	Mathematics Extension 2	

## Whole Year Overview

Week	Term 1 - 2024							
1								
2	English Extension 1	Science Extension						
3	Physics	Mathematics Extension 1	History Extension					
4								
5								
6								
7	Community & Family Studies	Textiles & Design	Business Studies	Ancient History				
8	Agriculture	Biology	Exploring Early Childhood	Sport, Lifestyle and Recreation	Visual Arts	Music	PDHPE	Legal Studies
9	Modern History	Food Technology	English Advanced	English Standard	English Studies	Mathematics Extension 2		
10	IT Timber	IT Multimedia and Graphics	Mathematics Advanced	Mathematics Standard	Mathematics Extension 1			

## Whole Year Overview

[Main Menu](#)

Week	Term 2 - 2024							
1								
2	Chemistry							
3	Physics							
4	Geography	English Extension 1						
5	History Extension							
6	Community & Family Studies	Sport, Lifestyle and Recreation						
7	Agriculture	Visual Arts	Business Studies	Textiles & Design	Ancient History			
8	Chemistry	IT Timber	IT Multimedia and Graphics	Music	PDHPE	Legal Studies	Mathematics Extension 2	
9	Mathematics Advanced	Mathematics Standard	Food Technology	Modern History				
10	Exploring Early Childhood	English Advanced	English Standard	English Studies	Mathematics Extension 1	Science Extension		

**Whole Year Overview**

Week	Term 3 - 2024					
1	Geography					
2	Biology	Physics				
3	Science Extension					
4						
5	TRIAL HSC EXAMINATIONS					
6	TRIAL HSC EXAMINATIONS					
7	Sport, Lifestyle and Recreation					

## Individual Subject Assessment Schedules

- All assessment schedules were correct at the time of printing.
- Changes to assessment schedules will be reported to you by your class teacher
- You should update any changes to the relevant page in this booklet



# Agriculture

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		<b>Experimental Report</b>	<b>Farm Product Study</b>	<b>Elective Test</b>	<b>Trial HSC Examination</b>
<b>Nature of Task</b>		Report	Portfolio	Test	Written Examination
<b>Timing</b>		<b>T4W7</b>	<b>T1W8</b>	<b>T2W7</b>	<b>T3W5/6</b>
<b>Assessment Component</b>					
Knowledge and understanding of: The physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems. The impact of innovation, ethics and current issues on Australian agricultural systems.	<b>40%</b>		<b>20%</b>		<b>20%</b>
Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner. Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing.	<b>40%</b>	<b>5%</b>	<b>10%</b>	<b>15%</b>	<b>10%</b>
Skills in effective research, experimentation and communication.	<b>20%</b>	<b>15%</b>		<b>5%</b>	
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		H1.1 H2.1 H4.1	H3.1 H3.2 H3.3 H3.4	H4.1 H5.1	H1.1, H2.1 H2.2, H3.1 H3.2, H 3.3 H3.4, H4.1 H5.1

## Course Outcomes

- H1.1** explains the influence of physical, biological, social, historical and economic factors on sustainable production
- H2.1** describes the inputs, processes and interactions of plant production systems
- H2.2** describes the inputs, processes and interactions of animal production systems
- H3.1** assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products.
- H3.2** critically assesses the marketing of a plant OR animal products
- H3.3** critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
- H3.4** evaluates the management of the processes in agricultural systems
- H4.1** justifies and applies appropriate experimental techniques, technologies, research methods and data presentation analysis in relation to agricultural problems and situations
- H5.1** evaluates the impacts of innovation, ethics and current issues in Australian agricultural systems

# Ancient History

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		<b>CORE</b>	<b>Historical Period</b>	<b>Personality</b>	<b>Trial HSC</b>
<b>Nature of Task</b>		Source Analysis	Essay	Historical Analysis	Whole Course Assessment
<b>Timing</b>		<b>T4W8</b>	<b>T1W7</b>	<b>T2W7</b>	<b>T3W5/6</b>
<b>Assessment Component</b>					
Knowledge and understanding of course content	<b>40%</b>	<b>5%</b>	<b>10%</b>	<b>5%</b>	<b>20%</b>
Historical skills, analysis and evaluation of sources	<b>20%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>
Historical inquiry and research	<b>20%</b>	<b>5%</b>	<b>5%</b>	<b>10%</b>	
Communication of historical understanding	<b>20%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		AH12-5 AH12-6 AH12-8 AH12-10	AH12-1 AH12-2 AH12-3 AH12-9	AH12-4 AH12-5 AH12-6 AH12-8	AH12-3 AH12-5 AH12-6 AH12-9.

## Course 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

# Biology

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		<b>Depth Study</b> Infectious Disease	<b>Modelling</b> Hereditary	<b>Depth Study</b> Genetic Change	<b>Trial HSC Examination</b>
<b>Nature of Task</b>		Poster and data analysis	Model and interview	Practical analysis	Written exam
<b>Timing</b>		<b>T4W7</b>	<b>T1W8</b>	<b>T3W2</b>	<b>T3W5/6</b>
<b>Assessment Component</b>					
<b>Skills in Working Scientifically:</b> <ul style="list-style-type: none"> <li>Questioning and predicting</li> <li>Planning investigations</li> <li>Conducting investigations</li> <li>Processing data and information</li> <li>Analysing data and information</li> <li>Problem solving</li> <li>Communication</li> </ul>	<b>60%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>10%</b>
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>Heredity</li> <li>Genetic Change</li> <li>Infectious Disease</li> <li>Non-Infectious Disease and Disorders</li> </ul>	<b>40%</b>	<b>5%</b>	<b>5%</b>	<b>10%</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		BIO12-1 BIO12-2 BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-14	BIO12-3 BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-12	BIO12-1 BIO12-2 BIO12-3 BIO12-4 BIO12-7 BIO12-13	BIO12-5 BIO12-6 BIO12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15

## Course Outcomes

- BIO12-1** develops and evaluates questions and hypothesis for scientific investigation
- BIO12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- BIO12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO12-5** analyses and evaluates primary and secondary data and information
- BIO12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO12-12** explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- BIO12-13** explains natural genetic change and the use of genetic technologies to induce genetic change
- BIO12-14** analyses infectious diseases 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 and treat non-infectious disease

# Business Studies

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		<b>Finance</b>	<b>Operations</b>	<b>Marketing</b>	<b>Whole Course Assessment</b>
<b>Nature of Task</b>		In class financial data analysis	Business Report	Planning sheets in-class Extended Response	Trial HSC
<b>Timing</b>		<b>T4W8</b>	<b>T1W7</b>	<b>T2W7</b>	<b>T3W5/6</b>
<b>Assessment Component</b>					
Knowledge and understanding of course content	<b>40%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>20%</b>
Stimulus Based Skills	<b>20%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>
Inquiry and Research	<b>20%</b>		<b>15%</b>	<b>5%</b>	
Communication of business information, ideas and issues in appropriate forms	<b>20%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		H5 H6 H10	H2 H3 H4 H8	H3 H5 H7 H10	H1 H2 H4 H6 H8 H9 H10

## Course 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

# Chemistry

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		<b>Depth Study</b>	<b>Water Quality Analysis</b>	<b>Acid-Base Titration</b>	<b>Trial HSC Examination</b>
<b>Nature of Task</b>		Model and Interview	Field report	Practical task	Written exam
<b>Timing</b>		<b>T4W10</b>	<b>T2W2</b>	<b>T2W8</b>	<b>T3W5/6</b>
<b>Assessment Component</b>					
<b>Skills in Working Scientifically:</b> <ul style="list-style-type: none"> <li>Questioning and predicting</li> <li>Planning investigations</li> <li>Conducting investigations</li> <li>Processing data and information</li> <li>Analysing data and information</li> <li>Problem solving</li> <li>Communicating</li> </ul>	<b>60%</b>	<b>10%</b>	<b>20%</b>	<b>20%</b>	<b>10%</b>
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>The fundamentals of chemistry</li> <li>The trends and driving forces in chemical interactions</li> </ul>	<b>40%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		CH12-1 CH12-4 CH12-6 CH12-7 CH12-12	CH12-1 CH12-2 CH12-3 CH12-5 CH12-7 CH12-15	CH12-3 CH12-4 CH12-6 CH12-13	CH12-5 CH12-6 CH12-7 CH12-12 CH12-13 CH12-14 CH12-15

## Course Outcomes

- CH12-1** develops and evaluates questions and hypotheses for scientific investigation
- CH12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- CH12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- CH12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH12-5** analyses and evaluates primary and secondary data and information
- CH12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH12-12** explains the characteristics of equilibrium systems, and the factors that affect these systems  
**CH12-13** describes, explains and quantitatively analyses acids and bases using contemporary models  
**CH12-14** analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15** describes and evaluates chemical systems used to design and analyse chemical processes

# Community and Family Studies

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		<b>Core 1 Research Methodology</b>	<b>Core 2 Groups in Context</b>	<b>Core 3 Parenting and Caring</b>	<b>Cores 1,2,3 and Option: Social Impact of Technology</b>
<b>Nature of Task</b>		Independent Research Project	Investigation	Presentation	Trial HSC Examination
<b>Timing</b>		a) T4W4 b) & c) T4W10	T1W7	T2W6	T3W5/6
<b>Assessment Component</b>					
Knowledge and Understanding of course content	40%	5%	10%	10%	15%
Skills in critical thinking, research methodology, analysing and communicating	60%	15%	15%	15%	15%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		3.4 4.1 4.2	2.2 2.3 3.3 5.1 6.2	1.1 3.2 5.1 5.2	2.1 2.2 3.1 3.4 5.2 6.1

## Course Outcomes

- 1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- 2.1 analyses different approaches to parenting and caring relationships
- 2.2 evaluates strategies to contribute to positive relationships and the wellbeing of all
- 2.3 critically examines how individual rights and responsibilities in various environments contributes to wellbeing
- 3.1 analyses the socio-cultural factors that lead to special needs of individuals in groups
- 3.2 evaluates networks available to individuals, groups and families within communities
- 3.3 critically analyses the role of policy and community structures in supporting diversity
- 3.4 critically evaluates the impact of social, legal and technological change on individuals and groups
- 4.1 justifies and applies appropriate research methodologies
- 4.2 communicates ideas, debates issues and justifies opinions
- 5.1 proposes management strategies to enable the satisfaction of needs and ensure equity
- 5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- 6.1 analyses how the empowerment of women and men influences the way they function within society
- 6.2 formulates strategic plans that preserve rights, promote responsibilities and establish positive roles for society
- 7.1 appreciates differences among individuals, groups and families and values their contribution 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

# English Advanced

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		<b>Common Module: Texts and Human Experience</b>	<b>Module A: Textual Conversations (20%) Craft of Writing (10%)</b>	<b>Module B: Critical Study of Literature (20%) Craft of Writing (10%)</b>	<b>Common Module (5%) Module A (5%) Module B (5%) Craft of Writing (5%)</b>
<b>Nature of Task</b>		Multimodal Presentation with related material	Extended Response and Creative Writing	Extended Response and Reflection	Trial HSC
<b>Timing</b>		<b>T4W9</b>	<b>T1W9</b>	<b>T2W10</b>	<b>T3W5/6</b>
<b>Assessment Component</b>					
Knowledge and understanding of course content	<b>50%</b>	<b>10%</b>	<b>15%</b>	<b>15%</b>	<b>10%</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>	<b>10%</b>	<b>15%</b>	<b>15%</b>	<b>10%</b>
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>
<b>Outcomes Assessed</b>		EA12-1 EA12-2 EA12-3 EA12-5 EA12-6 EA12-7	EA12-1 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8	EA12-1 EA12-2 EA12-3 EA12-4 EA12-8 EA12-9	EA12-1 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8 EA12-9

## Course Outcomes

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

# English Extension 1

Course Components	Syllabus Weightings	AT1	AT2	AT3
<b>Task Title</b>		<b>Common Module: Literary Worlds</b>	<b>Elective: Literary Mindscapes</b>	<b>Common Module and Elective</b>
<b>Nature of Task</b>		Imaginative response and reflection	Critical response with related text	Trial HSC Examination
<b>Timing</b>		<b>T1W2</b>	<b>T2W4</b>	<b>T3W5/6</b>
<b>Assessment Component</b>				
Knowledge and understanding of course content	<b>50%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		EE12-2 EE12-4 EE12-5	EE12-1 EE12-2 EE12-3 EE12-4	EE12-2 EE12-3 EE12-4

## Course Outcomes

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



# English Standard

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Common Module – including related material  Texts and Human Experiences	Language, Identity and Culture  Craft of Writing (10%)	Close Study of Literature  Craft of Writing (10%)	Common Module  Module A  Module B  Craft of Writing (5%)
Nature of Task		Multimodal Presentation with related material	Extended response and reflection	Extended and imaginative responses	Trial HSC
Timing		<b>T4W9</b>	<b>T1W9</b>	<b>T2W10</b>	<b>T3W5/6</b>
<b>Assessment Component</b>					
Knowledge and understanding of course content	<b>50%</b>	<b>10%</b>	<b>15%</b>	<b>15%</b>	<b>10%</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>	<b>10%</b>	<b>15%</b>	<b>15%</b>	<b>10%</b>
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>
<b>Outcomes Assessed</b>		EN12-1, EN12-2, EN12-3, EN12-6, EN12-7	EN12-2, EN12-3, EN12-4, EN12-5, EA12-7, EN12-8, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7

## Course Outcomes

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

# English Studies

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Common Module: Texts and Human Experience	Elective Module A: We Are Australians	Elective Module K: The Big Screen	Common Module, Elective Module A, Elective Module K
Nature of Task		Multimodal Presentation with related material	Research Task	Portfolio of classwork and reflections	Trial HSC
Timing		<b>T4W9</b>	<b>T1W9</b>	<b>T2W10</b>	<b>T3W5/6</b>
Assessment Component					
Knowledge and understanding of course content	<b>50%</b>	<b>10%</b>	<b>15%</b>	<b>15%</b>	<b>10%</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>	<b>10%</b>	<b>15%</b>	<b>15%</b>	<b>10%</b>
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>
<b>Outcomes Assessed</b>		ES12-1, ES12-2, ES12-4, ES12-5, ES12-6, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	ES12-3, ES12-4, ES12-6, ES12-7, ES12-9, ES12-10	ES12-1, ES12-4, ES12-5, ES12-7, ES12-9

## Course Outcomes

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

## Exploring Early Childhood

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		<b>Children's Literature</b>	<b>Health and Safety</b>	<b>Young Children with Special Needs</b>	<b>Trial HSC Exam</b>
<b>Nature of Task</b>		Analysis/ Practical	Promotional Safety Resource	Research	Yearly Examination
<b>Timing</b>		<b>T4W7</b>	<b>T1W8</b>	<b>T2W10</b>	<b>T3W5/6</b>
<b>Assessment Component</b>					
Knowledge and Understanding	<b>50%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>20%</b>
Skills	<b>50%</b>	<b>20%</b>	<b>15%</b>	<b>15%</b>	
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>
<b>Outcomes Assessed</b>		1.2 1.3 1.4 4.1	1.2 1.3 2.4 2.5 6.1	1.1 1.4 1.5 4.2 6.1 6.2	1.3 1.4 1.5 2.1 2.3 6.2

### Course Outcomes

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

# Food Technology

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		<b>The Australian Food Industry</b>	<b>Food Manufacturing</b>	<b>Food Product Development</b>	<b>Nutrition Focus</b>
<b>Nature of Task</b>		Case Study/ Practical	Research/ Practical	Practical and Report	Trial HSC
<b>Timing</b>		<b>T4W8</b>	<b>T1W9</b>	<b>T2W9</b>	<b>T3W5/6</b>
<b>Assessment Component</b>					
Knowledge and Understanding of course content	<b>40%</b>	<b>10%</b>		<b>10%</b>	<b>20%</b>
Knowledge and skills in designing, researching, analysing and evaluating	<b>30%</b>	<b>5%</b>	<b>15%</b>	<b>10%</b>	
Skills in experimenting with and preparing food by applying theoretical concepts	<b>30%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	
Total	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>20%</b>
<b>Outcomes Assessed</b>		H1.2 H1.4 H3.1	H1.1 H4.2	H1.3 H4.1 H5.1	H1.1 H1.2 H1.3 H1.4 H2.1 H4.2

## Course 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

# Geography

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		<b>Ecosystems at Risk</b>	<b>Urban Places</b>	<b>People &amp; Economic Activity</b>	<b>Whole Course Assessment</b>
<b>Nature of Task</b>		Research Case Study and Extended Response	Extended Response	Research Case Study	Trial HSC
<b>Timing</b>		<b>T4W8</b>	<b>T2W4</b>	<b>T3W1</b>	<b>T3W5/6</b>
<b>Assessment Component</b>					
Knowledge and understanding of course content	<b>40%</b>		<b>15%</b>	<b>10%</b>	<b>15%</b>
Geographical tools and skills	<b>20%</b>	<b>10%</b>			<b>10%</b>
Geographical inquiry and research, including fieldwork	<b>20%</b>	<b>10%</b>		<b>10%</b>	
Communication of geographical information, ideas and issues in appropriate forms	<b>20%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		H1 H2 H5 H8 H10	H1 H3 H9 H12 H13	H1 H4 H5 H8 H9 H10	H1 H5 H10 H11 H12 H13

## Course 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

## History Extension

Course Components	Syllabus Weightings	AT1	AT2	AT3
<b>Task Title</b>		<b>History Project Proposal</b>	<b>History Project</b>	<b>All topics</b>
<b>Nature of Task</b>		History Project Proposal	Research Essay	<b>Trial Examination</b>
<b>Timing</b>		<b>T1W3</b>	<b>T2W5</b>	<b>T3W5/6</b>
<b>Assessment Component</b>				
Knowledge and understanding of significant historical ideas and processes	<b>40%</b>	<b>10%</b>	<b>10%</b>	<b>20%</b>
Skills in designing, undertaking and communicating historical inquiry and analysis	<b>60%</b>	<b>20%</b>	<b>30%</b>	<b>10%</b>
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		HE12-1 HE12-2 HE12-3	HE12-1 HE12-2 HE12-3 HE12-4	HE12-1 HE12-3 HE12-3

### Course 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

## Industrial Technologies (All Modules)

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		<b>Major Project Folio Review 1</b>	<b>Major Project Folio Review 2</b>	<b>Major Project Folio Review 3</b>	<b>Trial HSC Examination</b>
<b>Nature of Task</b>		Major Project/ Folio Review 1	Major Project/ Folio Review 2	Major Project/ Folio Review 3	Trial HSC Examination
<b>Timing</b>		<b>T4W10</b>	<b>T1W10</b>	<b>T2W8</b>	<b>T3W5/6</b>
<b>Assessment Component</b>					
A. Industry Study	<b>15%</b>	<b>5%</b>			<b>10%</b>
B. Design Management and Communication	<b>30%</b>	<b>5%</b>	<b>10%</b>	<b>15%</b>	
C. Production	<b>30%</b>		<b>10%</b>	<b>20%</b>	
D. Industry Related Manufacturing Technology	<b>25%</b>		<b>5%</b>		<b>20%</b>
<b>Total</b>	<b>100%</b>	<b>10%</b>	<b>25%</b>	<b>35%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		H1.1 H1.2 H3.1 H3.2 H4.3 H5.1 H5.2 H7.1	H2.1 H3.1 H3.2 H3.3 H4.1 H4.2 H4.3 H5.1 H5.2 H6.2	H2.1 H3.1 H3.2 H3.3 H4.1 H4.2 H4.3 H5.1 H5.2 H6.2	H1.1 H1.2 H1.3 H4.3 H6.1 H7.1 H7.2

### Course Outcomes

- H1.1** investigates industry through the study of businesses in one focus area.
- H1.2** identifies appropriate equipment
- 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 manage
- 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

## Legal Studies

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		Human Rights	Crime	World Order	Whole Course Assessment
<b>Nature of Task</b>		Extended Response	ResearchTask	Essay	Trial HSC
<b>Timing</b>		<b>T4W5</b>	<b>T1W8</b>	<b>T2W8</b>	<b>T3W5/6</b>
<b>Assessment Component</b>					
Knowledge and Understanding	<b>40%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>
Analysis and Evaluations	<b>20%</b>		<b>5%</b>	<b>5%</b>	<b>10%</b>
Research	<b>20%</b>	<b>5%</b>	<b>10%</b>	<b>5%</b>	
Communication	<b>20%</b>	<b>5%</b>		<b>5%</b>	<b>10%</b>
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		H1 H2 H8 H10	H5 H6 H8 H10	H3 H4 H7 H9	H1 H2 H3 H4 H5 H6 H7 H9

### Course 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



# Mathematics Advanced

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		<b>Research/ Modelling Task</b>	<b>Class Test (Supplied Questions)</b>	<b>Class Test (Summary Sheet)</b>	<b>Trial HSC</b>
<b>Nature of Task</b>		Research/ Modelling Task	Class Test (Supplied Questions)	Class Test (Summary Sheet)	Trial HSC
<b>Timing</b>		<b>T4W9</b>	<b>T1W10</b>	<b>T2W9</b>	<b>T3W5/6</b>
Calculus I & II - <b>C2.1, C2.2, C3.1</b>		✓	✓		✓
Calculus II - <b>C3.2, C4.1, C4.2</b>			✓		✓
Graphing Techniques - <b>F2</b>			✓		✓
Trigonometric Functions - <b>T3</b>			✓	✓	✓
Statistics - <b>S2.1, S2.2, S3.1, S3.2</b>				✓	✓
Financial Mathematics <b>M1.1, M1.2, M1.3, M1.4</b>					✓
<b>Assessment Component</b>					
Understanding, Fluency and Communicating	<b>50%</b>	<b>15%</b>	<b>15%</b>	<b>5%</b>	<b>15%</b>
Problem Solving, Reasoning and Justification	<b>50%</b>	<b>15%</b>	<b>10%</b>	<b>10%</b>	<b>15%</b>
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>25%</b>	<b>15%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		MA12-3 MA12-6 MA12-7 MA12-9 MA12-10	MA12-1 MA12-3 MA12-5 MA12-6 MA12-8 MA12-9 MA12-10	MA12-1 MA12-3 MA12-6 MA12-7 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10

## Course 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 measures
- MA12-9** chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
- MA12-10** constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

# Mathematics Extension 1

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		Assignment	Class Test (Supplied Questions)	Class Test	Trial HSC
<b>Nature of Task</b>		Assignment	Class Test (Supplied Questions)	Class Test	Trial HSC
<b>Timing</b>		<b>T1W3</b>	<b>T1W10</b>	<b>T2W10</b>	<b>T3W5/6</b>
Proof <b>P1</b>		✓	✓		✓
Vectors <b>V1.1, V1.2</b>		✓	✓		✓
Vectors II <b>V1.3</b>			✓		
Calculus <b>C2</b>			✓		✓
Trigonometric Functions <b>T3</b>				✓	✓
Calculus <b>C3</b>				✓	✓
Statistical Analysis <b>S1.1, S.2</b>					✓
<b>Assessment Component</b>					
Understanding, Fluency and Communicating	<b>50%</b>	<b>10%</b>	<b>15%</b>	<b>10%</b>	<b>15%</b>
Problem Solving, Reasoning and Justification	<b>50%</b>	<b>10%</b>	<b>10%</b>	<b>15%</b>	<b>15%</b>
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		ME12-5 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-6 ME12-7	ME12-1 ME12-4 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7

## Course Outcomes

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

## Mathematics Extension 2

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		<b>Portfolio of Learning</b>	<b>Class Test (Supplied Questions)</b>	<b>Research/Modelling Task</b>	<b>Trial HSC</b>
<b>Nature of Task</b>		Portfolio of Learning	Class Test (Supplied Questions)	Research/Modelling Task	Trial HSC
<b>Timing</b>		<b>T4W10</b>	<b>T1W9</b>	<b>T2W8</b>	<b>T3W5/6</b>
Complex Numbers <b>N1.1, N1.2, N1.3</b>		✓	✓		✓
Complex Numbers II <b>N2.1, N2.2</b>		✓	✓		✓
Vectors <b>V1.1, V1.2, V1.3</b>			✓		✓
Proof <b>P1, P2</b>				✓	✓
Calculus <b>C1</b>				✓	✓
Mechanics <b>M1.1, M1.2, M1.3</b>					✓
Mechanics II <b>M1.4</b>					✓
<b>Assessment Component</b>					
Understanding, Fluency and Communicating	<b>50%</b>	<b>5%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>
Problem Solving, Reasoning and Justification	<b>50%</b>	<b>10%</b>	<b>10%</b>	<b>15%</b>	<b>15%</b>
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>25%</b>	<b>30%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		MEX12-1 MEX12-2 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-4 MEX12-7 MEX12-8	MEX12-3 MEX12-6 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-6 MEX12-7 MEX12-8

### Course Outcomes

- MEX12-1** understands and uses different representations of numbers and functions to model, prove results and find solutions to problems
- MEX12-2** chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
- MEX12-3** uses vectors to model and solve problems in two and three dimensions
- MEX12-4** uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
- MEX12-5** applies techniques of integration to structured and unstructured problems
- MEX12-6** uses mechanics to model and solve practical problems
- MEX12-7** applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
- MEX12-8** communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

# Mathematics Standard 1

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		Assignment	Class Test	Assignment	Trial HSC Exam
<b>Nature of Task</b>		Assignment	Class Test	Assignment	Trial HSC Exam
<b>Timing</b>		<b>T4W9</b>	<b>T1W10</b>	<b>T2W9</b>	<b>T3W5/6</b>
Budgeting and Household Finance - <b>F1.3</b>		✓			
Investment - <b>F2</b>		✓			✓
Scaled Drawings - <b>M5</b>			✓		✓
Depreciation and Loans - <b>F3</b>			✓		✓
Right Angled Triangles - <b>M3</b>			✓		✓
Simultaneous Linear Equations - <b>A3.1</b>			✓		✓
Statistical Investigation Process - <b>S3.1</b>				✓	✓
Bivariate Data Analysis - <b>S3.2</b>				✓	✓
Networks and Parks - <b>N1</b>				✓	✓
Rates - <b>M4</b>					✓
Graphs of Practical Situations - <b>A3.2</b>					✓
<b>Assessment Component</b>					
Understanding, Fluency and Communicating	<b>50%</b>	<b>10%</b>	<b>10%</b>	<b>15%</b>	<b>15%</b>
Problem Solving, Reasoning and Justification	<b>50%</b>	<b>10%</b>	<b>5%</b>	<b>20%</b>	<b>15%</b>
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>15%</b>	<b>35%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-7 MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-9 MS1-12-10

## Course Outcomes

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

# Mathematics Standard 2

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		<b>Research/ Modelling Task</b>	<b>Class Test (Supplied Questions)</b>	<b>Class Test (Open Book)</b>	<b>Trial HSC</b>
<b>Nature of Task</b>		Research/ Modelling Task	Class Test (Supplied Questions)	Class Test (Open Book)	Trial HSC
<b>Timing</b>		<b>T4W9</b>	<b>T1W10</b>	<b>T2W9</b>	<b>T3W5/6</b>
Investment, Depreciation and Loans – <b>F4.1, F4.2</b>		✓			✓
Annuities - <b>F5</b>		✓	✓		✓
Bivariate Data Analysis - <b>S4</b>			✓		✓
Non Right Angled Trigonometry - <b>M6</b>			✓		✓
Simultaneous Linear Equations - <b>A4.1</b>			✓		✓
Rates and Ratios - <b>M7</b>				✓	✓
Introduction to Networks - <b>N2.1, N2.2</b>				✓	✓
Non-Linear Relationships - <b>A4.2</b>				✓	✓
Normal Distribution - <b>S5</b>					✓
Critical Path Analysis - <b>N3</b>					✓
<b>Assessment Component</b>					
Understanding, Fluency and Communicating	<b>50%</b>	<b>15%</b>	<b>15%</b>	<b>5%</b>	<b>15%</b>
Problem Solving, Reasoning and Justification	<b>50%</b>	<b>15%</b>	<b>10%</b>	<b>10%</b>	<b>15%</b>
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>25%</b>	<b>15%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		MS2-12-1 MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-9 MS2-12-10

## Course Outcomes

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

# Modern History

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Core Study – Power and Authority in the Modern World	National Study	Peace and Conflict	Whole Course Assessment
Nature of Task		Source Analysis	Historical Analysis Essay	Essay	Trial HSC
Timing		T4W8	T1W9	T2W9	T3W5/6
Assessment Component					
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Historical inquiry and research	20%	5%	5%	5%	5%
Source-based skills	20%	10%	5%		5%
Communication of historical understanding	20%		10%	5%	5%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>
Outcomes Assessed		MH12-1 MH12-4 MH12-6 MH12-7	MH12-2 MH12-3 MH12-8 MH12-9	MH12-2 MH12-5 MH12-7 MH12-9	MH12-3 MH12-4 MH12-5 MH12-6

## Course 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

# Music

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		<b>Music for Small Ensembles</b>	<b>An Instrument and its Repertoire</b>	<b>Elective Topic Study</b>	<b>HSC Program</b>
<b>Nature of Task</b>		Composition	Presentation of Viva Voce and Aural Paper	Aural Paper and Elective 1*	Core Performance, Elective 2* and Elective 3*
<b>Timing</b>		<b>T4W10</b>	<b>T1W8</b>	<b>T2W8</b>	<b>T3W5/6</b>
<b>Assessment Component</b>					
Performance Core	<b>10%</b>				<b>10%</b>
Composition Core	<b>10%</b>	<b>10%</b>			
Musicology Core	<b>10%</b>		<b>10%</b>		
Aural Core	<b>25%</b>		<b>10%</b>	<b>15%</b>	
Elective 1	<b>15%</b>			<b>15%</b>	
Elective 2	<b>15%</b>				<b>15%</b>
Elective 3	<b>15%</b>				<b>15%</b>
<b>Total</b>	<b>100%</b>	<b>10%</b>	<b>20%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		H3, H8	H2,H4,H6	H4,H1-9*	H1, H1-9*
Elective 1, 2 and 3 are a choice of either Performance and/or Composition Portfolio and/or Musicology Outline and Viva Voce.* Teachers will select appropriate outcomes based on Elective options selected by each student.*					

## Course Outcomes

Objective: to develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.

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

- H1** performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2** reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3** improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4** articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

### **Objective: to develop the skills to evaluate music critically.**

- 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

### **Objective: to develop the understanding of the impact of technology on music.**

- 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

### **Objective: to develop personal values about 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

# PDHPE

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Option: Sports Medicine	Core 1 Health Priorities in Australia	Core 2 Factors Affecting Performance	Cores, 1 and 2; Options: Sports Medicine, Improving Performance
Nature of Task		Research Analysis and Presentation	Research and Report	Investigation of Energy Systems Portfolio	Trial HSC
Timing		<b>T4W10</b>	<b>T1W8</b>	<b>T2W8</b>	<b>T3W5/6</b>
Assessment Component					
Knowledge and understanding of course content	<b>40%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>
Skills in critical thinking, research, analysing and communicating	<b>60%</b>	<b>10%</b>	<b>15%</b>	<b>15%</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>
Outcomes Assessed		H8 H13 H16 H17	H1 H4 H5 H14 H15 H16	H7 H8 H9 H10 H16 H17	H1, H2 H3, H4 H5, H7 H8, H9 H11, H13 H14, H15 H17

## Course 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, governments re health priorities
- H6** demonstrates a range of personal health skills that enables them to promote and maintain health (Option1)
- H7** explains the relationship between physiology and movement potential
- H8** explains how a variety of training approaches and other interventions enhance performance and safety
- H9** explains how movement skill is acquired and appraised
- H10** designs and implements training plans in response to individual performance needs
- 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 PA and sport (Option2)
- H13** selects and applies strategies for the management of injuries and the promotion of safety in sport/PA (Option3)
- 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 strategies - better health for all
- H16** devises methods of gathering, interpreting and communicating information about H and PA concepts
- H17** selects appropriate options and formulates strategies based on a critical analysis of the factors that affect Performance and safe participation



# Physics

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		<b>Depth Study</b>	<b>Light</b>	<b>Module 8 Test</b>	<b>Trial HSC Examination</b>
<b>Nature of Task</b>		Model and presentation	Poster and portfolio	Topic test	Written exam
<b>Timing</b>		<b>T1W3</b>	<b>T2W3</b>	<b>T3W2</b>	<b>T3W5/6</b>
<b>Assessment Component</b>					
<b>Skills in Working Scientifically:</b> <ul style="list-style-type: none"> <li>Questioning and Predicting</li> <li>Planning Investigations</li> <li>Conducting Investigations</li> <li>Processing Data and Information</li> <li>Analysing Data and Information</li> <li>Problem Solving</li> <li>Communicating</li> </ul>	<b>60%</b>	<b>20%</b>	<b>15%</b>	<b>15%</b>	<b>10%</b>
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>Advanced mechanics and electromagnetism</li> <li>The role of evidence and prediction in the development of theories in physics</li> </ul>	<b>40%</b>	<b>5%</b>	<b>5%</b>	<b>10%</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		PH12-1 PH12-2 PH12-3 PH12-5 PH12-7 PH12-13	PH12-2 PH12-4 PH12-7 PH12-14	PH12-5 PH12-6 PH12-15	PH12-5 PH12-6 PH12-7 PH12-12 PH12-13 PH12-14 PH12-15

## Course Outcomes

- PH12-1** develops and evaluates questions and hypotheses for scientific investigation
- PH12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- PH12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- PH12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH12-5** analyses and evaluates primary and secondary data and information
- PH12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH12-12** describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13** explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14** describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15** explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

## Science Extension

Course Components	Syllabus Weightings	AT1	AT2	AT3
<b>Task Title</b>		<b>Research Proposal</b>	<b>Symposium</b>	<b>Scientific Research Report</b>
<b>Nature of Task</b>		Research proposal	Presentation	Research report
<b>Timing</b>		<b>T1W2</b>	<b>T2W10</b>	<b>T3W3</b>
<b>Assessment Component</b>				
Communicating Scientifically	<b>30%</b>	<b>15%</b>	<b>5%</b>	<b>10%</b>
Gathering, recording, analysing and evaluating data	<b>30%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>
Application of scientific research skills	<b>40%</b>	<b>5%</b>	<b>15%</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>		SE-1 SE-2 SE-3 SE-5 SE-7	SE-1 SE-3 SE-4 SE-5 SE-6 SE-7	SE-1 SE-2 SE-3 SE-4 SE-5 SE-6 SE-7

### Course Outcomes

- SE-1** refines and applies the Working Scientifically processes in relation to scientific research
- SE-2** analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
- SE-3** interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
- SE-4** uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
- SE-5** analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
- SE-6** analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
- SE-7** communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

# Sport Lifestyle Recreation

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		<b>Module 7 Practical: Net Games</b>	<b>Module 12 Theory/ Prac: Resistance Training</b>	<b>Module 15 Practical: Sports Coaching</b>	<b>Module 14 Theory: Sports Administration</b>
<b>Nature of Task</b>		Practical Performance	Training Program	Coaching Session	Research Task
<b>Timing</b>		<b>T4W7</b>	<b>T1W8</b>	<b>T2W6-10</b>	<b>T3W7</b>
<b>Assessment Component</b>					
Knowledge and understanding of course content	<b>50%</b>	<b>5%</b>	<b>10%</b>	<b>10%</b>	<b>25%</b>
Skills in participation, performance and processes of movement potential	<b>50%</b>	<b>15%</b>	<b>10%</b>	<b>20%</b>	<b>5%</b>
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		1.1 3.1 4.4 5.2	1.3 2.2 3.2 3.3	1.1 3.1 4.2 4.5	1.3 1.6 2.4 4.5

## Course Outcomes

- H1.1** applies the rules and conventions that relate to participation in a range of physical activities
- H1.2** explains the relationship between physical activity, fitness and healthy lifestyle
- H1.3** demonstrates ways to enhance safety in physical activity
- H1.5** critically analyses the factors affecting lifestyle balance and their impact on health status
- H1.6** describes administrative procedures that support successful performance outcomes
- H2.1** explains the principles of skill development and training
- H2.2** analyses the fitness requirements of specific activities
- H2.3** selects and participates in physical activities that meet individual needs, interests and abilities
- H2.4** describes how societal influences impact on the nature of sport in Australia
- H2.5** describes the relationship between anatomy, physiology and performance
- H3.1** selects appropriate strategies and tactics for success in a range of movement contexts
- H3.2** designs programs that respond to performance needs
- H3.3** measures and evaluates physical performance capacity
- H3.4** composes, performs and appraises movement
- H3.5** analyses personal health practices
- H4.1** plans strategies to achieve performance goal
- H4.2** demonstrates leadership skills and a capacity to work cooperatively in movement context
- H4.3** makes strategic plans to overcome the barriers to personal and community health
- H4.4** demonstrates competence and confidence in movement contexts
- H4.5** recognises the skills and abilities required to adopt roles that support health, safety and physical activity

# Textiles & Design

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		<b>MTP Designing and Planning</b>	<b>Current Issues in the ATCFAI</b>	<b>MTP Project</b>	<b>Trial HSC</b>
<b>Nature of Task</b>		Practical	Research Task	Development and management report Project 2	Examination
<b>Timing</b>		<b>T4W10</b>	<b>T1W7</b>	<b>T2W7</b>	<b>T3W5/6</b>
<b>Assessment Component</b>					
Knowledge and understanding of the course content	<b>50%</b>		<b>20%</b>		<b>30%</b>
Skills and knowledge in the design, manufacture and management of a major textiles project	<b>50%</b>	<b>20%</b>		<b>30%</b>	
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		H2.1 H2.3 H4.2	H5.1 H5.2	H1.1 H1.2 H2.2 H3.1 H3.2 H4.2	H1.3 H3.1, H3.2 H4.1 H5.2 H6.1

## Course Outcomes

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

## Visual Arts

Course Components	Syllabus Weightings	AT1	AT2	AT3	AT4
<b>Task Title</b>		<b>Concept</b>	<b>Representation</b>	<b>Practice</b>	<b>Resolution</b>
<b>Nature of Task</b>		Research and Panel Review	Essays and Panel Review	Practice Paper and External Panel Review	BOW Studio Time and Trial HSC
<b>Timing</b>		<b>T4W7</b>	<b>T1W8</b>	<b>T2W7</b>	<b>T3W5/6</b>
<b>Assessment Component</b>					
Historical/Critical Practice	<b>50%</b>	<b>10%</b>	<b>15%</b>	<b>10%</b>	<b>15%</b>
Artmaking Practice	<b>50%</b>	<b>10%</b>	<b>15%</b>	<b>10%</b>	<b>15%</b>
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>
<b>Outcomes Assessed</b>		H5, H10	H4, H8	H1, H7 H8, H9	H5, H6, H7, H8, H9, H10

### Course Outcomes

Content	Artmaking Outcomes	
<b>Practice</b>	<b>H1</b>	initiates and organizes artmaking practice that is sustained, reflective and adapted to suit particular conditions
<b>Conceptual Framework</b>	<b>H2</b>	applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
<b>Frames</b>	<b>H3</b>	demonstrates an understanding of the frames when working independently in the making of art
<b>Representation</b>	<b>H4</b>	selects and develops subject matter and forms in particular ways as representations in art-making
<b>Conceptual Strength and Meaning</b>	<b>H5</b>	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
<b>Resolution</b>	<b>H6</b>	demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

Content	Art Criticism and Art History Outcomes	
<b>Practice</b>	<b>H7</b>	applies their understanding of practice in art criticism and art history
<b>Conceptual Framework</b>	<b>H8</b>	applies their understanding of the relationships among the artist, artwork, world and audience
<b>Frames</b>	<b>H9</b>	demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
<b>Representation</b>	<b>H10</b>	constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

School Name: Mount View High School

Assessment Schedule Year 12 – 2024

Assessment Tasks for <b>SIT20322 Certificate II in Hospitality</b> Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2	Task 3	Task 4	Work Placement	Trial Exam**
		Week 10	Week 10	Week 10	Week 3-4	Week 5/6
		Term 4	Term 1	Term 3	Term 2	Term 3
		Date: 19 <sup>th</sup> Dec 2023	Date: 12 <sup>th</sup> April 2024	Date: 27 <sup>th</sup> Sept 2024	Date: TBC	Date: TBC
Code	Unit of Competency					
SITHIND006	Source and use information on the hospitality industry	x				
SITHFAB024	Prepare and serve non-alcoholic beverages		x			
SITHFAB025	Prepare and serve espresso coffee		x			
SITHFAB027	Serve food and beverages		x			
BSBTWK201	Work effectively with others			x		
SITHIND007	Use hospitality skills effectively			x		

Depending on the achievement of units of competency, the possible qualification outcome is **SIT20322 Certificate II in Hospitality**  
**The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**  
 \* Selected units only to be confirmed by your teacher.

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

**Student Competency Assessment Schedule**  
**VET Manufacturing & Engineering**  
**MEM10119 Certificate I in Engineering &**  
**SoA towards MEM20413 Certificate II in Engineering Pathways**

*HSC course*

Assessment events for SoA towards MEM20413 Certificate II in Engineering Pathways			Task 4	Task 5	Task 6	Work placement*
			Week 10 Term 4	Week 10 Term 1	Week 10 Term 2	TBA
Task	Code	Unit of competency				
<b>Task 4</b> Can we build it?	MEMPE006A	Undertake a basic engineering project	X			
	MEMPE001A	Use engineering workshop machines				
<b>Task 5</b> Sparks and noise	MEMPE002A	Use electric welding machines		X		
	MEMPE004A	Use fabrication equipment				
<b>Task 6</b> My pathway	MEMPE005A	Develop a career plan for the engineering and manufacturing industry			X	

**\* Students must complete 35 hours of work placement during the course in 2023.**

Depending on the achievement of units of competency, the possible qualification outcome is a **MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

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

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

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

## Student Competency Assessment Schedule

### VET Agriculture, Horticulture and Conservation and Land Management

### AHC20116 Certificate II in Agriculture

*HSC course*

Assessment events for AHC20116 Certificate II in Agriculture			Task 8	Task 5	Task 7	Task 9	Work placement 2*	HSC trial exams**
			Week 10 Term 1	Week 10 Term 1	Week 10 Term 2	Week 7 Term 3	Week 3,4 Term 2	Week 5,6 Term 3
Task	Code	Unit of competency						
8	AHCLSK209	Monitor water supplies	X				X	X
	AHCLSK211	Provide feed for livestock						
5	AHCLSK202	Care for health and welfare of livestock		X			X	X
	AHCLSK204	Carry out regular livestock observation						
	AHCLSK205	Handle livestock using basic techniques						
	AHCLSK206	Identify and mark livestock						
7	AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity			X		X	X
	AHCMOM202	Operate tractors						
	AHCMOM304	Operate machinery and equipment						
9	AHCINF201	Carry out basic electric fencing operations				X	X	X
	AHCINF202	Install, maintain and repair farm fencing						

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

Depending on the achievement of units of competency, the possible qualification outcome is a **AHC20116 Certificate II in Agriculture** or a **Statement of Attainment towards a AHC20116 Certificate II in Agriculture**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

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

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Student Competency Assessment Schedule

VET Retail Services

SIR30216 Certificate III in Retail

HSC course

Assessment events for SIR30216 Certificate III in Retail			Task 4	Task 5	Task 6	Half-yearly exam**	Work placement 2*	Trial exam**
			Week 2 Term 1	Week 11 Term 1	Week 10 Term 2	TBA	TBA	Term 3
Cluster	Code	Unit of competency						
Task 4 Window of opportunity	SIRXPDK001	Advise on products and services	X					X
	SIRRINV001	Receive and handle retail stock						
	SIRRMER001	Produce visual merchandise displays						
Task 5 I see sales people	SIRXSLS001	Sell to the retail customer		X				X
	SIRXRSK001	Identify and respond to security risks						
Task 6 Commission impossible	SIRXSLS002	Follow point-of-sale procedures			X			X
	SIRRRTF001	Balance and secure POS terminal						

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

Depending on the achievement of units of competency, the possible qualification outcome is a **SIR30216 Certificate III in Retail & Statement of Attainment towards SIR30216 Certificate III in Retail**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

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

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

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

## Appendices

***1. Common Assessment Questions***

***2. Useful internet links***

***3. Requirements of the Education Act 1990 in relation to the NSW Higher School Certificate***

***4. Pattern of study requirements checklist for the Higher School Certificate***

***5. Sample Mount View High School Student Appeal Form***

## ***Common Assessment Questions***

### **What are the Acceptable Reasons for Non-Attendance or Late Submission of Assessment Tasks?**

The only satisfactory reasons for non-attendance or late submission of assessment tasks are:

- Illness on the day the task is sat/submitted, evidenced by a medical certificate from someone other than a family member
- Leave granted by the Principal well before the date of the assessment task
- Misadventure (accidents or extreme non-medical problems that can be documented, major transport delays that can be verified)

### **What are examples of Unacceptable Reasons for Non-Attendance or Late Submission of Assessment Tasks?**

The following are **NOT** acceptable reasons for non-attendance or late submission of assessment tasks:

- Any type of computer/printer malfunction (be sure your work is backed up on disk or emailed to school every time you leave the computer, regardless of whether it is finished or not)
- Illness without a medical certificate presented
- Illness with a medical certificate provided by a member of the family
- Lateness due to sleeping in
- Early holidays
- Loss of task
- Students must attend school for the full day on the day that an assessment task is due (If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a medical certificate or they will be deemed to have handed in the task late)
- Students who are at school but who are not in attendance at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice

### **What to do if you are not at school on the day a task is to be sat or submitted?**

Students absent from an assessment task due to illness must:

- Obtain a medical certificate (from someone other than a member of the family) that clearly states that the student has been affected by illness with specific dates mentioned and a brief description of the condition
- Submit the medical certificate to the Deputy Principal before the conclusion of the second day of return to school and keep a copy for the student's own records
- Submit the assessment task on the first day of return to School
- Sit for the replacement task provided by the relevant Faculty, as directed

## Useful internet links

NESA Homepage -	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/home">http://educationstandards.nsw.edu.au/wps/portal/nesa/home</a>
Past HSC Examinations -	<a href="http://www.boardofstudies.nsw.edu.au/hsc_exams/">http://www.boardofstudies.nsw.edu.au/hsc_exams/</a>
HSC Syllabus documents -	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z</a>
HSC examination advice and resources -	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/exam-advice-resources">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/exam-advice-resources</a>
Vocational Education and Training (VET)	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet</a>
NESA Parents Page -	<a href="http://www.boardofstudies.nsw.edu.au/parents/">http://www.boardofstudies.nsw.edu.au/parents/</a>
Dates and Events -	<a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables</a>
Assessment Resource Centre -	<a href="https://ace.nesa.nsw.edu.au/">https://ace.nesa.nsw.edu.au/</a>
Standards Packages -	<a href="http://arc.boardofstudies.nsw.edu.au/go/hsc/std-packs/">http://arc.boardofstudies.nsw.edu.au/go/hsc/std-packs/</a>
HSC on-line multiple choice questions -	<a href="http://arc.boardofstudies.nsw.edu.au/go/hsc/mcq/">http://arc.boardofstudies.nsw.edu.au/go/hsc/mcq/</a>
University Admission Centre -	<a href="http://www.uac.edu.au/">http://www.uac.edu.au/</a>
TAFE New South Wales -	<a href="http://www.tafensw.edu.au/">http://www.tafensw.edu.au/</a>
Your Tutor	<a href="https://yourtutor.com.au/connect/clients/cessnock-city-library/authenticate">https://yourtutor.com.au/connect/clients/cessnock-city-library/authenticate</a>

“Your Tutor” is a resource provided by Cessnock City Library. Students need to sign in with a library card number. Online, on-demand study help is available for library members that cover students in Years 3 through to Year 12. Students can upload a writing draft 24/7 to receive expert feedback in less than 24 hours. This service is included in the library membership.

**REQUIREMENTS OF THE *EDUCATION ACT 1990*  
IN RELATION TO THE NSW HIGHER SCHOOL CERTIFICATE**

**Higher School Certificate – section 95**

- (1) Higher School Certificates are to be granted by the Authority to students:
  - (a) who have been granted a Record of School Achievement or who have attained such other qualifications as the Authority considers satisfactory, and
  - (b) who:
    - (i) have attended a government school, or
    - (ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or
    - (iii) have attended a school outside New South Wales recognised by the Authority or a TAFE establishment, and
  - (c) who have participated, to the Authority's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and
  - (d) who have been accepted by the Authority as having satisfactorily completed those courses of study, and
  - (e) who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment, and
  - (f) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority.
- (2) The requisite examination or other assessment must include a public examination conducted on a State-wide basis.
- (3) The Authority may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of the Authority, be justified.

**Curriculum for Higher School Certificate candidates – section 12**

The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

- (a) courses of study of a general description determined by the Minister on the recommendation of the Authority are to be provided for each student in each Year,
- (b) those courses of study are to include a course of study in English,
- (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Authority,
- (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Authority and approved by the Minister.

These requirements [can be found here](#) and are articulated in Attachment 2.

**PATTERN OF STUDY REQUIREMENTS CHECKLIST  
FOR THE HIGHER SCHOOL CERTIFICATE**

✓	<b>Do students who will complete the Higher School Certificate meet the following pattern of study requirements?</b>
	At least 12 units of Preliminary courses and 10 units of HSC courses. [Ref: <a href="#">Assessment Certification Examination (ACE), ACE 8005</a> ]
	At least 2 units of a Board Developed Course in English (or 2 units of the Content Endorsed Course <i>English Studies</i> ) at both Preliminary and HSC level.
	At least 4 subjects – at both Preliminary and HSC level.
	At least 6 units of Board Developed Courses – at both Preliminary and HSC level.
	At least 3 courses of 2 unit value or greater (Board Developed and/or Board Endorsed Courses) – at both Preliminary and HSC level.
	A maximum of 6 Preliminary units and 6 HSC units from courses in Science. [Ref: <a href="#">ACE 8006</a> ]
	In the Preliminary study pattern, Senior Science has not been studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. In the HSC study pattern, Senior Science can be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. Students undertaking Senior Science in the HSC study pattern must have satisfactorily completed the Preliminary course in at least one Science course. [Ref: <a href="#">ACE 8006, 8011</a> ] General Mathematics can be studied with no other Mathematics Course. [Ref: <a href="#">ACE 8011</a> ]
	Met eligibility requirements for the English (ESL) course. [Ref: <a href="#">ACE 8007</a> ]
	Met eligibility requirements for Continuers courses in languages where there are Heritage and Background Speakers courses; for Beginners courses in languages and for Heritage courses in languages. Relevant documentation has been completed and retained at the school. [Ref: <a href="#">ACE 8002</a> ]
	All students undertaking Preliminary or HSC courses in 2017 are required to complete the <i>HSC: All My Own Work</i> program (or equivalent) prior to the school's submission of students' 2016 Preliminary and HSC course entries. This includes students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses. <b>Exception:</b> Completion of the <i>HSC: All My Own Work</i> program (or equivalent) is optional for students undertaking <b>only</b> Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the <i>HSC: All My Own Work</i> program for students with special education needs as necessary.
	Board Endorsed Courses have current endorsement.
	Students are not enrolled in any Board Developed Course, Content Endorsed Course, TAFE delivered VET HSC Course or Board Endorsed Course combinations which are subject to Board exclusions [For exclusions please see <a href="#">ACE 7001, 8010, 8011, 8012 8018</a> PLUS also check your school BEC decision letters or check for BEC decisions via <i>Schools Online</i> .] VET course exclusions are available on the NESA website under <a href="#">Vocational Education</a> .
<b>REMINDERS</b>	
	Students seeking an Australian Tertiary Admission Rank (ATAR) in 2017 must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by the Board, including (a) at least 2 units of English, and (b) at least 8 units of Category A courses (only two units of Category B Courses can contribute to an ATAR). Courses completed must include at least three Board Developed Courses of 2 units or greater and at least four subjects. The list of Category A courses is published on the <a href="#">UAC website</a> . <b>NB: Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, the Content Endorsed Course, <i>English Studies</i>, and the new non-examinable Mathematics General 1 course do not satisfy requirements for the ATAR.</b>
	Schools should note that additional departmental curriculum requirements (e.g. sport, religious education, 25 hours of PD/H/PE etc) or conditions of enrolment at individual schools are not requirements for NESA HSC Certificate credentialing.
	Schools will need to ensure that NESA requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the <a href="#">ACE website: Satisfactory completion, Pathways</a> and <a href="#">Credit transfer and Recognition of Prior Learning</a> for details].
	Students with disability can meet the requirements for the award of the Higher School Certificate by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student's transition from school to adult life [please refer to the <a href="#">ACE website: Studying HSC Life Skills courses</a> ].
	Consideration must be given to the need for reasonable adjustments for students with disability to enable equitable participation in the full range of education activities. Actively identifying and responding to the learning and support needs of students is an ongoing school process and should not be reliant on parents or students requesting support. Information about HSC <a href="#">Disability provisions</a> including the application process is available on the NESA website.
	Schools are responsible for overseeing the delivery of VET courses by external providers.



MOUNT VIEW HIGH SCHOOL

YEAR 10, 11 OR 12 STUDENT APPEAL FORM

Name: \_\_\_\_\_ Year: \_\_\_\_\_

Name of course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Name of the Assessment Task: \_\_\_\_\_ Date of Assessment Task: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Reason for appeal:

1. You must state sufficient details to support your case to be considered for extension or time or being given a substitute assessment task.
2. "Technology" breakdown (e.g. computer or printer problems) will NOT be accepted as part of an appeal. (Students are advised to save as they develop their task and hand in a USB drive, disk or draft of the assessment until the final copy can be handed in).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Medical Certificate from Doctor (name): \_\_\_\_\_

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent: \_\_\_\_\_ Date: \_\_\_\_\_

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Class Teacher's comment (Please look at performance over course to date)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of HT: \_\_\_\_\_ Date: \_\_\_\_\_

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

Signature of Appeals Panel Leader: \_\_\_\_\_ Date: \_\_\_\_\_

*(Please inform the Head Teacher and ask him/her to inform the class teacher and the student)*