



**LEETON HIGH SCHOOL  
ASSESSMENT POLICY AND PROCEDURES**

**YEAR 12  
2023**





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# Welcome to the NSW Higher School Certificate

*“The world is a mountain in which your words are echoed back to you.”*

*Rumi*

The Higher School Certificate (HSC) is the highest secondary school credential in NSW. It is a rigorous, inclusive, and internationally recognised credential that forms a strong platform for further study at a tertiary, vocational or workplace institution. This handbook is to be signed for and serves as official notification of your HSC assessments. Reminders and further information will be given at least two weeks in advance.

To be eligible for the Higher School Certificate, students must satisfy Preliminary and HSC course requirements in addition to sitting for state-wide HSC examinations.

Comprehensive information about assessment in the HSC year is available on the NESA website, <https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

## To be eligible for the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a NSW Education Standards Authority 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
- meet the [HSC minimum standard of literacy and numeracy](#) within five years of starting your HSC course.

Successful completed [Vocational Educational and Training \(VET\)](#) and [Life Skills](#) course are reported differently to graded courses.

## Types of HSC courses

Board Developed courses are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR. View a list of all [Board Developed Courses broken down by subject](#).

Board Endorsed courses are developed by schools, TAFE, and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

Special education (Life Skills) - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses, and you still need to meet the general

eligibility and study patterns to earn your HSC. You will need to talk with your Year Adviser or Careers Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

Vocational Education and Training (VET) - VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the workplace.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR.

Upon completion of your HSC studies, you will receive a testamur and a Record of Achievement (RoA), provided you have met the requirements for the award of the HSC.

The testamur shows that you are eligible for the Higher School Certificate. It includes your name, school and date of the award.

The Higher School Certificate (HSC) Record of Achievement (RoA) includes students' Year 12 HSC (Stage 6) results, Year 11 (Preliminary Stage 6) grades and, if applicable, Year 10 (Stage 5) grades. Results for each Stage appear on separate pages.

## Sample NESA credentials



**HIGHER SCHOOL CERTIFICATE**  
Record of Achievement

NSW Education Standards Authority

This is to certify that  
Sample Student  
of  
Other Sample High School  
has met the requirements of the Higher School Certificate and has  
received the results shown below.

STAGE 6 HSC COURSES		Examination Mark	Assessment Mark/Grade	HSC Mark	Performance Band
<b>Board Developed Courses</b>					
2019	Biology (2 unit)	80/100	82/100	81	5
	Classical Hebrew Continuers (2 unit)	52/100	94/100	94	6
	Classical Hebrew Extension (1 unit)	46/100	46/50	46	E4
	English Advanced (2 unit)	88/100	88/100	88	5
	Legal Studies (2 unit)	85/100	86/100	86	5
	Studies of Religion II (2 unit)	81/100	84/100	87	5

NSW Education Standards Authority  
Student Number: 73333813  
Issued by NESA without alteration or erasure on 12 December 2019 at Sydney, NSW, Australia

NSW Education Standards Authority



## HIGHER SCHOOL CERTIFICATE

### Record of Achievement



Education Standards Authority

This is to certify that  
Sample Student  
of  
Sample High School  
has met the requirements of the Higher School Certificate and has  
received the results shown below.

#### STAGE 6 PRELIMINARY COURSES

Year	Course	Result
2017	Board Developed Courses	
	Business Studies (2 unit)	A
	Design and Technology (2 unit)	B
	English Advanced (2 unit)	C
	Mathematics (2 unit)	U
	Mathematics Extension (1 unit)	C
	Physics (2 unit)	C
	Studies of Religion (1 unit)	C
	Visual Arts (2 unit)	B



Student Number:  
Issued by NESA without alteration or reassessment on 18 February 2019 at Sydney,  
NSW, Australia

*D. Pelland*  
Chief Executive Officer  
NSW Education Standards Authority

## HIGHER SCHOOL CERTIFICATE

### Record of Achievement



Education Standards Authority

This is to certify that  
Sample Student  
of  
Sample High School  
has met the requirements of the Higher School Certificate and has  
received the results shown below.

#### STAGE 6 HSC COURSES

Year	Course	Examination Mark	Assessment Mark/Grade	HSC Mark	Performance Band
2019	Board Developed Courses				
	Biology (2 unit)	50/100	52/100	61	3
	Construction (2 unit)	Refer to Vocational documentation			
	Construction Examination	6/100	N/A	64	3
	English Studies (2 unit)	N/A	C	N/A	N/A
	Hospitality (2 unit)	Refer to vocational documentation			
	Hospitality Examination (Food and Beverage)	58/100	N/A	68	3
	Mathematics Standard 1 (2 unit)	N/A	C	N/A	N/A
	Mathematics Standard 2 Examination	58/100	N/A	58	2



Student Number: 12312312  
Issued by NESA without alteration or reassessment on 17 December 2019.

*D. Pelland*  
Chief Executive Officer  
NSW Education Standards Authority

## VET Certificate and Statement of Attainment Samples

This is to certify that  
**Sample Student**  
Student Number: 123456789  
has fulfilled the requirements for  
**SIT20316**  
**Certificate II**  
in  
**Hospitality**  
The qualification is recognised within the Australian Qualifications Framework  
Registered Training Organisation - Trustees of the Roman Catholic Church for the Diocese of Wagga Wagga, The RSCB Training as Catholic Education Diocese of Wagga Wagga

205 Farquhar Street  
WAGGA WAGGA NSW 2650  
Phone: (02) 69370000  
ABN: 56 345 637 994

10th October 2019  
Printed and Distributed by NSW on behalf of Public Schools NSW, Wagga Wagga  
Certificate Number: 2

Page 1 of 1

**Transcript of Competencies Achieved**  
**Sample Student**  
Student Number: 123456789  
has achieved the following units of competency and full completion of  
**SIT20316 Certificate II in Hospitality**

Year	Unit Code	Unit Title
2017	SITKOR001	Participate in safe work practices
2018	SITKOR002	Source and use information on the hospitality industry
2018	SITKOR003	Show social and cultural sensitivity
2018	SITKOR004	Use hospitality skills effectively
2018	SITKOR005	Work effectively with others
2018	SITKOR006	Interact with customers
2017	SITFAS001	Use hygiene practices for food safety
2018	SITFAS002	Prepare and serve non-alcoholic beverages
2018	SITFAS003	Prepare and serve espresso coffee
2018	SITFAS004	Serve food and beverage
2017	HLTAID003	Provide first aid
2018	SITKCC001	Use food preparation equipment
2018	SITKCC002	Prepare and present sandwiches
2018	SITKCP001	Close Multiple premises and engagement

Full completion of SIT20316 Certificate II in Hospitality

Registered Training Organisation - Trustees of the Roman Catholic Church for the Diocese of Wagga Wagga, The RSCB Training as Catholic Education Diocese of Wagga Wagga

205 Farquhar Street  
WAGGA WAGGA NSW 2650  
Phone: (02) 69370000  
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10th October 2019  
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Certificate Number: 2

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**Statement of Attainment**  
A Statement of Attainment is awarded by a Registered Training Organisation when an individual has completed one or more  
identified units.  
These Competencies form part of the  
**CPCC0011 Certificate II in Construction Pathways**  
**Sample Student**  
Student Number: 123456789  
has achieved the following units of competency

Year	Unit Code	Unit Title
2018	EPCCOM115A	Carry out measurements and calculations
2018	EPCCOM201A	Apply unit requirements, policies and procedures in the construction industry
2018	EPCCO202B	Use safety by tools and equipment
2018	EPCCO201A	Use safety by materials
2018	EPCCO203A	Handle concrete materials
2018	EPCCO204A	Handle construction material sets
2018	EPCCO205A	Prepare to work safely in the construction industry

Registered Training Organisation - Public Schools NSW, Wagga Wagga 90522

205 Farquhar Street  
WAGGA WAGGA NSW 2650  
Phone: (02) 69370000  
ABN: 56 345 637 994

10th October 2019  
Printed and Distributed by NSW on behalf of Public Schools NSW, Wagga Wagga  
Certificate Number: 2

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## The HSC Record of Achievement

This provides formal recognition of students' senior secondary school achievements.

- **Moderated assessment mark (MA):** This is the final assessment mark from school-based assessment task, after NESA has put it through a process of [moderation](#) to allow a fair comparison of marks in each course across different schools.
- **Examination mark:** The examination mark for each course shows the student's performance in NESA's HSC examination for that course.

- HSC mark: The HSC mark in courses with a compulsory external examination is a 50:50 combination of a student's external examination mark and their school-based assessment mark for the course. In courses with optional examinations, the HSC mark is drawn from the external examination only.
- Performance band: A student's HSC mark is reported against standards described in the performance bands. For each 2-unit course there are six performance bands, where the highest achievement is Band 6 (90–100 marks) and where the minimum standard expected is Band 2 (50–60 marks). For 1-unit extension courses, four performance bands, E1–E4 are used to report student achievement.
- Year 11 (Stage 6 Preliminary) grades: Schools use the Common Grade Scale for Preliminary courses to award A–E grades for Year 11 courses (except Life Skills and Vocational Educational and Training (VET) courses).
- Year 10 (Stage 5) grades: Schools use the Common Grade Scale and course performance descriptors to award A–E grades for Year 10 courses, except for mathematics which is graded A10–E2 (Life Skills and Vocational Education and Training (VET) courses use a different structure).
- The HSC does not report a single, overall score.

## The Australian Tertiary Admission Rank (ATAR)

The ATAR is a rank, not a mark.

The ATAR is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group (namely all 16 to 20 year olds in NSW). So, an ATAR of 80.00 means that you are 20 per cent from the top of your age group (not your Year 12 group).

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses is based on your selection rank (your ATAR + any applicable adjustments). Most universities also use other criteria when selecting students (such as a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test).

## How is the ATAR calculated?

Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising your:

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

Although eligibility for an ATAR requires completion of at least four subjects, the aggregate may be based on fewer subjects: for example, English Advanced, English Extension 1 and Extension 2, Mathematics Extension 1 and Extension 2, and one other 2-unit course. **You must still satisfactorily complete at least four subjects to be eligible for an ATAR.**



## NESA Course completion requirements

In accordance with the NESA Assessment Certification Examination (ACE), a student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

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

## School assessment

The assessment program for each course is determined by teachers at the School. This handbook includes the assessment schedules for all courses offered at LHS. The schedules show:

- The components and their weightings as specified in the NESA assessment requirements for the course
- An indication of when each assessment task will take place
- The nature of each assessment task (e.g., assignment, class essay, oral task, research project)
- The outcomes assessed in each task
- HSC Assessment will begin at the start of the HSC course, normally in Term 4 of Year 11.

## Notification of assessment tasks

Students are given prior notice of every assessment task. This handbook outlines your assessment tasks for the year, and serves as official notice. A minimum of two weeks' warning will be given prior to the due date of each assessment task. None the less, put the assessment dates for each of your subjects in your diary or use the Assessment Task Planner provided (Appendix V). There will be a moratorium of two weeks before the Trial HSC Examinations in Term 3. During this period, there are no assessment tasks unless otherwise stated in this handbook.

There may be occasions when this assessment schedule is adjusted. This will be done by negotiation with the School Executive at least two weeks prior to the original set date. Students will receive written notification of changes. It is important to note that students will need to be aware of their schedules and the impact of any changes to them. Please note that a supervising teacher can withdraw an assessment task in special circumstances. This, of course, will require approval from the School Executive.

## Student responsibilities

- i. It is the responsibility of each student to know the assessment dates and to be in attendance.
- ii. Students returning to School after an absence must check with each of their subject teachers as to whether any additional information regarding assessment dates and tasks have been issued.
- iii. When the initial calendar is issued, any problems should be immediately notified in writing to the Head Teacher concerned.

- iv. When the precise details of the nature of the task are given, any concern related to these details must be brought to the attention of the Head Teacher.
- v. Any unexpected clashes that arise, e.g., due to an excursion or sporting fixture must be immediately communicated to the Head Teacher.
- vi. It is the responsibility of the student to be prompt and present for an assessment task, and to submit non-examination assessment tasks by the due date, according to instructions given about the method and timing of submission. Failure to do this may result in zero marks for that task.
- vii. In the case of illness, or any other reason for absence or non-submission of an assessment task, students must telephone the School on the due date of the assessment task, and submit a misadventure claim within 48 hours of the task. Penalty for failure to adhere to the above-mentioned procedures could result in the award of a zero mark for that task. The onus is on the student to contact the Head Teacher of the subject immediately on return to School.
- viii. Students should expect to sit/submit the task or a substitute task on the day of return to school.
- ix. All documentation used to support claims must be honestly obtained and used. Where there is no valid reason for non-completion of an assessment task, a zero mark will be recorded for that task. In the case of extension courses, students who fail to meet the assessment requirements for the common (2 unit) part of the course are not eligible to receive a result in the extension course.

If you have questions about any of your assessments, speak to your teachers. You can also find information about the [Rules and Procedures for the HSC](#) on the NESAs website.

## Assessment and course requirements

A student's work must be consistent and of as high a standard as possible throughout the entire HSC course in assessment and non-assessment tasks. Non-assessment tasks must be completed to meet course completion requirements as set out by the NESAs. Such tasks are also designed to prepare students for assessable tasks and examinations.

Where a student is in danger of not meeting the course requirements in one or more criteria, normal procedures for contacting parents will apply.

## Late submission of non-examination assessment tasks

If a student submits a non-examination assessment task late or fails to submit an assessment task without a legitimate reason, he/she will be awarded a mark of zero and an N-Award Warning will be issued. (See student responsibilities).

## Examination tasks

If a student fails to sit for an examination without legitimate reason, he/she will be awarded a mark of zero and an N-Award Warning will be issued. Students will not be permitted to leave during the examination. Failure to adhere to this rule will result in zero (0) marks being awarded. (See student responsibilities).

## Disruption

Any student found deliberately disrupting an assessment task or examination shall be warned once about the consequences of such behaviour. If this behaviour or similarly disruptive behaviour continues, the student shall be excluded from that task and be given a zero mark for that task. This will also result in receiving a N-Award Warning.

## Malpractice

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from print or digital mediums without reference to the source
- building on the ideas of another person without reference to the source
- plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially
- using words, ideas, designs, or the work of others in practical and performance tasks without appropriate acknowledgement
- breaching school examination rules
- cheating in an in-class assessment/examination, including having access to mobile devices
- using non-approved aids during an assessment task
- providing false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Malpractice in school-based assessment is a serious offence. It distorts legitimate measures of a student's achievements by advantaging the individual, and disadvantaging other students. Malpractice may affect the order in which HSC students are ranked and distort the moderation process applied to internal assessment marks.

Students guilty of malpractice during an assessment task will be penalised by the loss of some or all marks.

Schools are required to maintain a register of all instances where a student was found to have engaged in malpractice in a school-based assessment task, the subject concerned, the nature of the offence and the penalty applied.

## Plagiarism

Plagiarism is defined as the practice of taking someone else's work and claiming it as your own. Using another's work as your own is not only bad practice, but it also means that you have failed to complete the learning process. Intentional plagiarism is unethical and can have serious consequences, including receiving an n-award warning letter and a zero mark. Plagiarism includes, but is not limited to:

- Quoting word for word from another's work without clear acknowledgement
- Paraphrasing the work of others by altering a few words, changing their order or closely following their structure without acknowledgement
- Failing to acknowledge the sources you use to produce your work
- Inaccurate referencing/citation of another's work
- Unauthorised collaborating and colluding with other students
- Copying, buying, stealing or borrowing someone else's work in part or in whole
- Copying from the Internet, books, journals, and other types of printed and electronic media
- Submitting work that contains a large contribution from another person, such as, a parent, tutor or another student

Proven dishonesty in the completion of an assessment task will result in the award of a zero mark for that task. This would include such things as attempting to obtain unfair advantage in a test, submitting work which is not their own, plagiarism etc. All cases of academic dishonesty will be lodged with the NESAs.

As stated above, all students must complete a mandatory course 'HSC All My Own Work' prior to submitting their first task in Year 11. This course teaches students about plagiarism and referencing.

You can refresh your understanding at this link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>.

## Special allowances

On some occasions, you may have a legitimate reason to be absent for a task, or you may experience difficulty in submitting a task. You are advised to lodge an application for Illness/Misadventure or Extension depending on your circumstances. There is a proforma for application for extension/special consideration that will be available at the front office (see APPENDIX I and APPENDIX II). Acceptable cases for special consideration for assessment tasks are as follows:

- **Medical reasons** - Should you be sick and not attend on the day of an assessment task or not be able to submit it you must provide a Medical Certificate as evidence of your illness. Submit these documents to your teacher for consideration. It is also advisable to notify the school by phone of your absence for an assessment task or examination due to illness.
- **Misadventure** - Should an accident, or a mishap occur, students are to submit a written statement and provide supporting evidence such as a Statutory Declaration. The statement and Illness/Misadventure Form should be submitted to the Principal.
- **School Excursions/Sports Trips/VET Work Placement** - The school encourages participation in these activities. Students should prioritise school-based assessment over non-essential excursions. However, it is vital that activities do not overwhelm students when studying for the Higher School Certificate. As a result, the following rules apply:
  - Notify your teacher if you have a school endorsed activity that clashes with an assessment task as soon as you become aware of it, to make alternative arrangements where possible. It

is not appropriate to miss an in-class task or examination without previously notifying your teacher.

- On the day you return to school, you must be prepared to sit/submit your assessment task.
- Assignment tasks must be submitted prior to or on the due date to the teacher.

## Review of assessment

A review of the mark awarded in a particular task may be requested within two school days of the return of the task. The teacher and, if necessary, Head Teacher will review the marking of the task and associated recording. See Appendix III.

## The N-Warning process

If a student fails to meet course completion requirements listed on page 9, they may be at risk of not successfully completing their course. If you are having difficulties completing assessment tasks on time, discuss this with your teacher. You may also speak with the head teacher of the subject, or seek support from other staff members such as the School Counsellor, the Student Support Officer, a Student Learning Support Officer, your Year Adviser, the Head Teacher Welfare, the Head Teacher Teaching & Learning and/or members of the Senior School Executive. Students should also use their time in iStudy wisely to ensure tasks are completed, on time, and to a standard befitting ability.

A student who is N-Awarded for assessment tasks weighing 50% or more may be given an N-Determination. If this occurs, the student would be ineligible to receive the HSC credential.

An N-Award Warning letter will be issued for a range of reasons, including:

- Missing an assessment task, or failure to submit an assessment task as indicated on the assessment notification. Please note that failure of technology is not deemed a reasonable excuse for non-submission of a task.
- Making a non-serious attempt to complete a task
- Engaging in malpractice or failing to demonstrate sustained effort to complete coursework
- Significant absence which could show unsatisfactory completion of a course as required by NESAs. (See page 9).

In the case of genuine illness or misadventure causing you to be absent from, or unable to submit a task, the same or a substitute task may be arranged. If this is not possible, the Principal may approve an estimate based on performance in previous assessment tasks or appropriate evidence. The student is required to apply for assessment task consideration – illness/misadventure (Appendix I) and a Medical Certificate or a Statutory Declaration is required as evidence of the student's inability to complete the assessment task. This documentation should be brought to the School Office to be delivered to the Head Teacher of that subject.

**A non-serious attempt in an examination or assessment task includes:**

- completing only the multiple-choice section of an examination,
- making minimal effort to complete an in-class or take-home assessment task,
- using inappropriate language (such as, obscene language, derogatory remarks, obscene diagrams etc.) or purposefully writing irrelevant information,
- re-writing questions rather than responding to them,



The Head Teacher, in consultation with the teacher/s involved, shall determine whether the attempt is non-serious. If the Head Teacher agrees that the attempt is non-serious, an N-Award Warning will be given, and the student will receive a mark of zero for the task.

### **First warning**

The student warning will be conducted as follows:

- A first N-Award Warning Letter will be sent home. In this letter, the opportunity to fulfil the requirements of the tasks or missed work will be given.
- The student may be interviewed by the Class Teacher or Head Teacher. In this interview the student will be informed of the need to fulfil his/her responsibilities as a senior student.
- The N-Award Warning provides a minimum of two weeks for the student to submit/sit the missed task. If the student submits/sits the missing task within the N-Award timeframe and the teacher deems the response of appropriate standard then the N-Award will be cleared; however, the student will receive a zero mark, as a result of not sitting/submitting the task by the original due date.

### **Second warning**

- If the task is not completed by the date stated, second N-Award Warning Letter will be sent home. In this letter the opportunity to fulfil the requirements of the tasks or work missing will be given again.
- An interview with parents may be sought to additionally support students at risk of not satisfactorily completing a course as per school and NESA requirements.
- If the student submits/sits the missing task within the N-Award timeframe and the teacher deems the response of appropriate standard then the N-Award will be cleared, however, as a result of not sitting/submitting the task by the original due date, the student will receive a zero mark.

If a student does not redeem two or more N-Award warnings for a subject, he/she can receive an N-Determination, as they have not met NESA requirements. This may preclude the student from obtaining the HSC.

## **Senior Review Panel**

Students who appear to be in danger of not meeting course requirements, through lack of application and/or attendance, will be referred to the Senior Review Panel. This panel consists of the Year Adviser, Deputy Principal and Head Teacher – Teaching & Learning. The role of the panel is to provide guidance and support, with the aim to help students better their learning outcomes.

## **Attendance Policy**

The NSW Department of Education's attendance policy states:

*"All students who are enrolled at school, regardless of their age, are expected to attend that school. Regular attendance at school is essential to assist students to maximise their potential."*

Under legislation in NSW, students are required to remain at school until they turn 17.

Until the age of 17 students must be:

- in school or
- in approved education or training or
- in full time paid employment.

School attendance is monitored. When a student is identified as causing concern in this area a letter will be sent to students and parents/caregivers advising of failure to meet attendance requirements and the consequence of not doing so.

Enrolled students 17 years and over are required to attend school regularly to meet Higher School Certificate course requirements.

Where a student's poor attendance has become chronic and the student is failing to meet course outcomes and/or NESA requirements, the Principal may expel that student from the school. Procedures to be followed are detailed in the Department of Education policy "Procedures for the Suspension and Expulsion of School Students" (p16, Section 8.4) which can be viewed via the following link:

[https://education.nsw.gov.au/policy-library/associated-documents/suspol\\_07.pdf](https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf)

A copy of this policy is available from the school on request.

Leave may be granted to cover periods of absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards the course outcomes will not be unduly affected.

If it appears that a student is at risk of receiving an "N" determination due to lack of attendance and/or application the Principal or nominee will:

- advise the student in time for the problem to be corrected. If the student has been classified as an 'independent student' this advice will be in writing.
- advise the parent or guardian in writing if the student is less than 18 years of age and is not an 'independent student'.
- request from the parent/guardian/student a written acknowledgment of the warning.
- develop a program of improvement in conjunction with the student.
- retain copies of relevant documentation.

The school is responsible for confirming that attendance requirements have been met for Commonwealth funded schemes, such as Ab Study and Youth Allowance. If a student is absent from school for unapproved reasons for more than 5 days in a term this may affect their allowance.

## Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed "Competent" if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not achieved'. Refer to the Student Guide for additional advice. You will also receive a report from the school

each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

Work placement advice from NESA in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency-based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure

### Assessment Summary for SIT20316 Certificate II in Hospitality

<b>Requirements for HSC purposes</b>	<b>Dates</b>
<b>Work Placement (compulsory for the HSC) 70 hours in total</b>	<b>TBC</b>
<b>Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.</b>	<b>Term 3 weeks 3/4 2023</b>

Assessment Plan			Evidence Collection				HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated	Product based method – structured activities e.g.	Portfolio or direct observation – purposeful collection of annotated and	Questioning – written or oral related to knowledge	NESA Status Mandatory
<b>Cluster 1 – Working Together</b>	BSBWOR203	Work effectively with others		X		X	Y
	BSBCMM201	Communicate in the Workplace		X		X	-
<b>Cluster 2 – Safe and hygienic food preparation</b>	SITXFSA001	Part A Use hygienic practices for food safety	X			X	Y
	SITHCCC001	Part B Use food preparation equipment	X	X		X	-
	SITXFSA002	Participate in safe food handling practices	X	X		X	-
<b>Cluster 3 – Café Skills</b>	SITHFAB005	Part A Prepare and serve espresso coffee	X	X	X	X	Y
	SITHFAB004	Part B Prepare and serve non-alcoholic beverages	X	X	X	X	Y
<b>Cluster 4 – Safe and Sustainable work practices</b>	SITXWHS001	Participate in safe work practices	X	X		X	Y
	BSBSUS201	Participate in environmentally sustainable work practices	X	X		X	-
<b>Cluster 5 – Interacting with diverse customers</b>	SITXCCS003	Interact with customers	X	X		X	Y
	SITXCOM002	Show social and cultural sensitivity	X	X		X	-
<b>Cluster 6 – Serving food and beverages</b>	SITHFAB007	Serve food and beverage	X	X	X	X	Y
<b>Cluster 7 –</b>	SITHIND002	Source and use information on the hospitality industry				X	Y

Keeping up to date with industry							
Cluster 8 – Use hospitality skills effectively	SITHIND003	Use hospitality skills effectively	X	X	X	X	-

**\*\*Units highlighted need to be assessed by an assessor that holds three years industry experience ie Cluster 3, 6 and 8. Please refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

**You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20316 Certificate II in Hospitality. The Statement of Attainment towards SIT20316 Certificate II in Hospitality will only be the possible AQF outcome if at least one UoC has been achieved.**

**VET Assessment Schedules will be issued separately to this handbook.**

## **Assessment Schedules**

Assessment Schedules begin on the next page.



# Agriculture

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Farm Product Study</b>	<b>Microbes and Invertebrates</b>	<b>Farming in the 21<sup>st</sup> Century</b>	<b>Trial HSC Examination</b>	
	Term 4 2022 Week 8	Term 1 2023 Week 6	Term 2 2023 Week 9	Term 3 2023 Week 3/4	
	Outcomes: H3.1, H3.2, H3.3, H3.4	Outcomes: H1.1, H2.1, H2.2	Outcomes: H3.4, H4.1, H5.1	Outcomes: H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Knowledge, understanding and skills required to manage agricultural production systems	5	10	10	15	<b>40</b>
Skills in effective research, experimentation and communication	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Syllabus outcomes

### A student:

H1.1 explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural 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 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 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

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Source Task</b>	<b>Essay</b>	<b>Historical Analysis</b>	<b>Trial Examination</b>	
	Term 4 2022 Week 9	Term 1 2023 Week 8	Term 2 2023 Week 8	Term 3 2023 Week 3/4	
	Outcomes: AH12-1, AH12-5, AH12-6, AH12-8, AH12-10	Outcomes: AH12-2, AH12-3, AH12-5, AH12-7, AH12-9	Outcomes: AH12-2, AH12-3, AH12-4, AH12-6, AH12-7, AH12-8, AH12-9	Outcomes: AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-7, AH12-9, AH12-10	
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10	0	5	5	<b>20</b>
Historical inquiry and research	10	0	10	0	<b>20</b>
Communication of historical understanding in appropriate forms	0	10	5	5	<b>20</b>
<b>Total %</b>	25	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

#### A student:

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

## HSC Course 2022-2023

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Modelling Task <i>Module 5 &amp; 6</i>	Second-hand Investigation <i>Module 7</i>	Depth Study <i>Modules 8</i>	Trial HSC Examination	
	Term 4 2022 Week 7	Term 1 2023 Week 9	Term 2 2023 Week 8	Term 3 2023 Week 3/4	
	Outcomes: BIO12-4, BIO12-6, BIO12-7, BIO12-12, BIO12-13	Outcomes: BIO12-3, BIO12-5, BIO12-7, BIO12-14	Outcomes: BIO12-1, BIO12-5, BIO12-6, BIO12-7, BIO12-15	Outcomes: All outcomes may be assessed	
Knowledge and understanding of course content	10	5	15	10	40
Skills in working scientifically	10	20	15	15	60
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

### Syllabus 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

BIO12-12 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

## Business Studies

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Operations Research Task</b>	<b>Marketing Extended Response</b>	<b>Finance Case Study</b>	<b>Trial HSC Examination</b>	
	Term 4 2022 Week 8	Term 1 2023 Week 10	Term 2 2023 Week 7	Term 3 2023 Week 3/4	
	Outcomes: H1, H2, H5, H7	Outcomes: H3, H5, H6, H7, H8, H9	Outcomes: H4, H6, H7, H8, H9, H10	Outcomes: H2, H3, H4, H5, H6, H9, H10	
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Stimulus based skills	0	0	10	5	<b>20</b>
Inquiry and research	10	10	0	0	<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	5	5	10	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

#### A student:

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

# Design and Technology

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Project Proposal Presentation /</b>	<b>Innovation and emerging technology case study</b>	<b>Project development and management report</b>	<b>Trial HSC Examination</b>	
	Term 4 2022 Week 8	Term 1 2023 Week 9	Term 2 2023 Week 9	Term 3 2023 Week 3/4	
	Outcomes: H2.1, H4.1, H4.2	Outcomes: H2.2, H3.1, H3.2, H6.2	Outcomes: H4.3, H5.1, H5.2, H6.1	Outcomes: H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
Knowledge and understanding of course content		<b>20</b>		<b>20</b>	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating a major design project	<b>20</b>		<b>30</b>	<b>10</b>	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Syllabus outcomes

### A student:

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

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

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

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

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

H3.2 uses creative and innovative approaches in designing and producing

H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project

H4.2 selects and uses resources responsibly and safely to realise a quality major design project

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

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

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

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

H6.2 critically assesses the emergence & impact of new technologies & the factors affecting their development



## Drama

### HSC Course 2022-2023

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Analytical Essay</b> <i>Black Comedy</i>	<b>Individual Project</b> <i>Progressive</i>	<b>Group Performance</b> <i>Progressive</i>	<b>Trial HSC Examination</b>	
	Term 4 2022 Week 9	Term 1 2023 Week 8	Term 2 2023 Week 8	Term 3 2023 Week 3/4	
	Outcomes: H1.3, H1.6, H3.1, H3.2, H3.3	Outcomes: Outcomes to be advised depending on IP chosen	Outcomes: H1.1, H1.2, H1.4, H1.5, H2.2	Outcomes: H1.4, H1.5, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
Making	10	10	10	10	<b>40</b>
Performing	0	10	20	0	<b>30</b>
Critically Studying	10	0	0	20	<b>30</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

#### A student:

- H1.1 uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 uses performance skills to interpret and perform scripted and other material
- H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
- H1.4 collaborates effectively to produce a group-devised performance
- H1.5 demonstrates directorial skills
- H1.6 records refined group performance work in appropriate form
- H1.7 demonstrates skills in using the elements of production
- H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9 values innovation and originality in group and individual work
- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media
- H2.4 appreciates the dynamics of drama as a performing art
- H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance
- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
- H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements

## English Advanced

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Critical Response</b> <i>Texts and Human Experiences</i>	<b>Critical Response</b> <i>Textual Conversations</i>	<b>Imaginative Response and Reflection</b> <i>Craft of Writing</i>	<b>Trial HSC Examination</b>	
	Term 4 2022 Week 10	Term 1 2023 Week 9	Term 2 2023 Week 10	Term 3 2023 Week 3/4	
	Outcomes: EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	Outcomes: EA12-3, EA12-5, EA12-7, EA12-8	Outcomes: EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	Outcomes: EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

#### A student:

EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.

EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning.

EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts.

EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments.

EA12-6 investigates and evaluates the relationships between texts.

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued.

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning.

EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

## English Extension 1

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	<b>Imaginative Response and Reflection</b> <i>Literary Worlds</i>	<b>Critical response with Related Text</b> <i>Worlds of Upheaval</i>	<b>Trial HSC Examination</b>	
	Term 4 2022 Week 10	Term 1 2023 Week 10	Term 3 2023 Week 3/4	
	Outcomes: EE12-2, EE12-4, EE12-5	Outcomes: EE12-1, EE12-2, EE12-3, EE12-4	Outcomes: EE12-2, EE12-3, EE12-4, EE12-5	
Knowledge and understanding of texts and why they are valued	20	15	15	<b>50</b>
Skills in complex analysis composition and investigation	20	15	15	<b>50</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

#### A student:

EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

EE12-3 independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts

EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

## English Extension 2

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	<b>Literature Review and Journal</b>	<b>Viva Voce and Journal</b>	<b>Critique of Creative Process and Journal</b>	
	Term 1 2023 Week 5	Term 2 2023 Week 3	Term 2 2023 Week 9	
	Outcomes: EEX12-3, EEX12-4	Outcomes: EEX12-1, EEX12-3, EEX12-4, EEX12-5	Outcomes: EEX12-1, EEX12-3, EEX12-5	
Knowledge and understanding of texts and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis composition and investigation	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

#### A student:

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

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

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

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

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

## English Standard

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Analytical Written Response</b> <i>Texts and Human Experiences</i>	<b>Imaginative Response</b> <i>Language, Culture and Identity</i>	<b>Multimodal Presentation</b> <i>Craft of Writing</i>	<b>Trial HSC Examination</b>	
	Term 4 2022 Week 10	Term 1 2023 Week 8	Term 2 2023 Week 10	Term 3 2023 Week 3/4	
	Outcomes: EN12-1, EN12-3, EN12-5, EN12-7	Outcomes: EN12-1, EN12-2, EN12-3, EN12-4, EN12-7	Outcomes: EN12-2, EN12-3, EN12-4, EN12-9	Outcomes: EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-8	
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Syllabus 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

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Multimodal Presentation</b> <i>Texts and Human Experiences</i>	<b>Research Task</b> <i>On the Road</i>	<b>Reading and Responding</b> <i>We Are Australian</i>	<b>Collection of Classwork</b> <i>All Modules</i>	
	Term 4 2022 Week 9	Term 1 2023 Week 8	Term 2 2023 Week 4	Term 2 2023 Week 10	
	Outcomes: EN12-1, EN12-6, EN12-8, EN12-9	Outcomes: EN12-1, EN12-3, EN12-9	Outcomes: EN12-1, EN12-2, EN12-3, EN12-5	Outcomes: EN12-4, EN12-6, EN12-7, EN12-10	
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

#### A student:

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short, 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 & 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

# Food Technology

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Food Industry Research Task</b>	<b>Food Manufacture Experiment and Preparation</b>	<b>Contemporary Nutrition Issues Investigation</b>	<b>Trial HSC Examination</b>	
	Term 4 2022 Week 9	Term 1 2023 Week 9	Term 2 2023 Week 9	Term 3 2023 Week 3/4	
	Outcomes: H1.2, H1.4, H3.1	Outcomes: H1.1, H4.2	Outcomes: H2.1, H3.2, H4.1 H5.1	Outcomes: H1.1, H1.3, H1.4, H5.1	
Knowledge and understanding of course content	0	0	10	30	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	15	10	5	0	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	0	15	15	0	<b>30</b>
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Syllabus outcomes

### A student:

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



## History Extension

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>	
	Historical Process (proposal, process log, annotated sources)  History Project	Essay	Trial Examination		
	Term 2 Week 8 2023	Term 2 Week 9 2023	Term 3 Week 3/4 2023		
	Outcomes: HE 12-1 HE12-2 HE 12-4	Outcomes: HE 12-1 HE12-2 HE12-3 HE 12-4	Outcomes: HE 12-1 HE12-3 HE 12-4		
Knowledge and understanding about significant historiographical ideas and processes	10	10	20	<b>40</b>	
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	<b>60</b>	
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>	

### Syllabus outcomes

#### A student:

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 Technology Timber Products and Furniture Technologies

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Designing and Planning Presentation</b>	<b>Industry Study</b>	<b>Project Development and Management Report</b>	<b>Trial HSC Examination</b>	
	Term 4 2022 Week 8	Term 1 2023 Week 9	Term 2 2023 Week 10	Term 3 2023 Week 3/4	
	Outcomes: H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	Outcomes: H1.1, H1.2, H3.2, H4.3, H5.1, H5.2, H6.1, H7.1, H7.2	Outcomes: H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H5.1, H5.2, H6.1, H6.2	Outcomes: H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
Knowledge and understanding of course content	5	5	10	20	<b>40</b>
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

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

# Investigating Science

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>First-hand investigation</b> <i>Module 5</i>	<b>Research task</b> <i>Module 6</i>	<b>Depth Study</b> <i>Modules 7 &amp; 8</i>	<b>Trial HSC Examination</b>	
	Term 4 2022 Week 7	Term 1 2023 Week 7	Term 2 2023 Week 7	Term 3 2023 Week 3/4	
	Outcomes: INS12-1, INS12-2, INS12-3, INS12-5, INS12-12	Outcomes: INS12-2, INS12-4, INS12-6, INS12-7, INS12-13	Outcomes: INS12-1, INS12-5, INS12-6, INS12-7, INS12-14, INS12- 15	Outcomes: All outcomes may be assessed	
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Skills in working scientifically	10	15	20	15	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

## Syllabus outcomes

### A student:

- INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11/12-5 analyses and evaluates primary and secondary data and information
- INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS12-12 develops and evaluates the process of undertaking scientific investigations
- INS12-13 describes and explains how science drives the development of technologies
- INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
- INS12-15 evaluates the implications of ethical, social, economic and political influences on science

## Legal Studies

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>	
	<b>Short Answer and Oral Presentation</b> <i>Human rights</i>	<b>Case study Analysis</b> <i>Crime</i>	<b>Research Essay</b> <i>Family</i>	<b>Trial HSC Examination</b>		
	Term 4 2022 Week 9	Term 1 2023 Week 9	Term 2 2023 Week 7	Term 3 2023 Week 3/4		
	Outcomes: H1, H2, H3, H7, H8	Outcomes: H1, H2, H3, H4, H8	Outcomes: H1, H6, H7, H9, H10	Outcomes: H1, H2, H3, H4, H5, H6, H7, H9, H10		
Knowledge and understanding of course content	5	10	10	15	40	
Analysis and evaluation	5	0	5	10	20	
Inquiry and research	5	10	5	0	20	
Communication of legal information, ideas and issues in appropriate forms	10	0	5	5	20	
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>	

### Syllabus outcomes

#### A student:

H1 identifies and applies legal concepts and terminology

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

H3 analyses the operation of domestic and international legal systems

H4 evaluates the effectiveness of the legal system in addressing issues

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

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

H7 evaluates the effectiveness of the law in achieving justice

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

H9 communicates legal information using well-structured and logical arguments

H10 analyses differing perspectives and interpretations of legal information and issues

## Mathematics Advanced

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Class Test</b> <i>Topics: F2, T3</i>	<b>Class Test</b> <i>Topics: C2, C4</i>	<b>Assignment/ Investigation</b> <i>Topic: M1</i>	<b>Trial HSC Examination</b>	
	Term 4 2022 Week 9	Term 1 2023 Week 7	Term 2 2023 Week 8	Term 3 2023 Week 3/4	
	Outcomes: MA12-1, MA12-5, MA12-9, MA12-10	Outcomes: MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	Outcomes: MA12-3, MA12-6, MA12-9, MA12-10	Outcomes: All outcomes may be assessed	
Understanding, fluency and communication	10	10	15	15	<b>50</b>
Problem solving, reasoning and justification	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

### Syllabus 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 Extension 1

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Class Test</b> <i>Topic: P1, V1</i>	<b>Assignment/ Investigation</b> <i>Topic: S1</i>	<b>Class Test</b> <i>Topic: C3, V1</i>	<b>Trial HSC Examination</b>	
	Term 4 2022 Week 9	Term 1 2023 Week 7	Term 2 2023 Week 6	Term 3 2023 Week 3/4	
	Outcomes: ME12-1, ME12-2, ME12-6, ME12-7	Outcomes: ME12-5, ME12-6, ME12-7	Outcomes: ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	Outcomes: All outcomes may be assessed	
Understanding, fluency and communication	10	15	10	15	<b>50</b>
Problem solving, reasoning and justification	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

#### A student:

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

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

ME1- 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

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Class Test</b> <i>Topic: N1.1, N1.2, N1.3</i>	<b>Class Test</b> <i>Topic: P1, P2</i>	<b>Assignment/ Investigation</b> <i>Topic: V1.1, V1.2, V1.3</i>	<b>Trial HSC Examination</b>	
	Term 4 2022 Week 8	Term 1 2023 Week 8	Term 2 2023 Week 10	Term 3 2023 Week 3/4	
	Outcomes: MEX12-1, MEX12-4, MEX12-7, MEX12-8	Outcomes: MEX12-1, MEX12-2, MEX12-7, MEX12-8	Outcomes: MEX12-3, MEX12-7, MEX12-8	Outcomes: All outcomes may be assessed	
Understanding, fluency and communication	10	10	15	15	<b>50</b>
Problem solving, reasoning and justification	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

#### A student:

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

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

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

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

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

MEX12-6 uses mechanics to model and solve practical problems

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

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



# Mathematics Standard 1

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>In Class Task</b> <i>Topic: M3, M4, M5</i>	<b>In Class Task</b> <i>Topic: S3</i>	<b>Investigation</b> <i>Topic: N1</i>	<b>Yearly Exam</b> <i>Topic: F2</i>	
	Term 4 2022 Week 10	Term 1 2023 Week 8	Term 2 2023 Week 4	Term 3 2023 Week 3/4	
	Outcomes: MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	Outcomes: MS1-12-2 MS1-12-7 MS1-12-9 MS1-12-10	Outcomes: MS1-12-8 MS1-12-9 MS1-12-10	Outcomes: All outcomes may be assessed	
Understanding, fluency and communication	10	15	10	15	50
Problem solving, reasoning and justification	10	15	10	15	50
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

\*Students who choose to do the Mathematics Standard 1 Higher School Certificate Examination will also complete a Trial HSC in Term 3, Week 3/4.

## Syllabus outcomes

### A student:

MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS1-12-2 analyses representations of data in order to make predictions and draw conclusions

MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness

MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems

MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school

MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms

MS1-12-7 solves problems requiring statistical processes

MS1-12-8 applies network techniques to solve network problems

MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use

MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

## Mathematics Standard 2

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Assignment and Class Test</b> <i>Topic: M6, M7</i>	<b>Investigation</b> <i>Topic: S4, S5</i>	<b>Assignment and Class Test</b> <i>Topic: N2, N3</i>	<b>Trial HSC Examination</b>	
	Term 4 2022 Week 10	Term 1 2023 Week 8	Term 2 2023 Week 4	Term 3 2023 Week 3/4	
	Outcomes: MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-12	Outcomes: MS2-12-2 MS2-12-7	Outcomes: MS2-12-8 MS2-12-9 MS2-12-10	Outcomes: All outcomes may be assessed	
Understanding, fluency and communication	10	15	10	15	50
Problem solving, reasoning and justification	10	15	10	15	50
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

#### A student:

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

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

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

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

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

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

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

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

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

MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

## Modern History

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Source Analysis</b>	<b>Historical Analysis</b>	<b>Research Report</b>	<b>Trial Examination</b>	
	Term 4 2022 Week 8	Term 1 2023 Week 6	Term 2 2023 Week 8	Term 3 2023 Week 3/4	
	Outcomes: MH12-4, MH12-6, MH12-7, MH12-8	Outcomes: MH12-2, MH12-3, MH12-4, MH12-6, MH12-7, MH12-8	Outcomes: MH12-3, MH12-5, MH12-6, MH12-7, MH12-9	Outcomes: MH12-1, MH12-2, MH12-3, MH12-5, MH12-6, MH12-9	
Knowledge and understanding	5	5	10	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10	5	0	5	<b>20</b>
Historical inquiry and research	5	10	5	0	<b>20</b>
Communication of historical understanding in appropriate forms	0	5	10	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Syllabus outcomes

#### A student:

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 1

HSC Course 2022-2023

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Performance and Aural Analysis	Composition and Viva Voce	Elective 1 and Elective 2	Trial HSC Aural and Elective 3	
	Term 4 2022 Week 8	Term 1 2023 Week 5	Term 2 2023 Week 9	Term 3 2023 Week 3/4	
	Outcomes: H1, H2, H4	Outcomes: H3, H5, H6, H7, H8	Outcomes: TBA depending on electives chosen	Outcomes: H4, H5 plus outcomes depending on electives	
Core Performance	10	0	0	0	10
Core Composition	0	10	0	0	10
Core Musicology	0	10	0	0	10
Core Aural	10	0	0	15	25
Electives	0	0	30	15	45
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Syllabus outcomes

### A student:

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

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

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

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

H5 critically evaluates and discusses performances and compositions

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

H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied

H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music.

H9 performs as a means of self-expression and communication

H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities.

H11 demonstrates a willingness to accept and use constructive criticism

## Personal Development, Health and Physical Education (PDHPE)

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Practical Application and Report</b> <i>Core 2: Factors Affecting Performance</i>	<b>Case Study</b> <i>Option 3: Sports Medicine</i>	<b>Research Task</b> <i>Core 1: Health Priorities in Australia</i>	<b>Trial HSC Examination</b>	
	Term 4 2022 Week 9	Term 1 2023 Week 7	Term 2 2023 Week 10	Term 3 2022 Week 3/4	
	Outcomes: H8, H9, H16, H17	Outcomes: H8, H13, H16, H17	Outcomes: H1, H2, H3, H4, H14, H15, H16	Outcomes: H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17	
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Skills in critical thinking, research, analysing and communicating	15	10	15	20	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Syllabus 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 & maintain health (Option 1)
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

## Science Extension

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	<b>Research Proposal</b> <i>Poster and Oral Presentation</i>	<b>Statistical Analysis</b> <i>Examination</i>	<b>Scientific Research Report and Portfolio</b>	
	Term 1 2023 Week 3	Term 2 2023 Week 4	Term 3 2023 Week 1	
	Outcomes: SE-1, SE-3, SE-6, SE-7	Outcomes: SE-4, SE-5, SE-6	Outcomes: SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7	
Communicating scientifically	10	0	20	<b>30</b>
Gathering, recording, analysing and evaluating data	0	20	10	<b>30</b>
Application of scientific research skills	20	10	10	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Syllabus outcomes

#### A student:

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 and Recreation (SLR)

HSC Course 2022-2023

Components	Task 1	Task 2	Task 3	Task 4	Weighting %	
	<b>Plan and Analyse Activity</b> <i>Aquatics (Theory)</i>	<b>Coaching Profile</b> <i>Sport Coaching and Training (Theory)</i>	<b>Lesson Delivery</b> <i>Games and Sports Application (Practical &amp; Theory)</i>	<b>Yearly Examination</b>		
	Term 4 2022 Week 9	Term 1 2023 Week 10	Term 2 2023 Week 10	Term 3 2023 Week 3/4		
	Outcomes: 1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5	Outcomes: 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	Outcomes: 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	Outcomes: All outcomes may be assessed		
Knowledge and understanding	10	10	20	10	50	
Skills	10	10	20	10	50	
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>100</b>	

### Syllabus outcomes

#### A student:

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



## Visual Arts

HSC Course 2022-2023

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>	
	Art Practice	Artworks Beyond Studio Space	Body of Work	<b>Trial Exam</b>		
	Term 4 2022 Week 5	Term 1 2023 Week 6	Term 3 2023 Week 1	Term 3 2023 Week 3/4		
	Outcomes: H1, H2, H3, H4, H7, H8, H9	Outcomes: H7, H8, H10	Outcomes: H1, H2, H3, H4, H5, H6	Outcomes: H7, H8, H9, H10		
Art Making	20		30		50	
Art Criticism and Art History	10	20		20	50	
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>	

### Syllabus 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

## Work Studies

HSC Course 2022-2023

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Components</b>	<b>Group Project</b> <i>Team Enterprise Project</i>	<b>Independent Research project</b> <i>Managing Work Life Commitments</i>	<b>Budget Plan</b> <i>Personal Finance</i>	<b>Case Study</b> <i>Self-Employment</i>	<b>Weighting %</b>
	Term 4 2022 Week 9	Term 1 2023 Week 7	Term 2 2023 Week 3	Term 2 2023 Week 10	
	Outcomes: 3, 5, 6, 7, 8, 9	Outcomes: 2, 3, 5, 6, 7, 8, 9	Outcomes: 4, 5, 7, 8, 9	Outcomes: 1, 2, 3, 5, 7, 8	
Knowledge and understanding	10	10	10	10	<b>40</b>
Skills	15	15	15	15	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Syllabus outcomes

#### A student:

- 1 investigates a range of work environments
- 2 examines different types of work and skills for employment
- 3 analyses employment options and strategies for career management
- 4 assesses pathways for further education, training and life planning
- 5 communicates and uses technology effectively
- 6 applies self-management and teamwork skills
- 7 utilises strategies to plan, organise and solve problems
- 8 assesses influences on people's working lives
- 9 evaluates personal and social influences on individuals and groups

## APPENDICES

### Appendix I: Application for Assessment Task Consideration – Illness/Misadventure

<b>Name:</b>		<b>Year:</b>		<b>Date:</b>	
<b>Subject:</b>		<b>Teacher:</b>			

<b>Task No.</b>		<b>Due Date:</b>		<b>Task Weighting:</b>	
<b>Task Description</b>					
.....					
.....					

<b>Reason for absence: (Attach evidence such as a medical certificate)</b>
.....
.....
.....

<p>In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.</p> <p><b>Student Signature:</b> ..... <b>Date:</b> .....</p> <p><b>Parent/Guardian Signature:</b> ..... <b>Date:</b> .....</p>
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<b>Recommendation of Teacher/Head Teacher</b>
.....
.....

<b>Signature of Teacher/Head Teacher</b>		<b>Date</b>	
<b>Final Decision</b>		<b>Date</b>	
<b>Principal/DP Signature</b>		<b>Date</b>	
<b>Year Adviser Signature</b>		<b>Date</b>	

**Appendix II: Application for Assessment Task Consideration – Extension**

<b>Name:</b>		<b>Year:</b>		<b>Date:</b>	
<b>Subject:</b>		<b>Teacher:</b>			

<b>Task No.</b>		<b>Due Date:</b>		<b>Task Weighting:</b>	
<b>Task Description</b>					
.....					
.....					

**I wish to apply for an extension based on consideration of the following factors which may affect my performance in this assessment task. (Attached evidence where possible.)**

.....

.....

.....

**In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.**

**Student Signature:** ..... **Date:** .....

**Parent/Guardian Signature:** ..... **Date:** .....

**Recommendation of Teacher/Head Teacher**

.....

.....

<b>Signature of Teacher/Head Teacher</b>		<b>Date</b>	
<b>Final Decision</b>		<b>Date</b>	
<b>Principal/DP Signature</b>		<b>Date</b>	
<b>Year Adviser Signature</b>		<b>Date</b>	

**Appendix III: Application for Assessment Task Consideration – Appeal of Assessment Procedure**

<b>Name:</b>		<b>Year:</b>		<b>Date:</b>	
<b>Subject:</b>		<b>Teacher:</b>			

<b>Task No.</b>		<b>Due Date:</b>		<b>Task Weighting:</b>	
<b>Task Description</b>					
.....					
.....					

<b>Details of appeal</b>
.....
.....
.....

<b>In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.</b>	
<b>Student Signature:</b> .....	<b>Date:</b> .....
<b>Parent/Guardian Signature:</b> .....	<b>Date:</b> .....

<b>Recommendation of Teacher/Head Teacher</b>
.....
.....

<b>Signature of Teacher/Head Teacher</b>		<b>Date</b>	
<b>Final Decision</b>		<b>Date</b>	
<b>Principal/DP Signature</b>		<b>Date</b>	
<b>Year Adviser Signature</b>		<b>Date</b>	

## Appendix IV: Year 12 Assessment Task Summary

<b>Week</b>	<b>Term 4 2022</b>
1	
2	
3	
4	
5	
6	
7	Assessment Task 1: Biology, Investigating Science
8	Assessment Task 1: Agriculture, Business Studies, Design and Technology, Industrial Technology Timber, Mathematics Extension 2, Modern History, Music 1
9	Assessment Task 1: Ancient History, Drama, English Studies, Food Technology, Legal Studies, Mathematics Advanced, Mathematics Extension 1, PDHPE, SLR, Work Studies
10	Assessment Task 1: English Advanced, English Extension 1, English Standard, Mathematics Standard 1, Mathematics Standard 2
11	

<b>Week</b>	<b>Term 1 2023</b>
1	Note: Year 12 students commence school on Tuesday 31 January
2	
3	Assessment Task 1: Science Extension
4	
5	Assessment Task 1: English Extension 2 Assessment Task 2: Music 1
6	Assessment Task 2: Agriculture, Modern History
7	Assessment Task 2: Mathematics Advanced, Mathematics Extension 1, PDHPE, Work Studies, Investigating Science
8	Assessment Task 2: Ancient History, Drama, English Standard, English Studies, Mathematics Extension 2, Mathematics Standard 1, Mathematics Standard 2
9	Assessment Task 2: Biology, Design and Technology, English Advanced, Food Technology, Industrial Technology Timber, Legal Studies
10	Assessment Task 2: Business Studies, English Extension 1, SLR.
11	

<b>Week</b>	<b>Term 2 2023</b>
1	
2	
3	Assessment Task 2: English Extension 2 Assessment Task 3: Work Studies
4	Assessment Task 2: Science Extension, Assessment Task 3: English Studies, Mathematics Standard 1, Mathematics Standard 2
5	
6	
7	Assessment Task 3: Business Studies, Investigating Science, Legal Studies
8	Assessment Task 1: History Extension Assessment Task 3: Ancient History, Biology, Drama, Mathematics Advanced, Mathematics Extension 1, Modern History
9	Assessment Task 2: History Extension Assessment Task 3: Agriculture, Design and Technology, English Extension 2, Food Technology, Music 1
10	Assessment Task 3: English Advanced, English Standard, Industrial Technology Timber, Mathematics Extension 2, PDHPE, SLR, Task 4: English Studies, Work Studies

<b>Week</b>	<b>Term 3 2023</b>
1	<b>Assessment Moratorium Period</b> Assessment Task 3: Science Extension task 3
2	
3	<b>Trial Examination:</b> Agriculture, Ancient History, Biology, Business Studies, Drama, English Advanced, English Extension 1, English Standard, Food Technology, History Extension, Industrial Technology Timber, Investigating Science, Legal Studies, Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2, Mathematics Standard 1, Mathematics Standard 2, Modern History, Music 1, PDHPE, SLR.
4	
5	
6	
7	
8	
9	
10	



### Appendix V: Year 12 Assessment Task Planner

<b>Week</b>	<b>Term 4 2022</b>
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	
<b>11</b>	

<b>Week</b>	<b>Term 1 2023</b>
<b>1</b>	Note: Year 12 students commence school on Tuesday 31 January – Week 2
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	
<b>11</b>	

<b>Week</b>	<b>Term 2 2023</b>
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	

<b>Week</b>	<b>Term 3 2023</b>
<b>1</b>	<b>Assessment Moratorium Period</b>
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	

