

# Tenterfield

## High School



## HSC Assessment 2020



RESPECT, RESPONSIBILITY, DO YOUR BEST

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This booklet outlines the assessment schedule for the cohort of students at Tenterfield High School undertaking the Higher School Certificate Year 12 in 2020. Dates included are correct at the time of printing, but unforeseen circumstances may result in some changes over the year.

## **What is Assessment?**

Assessment is the process of identifying, gathering and interpreting information about a student's learning. The key purposes of assessment in the Year 11 Course (Stage 6) are to provide information on student achievement and progress in each course in relation to the syllabus standards and to report on the standard of performance attained at the end of the course. The feedback given to students and parents is a valuable source of information on the effectiveness of student work practices and the appropriateness of course selections.

## **School Assessment Tasks**

At the end of the Higher School Certificate program, schools will provide the NSW Education Standards Authority (NESA) with a mark for each of the courses studied by each student. These marks will be formed from the performances in the school assessment tasks within each course. The marks will reflect the rank order of students within each course at Tenterfield High School. The assessment tasks will be designed to assess components of the syllabus with the required weightings. Guidance will be provided to students in the form of a list of outcomes to be assessed and general marking guidelines if appropriate. At each stage in the formal assessment program, tasks should be prepared thoroughly to reflect a student's best effort at the time. This is an important aspect of the assessment program since, in the event of an illness or misadventure at the time of the Higher School Certificate Examinations; the school assessment may represent 100% of the final result.

## **The Year 11 Course Assessment**

The Year 11 assessment tasks will not be used in determining the Higher School Certificate final assessments, however, they will be used to ascertain whether the Year 11 courses have been satisfactorily completed. Vocational Education and Training courses will have competencies completed in Year 11 that contribute to the final results.

## **Eligibility for the Higher School Certificate Qualification**

To be eligible for the Higher School Certificate students must complete a prescribed pattern of study that includes:

- 8 units of Category A courses
- 6 units from NSW Education Standards Authority Developed Courses
- 2 units of English
- 3 courses of 2 units or greater
- At least 4 different subjects
- At most, six units of courses in Science can count towards Higher School Certificate eligibility

## Eligibility for an Australian Tertiary Admission Rank

To be eligible to receive an Australian Tertiary Admission Rank (ATAR) students must complete a pattern of study which includes:

- 8 units of Category A courses
- 2 units of English
- 3 courses of 2 units or more
- At least 4 different subjects.

The internal school assessments and the external Higher School Certificate examination will carry an equal weighting in the final Higher School Certificate result. The School Assessment mark and the Higher School Certificate Exam mark will be treated as follows:

- The School Assessment mark will be moderated (adjusted) by the exam performance of the school group
- The Moderated School Assessment mark and the Higher School Certificate Exam mark will be averaged
- The averaged mark will be used to align the student's result to a performance scale
- The average of the assessment mark and examination mark, after alignment to the performance scale, is then reported as the Higher School Certificate mark.

## Types of Assessment Tasks

Assessment programs can include major exams, topic tests, oral and aural activities, fieldwork, projects, experiments, performances, research tasks and in class tasks. Teachers will provide advance notice of upcoming tasks (usually 10 school days) and the nature of the task. Students will be given results for each task. A cumulative rank (position) in each course will be provided at reporting times. The formal assessment program does not take into account student conduct, nor does it attempt to measure objectives from or outcomes from the affective domain, ie values, attitudes and interests.

## Completing the Assessment Tasks

Students must complete assessment tasks worth more than half a course's total assessment marks (>50% weighting). If not, the student will not have satisfactorily completed the course. This means the course cannot be counted towards the 10 units required for the Higher School Certificate.

Assessment tasks provide a measure of the student's actual achievement. NESA does not compensate students for difficulties in performing or completing assessment tasks, even when they are caused by factors outside their control. However, in the latter case, other arrangements may sometimes be made with the Principal's prior approval.

## Assessment Ranks

Subject teachers, periodically and at the end of the course, provide a cumulative assessment rank to students. A cumulative assessment mark will not be given for each subject.

After the last Higher School Certificate Examination, students receive an Order of Merit notification from NESA stating their within-school rank in each subject. If students dispute the validity of this ranking, then there is an appeals procedure. This Order of Merit paper can be obtained when students receive their Testimonials.

At the conclusion of each assessment task, teachers are required to supply both mark and rank for that task. This information is not to be publicised for the knowledge of other students. If there are any queries about a mark or rank for a specific assessment task, such queries must be resolved with the teacher concerned immediately. Disputes on the marks awarded or ranking for a specific assessment task cannot form the basis of an appeal at the end of the Higher School Certificate assessment program.

## Student's Responsibilities

Students are expected to complete the tasks that are part of the assessment program. Tenterfield High School has a process concerning tasks that are not completed. Depending on the circumstances, a zero mark may be awarded, an extension of time granted or an alternative task set. If an assessment task is not going to be completed or handed in at the scheduled time, it is the student's responsibility to ask the teacher for an alternative task or an extension of time. An appeals process is provided if the student believes they have been unfairly treated.

## Computer Use

Throughout the process of drafting, editing and completing assessment tasks on computers, it is essential that students back-up their data and information. It is better to have multiple copies saved than to rely on one location. The use of flash drives or regularly printing out completed work can help avoid the loss of work. As part of the planning process, students are encouraged to maintain an organised file/diary of work completed. If, at the last moment, computer problems prevent the submission of a task by the due date, this material can be used to support an appeal. Failure to submit a task by the due date because of computer problems will result in a zero grade.

## 'N' Determinations

These determinations apply to students who have not satisfactorily completed the mandatory curriculum requirements for particular courses. Reasons for 'N' determinations relate to the available evidence that a student has been applying themselves with due diligence and sustained effort to set tasks and experiences provided by the school. This evidence can include non-completion of more than 50% (>50% weighting) of formal assessments for a course. An 'N' determination in a course can impact on a student's eligibility to receive an Higher School Certificate if the required 10 units of Higher School Certificate subjects are not completed. Appropriate warning letters are sent to students as the 'N' determination process is initiated and, if an 'N' is recorded with NESA, a student has access to a School review and an appeal through NESA. A sample warning letter is provided in this booklet.

## Record of Achievement

NESA awards Records of Achievement to students in their secondary years for both Year 11 and Higher School Certificate Courses completed. The Higher School Certificate record of Achievement is awarded at the same time as the Higher School Certificate results and sets out the pattern of study for Years 11 & 12, along with a statement about satisfactory attendance and application.

## Dishonestly/Malpractice

Proven dishonesty/malpractice may result in a zero mark for an assessment task. Honest and ethical practice is clearly outlined in the modules of work completed in the Higher School Certificate: 'All My Own Work' program. These modules include aspects such as plagiarism, copying another student's work, sharing work with other students, acknowledging sources appropriately, cheating and copyright issues.

Students found to have made any change to the responses or allocated mark will be considered to have engaged in malpractice and will receive a zero mark for the examination paper.

A breach of examination rules includes students who conceal notes on their person taken into an examination room or any electronic devices as specified by NESA such as mobile phones and smart watches of any description. Any student who is suspected of a breach of examination rules or malpractice will be thoroughly investigated by the appropriate invigilator. Serious and deliberate acts of malpractice amount to corrupt conduct, and where appropriate, the school will report matters to NESA for recording on the official Malpractice Register.

## Special Cases

1. Students granted Disability Provision for the Higher School Certificate should, ideally have these provisions in place for all assessments.
2. Accelerant and/or Accumulating students will be considered as members of the same class group for each subject in which they are enrolled. They will undertake identical assessment tasks and be ranked against that class group.
3. Students transferring into Tenterfield High School during the course of a Higher School Certificate assessment cannot have their assessment results from their previous school considered. The rank they acquire on their first assessment task at Tenterfield High School for each subject shall determine a mark consistent with this rank for all tasks preceding it. However, where a student is a late enrolment at Tenterfield High School in Year 12, and the assessment program has only two or fewer tasks remaining, the subject teacher may be required to ask the new student to undertake additional assessment tasks to allow a fair and valid assessment mark to be calculated.



## Situations Which May Arise Regarding Tasks

### 1. Absence On The Day Of Notification Of An Assessment Task

If a student is absent on the day of notification of the task the onus is on the student to find out about the task on their first day back at school.

### 2. Late Arrival On The Day Of An Assessment Task

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

### 3. At-Home Tasks

Unless otherwise stated by the teacher, tasks completed at home will be due at the beginning of the first period of the subject on the day determined. Late work will receive a zero mark unless there is a valid reason.

### 4. Absence On The Day Of A Hand-In Assessment Task

If a student is away from school on the day of a hand-in task, it is their responsibility to arrange for someone to fax, email or deliver their work to the school. This should be accompanied by a completed Explanation of Absence from an Assessment Task form. If the absence is due to a medical condition that prevented them from completing the task, they must fill in the Explanation of Absence from an Assessment Task form and support this with a medical certificate completed by a medical professional. If the student is able to complete the task during their absence, the assessment task is to be submitted on the first day of their return to school, with the form attached to the front of the task, to the relevant subject Head Teacher.

A student who misses an assessment task for medical reasons must only use a Medical Certificate as documentation. This is to be attached to the Explanation of Absence from an Assessment Task form.

If the student is not able to complete the task, due to the nature of their illness, they must submit the Explanation of Absence from an Assessment Task form and appropriate documentation to the subject Head Teacher on their first day back at school and make arrangements in relation to the completion of the task.

### 5. Requesting Leave Of Absence On The Day Of An In-Class Assessment Task

Use Explanation of Absence from an Assessment Task form. Should special circumstances arise where a student is aware in advance they will be absent on the day of an assessment task, they should write to the relevant subject Head Teacher requesting leave of absence, outlining the reason for the absence and attaching supporting evidence. If the reason is accepted, a substitute task and/or an alternate date will be given, whichever is appropriate. Under exceptional circumstances, the Principal may authorise the use of an estimated mark.

## **6. Absence On The Day Of An In-Class Assessment Task Due To Illness Or Other Unforeseen Circumstances**

Use Explanation of Absence from an Assessment Task Form. A student who is absent due to illness or other unforeseen circumstances on the day of an assessment task must complete the Explanation of Absence from an Assessment Task form and submit this to the relevant subject Head Teacher at the beginning of the first day of return to school. In the case of a medical reason, a student must use a Medical Certificate as documentation. This is to be attached to the Explanation of Absence from an Assessment Task form.

On the first day of return to school, students should arrive ready to sit the task. If the reason for the absence is accepted, a substitute task may be given or the Principal may authorise the use of an estimated mark. If a student misses an assessment task without a genuine reason, supported by written evidence, they will be given a Zero mark.

## **7. Illness/Misadventure On The Day Of An Assessment Task**

Use Illness or Misadventure Appeal form. If a student feels well enough to do a task but believes that circumstances occurring immediately prior to the day or on the day of an assessment task may have diminished their performance, they should inform the relevant subject Head Teacher prior to the task. Students may complete an Illness/Misadventure Appeal form and hand it to the Deputy Principal with the appropriate documentation.

For medical reasons a student must use a Medical Certificate as documentation. Illness/Misadventure Forms must be submitted on the day of the assessment task or on the first day of return to school following the assessment task to the subject Head Teacher. No Illness/Misadventure Appeal will be considered after results of the assessment task have been distributed to students.

## **8. Work On Assessment Tasks In Class Time**

Students are not permitted to miss class or use the class time of another subject to complete assessment tasks and/or major works for other courses.

## **9. Suspended Students - Assessments**

If a student is suspended when an assessment task is due you must:

- Not attend school for the duration of your suspension
- Submit school assessment tasks by either email, mail or by delivery to the Front Office
- Miss your in-school assessment task for which you may be given an alternative task
- It is the student's responsibility to arrange to sit the task upon their return to school, if appropriate.



## **10. All Assessment Tasks Must Be Attempted**

Except in exceptional circumstances (eg long-term illness), all assessment tasks must be attempted. More than fifty per cent (>50%) of subject assessment tasks must be completed to be eligible for the Higher School Certificate. If this is not done, the student will be expected to sit tasks (more than 50% of the total assessment tasks) but will receive a zero mark for the task. The only exception to the rule is when a student has notified the school of a long-term illness via the appropriate form found in the assessment booklet or under exceptional circumstances. An Illness/Misadventure form would be lodged in this situation. Late attempts may result in that task not being included in a student's total assessment for that subject, but it will be marked and returned. However, it is expected all students will complete all assessment tasks in each subject as it is important for skill development and feedback.

## **11. Do You Have to Do Non-Assessment Assignments/Tasks?**

One of the conditions of completing a course satisfactorily is that the student must apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school (Education Standards Authority ACE Manual 11.4). Class work, homework and assignment work may also be based on mandatory experiences for the course as described by the Syllabus for that course and as such must be completed satisfactorily.

## **12. Disability Provisions For Assessment Tasks**

If a student is entitled to NESA approved Disability Provisions, it is their responsibility to request these provisions for any in-class tasks prior to the set date of the task. Students must apply for Disability Provisions via the Head Teacher Wellbeing where a form and appropriate medical documentation needs to be provided. The NESA may approve disability provisions for the Higher School Certificate examinations if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:

1. Reading the examination questions, and/or
2. Communicating his or her responses

It is the responsibility of the student to inform their teacher they wish to use their NESA pre-approved Disability Provisions at least one week prior to the scheduled date of the task.

# Vocational Education and Training Assessment Policy

Vocational Education and Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with: Units towards Preliminary and Higher School Certificate qualification competencies which can lead to a Statement of Attainment, Certificate I, II or III which is awarded under the Australian Qualifications Framework (AQF).

Students will be assessed in both areas during each VET Course.

VET courses will be listed on the Higher School Certificate Record of Achievement and the AQF qualification will be assessed by NESA separately.

The rules and structure of Higher School Certificate VET courses vary from the qualification packaging rules. In some cases additional units of competency are required to meet NESA requirements.

## 1. Australian Qualifications Framework Assessment

All Industry Curriculum Framework Courses are assessed under National Competency Standards that have been determined by industry for inclusion in the framework training packages.

Assessment does not compare you against other students. It compares each individual against the 'competence' requirements of the training package. Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor (teacher) that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either competent or not yet competent. Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

At the commencement of the course, you will be given an Assessment Schedule indicating the timing, competencies and methods of assessment. You will have the opportunity to develop skills over time and your assessor (teacher) will usually organise a number of chances for students to demonstrate a competency. You may seek further opportunities to demonstrate competencies during the course.

If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be reassessed. There are a number of competencies that may only be offered once during the course due to their Work Health and Safety requirement, cost, time frame, supervision required or resource availability. Specific information about these competencies will be issued to students when the task is issued.

Some assessment will be ongoing and evidence of competence will be gathered on a continuous basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests, portfolios, role plays and simulations.

## 2. Higher School Certificate

As with all Higher School Certificate courses, NESA procedures apply to all VET Courses. In most vocational courses, you can choose to undertake an optional Higher School Certificate examination in order to count the course towards your Australian Tertiary Admission Rank (ATAR). For students who have undertaken the Higher School Certificate examination, a scaled examination mark will be recorded on the Higher School Certificate. No school based assessment mark will be recorded. No Assessment mark for VET Courses is required by NESA. An estimated examination mark for students entered for the Higher School Certificate written examination must be submitted. This mark will be used only in the case of an illness/misadventure appeal.

## 3. Work placement

Work placement is a mandatory Higher School Certificate requirement for all VET courses. This is a requirement of NESA and if not completed, you may be given an 'N' Award. If you have not completed the work place requirement you will not have the course recognised at NESA for the Units of Credit towards the Higher School Certificate. The minimum hours of work placement may vary, but usually you are required to undertake 35 hours of work placement for every 120 hours of the VET course. The school will provide students with the opportunity to complete two structured work placement in venues that will be determined in consultation with the student. Students must attend the work placement preparation meetings held prior to work placement. Students who fail to attend work placement without a valid reason or do not complete the work placement due to inappropriate or unacceptable behaviour, may receive an 'N' determination and/or disciplinary action according to the school Student Code of Conduct.

Under some circumstances, paid work in an industry related casual or part time job can contribute to your work placement requirements. See your teacher to find out if your current employment is suitable.

## 4. Recognition of Prior Learning

Recognition for Prior Learning (RPL) is the acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module. Students may apply for Recognition of Prior Learning. You will need to produce evidence to enable your teacher to assess your skills to ensure they are at industry standard. Recognition of Prior Learning will only be granted for competencies where you are able to demonstrate achievement of all of the learning outcomes and performance criteria for that unit of competency. You would then be exempted from undertaking the training and assessment for that unit of competency. Students are encouraged to discuss this with their class teacher.

## 5. Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses.

## Appeals Procedure

The Appeals Committee consists of the Deputy Principal, the relevant subject Head Teacher, the classroom teacher, and in some instances, the Year Adviser. If an appeal is granted, the means by which the student is to be awarded a mark is determined. The impact on a student's overall performance in the course will be outlined.

### Examinations, Topic Tests, Practicals

Where a student fails to attend an examination or test/practical assessment, that student will automatically be awarded a zero score for which an appeal may be lodged within 48 hours of the student returning to normal classes. If the absence was due to illness/misadventure, the appeal must be accompanied by full documentation of the nature of the illness/misadventure – including medical evidence.

Reasons such as license tests, interviews, and non-urgent appointments are not considered valid reasons for absence. An emergency situation, that can be sustained by evidence, may be deemed by the Appeals Committee as a valid reason for absence. If the student is representing Tenterfield High School at an approved event, e.g. sports competition, music/drama/public speaking, excursion etc., arrangements may be made with the relevant subject teacher to undertake the task prior to the class group or at the earliest convenient time upon the student's return to classes. Such instances do not require the lodging of an appeal.

If an appeal is upheld on the basis of illness or misadventure, the Appeals Committee make a rule authorising one of the following three options:

1. that the student sit the task at the earliest opportunity
2. that the student undertake a substitute task
3. in exceptional circumstances, e.g. where the completion of a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate, the Appeals Committee may authorise the use of an estimate such that the mark awarded is consistent with the student's current cumulative rank, prior to the completion of that assessment task.

If there is no valid reason for non-completion of an assessment task, the zero mark awarded will stand and be used to assess eligibility for the award.

Should a student attempt an examination, test, practical task etc., and be awarded a zero mark, it is a matter for the teacher's professional judgment whether the attempt is a genuine one, and it will be used to assess eligibility for the award.

## Assignments, Research Topics, Projects

These tasks are designated long-term tasks, and must be submitted on or before the due date or be registered as a non-attempt. Non-attempts attract a zero mark.

Where a student has been unable to complete a long-term assignment by the due date because of a long-term illness/disability, they may lodge an appeal to the Appeals Committee. There is no guarantee that the appeal will be upheld, unless the Committee is certain that the illness/disability has prevented the student from having sufficient time to make a reasonable attempt at the assessment.

It is expected that students given long-term tasks would undertake such tasks over the full term of the assessment and not solely in the days immediately preceding submission. Students are encouraged to seek regular guidance and assistance with the planning of long-term tasks if necessary to ensure an even workload. It is most important to submit work by the due date and time even if incomplete.

Extensions are not given for long-term tasks unless the Appeals Committee upholds an appeal.

Students who are absent on the day of a submission of a long-term task should contact the school concerning their absence and obtain a Doctor's Certificate or other evidence to verify that the absence is a genuine one and not for the purpose of completing the task. Students need to indicate how the work is to be submitted, e.g. through a third party or by email. Whenever a student fails to submit an assessment task and/or receives a zero for an assessment task, an official NESAs 'N' award warning letter will be sent to the parents/carers.

## Procedures for Lodging an Appeal

Students should:

- Obtain a copy of the Appeal Form from the Deputy Principal within 48 hours of the due date for a task or returning to normal classes
- Complete the Appeal Form within 48 hours
- Attach medical and/or other documentation to the Appeal form
- Return the completed form to the Deputy Principal

The Appeals Committee will meet and consider the authenticity of the appeal, supporting information, and the recommendation of the subject teacher. If the appeal is granted, then the means by which the student is to be awarded a mark is determined. The decision of the Appeals Committee will be communicated to students. In the case of an appeal not being granted, the impact on a student's overall performance in a course will be outlined.

## EXPLANATION OF ABSENCE FROM AN ASSESSMENT TASK FORM

(for all course in-class assessment tasks)

### In-Class Assessment Tasks - Take this form to the subject Head Teacher

Note: failure to fully complete this form or provide necessary detail and supporting documentation will result in an application being declined.

Student's name: \_\_\_\_\_

Date: \_\_\_\_\_

Course name: \_\_\_\_\_

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

Date of assessment task: \_\_\_\_\_

Assessment task details – attach a copy of the assessment notification to this form

Explain the reason for absence from the assessment task: (evidence should be attached to this form) \_\_\_\_\_

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Student's signature: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

**Take this form to the subject Head Teacher**

### For Office Use Only

Was this Assessment Task rescheduled? ☐ Yes ☐ No subject Head Teacher Decision:

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Date: \_\_\_\_\_

Date student informed: \_\_\_\_\_



## ILLNESS OR MISADVENTURE FORM

A student who believes that circumstances occurring immediately prior to or on the day of an assessment task and which were beyond their control, leading to a possible diminished result in the task, should complete this form and give it to the subject Head Teacher

In dealing with illness/misadventure there can be no consideration for:

- Difficulties in preparation or general loss of preparation time
- Alleged deficiencies in teaching
- Loss of study time or facilities prior to the formal assessment
- Misreading of the timetable or examination instructions
- Long term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experience further difficulties
- Attendance at a sporting or cultural event
- Matters that could have been avoided by the student.

Please see the subject Head Teacher for further information.

Note: failure to fully complete this form or provide necessary detail and supporting documentation will result in an application being declined.

**Student's name:** \_\_\_\_\_

**Assessment task affected:** \_\_\_\_\_ **Date of assessment task:** \_\_\_\_\_

Attach a copy of the assessment notification for an in-class assessment task

**Describe how the illness or misadventure you have suffered has affected your performance in the assessment task. You must attach independent evidence of the illness or misadventure (Medical Certificate, School Counsellor report etc. (If the space below is not adequate please use the reverse))**

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**Was the task completed?** ☐ Yes ☐ No **If 'Yes' when did you sit it?** \_\_\_\_\_

**Did you notify a teacher that you were submitting an Illness /Misadventure Form immediately prior to, or during the task?** ☐ Yes ☐ No **If 'Yes' then who?** \_\_\_\_\_

**Student's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### For Office Use Only

**Date submitted:** \_\_\_\_\_ **Received by:** \_\_\_\_\_

**Assessment Committee Decision:** \_\_\_\_\_

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**SAMPLE WARNING LETTER**  
**Non-Completion of a Higher School Certificate Course**

Dear [Parent/Carer]

**Re: Official Warning – Non-completion of a Higher School Certificate Course**

I am writing to advise that \_\_\_\_\_ (student name) is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course \_\_\_\_\_ (course name).

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the \_\_\_\_\_ (e.g. 1st, 2nd) official warning we have issued concerning \_\_\_\_\_ (course name).

A minimum of two course-specific warnings must be issued prior to a final 'N' non-completion of course determination being made for a course.

**Course Completion Criteria**

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by the Board; and
- b) applied themselves with diligence and sustained effort to the set tasks and
- c) experiences provided in the course by the school; and
- d) achieved some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at Assessment Tasks that contribute in excess of 50% weighting of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, \_\_\_\_\_ (student name) has not satisfactorily met \_\_\_\_\_% of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for \_\_\_\_\_ (student name) to satisfy Course Completion Criteria, \_\_\_\_\_ (student name) the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with \_\_\_\_\_ (student name) and contact the school if further information or clarification is needed.

Yours sincerely,

Mrs S Rosner  
Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by the Half-yearly examination period.

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*Please detach this section and return to the School*

**Requirements for the satisfactory completion of a Higher School Certificate Course**

- ☐ I have received the letter dated \_\_\_\_\_ indicating that \_\_\_\_\_ (student name) is in danger of not having satisfactorily completed course requirements for \_\_\_\_\_ (course name).
- ☐ I am aware that this course may not appear on her Higher School Certificate Record of Achievement.
- ☐ I am also aware that the 'N' determination may make her ineligible for the award of the Higher School Certificate.

Parent/Carer's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 'N' DETERMINATION PROCEDURE

Each student is issued with, and signs for, an Assessment Booklet containing the Assessment schedules for all subjects on offer for that academic year at the beginning of the HSC, Preliminary or Year 10 RoSA course. A copy is also placed on the school's website. The 'N' award procedure is clearly outlined in that booklet and discussed with students at its distribution. Individual assessment tasks will be distributed by the classroom teacher and a copy placed on the student drive.

**Student** has not met course outcomes, applied himself/herself with diligence to set tasks or has not submitted an assessment task on the due date.

**Classroom Teacher** discusses situation with the student and issues an appeal form where appropriate. Discussion takes place regarding the process of submitting the task to meet requirements. Minutes of the meeting are recorded on the Log Sheet in the HSC Monitoring Folder. Head Teacher is informed.

### NON SUBMISSION OF TASK – FIRST N AWARD IN A SUBJECT

Head Teacher interviews the student, phones home and completes the first 'N' determination warning – notification is submitted to HT for processing and Sentral registration. A revised due date, 10 school days from the date of processing, is given for the task to be completed. The notification letter is mailed home to parent/carer and a copy given to the student.

Classroom Teacher issues two verbal reminders during this time period which are recorded on the Record of Action (log) sheet and on Sentral entry.

Course requirement is completed in the time period. Sentral records are changed to 'completed'. A zero mark is awarded but course outcomes are satisfied. A zero mark letter is generated and sent home.

Student does not submit task. **Classroom Teacher** completes letter of non-compliance to be sent home. Action is recorded on the log sheet. Student returns the slip to acknowledge receipt of the letter.

### NON SUBMISSION OF TASK – SECOND N AWARD (in the same subject) (a previous task has not been submitted, not applied with diligence)

**Head Teacher** interviews student, phones home and completes second 'N' determination warning. Verbal reminders are recorded and non-compliance letter is sent if required. **Deputy Principal** interviews student and parent/carer. Interview is recorded on the log sheet.

**= REPEAT OF PROCESS AS FOR FIRST AWARD**

'N' awards remain unresolved and/or student has missed more than 50% of weighted assessment marks for the course. Student is awarded an 'N' determination.

Student resolves 'N' determinations and/or more than 50% of the weighted assessment marks for the course have been completed.

### Principal's Action

A third 'N' determination letter has been issued or, after 10 days, the student has not complied with the second warning, a referral is made to the Principal. The Principal will arrange a formal meeting with student, parents, DP and HT and determine whether the 'n' determination will stand. A new review date may be set which is 15 days from the time of interview. Failure to meet this deadline will usually result in an 'N' determination for that subject.

Student continues with studies.

Student resolves 'N' determinations and/or more than 50% of the weighted assessment marks for the course have been completed.

Student continues with studies.

Under post compulsory age

Post compulsory age

Repeat the course under a Pathways option.

Expulsion from that course or even the school.

## ASSESSMENT CALENDAR

WK	1	2	3	4	5	6	7	8	9	10	11
TERM 4					Visual Arts		Chemistry	Photography Biology Physics Investigating Science Agriculture	Advanced English Standard English English Studies Information Processes & Technology Computer Applications (1&2)	Community & Family Studies  Ancient History	
TERM 1		Industrial Technology – Metals		PDHPE	Maths: Advanced  Maths: Standard 2  Maths: Standard 1  Visual Arts	SLR	Chemistry  Industrial Technology – Metals	Photography  Physics  SLR  Agriculture  Investigating Science	Advanced English Standard English English Studies  Information Processes & Technology  Computer Applications (1&2)	Community & Family Studies  Biology  Ancient History	Maths: Standard 2  Maths: Standard 1
TERM 2			Maths: Advanced		Chemistry		Visual Arts  Biology	Maths: Standard 2  Maths: Standard 1  PDHPE  Agriculture	Community & Family Studies  Photography  Industrial Technology – Metals  Ancient History  Information Processes & Technology  Computer Applications (1&2)	Advanced English Standard English English Studies Maths: Advanced  SLR	
TERM 3	Physics  Investigating Science	PDHPE	Photography		Trial Exams	Trial Exams					

# Agriculture

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 4 WEEK 8	TERM 1 WEEK 8	TERM 2 WEEK 8	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Research Task	Experimental Design/Practical Investigation	Research Task	Trial HSC Examination
Outcomes to be assessed		H3.1, H3.2, H3.3	H1.1, H2.1, H2.2, H4.1	H3.4, H4.1, H5.1	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1
Module 1 – Plant and Animal Production	35%		25		10
Module 2 – Farm Product Study (Beef)	35%	25			10
Module 3 – Elective	30%			20	10
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

## OUTCOMES

A student:

- H1.1. explains the influence of the physical, biological, social, historical and economic factors on sustainable agriculture.
- H2.1. describes the inputs, processes and interaction of plant production systems.
- H2.2. describes the inputs, processes and interaction 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 product.
- 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 by methods and data presentation and analysis in relation to agricultural problems and situations.
- H5.1. evaluates the impact of innovation, ethics and current issues on Australian agricultural systems.

# Ancient History

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			TERM 4 WEEK 10	TERM 1 WEEK 10	TERM 2 WEEK 9	TERM 3 WEEK 5/6
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Exposition	Source Analysis & Short Answer	Source & Historical Analysis, Multimedia	Trial HSC Examination
Outcomes to be assessed			AH12-1, AH12-3, AH12-4, AH12-5, AH12-9	AH12-3, AH12-4, AH12-5, AH12-7, AH12-8	AH12-1, AH12-2, AH12-6, AH12-7, AH12-10	AH12-2, AH12-5, AH12-6, AH12-9
Historical Periods - Fall Of The Republic		25%	20			5
Personalities in Their Times - Caesar		25%		20		5
Core: Cities of Vesuvius – Pompeii and Herculaneum		25%			20	5
Ancient Societies - Sparta		25%			20	5
<b>Total</b>		<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>	<b>20%</b>
COMPONENT WEIGHTING	Knowledge and Understanding	40%	10	10	15	5
	Source Based Skills	20%			10	10
	Inquiry and Research	20%	5	5	5	5
	Communication	20%	5	5	10	
<b>Total</b>		<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>	<b>20%</b>

## OUTCOMES

A student develops the skills to:

- 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

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 4 WEEK 8	TERM 1 WEEK 10	TERM 2 WEEK 7	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Practical/Research 1	Depth Study	Practical/Research 2	Trial HSC Examination
Outcomes to be assessed		BIO12-4, BIO12-5, BIO12-6, BIO12-12	BIO12-1, BIO12-3, BIO12-6, BIO12-7, BIO12-13	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-14	BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15
Module 5 - Heredity	20%	15			5
Module 6 – Genetic Change	45%		40		5
Module 7 – Infectious Disease	20%			10	10
Module 8 – Non-Infectious Disease & Disorders	15%			5	10
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>40%</b>	<b>15%</b>	<b>30%</b>

## OUTCOMES

A student:

- BIO12-1. develops and evaluates questions and hypotheses for scientific investigation
- BIO12-2. designs and evaluates investigations in order to obtain primary and secondary data 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
- BIO12-8. describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO12-9. explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO12-10. describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO12-11. analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem
- BIO12-12. explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- BIO12-13. explains natural genetic change and the use of genetic technologies to induce genetic change
- BIO12-14. analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
- BIO12-15. explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

# Chemistry

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 4 WEEK 7	TERM 1 WEEK 7	TERM 2 WEEK 5	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Skills Task	Practical Task	Depth Study	Trial HSC Examination
Outcomes to be assessed		CH12-4, CH12-5, CH12-6 CH12-12	CH12-2, CH12-3, CH12-5 CH 12-13	CH12-1, CH12-5, CH12-6, CH12-7, CH12-14	CH12- 1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7 CH12-12, CH12-13, CH12-14, CH12-15,
Module 5 - Equilibrium and Acid Reactions	25%	15			10
Module 6 - Acid/Base Reactions	20%		15		5
Module 7 - Organic Chemistry	45%			40	5
Module 8 - Applying Chemical Ideas	10%				10
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>15%</b>	<b>40%</b>	<b>30%</b>

## OUTCOMES

A student:

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

# Community & Family Studies

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			TERM 4 WEEK 10	TERM 1 WEEK 10	TERM 2 WEEK 9	TERM 3 WEEK 5/6
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Individual Research Project	Pamphlet, Extended Response & Speech	Sample Bag Presentation & Essay	Trial HSC Examination
Outcomes to be assessed			H4.1, H4.2	H2.2, H3.2, H5.1, H6.2	H1.1, H2.1, H2.3, H5.2, H7.2	H3.1, H3.3, H3.4, H6.1, H7.1, H7.3, H7.4,
Core: Resource Methodology		25%	20			5
Core: Groups in Context		30%		25		5
Core: Parenting and Caring		30%			25	5
Elective: Social Impact of Technology		15%				15
<b>Total</b>		<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>
COMPONENT WEIGHTING	Knowledge and understanding of course content	40%	10	10	10	10
	Skills in critical thinking, research methodology and analysing	30%	10	5	5	10
	Skills in communication	30%		10	10	10
<b>Total</b>		<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## OUTCOMES

A student:

- H1.1. analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1. analyses different approaches to parenting and caring relationships
- H2.2. evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3. critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1. analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2. evaluates networks available to individuals, groups and families and communities
- H3.3. critically analyses the role of policy and community structures in supporting diversity
- H3.4. critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1. justifies and applies appropriate research methodologies
- H4.2. communicates ideas, debates issues and justifies opinions
- H5.1. proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2. develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1. analyses how the empowerment of women and men influences the way they function within society
- H6.2. formulates strategic plans that preserve the rights, promote responsibilities and establish roles leading to the creation of positive social environments
- H7.1. appreciates differences among individuals, groups and families within communities and values their contributions to society
- H7.2. develops a sense of responsibility for the wellbeing of themselves and others
- H7.3. appreciates the value of resource management in response to change
- H7.4. values the place of management in coping with a variety of role expectations

# Computer Applications

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			TERM 4 WEEK 9	TERM 1 WEEK 9	TERM 2 WEEK 9	TERM 3 WEEK 5/6
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Data Portfolio	Design Project	Graphics Portfolio	Major Design Project
Outcomes to be assessed			3.1, 3.3, 4.1,5.2	1.2, 1.3, 2.3, 3.3	2.1, 4.1, 4.2, 4.3	1.1, 2.2, 3.3, 5.1
Databases		20%	15	5		
Spreadsheets		20%	5	15		
Desktop Publishing II		20%		5	10	5
Multimedia		20%			10	10
Multimedia II		20%			5	15
<b>Total</b>		<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>
Component Weighting	Knowledge and understanding of project	50%	10	15	10	15
	Knowledge and skills across a range of different applications	50%	10	10	15	15
<b>Total</b>		<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## OUTCOMES

A student:

- 1.1. describes the function and application of a variety of computer software
- 1.2. applies computing terminology appropriately in practical situations
- 1.3. uses appropriate computer software in a given context
- 2.1. describes aspects of human activity which have developed into computer applications
- 2.2. explains the principles and functions of specific hardware components
- 2.3. evaluates the suitability of hardware in a particular context
- 3.1. applies a range of project management techniques in the development of a solution
- 3.2. analyses and documents the steps involved in problem-solving and applies them to producing computer-based solutions
- 3.3. implements, tests, debugs and evaluates solutions using current common application packages
- 4.1. identifies and reflects on the social and technological implications when making decisions about the use of computer software
- 4.2. evaluates the use of a computer-based solution compared to non-computer solutions
- 4.3. identifies social and ethical issues related to the use of computer software
- 5.1. evaluates the suitability of software applications in a particular context

# Construction-Certificate II in Construction Pathways

Unit Code			Unit Title	Prerequisite/s	TWRT0 90162	HSC HRS	NESA	2019-2020					
								Year 11			HSC - Year 12		
								TERM 1	TERM 2	TERM 3	TERM 4	TERM 1	TERM 2
CPCCOHS1001A	Work safety in the construction industry	Course Preq	C	10	M								
CPCCCM1012A	Work effectively and sustainably in the construction Industry	Nil	C	25	M								
CPCCCM1013A	Plan and organise work	Nil	C	10	M								
CPCCCM1014A	Conduct workplace communication	Nil	C	10	M								
CPCCCM1015A	Carry out measurements and calculations	Nil	C	20	M								
CPCCCM2001A	Read and interpret plans and specifications	Nil	C	20	M								
CPCCOHS2001A	Apply OH&S requirements policies and procedures in the	CPCCOHS1001	C	15	M								
CPCCWHS1001	Work safety in the construction industry	Nil	C	10	M								
CPCCM2005B	Use construction tools and Equipment	Nil	C	20	M								
CPCCOHS2001A	Use carpentry tools and equipment	Nil	E	20	E								
CPCCOHS2001A	Assemble components	Nil	E	15	E								
CPCCOHS2001A	Prepare for off-site manufacturing process	Nil	E	10	E								
CPCCCM2006	Basic levelling procedures	CPCCOHS2001	E	15	E								
CPCCWF2002A	Use wall and floor tiling equipment	CPCCOHS2001	E	10	E								
CPCCWF2001A	Handle wall and floor tiling materials	CPCCOHS2001	E	25	E								
CPCCCA2011A	Handle carpentry materials	CPCCOHS2001	E	20	E								
Total Hours					235								
Workplacement					70				35			35	

# English – Advanced

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			TERM 4 WEEK 9	TERM 1 WEEK 9	TERM 2 WEEK 10	TERM 3 WEEK 5/6
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Imaginative Text & Reflective Speech	Multi-Modal Presentation	Podcast Transcript	Trial HSC Examination
			EA12-1, EA12-3, EA12-5, EA12-6, EA12-7, EA12-9	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5, EA12-7, EA12-8	EA12-2, EA12-3, EA12-5 EA12-9
Outcomes to be assessed						
Common Module - Texts and Human Experiences – Drama: The Crucible		25%	20			5
Module A - Textual Conversations – Shakespearean Drama and Prose Fiction: The Tempest & Hag-seed		25%		15		10
Module B - Critical Study of Literature – Film: Good Night and Good Luck		20%			10	10
Module C - The Craft of Writing		30%	5	10	10	5
<b>Total</b>		<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>
COMPONENT WEIGHTING	Knowledge and understanding of course content	50%	10	15	10	15
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15	10	10	15
<b>Total</b>		<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

## OUTCOMES

A student:

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



# English - Standard

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			TERM 4 WEEK 9	TERM 1 WEEK 9	TERM 2 WEEK 10	TERM 3 WEEK 5/6
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Imaginative text & Reflective speech	Extended Response	Visual Representation & Extended Response/ Portfolio	Trial HSC Examination
Outcomes to be assessed			EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-9	EN12-5, EN12-6, EN12-7, EN12-8	EN12-2, EN12-4, EN12-8, EN12-9	EN12-1, EN12-3, EN12-5, EN12-8, EN12-9
Common Module - Texts and Human Experiences – Drama: The Crucible		25%	20			5
Module A - Language, Identity and Culture – Film: The Castle		25%		15		10
Module B - Close Study of Literature – Prose Fiction: The Curious Incident of the Dog in the Night time		25%			10	10
Module C - The Craft of Writing		25%	5	10	10	5
<b>Total</b>		<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>
COMPONENT WEIGHTING	Knowledge and understanding of course content	50%	10	10	15	15
	Skills in responding to texts	25%	5	5	5	10
	Skills in communicating ideas appropriate to audience, purpose and context across all modes	25%	10	10		5
<b>Total</b>		<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

## OUTCOMES

A student:

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

# English - Studies

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 3
			TERM 4 WEEK 9	TERM 1 WEEK 9	TERM 2 WEEK 10	TERM 3 WEEK 5/6
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Short Answer & Listening Task	Speech & Essay	Extended Response & Portfolio	Trial HSC Examination
Outcomes to be assessed			ES12-1, ES12-2, ES12-7, ES12-8	ES12-3, ES12-4, ES12-5, ES12-6	ES12-3, ES12-5, ES12-6 ES12-9, ES12-10	ES12-1, ES12-2, ES12-4, ES12-7, ES12-8, ES12-9
Common Module - Texts and Human Experiences – Media: Go Back to where you came from		50%	30			20
Module E - Playing the Game – Prose Fiction: The Club		25%		10	15	
Module K - The Big Screen – Film: Western Genre		25%		10	15	
<b>Total</b>		<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>
COMPONENT WEIGHTING	Knowledge and understanding of course content	50%	20	10	10	10
	Skills in comprehending texts	10%	5		5	
	Skills in communicating	20%		5	10	5
	Uses language appropriately, accurately and effectively	20%	5	5	5	5
<b>Total</b>		<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>

## OUTCOMES

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

# Industrial Technology - Metals

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			TERM 1 WEEK 2	TERM 1 WEEK 7	TERM 2 WEEK 9	TERM 3 WEEK 5/6
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Designing & Planning Presentation	Product Analysis	Project Development & Management Report	Trial HSC Examination
Outcomes to be assessed			H3.1, H3.2, H3.3, H5.1	H3.2, H4.3, H5.2, H6.1	H2.1, H3.3, H4.1, H5.2, H6.2	H1.1, H1.2, H1.3, H6.1, H7.1, H7.2
Knowledge and understanding of course content		40%	5	5	10	20
Knowledge and skills in the management, communication of projects		60%	15	15	20	10
<b>Total</b>		<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
COMPONENT WEIGHTING	Industry study	15%		10		5
	Major Project	60%	20	10	30	
	Industry related Manufacturing Technology	25%				25
<b>Total</b>		<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## OUTCOMES

A student:

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

# Information Processes & Technology

COMPONENTS (SYLLABUS)		WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			TERM 4 WEEK 9	TERM 1 WEEK 9	TERM 2 WEEK 9	TERM 3 WEEK 5/6
			TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
			Multimedia Project	Database Design	Case Study	Trial HSC Examination
			H1.2, H5.1, H6.2, H7.2	H5.1, H6.2, H7.1, H7.2	H2.1, H3.1, H4.1, H5.2, H6.1, H7.1	H1.1, H2.1, H2.2, H3.1, H3.2, H6.2, H7.1
Outcomes to be assessed						
Project Management		20%	5	5	5	5
Information Systems & Databases		20%	5	10		5
Communication Systems		20%		5	10	5
Decision Support Systems		20%		5	10	5
Multimedia Systems		20%	5		5	10
<b>Total</b>		<b>100%</b>	<b>15%</b>	<b>25%</b>	<b>30%</b>	<b>30%</b>
COMPONENT WEIGHTING	Knowledge and understanding of course content	60%	10	15	15	20
	Knowledge and skills in the design and development of information systems	40%	5	10	15	10
<b>Total</b>		<b>100%</b>	<b>15%</b>	<b>25%</b>	<b>30%</b>	<b>30%</b>

## OUTCOMES

A student:

- H1.1. applies and explains an understanding of the nature and function of information technologies to a specific practical situation
- H1.2. explains and justifies the way in which information systems relate to information processes in a specific context
- H2.1. analyses and describes a system in terms of the information processes involved
- H2.2. develops and explains solutions for an identified need which address all of the information processes
- H3.1. evaluates and discusses the effect of information systems on the individual, society and the environment
- H3.2. demonstrates and explains ethical practice in the use of information systems, technologies and processes
- H4.1. proposes and justifies ways in which information systems will meet emerging needs
- H5.1. justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
- H5.2. assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices
- H6.1. analyses situations, identifies needs, proposes and then develops solutions
- H6.2. selects, justifies and applies methodical approaches to planning, designing or implementing solutions
- H7.1. implements and explains effective management techniques
- H7.2. uses methods to thoroughly document the development of individual and team projects

# Investigating Science

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 4 WEEK 8	TERM 1 WEEK 8	TERM 3 WEEK 1	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Practical/Research Task	Depth Study	Communication in Science	Trial HSC Examination
Outcomes to be assessed		INS12-1, INS12-3, INS12-4, INS12-7, INS12-12	INS12-1, INS12-2, INS12-4, INS12-6, INS12-13	INS12-4, INS12-5, INS12-7, INS12-14	INS12-1, INS12-4, INS12-5, INS12-12, INS12-13, INS12-14 INS12-15
Module 5 – Scientific Investigations	<b>35%</b>	20	10		5
Module 6 – Technologies	<b>25%</b>		20		5
Module 7 – Fact or Fallacy	<b>20%</b>			10	10
Module 8 – Science and Society	<b>20%</b>			10	10
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

## OUTCOMES

A student:

- INS12-1. develops and evaluates questions and hypotheses for scientific investigation
- INS12-2. designs and evaluates investigations in order to obtain primary and secondary data and information
- INS12-3. conducts investigations to collect valid and reliable primary and secondary data and information
- INS12-4. selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS 12-5. analyses and evaluates primary and secondary data and information
- INS 12-6. solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS 12-7. communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS12-12. develops and evaluates the process of undertaking scientific investigations
- INS12-13. describes and explains how science drives the development of technologies
- INS12-14. uses evidence-based analysis in a scientific investigation to support or refute a hypothesis

# Mathematics - Advanced

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 5	TERM 2 WEEK 3	TERM 2 WEEK 10	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Assessment Test	Assessment Test	Assignment	Trial HSC Examination
Outcomes to be assessed		MA12-1, MA12-4 MA12-5	MA12-3, MA12-6 MA12-8, MA12-10	MA12-2, MA12-4 MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8 MA12-10
		Financial Mathematics Functions, Trigonometric Functions	Calculus, Statistical Analysis	Financial Mathematics	Financial Mathematics Functions, Trigonometric Functions, Calculus, Statistical Analysis
Concept, skills and techniques	50%	10	10	15	15
Reasoning and communication	50%	10	10	15	15
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## OUTCOMES

A student:

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

# Mathematics – Standard 1

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 5	TERM 1 WEEK 11	TERM 2 WEEK 8	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		In-Class Assessment Task	Assignment	In-Class Open Book Test	Trial HSC Examination
Outcomes to be assessed		MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-7, 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
		Algebra, Measurement, Financial Mathematics	Networks	Algebra Statistical Analysis Measurement	Algebra, Measurement, Financial Mathematics, Statistical Analysis and Networks
Understanding, fluency and communication	50%	10	15	10	15
Problem solving, reasoning and justification	50%	10	15	10	15
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

## OUTCOMES

A student:

- MS1-12-1. uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS1-12-2. analyses representations of data in order to make predictions and draw conclusions
- MS1-12-3. interprets the results of measurements and calculations and makes judgments about their reasonableness
- MS1-12-4. analyses simple two-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 recognizes 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

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 5	TERM 1 WEEK 11	TERM 2 WEEK 8	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		In-Class Assessment Task	Assignment	In-Class Open Book Test	Trial HSC Examination
Outcomes to be assessed		MS2-12-3, MS2-12-5, MS2-12-10	MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-7, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-10
		Financial Mathematics and Measurement	Networks	Statistical Analysis and Measurement	Algebra, Measurement, Financial Mathematics, Statistical Analysis and Networks
Understanding, fluency and communication	50%	10	15	10	15
Problem solving, reasoning and justification	50%	10	15	10	15
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

## OUTCOMES

A student:

- MS2-12-1. uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS2-12-2. analyses representations of data in order to make inferences, predictions and draw conclusions
- MS2-12-3. interprets the results of measurements and calculations and makes judgements about the 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 by requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
- MS2-12-8. solves problems using networks to model decision-making in practical problems
- MS2-12-9. chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
- MS2-12-10. uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response



# PD/H/PE

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 4	TERM 2 WEEK 8	TERM 3 WEEK 2	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Presentation Health Priority Issue	Writing Task Health of Young People / Sports Medicine	Research Task How does training affect performance?	Trial HSC Examination
Outcomes to be assessed		H1, H2, H3, H4, H5, H14, H15, H16	H2, H5, H6, H8, H13, H14, H16, H17	H7, H8, H10, H16, H17	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17
Core One: Health Priorities in Australia	30%	20			10
Core Two: Factors Affecting Performance	40%			30	10
Option 1: The Health of Young People	15%		10		5
Option 3: Sports Medicine	15%		10		5
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## OUTCOMES

A student:

- H1. describes the nature and justifies the choice of Australia's health priorities.
- H2. analyses and explains the health status of Australians in terms of current trends and groups most at risk.
- H3. analyses the determinants of health and health inequities.
- H4. argues the case for health promotion based on the Ottawa Charter.
- H5. explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities.
- H6. demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1).
- H7. explains the relationship between physiology and movement potential.
- H8. explains how a variety of training approaches and other interventions enhance performance and safety in physical activity.
- H9. explains how movement skill is acquired and appraised.
- H10. designs and implements training plans to improve performance.
- H11. designs psychological strategies and nutritional plans in response to individual performance needs.
- H13. selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3).
- H14. argues the benefits of health-promoting actions and choices that promote social justice.
- H15. critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all.
- H16. devises methods of gathering, interpreting and communicating information about health and physical activity concepts.
- H17. selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

# Photography, Video & Digital Imaging

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 4 WEEK 8	TERM 1 WEEK 8	TERM 2 WEEK 9	TERM 3 WEEK 3
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Practical Work Critical/Historical Study	Practical Work PVD Journal	Critical/Historical Study	Practical Work PVD Journal
Outcomes to be assessed		M1, M2, M3, M5, CH1, CH4, CH5	M2, M3, M4, M6	CH1, CH2, CH3	M1, M5
Making	<b>70%</b>	20	30		20
Critical And Historical	<b>30%</b>	10		20	
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>

## OUTCOMES

A student:

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

# Physics

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 4 WEEK 8	TERM 1 WEEK 8	TERM 3 WEEK 1	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Depth Study	Practical / Research Task 1	Practical / Research Task 2	Trial HSC Examination
Outcomes to be assessed		PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-12	PH12-1, PH12-5, PH12-6, PH12-7, PH12-13	PH12-1, PH12-5, PH12-6, PH12-7, PH12-14	PH12-2, PH12-3, PH12-4, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15
Module 5 – Advanced Mechanics	45%	40			5
Module 6 – Electromagnetism	20%		15		5
Module 7 – The Nature of Light	20%			10	10
Module 8 – From the Universe to the Atom	15%			5	10
<b>Total</b>	<b>100%</b>	<b>40%</b>	<b>15%</b>	<b>15%</b>	<b>30%</b>

## OUTCOMES

A student:

- PH12-1. develops and evaluates questions and hypotheses for scientific investigation
- PH12-2. designs and evaluates investigations in order to obtain primary and secondary data and information
- PH12-3. conducts investigations to collect valid and reliable primary and secondary data and information
- PH12-4. selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH12-5. analyses and evaluates primary and secondary 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 circular motion and motion in a gravitational field, in particular, the projectile motions 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

# Primary Industries – Certificate II in Agriculture

			TP – AHC20116	HSC HRS	2019			2020			
					Year 11			HSC - Year 12			
Unit Code	Unit Title	Prerequisite/s			TERM 1	TERM 2	TERM 3	TERM 4	TERM 1	TERM 2	TERM 3
AHCWHS201	Participate in work health and safety processes	nil	C	15							
AHCLSK202	Care for health and welfare of livestock	nil	E(A)	20							
AHCLSK204	Carry out regular livestock observation	nil	E(A)	10							
AHCLSK205	Handle livestock using basic techniques	nil	E(A)	15							
AHCLSK206	Identify and mark livestock	nil	E(A)	10							
AHCLSK209	Monitor water supplies	nil	E(A)	10							
AHCLSK211	Provide feed for livestock	nil	E(A)	10							
AHCLSK316	Prepare livestock for competition	nil		15							
AHCWRK204	Work effectively in the industry	nil	C	20							
AHCWRK205	Participate in workplace communications	nil	E(A)	10							
AHCWRK209	Participate in environmentally sustainable work practices	nil	C	15							
AHCCHM201	Apply chemicals under supervision	nil	E(A)	20							
AHCPMG201	Treat Weeds	nil	E(A)	10							
AHCMOM202	Operate Tractors	nil	E(A)	20							
AHCBIO201	Inspect and clean machinery for plant, animal and soil material	nil	E(A)	10							
AHCMOM304	Operate machinery and equipment	nil	E(A)	15							
AHCWRK201	Observe and report on weather	nil	E(A)	15							
AHCINF202	Install, maintain and repair fencing	nil	E(A)	15							
AHCINF201	Carry out basic electric fencing operations	nil	E(A)	10							
Total Hours				255							
Workplacement				70			35			35	

# Sport, Lifestyle & Recreation

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 1 WEEK 6	TERM 1 WEEK 8	TERM 2 WEEK 10	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		Research Report	In-Class Written Response	Practical Assessment	Trial HSC Examination
Outcomes to be assessed		1.4, 2.4, 3.7, 4.5	1.4, 2.4, 3.7, 4.5	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.2, 3.3, 3.6, 4.1, 4.2, 4.4
Module 13: Social Perspectives of Games and Sports	25%	10	10		5
Module 6&7: Games and Sports Application I and 2	50%			50	
Module 5: Fitness	10%				10
Module 11: Outdoor Recreation	15%				15
<b>Total</b>	<b>100%</b>	<b>10%</b>	<b>10%</b>	<b>50%</b>	<b>30%</b>

## OUTCOMES

A student:

- 1.1. applies the rules and conventions that relate to participation in a range of physical activities
- 1.2. explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3. demonstrates ways to enhance safety in physical activity
- 1.4. investigates and interprets the patterns of participation in sport and physical activity in Australia
- 2.1. explains the principles of skill development and training
- 2.2. analyses the fitness requirements of specific activities
- 2.3. selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4. describes how societal influences impact on the nature of sport in Australia
- 3.1. selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2. designs programs that respond to performance needs
- 3.3. measures and evaluates physical performance capacity
- 3.5. assesses and responds appropriately to emergency care situations
- 3.6. analyses the impact of professionalism in sport
- 4.1. plans strategies to achieve performance goal
- 4.2. demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3. demonstrates competence and confidence in movement contexts
- 4.4. recognises the skills and abilities required to adopt roles that support health, safety and physical activity

# Visual Arts

COMPONENTS (SYLLABUS)	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		TERM 4 WEEK 5	TERM 1 WEEK 5	TERM 2 WEEK 7	TERM 3 WEEK 5/6
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
		<b>Development of the Body of Work</b> Submission of works in progress, VAPD with annotated research and critical evaluation of material & conceptual intention	<b>Essay</b> Extended written research response. Account for the critical and historical interpretation of a selected artist's practice	<b>Development of the Body of Work</b> Submission of artworks under development, VAPD including a written account of artmaking practice through the artwork/audience relationship	<b>Trial HSC Examination</b> Art Criticism and Art History Written Examination Resolving the Body of Work: artworks undergoing refinement, VAPD including curation of works for HSC
Outcomes to be assessed		H1, H2, H3, H4, H9	H8, H9, H10	H1, H2, H3, H4, H6, H8	H2, H4, H5, H6, H7, H8, H9, H10
Artmaking	<b>50%</b>	15		25	10
Critical and Historical Studies	<b>50%</b>	15	15	10	10
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>15%</b>	<b>35%</b>	<b>20%</b>

## OUTCOMES

A student:

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