



LAMBTON HIGH
SCHOOL

YEAR 12 2024

ASSESSMENT BOOKLET



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Appendices

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Eligibility for the HSC

To be eligible for the Higher School Certificate (HSC), students must:

- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NSW Education Standards Authority (NESA)
- Attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- Complete HSC: All My Own Work (or its equivalent) before you submit any work for Year 11 or Year 12 courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- Satisfactorily complete courses in the patterns of study detailed in 'Pattern of Study'
- Sit for and make a serious attempt at the required HSC exams
- Meet the HSC minimum standard in the HSC minimum standards test to receive the HSC.
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

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

Pattern of Study

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

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

To satisfy pattern of study requirements for the HSC a student may count a maximum of six (6) Year 11 units and seven (7) Year 12 units from courses in Science.

Students must meet eligibility requirements for:

- English EAL/D
- Continuers course in language
- Beginners course in language
- Literature course in language
- Context course in language.

Pathways

A student may take up to 5 years to accumulate their 10 HSC units for the award of the HSC. The time begins from the year the students sits for their first HSC examination. Schools will need to ensure that the NESA requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.



Life Skills

Students following a life skills special program of study will be eligible for the award of the HSC provided the above requirements are met. The completion of a transition planning process for each student is a condition of access to a special program of study involving Life Skills courses for Stage 6.

Vocational Education and Training

Vocational Education and Training (VET) courses are competency based. The purpose of assessment in this context is to judge competence on the basis of performance. A student's performance is judged as being either competent or not yet competent against a prescribed standard. The judgement is made on the basis of evidence which can be in a variety of forms.

NESA requires providers of VET curriculum framework courses to:

- Ensure that all courses are delivered under the auspices of a Registered Training Organisation (RTO)
- Use a competency-based approach to assessment
- Maintain a record of all of the competencies achieved by each student
- Progressively record the achievement of elements of competency and units of competency in a competency record book (student log) supplied by the RTO
- Use only qualified assessors to carry out assessment
- Report to the NESA via Schools Online both the units of competency each student intends to study in a year and the units of competency actually achieved by each student in each course
- Verify that students have completed the mandatory work placement hours that have been assigned to each course
- Prepare students enrolled in 240-hour courses for the optional HSC examination, if the students elect to present for the examination.

Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for any of the optional VET curriculum framework examinations. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC examination, such as a trial HSC examination. It must be submitted at the same time as the school assessment marks for other HSC courses, but will be used only in the case of a successful illness/misadventure appeal.

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

Responsibilities

Each student has the responsibility to:

- Understand NESA course requirements and procedures for each course of study
- Follow a pattern of study that meets their educational needs and not make any unapproved changes
- Confirm their pattern of study by signing the Confirmation of Entry form
- Communicate to their teacher any changes in their circumstances that may impact on their HSC performance
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks through a medical certificate or a statutory declaration
- Make a serious attempt at each task and act on constructive feedback
- Apply themselves with diligence and sustained effort to the set work and experiences provided in each course
- Submit work that is the student's own work, acknowledging sources which have been consulted and/or quoted
- Adhere to HSC assessment guidelines.

Schools have the responsibility to:

- Develop tasks that meet syllabus requirements in the course
- Publish scope, sequence and timing details of all tasks at the beginning of the assessment year
- Demonstrate an understanding of course content, objectives and outcomes
- Implement classroom assessment procedures according to school and NESA requirements
- Ensure that students have copies of all relevant course documents
- Provide parents/students with information that gives a true reflection of student progress
- Provide quality teaching and learning for year 11 and 12 students, establishing high expectations
- Ensure learning is based on current material and meets student/syllabus needs
- Identify students causing concern and employ strategies to support them and communicate with parents
- Provide strategies to support high potential and gifted and talented students
- Provide students with detailed feedback on their performance, in a timely manner.

The Lambton High School Assessment Policy has been designed to ensure:

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



HSC Credentials

The Higher School Certificate

School-based assessment tasks will contribute to 50% of the marks for the Higher School Certificate. The school assessment mark will be based on student performance in assessment tasks undertaken during each course. The other 50% of the marks will be based on student performance in the HSC examination for each subject.

The Higher School Certificate is a testamur document, issued by NESA, which states that a student has met all of the requirements and has been awarded an HSC.

On the satisfactory completion of the HSC, students will receive a portfolio containing:

- The Higher School Certificate Testamur – This shows that a student is eligible for the Higher School Certificate. It includes the student’s name, school and date of the award. The HSC Testamur is delivered by post in January. Students are able to download their credentials via their Students Online account
- Higher School Certificate Record of Achievement – The Higher School Certificate (HSC), Record of Achievement (RoSA) including Year 11 grades, and if applicable, Year 10 (Stage 5) grades.



Additional Information: The NESA publication, Rules and Procedures for Higher School Certificate Candidates, contains all the HSC rules and requirements you will need to know. This document is available at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

The Higher School Certificate Record of Achievement

This provides formal recognition of a student’s senior secondary school achievements. Stage 6 HSC results, Stage 6 Year 11 results and, if applicable, Stage 5 results will appear on separate pages.



Assessment mark: School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course.

NESA puts the marks 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 the HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

HSC mark: The Higher School Certificate mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.

Performance Bands: Student performance in the Higher School Certificate examinations is reported in relation to defined standards (or levels of achievement) using performance bands that have been developed for each course. For 2 Unit courses, students receive a mark out of 100 and a place within one of the six performance bands. For Extension courses, students receive a mark out of 50 and a place within one of four performance bands.

HSC marks for non-Extension courses are divided into 6 bands:

- Band 6 = 90 - 100 marks
- Band 5 = 80 - 89 marks
- Band 4 = 70 - 79 marks
- Band 3 = 60 - 69 marks
- Band 2 = 50 - 59 marks
- Band 1 = 0 - 49 marks

Each Extension course is divided into 4 bands:

- Band E4 = 45 - 50 marks
- Band E3 = 35 - 44 marks
- Band E2 = 25 - 34 marks
- Band E1 = 0 - 24 marks

Further information relating to standards-referenced assessment can be found at:

<https://arc2.nesa.nsw.edu.au/page/faq/course>

Stage 6 Year 11 grades: Schools, using the Common Grade Scale for Year 11 courses, award A – E grades for Stage 6 Year 11 courses (other than Life Skills and Vocational Education and Training (VET) courses).

Stage 5 grades: Schools, using the Common Grade Scale and course performance descriptors, award A – E Grades for Stage 5 courses (other than Life Skills and Vocational Education and Training (VET) courses).

Moderation: Detailed information on moderation can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/moderation>

The Australian Tertiary Admission Rank

The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities Admissions Centre (UAC) on behalf of universities in NSW and the ACT.

To be eligible for an ATAR students must complete at least 10 units of NESA Developed Courses including:

- At least eight units from Category A subjects (no more than 2 units of Category B subjects)
- At least two units of English
- At least three NESA Developed Courses of two units or greater
- At least four subjects.

Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry.

Students should refer to the Universities Admissions Centre website at: <https://www.uac.edu.au/>



Student Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student’s learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- Be based on syllabus outcomes
- Be a valid instrument for what they are designed to assess
- Include criteria to clarify for students what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and provide accurate information on each student’s achievement
- Be free from bias and provide evidence that accurately represents a student’s knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time.

Assessment for, assessment as, assessment of learning

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment for Learning

Assessment for learning involves teachers using evidence about students’ knowledge, understanding and skills to inform their teaching. Sometimes referred to as ‘formative assessment’, it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- Reflects a view of learning in which assessment helps students learn better rather than just receive a better mark
- Involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- Includes clear goals for the learning activity



- Provides effective feedback that motivates the learner and can lead to improvement
- Reflects a belief that all students can improve
- Encourages self-assessment and peer assessment as part of the regular classroom routines
- Involves teachers, students and parents reflecting on evidence
- Is inclusive of all learners.

Assessment as Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- Encourages students to take responsibility for their own learning
- Requires students to ask questions about their learning
- Involves teachers and students creating learning goals to encourage growth and development
- Provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- Encourages peer assessment, self-assessment and reflection.

Assessment of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching program or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- Is used to plan future learning goals and pathways for students
- Provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- Provides a transparent interpretation across all audiences.

Using these principles

The approach or approaches used will be informed by:

- The evidence of student learning to be gathered
- The processes for gathering the evidence
- The feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).



Number of Tasks

NESA mandates:

- Mandatory components and weightings for both Year 11 and Year 12 courses
- The maximum number of formal assessment tasks is three in Year 11 and four in Year 12
- A maximum of one formal written examination task that mimics the HSC examination per course, with a maximum weighting of 30% for the Year 12 course.

Tasks

The assessment tasks used should be appropriate to the outcomes and components of the course being assessed, for example tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance. The syllabus provides guidance in relation to the types of tasks that are suitable.

The assessment tasks should allow for a range of marks to allow for discrimination between the performances of individual students and be set at an appropriate level of difficulty that allows the full range of marks to be available.

Head Teachers are required to validate each task prior to distribution to students.

All assessment tasks for a course should be completed by each candidate.

The students will be required to acknowledge the receipt, submission and return of a task.

Teachers should assess the students' actual performance, not potential performance. Assessment marks must not be modified to take into account the possible effects of illness or domestic situations.

Students who are at school and indicate they are sick on the day of an assessment task should report to the Deputy Principal to discuss whether the student should sit the task and to discuss the required documentation for non-completion.

Notification

In addition to the information in this Year 12 Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of two weeks prior to the task that contains:

- The date and time of the task
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task
- The marking criteria used for the task
- Administrative procedures for the collection of the task
- The amount of time that will be allocated during lessons if applicable



- Feedback procedures.

Additional information:

- The format of the notification must be on the agreed school proforma
- Students are required to acknowledge that they have received the assessment task notification
- The teacher will sign the notification sheet to indicate the task assesses the outcomes learnt in class and that it meets NESA requirements. This is counter signed by the Head Teacher(or delegate) to certify the task
- The Deputy Principal will approve all Stage 6 task notifications prior to them being issued to students
- A copy of the Stage 6 task notification is filed in the relevant Stage 6 Monitoring Folder
- If a student is absent on the day that a notification for an assessment task is given to students, it is the responsibility of the student to speak to the teacher or Head Teacher(or delegate) to obtain a copy. *Note: unless there are exceptional circumstances, an extension of time for the task will not be granted.*

Assessment Schedule

General Guidelines:

- Assessment in the Year 11 Course should not begin before Week 5 of Term 1 for that cohort
- Assessment for the Year 12 Course may commence in Term 4 of the year prior to the HSC examination in that course
- Students who have been admitted to the HSC course on probation, due to exceptional circumstances and approved by the Principal, will need to complete all outstanding assessment tasks for the relevant Year 11 Course by the end of Term 4.

Trial HSC Examination:

- All courses will have a Trial HSC Examination (except English Extension 2 and some CEC and BEC courses)
- The Trial HSC should form a significant part of assessment
- Examination papers should mirror the HSC as far as possible in skills, content, duration and difficulty

Students:

- Are required to wear school uniform
- Need only attend during the time of their scheduled examinations
- Are not permitted to leave the examination earlier than the finish time

If a student is absent from the Trial HSC they are required to:

- Contact the school on the day of the examination
- Complete an Illness/ Misadventure form with attached required documentation
- Catch-up the task within the scheduled examination period.



Assessment Blocks:

- All tasks are required to take place in the assessment periods
- The load of tasks is balanced by timetable lines and managed by the Deputy Principal
- Courses are not required to place an assessment task in every assessment block.

Submission/Completion of Assessment Tasks

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

Submission of tasks at Lambton High School

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

All hand in assessment tasks must be submitted **by 9.30am on the due date**. Hard copies (on paper) must be submitted through the Deputy Principal Office. Where an electronic copy is required only, electronic copies must be submitted to the digital platform as directed on the assessment notification. Students have a responsibility to ensure:

- The correct electronic file is attached
- The file is not corrupt

Note: technology fault is not grounds for appeal

HSC takes precedence over all school activities, including excursions, competitions and sporting events. Work placement for VET may be varied to accommodate the assessment due date. Under special circumstances the Principal may grant an exemption.

If a student is completing a task during the day, they must attend all periods before the task. Failure to attend during the periods prior will be deemed as an unfair advantage, and the student will receive a mark of 0 for the task. If a student is sick the morning of a task, they are to follow the usual Illness/Misadventure process.

Minimal homework is to be provided during the assessment period.

Change of dates for assessment tasks to outside the assessment block will only be permitted in exceptional circumstances. Approval is required by the Principal. If the date for an assessment task is approved to be changed from the advertised date in the booklet then at least two weeks notice in writing will be given to all students concerned.

Procedures for Task Administration

For separate classes completing the same course, Head Teachers are required to ensure:

- Students receive the same information to ensure consistency in the administration of the assessment task
- Where possible, the task should be completed on the same day/period to protect the integrity of the task



- All students have the same examination conditions and experiences
- In subjects where more than one class exists, all tasks (or section of) will be marked by the one teacher or be double marked for consistency.

During an assessment task, students must turn off their mobile phone or smart watch and place it in their school bag. Students who breach this rule may have a penalty imposed, such as a zero for the task.

Procedures for Awarding Marks

The HSC requires that a standards-referenced approach be used for assessing and reporting student achievement. Assessment tasks allow measurements of student performance in relation to course outcomes, including those not readily measured by an examination. This serves to provide several types of measurements over a period of time. In a standards-referenced approach, the assessment mark submitted to NESA will reflect the rank order and relative difference between the achievements of students, based on the extent to which students have demonstrated the achievement of the outcomes.

Marks

Marks are calculated based on the mandatory assessment components and weightings found in the syllabus for each course. Marks will be aggregated to the nearest whole number and ranked accordingly. The assessment marks should show the relative differences between students' performances. This is best achieved when a sufficiently wide mark range is used in allocating the marks for the individual tasks.

It is stressed that the final assessment mark should not be revealed to the students, but students must be informed that they can receive their final assessment rank. This will be provided as the assessment rank on their Semester Two report.

Moderation

Tasks may be statistically moderated as these procedures help ensure that the weightings for each task are as intended and reduce the effect of individual task characteristics on overall assessment mark collation (HSC Assessment in a Standards-referenced Framework - A Guide to Best Practice). Statistical procedures may not be appropriate in courses with small candidatures. A meeting is held with the Principal to analyse the final raw and moderated marks for each course as the Principal is required to certify the accuracy of the marks submitted to NESA.



Procedures for Late Submission and Task Non-Completion

Tasks handed in late, or completed late, will receive a zero. A student has the right to appeal the zero mark.

Where the teacher of the class is absent on the due date

- Where a teacher is absent on the day for an in-class task, the Faculty Head Teacher (or delegate) will arrange alternative cover. This may involve notifying the Head Teacher Administration to arrange casual relief.

Where a student is absent on the due date

- Where a written task is to be handed in on a due date or an in-class assessment performed, and the absence is known beforehand, the student must make arrangements for the task to be submitted, or completed, on or before time. Students must complete and Illness/Misadventure form and submit this to the relevant deputy principal with attached documentation prior to the task being due.
- Where a student is absent on the day because of illness/misadventure, the student must arrange for the task to be handed in on time by an agent. Otherwise the task must be submitted electronically by 9.30 am. Email: lambton-h.school@det.nsw.edu.au
- Where the student has been absent on the day the assessment task was due and the task was not handed in by arrangement, due to misadventure, the student must hand in the task to their teacher on their first day of attendance. Relevant evidence (e.g. doctor's certificate, statutory declaration, other) covering all days of absence, together with an Assessment Illness/Misadventure Appeal form must be supplied within five school days to the Deputy Principal.
- Where a student is absent on the day of an in-class assessment, it is the responsibility of the student to see the Head Teacher (or delegate) of the relevant course on the first day of attendance after illness and to make alternative arrangements for completion of the assessment task. The student must be prepared to sit the task the first day back at school. A Misadventure form and relevant evidence (e.g. doctor's certificate, statutory declaration, other) covering all days of absence must be submitted within five school days to the Deputy Principal. If a student is unable to complete an in-class task within 5 days of the original task due date, the student will be required to sit an alternate task. This task will assess the same outcomes as the original task and will be developed by the faculty Head Teacher (or delegate).
- Failure to follow the above procedures will result in an N Award warning letter being sent to parents/caregivers of the student.
- Where a student is absent on the day an assessment task is due either for medical reasons or for any other reason, a zero must be given initially and the student has the right to appeal through the Illness/Misadventure process.
- Where a student is awarded an estimate mark to be given on a missed task, the mark shall be developed at the discretion of the Principal, taking into account such factors as course outcomes, course rank and individual performance in the course.



Under no circumstances does a suspension from school entitle a student to submit an assessment after the due date. If a student is on suspension from school at the time when an assessment item is due, it remains the student’s responsibility to ensure the task is submitted on the due date. It is the student’s responsibility to notify the Principal at the time of suspension that an assessment task is to be completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension.

Malpractice

HSC All My Own Work

HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses. Students will complete this program towards the conclusion of Year 10.

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain 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 their own
- Using material directly from books, journals, CDs or the internet without reference to the source
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person’s work and presenting it as their own (including the use of artificial intelligence)
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice.

To assist in the detection of malpractice, Lambton High School utilises a plagiarism detection program to maintain the integrity of student work. Where malpractice is detected, a zero mark may be given for the entire task. The school may apply penalties at the discretion of the Principal. Where a student is present on the day of the task and does not attend in the periods prior to the task, penalties will apply. A student penalised for malpractice has access to the appeals process.



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

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

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

Invalidity of Assessment Tasks

Where invalid or unreliable results have been produced by an assessment task the faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration.

An investigation will be undertaken by the Deputy Principal and Head Teacher of the Faculty involved to ascertain the reasons for the unreliable or invalid results. One or more of the following processes may be implemented as appropriate:

- Negotiation with all students affected
- Implement an alternate task supplied for the whole or part of the original
- Mark adjustment to discount the invalid part of the test
- Other, as determined by the Head Teacher.

Procedures for Illness/Misadventure Appeals

An illness/misadventure form is used when an assessment task is:

- Not submitted on time
- Submitted incomplete
- During extraordinary circumstances.

Where a student experiences a misadventure, they must complete an Illness/Misadventure Application by completing the online form which can be access via their Year Group Canvas Page. This must be done on the same day where possible, or the next day of attendance including attendance at the next examination after the misadventure.

Completing the Illness/Misadventure Appeal

Section 1: Complete your personal details as requested.

Section 2: Complete the details regarding the assessment task that the application you are making applies to.



Section 3: Provide details for the circumstances that have required you to make this application and you must attach relevant documentation to support your application (e.g. doctor’s certificate, statutory declaration, other)

It is the student’s responsibility to complete the Illness/Misadventure Appeal and confirmation of the application submission will be returned to the student email supplied on the application. Late appeals may be considered but only in the event of exceptional circumstances.

Students cannot submit an appeal on the basis of:

- Technology fault
- Alleged deficiencies in teaching
- Long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- Misreading the examination timetable
- Misreading assessment task or examination instructions
- Other commitments such as holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations. Special consideration for changes to the scheduled date must be made in writing, addressed to the Principal and well in advance of the event.

Process

The appeal is then completed by the Deputy Principal (within policy guidelines) in consultation with the Head Teacher of the appropriate faculty. The Deputy Principal may:

- Uphold the appeal
- Dismiss the appeal
- Impose a penalty.

If the Deputy Principal dismisses the appeal, the student has the option of requesting an Appeals Committee review.

Appeal Process

The Appeals Committee shall be convened by the alternate Deputy Principal, and include the Head Teacher of another faculty and the Year Adviser.

The committee may:

- Uphold the appeal
- Dismiss the appeal
- Impose a penalty.

The committee should communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark.



N-Determination

If the principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for him/her to correct the problem and satisfactorily complete the course. Where students fail to comply with the school's expectations an 'N' determination warning letter will be issued. A minimum of two warning letters will be sent to parents before the school may recommend to NESA that a student does not receive an award in a course. This is known as an 'N' Determination and it may result in the non- award of the HSC.

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

A student is absent from an assessment task and has not provided acceptable evidence to justify that absence

- A student is found to be cheating in an assessment task
- A student is deemed to have breached principles of academic integrity and ethical scholarship
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- A student has provided a false explanation for the late submission of an assessment task
- A student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- A student has made a non-serious attempt at a task.

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of NESA. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligible for the award of the HSC. To negate an 'N' Award warning the student must complete the outstanding work detailed in the 'N' Award warning letter by the due date.

The Principal will use the following as a guide for N-Determination:

- **50% Rule:** In addition to any other set tasks and experiences in any course, students must complete assessment tasks that contribute in excess of 50% of available marks
- **Attendance:** A student who attends less than 85% of their lessons would be deemed as causing concern and therefore may not be able to meet course outcomes
- **Set Tasks and Experiences:** Principals must determine if there is sufficient evidence to progress with an N determination for a student's application of diligence and sustained effort to the set tasks and experiences provided in the course by the school.

If a decision is made to progress with an N-Determination:

- The principal will notify the parent/carer that in the school's view, their student has not met the completion requirements for the award of the Year 11 RoSA or HSC
- Offer an Appeal form (if required) and review the appeal
- Form an Appeals panel (if required)
 - If the appeal is upheld, award the marks for the course
 - If the appeal is declined, forward all documentation to NESA for determination.



If an 'N' determination is given:

- the course will be listed as 'Not Completed' on the Record of Achievement
- the student may be ineligible for the award of a Year 11 RoSA or HSC.

Querying the Result of a Task

If on the return of an assessment task, a student considers that there is an irregularity in the marking of the assessment task, it is their responsibility to immediately discuss their concern with the course teacher. If the issue is not resolved, the task will be retained by the teacher of the course and the students should approach the Head Teacher to request a review. The Head Teacher's (or their delegate's) decision in relation to the determination of a grade or mark that is based upon the marking guidelines used in the marking of the task is FINAL. The review may result in the final mark remaining the same or higher or being lower than the original mark.

Disputes over an individual task must be raised with the Head Teacher using the proforma in this booklet within 5 days of the task being returned. The Head Teacher's decision is final. If the mark cannot be resolved, the matter can be referred to the Deputy Principal for review. In this case the Deputy Principal will liaise with the Principal to reach a final decision. It should be noted, however, that a teacher's professional judgement cannot be the basis of an appeal.

Note: The Principal is the final arbiter in all procedural matters.

Disability Provisions

NESA may provide Disability Provisions for students in the HSC examinations. Disability Provisions may assist students to read examination questions and write their answers. Provisions may include rest breaks and extra time. The use of any provision is not written on the student's results. The Learning and Support Teacher is responsible for the identification and management of students requiring Disability Provisions.

- Disability Provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation.
- Disability Provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination.
- Students may need provisions for:
 - a permanent condition, such as diabetes or reading difficulty
 - a temporary condition, such as a broken arm, or
 - an intermittent condition, such as back pain when sitting for long periods.
 - Principals have the authority to decide on and to implement Disability Provisions for school-based assessment.

Lambton High School will support students seeking Disability Provisions for their HSC examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component. Students who accessed special provisions for Year 10 should be screened for similar access for senior assessment and examination. The Learning and Support Teacher will develop a list of students requiring disability provisions by the end of Term 1. Additional students may be added during the year.



Applying for Disability Provisions:

- If you wish to seek disability provisions you must speak to the Learning and Support Teacher (LaST)
- Students will need to supply relevant documentation/evidence (not older than one year) of the special examination need
- Evidence will be evaluated against NESA criteria and approved if criteria met
- If a student is granted the use of a computer, he/she will only have access to a school computer with Wi-Fi access disabled
- Students who have been awarded disability provisions are to check with the LaST about the arrangements for these provisions for the upcoming task. This should be done when the assessment notification has been distributed.

Further information can be found on the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Procedures for Accelerants and Accumulants

Acceleration

Students who are accelerated must be able to demonstrate completion of NESA syllabus outcomes. Acceleration must be on the basis of compression of the curriculum, or curriculum ‘compacting’, not omission.

Students who are accelerated into Year 10 or from Year 10 into Year 11, will be outstanding or exceptional students whom the school can confidently expect will receive an ‘A’ grade in Stage 5.

Students may undertake Year 11 and/or Year 12 courses in advance of their usual cohort and may accelerate in all courses (grade advancement) or in one or more courses.

In terms of the formal assessment program for Year 12, a student accelerating in a subject should complete all assessment tasks (or the equivalent) that are undertaken by students completing the usual Year 12 program in the subject.

Individual accelerants should be withdrawn from class to join their Year 11 and/or Year 12 cohort class for task notifications and assessment examinations (where relevant). Marks and ranking for accelerants will be calculated according to their performance within the cohort group. Accelerating students, as with all HSC students, will have open to them a range of alternative pathways to the HSC.

Accelerating HSC students, having completed HSC courses in advance of their year cohort, may:

- Undertake additional units for the HSC
- Undertake an HSC extension course, if requirements are met
- Undertake a university level course, e.g. a Distinction Course or University Extension Course
- Undertake external or part-time study at University or TAFE



- Commence part-time work in addition to their studies
- Undertake a combination of some of the above options.

An accelerating student may be permitted to repeat a course in which they have been accelerated, though this would not be the expectation. If a student is accelerated, it should occur in the educational interests of the particular student, and with a strong probability of success in that accelerated subject or subjects. The UAC rules specify that, while a student may repeat a subject at the HSC, only the most recent result will be counted for ATAR purposes.

Accumulation

There is no restriction on the accumulation of Year 11 courses. Students may accumulate Year 12 courses towards the Higher School Certificate over up to five years.

Students who are accumulating courses will receive a Record of Achievement.

In the case of an accumulator who is repeating a subject where a major work or project is required, the major work or project entered and marked in a previous year cannot be resubmitted without the special permission of NESA.

Practical and Submitted Works

The following courses require you either to undertake practical examinations or to submit major works or projects:

- Drama
- English Extension 2
- History Extension
- Industrial Technology
- Languages
- Music 2 and Music Extension
- Science Extension
- Society and Culture
- Textiles and Design
- Visual Arts

Students are required to certify that any submitted works are their own. Class teachers must certify that they have been completed under the teacher's supervision and that the work is the students' own original work and that any material drawn from other sources or any outside assistance is acknowledged. If school staff cannot certify the works, students might not be awarded marks for them, or they may receive reduced marks. Teachers should ensure that students understand what malpractice is, and how it relates to their projects. This includes students understanding the requirements regarding outside assistance, and that outside assistance is acknowledged in the project documentation. Students must sign to acknowledge the receipt of NESA guidelines.

Students are required to be provided with written notice of:

- Relevant guidelines for the project work so the work falls within NESA and HSC guidelines for size, weight and duration
- Examination dates for practical, submitted works and performances.



Examination Procedures

Students:

- Must be prompt to the examination. Students should assemble outside the MPC or other designated venue (minimum 15 minutes prior to the commencement the examination)
- Are required to fill in an attendance slip for every examination. The slips will be collected and forwarded to the Deputy Principal
- Are not permitted to leave the venue before the end of the examination
- Must not talk once they have entered the examination venue
- Will be directed where to sit. Subject groups will sit together
- Must place all mobile phones and smart watches in bags on silent mode
- Must remove their watch and place it in clear view on the examination desk
- Must not write, use any equipment including highlighters, or annotate examination paper in any way during reading time
- May consult their dictionary during reading time (for examinations where dictionaries are permitted)
- Must read the instructions on the examination paper carefully as well as all questions
- Write clearly, preferably with black pen
- Write answers in the correct answer booklets
- Must follow the supervisor’s instructions at all times
- Must behave in a polite and courteous manner towards the supervisors and other students
- Must make a serious attempt at the examination
- Will be dismissed by the supervising teacher.

If a student is absent on the day of a scheduled examination, they are to contact the Deputy Principal.

HSC Equipment Checklist for Examinations

What you should bring into your exam room:

- Black pens
- Pencils (at least 2B)
- Eraser
- Pencil sharpener
- Ruler (marked in mm and cm)
- Highlighters
- Bottle of water in a clear bottle.

What you cannot bring into your exam room:

- A mobile phone. Mobile phones are not permitted in an exam room under any circumstances
- A programmable watch, e.g. a smart watch
- Any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (e.g. iPads), music players or electronic dictionaries



- Paper or any printed or written material. You can ask your presiding officer for working paper
- Print dictionaries, except where permitted in language exams
- Correction fluid.

Specific course equipment can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Students may only use scientific calculators that appear on the NESA’s list of approved scientific calculators. The list of approved scientific calculators, can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>

Feedback

Teachers provide feedback to students to assist their learning. Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students.

Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher.

For each assessment task students should receive clear feedback on their performance. This should include what they are able to do and what they need to do in order to improve their performance. This advice should indicate:

- Student attainments in the task relative to the outcomes
- Student relative positions within the course group
- Individual feedback (written or verbal) and group feedback by the teacher who marked the task (or particular section).

In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Maintaining Records

Procedures for providing assessment marks for students who transfer into the school after the commencement of the HSC course.

- For students who transfer into the school before 30 June in the year of the HSC examination:

Request the former school forward information regarding:

- assessment marks, task weightings and rank
- N-Awards



The marks provided can be used as the basis of estimates for tasks that have been missed. Tasks attempted after enrolment can also be used to assist this estimate.

- ii. For students who transfer into the school after 30 June in the year of the HSC examination, the previous school is to provide assessment marks.

In the case of VET curriculum framework courses for the HSC, students who have achieved units of competency through study or experience are not required to be reassessed for recognition of those units of competency. However, a qualified assessor from an RTO must have assessed such competencies.

Procedure for Reviewing the Procedures

These procedures are reviewed annually by staff, students, and community representatives to ensure:

- The implementation of procedures which satisfy the requirements for the award of the HSC
- It meets NESA rules and regulations including teaching the prescribed areas of study, electives and texts.

The review includes:

- Assessment Policy
- Year 11 and Year 12 Monitoring Folders
- Assessment schedules.

Other Relevant Documents / Sites

- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>
- <https://arc.nesa.nsw.edu.au/>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>
- <https://educationstandards.nsw.edu.au/wps/wcm/connect/f2ef71a2-ea7c-4b96-92f6-398fe141925c/english-stage-6-prescriptions-2019-2023.pdf?MOD=AJPERES&CVID=>
- <https://educationstandards.nsw.edu.au/wps/wcm/connect/a74b9113-cfa0-4ca3-9c6c-b2d5f6d45c3e/drama-st6-course-prescriptions-2019-21.pdf?MOD=AJPERES&CVID=>
- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus/submitted-works-advice>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/practical-performance-exams>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

Line Structure 2024

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
ENGLISH ADVANCED – 24	CAFS – 24	BIOLOGY – 21	EARTH SCIENCE – 11	ANCIENT HISTORY – 27	BIOLOGY – 22	Maths Extension 1
ENGLISH ADVANCED – 24	ECONOMICS – 18	BIOLOGY – 22	HOSPITALITY – 15	BUSINESS – 23	BUSINESS – 19	Maths Extension 2
ENGLISH ADVANCED – 22	FOOD TECH – 18	CAFS – 14	MATHS ADV – 15 (+ 7 Accel)	ENGINEERING – 20	CHEMISTRY – 24	English Extension 1
ENGLISH STANDARD – 19	MARINE – 17	DRAMA – 16	MATHS STANDARD – 24	HOSPITALITY – 16	D&T: MULTIMEDIA – 22	English Extension 2
ENGLISH STANDARD – 18	MATHS ADVANCED – 22	IT: WOOD – 9	MATHS STANDARD – 19	LEGAL – 19	FOOD TECH – 10	History Extension
ENGLISH STANDARD – 18	MATHS STANDARD – 25	LEGAL – 16	MATHS STANDARD – 25	FRENCH – 7	GEOGRAPHY – 22	Science Extension
ENGLISH STANDARD – 17	MATHS STANDARD – 25	PDHPE – 25	MODERN HISTORY – 19	SKILLS FOR WORK – 10	MUSIC – 20	
ENGLISH STANDARD – 18	STUDIES OF RELIGEON - 21	SOFTWARE – 22	PHYSICS – 20	SOCIETY AND CULTURE – 19	PDHPE – 21	
ENGLISH STUDIES – 13	RETAIL - 2	SLR – 19	SOCIETY AND CULTURE - 22	TEXTILES - 13	VISUAL ARTS - 21	
EALD - 8		SLR – 16				



Assessment Blocks 2023/2024

Week	Term 4 - 2023
1	
2	
3	
4	
5	
6	
7	
8	HSC ASSESSMENT BLOCK ONE
9	
10	
Week	Term 1 - 2024
1	
2	
3	
4	
5	HSC ASSESSMENT BLOCK TWO
6	
7	English Advanced and English Studies
8	
9	
10	HSC ASSESSMENT BLOCK THREE
11	

Week	Term 2 - 2024
1	
2	Retail Work Placement
3	
4	Extension English 2
5	
6	HSC ASSESSMENT BLOCK FOUR
7	
8	<-- Work Placement
9	
10	Software Design & Development Project
Week	Term 3 - 2024
1	HSC ASSESSMENT BLOCK 5 TRIAL HSC
2	
3	
4	
5	Visual Arts, SLR Practical, History Extension & Science Extension
6	
7	
8	
9	
10	



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Ancient History

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Research Task & Extended Response Personalities in their Times	Research Based Historical Analysis Essay Historical Period	Source based study: Communications task Core Study: Cities of Vesuvius	Core Study: Cities of Vesuvius Ancient Society: Sparta Historical Period: Greek World Personalities: Alexander the Great
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 10/11	Term 2 2024 Week 6/7	Term 3 2024 Week 1/2/3
Assessment Component		IN CLASS	SUBMIT	IN CLASS	TRIAL HSC EXAM
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Historical skills in the analysis and evaluation of sources and interpretations	20%			10%	10%
Historical inquiry and research	20%	10%	10%		
Communication of historical understanding in appropriate forms	20%		5%	5%	10%
Total	100%	20%	25%	25%	30%
Outcomes Assessed		AH12.1, AH12.3, AH12.4, AH12.5, AH12.9	AH12.1, AH12.3, AH12.4, AH12.5, AH12.7, AH12.8, AH12.9	AH12.1, AH12.2, AH12.6, AH12.7, AH12.9	AH12.1, AH12.2, AH12.3, AH12.4, AH12.5, AH12.6, AH12.7, AH12.9, AH12.10

Course Outcomes

Knowledge and Understanding

Objectives: Students develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context. Students develop an understanding of continuity and change over time.

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

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

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

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

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

Skills

Objectives: Students undertake the process of historical inquiry

● use historical concepts and skills to examine the ancient past

● communicate an understanding of history, sources and evidence, and historical interpretations

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

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

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

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

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

Biology

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Topic Test	Depth study Disease (15 hours)	Problem Solving and Data Analysis	Trial HSC exam
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 10/11	Term 2 2024 Week 6/7	Term 3 2024 Week 1/2/3
Assessment Component		IN CLASS	SUBMIT	IN CLASS	TRIAL HSC EXAM
Skills in Working Scientifically	60%	15%	25%	5%	15%
Knowledge & Understanding of Course Content	40%	5%	5%	15%	15%
Total	100%	20%	30%	20%	30%
Outcomes Assessed		12-2, 12-3, 12-5, 12-6, 12-14	12-1, 12-3, 12-5, 12-7, 12-14, 12-15	12-2, 12-5, 12-6, 12-7, 12-12, 12-14, 12-15	12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15

Course Outcomes

Skills

Objective: Students develop skills in applying the processes of Working Scientifically

- BIO12-1 develops and evaluates questions and hypothesis for scientific investigation
- BIO12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO12-5 analyses and evaluates primary and secondary data and information
- BIO12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

Objective: Students develop knowledge and understanding of heredity and genetic technologies

- 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

Objective: Students develop knowledge and understanding of the effects of disease and disorders

- BIO12-14 analyses infectious diseases in terms of cause, transmission, management and the organism's response, including the human immune system
- BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control and treat non-infectious disease

Business Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Research task and Business Report: Operations	Objective response and short answer: Finance	Research task and extended response: Marketing	Objective response, short answer, extended response & business report. Operations, Finance, Marketing and HR
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 10/11	Term 2 2024 Week 6/7	Term 3 2024 Weeks 1/2/3
Assessment Component		IN CLASS	IN CLASS	IN CLASS	TRIAL HSC EXAM
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Stimulus Based Skills	20%		10%		10%
Inquiry and Research	20%	10%		10%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Total	100%	20%	25%	25%	30%
Outcomes Assessed		H2, H5, H7, H9	H5, H8, H9, H10	H1, H2, H3, H5, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9, H10

Course Outcomes

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

Chemistry

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Topic Test (Module 5)	First-hand investigation and problem-solving task (Module 6)	Written test based on depth study (Module 7)	Trial HSC Examination (Modules 5-8)
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 10/11	Term 2 2024 Week 6/7	Term 3 2024 Week 1/2/3
Assessment Component		IN CLASS	IN CLASS (2 periods)	IN CLASS	TRIAL HSC EXAM
Skills in Working Scientifically	60%	15%	15%	15%	15%
Knowledge and understanding of course content	40%	10%	5%	10%	15%
Total	100%	25%	20%	25%	30%
Outcomes Assessed		12-5, 12-6, 12-7, 12-12	12-3, 12-4, 12-5, 12-6, 12-13	12-1, 12-2, 12-6, 12-7, 12-14	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15

Course Outcomes

Skills

Objective: Students develop skills in applying the processes of Working Scientifically

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

Knowledge and Understanding

Objective: Students develop knowledge and understanding of equilibrium and acid reactions in chemistry

- CH12-12** explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13** describes, explains and quantitatively analyses acids and bases using contemporary models

Objective: Students develop knowledge and understanding of the applications of chemistry

- CH12-14** analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15** describes and evaluates chemical systems used to design and analyse chemical processes

Community and Family Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Groups in Context Unit Test	Research Methodology IRP - Diary - Project	Social Impact of Technology: Extended Response	Trial HSC Examination
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 10/11	Term 2 2024 Week 6/7	Term 3 2024 Weeks 1/2/3
Assessment Component		IN CLASS	SUBMIT	IN CLASS	TRIAL HSC EXAM
Knowledge and Understanding of course content	40%	10%		10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	15%	20%	15%	10%
Total	100%	25%	20%	25%	30%
Outcomes Assessed		H2.2, H3.1, H5.1, H6.2	H4.1, H4.2	H2.3, H3.4	H1.1, H2.2, H3.1, H3.3, H6.1, H5.1, H6.2

Course Outcomes

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

Drama

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Contemporary Australian Theatre Performance & Essay	IP Process Mark & Approaches to acting Essay	Group Performance Process Mark	Trial Examination (IP, GP & Written)
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 10/11	Term 2 2024 Week 6/7	Term 3 2024 Weeks 1/2/3
Assessment Component		SUBMIT & IN CLASS	SUBMIT & IN CLASS	IN CLASS	TRIAL HSC EXAM
Making	40%	5%	5%	10%	20%
Performing	30%	5%	5%	10%	10%
Critically Studying	30%	10%	10%		10%
Total	100%	20%	20%	20%	40%
Outcomes Assessed		H1.1, H1.2, H2.1, H2.2, H3.1, H3.2	H1.3, H1.5, H1.7, H2.3, H3.1	H1.1, H1.3, H1.4, H1.5, H1.6, H2.2	H1.4, H1.6, H2.3, H3.1, H3.2, H3.3

Course Outcomes

Checkpoint 1 – Term 1, Week 10: HSC Individual Performance

Checkpoint 2 – Term 2, Week 10: HSC Group Performance

- 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
- 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 movement

Design & Technology – Multimedia

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		MDP Presentation	Innovation Case Study	Research, testing and experimenting	Trial Examination
Timing		Term 4, 2023 Week 8/9	Term 1, 2024 Week 10/11	Term 2, 2024 Week 6/7	Term 3, 2024 Week 1/2/3
Assessment Component		SUBMIT	SUBMIT	SUBMIT	TRIAL HSC EXAM
Knowledge and understanding of course content	40%	0%	20%	0%	20%
Knowledge and skills in designing, managing, producing and evaluating design projects	60%	20%	0%	30%	10%
Total	100%	20%	20%	30%	30%
Outcomes Assessed		H1.2, H4.1, H4.2, H5.1, H5.2	H2.1, 2.2, H3.1, H4.1, H6.2	H1.1, H3.2, H4.2, H4.3, H5.2, H6.1	H1.1, H2.1, H2.2, H3.1, H4.3, H6.2

Course Outcomes

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

Earth and Environmental Science

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Climate Science Depth Study	Topic test	Skills, Problem Solving and Analysis	Trial HSC Exam
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 10/11	Term 2 2024 Week 6/7	Term 3 2024 Week 1/2/3
Assessment Component		SUBMIT	IN CLASS	IN CLASS	TRIAL HSC EXAM
Skills in Working Scientifically	60%	15%	10%	20%	15%
Knowledge and Understanding of Course Content	40%	5%	15%	5%	15%
Total	100%	20%	25%	25%	30%
Outcomes Assessed		12-1, 12-4, 12-5, 12-7, 12-14	12-5, 12-6, 12-7, 12-12, 12-14	12-2, 12-4, 12-5, 12-6, 12-7	12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15

Course Outcomes

Skills

Objective: Students develop skills in applying the processes of Working Scientifically EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation

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

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

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

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

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

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

Knowledge and Understanding

Objective: Students develop knowledge and understanding of the evolving Earth

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

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

Objective: Students: develop knowledge and understanding of the impacts of living on the Earth

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

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

Economics

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Case Study and Research task: The Global Economy	Objective response and short answer: Australia's Place in the Global Economy	Research Task and extended response: Economic Issues	Objective response, short answer, extended response
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 10/11	Term 2 2024 Week 6/7	Term 3 2024 Weeks 1/2/3
Assessment Component		SUBMIT	IN CLASS	IN CLASS	TRIAL HSC EXAM
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Stimulus-Based Skills	20%		10%		10%
Inquiry and Research	20%	10%		10%	
Communication of economic information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Total	100%	20%	25%	25%	30%
Outcomes Assessed		H1, H2, H3, H5, H6, H7, H8, H9, H10, H12	H1, H2, H4, H7, H8, H10, H11	H1, H5, H6, H7, H8, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11

Course Outcomes

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

Engineering Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Civil Structures Engineering Solution (Bridge Truss) + Report Component	Personal and Public Transport Topic Test	Aeronautical Engineering Report	Trial HSC examination
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 10/11	Term 2 2024 Week 6/7	Term 3 2024 Week 1/2/3
Assessment Component		SUBMIT	IN CLASS	SUBMIT	TRIAL HSC EXAM
Knowledge and understanding of course content	60%	15%	10%	15%	20%
Knowledge and skills in research, problem-solving and communication related to engineering practice	40%	15%	5%	10%	10%
Total	100%	30%	15%	25%	30%
Outcomes Assessed		H1.2, H2.1, H3.1, H3.2, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.2, H4.3, H6.1	H1.1, H1.2, H2.1, H3.2, H3.3, H4.1, H5.1, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.2, H4.3

Course Outcomes

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

English Advanced

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Multimodal Presentation (Common Module)	Craft of Writing (Module C)	Critical Response (Module A)	Trial HSC Examination Including 5% for Craft of Writing
Timing		Term 4 2023 Week 8	Term 1 2024 Week 7	Term 2 2024 Week 6	Term 3 2024 Week 1/2/3
Assessment Component		SUBMIT	IN CLASS	IN CLASS	TRIAL HSC EXAM
Knowledge and understanding of course content	50%	12.5%	10%	12.5%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	12.5%	10%	12.5%	15%
Total	100%	25%	20%	25%	30%
Outcomes Assessed		EA12-1, EA12-5, EA12-7, EA12-8	EA12-1, EA12-3, EA12-4, EA12-9,	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8

Course Outcomes

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

English Extension 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Imaginative response and reflection	Critical response with related text	Trial HSC Examination
Timing		Term 1 2024 Week 5	Term 2 2024 Week 7	Term 3 2024 Weeks 1/2/3
Assessment Component		SUBMIT	SUBMIT	TRIAL HSC EXAM
Knowledge and understanding of complex texts and how and why they are valued	50%	20%	15%	15%
Skills in complex analysis, sustained composition and independent investigation	50%	20%	15%	15%
Total	100%	40%	30%	30%
Outcomes Assessed		EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12 -1, EE12-2, EE12-3, EE12-4

Course Outcomes

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

English Extension 2

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Viva Voce (including written proposal) + Major Work Journal Monitoring	Literature Review + Major Work Journal Monitoring	Critique of the creative process + Major Work Journal for Monitoring
Timing		Term 4 2023 Week 9	Term 2 2024 Week 4	Term 3 2024 Week 1
Assessment Component		SUBMIT & IN CLASS	SUBMIT	SUBMIT
Objective 1 Skills in extensive independent investigation	50%	15%	20%	15%
Objective 2 Skills in sustained composition	50%	15%	20%	15%
Total	100%	30%	40%	30%
Outcomes Assessed		EEX12-1, EEX12-4, EEX12-5	EEX12-2, EEX12-3, EEX12-4	EEX12-1, EEX12-2, EEX12-3, EEX12-5

Course Outcomes

- EEX12-1** demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
- EEX12-2** strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
- EEX12-3** applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
- EEX12-4** undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
- EEX12-5** reflects on and evaluates the composition process and the effectiveness of their own published composition

The Major Work Journal must be submitted with each task for review and monitoring. This is not part of the formal assessment.

English Standard

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		(Common Module) Multimodal Presentation	(Module B) Critical Response	(Module C) Craft of Writing	Trial HSC Examination including 5% Craft of Writing
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 5/6	Term 2 2024 Week 6/7	Term 3 2024 Weeks 1/2/3
Assessment Component		SUBMIT	IN CLASS	IN CLASS	TRIAL HSC EXAM
Knowledge and understanding of course content	50%	12.5%	12.5%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	12.5%	12.5%	10%	15%
Total	100%	25%	25%	20%	30%
Outcomes Assessed		EN12-1, EN12-5, EN12-6, EN12-7, EN12-8	EN12-1, EN12-3, EN12-5, EN12-7,	EN12-1, EN12-2, EN12-3, EN12-4, EN12-9	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7

Course Outcomes

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

English Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Critical Response (Common Module)	Multimodal Research Presentation	Course Work Portfolio (All Modules)	Trial HSC Examination
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 7	Term 2 2024 Week 6/7	Term 3 2024 Weeks 1/2/3
Assessment Component		SUBMIT	SUBMIT	SUBMIT	TRIAL HSC EXAM
Knowledge and understanding of course content	50%	12.5%	12.5%	15%	10%
Skills in - Comprehending texts - Communicating ideas - Using language accurately, appropriately and effectively	50%	12.5%	12.5%	15%	10%
Total	100%	25%	25%	30%	20%
Outcomes Assessed		ES12-1, ES12-4, ES12-5, ES12-6, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9

Course Outcomes

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

English as an Additional Language or Dialect (EALD)

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Multimodal Presentation (Speaking and Writing) (Module A)	Short answers and extended response based on unseen material and prescribed text (Module C)	Portfolio of Work -Focus on Writing (Module D)	Trial HSC Examination
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 10/11	Term 2 2024 Week 6	Term 3 2024 Weeks 1/2/3
Assessment Component		SUBMIT & IN CLASS	IN CLASS	SUBMIT	TRIAL HSC EXAM
Knowledge and understanding of course content	50%	10%	12.5%	12.5%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	12.5%	12.5%	15%
Total	100%	20%	25%	25%	30%
Outcomes Assessed		EAL12-1A, EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7	EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-8	EAL12-2, EAL12-3, EAL12-4, EAL12-5, EAL12-6, EAL12-7, EAL12-9	EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8

Course Outcomes

EAL12-1A	responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EAL12-1B	communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts
EAL12-2	uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
EAL12-3	identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning
EAL12-4	applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
EAL12-5	thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts
EAL12-6	investigates and evaluates the relationships between texts
EAL12-7	integrates understanding of the diverse ways texts can represent personal and public worlds
EAL12-8	analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
EAL12-9	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Food Technology

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Australian Food Industry – Report	Food Manufacture Test (In-class) Practical (In-class)	Food Product Development/ Contemporary Nutrition Issues – Folio & Practical (In-class)	Trial Higher School Certificate
Timing		Term 4, 2023 Week 8/9	Term 1, 2024 Week 10/11	Term 2, 2024 Week 6/7	Term 3, 2024 Week 1/2/3
Assessment Component		SUBMIT	IN CLASS & PRACTICAL	SUBMIT & PRACTICAL	TRIAL HSC EXAM
Knowledge & Understanding of course content.	40%	5%	10%		25%
Knowledge and skills in designing, researching, analysing and evaluating.	30%	15%		10%	5%
Skills in experimenting with and preparing food by applying theoretical concepts.	30%		15%	15%	
Weightings	100%	20%	25%	25%	30%
Outcomes Assessed		H1.2, H1.4, H3.1	H1.1, H4.2	H4.1, H1.3, H5.1, H3.2	H1.1, H1.2, H1.3, H1.4, H2.1, H5.1

Course Outcomes

- H1.1 Explains manufacturing processes and technologies used in the production of food products
- H1.2 Examines the nature and extent of the Australian food industry
- H1.3 Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4 Evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
- H2. 1 Evaluates the relationship between food, its production, consumption, promotion and health
- H3.1 Investigates operations of one organisation within the Australian food industry
- H3.2 Independently investigates contemporary nutrition issues
- H4.1 Develops, prepares and presents food using product development processes
- H4.2 Applies principles of food preservation to extend the life of food and maintain safety
- H5.1 Develops, realises and evaluates solutions to a range of food situations

French Beginners

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Listening and Reading	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 10/11	Term 2 2024 Week 6/7	Term 3 2024 Week 1/2/3
Assessment Component		IN CLASS	IN CLASS	IN CLASS	TRIAL HSC EXAM
Listening	30%	10%	5%	5%	10%
Reading	30%	10%	5%	5%	10%
Speaking	20%		5%	10%	5%
Writing	20%		5%	10%	5%
Total	100%	20%	20%	30%	30%
Outcomes Assessed		2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4

Course Outcomes

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

Geography

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Ecosystems at Risk Fieldwork and short answer course work	People and Economic Activity Extended Response	Geographical Skills Test	Objective response, short answer, extended response
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 10/11	Term 2 2024 Week 6/7	Term 3 2024 Week 1/2/3
Assessment Component		IN CLASS	IN CLASS	IN CLASS	TRIAL HSC EXAM
Knowledge and understanding of course content	40%	10%	10%	5%	15%
Geographical tools and skills	20%			15%	5%
Geographical inquiry and research, including fieldwork	20%	10%	10%		
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%		10%
Total	100%	25%	25%	20%	30%
Outcomes Assessed		H1, H2, H5, H6, H10	H1, H4, H12, H13	H10, H11, H12, H13	H1, H2, H3, H4, H11, H13

Course Outcomes

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

History Extension

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		History Project: Historical Process (Proposal)	Examination: Constructing History- - Key Questions - Case Study	History Project: Essay (40%) History Project: Historical Process (Process Log, Annotated Sources) (20%)
Timing		Term 4 2023 Week 8/9	Term 3 2024 Week 1/2/3	Term 3 2024 Week 5
Assessment Component		SUBMIT	TRIAL HSC EXAM	SUBMIT
Knowledge and understanding of significant historical ideas and processes	40%	5%	15%	20%
Skills in designing, undertaking and communicating historical inquiry and analysis	60%	5%	15%	40%
Total	100%	10%	30%	60%
Outcomes Assessed		HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4

Course Outcomes

- HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
- HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issue
- HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Certificate II in Hospitality



Hospitality
 Qualification: SIT20322 Certificate II in Hospitality
 Cohort 2023 - 2024
 Training Package SIT Tourism, Travel and Hospitality (version2.1)

RTO - Department of Education - 90333, 90222, 90072, 90162

3741

School Name: Lambton High School

Assessment Schedule Year 12 – 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 2	Task 3	Task 4	Work Placement	Trial Exam**
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 10	Week 10	Week 3	Week 8/9	Week 1-3
		Term 4	Term 1	Term 3	Term 2	Term 3
		2023	2024	2024	2024	2024
Code	Unit of Competency					
SITHIND006	Source and use information on the hospitality industry	X				
SITHFAB024	Prepare and serve non-alcoholic beverages		X			
SITHFAB025	Prepare and serve espresso coffee		X			
SITHFAB027	Serve food and beverages		X			
BSBTWK201	Work effectively with others			X		
SITHIND007	Use hospitality skills effectively			X		

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

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

* Selected units only to be confirmed by your teacher.

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

Information Processes and Technology

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Information Systems Development Project	Topic Test	Multi Media Presentation & Documentation	Trial HSC Exam
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 5/6	Term 2 2024 Week 6/7	Term 3 2024 Weeks 1/2/3
Assessment Component		SUBMIT	IN CLASS	SUBMIT	TRIAL HSC EXAM
Knowledge and understanding of course content	60%	10%	20%	15%	15%
Knowledge and skills in the design and development of information systems	40%	15%		10%	15%
Total	100%	25%	20%	25%	30%
Outcomes Assessed		H1.1, H2.2, H3.1, H3.2, H5.1, H6.1, H6.2, H7.1, H7.2	H1.2, H2.1, H3.1, H3.2, H4.1, H5.2	H1.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2

Course Outcomes

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

Industrial Technologies – Timber Products & Furniture Technologies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Summary of MDP Design and Planning	Product Analysis and Industrial Connections	Published Project Development & Management Folio	Trial HSC Examination
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 10/11	Term 2 2024 Week 6/7	Term 3 2024 Weeks 1/2/3
Assessment Component		SUBMIT	IN CLASS	SUBMIT	TRIAL HSC EXAM
Knowledge and understanding of course content	40%		5%	5%	30%
Knowledge and skills in the design, management, communication and production of a major project	60%	20%	15%	25%	
Total	100%	20%	20%	30%	30%
Outcomes Assessed		H3.1, H3.2, H3.3, H5.1	H3.2, H4.1, H4.2, H4.3, H5.2, H6.1	H2.1, H3.3, H4.1 H5.1, H5.2, H6.2	H1.1, H1.2 H1.3 H3.1, H4.3, H7.1, H7.2

Course Outcomes

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

Legal Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		CORE: Crime Topic Test	Human Rights Case Study Research	Focus Study: In-class extended response	Trial HSC Examination: all topics
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 10/11	Term 2 2024 Week 6/7	Term 3 2024 Weeks 1/2/3
Assessment Component		IN CLASS	SUBMIT	SUBMIT & IN CLASS	TRIAL HSC EXAM
Knowledge and Understanding of Course Content	40%	15%		5%	20%
Analysis and Evaluation	20%	5%		10%	5%
Inquiry and Research	20%		15%	5%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	5%	5%
Weighting	100%	25%	20%	25%	30%
Outcomes Assessed		H1, H2, H3, H4, H6, H9	H2, H8	H5, H6, H7, H10	H1, H2, H4, H5, H9

Course Outcomes

- H1 identifies and applies legal concepts and terminology
- H2 describes and explains key features of and the relationship between Australian and international law
- H3 analyses the operation of domestic and international legal systems
- H4 evaluates the effectiveness of the legal system in addressing issues
- H5 explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- H6 assesses the nature of the interrelationship between the legal system and society
- H7 evaluates the effectiveness of the law in achieving justice
- H8 locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
- H9 communicates legal information using well-structured and logical arguments
- H10 analyses differing perspectives and interpretations of legal information and issues

Marine Studies

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Practical Humans in Water	Research Commercial and Recreational Fishing	Practical Marine Craft construction & repair	Field Study Local Area Study
Timing		Term 4 2024 Week 8/9	Term 1 2024 Week 10/11	Term 2 2024 Week 6/7	Term 3 2024 Week 1/2/3
Assessment Component		AT POOL	SUBMIT	PRACTICAL SUBMIT	SUBMIT
Module Weighting	100%	20%	30%	20%	30%
Total	100%	20%	30%	20%	30%
Outcomes Assessed		2.1;2.2;3.1;4.1;4.2; 5.1;5.2;5.3	1.1;1.4;2.1;3,3;4.1;4.2	1.2;1.5;2,2;3.1;3.2; 3.4;5.1;5.4	1.3;2.3;3.4

Course Outcomes

A student:

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks, and contributing to discussions
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organises data by accurately reading instruments, signals, and charts; by systematic recording, summarising, tabulating and graphing.
- 3.3 generates information from data by calculating, inferring, interpreting, and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies in formation including weather, regulations, procedures and skills to ensure safe use of the marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

Mathematics Advanced

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		IN CLASS Alternative with summary sheet, limited topics: - Statistical Analysis - Functions - Calculus - Probability	HAND IN Take Home Investigative Task: -Calculus -Curve Sketching -Integration -Statistical Analysis	IN CLASS Alternative with summary sheet: -Statistical Analysis -Calculus -Curve Sketching	Trial HSC Examination Formal Examination to potentially cover all topics
Timing		Term 4 2023 Weeks 8/9	Term 1 2024 Weeks 10/11	Term 2 2024 Weeks 6/7	Term 3 2024 Weeks 1/2/3
Assessment Component		IN CLASS	SUBMIT	IN CLASS	TRIAL HSC EXAM
Understanding, Fluency and Communicating	50%	12.5%	10%	12.5%	15%
Problem Solving, Reasoning and Justification	50%	12.5%	10%	12.5%	15%
Marks	100%	25%	20%	25%	30%
Outcomes Assessed		MA11-6, MA11-7, MA11-8, MA11-9, MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10

Course Outcomes

MA12-1	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
MA12-2	models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
MA12-3	applies calculus techniques to model and solve problems
MA12-4	applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
MA12-5	applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
MA12-6	applies appropriate differentiation methods to solve problems
MA12-7	applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA12-8	solves problems using appropriate statistical 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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		IN CLASS Alternative task with summary sheet, limited topics: -Proof by Mathematical Induction - Introduction to Vectors -Further Operations with Vectors	HAND IN Take Home Investigative Task - Trigonometric Equations -Further Calculus Skills -Further area and Volumes of Solids of Revolution -Differential Equations -Bernoulli and Binomial Distributions	IN CLASS Alternative task, with summary sheet, limited topics: -Further Calculus Skills -Differential Equations -Trigonometric Equations -Bernoulli and Binomial Distributions -Normal Approximation for the sample Proportion - Projectile Motion	Trial HSC Examination Formal Examination To potentially cover all topics
Timing		Term 4 2023 Weeks 8/9	Term 1 2024 Weeks 10/11	Term 2 2024 Weeks 6/7	Term 3 2024 Weeks 1/2/3
Assessment Component		IN CLASS	SUBMIT	IN CLASS	TRIAL HSC EXAM
Concepts, skills and techniques	50%	12.5%	10%	12.5%	15%
Reasoning and Communication	50%	12.5%	10%	12.5%	15%
Total	100%	25%	20%	25%	30%
Outcomes Assessed		ME12-1, ME12-2, ME12-6, ME12-7	ME12-1, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7

Course Outcomes

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

Mathematics Extension 2

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		IN CLASS Alternative, with summary sheet, limited topics: Complex Numbers	IN CLASS Alternative with summary sheet: Financial Functions Calculus	HAND IN Investigative Assignments Integration Vectors	Trial HSC Examination to potentially cover all topics
Timing		Term 4 2023 Weeks 8/9	Term 1 2024 Weeks 10/11	Term 2 2024 Weeks 6/7	Term 3 2024 Weeks 1/2/3
Assessment Component		IN CLASS	IN CLASS	SUBMIT	TRIAL HSC EXAM
Concepts, Skills and techniques	50%	12.5%	12.5%	10%	15%
Reasoning and Communication	50%	12.5%	12.5%	10%	15%
Total	100%	25%	25%	20%	30%
Outcomes Assessed		MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8

Course Outcomes

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

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		LIMITED TOPICS: -Financial Mathematics -Statistical Analysis IN CLASS EXAM – with hand written summary sheet	LIMITED TOPICS: -Scale Drawings -Financial Mathematics -Data HAND IN: Take Home Investigative Task	LIMITED TOPICS; -Algebra -Measurement - Data -Networks IN CLASS – with hand written summary sheet	TOPICS : All topics to date Formal Trial HSC Exam to potentially cover all topics
Timing		Term 4 2023 Weeks 8/9	Term 1 2024 Weeks 10/11	Term 2 2024 Weeks 6/7	Term 3 2024 Weeks 1/2/3
Assessment Component		IN CLASS	SUBMIT	IN CLASS	TRIAL HSC EXAM
Understanding, fluency and communication	50%	12.5%	10%	12.5%	15%
Problem solving, reasoning and justification	50%	12.5%	10%	12.5%	15%
Marks	100%	25%	20%	25%	30%
Outcomes Assessed		MS1-12-2, MS1- 12-5, MS1-12-7, MS1 -12-9, MS1-12-10,	MS1-12-2, MS1 – 12-3, MS1- 12-4, MS1- 12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-3, MS1 -12-4, MS1-12-5, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1- 12-10

Course Outcomes

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

Mathematics Standard 2

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		LIMITED TOPICS: Financial Mathematics In Class Exam with hand written summary sheet	LIMITED TOPICS: Networks Hand in: Take home Investigative Task	LIMITED TOPICS: Measurement, Financial Mathematics Statistical, Analysis In class Exam with hand written summary sheet	TOPICS: All topics completed to date Formal Trial HSC Examination
Timing		Term 4 2023 Weeks 8/9	Term 1 2024 Weeks 10/11	Term 2 2024 Weeks 6/7	Term 3 2024 Weeks 1/2/3
Assessment Component		IN CLASS	SUBMIT	IN CLASS	TRIAL HSC EXAM
Understanding, fluency and communication	50%	12.5%	10%	12.5%	15%
Problem solving, reasoning and justification	50%	12.5%	10%	12.5%	15%
Marks	100%	25%	20%	25%	30%
Outcomes Assessed		12-5, 12-9, 12-10	12-8, 12-9, 12-10	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-9, 12-10	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9, 12-10

Course Outcomes

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

Modern History

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Core Study: Power and Authority in the Modern World 1919-1946 Topic Test	National Study Essay Scaffolds & in-class response	Peace and Conflict: Research based Historical Analysis	Core Study National Study Peace and Conflict Change in the Modern World Examination
Timing		Term 4 2023 Weeks 8/9	Term 1 2024 Weeks 5/6	Term 2 2024 Week 6/7	Term 3 2024 Weeks 1/2/3
Assessment Component		IN CLASS	SUBMIT & IN CLASS	SUBMIT	TRIAL HSC EXAM
Knowledge and understanding of course content	40%	5%	20%		15%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%			10%
Historical inquiry and research	20%			20%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		MH12-1, H12-4, MH12-6	MH12-1, MH12-3, MH12-5	MH12-2, MH12-7, MH12-8, MH12-9	MH12-3, MH-12-5, MH12-6, MH12-7, MH12-9

Course Outcomes

Knowledge and Understanding

- MH12-1** accounts for the nature of continuity and change in the modern world
- MH12-2** proposes arguments about the varying causes and effects of events and developments
- MH12-3** evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH12-4** analyses the different perspectives of individuals and groups in their historical context
- MH12-5** assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- Skills
- MH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12-7** discusses and evaluates differing interpretations and representations of the past
- MH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well- structured forms

Music

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Presentation of Performance and Viva Voce Topic 1 Solo or ensemble performance and in-class viva voce based on performance repertoire demonstrating an understanding of compositional techniques and features of the topic	Composition Portfolio and Aural Analysis Topic 2 Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic	Presentation or Submission: Elective Option for Topics 1 and 2 Presentation of performance and/or composition portfolio and/or musicology outline and viva voce	Trial HSC Examination Aural Skills Examination and Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce based on Topic 3
Timing		Term 4 2023 Weeks 8/9	Term 1 2024 Weeks 10/11	Term 2 2024 Weeks 6/7	Term 3 2024 Weeks 1/2/3
Assessment Component		IN CLASS	SUBMIT & IN CLASS	IN CLASS	TRIAL HSC EXAM
Performance Core	10%	10%			
Composition Core	10%		10%		
Musicology Core	10%	10%			
Aural Core	25%		10%		15%
Electives	45%			30%	15%
Total	100%	20%	20%	30%	30%
Outcomes Assessed		H1, H2, H4, H5, H6	H2, H4, H5, H6, H7, H8	H1-8*	H1-8*

- Teachers will select appropriate outcomes based on Elective options selected by each student.

Checkpoint 1 – Term 1, Week 10:

Checkpoint 2 – Term 2, Week 10:

Course Outcomes

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

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

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

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

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

Objective: to develop the skills to evaluate music critically.

H5 critically evaluates and discusses performances and compositions

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

Objective: to develop the understanding of the impact of technology on music

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

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

Objective: to develop personal values about music.

H9 performs as a means of self-expression and communication

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

H11 demonstrates a willingness to accept and use constructive criticism

Personal Development, Health & Physical Education

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Written responses (Factors Affecting Performance)	Short answer & extended response writing (Improving Performance)	Research and knowledge application (Health Priorities in Australia)	Trial HSC Examination
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 10/11	Term 2 2024 Week 6/7	Term 3 2024 Weeks 1/2/3
Assessment Component		IN CLASS	IN CLASS	IN CLASS	TRIAL HSC EXAM
Knowledge and understanding of course content	40%	10%	10%	5%	15%
Skills in critical thinking, research, analysing and communication	60%	15%	10%	20%	15%
Total	100%	25%	20%	25%	30%
Outcomes Assessed		H7, H8, H11, H17	H8, H10, H16	H1, H2, H3, H14, H16	H1, H2, H3, H5, H7, H8, H9, H11, H13, H14, H15, H16, H17

Course Outcomes

- H1 describes the nature and justifies the choice of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H5 explains the different roles and responsibilities of individuals, communities, governments regarding health priorities
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans in response to individual performance needs
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes strategies
- 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

Physics

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Prac Test	Data Analysis and Problem Solving	Depth Study	Trial HSC
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 10/11	Term 2 2024 Week 6/7	Term 3 2024 Weeks 1/2/3
Assessment Component		In Class Double	In Class	Submission	TRIAL HSC EXAM
Skills in Working Scientifically	60%	15%	15%	15%	15%
Knowledge and understanding of Course Content	40%	10%	5%	10%	15%
Total	100%	25%	20%	25%	30%
Outcomes Assessed		12-2, 12-3, 12-4, 12-6, 12-7, 12-13	12-5, 12-6, 12-7, 12-12, 12-13	12-1, 12-3, 12-4, 12-7, 12-15	12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15

Course Outcomes

Skills

- PH12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH12-5 analyses and evaluates primary and secondary data and information
- PH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

- PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Certificate III in Retail



Education

Student Competency Assessment Schedule

VET Retail Services

HSC Course

SIR30216 Certificate III in Retail

Assessment events for SIR30216 Certificate III in Retail			Task 4	Task 5	Task 6	Half-yearly exam**	Work placement 2*	Trial exam**
			Week 10 Term 2	Week 5 Term 3	Week 7 Term 3	NA	T2, W2- 01/05 - 07/05	Term 3, 2024
Cluster	Code	Unit of competency						
Task 4 Window of opportunity	SIRXPDK001	Advise on products and services	X			NA	X	X
	SIRRINV001	Receive and handle retail stock						
	SIRRMER001	Produce visual merchandise displays						
Task 5 I see sales people	SIRXSLS001	Sell to the retail customer		X		NA	X	X
	SIRXRSK001	Identify and respond to security risks						
Task 6 Commission impossible	SIRXSLS002	Follow point-of-sale procedures			X	NA	X	X
	SIRRRTF001	Balance and secure POS terminal						

* Students must complete 70 hours of work placement during the course.

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

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

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

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

Science Extension

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Scientific Research Proposal & Poster	Trial HSC Examination	Scientific Research Portfolio
Timing		Term 4 2023 Week 8/9	Term 3 2024 Week 1/2/3	Term 3 2024 Week 5
Assessment Component		IN CLASS	TRIAL HSC EXAM	SUBMIT
Communicating scientifically	30%	10%	10%	10%
Gathering, recording, analysing and evaluating data	30%	10%	10%	10%
Application of scientific research skills	40%	10%	10%	20%
Total	100%	30%	30%	40%
Outcomes Assessed		SE-1, SE-3, SE-5, SE-6	SE-1, SE-2, SE-3, SE-4, SE-5, SE-6	SE-1, SE-2, SE-3, SE-4 SE-5, SE-6, SE-7

Course outcomes

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

Society and Culture

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Written Report: Research Analysis Core: Social and Cultural Continuity and Change	Depth Study Response	Trial HSC Examination Core Depth Study 1 & 2
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 10/11	Term 3 2024 Week 1/2/3
Assessment Component		SUBMIT	SUBMIT	TRIAL HSC EXAM
Knowledge and understanding of content	50%	10%	20%	20%
Application and evaluation of social and cultural research methods	30%	20%	5%	5%
Communication of information, ideas and issues in appropriate forms	20%	5%	10%	5%
Weighting	100%	35%	35%	30%
Outcomes Assessed		H1, H2, H3, H4, H5, H7, H8, H9, H10	H1,H2, H3, H5, H7,H9, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10

- HSC Society & Culture has a major work component which is externally assessed in addition to the final HSC examination

Course Outcomes

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

Software Design and Development

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Research Task	Test	Project / Folio	Exam
Timing		Term 4 2023 Week 8/9	Term 1 2024 Week 10/11	Term 2 2024 Week 10	Term 3 2024 Week 1/2/3
Assessment Component		SUBMIT	IN CLASS	SUBMIT	TRIAL HSC EXAM
Knowledge and understanding of course content	50%	5%	15%	5%	25%
Knowledge and skills in the design and development of software solutions	50%	15%	5%	25%	5%
Total	100%	20%	20%	30%	30%
Outcomes Assessed		H2.2, H3.1	H1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4	H1.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.4	H1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1,

Course Outcomes

- H1.1 explains the interrelationship between hardware and software
- H1.2 differentiates between various methods used to construct software solutions
- H1.3 describes how the major components of a computer system store and manipulate data
- H2.1 explains the implications of the development of different languages
- H2.2 explains the interrelationship between emerging technologies and software development
- H3.1 identifies and evaluates legal, social and ethical issues in a number of contexts
- H3.2 constructs software solutions that address legal, social and ethical issues
- H4.1 identifies needs to which software solutions are appropriate
- H4.2 applies appropriate development methods to solve software problems
- H4.3 applies a modular approach to implement well structured software solutions and evaluates their effectiveness
- H5.1 applies project management techniques to maximise the productivity of the software development
- H5.2 creates and justifies the need for the various types of documentation required for a software solution
- H5.3 selects and applies appropriate software to facilitate the design and development of software solutions
- H6.1 assesses the skills required in the software development cycle
- H6.2 communicates the processes involved in a software solution to an inexperienced user
- H6.3 uses and describes a collaborative approach during the software development cycle
- H6.4 develops and evaluates effective user interfaces, in consultation with appropriate people

Sport, Lifestyle and Recreation (SLR)

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Games and Sport Application 1	Games and Sport Application 2	Fitness/Written task
Timing		Term 1, 2024 Week 5/6 Term 1, 2024 Week 10/11	Term 2, 2024 Week 6/7 Term 3, 2024 Week 5	Term 3, 2024 Week 1/2/3
Assessment Component		IN CLASS	IN CLASS	SUBMIT
Knowledge and understanding of course content	50%	10%	20%	20%
Skills	50%	20%	20%	10%
Task Weighting	100%	30%	40%	30%
Outcomes Assessed		H1.1, H1.3, H3.1, H3.4, H4.5	H1.1, H2.3, H3.1, H4.1, H4.2, H4.4	H2.2, H3.2, H3.3, H1.3, H1.6

Course Outcomes

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

Studies of Religion 2

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Structured Response & Research (Religious Depth Study)	Extended Response (Religious Depth Study)	Extended Response & Research (Religion and Peace)	Trial Examination
Timing		Term 4, 2023 Week 8/9	Term 1, 2024 Week 10/11	Term 2, 2024 Week 6/7	Term 3, 2024 Weeks 1/2/3
Assessment Component		IN CLASS (Submit research component)	IN CLASS	IN CLASS (Submit research component)	TRIAL HSC EXAM
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Source-based skills	20%	5%	5%	5%	5%
Investigation and Research	20%	10%		10%	
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Total	100%	25%	20%	25%	30%
Outcomes Assessed		H1, H2, H4, H7 H8	H5, H6, H9	H5, H6, H7, H9	H1, H2, H3, H4, H5, H6, H8, H9

Course Outcomes

H1 explains aspects of religion and belief systems
H2 describes and analyses the influence of religion and belief systems on individuals and society
H3 examines the influence and expression of religion and belief systems in Australia
H4 describes and analyses how aspects of religious traditions are expressed by their adherents
H5 evaluates the influence of religious traditions in the life of adherents
H6 organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
H7 conducts effective research about religion and evaluates the findings from the research
H8 applies appropriate terminology and concepts related to religion and belief systems
H9 coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Textiles & Design

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Designing and Planning Presentation	Contemporary Designer Case Study	Project Development, Management and Supporting Documentation	Trial HSC Examination
Timing		Term 4, 2023 Week 8/9	Term 1, 2024 Week 5/6	Term 2, 2024 Week 6/7	Term 3, 2024 Week 1/2/3
Assessment Component		SUBMIT & IN CLASS	SUBMIT	SUBMIT	TRIAL HSC EXAM
Knowledge and understanding of course content	50%		15%	5%	30%
Skills and knowledge in the design, manufacture and management of a major textiles project	50%	20%		30%	
Weightings	100%	20%	15%	35%	30%
Outcomes Assessed		H2.1, H2.3, H4.2	H3.1, H3.2, H4.1, H5.1	H1.1, H1.2, H2.2, H3.1, H4.2	H1.3, H3.1, H3.2, H4.1, H5.2, H6.1

Course Outcomes

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

Visual Arts

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Development of the Body of Work (BOW) Submission of works artworks in progress, VAPD with annotated research and critical evaluation of material and conceptual practice relating to student's artistic intention	Extended Response Account for the critical and /or historical impact(s) of artists practice over time	HSC Trial Examination Analysis of the development of art criticism and / or art historical discourse through a series of written responses	Resolution of the Body of Work Submission of completed & curated artworks with title. VAPD documenting development of the BOW and an artist's statement.
Timing		Term 1 2024 Week 5/6	Term 2 2024 Week 6/7	Term 3 2024 Week 1/2/3	Term 3 2024 Week 5
Assessment Component		IN CLASS	IN CLASS	TRIAL HSC EXAM	SUBMIT & IN CLASS
Art criticism and art history	50%		20%	30%	
Artmaking	50%	10%			40%
Total	100%	10%	20%	30%	40%
Outcomes Assessed		H1, H2, H3, H4	H7, H8, H9	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6

Checkpoint 1 – Term 4, Week 8/9 2020 : HSC BOW Progress check

Checkpoint 2 – Term 2, Week 9/10 2021 : HSC BOW Progress check

Course Outcomes

Artmaking Outcomes.

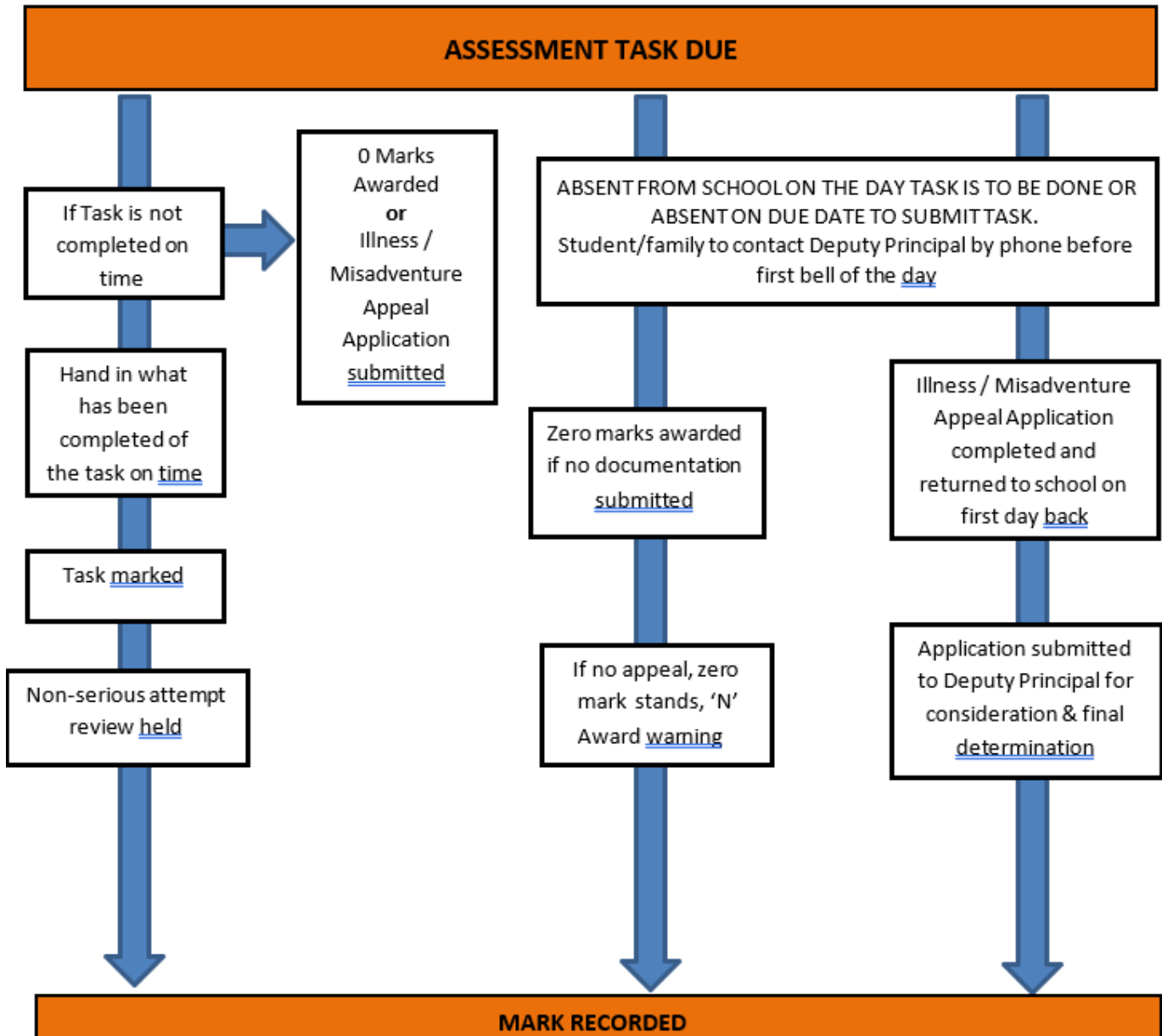
- H1** initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2** applies their understanding of the relationships among the artist, artwork, world and audience
- H3** demonstrates an understanding of the frames when working independently 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

Art Criticism and Art History Outcomes.

- 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

Appendices

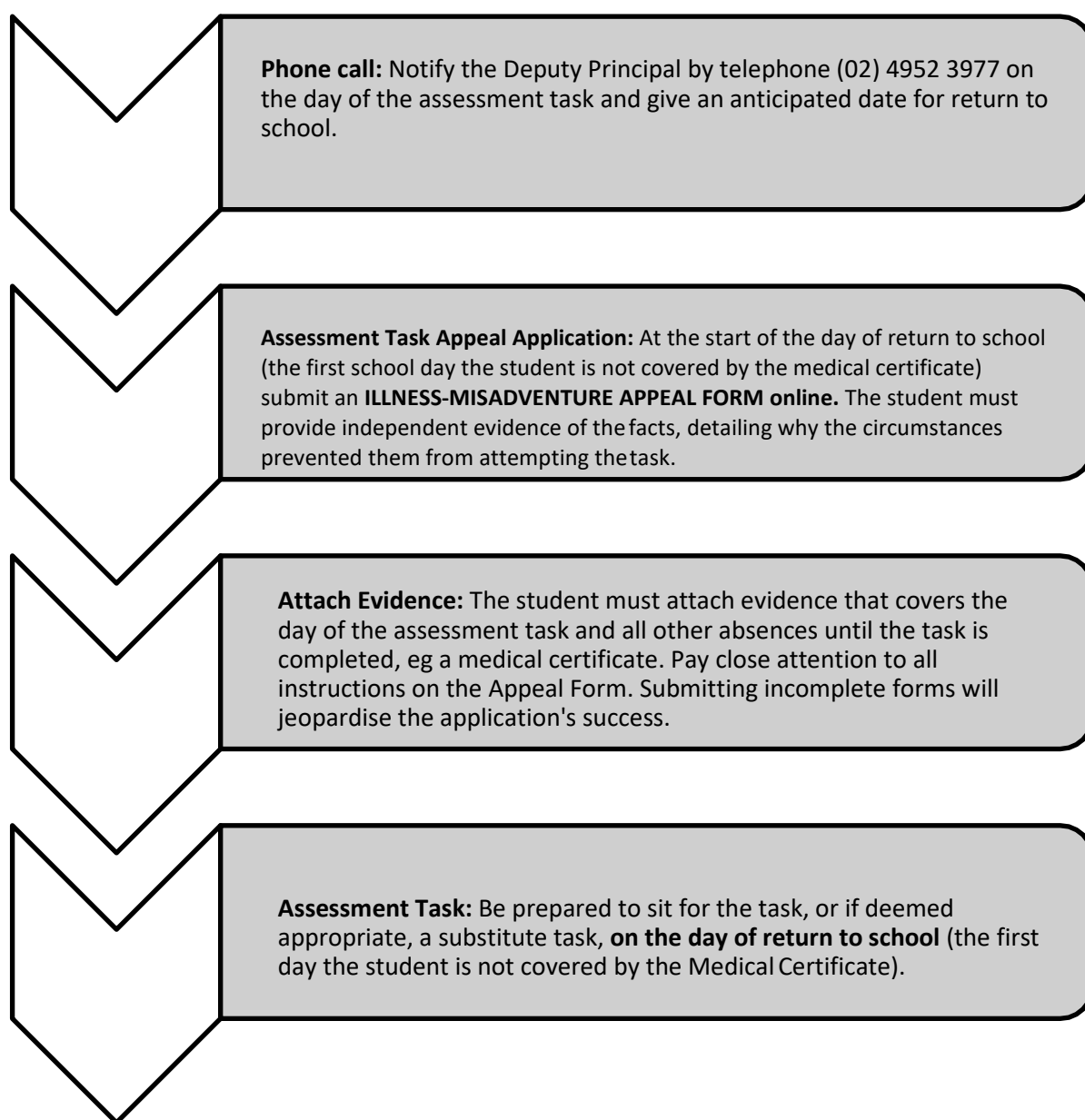
ASSESSMENT TASK FLOWCHART





MISSED ASSESSMENT TASK DUE TO ILLNESS OR MISADVENTURE

Lambton High School has a process in place to support all students who experience illness or misadventure in relation to assessment tasks. It is important that all students and families familiarise themselves with the illness/misadventure process. See the flow chart below. For more information refer to the Lambton High School Assessment Policy.





ILLNESS-MISADVENTURE APPEAL FORM – To be completed online

PROCEDURES FOR ILLNESS-MISADVENTURE

An illness/misadventure form is used when an assessment task is:

- Not submitted on time
- Submitted incomplete
- During extraordinary circumstances.

Where a student experiences a misadventure, they must complete an Illness/Misadventure Application by completing the online form which can be accessed via their Year Group Canvas Page. This must be done on the same day where possible, or the next day of attendance including attendance at the next examination after the misadventure.

Completing the Illness/Misadventure Appeal

Section 1: Complete your personal details as requested.

Section 2: Complete the details regarding the assessment task that the application you are making applies to.

Section 3: Provide details for the circumstances that have required you to make this application and you must attach relevant documentation to support your application (e.g. doctor's certificate, statutory declaration, other)

It is the student's responsibility to complete the Illness/Misadventure Appeal and confirmation of the application submission will be returned to the student email supplied on the application. Late appeals may be considered but only in the event of exceptional circumstances.

Students cannot submit an appeal on the basis of:

- Technology fault
- Alleged deficiencies in teaching
- Long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- Misreading the examination timetable
- Misreading assessment task or examination instructions
- Other commitments such as holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations. Special consideration for changes to the scheduled date must be made in writing, addressed to the Principal and well in advance of the event.

PROCESS

The appeal is then completed by the Deputy Principal (within policy guidelines) in consultation with the Head Teacher of the appropriate faculty. The Deputy Principal may:

- Uphold the appeal
- Dismiss the appeal
- Impose a penalty.

If the Deputy Principal dismisses the appeal, the student has the option of requesting an Appeals Committee review.

APPEAL PROCESS

The Appeals Committee shall be convened by the alternate Deputy Principal, and include the Head Teacher of another faculty and the Year Adviser.

The committee may:

- Uphold the appeal
- Dismiss the appeal
- Impose a penalty.

The committee should communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark.

ILLNESS-MISADVENTURE APPEAL -EXAMPLE



Year 11 Illness / Misadventure Application

Lambton High School

Student Details

Student Name *	<input type="text" value="Your name."/>
Student Email Address *	<input type="text" value="@education.nsw.gov.au"/>
Year Group *	<input type="text"/>

Assessment Task Information

Faculty of Assessment Task Class *	<input type="text" value="Select faculty"/>
Date of Assessment Task *	<input type="text" value="DD/MM/YYYY"/>
Classroom Teacher *	<input type="text" value="E.G - Mr Mitten"/>
Subject Name *	<input type="text" value="E.G - English Standard"/>
Task Type *	<input type="text"/>

Reasoning

Please provide more information about your illness or misadventure circumstances.

Please note that these items are not grounds for misadventure:

- Technology failure.
- Failure to remember due date.
- Workplace commitments

Reasoning *	<input type="text" value="Provide some background on the circumstances here."/>
Supporting Documentation	<input type="text" value="Select file ..."/> <input type="button" value="Browse ..."/> Please upload any justification or evidence as required.

Outcome

What do you expect to happen as a result of submitting this form?

Outcome *	<input type="text" value="Outcome"/>
-----------	--------------------------------------

Signature

Sign here to declare all information you have provided is truthful and correct. *

Please sign in the box above using your mouse or finger (on mobile devices) - [Reset](#)



STUDENT ASSESSMENT MARK REVIEW REQUEST

This form should be completed only if the student feels that he/she has met the assessment criteria requirements as detailed in the assessment task and is requesting a review of the assessment process. This form is to be completed and signed by the student and a parent/caregiver within 5 school days of the marks being returned.

In lodging a mark review request, the Head Teacher (or delegate) will review your performance in the task and give consideration to your statement in support of your mark review request. The review may result in the final mark remaining the same or becoming higher or lower than the original mark. The Head Teacher (or delegate) will decide whether there is sufficient evidence to change the original assessment mark.

The Head Teacher will advise you of the outcome of the mark review request within 5 school days. If a student is unhappy with the mark review request outcome, they can meet with the Deputy Principal to discuss their concerns. The Deputy Principal will make a final decision regarding the mark review request upon consultation with the Principal.

The Deputy Principal will advise you of the outcome of the mark review request within 5 school days.

Student Name:

Class:

I wish to have the Head Teacher consider my mark review request in the following course:

Course Name	Assessment Task Number

Student Statement in Support of the mark review request:

(Additional pages may be stapled if more space is needed.)

Student Signature: Parent Signature: