



NORTHLAKES HIGH SCHOOL
ASSESSMENT SCHEDULE

YEAR 12

2022 – 2023

Northlakes High School HSC Assessment Policy and Guidelines

A student's HSC mark is determined by their level of achievement of the outcomes in each HSC Course that they complete successfully. The HSC mark is based on performance in the:

- School-based internal assessment program, and
- Higher School Certificate examinations

The School-based assessment program and the HSC exams each contribute 50% towards the HSC mark.

The marks indicated on the HSC credentials will reflect the student's level of achievement based on the Performance Bands (please ask your teacher for a copy of the Performance Bands relevant to each of your courses).

The purpose of the internal, school-based assessment is to measure a student's achievement across the full range of syllabus objectives and outcomes. Students complete a range of formal assessment tasks which may include tests, essays, reports, practical tasks, research activities or major projects. The school has to provide a mark (out of 100 in a 2 Unit course) to the NSW Education Standards Authority (NESA) for inclusion in the HSC mark.

This booklet provides an outline of the school-based assessment program for the HSC courses offered. Students and parents should ensure that they understand the procedures, programs and implications of the materials presented.

The NESA and the school place a lot of emphasis on the school-based programs. Students should endeavour to do their best in all assessment tasks regardless of task weighting.

General Information about the HSC

The Higher School Certificate (HSC) is the highest educational credential in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet both Year 11 and HSC course requirements and sit the state-wide HSC examinations. The HSC is an internationally recognised credential that gives a strong foundation to students wishing to pursue tertiary qualifications, vocational training or employment.

Eligibility

The rules and requirements for HSC eligibility are governed by NESA and are published in the Assessment, Certification and Examination (ACE) Manual. To be eligible for the HSC, students must:

- Meet the HSC minimum standard in Literacy and Numeracy
- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy 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 submitting any work for Year 11 or HSC courses, unless a student is only entered for Year 11 and Year 12 Life Skills courses
- Satisfactorily complete courses in the patterns of study that are detailed in the following section
- Sit for and make a serious attempt at the required HSC exams.

Satisfactory Completion of a Course

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

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

Vocational Education

- Students who select a vocational Education (VET) course must complete the mandatory work placement in order to meet the course requirements. Failure to do so will result in an N Award being issued (see next section – N Awards).
- Students who meet the specific criteria may apply for Recognition of Prior Learning (RPL) for course outcomes or work placement requirements. Details will be provided separately to all VET students.

Attendance

- Student attendance patterns must be satisfactory in terms of allowing each student to achieve the course outcomes being studied.
- Students who miss more than 10 weeks of a course, and are not on approved leave, will be deemed to have abandoned their studies and will be withdrawn from the course with NESA.

Improvement Plans

- Students will be given early Warnings of Failure to meet Course Completion criteria and will be involved in an improvement plan process.
- Should a student fail to respond positively to such warnings, an N Award may be issued and the student is withdrawn from the subject.

Pattern of Study

To qualify for the HSC, a student must satisfactorily complete:

- A Year 11 pattern of study that includes at least 12 units
 - A HSC pattern of study that includes at least 10 units
- Both patterns of study must include:
- At least 6 units from Board Developed Courses
 - At least 2 units of a Board Developed Course in English, or English Studies
 - At least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses)
 - At least 4 subjects.

Students Online

Students Online provides students in Years 10, 11 and 12 with useful information about senior school study, particularly on assessment, examinations and results, and how the HSC works. Year 10, 11 and 12 students in NSW are eligible for a Students Online account. The email address students have provided to NESA through their Confirmation of Entry along with the NESA Student Number are needed to activate the account. If you need to access your NESA Student Number, please see Ms Pidgeon (Head Teacher Secondary Studies) or Ms Ewer (Year 12 Year Advisor).

It is also important to note that at any time, all students in Years 11 and 12 can access an online eRecord to provide potential employers when seeking casual work via their Students Online account.

Go to: <https://studentsonline.nesa.nsw.edu.au>

The screenshot shows the 'STUDENTS ONLINE' page for NSW students in Years 10 to 12. The header includes the NSW Education Standards Authority logo and navigation links: HOME, MY ACCOUNT, HELP, and CONTACT US. Below the header, there are links for About, Help, Forgotten PIN, and Contact us. The main content area is titled 'About Students Online' and provides information about the platform. On the right side, there is a 'Login' section with fields for 'Student Number' and 'PIN', a 'LOG IN' button, and links for 'Trouble logging in?', 'Forgot your PIN?', and 'Your security'.

Click on activate your account now

The screenshot shows the 'Activate your Students Online account' page. The header is identical to the login page. Below the header, there is a section titled 'Account activation' with the heading 'Activate your Students Online account'. The text explains that students can access their enrolment details, results, and download their credential. It states that all NSW high school students in years 10, 11, and 12 are eligible for an account. The instructions require submitting details below, where the NESA Student Number will be displayed, and an email will be sent to the address provided. The email link should be opened, and the NESA Student Number should be entered to create a six-digit PIN. A note mentions that if there are issues, students should contact their school to check their details. At the bottom, there is a form titled 'Activate my account' with a 'School' dropdown menu.

Proceed to answer all the questions and submit. Once you have done this you will be asked to go to the email you have registered at your school. Click the link provided in the email. Then follow the

If there are any difficulties, refer to the Help and advice using Students Online page <https://studentsonline.nesa.nsw.edu.au/go/help/> or see Ms Pidgeon (Head Teacher Secondary Studies) or Ms Ewer (Year 12 Year Advisor).

HSC Record of Achievement

HSC results are available in the Students Online account and sent to students by email and SMS in December. Students can also download and print their full credentials from Students Online in December. Hard copies of the certificate are sent in the mail in January the following year.

Samples can be viewed on NESAs HSC Credentials page.

The first page of the Record of Achievement will list your results in each HSC course you completed.

For Board Developed Courses with an external HSC exam, these results will report your achievement against standards that clearly describe your level of knowledge, skills and understanding.

These reports will show you:

- The performance bands
- What a typical student knows and can do at each achievement level
- A graph of the mark distribution for the course.

If you are not eligible for an HSC and are leaving school, you may still receive a Record of School Achievement (hereby referred to as RoSA). Your RoSA will show your results in all Year 10, 11 and 12 courses that you completed. If you are not eligible for a RoSA, you will receive a Transcript of Study listing your results.

Performance Bands

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The performance bands and descriptions give meaning to the HSC mark. For a 2-unit course, Band 6 indicates the highest level of performance, and the minimum standard expected is 50:

- 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 band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. Band 1 includes marks ranging from 0 to 49. For an Extension course, the bands are E4 (highest level of performance) to E1.

HSC Minimum Standards

Students need to meet a minimum standard of literacy and numeracy to receive the HSC. Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have the level of skills necessary for success after school.

Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12. Some students will be eligible for disability provisions for the minimum standards tests, or an exemption from the HSC minimum standard requirement.

Disability Provisions

Disability provisions <https://ace.nesa.nsw.edu.au/disability-provisions> are approved by NESAs to provide students who have a permanent or temporary disability with practical support in the Higher School Certificate

examinations. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation.

Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school- determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.

To apply for provisions, schools must submit an online application to NESA through Schools Online. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Decisions on applications will be communicated to the school through Schools Online and the school will communicate this decision to the student.

Students and parents/caregivers are strongly advised to consult the NESA website

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions> for more information about Disability Provisions.

Formal Assessment

Formal assessment tasks are those that students undertake as part of the school-based assessment program. Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to, presentations, reports, practical work, portfolios, journals, log books, process diaries, tests, compositions and formal written examinations.

Responsibilities of the School

The school is responsible for providing:

- Students with the Year 12 Assessment Handbook 2023, which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 6.
- Students with Year 12 Assessment Schedules (found in the Year 12 Assessment Handbook 2023) for all courses that outline which components are to be assessed, when the assessment tasks are scheduled and the relative weighting that applies to each assessment task.
- NESA with an assessment of students' achievement in each course they have studied in Year 11 and Year 12.
- Appropriate reporting procedures.
- A review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.
- Special consideration to students with a disability and others with special needs following endorsement by the Principal.

Faculty Head Teachers are responsible for:

Setting assessment tasks that:

1. Will be used to measure student performance in each component of a course.
 2. Are effective at discriminating between students' achievement of outcomes in order to determine assessment rank.
 3. Specify a mark/weighting for each assessment task.
 4. Are of the same type and have the same weighting for all classes studying that course.
- Providing students with a written assessment notification for each assessment task that contains a more detailed explanation of the specific nature of the task. This notification will be issued at least two weeks in advance. In exceptional circumstances, the school may reschedule or substitute an assessment task with the written approval of the Principal. In such cases, teachers will inform students of the new arrangements, in writing, at least two weeks in advance.
 - Maintaining a register for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student).
 - Providing students with assessment task feedback at the completion of each task, which includes a mark or grade, rank (if applicable), detailed marking criteria and written feedback.
 - Establishing procedures for recording and reporting student performance on all assessment tasks. Records of all marks that form part of the assessment program are to be kept in duplicate and filed separately for security purposes.

- Issuing official NESA Non-Completion of a Course Warning Letters to students and parents/caregivers outlining the areas of unsatisfactory completion of the Year 11 and/or Year 12 course requirements.
- Ensuring that final cumulative school-based assessment marks are not provided to students and that students are aware that they can access their Assessment Rank Order Notice after the last HSC examination has occurred.

Responsibilities of the Student

Students are responsible for:

- Being familiar with the procedures and course information contained in the Year 12 Assessment Handbook 2023.
- Attending classes regularly and ensuring their attendance enables them to achieve course outcomes.
- Demonstrating sustained diligence and effort in each subject and participating in all lessons constructively.
- Making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes.
- Ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work.
- **Ensuring when absent from school on the day an assessment task notification is issued that they know it is their responsibility to contact their teacher and/or the relevant Faculty Head Teacher to obtain the task notification. No extension or leave will be granted if a student fails to carry out this action.**
- Speaking with their Teacher or the relevant Faculty Head Teacher for clarification about the requirements of the subject/course assessment program.
- Being present for, or to hand in, all assessment tasks at the required time as specified in the assessment notification, assessment booklet and the assessment calendar.
- **Submitting work that is their own.** Any material copied without acknowledgment of the original source will be regarded as plagiarism and penalties will be imposed.
- Ensuring they are given a receipt for any hand-in assessment task, i.e. one that was not completed during class time or in an examination. Disputes about lost assessment tasks will NOT be considered if the student cannot produce a receipt.
- Lodging appeals against marks awarded for an assessment task within two school days of receiving the marked assessment task. Note: two school days does NOT include weekends, public holidays or school holidays.

Completion of School-Based Assessment

Students are advised of the following NESA Assessment Certification Examination (ACE) policies:

ACE 8073: Completion of HSC internal assessment tasks

<https://ace.nesa.nsw.edu.au/ace-8073>

NESA expects students to attempt all assessment tasks set. For all Board Developed Courses (except VET and Life Skills courses) NESA requires all students to follow an assessment program and have an assessment mark submitted. A student who does not comply with the assessment requirements and receives a non completion determination in a course will have neither an assessment mark nor an examination mark awarded for that course. In the case of extension courses, students who do not comply with the minimum assessment requirements for a co-requisite course will not receive a result in either course.

ACE 8078: Non-completion of HSC internal assessment: failure to submit task

<https://ace.nesa.nsw.edu.au/ace-8078>

If a student fails to complete a task specified in the assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the Principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task. In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Principal may authorise the use of an estimate based on other appropriate evidence. If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

ACE 8079: Non-completion of HSC internal assessment: principals must warn students

<https://ace.nesa.nsw.edu.au/ace-8079>

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a warning must be given.

The Principal must:

- a. Advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a noncompletion ('N') determination.
- b. Advise the parent or guardian in writing if the student is under 18.
- c. Request from the student and/or parent/guardian a written acknowledgement of the warning.
- d. Issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements).
- e. Retain a copy of the warning notice and other relevant documentation.

Notification of Assessment Tasks

Students will be notified in writing of the specific details of an assessment task at least two weeks prior to the task. The written notification of each task must include:

- The date and time of the task and/or when the task is due.
- Outcomes assessed.
- Description of the nature of the task.
- Task weighting.
- Marking criteria/information about how the task will be assessed and how feedback will be provided.

Students are responsible for obtaining the assessment task notification from their teacher if they are absent on the day that notifications are issued. Extensions will not be granted based on the task not being received (see Responsibilities of the Student, sixth point).

Maintaining Honesty and Integrity

Honesty is Key for all Students and Staff

All HSC candidates, their teachers and others who guide them must comply with NESA's Honesty in Assessment Standards to maintain the integrity of the HSC. Students should also read their course syllabuses and related NESA policies, such as those on malpractice and completion of a course, on NESA's website

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>.

Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

Always Acknowledge Your Sources

Students must acknowledge any part of their work that was written, created or developed by someone else, in line with the NESA documents for each course. This includes any material from other sources like books, journals, electronic resources and the internet. Students do not need to formally acknowledge material that they learned from their teacher in class.

HSC: All My Own Work

HSC: All My Own Work <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/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 Year 11 or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses. At Northlakes High School the HSC: All My Own Work program is delivered in Term 4 of Year 10.

Malpractice

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

- Copying part or all of someone else's work and presenting it as their own.
- Using material directly from books, journals, CDs or the internet without giving its source.
- Building on someone else's ideas without giving their source.
- Buying, stealing or borrowing someone else's work and presenting it as their own.
- Submitting work that someone else, like a parent, coach or subject expert, substantially contributed.
- Using someone else's words, ideas, designs or work in projects and performance tasks without giving their source.
- Paying someone to write or prepare material.
- Breaching school exam rules.
- Cheating in an HSC exam.
- Using non-approved aids in an assessment task.
- Giving false reasons for not handing in work by the due date.
- Helping another student to engage in malpractice.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the relevant Faculty Head Teacher, and notified immediately to the Head Teacher Secondary Studies and relevant DP. The Head Teacher Secondary Studies will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Secondary Studies within two school days of the decision being taken. Malpractice in school-based assessment is a serious offence. If malpractice is proven, a zero mark may be awarded. In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with NESA.

Unfair Advantage in Assessment

NESA outlines that no student is to gain an unfair advantage over other students, whether that be on the day of, or in the days prior, to an assessment task. Causes of unfair advantage include:

- For a student to absent themselves from any lessons or normal school routine on a day that an assessment task is scheduled or a hand-in task is due.
- For a student to absent themselves from any lessons within one day prior to a scheduled assessment task without a doctor's certificate.
- Arriving late to school on the day of a scheduled assessment task or hand-in task. If it is deemed that a student has gained an unfair advantage, a zero mark may be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Secondary studies within two school days of the decision being taken.

Submissions of Assessment Tasks

The Year 12 Assessment Handbook 2023 shows the general timing of assessment tasks in regards to the school term and week. Precise submission dates and times for a hand-in task will be clearly specified on the assessment notification for that particular task. Teachers will provide students with an acknowledgement of the task being received. Dates and times for examinations will be provided on the examination timetable.

Failure to submit a task on time will result in a zero mark being awarded. If a student is absent on the day an assessment task is due, they may apply for illness/misadventure by following the procedures outlined in this handbook.

It is the student's responsibility to check the submission method detailed on the assessment notification, as this may vary due to the nature of the assessment task, such as fieldwork, excursions, pieces of major work and in-school tasks, as well as whether or not electronic submissions will be accepted, preferred or stated.

Examination Periods

A formal written examination is often in the same format as an HSC examination and typically draws from most or all content areas, topics or modules. An examination period is a dedicated time in which all examinations will be held for applicable courses. In Year 12, normal lessons will be suspended and students will only be required at school when their specific examinations are scheduled.

School Assessments under Examination Conditions

In-school assessments are often carried out under examination conditions. NHS uses examination procedures modelled on those used for NESA external examinations. The majority of students are well behaved and will always meet expectations. Students need to be aware of the examination procedures and code of conduct. They ensure the smooth running of examinations and an environment in which all students are able to respond to the best of their ability without disruption from others. Students must make a serious attempt at the examination. Where it is considered that a student has made a non-serious attempt, a zero may be awarded and an 'N' Determination issued.

Examination Procedures and Rules

1. Students must read the examination timetable carefully and be prepared to attend exams at the times and venues that the school arranges. Students must arrive at the exam at least 10 minutes early. Concessions will not be made (such as extra time given) for students who arrive late for an examination or who miss an examination due to poor organisation.
2. Students must sit for all exams in which they are entered, unless they have an illness or misadventure, in which case they must notify the school immediately and follow the appropriate procedures.
3. Students should bring the equipment they need and know what equipment is allowed for each exam. Students are responsible for ensuring their equipment is in good working order because the school will not uphold misadventure applications for equipment failure. Students may not borrow equipment during exams. Exam staff may inspect equipment when a student enters the room, and will tell them where to place any unauthorised items. However, exam staff are not responsible for these items.

Permitted Items	Prohibited Items
<ul style="list-style-type: none">• Black pens• Pencils, erasers and a sharpener• A ruler• Highlighter pens• A clear bottle of water• A non-programmable watch, which must be taken off, placed on your desk in clear view and not touched during the exam• Other equipment as specified in the exam notification, like a calculator	<ul style="list-style-type: none">• Mobile phones• Programmable watches, like smart watches• Any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries• Paper or any printed or written material (including your exam timetable)• Dictionaries (except in language exams, if allowed)• Correction fluid or correction tape.

4. Students must sit at the desk that shows their name and/or student number.
5. During the exam, students must:
 - a) Always follow the exam supervisors' instructions.
 - b) Complete the Student Attendance Slip as an official record of attempting the task.
 - c) Read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
 - d) Write their name and/or student number on all writing booklets, question and answer booklets and answer sheets (unless that information is already printed on them).
 - e) Write clearly with black pen (only use pencil if instructed to).
 - f) Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet, and write a note on the front and back of both booklets stating that you wrote an answer in the wrong place. Do not rewrite answers, but make sure you label and hand in all parts of your answers.
 - g) Answer in English, unless the question paper directs otherwise. If you do not write in English, you will receive zero marks for your answer.
 - h) Make a serious attempt at the exam by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt.
 - i) Stop writing immediately when the supervisor tells you to.
 - j) Follow the supervisor's instructions for arranging completed answers, and wait for the supervisor to collect them.
6. During each exam, students must not:
 - a) Start writing until the Supervisor in Charge tells you.
 - b) Write on anything other than writing books, answer booklets or other writing material provided by the Supervisor in Charge. You should not write on any other equipment including your body, clothing or tissues.
 - c) Leave the room, except in an emergency. If you have to leave and want to come back to continue the exam, you must be supervised while you are out of the room.
 - d) Leave (finish) the exam in the first hour. Your school may not allow any students to leave early.
 - e) Leave the exam in the last 15 minutes.
 - f) Take an exam paper out of the room. Speak to your teacher if you want to see a paper afterwards.
7. Students must follow the normal school rules, behaving politely and courteously towards the exam supervisors and other students. Specifically, students must not:
 - a) Cheat.
 - b) Include frivolous or objectionable material.
 - c) Take any prohibited items prohibited into the room.
 - d) Speak to anyone other than a supervisor.
 - e) Behave in any way likely to disturb another student or upset the exam's running.
 - f) Be affected by alcohol or illegal drugs.

- g) Eat unless approved by NESA (for example, if you have diabetes).
 - h) Take any writing booklets or exam paper, whether used or not, out of the room.
 - i) Write on your body (for example your arms), tissues or material that is not exam material.
 - j) Leave the room if your principal requires all students to stay until each exam ends.
8. Supervisors can ask you to leave the exam if you do not follow these rules. It may also result in zero marks being awarded. If your actions are illegal, you may also be reported to the police.

School Leave Affecting Assessment Tasks

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

Students are expected to be present at school to complete all tasks, submit all assessment tasks and sit all examinations set as part of the assessment program for a course at the specified time. Students and parents/caregivers should NOT assume leave will be granted, particularly in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC tasks.

The Department of Education's position in relation to student leave is stated in the Student Attendance in Government Schools Procedures School Attendance Policy <https://education.nsw.gov.au/policy-library/policies/school-attendance-policy> in which students are discouraged from taking leave during the school term. This policy has been developed by the Learning and Engagement Directorate in 2015:

- 14.1. From the beginning of 2015, family holidays and travel are no longer considered under the Exemption from School – Procedures. Travel outside of the vacation period is now counted as an absence for statistical purposes.
- 14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons should be specified on the application.

When Student Leave Clashes with an Assessment Task

All Year 12 assessments are conducted within the guidelines set by NESA. The NESA guidelines for Year 12 students make no provision for tasks missed due to leave. There are well-established protocols for illness and misadventure; however, requests for leave do not fall within these protocols. Students and families are expected to make arrangements to ensure that all requirements of the HSC can be fulfilled. All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the relevant Faculty Head Teacher at least two weeks prior to the scheduled task. Failure to consult within adequate time, and failure to comply with task submission requirements, may result in a zero mark being awarded. All hand-in tasks due during the period of leave must be submitted prior to leave commencing. Students with a scheduled in-class task, such as an examination, test, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, a zero mark may be awarded.

Students Completing Work Placement

Students completing school, TAFE and/or other external placements are required to complete all school assessment tasks on the scheduled due dates. School assessments take priority and placements should be managed to avoid clashes with school assessments. All hand-in tasks due during the period of work placement must be submitted prior to work placement commencing. Students with a scheduled in-class task, such as an exam, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, a zero mark may be awarded.

Absence due to School Business

Where a student has a clash between an assessment task and another official school activity, it is the student's responsibility to complete and submit an Assessment task reschedule application form to the Head Teacher Secondary Studies. The student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a zero mark will be awarded. Should the student wish to appeal this decision, they must see the Head Teacher Secondary studies and complete an Appeal form. The school will always endeavour to minimise clashes with assessment tasks and school organised activities.

School Sanctioned Activities

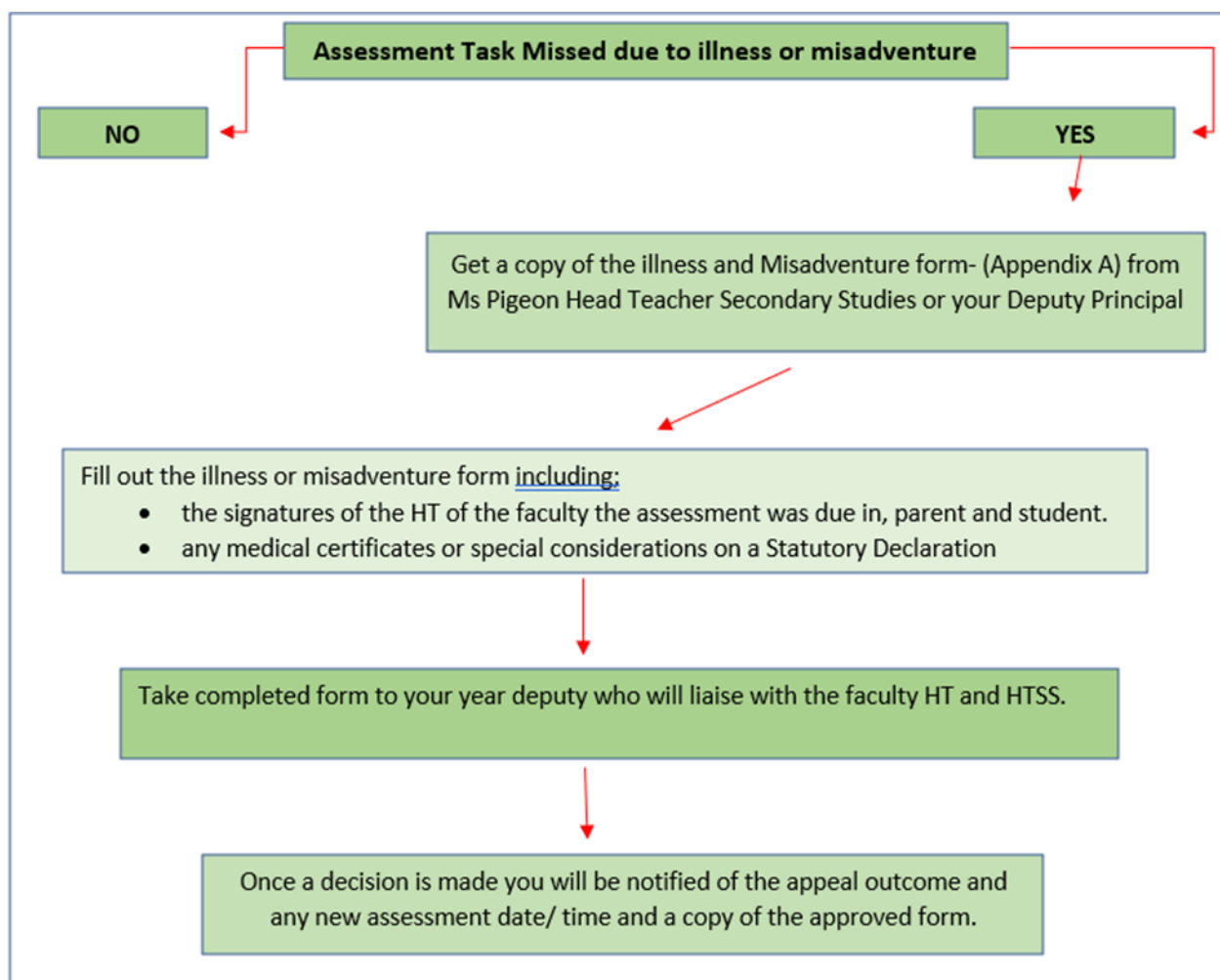
It is the student's responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment task requirements and deadlines. Students must make prior arrangements with their teacher or Head Teacher if attendance in class or assessment task requirements will be disrupted by work placement or other school-sanctioned activities. This must be done as soon as it becomes evident.

Extensions

If there are difficulties of which students are aware before the due date students may apply for an extension of time for submission of the task. The application for extension must be submitted to the faculty Head Teacher at least 5 school days before the assessment due date. Applications for extensions should be avoided because it often means that there is less time available for the preparation of the next task. Planning ahead will usually mean that an application for extension is not necessary.

Illness or Misadventure

If students are ill on the day an assessment task is due or is unable to attend school through circumstances beyond the student's control, the student should attempt to have it delivered to the school or submitted online. If circumstances arise unexpectedly and the task is unable to be submitted by the student, we advise that a parent or caregiver notify the school. The student may be eligible to apply for consideration of the assessment task being submitted late. Within 5 school days (or on return to school) an Illness or Misadventure Form must be completed. The form is available from the Deputy Principal or Ms. Pidgeon- (See attached Appendix A). Documentary evidence should be attached to the Appeal form (e.g. Medical Certificate). Failure to complete the document will result in a mark of zero for the task.



Technological Malfunction

Computer failure will not be accepted as a reason for failing to submit an assessment task. It is expected that all computer-generated work should be saved in more than one location or format. Assessment tasks must be submitted on paper (handwritten or printed) except where otherwise notified. A teacher may request you to submit your task by email or through google classroom. Where the malfunction of computers or printers prevents the production of a final copy, evidence of completion of the task must be shown to the teacher on the due date. It is recommended that students do not leave the printing of an assessment task until the day the task is due. Students are also reminded that the technology resources of the school can be utilised if necessary.

FAILURE TO COMPLETE NESA REQUIREMENTS

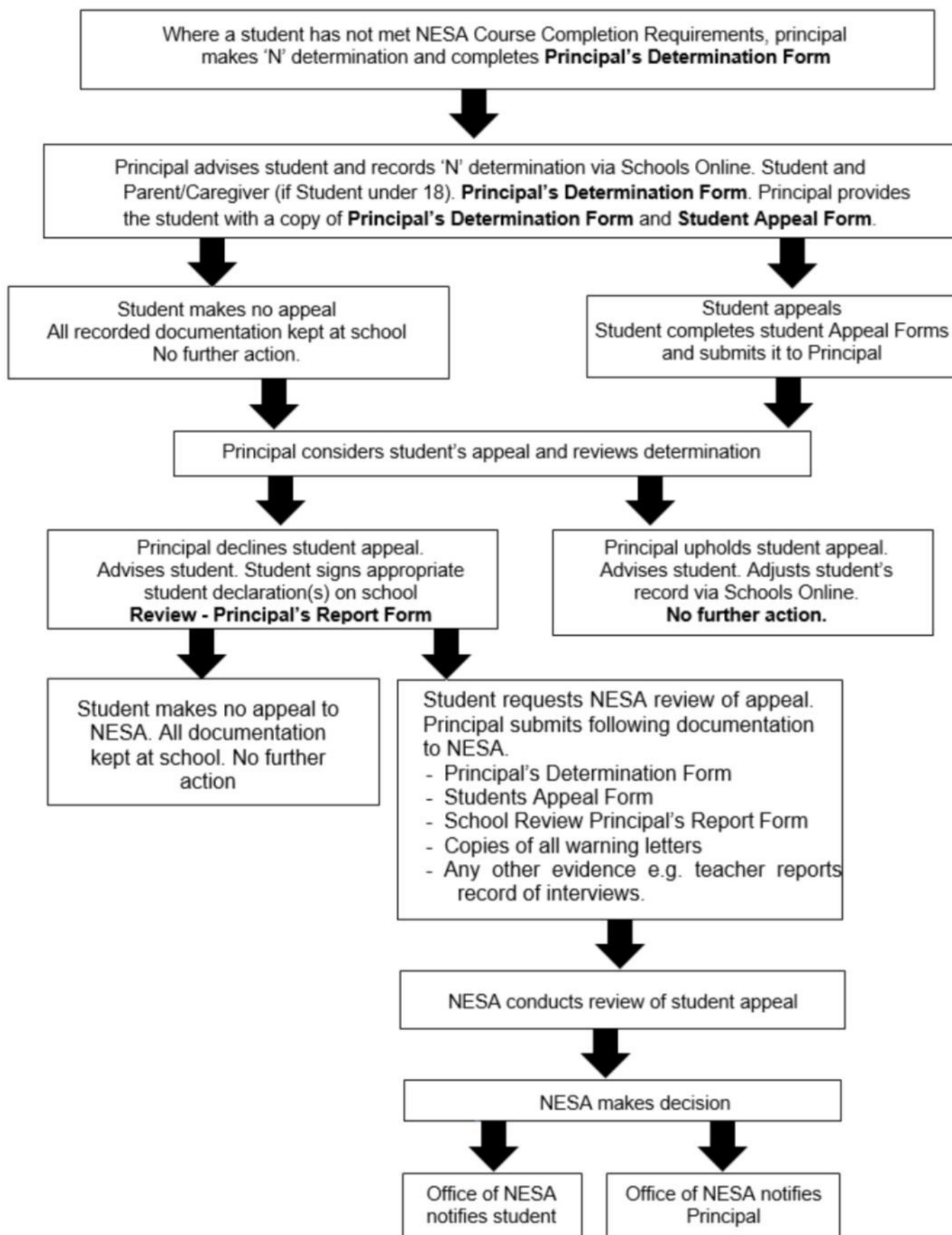
NSW Education Standards Authority requires all students to:

- follow the course set
- apply themselves with diligence and sustained effort
- achieve some or all of the course outcomes
- The **non-completion of a course procedures** commences when the student has not followed one of the above.
- The **first official warning letter** is issued indicating the area(s) of concern. The Head Teacher of the faculty interviews the student in danger of not satisfactorily completing a course. The Head Teacher documents the interview and the record of interview is completed which outlines what action the student needs to take in order to redress the situation. It will also specify the time frame.
- The **second official warning letter** will be issued for completely different reasons as outlined in the first official warning. In other words, a student cannot receive two letters for the same task. A pattern of indiscretions which illustrate the course completion criteria (a), (b) and/ or (c) has not been met needs to be established. Once the second official warning letter is issued, an interview with a Deputy Principal and the student will be organised to discuss all outstanding and current concerns. At the interview a plan for improvement will be negotiated and be implemented over an agreed time. The outcome is recorded in Sentral.
- Receipt of **the third official warning letter** for any one further indiscretion or a series of indiscretions will result in an interview with Deputy Principal, parent/carer and the student. At this interview the Deputy Principal will make a determination, which may include a formal Deputy Principal program of improvement. The outcome is recorded in Sentral.
- Receipt of further **official warning letters** and /or unsuccessful completion of a formal Deputy Principal program of improvement will result in an interview with the Principal who will make a determination regarding an **"Determination"**.

NESA states that students who have received a minimum of two official warning letters in a single course and who have not completed the requirements detailed on these letters are at risk of receiving an N determination for that course. If that is the case, that subject will not count towards the satisfactory completion of 10 units of the HSC course.

Please refer to the flow chart on the following page.

Procedures for 'N' determinations for Non-completion of HSC course requirements, and Appeals.



Reporting on Student Progress

Achievement levels are recorded for each course outcome by a grade scale using word descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

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

Teachers, students and parents/caregivers must be aware that achievement grades do not correlate to the HSC performance bands and, therefore, cannot be used to predict results in a student's HSC Record of Achievement. Each HSC course report contains a course mark or grade and rank (if applicable) as well as a comment from the class teacher highlighting strengths and areas for improvement. Reports may also include information indicating student participation in other certain activities during the year.

Assessment of Life Skills Outcomes in Stage 6

Stage 6 Life Skills <https://ace.nesa.nsw.edu.au/studying-hsc-life-skills-courses> courses provide options for students with special education needs who are unable to access regular course outcomes, particularly students with an intellectual disability. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate. Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2-unit 120-hour Year 11 course and a 2-unit 120-hour HSC course. Each student accessing a Life Skills course in Years 11-12 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes.

Assessment can occur in a range of situations or environments such as the school and wider community. There is no requirement for formal assessment of Life Skills outcomes. Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process.

Frequently Asked Questions

1. What must I do to have satisfactorily completed a course?

NESA expects students to have:

- a) Followed the course developed or endorsed by the Board; and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) Achieved some or all of the course outcomes In simple terms, you must complete all assessment tasks, hand in class work on time and be present at school. If you continually hand in work late, truant, are absent without justification or your behaviour affects your studies or that of others, you will not satisfy the criteria of applying yourself "with diligence and sustained effort".

2. What do the terms internal and external assessment mean?

Internal assessment refers to assessment tasks designed and conducted by the school. External assessment refers to the HSC examinations, which are designed and conducted by NESA. In Year 12, internal assessment contributes 50% of your HSC mark and the HSC examination contributes the other 50% of your HSC mark.

3. What do the terms "examination", "in-class" and "hand-in" assessment task mean?

An "examination" is one that is held in an examination period under examination conditions and draws from most or all content areas, topics or modules of the syllabus. An "in-class assessment task" is one that requires you to be present at school in order to complete, such as topic tests, presentations, performances and submissions of major works. "Hand-in assessment tasks" are those that are completed at home and submitted by a designated due date and time.

4. How do I know when I have an assessment task?

The Year 11 Assessment Handbook 2022 outlines the weeks in which tasks are due for ALL courses. You will receive an Assessment Task Notification for each task with a specific due date at least 2 weeks before the task is due.

5. What happens if I am not present when an assessment task is issued?

It is your responsibility to obtain the task from your teacher. Extensions will not be granted based on the task not being received.

6. Why may I be penalised for being absent the day before a task is due?

This may be perceived as unfair to other students, as it may allow you extra time to complete a task, a luxury that other students do not have. If you have a valid reason for being absent, you may be asked to prove this by completing an Illness/Misadventure Form (and Medical Certificate in the case of illness).

7. What happens if I have a valid reason for being unable to submit an assessment task on time?

You have to complete and submit an illness and misadventure form to apply for the task to be rescheduled or for an extension of the due date.

8. What happens if I am absent the day a task is due?

Every effort must be made to submit the task on that day. If it is not submitted or attempted in the case of an examination or in-class task, then you must contact the school on the day by phone 43900555 or email: northlake-h.schools@det.nsw.edu.au and apply for Illness/ Misadventure. In the case of illness, a Medical Certificate must be attached to the illness/ misadventure form.

9. What happens if I do not make a serious attempt in an assessment task or examination?

You will be awarded zero marks for the task, an N-warning letter will be issued and you will be required to re-attempt the task.

10. What does "non-serious attempt" mean?

This includes very poor attempts that contain an insufficient amount of work in which to assess a student's work, the use of derogatory remarks, obscene language and graffiti (e.g. drawing on an examination paper).

11. What happens if I have been found guilty of malpractice?

You will be awarded zero marks for the task, an N-warning letter will be issued and you will be required to re-attempt the task.

12. What happens if my application for the rescheduling of a task or an extension to the due date of a task is rejected?

You will be required to submit the task by the due date.

13. What happens if my application for illness/misadventure is rejected?

If the task was submitted on time, you will be awarded the marks you have earned. If it was submitted late, you will be awarded zero marks. If it has not been attempted, you must attempt the task.

14. Can I appeal the decision of an application for reschedule, extension or illness/misadventure or if I have been found guilty of malpractice?

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the Review Panel will consider.

15. Can I appeal an assessment task result for an individual task?

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the relevant Faculty Head Teacher will consider.

YEAR 12 ENGLISH ADVANCED

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2022 Week: 8	Term: 1, 2023 Week: 7	Term: 2, 2023 Week: 7	Term: 3, 2023 Week: 5-6
		<i>Reading section and Extended response</i>	<i>Portfolio of writing</i>	<i>Multimodal Task</i>	<i>Trial HSC Examination</i>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	10%	10%
Knowledge and understanding of course content.	50%	15%	10%	10%	15%
TOTAL MARKS:	100%	30%	25%	20%	25%
Outcomes		EA12-1, EA12-5, EA12-7	EA12-3, EA12-4, EA12-9	EA12-2, EA12-6, EA12-8	EA-12-3, EA12-5, EA12-6, EA12-7
OUTCOMES TO BE ASSESSED					
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 context and evaluates their effects on meaning				
EA12-4	Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices into 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, assesses and monitors own learning and refines individual and collaborative processes as an independent learner				

YEAR 12 ENGLISH STANDARD

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2022 Week: 8	Term: 1, 2023 Week: 7	Term: 2, 2023 Week: 5	Term: 3, 2023 Week: 5-6
		<i>Reading section and Extended response</i>	<i>Portfolio of writing</i>	<i>Multimodal Task</i>	<i>Trial HSC Examination</i>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	10%	10%
Knowledge and understanding of course content.	50%	15%	10%	10%	15%
TOTAL MARKS	100%	30%	25%	20%	25%
Outcomes		EN12-1, EN12-6, EN12-7	EN12-4, EN12-9	EN12-2, EN12-8	EN-12-3, EN12-5, EN12-6, EN12-7
OUTCOMES TO BE ASSESSED					
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 language concepts and literary devices into new and different contexts				
EN12-5	Thinks imaginatively, creatively, interpretively, analytically and discerning to respond to and compose texts that include considered and detailed information, ideas and arguments				
EN12-6	Investigates and explains the relationships between texts				
EN12-7	Explains and evaluates the diverse ways texts can represent personal and public worlds				
EN12-8	Explains and assesses cultural assumptions in texts and their effects on meaning				
EN12-9	Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner				

YEAR 12 ENGLISH STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2022 Week: 8	Term: 1, 2023 Week: 8	Term: 2, 2023 Week: 9	Term: 3, 2023 Week: 5-6
		<i>Reading section and Extended response</i>	<i>Multimodal Task</i>	<i>Portfolio of writing</i>	<i>Trial HSC Examination</i>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	10%	10%
Knowledge and understanding of course content.	50%	15%	10%	10%	15%
TOTAL MARKS:	100%	30%	25%	20%	25%
Outcomes		ES12-1, ES12-5, ES12-7	ES12-2, ES12-6, ES12-8	ES12-3, ES12-4, ES12-9, ES12-10	ES12-3, ES12-5, ES12-6, ES12-7
OUTCOMES TO BE ASSESSED					
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				

YEAR 12 ENGLISH EXTENSION 1

Components	Weighting	Task 1	Task 2	Task 3
		Term: 1, 2023 Week: 5	Term: 2, 2023 Week: 9	Term: 3, 2023 Week: 5 - 6
		<i>Imaginative Response and reflection</i>	<i>Critical Response with related text</i>	<i>Trial HSC Examination</i>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
Knowledge and understanding of course content.	50%	15%	20%	15%
TOTAL MARKS	100%	30%	40%	30%
Outcomes		EE12-1, EE 12-4, EE 12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5
OUTCOMES TO BE ASSESSED				
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			

YEAR 12 ENGLISH EXTENSION 2

Components	Weighting	Task 1	Task 2	Task 3
		Term: 4, 2022 Week: 10	Term: 1, 2023 Week: 9	Term: 3, 2023 Week: 1
		<i>Viva Voce (including written proposal)</i>	<i>Literature Review</i>	<i>Reflection of the creative process</i>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
Knowledge and understanding of course content.	50%	15%	20%	15%
TOTAL MARKS	100%	30%	40%	30%
Outcomes		EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-4	EEX12-2, EEX12-3, EEX12-5
OUTCOMES TO BE ASSESSED				
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			

YEAR 12 MATHEMATICS STANDARD 1

Components	Weighting	Task 1:	Task 2:	Task 3:	Task 4:
		Term 4 Week 10 2022	Term 1 Week 6 2023	Term 2 Week 10 2023	Term 3 Week 5-6 2023
		Topic/Content MS-A3	Topic/Content MS-A3, MS-M3, MS-M4	Topic/Content MS-M4, MS-M5, MS-F2, MS-F3, MS-S3	Topic/Content All topics completed
		<i>Scaffolded Learning Task</i>	<i>Assignment/ Investigation task</i>	<i>Assignment/ Investigation task</i>	<i>Trial HSC Examination</i>
Understanding, fluency and communication	50%	12.5%	13%	9.5%	15%
Problem solving, Reasoning and Justification	50%	12.5%	13%	9.5%	15%
TOTAL MARKS	100%	25%	26%	19%	30%
Outcomes		MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10
Note: that up to 30% of the internal assessment in Year 12 Mathematics Standard 2 course may be based on the Year 11 course. Some questions, based on the Year 11 Course may be included in each assessment task.					
OUTCOMES TO BE ASSESSED					
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	applies network techniques to solve network problems				
MS1-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others				

YEAR 12 MATHEMATICS STANDARD 2

Components	Weighting	Task 1:	Task 2:	Task 3:	Task 4:
		Term 4 Week 10 2022	Term 1 Week 6 2023	Term 2 Week 10 2023	Term 3 Week 5-6 2023
		Topic/Content MS-A4	Topic/Content MS-A4, MS-M6, MS-M7	Topic/Content MS-F4, MS-F5, MS-S4, MS-S5	Topic/Content All topics completed
		<i>Scaffolded Learning Task</i>	<i>Assignment/ Investigation task</i>	<i>Assignment/ Investigation task</i>	<i>Trial HSC Examination</i>
Understanding, fluency and communication	50%	12.5%	13%	9.5%	15%
Problem solving, Reasoning and Justification	50%	12.5%	13%	9.5%	15%
TOTAL MARKS	100%	25%	26%	19%	30%
Outcomes		MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-5, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10
Note: that up to 30% of the internal assessment in Year 12 Mathematics Standard 2 course may be based on the Year 11 course. Some questions, based on the Year 11 Course may be included in each assessment task.					
OUTCOMES TO BE ASSESSED					
MS2-12-1	uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts				
MS2-12-2	analyses representations of data in order to make inferences, predictions and draw conclusions				
MS2-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate				
MS2-12-4	analyses two-dimensional and three-dimensional models to solve practical problems				
MS2-12-5	makes informed decisions about financial situations, including annuities and loan repayments				
MS2-12-6	solves problems by representing the relationships between changing quantities in algebraic and graphical forms				
MS2-12-7	solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data				
MS2-12-8	solves problems using networks to model decision-making in practical problems				
MS2-12-9	chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use				
MS2-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response				

YEAR 12 MATHEMATICS ADVANCED

Components	Weighting	Task 1:	Task 2:	Task 3:	Task 4:
		Term 4 Week 10 2022	Term 1 Week 6 2023	Term 2 Week 10 2023	Term 3 Week 5-6 2023
		<i>Scaffolded Learning Task</i>	<i>Assignment/ Investigation task</i>	<i>Assignment/ Investigation task</i>	<i>Trial HSC Examination</i>
Understanding, fluency and communication	50%	12.5%	13%	9.5%	15%
Problem solving, Reasoning and Justification	50%	12.5%	13%	9.5%	15%
TOTAL MARKS	100%	25%	26%	19%	30%
Outcomes		MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10
<i>Note: that up to 30% of the internal assessment in Year 12 Mathematics Advanced course may be based on the Year 11 course. Some questions, based on the Year 11 Course may be included in each task.</i>					
OUTCOMES TO BE ASSESSED					
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				

YEAR 12 MATHEMATICS NUMERACY

Components	Weighting	TASK 1:	TASK 2:	TASK 3:	TASK 4:
		Term 4 Week 10 2022	Term 1 Week 6 2023	Term 2 Week 10 2023	Term 3 Week 5-6 2023
		<i>Scaffolded Learning Task</i>	<i>Assignment/ Investigation task</i>	<i>Assignment/ Investigation task</i>	<i>Written Exam</i>
Understanding, fluency and communication	50%	12.5%	15%	10%	12.5%
Problem solving, Reasoning and Justification	50%	12.5%	15%	10%	12.5%
TOTAL MARKS	100%	25%	30%	20%	25%
Outcomes		N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.4, N6-2.5, N6-3.1, N6-3.2	N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.4, N6-2.5, N6-3.1, N6-3.2	N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.4, N6-2.5, N6-3.1, N6-3.2	N6-1, N6-2, N6-3, N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2

Note that up to 30% of the internal assessment in Year 12 Mathematics Numeracy course may be based on the Year 11 course. Some questions, based on the Year 11 Course may be included in each assessment task.

OBJECTIVES

N6-1	develop numerical reasoning and mathematical thinking skills needed in everyday contexts to solve problems, evaluate results and communicate solutions using appropriate language
N6-2	develop the capacity to choose and apply techniques to effectively meet the numeracy demands of life in personal and community, workplace and employment, and education and training contexts
N6-3	develop the capacity to use numerical reasoning and mathematical skills and techniques, aided by appropriate technology, to organise, represent and analyse information, and interpret practical situations

OUTCOMES

N6-1.1	recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
N6-1.2	applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
N6-1.3	determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
N6-2.1	chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
N6-2.2	chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
N6-2.3	chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
N6-2.4	chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
N6-2.5	chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
N6-3.1	chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
N6-3.2	chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

YEAR 12 AGRICULTURE

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2022 Week: 10	Term: 1, 2023 Week: 10	Term: 2, 2023 Week: 9	Term: 3, 2023 Week: 5-6
		<i>Plant/animal production</i>	<i>Farm product study</i>	<i>Elective topic</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	60%	10%	6%	15%	29%
Skills in effective research, experimentation and communication	40%	15%	20%	5%	
TOTAL MARKS	100%	25%	26%	20%	29%
Outcomes		H2.1, H1.1 H2.2	H3.1, H3.2, H3.3, H3.4,	H3.4, H4.1, H5.1	H1.1, H2.1, H2.2, H3.4, H5.1
OUTCOMES TO BE ASSESSED					
H1.1	Explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production				
H2.1	Describes the inputs, processes and interactions of plant production systems				
H2.2	Describes the inputs, processes and interactions of animal production systems				
H3.1	Assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products				
H3.2	Critically assesses the marketing of a plant OR animal product				
H3.3	Critically examines the technologies and technological innovations employed in the production and marketing of agricultural products				
H3.4	Evaluates the management of the processes in agricultural systems				
H4.1	Justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations				
H5.1	Evaluates the impact of innovation, ethics and current issues on Australian agricultural systems				

YEAR 12 BIOLOGY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2022 Week:10	Term: 1, 2023 Week: 9	Term: 2, 2023 Week: 9	Term: 3, 2023 Week: 5-6
		Modelling	Depth Study	Depth Study	Trial HSC Examination
Skills in working scientifically	60%	15%	20%	20%	5%
Knowledge and understanding of course content	40%	10%	6%		24%
TOTAL MARKS	100%	25%	26%	20%	29%
Outcomes		BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-15	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7,	BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15
OUTCOMES TO BE ASSESSED					
A student will develop:					
Skills in applying the processes of Working Scientifically					
BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation				
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information				
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information				
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media				
BIO11/12-5	analyses and evaluates primary and secondary data and information				
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes				
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose				
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				
Knowledge and understanding of the effects of disease and disorders					
BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism’s response, including the human immune system				
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease				

YEAR 12 INVESTIGATING SCIENCE

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2022 Week: 9	Term: 1, 2023 Week: 8	Term: 2, 2023 Week: 8	Term: 3, 2023 Week: 5-6
		<i>Practical Investigation</i>	<i>Depth Study/Research Task 1</i>	<i>Depth Study/Research Task 2</i>	<i>Trial HSC Examination</i>
Skills in working scientifically	60%	20%	16%	20%	4%
Knowledge and understanding	40%	5%	10%		25%
TOTAL MARKS	100%	25%	26%	20%	29%
Outcomes		INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS12-12	INS11/12-4, INS11/12-5, INS11/12-7, INS12-13	INS11/12-1, INS11/12-2, INS11/12-4, INS11/12-5 INS11/12-6, INS11/12-7,	INS11/12-6, INS12-12, INS12-13, INS12-14, INS12-15
OUTCOMES TO BE ASSESSED					
A student will develop:					
Skills in applying the processes of Working Scientifically					
INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation				
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information				
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information				
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media				
INS11/12-5	analyses and evaluates primary and secondary data and information				
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes				
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose				
Knowledge and understanding of science and technology					
INS12-12	develops and evaluates the process of undertaking scientific investigations				
INS12-13	describes and explains how science drives the development of technologies				
Knowledge and understanding of contemporary issues involving science					
INS12-14	uses evidence-based analysis in a scientific investigation to support or refute a hypothesis				
INS12-15	evaluates the implications of ethical, social, economic and political influences on science				

YEAR 12 MARINE STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2022 Week: 8	Term: 1, 2023 Week: 6	Term: 2, 2023 Week: 8	Term:3,2023 Week: 4-5
		Life in the Sea Depth study	Humans in Water Practical task	Marine and Maritime Employment Depth Study	Trial HSC Examination
Skills in working scientifically	60%	15%	15%	15%	15%
Knowledge and understanding of course content	40%	11%	10%	9%	10%
TOTAL MARKS	100%	26%	25%	24%	25%
Outcomes		1.1,1.3,1.4,5.4	1.4, 5.4	1.1, 4.2	1.1,1.3,1.4,4.2, 5.4
OUTCOMES TO BE ASSESSED					
A student will develop:					
Skills in applying the processes of Working Scientifically					
1.1	relates with a respectful and caring attitude to the ocean and its life forms				
1.3	recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course				
5.4	selects, organises, assembles, dismantles, cleans, and returns equipment				
Knowledge and understanding					
1.4	recognises Aboriginal and Torres Strait Islander values and attitudes toward the sea				
4.2	appreciates marine environments as sources of employment and leisure				

YEAR 12 COMMUNITY & FAMILY STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2022 Week: 8	Term: 1, 2023 Week: 8	Term: 2, 2023 Week: 7	Term: 3, 2023 Week: 5-6
		Research Methodology (IRP)	Groups in Context	Parenting & Caring	Trial HSC Examination
Knowledge and understanding of course content	40%	5%	16%	9%	10%
Skills in critical thinking, research methodology, analysing and communicating	60%	15%	15%	10%	20%
TOTAL MARKS	100%	20%	31%	19%	30%
Outcomes		H1.1, H4.1, H4.2	H2.2, H2.3, H3.1- H3.3, H5.1, H6.2	H2.1, H3.2 - H3.4, H5.2,H6.1	All
OUTCOMES TO BE ASSESSED					
A student will develop:					
Knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing					
H1.1	Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities				
Knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing					
H2.1	Analyses different approaches to parenting and caring relationships				
H2.2	Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities				
H2.3	Critically examines how individual rights and responsibilities in various environments contribute to wellbeing				
Knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities					
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, groups, families and communities				
Knowledge and understanding about research methodology and skills in researching, analysing and communicating					
H4.1	Justifies and applies appropriate research methodologies				
H4.2	Communicates ideas, debates issues and justifies opinions				
Skills in the application of management processes to meet the needs of individuals, groups, families and communities					
H5.1	Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources				
H5.2	Develops strategies for managing multiple roles and demands of family, work and other environments				
Skills in critical thinking and the ability to take responsible action to promote wellbeing					
H6.1	Analyses how the empowerment of women and men influences the way the function within society				
H6.2	Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments				
Note: The following outcomes are assessed holistically across the Year 11 and HSC courses.					
An appreciation of the diversity and interdependence of individuals, families, groups and communities					
7.1	Appreciates differences among individuals, groups and families within communities and values their contributions to society				
7.2	Develops a sense of responsibility for the wellbeing of themselves and others				
7.3	Appreciates the value of resource management in response to change				
7.4	Values the place of management in coping with a variety of role expectations				

YEAR 12 PD/H/PE

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 1, 2023 Week: 2	Term: 2, 2023 Week: 5	Term: 3, 2023	Term: 3, 2023 Week: 5-6
		<i>Health Priorities in Australia - Research Assignment</i>	<i>Factors Affecting and Improving Performance</i>	<i>Sports Medicine - Prepared Responses</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	40%	5%	15%	5%	15%
Skills in critical thinking, research, analysing and communicating	60%	20%	20%	5%	15%
TOTAL MARKS	100%	25%	35%	10%	30%
Outcomes		H1, H4, H5, H14, H15	H7, H9, H10, H16	H8, H13, H17	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17
OUTCOMES TO BE ASSESSED					
H1	describes the nature and justifies the choice of Australia's health priorities				
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk				
H3	analyses the determinants of health and health inequities				
H4	argues the case for health promotion based on the Ottawa Charter				
H5	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities				
H7	explains the relationship between physiology and movement potential				
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity				
H9	explains how movement skill is acquired and appraised				
H10	designs and implements training plans to improve performance				
H11	designs psychological strategies and nutritional plans in response to individual performance needs				
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)				
H14	argues the benefits of health-promoting actions and choices that promote social justice				
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all				
H16	devises methods of gathering, interpreting and communicating information about health and physical activity concepts				
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation				

YEAR 12 SPORT LIFESTYLE & RECREATION

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2022 Week: 9	Term: 1, 2023 Week: 10	Term: 2, 2023 Weeks 5- 10 (Students negotiate presentation dates)	Practical Terms 1-3 2023
		<i>Outdoor Recreation Assignment</i>	<i>First Aid and Injury Task</i>	<i>Peer Coaching Task</i>	<i>Game & Sport Applications II Practical</i>
Knowledge and understanding	50%	12.5%	13%	12%	10%
Skills	50%	12.5%	13%	12%	15%
TOTAL MARKS	100%	25%	26%	24%	25%
Outcomes		1.3, 1.4, 2.3, 4.1	2.5, 3.6, 4.5	2.1, 3.2, 4.2	1.1, 3.1, 4.4
OUTCOMES TO BE ASSESSED					
A student will develop:					
Knowledge and understanding of the factors that influence health and participation in physical activity					
1.1	Applies the rules and conventions that relate to participation in a range of physical activities				
1.2	Explains the relationship between physical activity, fitness and healthy lifestyle				
1.3	Demonstrates ways to enhance safety in physical activity				
1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia				
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status				
1.6	Describes administrative procedures that support successful performance outcomes				
Knowledge and understanding of the principles and processes impacting on the realisation of movement potential					
2.1	Explains the principles of skill development and training				
2.2	Analyses the fitness requirements of specific activities				
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities				
2.4	Describes how societal influences impact on the nature of sport in Australia				
2.5	Describes the relationship between anatomy, physiology and performance				
The ability to analyse and implement strategies that promote health, physical activity and enhanced performance					
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts				
3.2	Design programs that responds to performance needs				
3.3	Measures and evaluates physical performance capacities				
3.4	Composes, performs and appraises movement				
3.5	Analyses personal health practices				
3.6	Assesses and responds appropriately to emergency care situations				
3.7	Analyses the impact on professionalism in sport				
A capacity to influence the participation and performance of self and others.					
4.1	Plans strategies to achieve performance goals				
4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context				
4.3	Makes strategic plans to overcome the barriers to personal and community health				
4.4	Demonstrates competence and confidence in movement contexts				
4.5	Recognises the skills and abilities required to adopt rolls that support health, safety and physical activity				

YEAR 12 EXPLORING EARLY CHILDHOOD

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2022 Week: 7	Term: 1, 2023 Week: 9	Term: 2, 2023 Week: 6	Term: 3, 2023 Week: 5-6
		<i>Children with Special Needs – Lesson Plan</i>	<i>Children’s Services</i>	<i>Child Health and Safety – First Aid</i>	<i>Trial HSC Examination</i>
Knowledge	50%	10%	11%	10%	19%
Skills	50%	10%	20%	20%	
TOTAL MARKS:	100%	20%	31%	30%	19%
Outcomes		1.5, 2.1, 4.2, 6.2	1.4, 2.3, 4.1,	2.5, 6.1	2.2, 2.3, 2.5, 4.3
OUTCOMES TO BE ASSESSED					
A student will develop:					
Knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children					
1.1	analyses prenatal issues that have an impact on development				
1.2	examines major physical, social-emotional, behavioural, cognitive and language development of young children				
1.3	examines the nature of different periods in childhood — infant, toddler, preschool and the early school years				
1.4	analyses the ways in which family, community and culture influence the growth and development of young children				
1.5	examines the implications for growth and development when a child has special needs				
Knowledge and understanding about the environmental factors that have an impact upon young children’s growth and development					
2.1	analyses issues relating to the appropriateness of a range of services for different families				
2.2	critically examines factors that influence the social world of young children				
2.3	explains the importance of diversity as a positive issue for children and their families				
2.4	analyses the role of a range of environmental factors that have an impact on the lives of young children				
2.5	examines strategies that promote safe environments				
Knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children					
3.1	evaluates strategies that encourage positive behaviour in young children				
Skills in communication and interaction					
4.1	demonstrates appropriate communication skills with children and/or adults				
4.2	interacts appropriately with children and adults from a wide range of cultural backgrounds				
4.3	demonstrates appropriate strategies to resolve group conflict				
Skills in research and analysis					
5.1	analyses and compares information from a variety of sources to develop an understanding of child growth and development				
Skills in decision making, evaluation and reflective thinking					
6.1	demonstrates an understanding of decision making processes				
6.2	critically examines all issues including beliefs and values that may influence interactions with others				

YEAR 12 ABORIGINAL STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2022 Week: 7	Term: 1, 2023 Week: 10	Term: 2, 2023 Week: 8	Term: 3, 2023 Week: 5-6
		<i>Research on Communities</i>	<i>Major Project</i>	<i>In-class test Social Justice</i>	<i>Trial HSC examination</i>
Knowledge and understanding of course content	40%	10%		5%	25%
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25%	5%	20%		
Research and inquiry methods, including aspects of the Major Project	20%		20%		
Communication of information, ideas and issues in appropriate forms	15%	5%		5%	5%
TOTAL MARKS	100%	20%	40%	10%	30%
Outcomes		H 1.2, H3.2, H3.3, H4.1, H4.3	H4.1, H4.2	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.2

OUTCOMES TO BE ASSESSED

A student develops knowledge and understanding about:

Social justice and human rights issues and how they impact on Aboriginal and other Indigenous peoples

H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples

H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples

H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping

The diversity of contemporary Aboriginal and other Indigenous peoples cultural, political, social and economic life

H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity

H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life

Government policies, legislation and legal decisions and their impact on Aboriginal and other Indigenous peoples

H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination considering usefulness, validity and bias

H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities

H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples

A student develops skills to:

Investigate issues and communicate information from a variety of perspectives

H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives

H4.2 undertakes community consultation and fieldwork and applies ethical research practices

H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

YEAR 12 ANCIENT HISTORY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4 2022 Week 10	Term 1 2023 Week 8	Term 2 2023 Week 10	Term 3 2023 Week 4/5
		Cities of Vesuvius	New Kingdom Egypt to the Death of Thutmose IV	Egypt – Hatshepsut	Trial HSC
Knowledge and understanding of course content	40%	5%	11%	15%	9%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%		10%	5%
Historical Inquiry and research	20%	5%	15%		
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Total Marks	100%	20%	31%	30%	19%
Outcomes		AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	AH12-3, AH12-5, AH12-6, AH12-8, AH12-9	AH12-1, AH12-3, AH12-5, AH12-6, AH12-8, AH12-9	AH12-2, AH12-4, AH12-6, AH12-7, AH12-10

OUTCOMES

Students: <ul style="list-style-type: none"> develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context 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
Students: <ul style="list-style-type: none"> 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

YEAR 12 BUSINESS STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2022 Week: 9	Term: 1, 2023 Week: 9	Term: 2, 2023 Week: 9	Term: 3, 2023 Week: 5-6
		<i>Marketing Research and case study analysis</i>	<i>Financial Stimulus Activity</i>	<i>Extended Response: Operations</i>	<i>Trial HSC</i>
Knowledge & Understanding of course content	40%			20%	20%
Stimulus-based skills	20%		20%		
Inquiry and Research	20%	20%			
Communication of business information, ideas and issues in appropriate forms	20%	11%		9%	
TOTAL MARKS:	100%	31%	20%	29%	20%
Outcomes		H3, H7, H8	H6, H10	H2, H5, H9	H1, H4, H9, H10

OUTCOMES TO BE ASSESSED

A student develops knowledge and understanding about:	
The nature, role and structure of business	
H1	critically analyses the role of business in Australia and globally
Internal and external influences on business	
H2	evaluates management strategies in response to changes in internal and external influences
H3	discusses the social and ethical responsibilities of management
The functions and processes of business activity	
H4	analyses business functions and processes in large and global businesses
Management strategies and their effectiveness	
H5	explains management strategies and their impact on businesses
H6	evaluates the effectiveness of management in the performance of businesses
BThe student develops skills to:	
Investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations	
H7	plans and conducts investigations into contemporary business issues
H8	organises and evaluates information for actual and hypothetical business situations
Communicate business information and issues using appropriate formats	
H9	communicates business information, issues and concepts in appropriate formats
Apply mathematical concepts appropriate to business situations	
H10	applies mathematical concepts appropriately in business situations

YEAR 12 LEGAL STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2022 Week: 7	Term: 1, 2023 Week: 5	Term: 2, 2023 Week: 6	Term: 3, 2023 Week: 5-6
		<i>Evidential Research</i>	<i>Multimedia Presentation</i>	<i>In class essay</i>	<i>Trial HSC Examination Written Paper</i>
Knowledge & Understanding of course content	40%	6%	5%	20%	9%
Analysis and Evaluation	20%	5%	5%	5%	5%
Inquiry and Research	20%	5%	15%		
Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	5%	5%
TOTAL MARKS:	100%	21%	30%	30%	19%
Outcomes		H7, H8, H9	H2, H3, H4, H10	H5, H6, H7	H1, H4, H9, H10

OUTCOMES TO BE ASSESSED

A student develops knowledge and understanding about:	
The nature and institutions of domestic and international law	
H1	Identifies and applies legal concepts and terminology
H2	Describes and explains key features of, and the relationship between Australian and international law
The operation of Australian and international legal systems and the significance of the rule of law	
H3	Analyses the operation of domestic and international legal systems
H4	Evaluates the effectiveness of the legal system in addressing issues
The interrelationship between law, justice and society and the changing nature of the law.	
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
A student develops skills in:	
Investigating, analysing and communicating relevant legal information and issues.	
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

YEAR 12 MODERN HISTORY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2022 Week: 9	Term: 1, 2023 Week: 8	Term: 2, 2023 Week: 9	Term: 3, 2022 Week: 5-6
		<i>Source Analysis</i>	<i>Multimodal Presentation</i>	<i>Historical Analysis</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	40%		21%	9%	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%	10%		10%	
TOTAL MARKS	100%	20%	31%	29%	20%
Outcomes		MH12-2, MH12-3, MH12-6	MH12-4, MH12-5, MH12-6	MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12-6, MH12-9
OUTCOMES TO BE ASSESSED					
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 and groups 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, places, events and developments of the modern world				
MH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument				
MH12-7	discusses and evaluates differing interpretations and representations of the past				
MH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources				
MH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms				

YEAR 12 SOCIETY & CULTURE

Components	Weighting	Task 1	Task 2	Personal Interest Project	Task 3	Task 4
		Term: 4, 2022 Week: 10	Term: 1, 2023 Week: 9	Term 3, 2023 Est - Week: 1	Term: 2, 2023 Week: 10	Term: 3, 2023 Week: 5-6
		<i>PIP Progress Report</i>	<i>In-class Essay Popular Culture</i>		<i>Prepared response Social Inclusion and Exclusion</i>	<i>Trial HSC Examination Written Paper</i>
Knowledge & Understanding	50%	5%	16%		15%	14%
Application & Evaluation of social & cultural research methodologies	30%	10%	10%		10%	
Communication of information, ideas and issues in appropriate forms	20%	5%	5%		5%	5%
TOTAL MARKS:	100%	20%	31%		30%	19%
Outcomes		H1, H4, H6, H7	H7, H8, H10		H2, H3, H5, H9	H1, H2, H3 H5, H6, H9, H10

OUTCOMES TO BE ASSESSED	
Students will develop knowledge and skills about:	
Social and cultural concepts and their application	
H1	Evaluates and effectively applies social and cultural concepts
Personal, social and cultural identity and interactions within societies and cultures	
H2	Explains the development of personal, social and cultural identify
H3	Analyses relationships and interactions within and between social and cultural groups
How personal experience and public knowledge interact to develop social and cultural literacy	
H4	Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
Continuity and change, personal and social futures	
H5	Analyses continuity and change and their influence on personal and social futures
Social and cultural research methods	
H6	Evaluates social and cultural research methods for appropriateness to specific research tasks
Students will develop skills to:	
Apply ethical social and cultural research to investigate and analyse information from a variety of sources	
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
Communicate information, ideas and issues in appropriate form to different audiences and in a variety of contexts	
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

YEAR 12 WORK STUDIES

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2022 Week: 9	Term: 1, 2023 Week: 9	Term 3, 2023 Week: 2	Term: 3, 2023 Week: 7
		Workplace Issues Research Task	Team Enterprise Project	Work Experience Report	In Class Exam
Knowledge & understanding	40%		20%		20%
Skills	60%	20%	20%	20%	
TOTAL MARKS	100%	20%	40%	20%	20%
Outcomes		H1, H8, H9	H3, H5, H6, H7	H1, H2, H3, H4, H8, H9	H3, H4, H8, H9
OUTCOMES TO BE ASSESSED					
A student develops knowledge and understanding about:					
Work, the work environment and skills for employment					
H1	investigates a range of work environments				
H2	examines different types of work and skills for employment				
Employment options, career management, life planning and further education and training					
H3	analyses employment options and strategies for career management				
H4	assesses pathways for further education, training and life planning				
A student develops skills:					
For success in the workplace					
H5	communicates and uses technology effectively				
H6	applies self-management and teamwork skills				
H7	utilises strategies to plan, organise and solve problems				
In critically assessing personal and social influences on individuals and groups					
H8	assesses influences on people’s working lives				
H9	evaluates personal and social influences on individuals and groups				

YEAR 12 FOOD TECHNOLOGY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4 Week: 9 2022	Term: 1 Week: 9 2023	Term: 2 Week: 9 2023	Term: 3 Week: 5-6
		<i>The Australian Food Industry</i>	<i>Contemporary Nutrition Issues</i>	<i>Food Product Development</i>	<i>Trial HSC Examination</i>
Knowledge and understanding of course content	35%	5%	5%	5%	20%
Knowledge and skills in designing, researching, analysing and evaluating	35%	15%	10%	10%	
Skills in experimenting with and preparing food by applying theoretical concepts	30%		20%	10%	
TOTAL MARKS	100%	20%	35%	25%	20%
Outcomes		H1.2, H1.4, H3.1	H2.1, H3.2, H5.1	H1.1, H4.2 H4.1	H1.1, H1.3, H1.4, H5.1

OUTCOMES TO BE ASSESSED

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

YEAR 12 INDUSTRIAL TECHNOLOGY (TIMBER)

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2022 Week: 7	Term: 1, 2023 Week: 7	Term: 3, 2023 Week:1	Term: 3, 2023 Week: 5-6
		Industry Study	Proposal and Communication of Ideas Presentation	Project Development and Management Presentation	Trial HSC Examination
Knowledge and understanding of course content	40%	35%			5%
Knowledge and skills in the design, management, communication and production of a major project	60%		25%	20%	15%
TOTAL MARKS	100%	35%	25%	20%	20%
Outcomes		H1.1, H1.2, H1.3, H6.1, H6.2, H7.1, H7.2	H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H5.2, H6.2	H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H3.3, H4.3, H5.1, H6.1, H7.1, H7.2
OUTCOMES TO BE ASSESSED					
A student will develop:					
Knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry					
H1.1	Investigates industry through the study of businesses in one focus area				
H1.2	Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry				
H1.3	Identifies important historical developments in the focus area industry				
Knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment					
H2.1	Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques				
Competence in designing, managing and communicating within a relevant industry context					
H3.1	Is skilled in sketching, producing and interpreting drawings				
H3.2	Selects and applies appropriate research and problem-solving skills				
H3.3	Applies design principles effectively through the production of projects				
Knowledge and skills in producing quality products					
H4.1	Demonstrates competency in 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				
Knowledge and skills in communication and information processing related to the industry focus area					
H5.1	Selects and uses communication and information processing skills				
H5.2	Selects and applies appropriate documentation techniques to project management				
An appreciation of quality products and the principles of quality control					
H6.1	Evaluates the characteristics of quality manufactured products				
H6.2	Applies the principles of quality and quality control				
An appreciation of the relationships between technology, the individual, society and the environment					
H7.1	Evaluates 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				

YEAR 12 MUSIC 1

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2022 Week 9	Term 1, 2023 Week 6	Term 2, 2023 Week 9	Term: 3, 2023 Week: 5-6
		<i>Composition Portfolio & Aural Analysis</i>	<i>Presentation of Performance & Viva Voce</i>	<i>Presentation or Submission: Elective Options for Topics 1 & 2</i>	<i>Trial HSC Examination</i>
Performance	10%		10%		
Composition	10%	10%			
Musicology	10%		10%		
Aural	25%	10%			15%
Electives	45%			30%	15%
TOTAL MARKS	100%	20%	20%	30%	30%
Outcomes		H2, H3, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6	H1-8	H1-8

OUTCOMES TO BE ASSESSED

Through activities in performance, composition, musicology and aural, a student will 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 context studied
H4	Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

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

An 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

YEAR 12 PHOTOGRAPHY

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2022 Week 7	Term 1, 2023 Week 10	Term 2, 2023 Week 9	Term 3, 2023 Week 6
		<i>Folio</i>	<i>Research Assignment</i>	<i>Folio</i>	<i>In-Class Essay</i>
Making	70%	30%		40%	
Historical Study	15%		7.5%		7.5%
Critical Study	15%		7.5%		7.5%
TOTAL MARKS	100%	30%	15%	40%	15%
Outcomes		M1-M6	CH1-CH5	M1-M6	CH1-CH5
OUTCOMES TO BE ASSESSED					
A student will develop:					
Knowledge, skills and understanding, through the making of photographs, and/or videos and/or digital images, that lead to and demonstrate conceptual and technical accomplishment					
M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice				
M2	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works				
M3	investigates different points of view in the making of photographs and/or videos and/or digital images				
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images				
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images				
M6	takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works				
Knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging					
CH1	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging				
CH2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations				
CH3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies				
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging				
CH5	recognises how photography and/or video and/or digital imaging are used in various fields of cultural production				

YEAR 12 VISUAL ARTS

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 1, 2023 Week: 4	Term: 2, 2023 Week: 2	Term: 2, 2023 Week: 8	Term: 3, 2023 Week: 5-6
		<i>Development of the Body of Work</i>	<i>Essay</i>	<i>Development of the Body of Work</i>	<i>Trial HSC Examination</i>
Artmaking	50%	15%		25%	10%
Art Criticism and Art History	50%	15%	15%	10%	10%
TOTAL MARKS	100%	30%	15%	35%	20%
Outcomes		H1, H2, H3, H4, H8, H9, H10	H8, H7, H9, H10	H1, H2, H3, H4, H6, H7	H7, H8, H9, H10
OUTCOMES TO BE ASSESSED					
A student will develop:					
Knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.					
H1	Initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions				
H2	Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work				
H3	Demonstrates an understanding of the frames when working independently in the making of art				
H4	Selects and develops subject matter and forms in particular ways as representations in artmaking				
H5	Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways				
H6	Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work				
Knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.					
H7	Applies their understanding of practice in art criticism and art history				
H8	Applies their understanding of the relationships among the artist, artwork, world an 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				

YEAR 12 JAPANESE BEGINNERS

Components		Weighting	Task 1	Task 2	Task 3	Task 4
			Term: 4, 2022 Week: 6	Term: 1, 2023 Week: 5	Term: 2, 2023 Week: 7	Term: 3, 2023 Week: 5-6 Trial Exam
Listening		30%	5%	15%		10%
Reading		30%	10%	5%	10%	5%
Writing		20%	10%			10%
Speaking		20%		10%	10%	
TOTAL MARKS		100%	25%	30%	20%	25%
Outcomes			1.2,1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	1.1, 1.4, 2.1, 2.2, 2.3, 2.5, 3.4	1.1, 1.4, 2.1, 2.2, 2.3, 2.5, 3.4	1.2,1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
OUTCOMES TO BE ASSESSED						
Interacting						
1.1	Establishes and maintains communication in Japanese					
1.2	Manipulates linguistic structures to express ideas effectively in Japanese					
1.3	Sequences ideas and information					
1.4	Applies knowledge of the culture of Japanese-speaking communities to interact appropriately					
Understanding Texts						
2.1	Understands and interprets information in texts using a range of strategies					
2.2	Conveys the gist of and identifies specific information in texts					
2.3	Summarises the main points of a text					
2.4	Draws conclusions from or justifies an opinion about a text					
2.5	Identifies the purpose, context and audience of a text					
2.6	Identifies and explains aspects of the culture of Japanese-speaking communities in texts					
Producing Texts						
3.1	Produces texts appropriate to audience, purpose and context					
3.2	Structures and sequences ideas and information					
3.3	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese					
3.4	Applies knowledge of the culture of Japanese-speaking communities to the production of texts					

YEAR 12 JAPANESE CONTINUERS

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2022 Week: 6	Term: 1, 2023 Week: 5	Term: 2, 2023 Week: 7	Term: 3, 2023 Week: 5-6 Trial Exam
Listening	30%	5%	15%		10%
Reading	30%	10%	5%	10%	5%
Writing	20%	10%			10%
Speaking	20%		10%	10%	
TOTAL MARKS	100%	25%	30%	20%	25%
Outcomes		1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1	1.1, 1.3, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1	1.1, 1.3, 2.3, 3.2, 3.3, 3.4, 4.1	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3
OUTCOMES TO BE ASSESSED					
Exchanging Information					
1.1	uses a range of strategies to maintain communication				
1.2	conveys information appropriate to context, purpose and audience				
1.3	exchanges and justifies opinions and ideas				
1.4	reflects on aspects of past, present and future experience				
Producing Texts					
2.1	applies knowledge of language structures to create original text				
2.2	composes informative, descriptive, reflective, persuasive and evaluative texts appropriate to context, purpose and/or audience				
2.3	structures and sequences ideas and information				
Respond to Texts					
3.1	conveys the gist of texts and identifies specific information				
3.2	summarises the main ideas				
3.3	identifies the tone, purpose, context and audience				
3.4	draws conclusions from or justifies an opinion				
3.5	interprets, analyses and evaluates information				
3.6	infers points of view, attitudes or emotions from language and context				
Understand Language and Culture					
4.1	recognises and employs language appropriate to different social contexts				
4.2	identifies values, attitudes and beliefs of cultural significance				
4.3	reflects upon significant aspects of language and culture				

CONSTRUCTION PATHWAY

Assessment Tasks for CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction		Cluster 5	Cluster 6	Cluster 7
		Option Topic (Choose Topic)	Tools & Equipment	Major Project
Assessment due		Week: 5 Term: 1	Week: 5 Term: 3	Week: 10 Term: 3
Code	Unit of Competency			
CPCCJN2001	Assemble components	X		
CPCCJN3004	Manufacture and assemble joinery components	X		
Choose 1 of the Option Topics above and delete the other 2 options.				
CPCCCA2002	Use carpentry tools and equipment		X	
CPCCCM2005	Use construction tools and equipment		X	
CPCCCA2011	Handle carpentry materials		X	
CPCCVE1011	Undertake a basic construction project			X
CPCCOM1012	Work effectively and sustainably in the Construction Industry			X

Trial Exam
Week: 5/6 Term: 3
HSC Examinable Units of Competency

Depending on the achievement of units of competency, the possible qualification outcome is CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction.

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

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

MANUFACTURING & ENGINEERING

Assessment Tasks for Statement of Attainment Certificate II in Engineering Pathways MEM20413		Cluster 4	Cluster 5
		Can we build it	Sparks and Noise
		Week: 5 Term: 3	Week: 5 Term: 3
Code	Unit of Competency		
MEMPE006A	Undertake a basic engineering project	X	
MEMPE001A	Use engineering workshop machines	X	
MEMPE005A	Develop a career plan for the engineering and manufacturing industry	X	
MEMPE002A	Use Electric welding machines		X
MEMPE004A	Use fabrication equipment		X

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Engineering Pathways MEM20413

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

PRIMARY INDUSTRIES- AGRICULTURE

Assessment Tasks for Certificate II in Agriculture AHC20116		Cluster E	Cluster F	Cluster G	Cluster H	Yearly Exam
		Chemicals and weeds	Work effectively In the industry	Fencing, weather and communication	Growing plants OR Livestock work	
		Week 10 Term 4	Week 10 Term 1	Week 10 Term 2	Week 7 Term 3	Week 5/6 Term: 3
Code	Unit of Competency					
AHCCHM201	Apply chemicals under supervision	X				HSC Examinable Units of Competency
AHCPMG201	Treat weeds	X				
AHCWRK209	Participate in environmentally sustainable work practices		X			
AHCWRK204	Work effectively in the industry		X			
AHCWRK201	Observe and report on weather			X		
AHCINF202	Install, maintain and repair farm fencing			X		
AHCWRK205	Participate in workplace communications			X		
Animal option	Please check boxes selected					
AHCLSK211	Provide feed for livestock					
AHCLSK206	Identify and mark livestock				<input type="checkbox"/>	
Plant option	Please check boxes selected				OR	
AHCNSY205	Pot up plants				<input checked="" type="checkbox"/>	
AHCNSY207	Undertake propagation activities				<input checked="" type="checkbox"/>	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Agriculture AHC20116 or a Statement of Attainment towards a Certificate II in Agriculture AHC20116.

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

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

RETAIL SERVICES

Assessment Tasks for Certificate III in Retail SIR30216		Cluster D	Cluster E	Cluster F	Cluster G	Trial HSC Exam
		Working in the Industry	Handling Stock	Merchandising to Sell	Sales and Security	
		Week: 6 Term: 4	Week: 6 Term: 1	Week: 6 Term: 2	Week: 8 Term: 3	Week: 5/6 Term: 3
Code	Unit of Competency					HSC Examinable Units of Competency
SIRXIND001	Work effectively in a service environment	X				
SIRXIND002	Organise and maintain a store environment	X				
SIRRINV001	Receive and handle retail stock		X			
SIRRINV002	Control stock		X			
SIRRMER001	Produce visual merchandise displays			X		
SIRXPDK001	Advise on products and services			X		
SIRXRSK001	Identify and respond to security risks				X	
SIRXSLS001	Sell to the retail customer				X	
SIRXSLS002	Follow point-of-sale procedures				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Retail SIR30216 or a Statement of Attainment towards a Certificate III in Retail SIR30216.

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

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

SPORT COACHING

Assessment Tasks for SIS30521 Certificate III in Sport Coaching		Cluster 3 2 nd Elective	Cluster 4	Cluster 5	Cluster 6
		2 nd Elective	Coaching the Individual	Next Level Coaching	Provide First Aid
		Week: 8 Term: 1	Week: 10 Term: 4	Week: 10 Term: 2	Week: 1-5 Term: 3
Code	Unit of Competency				
SISXCAI009	Instruct strength and conditioning techniques	X			
SISSSCO003	Meet participant coaching needs		X		
BSBOPS403	Apply business risk management procedures		X		
SISSSCO012	Coach sports participants up to an intermediate level			X	
HLTAID011	Provide First Aid (<i>If not completed in the Preliminary Year. To be outsourced to a private RTO</i>)				X

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

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

HOSPITALITY- KITCHEN OPERATIONS

Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster D	Cluster E	Cluster F	Trial HSC Exam
		Food Glorious Food	Working in Industry	Cooking in the Commercial Kitchen	
		Week: 10 Term: 1	Week: 10 Term: 1	Week: 10 Term: 3	Week: 5/6 Term: 3
Code	Unit of Competency				HSC Examinable Units of Competency
SITHCCC003	Prepare and present sandwiches	X			
SITHCCC006	Prepare appetisers and salads	X			
BSBWOR203	Work effectively with others		X		
SITHIND002	Source and use information on the hospitality industry		X		
BSBSUS201	Participate in environmentally sustainable work practices		X		
SITHCCC005	Prepare dishes using basic methods of cookery			X	
SITHCCC011	Use cookery skills effectively			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416 or a Certificate II in Kitchen Operations SIT20416.

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

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

	Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
Week 1				<ul style="list-style-type: none"> Industrial Technology Timber Sport Coaching-Week 1-5 English Extension 2 PDHPE
Week 2		<ul style="list-style-type: none"> PDHPE 	<ul style="list-style-type: none"> Visual Arts 	<ul style="list-style-type: none"> Work Studies Photography
Week 3				Non assessment period
Week 4		<ul style="list-style-type: none"> Visual Arts 	<ul style="list-style-type: none"> Modern History 	
Week 5		<ul style="list-style-type: none"> Legal Studies Japanese Beginners Japanese Continuers Construction English Extension 1 	<ul style="list-style-type: none"> English Standard PDHPE Sport Lifestyle & Rec (Student Negotiate Date) 	<ul style="list-style-type: none"> Construction Manufacturing & Engineering
Week 6	<ul style="list-style-type: none"> Japanese Beginners Japanese Continuers Retail Services 	<ul style="list-style-type: none"> Mathematics Standard 1 Mathematics Standard 2 Mathematics Advanced Mathematics Numeracy Retail Services Marine Studies Music 	<ul style="list-style-type: none"> Legal Studies Exploring Early Childhood Retail Services 	Trial HSC Examination Dates to be confirmed
Week 7	<ul style="list-style-type: none"> Exploring Early Childhood Aboriginal Studies Photography Legal Studies Industrial Technology Timber 	<ul style="list-style-type: none"> English Advanced English Standard PDHPE Industrial Technology Timber 	<ul style="list-style-type: none"> English Advanced Community & Family Studies Japanese Beginners Japanese Continuers 	
Week 8	<ul style="list-style-type: none"> English Advanced English Standard English Studies Marine Studies Community & Family Studies 	<ul style="list-style-type: none"> Modern History English Studies Community & Family Studies Investigating Science Ancient History Sport Coaching 	<ul style="list-style-type: none"> Ancient History Investigating Science Aboriginal Studies Visual Arts Marine Studies 	<ul style="list-style-type: none"> Retail Services
Week 9	<ul style="list-style-type: none"> Investigating Science Sport Lifestyle & Rec Business Studies Modern History Work Studies Food Technology Music 	<ul style="list-style-type: none"> Business Studies Exploring Early Childhood Food Technology Biology Work Studies English Extension 2 Society & Culture 	<ul style="list-style-type: none"> English Studies English Extension 1 Agriculture Biology Business Studies Music 1 Food Technology Photography 	
Week 10	<ul style="list-style-type: none"> Mathematics Standard 1 Mathematics Standard 2 Mathematics Advanced Mathematics Numeracy Sport Coaching Agriculture Ancient History Society & Culture Primary Industries-Agriculture Biology English Extension 2 	<ul style="list-style-type: none"> Agriculture Sport Lifestyle & Rec Aboriginal Studies Primary Industries-Agriculture Photography Hospitality-Kitchen Ops 	<ul style="list-style-type: none"> Mathematics Advanced Mathematics Numeracy Mathematics Standard 1 Mathematics Standard 2 Sport Coaching PDHPE Ancient History Society & Culture Primary Industries-Agriculture 	<ul style="list-style-type: none"> Hospitality-Kitchen Ops Construction



Northlakes High School

Illness/Misadventure Form

Student Name:		
Subject:		Teacher:
ROSA	Year 11	Year 12 HSC
Title of Assessment Task:		
<hr/> <hr/>		
Original Task Due Date:		
Details of circumstances that led to failure to complete, failure to submit by due date, or details of misadventure. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
YOU MUST ATTACH ADDITIONAL INFORMATION, MEDICAL CERTIFICATE/STATUTORY DECLARATION OR ANY OTHER DOCUMENTATION TO SUPPORT YOUR APPEAL. INSUFFICIENT SUPPORTIVE EVIDENCE WILL NOT ASSIST THE APPEAL PANEL IN MAKING A DETERMINATION (APPEAL CONSIDERATION MADE ONLY ON WRITTEN MATERIALS PROVIDED HEREIN)		
Student Signature: _____		Date: _____
Parent/Caregiver Signature: _____		Date: _____
Head Teacher Signature: _____		Date: _____
Email a copy to HT and relevant DP for outcome		
<input type="checkbox"/>	Alternative Task	
<input type="checkbox"/>	Extension	
<input type="checkbox"/>	Estimate	
<input type="checkbox"/>	Zero	
<input type="checkbox"/>	Other	
DP approval Signature: _____		Date: _____
A copy of final paperwork given back to CRT/ HT/ student and a copy kept in SRC. <input type="checkbox"/>		