

# Stage 6 Assessment Booklet

Year 12 2023-2024  
Version 4 06.11.2023

## School Information

### Glenmore Park High School

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## Purpose of the Assessment Handbook

This booklet will assist you to keep track of when your major assessments and examinations are due for all your courses. Completing assessments and examinations is a compulsory part of your studies in High School.

Your course assessment schedule outlines the nature and components of the assessment, including task details, its weighting, the **OUTCOMES** and marking criteria you are being assessed against in the task.

The use of a schedule separates the times for assessment so that there is less pressure for students to complete tasks and examinations concurrently. The schedule outlines the nature of the assessment, its weighting, and NESA syllabus outcomes identified by the school's faculty.

Throughout the year you will receive written notifications for each assessment task. This will include the details of what the task requires, weighting, due date, outcomes, and marking criteria. You will receive these **at least two weeks in advance of the due date**.

## Course Completion Requirements

To be determined to have met the requirements for completion of HSC Courses, students must be able to provide evidence to the Principal that they have:

NESA Terminology from Assessment, Certification and Examination (ACE) Manual:	For Glenmore Park High School students this means:
"Followed the course developed or endorsed by the NSW Education Standards Authority (NESA)"	Follow NESA syllabus Participate in all learning activities set by the teacher
"Applied him or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school"	Attend all timetabled classes Make a genuine attempt to complete the tasks set in class to the best of your ability Actively participating in the learning experiences provided Completing all mandatory practical activities.
"Achieved some or all of the course outcomes"	Demonstrate in class that you have learnt concepts (as determined by your teacher in assessment tasks and other activities in the course)

## Issuing Assessment Tasks

You will be given a **written Assessment Task notification** outlining the details of the task and the due date for all components of the task. This will be received at least **2 Weeks** before the due date listed in the assessment schedule.

You will be required to sign a register to indicate you received the task.

A copy of the written notification will be found in your Google Classroom folder for each course for you to access if you lose your printed copy.

## Assistance with Assessment Tasks

If you need support with your assessment tasks, please speak to your class teacher for the course or a teacher you feel comfortable talking to, Head Teacher of the subject, Head Teacher Teaching and Learning, a member of the Learning and Support Team, or the Librarian.

## Completing and backing up copies of Assessment Tasks

Students should only use the free Office 365 or the apps in G-Suite located on their portal to ensure the teacher can access the documents for marking.

Students should keep a copy of all tasks on their desktop or in hard copy in case there is an issue later.



## Disability provisions – School Based Assessment

Students with additional needs or temporary disabilities like an injury, may require support with their assessment tasks. Suitable modifications may be made prior to tasks being issued to support the student to ensure the student has equitable access to the assessment task.

At times, students may need to apply for Disability Provisions to be eligible to receive additional support during examinations and in-class assessments. The Disability Provisions Policy and application are located on the school website.

Students need to complete the current Disability Provisions application at least three weeks prior to the assessment due date. Approval is granted by the Principal in consultation with the Head Teacher Teaching and Learning. Approval must be in place before students access provisions.

These provisions may include but are not limited to assistive technology (not including computers or laptops unless under exceptional circumstances), reader or writer, additional time, coloured paper, and different sized font. Unsuccessful applicants may speak to their Learning and Support Teacher to lodge an appeal.

## Disability Provisions – HSC Examinations

Students wishing to apply for Disability Provisions in the HSC will require an interview with a member of the Learning and Support Team. A formal application process must be completed and submitted to NESA. This will involve some testing and documentation signed by your treating Health Care Team.

Applications for HSC Examination Disability Provisions opens in Term 4 of Year 11 and generally closes at the end of Term 1 of Year 12. However, emergency applications will be accepted at any time.

Decisions for Disability Provisions for the HSC remain with NESA. Unsuccessful applicants need to speak to their Learning and Support Team member who will assist them to lodge an appeal.

## Extensions for Assessment Tasks

To seek an extension of your due date, your parents need to complete an Extension Request form and submit it to the faculty Head Teacher for consideration at least one **Week** in advance of the due date of the task.

Each extension request is judged on an individual basis and approval is at the Head Teacher's discretion.

Extension applications are available from the Front Office or located on the school's website under the Assessment and Reporting Tab. A sample is located at the end of the assessment handbook.

Students completing a VET subject have a mandatory 35-hour Work Placement. Whilst students have the responsibility of maintaining their coursework in their absence, they are entitled to receive an extension of one **Week** for assessments that are issued during a Work Placement to ensure they have enough time to complete the task.

## Submitting Assessment Tasks

You **must submit tasks on the due date** established for each task. Please talk to your teacher early if you are having problems with the task so they can assist you.

**Hard copies** of assessments are to be handed to your teacher **during class time** on the day it is due to support the teachers marking the task. Printing facilities are available in the library at recess and lunch.

If the task states you can submit a soft copy, this is to be completed via your Google Classroom page only. USBs will not be accepted by your teacher.

**Technology issues including printing, file corruption or empty document files, email issues do not constitute a reason for an Extension or Illness Misadventure request.**

Students who cannot submit their task during class time, need to discuss this with their teacher to negotiate a time for when this is to be submitted without penalty.

You will be required to sign a register to indicate you have submitted the task on the due date.

## Managing Major Works

Students are required to actively demonstrate that they have been working on their major work for over 120 hours of the HSC course.

NESA and Vocational Education Training rules stipulate that most of your work needs to be conducted in the presence of your teacher so they can attest that the work presented is completely your own work.

Teachers will need to cite ongoing entries in Process Diaries, Design Portfolios, essay and story drafts and any work submitted to NESA for marking in the HSC.

An N Award Letter will be sent home for all students who are unable to demonstrate adequate progress on their major works and projects and to alert parents of your poor performance.

## Late policy

Year 10-12 students will receive a **zero** for failing to submit an assessment task on the due date unless they have an approved Illness Misadventure application, including a Doctor's Certificate, or an approved Extension application. This policy complies with NESA's Assessment Certification Examination (ACE) Policy.

If you are absent on the due date, you must submit the assessment task with a completed Illness Misadventure Form and a doctor's certificate on the first day that you return to school, whether you have the class or not. Failure to supply a doctor's certificate may result in a zero being awarded for the task.

An N Award Notification letter will be sent home for every missed assessment task to indicate the penalty incurred by missing the due date and the new due date. **Students will still be required to submit a satisfactory attempt at the task, even if they are given a zero.**

Students may also be placed on a Program of Improvement and the Loss of Privilege list, which may impact on their ability to attend excursions, school events like Formals and sporting competitions.

## Illness Misadventure Applications – School Based Assessment

It is important you attempt to meet your deadlines. If you know you are going to be away, submit your task the day before it is due or negotiate with your teacher to have it submitted online by the due date.

If you are absent on the due date, you must complete an Illness Misadventure application and submit it with the completed task on the first day you return to school to your teacher, even if you do not have their class that day.

Failure to do this may result in you receiving a late penalty.

Illness Misadventure applications are available from the Front Office or located on the school's website under the Assessment and Reporting Tab. A sample is located at the end of the assessment handbook

## Illness Misadventure Applications – HSC Examinations

If a student becomes ill or suffers an accident that affects their exam performance, they can submit an illness/misadventure application form to NESA.

HSC Illness-Misadventure applications are available from the Presiding Officer of the examination centre or through the principal.

Students who are absent on the day of an HSC must notify the school and the Presiding Officer before the commencement of the examination.

When entering an examination late, the student needs to advise the Presiding Officer of their presence as soon as possible. Visit the NESA site for more information.

It is at NESA reviews each application on its merits and will inform the student of their decision in time.

## Receiving an estimate for an assessment task

Due to extenuating circumstances listed in an Illness Misadventure application, Head Teachers, in consultation with the Senior Executive, may deem it appropriate to issue an estimate for a missed assessment task.

An estimate will be calculated at the end of the course and will be based on the student's average performance across their other assessment tasks. An estimate can be given during an academic year for each course.

## Providing an estimate examination mark for students entered to sit an examination in an HSC VET, English Studies, and Mathematics Standard 1

NESA requires schools/RTOs to submit an estimated examination mark for all students entered to complete an HSC examination in a VET course, English Studies, Mathematics Standard 1.

The mark must be submitted at the same time as the school assessment marks for other HSC courses.

This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks like the HSC examination, such as a trial HSC examination.

The estimated examination mark is not reported and is used only in the case of a successful illness/misadventure appeal.

## Non-serious or unsatisfactory attempts at assessment tasks

All assessment tasks are designed so that all students should be able to achieve at least 50% of the marks assigned in the assessment task.

Modifications are also made for students with additional needs to ensure they can complete the assessment.

If a submission is deemed to be a non-serious or unsatisfactory attempt, the teacher will issue you with a penalty which may include receiving a zero. You will be expected to make a satisfactory attempt at the assessment.

## Malpractice in Assessment Tasks

Students must demonstrate ethical scholarship and complete their own assessment tasks in accordance with the All My Own Work policy. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately.

Malpractice may include but is not limited to: plagiarism, cheating, collusion, using non approved aids during an assessment task, contriving false explanations to explain work not handed in by the due date.

If you are suspected of malpractice, you will be required to provide evidence that all unacknowledged work is entirely your own. You might need to: prove and explain your work process with diaries, journals, notes, working plans, sketches, or progress drafts that show how your ideas developed; answer questions about the assessment task, exam or submitted work being investigated to show your knowledge, understanding and skills

Students will receive marks on their own work and not the sections where evidence of malpractice has occurred. Students who have completely plagiarised their assessment may receive a zero and their HSC results may be effected.

Students engaging in malpractice will have an N Award Letter sent home indicating the penalty incurred and details of their malpractice will be notified to NESA as outlined in the ACE manual.

## N Awards and N Determination Notifications

An N Award Notification letter will be sent home to every missed assessment task to indicate the penalty incurred by missing the due date and the new due date. A phone call will also be made to your parent or carer to discuss this matter.

Once a student has failed to submit over 50% of the course assessment, an N Determination Warning letter will be issued.

This may be followed up with a final N Determination Notification letter if assessment tasks continue to remain outstanding. Please see the N Award Flowchart page 4 for the full procedure.

Students may also be placed on the Loss of Privilege list, which may impact on their ability to attend excursions, school events like Formals and sporting competitions.

### **Non-completion of a mandatory VET Work Placement**

Each Vocational and Education and Training (VET) course requires students to complete a mandatory 35 hours of work placement in Year 11 and in Year 12 to be eligible for the A.

Students need to complete their Work Placement Booklet, and have it signed by their supervisor each day they attend the work site to document the skills and experiences completed whilst on work placement.

Students who do not comply with this mandatory requirement may be automatically given an N Determination Warning letter for either the Preliminary or HSC Courses.

Students in Year 11 who have not met this requirement, will be required to do so, before they can be deemed to have satisfactorily completed their Preliminary ROSA requirements.

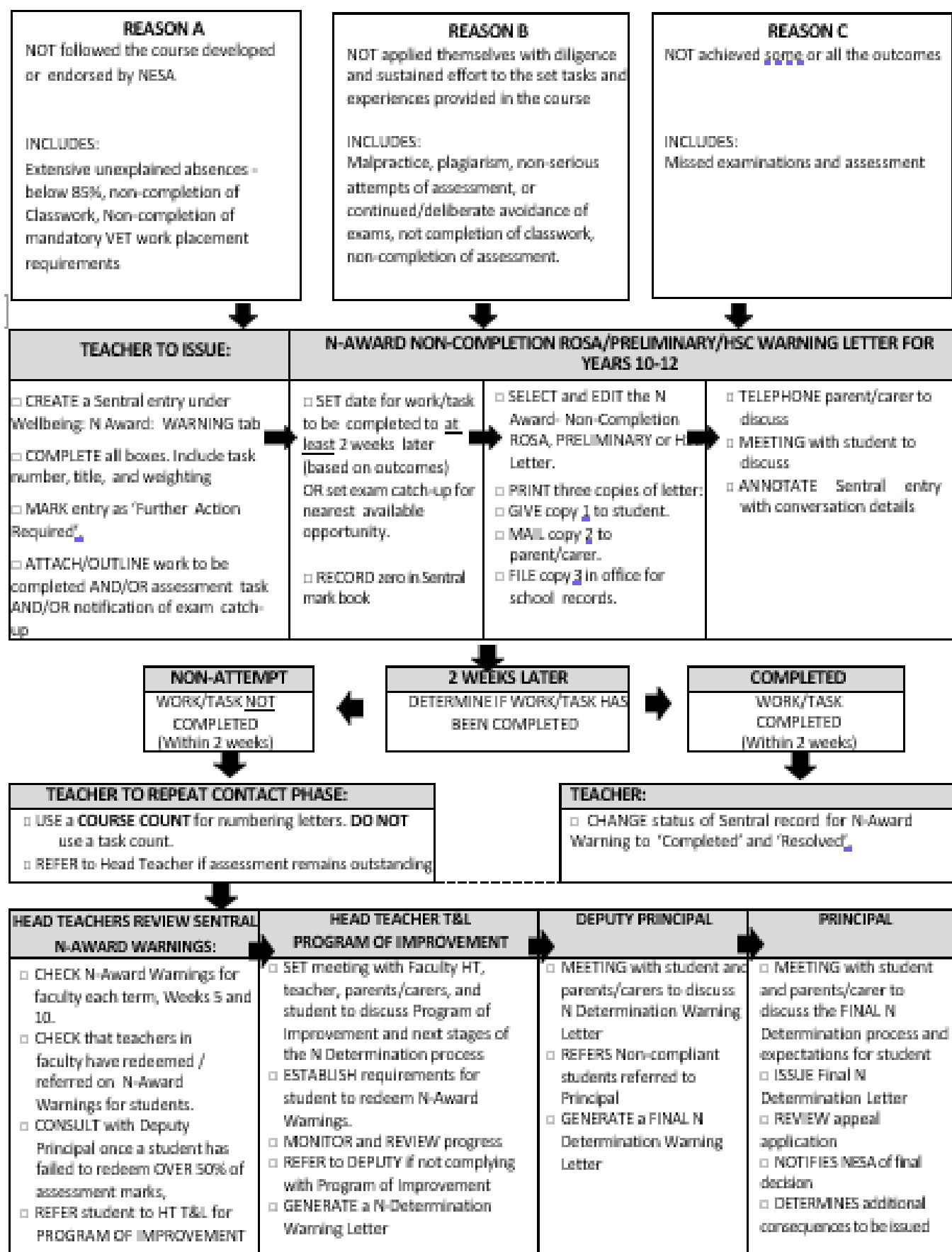
An N Determination Warning letter will be sent home to indicate the penalty incurred by failing to complete the mandatory workplace.

Students may also be placed on a Program of Improvement and the Loss of Privileges list, which may impact on their ability to attend excursions, school events like Formals and sporting competitions.



## N Award Flow Chart – Year 10, 11, 12

### GLENMORE PARK HIGH SCHOOL: N-AWARDS FLOWCHART YEAR 10, 11 and 12



## Electronic devices during examinations and in class assessment tasks

Students are not to bring or access electronic devices during examinations and in-class assessment tasks, unless with prior approval for the class teacher, or the Learning and Support Team or prescribed in the assessment. At times, this may include calculators.

## Misbehaviour during in-class assessment tasks

All students have the right to a quiet classroom during in-class assessments to allow them to do their best.

Students need to learn to manage their behaviour for the duration of the task. Spending time reviewing and editing responses will assist students to do this. Ask for some scrap paper as a distraction or bring something to read you are interested in. Students disrupting assessment will receive appropriate consequences.

Misbehaving students may be ejected from the classroom and not given an opportunity to finish their task.

## Examination or in-class assessment Rules

Examination may occur in the classroom, computer labs or the hall. Students must ensure they follow the rules set out for examinations or in-class assessment tasks. See the Misbehaviour during an assessment task section.

For formal examinations and in-class assessments:

- you must be in complete school uniform – dress appropriately for the weather and the space your examination will be held in.
- Be on time for the examination or assessment– go to the toilet before the examination commences.
- Inform the Head Teacher of the subject if you will be absent by submitting an Extension request at least one week in advance to arrange an alternative time to complete the task.
- Inform the Head Teacher of the subject if you are away on the morning of an examination. Submit an Illness Misadventure form to justify all absences from scheduled examinations on the first day you return to school to avoid a possible penalty.
- For examinations in the hall, assemble ten minutes before the commencement of the examination.
- Follow all instructions both inside and outside the examination area.
- Leave bags and personal belongings in the allocated space for the examination.
- Turn off and put away all study notes and unapproved electronic devices.
- Do not talk once you enter the examination space.
- Have approved materials including your writing equipment visible on your desk for the examiners to review. This includes approved ALARM scaffolds and a clear unlabelled bottle of water.
- At all times, respect the rights of others by behaving appropriately.
- You will be expected to stay in the examination room until the end of the scheduled period for your assessment.

## Invalidating Assessment Task

An assessment task may be declared invalid if it can be clearly demonstrated that either one or more students were given an unfair advantage; a task was disrupted due to an unforeseen circumstance with an emergency evacuation or network malfunction, or the task produced results that are significantly different to those to be expected to be produced by the cohort.

Students or parents who feel that an assessment task meets one or more of these criteria to be considered an invalid assessment need to raise the issue with the class teacher and the faculty Head Teacher.

The faculty Head Teacher will investigate the claim and in consultation with the Head Teacher Teaching and Learning and the Senior Executive will make a final determination on the validity of the claim.

In the event the assessment task was deemed invalid, all students affected will be issued with a suitable replacement assessment task with a minimum of two weeks' notice for the new due date.

## Misplaced or corrupted assessment tasks and files

Very rarely, issues arise where a student's assessment task or digital copy has been lost or corrupted. Students will be asked to submit another copy of their assessment task in the appropriate format.

If a copy cannot be provided and there is clear evidence on the assessment register that the student submitted the assessment task on time, the student will receive an estimate for the task based on their average performance on the rest of their assessment tasks.

Students are reminded to keep a copy of the assessment task.

## All My Own Work and Life Ready Mandatory Course Completion requirements

Students must have satisfactorily completed the All My Own Work and Life Ready course to be eligible for the HSC.

## HSC Minimum Standards

From 2020, students in NSW will need to demonstrate a minimum standard of literacy and numeracy to receive their HSC. The HSC Minimum Standard is a way of supporting and ensuring students have a functional level of literacy and numeracy. To achieve an HSC in 2020 and beyond, students must sit the HSC minimum standards online tests in reading, writing and numeracy. Each of the three tests are of 45 minutes duration.

Students must achieve a level 3 in each online test to meet the HSC Minimum standard. This aligns with level 3 of the Australian Core Skills Framework (ACSF) which is considered the level required to function in everyday life, for work and further study beyond school.

Once the HSC minimum standard is achieved in all three areas, a student is eligible to receive the HSC. Students can sit the online tests twice a year, in Year 10, 11 and 12 and up to five years after they start the HSC. Many of our HSC students successfully met this requirement in either Year 10 or Year 11.

**Please note:** If a student sat the Year 9 NAPLAN test and earned a band 8 in reading, writing and numeracy they successfully met the HSC minimum standards and will not have to sit the HSC minimum standard online tests.

Link to NESA: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests>

## School based appeal requests

Appeal requests may be submitted when you have sought and been denied an illness Misadventure Request, and Extension Request, a Disability Provisions application, issued a Letter of Concern, or N Award, N Determination Warning or N Determination notification or failed to complete a Program of Improvement.

Appeal request forms are found on the school website and must be submitted to the Principal **within 48 hours** of receiving a rejection, letter, or notification. You must include a copy of your completed Illness Misadventure or Extension Request form, your Disability Provisions application, or relevant notification documentation.

Appeal requests should only be made in circumstances where you honestly believe the Head Teacher, Deputy Principal or Principal has not considered all facts in your case. The Principal reserves the right to uphold or reject your appeal after careful consideration of all the circumstances of your situation.

## Appeals for Illness and Misadventure during the actual HSC period

If you need to submit an appeal for Accident or Misadventure during the HSC examination period, you will need to see the Principal or the HSC Presiding Officer to obtain a NESA Accident and Misadventure Appeal form and a copy of the *Illness/Misadventure Information Guide for Students*.

You will be required to submit supporting documentation to substantiate your request. See the *Illness/Misadventure Information Guide for Students* for more information regarding this process

# HSC Checklist

## Term 4

- Read and understand the Assessment Handbook
- Check you are eligible for entry into the HSC by completing All My Own Work and Life Ready courses
- Review and sign your Confirmation of Entry form correctly lists your personal contact details and courses
- Write down your Student Number and Schools Online pin number. Store it in a safe place.
- Ensure any optional examinations in English Studies, Mathematics Standard and VET courses are listed on the Confirmation of entry
- Check you have received my syllabus outline including core and elective topics for all courses.
- Check you have been provided with the scope and sequence for each course I am studying
- Go to Students Online to update my PIN and check my postal address, personal email address and mobile number match my confirmation of entry details
- Read and become familiar with course and assessment requirements
- Create your own assessment calendar

## Term 2

- Download your personal HSC examination timetable from Students Online
- Check all your examinations appear, including performing and optional examinations
- Check you have been shown where past HSC papers and marking criteria are on the NESA website

## Term 3

- Confirm dates for any project submissions, performance, and oral examinations
- Submit all projects on due dates
- Attend any performance and oral examinations

## Term 4 2023

- Check your HSC examination timetable and the equipment I need
- Check my assessment ranks in Students Online after the last examination
- Attend and make a serious attempt at every examination
- Check your Students Online account has my personal email address, not my school email address

## Glossary of HSC Key Terms

HSC subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do in examinations and assessment tasks. It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Key Term	Definition
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results, or size
Calculate	Ascertain/determine from given facts, figures, or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection, and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about



Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts, or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

## Year 12 Assessment Calendar 2023-2024

Term 4 2023	
<b>WEEK 1-4</b>	NESA Disability Provisions applications open
<b>6</b>	
<b>7</b>	
<b>8</b>	Drama T1, Mathematics Adv T1, IT Timber T1, Mathematics Standard 1 T1, Mathematics Standard 2 T1, Modern History T1, Society and Culture T1,
<b>9</b>	Biology T1, Chemistry T1, Economics T1, English Advanced T1, English Standard T1, English Studies T1, EEC T1, Food Tech T1, Legal Studies T1, Mathematics Ext 1 T1, Mathematics Ext 2 T1, Music 1 T1, Photography T1, Physics T1, Textiles T1, Visual Art T1, Visual Design T1,
<b>10</b>	Ancient History T1, Business Studies T1, CAFS T1, Dance T1, Design and Tech T1, English Ext 1 T1, Investigating Science T1, PDHPE T1, SLR T1
TERM 1 2024	
<b>WEEK 1</b>	
<b>2</b>	<i>Program of Improvement Checkpoint 1</i>
<b>3</b>	English Ext 2 T1
<b>4</b>	
<b>5</b>	Drama T2
<b>6</b>	Music 1 T2, Society and Culture T2, Textile T2, Visual Design T2
<b>7</b>	Design and Tech T2, English Ext 1 T2, PDHPE T2
<b>8</b>	Chemistry T1, CAFS T2, IT Timber T2, Investigating Science T2, Mathematics Standard 1 T2, Mathematics Standard 2 T2, Modern History T2, Photography T2, Physics T2
<b>9</b>	Business Studies T1, EEC T2, Food Tech T2, Mathematics Advanced T2, English Studies T2
<b>10</b>	<i>Program of Improvement Checkpoint 2</i> Ancient History T2, Dance T2, English Advanced T2, English Standard T2, Mathematics Ext 1 T2, Mathematics Ext 2 T2
<b>11</b>	<i>NESA Disability Provisions applications close 12.04.2024</i> Biology T2, SLR T2, Visual Arts T2
TERM 2 2024	
<b>WEEK 1</b>	Legal Studies T2, SLR T3
<b>2</b>	
<b>3</b>	Drama T3, IT Timber T2
<b>4</b>	
<b>5</b>	<i>Program of Improvement Check Point 3</i> Biology T3, English Ext T2, Mathematics Standard 1 Task 3, Mathematics Standard 2 Task 3, Music 1 T3
<b>6</b>	Dance T3a, EEC T3, Mathematics Advanced T3, Mathematics Ext 1 T3, Mathematics Ext 2 T3, Photography T3, Society and Culture T3
<b>7</b>	
<b>8</b>	Physics T3, Visual Design T3
<b>9</b>	Investigating Science T3, Textiles T3
<b>10</b>	Legal Studies T3, Visual Arts T3
TERM 3 2024	
<b>WEEK 1</b>	<b>TRIAL EXAMINATIONS</b> Ancient History T3, Biology T4, Business Studies T3, Chemistry T3, CAFS T3, Dance T3b, Design and Tech T3, Drama T4, English Advanced T3, English Ext 1 T3, English Standard T3, English Studies T3, Food Tech T3, IT Timber T3, Investigating Science T4, Legal Studies T3, Mathematics Advanced T4, Mathematics Ext 1 T4, Mathematics Ext 2 T4, Mathematics Standard 1 T4, Mathematics Standard 2 T4, Modern History T3, Music 1 T4, PDHPE T3, Physics T4, Society and Culture T4, SLR T4, Textiles T4, Visual Arts T3

	,
2	
3	<i>Program of Improvement Checkpoint 4</i> Dance T4a, Design and Tech T4, English Ext 2 T3, Food Tech T4, IT Timber T4, Legal Studies T4, Physics T4
4	Ancient History T4, Business Studies T4, CAFS T4, Dance T4b, English Advanced T4, English Standard T4, English Studies T4, EEC T4, Modern History T4, PDHPE T4, Photography T4, Visual Design T4. <b>N AWARDS TO BE FINALISED THIS WEEK</b>
5	<i>Program of Improvement Checkpoint 5</i>
6	<b>N DETERMINATION WARNINGS TO BE ISSUED 30.08.2024</b>
7	
8	<b>VET WORK PLACEMENT BOOKLETS DUE</b>
9	
10	

## My Assessment Calendar 2023-2024

Term 4 2022	
<b>WEEK 1-4</b>	<i>NESA Disability Provisions applications open</i>
<b>6</b>	
<b>7</b>	
<b>8</b>	
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TERM 1 2023	
<b>WEEK 1</b>	
<b>2</b>	<i>Program of Improvement Checkpoint 1</i>
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<b>10</b>	<i>NESA Disability Provisions applications close 1.04.2023 Program of Improvement Checkpoint 2</i>
<b>11</b>	
TERM 2 2023	
<b>WEEK 1</b>	
<b>2</b>	
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<b>4</b>	
<b>5</b>	<i>Program of Improvement Check Point 3</i>
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<b>TERM 3 2023</b>	
WEEK 1	<b>TRIAL EXAMINATIONS</b> <i>Program of Improvement Checkpoint 4</i>
2	
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5	<i>Program of Improvement Checkpoint 5</i> <b>N AWARDS TO BE FINALISED THIS WEEK</b>
6	
7	<b>N DETERMINATION WARNINGS TO BE ISSUED</b>
8	<b>N DETERMINATION FINAL TO BE SUBMITTED TO NESA on 03.09.2022</b> <b>VET WORK PLACEMENT BOOKLETS DUE</b>
9	
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OBJECTIVES	OUTCOMES
Students: 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.	<i>A student develops the skills to:</i> 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: undertake the process of historical inquiry use historical concepts and skills to examine the ancient past and 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 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 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 10 Term 4 2023	Week 10 Term 1 2024	Week 1-2 Term 3 2024	Week 4 Term 3 2024
Outcomes		AH12-6, AH12-8	AH12-5, AH12-7	AH12-2 AH12-3 AH12-6 AH12-9 AH12-10	AH12-1, AH12-3, AH12-4, AH12-9
Syllabus Component	Component Weighting	Source Test	Research Project	Trial HSC Examination	Research Essay
Knowledge & understanding	40%	10%	15%	10%	5%
Source Based Skills	20%	10%	5%	5%	
Historical Inquiry	20%		5%	10%	5%
Communication of Historical Information	20%	5%	5%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>30%</b>	<b>30%</b>	<b>15%</b>

OBJECTIVES	OUTCOMES
Working scientifically	<p><i>A student:</i></p> <p>BIO12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>BIO12-2 designs and evaluates investigations to obtain primary and secondary data</p> <p>BIO12-3 Conducts investigations to collect valid primary and secondary data and information</p> <p>BIO12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>BIO12-5 analyses and evaluates primary and secondary data and information</p> <p>BIO12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>BIO12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>
Develop knowledge and understanding of heredity and genetic technologies	<p>BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species</p> <p>BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change</p>
Develop knowledge and understanding of the effects of diseases and disorders	<p>BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system</p> <p>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</p>

Year 12 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 9 Term 4 2023	Week 11 Term 1 2024	Week 5 Term 2 2024	Week 1-2 Term 3 2024
Outcomes		BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-1 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO12-14	BIO11/12-5 BIO12-12 BIO12-13 BIO12-14
Syllabus Component	Component Weighting	Research Task	Depth Study	Research Task	Trial HSC Examination
Skills in working scientifically	60%	20%	25%	10%	5%
Knowledge and understanding	40%	5%	5%	10%	20%
Total Weighting	100%	25%	30%	20%	25%

OBJECTIVES	OUTCOMES
<i>A student develops knowledge and understanding about:</i>	<i>A student develops the skills to:</i>
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	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 business
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
Communication 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 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 10 Term 4 2023	Week 9 Term 1 2024	Week 1-2 Term 3 2024	Week 4 Term 4 2024
Outcomes		H1-H5, H7-H9	H4, H6, H7, H8, H9	H1-10	H2, H7-H10
Syllabus Component	Component Weighting	Extended Response	Report	Trial HSC Examination	Topic Test
Knowledge & understanding of course content	40%	10%	10%	10%	10%
Stimulus Based Skills	20%		10%	5%	5%
Inquiry and Research	20%	15%	5%		
Communication of business information ideas and issues	30%	5%	5%	5%	5%
TOTAL	100%	30%	30%	20%	20%

OBJECTIVES	OUTCOMES
Working scientifically	<p><i>A student:</i></p> <p>CH12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>CH12-2 designs and evaluates investigations to obtain primary and secondary data</p> <p>CH12-3 Conducts investigations to collect valid primary and secondary data and information</p> <p>CH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>CH12-5 analyses and evaluates primary and secondary data and information</p> <p>CH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>CH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>
Develop knowledge and understanding of equilibrium and acid reactions in chemistry	<p>CH12-12 explains the characteristics of equilibrium systems and the factors that affect these systems</p> <p>CH12-13 describes, explains, and quantitatively analyses acids and bases using contemporary models</p>
Develop knowledge and understanding of the applications of chemistry	<p>CH12-14 analyses the structure of, and predicts reactions involving carbon compounds</p> <p>CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes</p>

Year 12 Assessment		TASK 1	TASK 2	TASK 3
Date Due		Week 9 Term 4 2023	Week 8 Term 1 2024	Week 1-2 Term 3 2024
Outcomes		CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-13	CH11/12-1 CH11/12-3 CH11/12-6 CH12-13	CH11/12-5 CH11/12-6 CH12-12 CH12-13 CH12-14 CH12-15
Syllabus Component	Component Weighting	Depth Study	Practical Test	Trial HSC Examination
Skills in working scientifically	60%	20%	25%	15%
Knowledge and understanding	40%	20%	5%	15%
Total	100%	40%	30%	30%

OBJECTIVES	OUTCOMES
<i>Students will develop:</i> Knowledge & understanding about resource management and its role in ensuring individual, group, family, and community wellbeing	<i>A student:</i> H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families, and communities
Knowledge & 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 & Understanding about the influence of a range of societal factors on individuals and the nature of groups, families, and communities	H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups H3.2 evaluates networks available to individuals, groups, and families 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 & 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 they function within society H6.2 formulates strategic plans that preserve rights, promote responsibilities, and establish roles leading to the creation of positive social environments
An appreciation of the diversity and interdependence of individuals, families, groups, and communities	H7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society H7.2 develops a sense of responsibility for the wellbeing of themselves and others H7.3 appreciates the value of resource management in response to change H7.4 values the place of management in coping with a variety of role expectation



Year 12 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 10 Term 4 2022	Week 8 Term 1 2023	Week 1-2 Term 2-3 2022	Week 4 Term 3 2022
Outcomes		H4.1, H4.2	H1.1, H2.1, H2.2 H2.3, H3.2, H5.1, H5.2, H6.1	H2.1-H2.3, H3.4, H4.1, H4.2, H5.1, H6.1	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2
Syllabus Component	Component Weighting	Core 1 Research Methodology Task	Core 3 Parenting and Caring	Trial HSC Examination Core 1- H4.1: 5% Core 3: H2.1: 5% Option Social Impact: H3.4 20%	Core 2 Groups in Context
Knowledge & understanding	40%	10%	10%	10%	10%
Skills in critical thinking, research methodology, analysing and communicating	60%	10%	10%	20%	20%
TOTAL	100%	20%	20%	30%	30%

OBJECTIVES		OUTCOMES			
<i>Students will Knowledge &amp; Understanding of</i> 1. dance as an art form		<i>A student</i> H1.1 understands dance from artistic, aesthetic, and cultural perspectives through movement and in written and oral form. H1.2 performs, composes, and appreciates dance as an art form. H1.3 appreciates and values dance as an art form through the interrelated experiences of performing, composing, and appreciating dance. H1.4 acknowledges and appreciates the relationship of dance and other media.			
2. dance performance		H2.1 understands performance quality, interpretation and style relating to dance performance. H2.2 performs dance skills with confidence, commitment, focus, consistency, Performance quality and with due consideration of safe dance practices. H2.3 values the diversity of dance performance.			
3. dance composition		H3.1 identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent. H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent. H3.3 recognises and values the role of dance in achieving individual expression. H3.4 explores, applies, and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent.			
4. dance appreciation		H4.1 understands the concept of differing artistic, social, and cultural contexts of dance. H4.2 recognises analyses and evaluates the distinguishing features of major dance works. H4.3 utilises the skills of research and analysis to examine dance as an art form. H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance. H4.5 acknowledges that the art form of dance is enhanced through reflective practice, study, and evaluation.			
YEAR 12 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Week 10 Term 4 2022	Week 10 Term 1 2023	A: Week 6 Term 2 B: Week 1-2 Term 2023	Week 3 & 4 Term 3 2023
OUTCOMES		H1.4, H2.1, H3.1-H4.1, H4.5	H1.2-H1.1H2.1-H2.3, H3.1, - H3.3	<b>H1.3, H2.2, -H3.2-H3.4</b>	H1.1, H4.2, H4.3, H4.4
Syllabus Component	Component Weighting	CORE WIP	Practical components WIP	Trial HSC Examination Major Study and Theory	Appreciation Analysis
Core Performance	20%	5%	7.5%	7.5%	
Core Composition	20%	5%	7.5%	7.5%	
Core Appreciation	20%	10%			10%
Major Study Composition	40%		15%	25%	
TOTAL	100%	20%	30%	40%	10%

Objectives Students will develop		Outcomes			
1. knowledge and understanding about design theory and design processes in a range of contexts.		H1.1 critically analyses the factors affecting design and the development and success of design projects H1.2 relates the practices and processes of designers and producers to the major design project			
2. knowledge, understanding and appreciation of the interrelationship of design, technology, society, and the environment		H2.1 explains the influence of trends in society on design and production H2.2 evaluates the impact of design and innovation on society and the environment			
3. creativity and an understanding of innovation and entrepreneurial activity in a range of contexts;		H3.1 analyses the factors that influence innovation and the success of innovation H3.2 uses creative and innovative approaches in designing and producing			
4. skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities		H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of major design project H4.2 selects and uses resources responsibly and safely to realise a quality major design project H4.3 evaluates the processes undertaken and the impacts of the major design project			
5. skills in research, communication and management in design and production		H5.1 manages the development of a quality major design project H5.2 selects and uses appropriate research methods and communication techniques			
6. knowledge and understanding about current and emerging technologies in a variety of settings		H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development.			
YEAR 12 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Week 10 Term 4 2023	Week 7 Term 1 2024	Week 1-2 Term 3 2024	Week 3 Term 3 2024
OUTCOMES		H4.1, H4.2, H4.3	H2.2, H3.1, H6.2	H1.1, H2.1	H1.2, H3.2, H5.1, H5.2, H6.1
Syllabus Component	Component Weighting	Presentation Project Proposal Written	Innovation Case Study Report	Trial HSC Examination	Project Check - Final Practical and Written
Knowledge and understanding of course content	40%		20%	20%	
Knowledge and skills in designing, managing, producing, and evaluating a major design project	60%	20%		10%	30%
TOTAL	100%	20%	20%	30%	30%

OBJECTIVES	OUTCOMES
<p><i>Students will develop knowledge and understanding about and skills in:</i></p> <p><b>Marking</b> Using drama, through participation in a variety of dramatic and theatrical forms Marking drama and theatre, using a variety of techniques and conventions the collaborative nature of drama and theatres</p> <p><b>Performing</b> Using elements of drama and theatre in performance Performing in improvised and play- built theatre and scripted drama The diversity of the art of dramatic and theatrical performance</p> <p><b>Critically Studying</b> Recognising the place and function of drama and theatre in communities and societies, past and present Critically studying a variety of forms and styles used in drama and theatre Drama and theatre as a community activity, a professional and an industry</p>	<p>A student:</p> <p>H1.1 uses acting skills to adopt and sustain a variety of characters and roles H1.2 uses performance skills to interpret and perform scripted and other material H1.3 uses knowledge and experience of dramatic and theatrical forms, styles, and theories to inform and enhance individual and group devised works H1.4 collaborates effectively to produce a group-devised performance H1.5 demonstrates directorial skills H1.6 records refined group performance work in appropriate form H1.7 demonstrates skills in using the elements of production H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions H1.9 values innovation and originality in group and individual work H2.1 demonstrates effective performance skills H2.2 uses dramatic and theatrical elements effectively to engage an audience H2.3 demonstrates directorial skills for theatre and other media H2.4 appreciates the dynamics of drama as a performing art H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance H3.1 critically applies understanding of the cultural, historical, and political contexts that have influenced specific drama and theatre practitioners, styles, and movements H3.2 analyses, synthesises, and organises knowledge, information, and opinion in coherent, informed oral and written responses H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements</p>

YEAR 12 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 8 Term 4 2023	Week 5 Term 1 2024	Week 3 Term 2 2024	Week 1-2 Term 3 2024
Outcomes		H1.1, H1.2, H1.5, H2.1, H2.2, H3.1	H1.3, H3.2	H1.4, H2.2, H3.1, H3.2	H1-7, H2.1-3 H3.1-3
Syllabus Component	Component Weighting	Australian Drama and Theatre Performance with Logbook	Individual Project – Hand in/Present Work-in-progress with logbook	Approaches to Acting Performance Essay	<b>Trial HSC</b> Written Exam, performance of completed GP and submission or performance of completed IP
Making	40%	10%	10%	10%	10%
Performing	40%	10%		10%	10%
Critically Studying	30%	5%	10%	5%	10%
Total	100%	25%	20%	25%	30%

OBJECTIVES	OUTCOMES
<i>Students will:</i> A. Communicate through speaking, listening, reading, writing, viewing, and representing	<i>A student:</i> 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
B. Use language to shape and make meaning according to purpose, audience, and context	EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning EA12-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
C. Think in ways that are imaginative, creative, interpretive, and critical	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
D. Express themselves and their relationships with others and their world	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
E. Learn and reflect on their learning through their study of English	EA12-9 reflects on, evaluates, and monitors own learning and refines individual and collaborative processes as an independent learner

Year 12 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 9 Term 4 2023	Week 10 Term 1 2024	Week 1-2 Term 3 2024	Week 4 Term 3 2024
Outcomes		EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9
Syllabus Component	Component Weighting	Critical Response with Related Materials: Common Module	Multimodal Presentation: Textual Conversations	Trial HSC Examination	Imaginative Writing: Craft of Writing
Knowledge and understanding of course content	50%	15%	10%	15%	10%
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes.	50%	10%	15%	15%	10%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>20%</b>



OBJECTIVES	OUTCOMES
<p><i>Students:</i></p> <p>Articulate understanding through speaking, listening, reading, writing, viewing, and representing</p> <p>Craft language to shape meaning and express imaginative, creative, interpretive, and critical responses a range of texts</p> <p>Express imaginative, creative, interpretative, and critical ideas based on sophisticated analysis and theorising about complex texts and values</p> <p>Express understanding of how cultural, historical, and social contexts are represented in critical and creative texts Reflect on and evaluate their own processes of learning and creativity</p>	<p>A student:</p> <p>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</p> <p>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.</p> <p>EE12-3 independently investigates, interprets, and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts to inform and refine response to and composition of sophisticated texts</p> <p>EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts</p> <p>EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes</p>

Year 12 Assessment		TASK 1	TASK 2	TASK 3
Date Due		Week 10 Term 4 2023	Week 7 Term 1 2024	Week 1-2 Term 2-3 2024
Outcomes		EE12-1, EE12-3, EE12-4	EE12-2, EE12-5	EE12-1, EE12-4
Syllabus Component	Component Weighting	Core Module: Critical Response with Related Text	Imaginative Response and Reflection	Trial HSC Examination
Knowledge & understanding of complex texts and of how and why they are valued	50%	20%	15%	15%
Skills in complex analysis, sustained composition and independent investigation	50%	20%	15%	15%
TOTAL	100%	40%	30%	30%

OBJECTIVES	OUTCOMES
A. Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills to articulate understanding through speaking, listening, reading, writing, viewing and representing.	A student: EEX12-1 demonstrates a deep understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
B. Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills to craft language to shape meaning and express imaginative, creative, interpretive, and critical responses to a range of texts.	EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience, and context
C. Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills to express imaginative, creative, interpretive, and critical ideas based on sophisticated analysis and theorising about complex texts and values.	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
D. Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills to express understanding of how cultural, historical, and social contexts are represented in critical and creative texts.	EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant experience, event, or idea
E. Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills to reflect on and evaluate their own processes of learning and creativity.	EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition

Year 12 Assessment		TASK 1	TASK 2	TASK 3
Date Due		Week 3 Term 1, 2024	Week 5 Term 2, 2024	Week 3 Term 3, 2024
Outcomes		EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5
Syllabus Component	Component Weighting	Viva Voce	Literature Review	Critique of the Creative Process
Skills in extensive independent research	50%	20%	20%	10%
Skills in sustained composition	50%	10%	20%	20%
TOTAL	100%	30%	40%	30%

OBJECTIVES	OUTCOMES
<i>Students:</i> A. Communicate through speaking, listening, reading, writing, viewing, and representing	<i>A student:</i> 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
B. Use language to shape and make meaning according to purpose, audience, and context	EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
C. Think in ways that are imaginative, creative, interpretive, and critical	EN12-5 thinks imaginatively, creatively, interpretively, critically, and discerningly to respond to and compose texts that include considered and detailed information, ideas, and argument EN12-6 investigates and evaluates the relationships between texts
D. Express themselves and their relationships with others and their world	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
E. Learn and reflect on their learning through their study of English	EN12-9 reflects on, assesses, and monitors own learning and refines individual and collaborative processes as an independent learner

Year 12 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 9 Term 4 2023	Week 10 Term 1 2024	Week 1-2 Term 3 2024	Week 4 Term 3 2024
Outcomes		EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8, EN12-9	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-2, EN12-3, EN12-4, EN12-5, EN12-9
Syllabus Component	Component Weighting	Analytical Response with Related Materials: Common Module	Multimodal Presentation Language, Identity and Culture	Trial HSC Examination	Imaginative Writing: Craft of Writing
Knowledge and understanding of course content	50%	15%	10%	15%	10%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	15%	10%
TOTAL	100%	25%	25%	30%	20%

OBJECTIVES	OUTCOMES
Through responding to and composing a wide range of texts and through the class study of texts students develop knowledge, understanding and skills to:  A. Communicate through speaking, listening, reading, writing, viewing, and representing	<i>A student:</i> 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 assesses, comprehends, and uses information to communicate in a variety of ways ES12-4 composes proficient texts in different forms
B. Use language to shape and make meaning according to purpose, audience, and context	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
C. Think in ways that are imaginative, creative, interpretive, and critical	ES12-7 represents own ideas in critical, interpretive, and imaginative texts ES12-8 understands and explains the relationships between texts
D. Express themselves and their relationships with others and their world	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
E. Learn and reflect on their learning through their study of English	ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Year 12 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 9 Term 4 2023	Week 9 Term 1 2024	Week 1-2 Term 3 2024	Week 4 Term 3 2024
Outcomes		ES12-5, ES12-8	ES12-3, ES12-6	ES12-1, ES12-2, ES12-9	ES12-4, ES12-7, ES12-10
Syllabus Component	Component Weighting	Extended response	Multimodal Presentation: Elective	Trial HSC Examination	Collection of Classwork
Knowledge and understanding of course content	50%	15%	10%	15%	10%
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	50%	10%	15%	15%	10%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>20%</b>

OBJECTIVES	OUTCOMES
<i>Students will develop knowledge &amp; understanding about:</i> the physical, social-emotional, behavioural, cognitive and language development of young children	<i>A student:</i> 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
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
the development and maintenance of positive behaviours and relationships with young children	3.1 evaluates strategies that encourage positive behaviour in young children
<i>Students will develop skills in</i> 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 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Week 9 Term 4 2023	Week 9 Term 1 2024	Week 6 Term 2 2024	Week 4 Term 3 2024
OUTCOMES		1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 6.1, 6.2	2.1, 2.5, 4.3	2.4, 2.5, 4.2	1.5, 2.1, 2.3, 4.2, 6.1
Syllabus Component	Component Weighting	Module 13: 20% Child Health and Safety Module 3: 20% Starting School	Module 5: 25% Children & Change Topic Test	Module 10: 15% Young Children and the Law	Module 14: Young Children with Special Needs
Knowledge & understanding	50%	20%	12.5%	7.5%	10%
Skill	50%	20%	12.5%	7.5%	10%
TOTAL	100%	40%	25%	15%	20%

OBJECTIVES	OUTCOMES
<b>Students will develop:</b> Knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society	<b>A student:</b> 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
Knowledge and understanding about the nature of food, human nutrition and an appreciation of the importance of food to health	H2.1 evaluates the relationship between food, its production, consumption, promotion, and health
Skills in researching, analysing, and communicating food issues	H3.1 investigates operations of one organisation within the Australian food industry H3.2 independently investigates contemporary nutrition issues
Skills in experimenting with and preparing food by applying theoretical concepts	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
Skills in designing implementing and evaluating solutions to food situations	H5.1 develops, realises, and evaluates solutions to a range of food situations

YEAR 12 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Week 9 Term 4 2023	Week 9 Term 1 2024	Week 1-2 Term 3 2024	Week 3 Term 3 2024
OUTCOMES		H1.2, H1.4, H3.1	H1.1, H4.2	H1.1, H1.3, H1.4, H5.1	H2.1, H3.2, H4.1, H5.1
Syllabus Component	Component Weighting	Australian Food Industry Report	Food Manufacture	Trial HSC Examination	Contemporary Nutrition Issues Investigation
Knowledge and understanding of course content	40%			30%	10%
Knowledge and skills in designing, researching, analysing and evaluating	30%	15%	10%	0%	5%
Skills in experimenting with and preparing food by applying theoretical concepts	30%		15%		15%
<b>TOTAL</b>	<b>100%</b>	<b>15%</b>	<b>25%</b>	<b>30%</b>	<b>30%</b>

OBJECTIVES	OUTCOMES
<i>Students will develop knowledge &amp; understanding of:</i> 1 - the focus area industry and of manufacturing processes and techniques used by industry	<i>A student:</i> 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
2 - the need for safe and cooperative work practices and work environment	H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
<i>Students will develop competence in:</i> 3 - designing, managing, and communicating within a relevant industry context	H3.1 demonstrates skills in sketching, producing and interpreting drawings H3.2 selects and applies appropriate research and problem-solving skills H3.3 applies and justifies design principles effectively through the production of a major project
<i>Students will develop knowledge and skills in:</i> 4 - 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
<i>Students will develop knowledge and skills in:</i> 5 - communication and information processing	H5.1 selects and uses communication and information processing skills H5.2 selects and applies appropriate documentation techniques to project management 5.2 selects and applies appropriate documentation techniques to project management
<i>Students will develop an appreciation of:</i> 6 - quality products and the principles of quality control 7 - the relationships between technology, the individual, society, and the environment	H6.1 evaluates the characteristics of quality manufactured products H6.2 applies the principles of quality and quality control H7.1 explains the impact of the focus area industry on the social and physical environment H7.2 analyses the impact of existing, new, and emerging technologies of the focus industry on society and the environment

Year 12 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 8 Term 4 2023	Week 8 Term 1 2024	Week 1-2 Term 3 2024	Week 3 Term 3 2024
Outcomes		H1.1-H1.2, H3.2	H2.1, H3.3, H4.1, H4.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.2	H5.1, H5.2, H7.1
Syllabus Component	Component Weighting	Major Project Proposal and Management	Timber, Properties and Uses Report	Trial HSC Examination	Portfolio Development and Management
Knowledge and understanding of course content	40%	10%	10%	20%	10%
Knowledge and skills in the design, management, communication, and production of a major project	60%	10%	10%	10%	20%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

OBJECTIVES	OUTCOMES
<b>Working Scientifically</b> Questioning and predicting	INS12-1 develops and evaluates questions and hypotheses for scientific investigation thinking skills and scientific processes
Planning investigations	INS12-2 designs and evaluates investigations to obtain primary and secondary data
Conducting investigations	INS12-3 Conducts investigations to collect valid primary and secondary data and information
Processing data and information	INS12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information	INS12-5 analyses and evaluates primary and secondary data and information
Problem Solving	INS12-6 solves problems using primary and secondary data, critical thinking skills and scientific processes
Communicating	INS12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>Knowledge and understanding</b> Develop knowledge and understanding of science and technology	INS12-12 develops and evaluates the processes of undertaking scientific investigations INS12-13 describes and explains how science drives the development of technologies
Develop knowledge and understanding of contemporary issues involving science	INS12-14 uses evidence-based analyses 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 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 10 Term 4 2023	Week 8 Term 1 2024	Week 9 Term 2 2024	Week 1-2 Term 3 2024
Outcomes		INS11/12-1, INS11/12-2 INS11/12-3, INS11/12-4 INS11/12-5, INS11/12-6 INS11/12-7, INS12-14	INS11/12-4, INS11/12-5 INS11/12-6, INS11/12-7 INS12-15	INS11/12-2 INS11/12-4 INS11/12-6 INS12-12	INS11/12-2 INS11/12-5 INS12-13, INS12-14 INS12-15
Syllabus Component	Component Weighting	Depth Study	Research Task	Scientific Investigation	Trial HSC Examination
Working scientifically	60%	20%	15%	15%	10%
Knowledge and understanding	40%	10%	5%	10%	15%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>



OBJECTIVES	OUTCOMES
<i>A student develops knowledge &amp; understanding about:</i> The nature and institutions of domestic and international law	<i>A student:</i> 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
<i>A student develops skills in:</i> Investigating, analysing, and communicating relevant legal information and issues.	H8 locates, selects, organises, synthesises, and analyses legal information from 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 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 9 Term 4 2023	Week 1 Term 2 2024	Week 1-2 Term 3 2024	Week 3 Term 3 2024
Outcomes		H1, H3, H4, H6, H7-10	H1, H2, H3, H4, H9	H1-7, H9, H10	H6-10
Syllabus Component	Component Weighting	Research Essay	Topic Test	Trial HSC Examination	Option Study (Extended Response)
Knowledge and understanding of course content	40%	10%	20%	10%	
Analysis and evaluation	20%		5%	10%	5%
Inquiry and Research	20%	5%			15%
Communication of legal information, issues, and appropriate ideas	20%	5%	5%	5%	5%
TOTAL	100%	20%	30%	25%	25%

OBJECTIVES	OUTCOMES
<p><i>Students:</i> develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation, and modelling techniques</p>	<p><i>A student:</i> 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</p>
<p>develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data, statistics, and probability</p>	<p>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</p>
<p>develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model, and solve problems and interpret a variety of practical situations</p>	<p>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</p>
<p>develop the ability to communicate and interpret mathematics logically and concisely in a variety of forms</p>	<p>MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context</p>

Year 12 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 8 Term 4 2023	Week 9 Term 1 2024	Week 6 Term 2 2024	Week 1-2 Term 3 2024
Outcomes		MA12-2, MA12-4, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-3, MA12-6, MA12-8, MA12-9, MA12-10	ALL OUTCOMES
Syllabus Component	Component Weighting	Assignment	Class Test	Class Test	Trial HSC Examination
Understanding, fluency, and communication	50%	12.5%	10%	12.5%	15%
Problem solving, reasoning and justification	50%	12.5%	10%	12.5%	15%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>

OBJECTIVES	OUTCOMES
<i>Students:</i> develop efficient strategies to solve problems using pattern recognition, generalisation, proof, and modelling techniques	<i>A student:</i> ME12-1: applies techniques involving proof or calculus to model and solve problems
develop the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors, and statistical analysis	ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution ME12-5 applies appropriate statistical processes to present, analyse and interpret data
use technology effectively and apply critical thinking to recognise appropriate times for such use	ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts
develop the ability to interpret, justify and communicate mathematics in a variety of forms	ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Year 12 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 9 Term 4 2023	Week 10 Term 1 2024	Week 6 Term 2 2024	Week 1-2 Term 3 2024
Outcomes		ME12-1, ME12-2, ME12-6, ME12-7	ME12-1, ME12-3, ME12-4, ME12-6, ME12-7	ME12-1, ME12-4, ME12-6, ME12-7	ALL OUTCOMES
Syllabus Component	Component Weighting	Class Test	Class Test	Assignment	Trial HSC Examination
Understanding, fluency, and communication	50%	10%	12.5%	12.5%	15%
Problem solving, reasoning and justification	50%	10%	12.5%	12.5%	15%
TOTAL	100%	20%	25%	25%	30%

OBJECTIVES	OUTCOMES
<i>Students:</i> develop efficient strategies to solve problems using pattern recognition, generalisation, proof, and modelling techniques	<i>A student:</i> MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
develop their knowledge, skills and understanding to model and solve complex and interconnected problems in the areas of proof, vectors and mechanics, calculus, and complex numbers	MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings MEX12-3 uses vectors to model and solve problems in two and three dimensions MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems MEX12-5 applies techniques of integration to structured and unstructured problems MEX12-6 uses mechanics to model and solve practical problems
develop their problem-solving and reasoning skills to create appropriate mathematical models in a variety of forms and apply these too difficult unstructured problems	MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured, and multi-step problems
use mathematics as an effective means of communication and justification in complex situations	MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation, and logical argument

Year 12 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 9 Term 4 2023	Week 10 Term 1 2024	Week 6 Term 2 2024	Week 1-2 Term 3 2024
Outcomes		MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	MEX12-3, MEX12-7, MEX12-8	MEX12-1, MEX12-4, MEX12-5, MEX12-7, MEX12-8	ALL OUTCOMES
Syllabus Component	Component Weighting	Class Test	Assignment	Class Test	Trial HSC Examination
Understanding, fluency, and communication	50%	10%	12.5%	12.5%	15%
Problem solving, reasoning and justification	50%	10%	12.5%	12.5%	15%
TOTAL	100%	20%	25%	25%	30%

OBJECTIVES	OUTCOMES
<i>Students will develop the ability to:</i> apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical and statistical concepts	<p><i>A student:</i></p> <p>MS1-12-1 uses algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts</p> <p>MS1-12-2 analyses representations of data to make predictions and draw conclusions</p>
Develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability, and networks	<p>MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness</p> <p>MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems</p> <p>MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school</p> <p>MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms</p> <p>MS1-12-7 solves problems requiring statistical processes</p> <p>MS1-12-8 applies network techniques to solve network problems</p>
Develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations	MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use
Develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs	MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Year 12 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 8 Term 4 2023	Week 8 Term 1 2024	Week 5 Term 2 2024	Week 1-2 Term 3 2023
Outcomes		MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-5, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-6, MS1-12-8, MS1-12-9, MS1-12-10	ALL OUTCOMES
Syllabus Component	Component Weighting	Class Test	Class Test	Assignment	Trial HSC Examination
Understanding, fluency, and communication	50%	10%	12.5%	12.5%	15%
Problem solving, reasoning and justification	50%	10%	12.5%	12.5%	15%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

OBJECTIVES	OUTCOMES
<i>Students will develop the ability to:</i> apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical and statistical concepts	<p><i>A student:</i></p> <p>MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts</p> <p>MS2-12-2 analyses representations of data to make inferences, predictions and draw conclusions</p>
Develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability, and networks	<p>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</p> <p>MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems</p> <p>MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments</p> <p>MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms</p> <p>MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data</p> <p>MS 2-12-8 solves problems using networks to model decision making in practical problems</p>
Develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations	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
Develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs	MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Year 12 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 8 Term 4 2023	Week 8 Term 1 2024	Week 5 Term 2 2024	Week 1-2 Term 2-3 2024
Outcomes		MS2-12-3, MS2-12-4, MS2-12-10	MS2-12-2, MS2-12-5, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-8, MS2-12-9, MS2-12-10	ALL OUTCOMES
Syllabus Component	Component Weighting	Class Test	Class Test	Assignment	Trial HSC Examination
Understanding, fluency and communication	50%	10%	120%	12.5%	17.5%
Problem solving, reasoning and justification	50%	10%	10%	12.5%	17.5%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

OBJECTIVES	OUTCOMES
Students: develop knowledge and understanding of a range of features, people, ideas, movements, events, and developments of the modern world in their historical context develop an understanding of continuity and change over time.	A student develops the skills to: MH12-1 accounts for the nature of continuity and change in the modern world MH12-2 proposes arguments about the varying causes and effects of events and developments MH12-3 evaluates the role of historical features, individuals, groups, and ideas in shaping the past MH12-4 analyses the different perspectives of individuals and groups in their historical context MH12-5 assesses the significance of historical features, people, ideas, movements, events, and developments of the modern world
Students: undertake the process of historical inquiry use historical concepts and skills to examine the modern past communicate an understanding of history, sources and evidence, and historical interpretations.	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 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 8 Term 4 2023	Week 8 Term 1 2024	Week 1-2 Term 3 2024	Week 4 Term 3 2024
Outcomes		MH12-6, MH12- 7, MH12-9	MH12-1, MH12- 4, MH12-9	MH12-1, MH12- 3, MH12-5, MH12-4	MH12-2, MH12- 8
Syllabus Component	Component Weighting	Source Analysis Portfolio	National Study Extended Writing Task	HSC Trial Examination	Research Task
Knowledge & understanding	40%	10%	15%	10%	5%
Source Based Skills	20%	10%	5%	5%	
Historical Inquiry and Research	20%		5%	10%	5%
Communication	20%	5%	5%	5%	5%
TOTAL	100%	25%	30%	30%	15%

OBJECTIVES	OUTCOMES
<i>A student learns:</i> to develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology, and aural activities in a variety of cultural and historical contexts.	Through activities in performance, composition, musicology and aural, a student: H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble H2 reads, interprets, discusses, and analyses simple musical scores that are characteristic of the topics studied H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical style
to develop the skills to evaluate music critically	H5 critically evaluates and discusses performances and compositions H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
to develop 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
to develop personal values about music.	H9 performs as a means of self-expression and communication H10 demonstrates a willingness to participate in performance, composition, musicology, and aural activities H11 demonstrates a willingness to accept and use constructive criticism

Students must complete an Aural Examination, their Core Performance and 3 Electives. Electives may be all performance, musicology or composition, or any combination of all three.

Year 12 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 9 Term 4 2023	Week 6 Term 1 2024	Week 5 Term 2 2024	Week 1-2 Term-3 2024
Outcomes		H1, H3, H7, H8, H9 H10, H11 and depending on Elective Choice: H1-H11	H2, H5, H6 and depending on Elective Choice: H1-H11	H4, H6 and depending on Elective Choice: H1- H11	H1, H4, H6, H9 and depending on Elective Choice: H1- H11
Syllabus Component	Component Weighting	Composition Core Performance Elective 1	Aural Elective 2	Viva Voce Elective 3	Aural Core Performance Elective 1, 2, 3  Trial HSC Examination
Performance	10%	5%			5%
Composition	10%	10%			
Musicology	10%			15%	
Aural	25%		10%		10%
Elective 1	15%	10%			5%
Elective 2	15%		10%		5%
Elective 3	15%			10%	5%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>



OBJECTIVES	OUTCOMES
Students will: develop knowledge, skills and understanding, through the making of photographs, and/or videos and/or digital images, which lead to and demonstrate conceptual and technical accomplishment.	A student: M1: generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
	M2: explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and 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
OBJECTIVES	OUTCOMES
Students will: Develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.	A student: 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, artwork, 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: recognise how photography and/or video and/or digital imaging are used in various fields of cultural production

YEAR 12 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Week 9 Term 4 2023	Week 8 Term 1 2024	Week 6 Term 2 2024	Week 4 Term 3 2024
OUTCOMES		M1 – M6	CH1 – CH5	All	All
Syllabus Components	Component Weighting	Making and VAPD	Research Report	Making & Artist Statement	Individual project
Making	70%	10%	10%	20%	30%
Critical and Historical Studies	30%		10%	10%	10%
TOTAL	100%	10%	20%	30%	40%

OBJECTIVES	OUTCOMES
A student develops: knowledge & understanding of the factors that affect health	A student: H1 describes the nature, and justifies the choice, of Australia's health priorities H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk H3 analyses the determinants of health and health inequities
a capacity to exercise influence over personal and community health outcomes	H4 argues the case for health promotion based on the Ottawa Charter H5 explains the different roles and responsibilities of individuals, communities, and governments in addressing Australia's health priorities H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
knowledge & understanding about the way the body moves	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 appraise
an ability to take action to improve participation and performance in physical activity	H10 designs and implements training plans to improve performance H11 designs psychological strategies and nutritional plans in response to individual performance needs H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2) H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
an ability to apply the skills of critical thinking, research and analysis	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 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 10 Term 4 2023	Week 7 Term 1 2024	Week 1-2 Term 3 2024	Week 4 Term 3 2024
Outcomes		H1, H2, H3, H4, H5, H14, H15, H16	H7, H8, H9, H10, H11, H16, H17	H4, H5, H6, H7, H8, H9, H10, H14, H15, H16, H17	H8, H13, H16, H17
Syllabus Component	Component Weighting	Core 1 Health Priorities in Australia	Core 2 Factors affecting performance	Trial HSC Examination Core 1: H15: 10% Core 2: H7: 10% Option IP: H16: 10%	Option Improving Performance-5% /Sports Medicine-15%
Knowledge & understanding	40%	10%	10%	10%	10%
Skills in critical thinking research methodology, analysing and communicating	60%	15%	15%	20%	10%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>20%</b>

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

Year 12 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 9 Term 4 2023	Week 8 Term 1 2024	Week 8 Term 2 2024	Week 1-2 Term 3 2024
Outcomes		PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12	PH11/12-4 PH11/12-5 PH11/12-6 PH12-13	PH11/12-1 PH11/12-5 PH11/12-7 PH12-15	PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14
Syllabus Component	Component Weighting	Projectile Motion Depth Study	Practical Task Electromagnetism	Research and Report From the Universe to the Atom	Trial HSC Examination
Skills in working scientifically	60%	20%	20%	10%	10%
Knowledge and understanding	40%	5%	5%	15%	15%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

OBJECTIVES	OUTCOMES
<i>Students will develop knowledge &amp; understanding about:</i> Social and cultural concepts and their application	A student: H1 evaluates and effectively applies social and cultural concepts
personal, social, and cultural identity cultures shared by members of society	H2 explains the development of personal, social, and cultural identity 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
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 forms 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 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 8 Term 4 2023	Week 6 Term 1 2024	Week 6 Term 2 2024	Week 1-2 Term 2-3 2024
Outcomes		H1, H2, H3, H5, H7	H1-5, H7, H9, H10	H2-5, H7-10	H1-5, H7, H10
Syllabus Component	Component Weighting	Take home essay	Depth Study Report	Research Task Depth Study	Trial HSC Examination
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Application and evaluation of social and cultural research methods	30%	5%	10%	10%	5%
Communication of information, ideas, and issues in appropriate forms	20%	5%	5%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

OBJECTIVES	OUTCOMES
Students will develop knowledge & Understanding: of the factors that influence health and participation in physical activity	<p>A student:</p> <p>1.1 applies the rules and conventions that relate to participation in a range of physical activities</p> <p>1.2 explains the relationship between physical activity, fitness, and healthy lifestyle</p> <p>1.3 demonstrates ways to enhance safety in physical activity</p> <p>1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia</p> <p>1.5 critically analyses the factors affecting lifestyle balance and their impact on health status</p> <p>1.6 describes administrative procedures that support successful performance outcomes</p>
knowledge & understanding of the principles and processes impacting on the realisation of movement potential	<p>2.1 explains the principles of skill development and training</p> <p>2.2 analyses the fitness requirements of specific activities</p> <p>2.3 selects and participates in physical activities that meet individual needs, interests, and abilities</p> <p>2.4 describes how societal influences impact on the nature of sport in Australia</p> <p>2.5 describes the relationship between anatomy, physiology, and performance</p>
the ability to analyse and implement strategies that promote health, physical activity, and enhanced performance	<p>3.1 selects appropriate strategies and tactics for success in a range of movement contexts</p> <p>3.2 designs programs that respond to performance needs</p> <p>3.3 measures and evaluates physical performance capacity</p> <p>3.4 composes, performs, and appraises movement</p> <p>3.5 analyses personal health practices</p> <p>3.6 assesses and responds appropriately to emergency care situations</p> <p>3.7 analyses the impact of professionalism in sport</p>
a capacity to influence the participation and performance of self and others.	<p>4.1 plans strategies to achieve performance goal</p> <p>4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context</p> <p>4.3 makes strategic plans to overcome the barriers to personal and community health</p> <p>4.4 demonstrates competence and confidence in movement contexts</p> <p>4.5 recognises the skills and abilities required to adopt roles that support health, safety, and physical activity</p>
5. a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	<p>Values and Attitudes</p> <p>5.1 accepts responsibility for personal and community health</p> <p>5.2 willingly participates in regular physical activity</p> <p>5.3 values the importance of an active lifestyle</p> <p>5.4 values the features of a quality performance</p> <p>5.5 strives to achieve quality in personal performance</p>

Year 12 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 10 Term 4 2023	Week 11 Term 1 2024	Week 1 Term 2 2024	Week 1-2 Term 3 2024
Outcome		1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5	1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5	1.1, 1.2, 1.3, 1.6, 2.1, 2.2, 2.3.2.5, 4.5	1-1.4, 1.6, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 3.6, 4.1, 4.4, 4.5
Syllabus Component	Component Weighting	Aquatics	Sports Admin	Game and Sports Administration	Trial HSC Examination incl. Outdoor Recreation and Resistance Training
Knowledge and understanding	50%	10%	10%	1%	15%
Skills	50%	10%	10%	15%	15%
TOTAL	100%	20%	20%	30%	30%

OBJECTIVES	OUTCOMES
Students will develop:	A student:
1. knowledge and understanding of the functional and aesthetic requirements of textiles for a range of applications	H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements H1.3 identifies the principles of colouration for specific end-uses
2. practical skills in design and manipulation of textiles through the use of appropriate technologies	H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences H2.2 demonstrates proficiency in the manufacture of a textile item/s H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion
3. the ability to apply knowledge and understanding of the properties and performance of textiles to the development and manufacture of textile items	H3.1 explains the interrelationship between fabric, yarn, and fibre properties H3.2 develops knowledge and awareness of emerging textile technologies
4. skills in experimentation, critical analysis, and the discriminatory selection of textiles for specific end-uses	H4.1 justifies the selection of fabric, yarn, fibre, and fabric finishing techniques for specific end-uses H4.2 selects and justifies manufacturing techniques, materials, and equipment for a specific end-use
5. knowledge and understanding of Australian Textile, Clothing, Footwear and Allied Industries	H5.1 investigates and describes aspects of marketing in the textile industry H5.2 analyses and discusses the impact of current issues on the Australian textiles industry
6. an appreciation of the significance of textiles in society	H6.1 analyses the influence of historical, cultural, and contemporary developments on textiles

Year 12 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 9 Term 4 2023	Week 6 Term 1 2024	Week 9 Term 2 2024	Week 1-2 Term 3 2024
Outcomes		H2.1, H2.3, H4.2	H3.1, H3.2, H4.1, H5.1	H1.1, H1.2, H2.2, H3.1, H4.2	H1.3, H3.1, H3.2, H4.1, H5.2, H6.1
Syllabus Component	Component Weighting	Designing and Planning Presentation	Contemporary Designer Case Study	Portfolio Development and Management	Trial HSC Examination
Knowledge and understanding of course content	50%		15%	5%	30%
Skills and knowledge in the design, manufacture, and management of a major textiles project	50%	20%		30%	
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>15%</b>	<b>35%</b>	<b>30%</b>

ART MAKING	OBJECTIVES	OUTCOMES
Practice	<i>Students will:</i> develop knowledge, skills & understanding of how they may represent their interpretations of the world in art making as an informed point of view.	A student: H1 initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions
Conceptual Framework		H2 applies their understanding of the relationships among the artist, artwork, world, and audience through the making of a body of work
Frames		H3 demonstrates an understanding of the frames when working independently in the making of art
Representation		H4 selects and develops subject matter and forms in particular ways as representations in artmaking
Conceptual Strength & Meaning		H: demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
Resolution		H6 demonstrates technical accomplishment, refinement, and sensitivity appropriate to the artistic intentions within a body of work
ART CRITICISM & ART HISTORY	OBJECTIVES	OUTCOMES
Practice	<i>Students will:</i> Develop knowledge, skills & understanding of how they may represent an informed point of view about the visual arts in their critical & historical accounts.	A student: H7: applies their understanding of practice in art criticism and art history
Conceptual Framework		H8: applies their understanding of the relationships among the artist, artwork, world, and audience
Frames		H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
Representation		H10: constructs a body of significant art histories, critical narratives, and other documentary accounts of representation in the visual arts

Year 12 Assessment		TASK 1	TASK 2	TASK 3	TASK 4
Date Due		Week 9 Term 4 2023	Week 11 Term 1 2024	Week 10 Term 2 2024	Week 4 Term 3 2024/3
Outcomes		H1-4	H7-10	H1-H10	H1-6
Syllabus Component	Component Weighting	1st Progress Mark Body of Work (Bow) & VAPD	HY - Open Book Take Home Exam	2nd Progress Mark Bow & VAPD Plus – HSC Trial Exam	Bow - Completed Body of Work
Art Making	50%	10%		15%	25%
Art Criticism and History	50%		25%	25%	
<b>TOTAL</b>	<b>100%</b>	<b>10%</b>	<b>25%</b>	<b>40%</b>	<b>25%</b>

OBJECTIVES	OUTCOMES
Students will develop: knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment	<p>A student:</p> <p>DM1 generates a characteristic style that is increasingly self-reflective in their design practice</p> <p>DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works</p> <p>DM3 investigates different points of view in the making of designed works</p> <p>DM4 generates images and ideas as representations/simulations</p> <p>DM5 develops different techniques suited to artistic and design intentions in the making of a range of works</p> <p>DM6 considers issues of Work Health and Safety in the making of a range of works</p>
knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design	<p>CH1 generates in their critical and historical practice ways to interpret and explain design</p> <p>CH2 investigates the roles and relationships among the concepts of artist/designer, work, world, and audience/consumer in critical and historical investigations</p> <p>CH3 distinguishes between different points of view, using the frames in their critical and historical investigations</p> <p>CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design</p>

YEAR 12 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Week 9 Term 4 2022	Week 6 Term 1 2023	Week 8 Term 2 2023	Week 4 Term 3 2023
OUTCOMES		DM1, DM2, M4, DM5, DM6	CH2, CH3, CH4	CH1, CH2, DM1, DM2, DM5, DM6	DM1, DM3, DM4
Syllabus Component	Component Weighting	B&W Photography Module 1 Graphic	Half Yearly Examination	Jewellery and Accessories Module 2 Wear	General Module Coll. Design
Designing & making	70%	30%		20%	20%
Critical & Historical Studies	30%		20%	10%	
TOTAL	100%	30%	20%	30%	20%



<b>ULTIMO 90072</b> <b>ENTERTAINMENT INDUSTRY ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2023 - HSC 2024</b>  QUALIFICATION: Statement of attainment towards <u>CUA30415</u> Certificate III in Live Production and Services Training Package: CUA Creative Arts and Culture v 3							<b>NESA code</b> 2 U X 2 YR 26401  <b>LMBR UI Code:</b> 11CUA30415126401B
TERM	Unit Code	Units of Competency	AQF CORE / ELECT IVE	HS C STA TU S	HSC INDICA TIVE Hours	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
	<b>6 PRELIMINARY UOCs</b>						240 Indicative Hours over  2 years 35 hrs work placement 25% Preliminary Exam
Term 1	CPCCOHS1001A	Work safely in the construction industry	C	M	10	<b>Cluster A: Work Safely</b> Written Test, Structured Activity Site Inspection and Oral Report	
Term 1/2	CUAWHS302 CUASOU301	Apply work health and safety practices Undertake live audio operations	C E	M M	15 25	<b>Cluster B: Safe and Sound Audio</b> Practical and Portfolio, Written Task	
Term 2/3	SITXCCS303 CUAVSS302 CUAIND301	Provide services to customers Operate vision systems Work effectively in the creative arts industry	C E C	M M M	20 25 20	<b>Cluster C: Let's See It</b> Written Questioning, Direct Observation of Practical Work and Evaluation, Portfolio of Evidence and Research Task	
	<b>6 HSC UOCs</b>						

Term 4/5	CUASOU30 6 CUASTA30 1 CUALGT30 1	Operate sound reinforcement systems Assist with production operations for live performances Operate basic lighting	E E E	E M M	20 25 25	<b>Cluster D: Setting the Scene</b> Written Questioning, Direct Observation of Practical Work, Portfolio of Evidence	35 hrs Work placement 25% Trial HSC Exam  The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
Term 6/7	CUASTA202 CUASMT30 1 BSBCMM20 1	Assist with bump in and bump out of shows Work effectively backstage during performances Communicate in the Workplace	E E E	E E E	20 25 15	<b>Cluster E: Behind the Scenes</b> Written Questioning, Portfolio of Evidence, Direct Observation of Practical Work	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

**ULTIMO 90072**  
**ENTERTAINMENT INDUSTRY SPECIALISATION STUDY (60 Indicative hours) ASSESSMENT SCHEDULE**  
**Preliminary Year 2022 or HSC 2023**  
 QUALIFICATION: CUA30415 Certificate III in Live Production and  
 Services Training Package: CUA Creative Arts and Culture v 3

**NESA code**  
 1 U X 1 YR  
 26403

**LMBR UI Code:**  
 Insert 11 or 12)  
 then  
 CUA3041512640  
 3B

	TERM	Unit Code	Units of Competency	A Q F C O R E / E L E C T I V E	HSC STATUS	HSC INDICAT IVE Hrs.	Assessment Task Cluster & Methods of Assessment	
	Term 6/7	3 HSC UOCs						<b>Students enrolled in the 60-hour specialisation course must also be enrolled in the 240-hour course.</b>  <i>No additional work placement is required.</i>
		BSBWOR301	Organise personal work priorities and development	C	E	20	<b>Cluster F: The Event</b> Practical Observation, Son Et Lumière, Written Questioning, Evaluations, Portfolio	
		CUAPPR304	Participate in collaborative creative projects	C	E	20		
		CUALGT304	Install and operate follow spots	E	E	20		
	NESA requires students to study a minimum of 60 hours to meet HSC requirements <b>Cluster Tasks Due Date: Cluster D: Term 1 Week 10, Cluster E: Term 2 Week 10 Cluster F: Term 3 Week 10 Work placement booklets need to be finalised Term 3 Week 8</b>			Total Hours 60		No Units of Competency from the 60-hour specialisation study are examinable in the HSC exam. The HSC examination will be based on the 240-hour course only.		



## Assessment Schedule Year 12 – 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2	Task 3	Task 4	½ yearly Exam**	Trial Exam**
		Week 9	Week 9	Week 5	Week NA	Week 1 & 2
		Term 4	Term 5	Term 7	Term NA	Term 2
		Date:06/12/2023	Date:27/03/2024	Date: 21/08/2024	Date: NA	Date: TBC
Code	Unit of Competency					
SITHIND006	Source and use information on the hospitality industry	x				
SITHFAB024	Prepare and serve non-alcoholic beverages		x			
SITHFAB025	Prepare and serve espresso coffee		x			
SITHFAB027	Serve food and beverages		x			
BSBTWK201	Work effectively with others			x		
SITHIND007	Use hospitality skills effectively			x		

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

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

**\* Selected units only to be confirmed by your teacher.**

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

## Illness and Misadventure Application



### Glenmore Park High School

Glenmore Parkway  
Glenmore Park NSW 2745  
Ph: 02 4733 0155  
Fax: 02 4733 0984  
Email: [glenmore-h.school@det.nsw.edu.au](mailto:glenmore-h.school@det.nsw.edu.au)

### Application for school-based Illness-Misadventure

If you are unable to complete an assessment task due to an illness or misadventure on or before the due date the school must be advised immediately. Where possible, it is best the school is notified before the due date.

Students seeking an extension or special consideration on the grounds of illness and/or misadventure must submit this completed application with a copy of the relevant documentation (e.g. Doctor's certificate) **on the first day of returning to school.**

#### PART A: Student and parent request section.

This section must be completed by the student **BEFORE** presenting this form to your subject teacher.

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_  
Course Name: \_\_\_\_\_ Class Teacher: \_\_\_\_\_  
Task: \_\_\_\_\_  
Date Set: \_\_\_\_\_ Date Due: \_\_\_\_\_  
Date school advised of illness/misadventure: \_\_\_\_\_ Person advised: \_\_\_\_\_  
Student signature: \_\_\_\_\_  
Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### PART B: Class teacher section

This section must be completed by the class teacher **BEFORE** presenting this form to the subject Head Teacher.

##### Class Teacher Recommendation (Tick one)

☐ I recommend this application be upheld: ☐ I recommend this application not be upheld:

Comment: \_\_\_\_\_

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

#### PART C: Head Teacher section

Action to be taken by the class teachers.

☐ Provide an estimate based on all other assessment task ☐ Student required to complete an alternate task  
☐ Extension granted until \_\_\_\_\_ ☐ Zero mark to be awarded for late submission  
☐ Other action: \_\_\_\_\_

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

## Extension Request Form



### Glenmore Park High School

Glenmore Parkway  
Glenmore Park NSW 2745  
Ph: 02 4733 0155  
Fax: 02 4733 0984

Email: [glenmore-h.school@det.nsw.edu.au](mailto:glenmore-h.school@det.nsw.edu.au)

### Application for an Extension

Students seeking an extension must submit this completed application with a copy of the relevant documentation, a minimum of one week prior to the due date to the Head Teacher of the relevant faculty.

#### PART A: Student and parent request section.

This section must be completed by the student BEFORE presenting this form to your subject teacher.

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_

Course Name: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Task: \_\_\_\_\_

Date Set: \_\_\_\_\_ Date Due: \_\_\_\_\_

Date school advised of extension request: \_\_\_\_\_ Person advised: \_\_\_\_\_

Student signature: \_\_\_\_\_

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

Reason for the extension request:

#### PART B: Head Teacher section

This section must be completed by the class teacher BEFORE presenting this form to the subject Head Teacher.

##### Head Teacher Recommendation

☐ I recommend this application be upheld ☐ I recommend this application not be upheld

Comment:

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

#### PART C: Class Teacher Action

Action to be taken by the class teachers.

☐ Provide an estimate based on all other assessment task ☐ Student required to complete an alternate task

☐ Extension granted until \_\_\_\_\_

☐ Other action: \_\_\_\_\_

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

## Appeal Application.



### Glenmore Park High School

Glenmore Parkway

Glenmore Park NSW 2745

Ph: 02 4733 0155

Fax: 02 4733 0984

Email: [glenmore-h.school@det.nsw.edu.au](mailto:glenmore-h.school@det.nsw.edu.au)

### Application for an Appeal

This form must be submitted within **48 hours** of receiving a denial for an illness-Misadventure or after receiving an N Determination Warning letter. Attach a copy of your original illness-Misadventure request form and supporting documentation.

#### PART A: Student and parent request section.

This section must be completed by the student **BEFORE** presenting this form to your subject teacher.

Student's Name: \_\_\_\_\_

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

Course Name: \_\_\_\_\_

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

Task: \_\_\_\_\_

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

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

Grounds for an Appeal: Tick the appropriate category

- ☐ Denied an illness-Misadventure Request
- ☐ Issued with a N Determination Warning letter
- ☐ Issued with a final N Determination in Course letter

Clearly state the reasons for seeking an appeal:

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#### PART B: Deputy Principal/Principal section

Things to consider: (Tick all that apply)

- ☐ Has the student submitted the appeal within 48 hours? ☐ Student has a pattern of not meeting deadlines.
- ☐ Documentation to support application is attached ☐ There were reasonable grounds for request denial

#### Decision

- ☐ Uphold the appeal ☐ Reject the appeal

Reason:

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Signature of Deputy Principal/Principal: \_\_\_\_\_

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