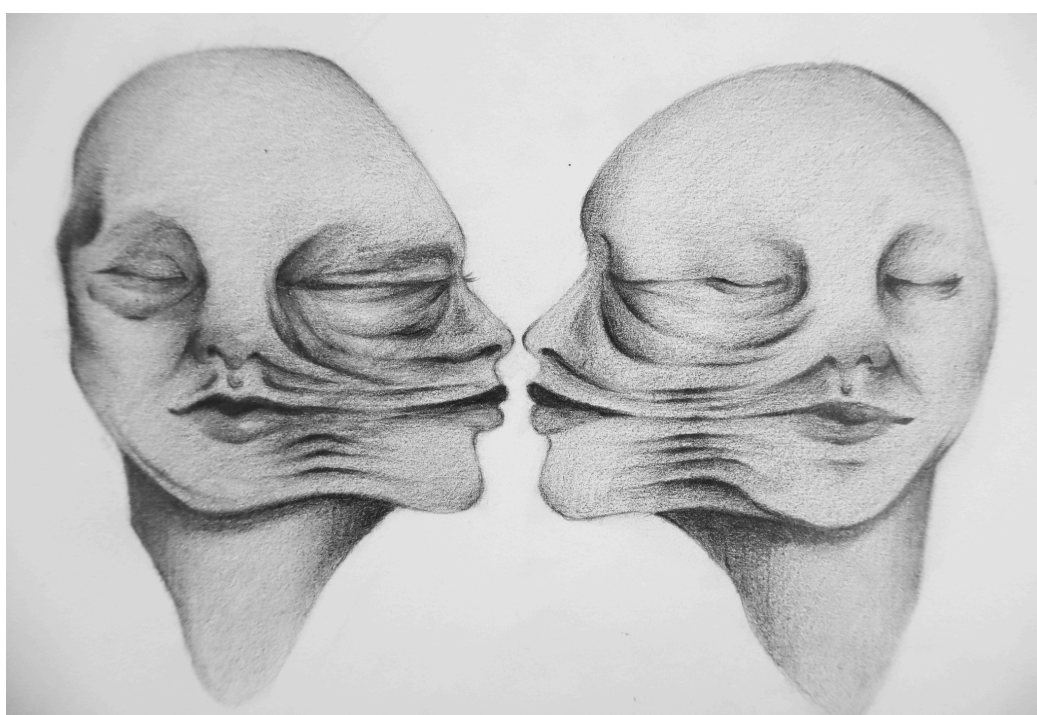




# Macarthur Girls High School



Artwork: Quynh Le, Year 11 2024

## Year 12 HSC

## Assessment Handbook 2024-2025



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# **SENIOR ASSESSMENT POLICY 2024 - 2025**

To qualify for the Higher School Certificate, students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units.

Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses);
- at least four courses.

A student will be considered to have satisfactorily completed an HSC course if, in the Principal's view, there is sufficient evidence that the student has met the following course completion criteria:

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

## **WHY DO WE NEED A SCHOOL ASSESSMENT POLICY?**

The School Assessment Policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment. Assessment at Macarthur Girls High School encourages the progressive development of skills and knowledge while ensuring:

- consistency across courses and faculties
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students

## **WHAT DOES THE ASSESSMENT POLICY LOOK LIKE AT MACARTHUR GIRLS HIGH SCHOOL?**

At Macarthur Girls High School students are assessed against course outcomes through a range of assessment tasks in each course. An outcome is a description of the learning which has taken place. A range of tasks are used for assessment and will vary from course to course. These may include but are not limited to:

- Tests which may take a written, practical or oral form
- Class essays, research tasks, assignments, portfolios, log books
- Practical tasks and major works

For students studying the Life Skills equivalent of any course, there is no requirement for formal assessment of Life Skills outcomes. Stage 6 Life Skills courses do not have external examinations.

## **REPORTING AT MACARTHUR GIRLS HIGH SCHOOL?**

Students' progress in achieving course outcomes is reported twice a year. Students will receive grades and a rank for each course studied, along with a comment from the course teacher. The Year 12 Year Advisor will also comment on the student's participation on the Semester 2 Year 12 report.

## **DEFINITIONS**

- Components are the parts of courses or major areas to be assessed.
- Weightings are the percentages of marks to be allocated to the components.

## WHAT ARE THE RESPONSIBILITIES OF THE SCHOOL?

An assessment schedule has been developed for each course, within the guidelines provided by NESA, incorporating mandatory assessment components and weightings for that course.

The school is required to provide students with the following information:

- An Assessment Schedule and Calendar, which outline what components are to be assessed, when the assessment tasks are scheduled and the relative weighting attached to each assessment task
- Written notification at least two (2) weeks in advance of each scheduled assessment task
- All electronic submissions through Google Classroom must follow the guidelines provided on the task notification. Students should allow for possible technical difficulties such as slow uploading of documents by ensuring that they avoid submitting assessment tasks very close to time deadlines.
- If a task is proven to be plagiarised or subject to malpractice, in part or in whole, then the student may be awarded a zero '0' mark for the task, receive an N-award warning letter and be required to re-submit the task. Students may appeal any such decision using the procedures existing within the school. In such cases, students must appeal in writing to the Assessment Review Panel (ARP). This application must be made within two days of receiving the decision.
- After the task is held students will receive (teachers will aim to have this within 2 weeks):
  - a mark
  - a rank for that task
  - an indicative cumulative rank
  - the marking criteria
  - feedback which includes
    - i. Areas of achievement
    - ii. Areas for development
    - iii. Strategies to improve

Assessment Tasks will be of the same type and have the same weighting for all classes studying that course. To ensure equity, study periods may be used for in-class tasks requiring the simultaneous participation of more than one Year 12 class for a course. Students will be informed of such instances in their Assessment Notification document. Students may be asked to complete up to 2 HSC assessment tasks on a given day.

Students will receive Assessment Task Notifications in soft copy, emailed to their <student.name>@education.nsw.gov.au address, or posted to the Google Classroom. Some faculties may also choose to deliver a hard copy. Whether provided in hard or soft copy, students will be asked to sign confirmation of receipt of the assessment task notification.

If students are seeking clarification for an assessment mark, they must go through their classroom teacher to speak to the relevant Head Teacher.

In exceptional circumstances, some tasks may be rescheduled or substituted during the course of the year. In such cases, Head Teachers or classroom teachers will inform students of the new arrangements in writing at least two weeks in advance. Where a completed task has been declared void, a new task will be set, with the same requirement of two weeks' advance notification provided to students. Students will have any work completed/submitted responses returned to them with comments but no marks. There may be changes made to the dates for subsequent assessment tasks in the subject if required.

If students fail to complete an assessment task due to illness/misadventure, they MUST follow the school illness/misadventure process and submit relevant documentation within TWO days of return to school. Where students do not complete Assessment Tasks, and do not subsequently provide documented explanation, official warning letters of concern ('N' determination warning letters) will be posted and emailed home to parents/caregivers outlining the areas of unsatisfactory completion of the HSC course requirements, including '0' marks being awarded for that task.

## WHAT ARE THE RESPONSIBILITIES OF STUDENTS?

- Every student has the responsibility to be familiar with the school's assessment handbook. Every student must also be familiar with the course information contained in this handbook. Students will be required to sign that they have read and understood the whole policy.
- **Students must be present for all lessons on the day when an assessment task is scheduled, regardless of the task being 'hand-in' or in-class.** It is not acceptable for a student to attend school to fulfill the requirements of an assessment task only and not be present at all the timetabled lessons for that day. This includes any timetabled Period 0 class.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified in this booklet, the assessment calendar, and on the task notification.
- In the event of absence on the day a task is due, a student must complete appropriate documentation. If applying for:
  - approved leave, this is required prior to the task, or
  - illness or misadventure, within TWO days of return to school. Please note that students absent from school are still required to submit assessment submissions and provide documentation relating to illness or misadventure.
- Students must demonstrate that they
  - have followed the course requirements;
  - have engaged in each course with sustained diligence and effort;
  - have achieved some or all of the course outcomes.
- Students must complete all set learning tasks (not just assessment tasks) to achieve course outcomes.
- Students must attend classes regularly and ensure their **attendance does not fall below 85%** to meet each course requirement. This is a Macarthur Girls High School requirement and is in concurrence with NESA policy and guidelines.
- Students are not to absent themselves from any class to finalise hand-in assessment tasks prior to submission. This includes seeking permission from teachers to have time to complete tasks for other courses.
- Students absent from school are responsible, upon their return to school, to see their teachers and collect any learning hand out materials / information / or hard copy task notifications that may have been given during their absence from class. Activities identified in these documents are to be completed to the best of the student's ability.
- Students' parents/carers must explain their child/ward's absence from school on the first day of return to school, and if illness, by a doctor's certificate, or misadventure, by other appropriate documentation.
- Students are required to participate in all lessons constructively.
- Students are to make a "serious effort" in all components of an assessment task. A "non-attempt" for any section of a task may render the entire task "non-serious" and thus be awarded zero ('0') marks. If this is the case, students will be given an N-award warning letter and still need to re-sit the task, making a reasonable attempt.
- It is important that the student speaks with their classroom teacher or Head Teacher of the faculty if there is any doubt about the requirements of the assessment task.

Students are reminded that during the first few weeks of Year 11, all students completed a mandatory program, *HSC: All My Own Work*'

(<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>). HSC students must comply with the requirements for HSC assessment addressed in this program. Students will also be issued with a NESA document [HSC Rules and Procedures Guide](#) for which they must also sign an acknowledgement of receipt.

## RECORD OF SCHOOL ACHIEVEMENT (RoSA)

Students from Year 10 (and onwards) may receive a cumulative document (if they meet requirements) if they leave school prior to completing the HSC. Grades are collected and recorded by NESAs for the Stage 5 courses attempted. Grades are also collected and submitted to NESAs for Stage 6 Preliminary Courses. These will be reported on the NESAs RoSA should a student leave school over the next year. Students who leave during the HSC Course will receive a statement acknowledging the date they left school and the courses they were studying at this time.

### HAND-IN ASSESSMENT TASKS

Hand-in tasks include a range of tasks completed outside of the classroom, and which need to be submitted on a set day, and include tasks such as research essays, written reports and practical work. The tasks may be submitted electronically or non-electronically, and the mode of submission will be clearly stated on the relevant assessment task notification.

- **Electronic submissions:** For all written hand-in assessment tasks, students in Years 10-12 will submit their task online following the instructions provided on the assessment notification. Students should keep a date stamped copy of the assessment task for their own records. This may be required as evidence if the submission of the task is questioned. Students may submit their task prior to the due date.
- **Non-electronic submissions:** Tasks requiring submission non-electronically will need to be physically handed to the classroom teacher or the relevant faculty Head Teacher. For these submissions, students will receive a written confirmation from the relevant teacher.

All assessment tasks are to be submitted on the due date by the specified time / lesson period. It is the student's responsibility to ensure that tasks are submitted on time. If a task is due during examination periods, students are still expected to hand the task into the relevant faculty on the specified date.

If students are required to submit their tasks electronically, this must be done by the due date and time whether they are present at school or not. **If absent, students must still follow the illness/misadventure process outlined in this handbook.** If there are exceptional circumstances in which a student is absent and not able to submit their task electronically, independent documentation and detailed explanation is required in order for the illness misadventure application to be considered.

In the situation where a task submission is in question, it is the student's responsibility to provide the task submission receipt and/or a date stamped copy of the task. Failure to do so may lead to a zero ('0') mark being awarded. **Students must not leave tasks on unattended teachers' desks.**

If a student has only completed part of a hand-in task, this part must be submitted to the class teacher on the due date. Incomplete work submitted will be considered in the context of the whole task requirements and a decision will be made by the relevant Head Teacher as to whether the incomplete submission will be treated as a non-serious attempt (see process below). Failure to submit tasks on time, or parts of tasks, without a valid reason may result in a zero ('0') mark for the entire task.

## NON-SERIOUS ATTEMPTS

- Students who do not make a serious attempt at the set task may receive a zero ('0') mark in the task concerned. This may render some students ineligible for the award of the Higher School Certificate.
- Non-serious attempts may be considered to include frivolous or objectionable material or failure to attempt all questions or components of a task.
- Students identified as providing non-serious attempts will be asked to justify why they should receive a result in the task/course concerned.
- Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero ('0') marks awarded.

The Deputy Principal will advise the student and her parent/caregiver of the decision. Students are able to appeal this decision through the Assessment Review Panel.

### NOTE:

- In accordance with NESA rulings, technology failure, computer crashes or inability to print due to printer breakdown, lack of ink or printer balance will not be accepted as a valid reason for late submission.
- There is an 'embargo' on the scheduling of assessment tasks one week prior to the Trial HSC Examination block, and also, where possible, during the external work placement periods when school based VET courses undertake their mandatory work placement experience.

## GENERATIVE AI

In January 2023, the NSW Department of Education announced that it will be limiting student access to the generative AI application, ChatGPT, as part of its commitment to duty of care for all its students. The decision to limit AI applications for students is due, in part, to the Terms of Use for ChatGPT which require users to be 18 years old or over and that there is a lack of reliable safeguards preventing these tools exposing students to potentially explicit and harmful content.

## MALPRACTICE/PLAGIARISM

NESA requires all schools to keep a register of malpractice.

This means any student at MGHS who is found to be in breach of the NESA guidelines is to have details of the malpractice recorded in an official 'NESA Register of Malpractice'. NESA guidelines can be found at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students-what-constitutes-malpractice>. Schools will be required to identify not only the issue, but the penalty the school applies for the **breach identified**. Penalties can range from severe reprimand through to withdrawal from a course of study. It is expected that all students are familiar with the school policy and NESA examination rules and procedures, and that students are familiar with the requirements outlined in the 'All My Own Work' program.

As defined by NESA, "malpractice is any activity that allows a student to gain an unfair advantage over other students". It includes, but is not limited to:

- use of generative AI (such as ChatGPT), when specifically prohibited, as part of an assessment task
- copying someone else's work in part or in whole, and presenting it as one's own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as one's own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement



- paying someone to write or prepare material
- breaching school examination rules
- cheating in an HSC examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Any suspected plagiarism in an assessment task will be reported to the faculty Head Teacher and the Year 12 Deputy Principal. If plagiarism is confirmed, the student may receive a zero ('0') mark for the task, will receive an N-award warning letter for the task and all relevant procedures in the assessment handbook are to be followed. **There is no minimum percentage of plagiarism permitted.**

Students may appeal any such decision in writing to the Assessment Review Team (ARP). This application must be made **within two days** of receiving the decision.

### **THE ASSESSMENT REVIEW PANEL (ARP)**

The ARP, when it convenes, comprises the Year 12 Deputy Principal, the Head Teacher of the faculty concerned and one other Head Teacher. The ARP will consider all HSC Assessment Decision Appeals (ATTACHMENT B), including decisions related to illness/misadventure and/or malpractice/plagiarism. A decision will be made after careful examination and consideration of the evidence provided both by the student and the faculty. Each party will be notified in writing of the decision made by the ARP. Where a decision cannot be reached, the ARP will submit the Appeal to the Principal for a determination. In this instance, the Principal's decision is final.

### **UNACCEPTABLE GROUNDS FOR APPEAL**

- Attendance at a known event, for example, a sporting or cultural event, or a family holiday where approval has not been given by Principal or Nominee (ATTACHMENT C).
- Matters avoidable by the student, (e.g. misreading of timetable, misinterpretation of assessment task).

# COMPLETING AN ASSESSMENT TASK

Minimum 2 weeks notification

Assessment notification issued (by email, Google Classroom, or hard copy), specifying date, weighting, type of task and marking criteria.

Students sign for receipt of task notification

If student is absent, she will follow the illness/misadventure application

Task Submitted or completed on due date

Receive acknowledgement of submission

Students given **mark** and **rank** in task and **indicative cumulative rank** as part of feedback

Task returned with mark guide and suggestions for improvement

Tasks marked and returned

Discrepancies must be discussed with teacher at time of return

Discrepancies resolved by classroom teacher/marker and student in class or referred to HT for resolution

All unresolved matters to ARP

Final mark for task

Note: All written work must be in **BLUE** or **BLACK** pen

## ASSESSMENT NOTIFICATION PROFORMA

Details of all Stage 6 assessments at MGHS are provided by faculties using the Assessment Task Notification Proforma below:

**Macarthur Girls High School – Stage 6 Assessment Notification Year/Course:**

**Unit of work:**

**Task:** (Number and type: ie Task 2 - In class essay as stated in Assessment Handbook Grid)

**Assessment weighting:** % (as stated in Assessment Handbook Grid)

**Issue date:**

**Due date:**

**Task :**

**Type:** In class test, Research Task, Performance etc

**Outcomes:**

By completing this task you will be able to:

**Rubric:**

You will be marked on your ability to:

- 

|   |
|---|
| <b>Steps to completing task successfully:</b><br>What steps in the process does the student need to complete? |
| 1   |
| 2   |
| 3   |
| 4   |

NOTE: Steps to completing the task may be included in the notification OR may be provided in an additional document

**Guide to structuring your task and additional information: (Only if required as part of the task)**

e.g. showing working, essay structure, using evidence, using headings, scaffolds. any relevant information which may help students achieve the task.

## ILLNESS/ MISADVENTURE POLICY

Assessment tasks are intended to measure each student's performance in relation to course outcomes. Students may lodge an illness/misadventure application if circumstances occurring immediately before or during the assessment task, beyond their control, affected their ability to complete or submit the task.

This may relate to:

- Illness (or accident), that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the tasks (e.g. influenza, an asthma attack, a cut hand). If a student is in doubt, she should discuss this with the Stage Leader immediately when she returns to school, or after the task if taken ill during the task;
- Misadventure, that is, any other event beyond the student's control, which may have affected the student's performance for this assessment task. Examples may include the death of a friend or family member on the day of the task, or involvement in a car accident on the way to the school. If a student is in doubt, she should discuss this with the Year 12 Deputy Principal immediately when she returns to school, or after the task.

The responsibility to submit an Illness/Misadventure request for consideration rests with the student. Students must complete the process on the morning of their first return to school. This includes when the first day of return is during relevant examination periods.

When a student has not completed any part of the task and chooses not to submit a request for consideration, a zero '0' mark will automatically be awarded for that component of the task and an 'N' Determination Warning letter will be issued. If the student has not completed all of the task, it must still be submitted to clear the warning letter. **Please note:** The Illness/Misadventure process does not apply for missed or interrupted preparation or study time.

### CHRONIC CONDITIONS

Students suffering from a chronic illness are only eligible for an Illness / Misadventure appeal if the condition is exacerbated immediately before or during the task period, or if the student experiences symptoms during the task which impede performance. In this case the student needs to follow the Illness / Misadventure process. Chronic conditions require a student to have informed the Head Teacher (Teaching and Learning) to ensure appropriate support can be provided for that student in completing assessment tasks. This may include providing some aspects of "Disability Provisions" to the student in completing the task.

### DISABILITY PROVISIONS

Students who have received disability provision(s) are only eligible for an appeal if an unforeseen episode occurs during a task. As above, in this case the student needs to follow the Illness / Misadventure process.

### PROCESS TO FOLLOW TO SUPPLY EVIDENCE NECESSARY FOR ILLNESS/MISADVENTURE

- The student prints a copy of the form (ATTACHMENT A) from this assessment handbook.
- The student completes the form prior to attending school, and attaches all / any documentation.
- The student's parent / carer completes the relevant section **Parent's/Caregiver's support comment**
- The student completes their section. The **Student's comment** must detail how her performance was affected by the illness or misadventure.
- Independent evidence is required: a medical certificate or other valid documentation. This documentation must be dated for the day of the task or **no more than three '3' days prior**.
- The student must then approach the Head Teacher of the curriculum area in which the course is managed and ask the Head Teacher to complete the **Head Teacher's Recommendation**.
- The form must then be given to the Year 12 Deputy Principal for processing. This must be completed within **2 days** of returning to school. (That is, if a student is absent Monday for a task, and returns on a Tuesday, the process must be completed by close of business on Wednesday.)

A medical certificate must be specifically related to the assessment task that is the subject of the appeal and not general in nature. It must include details of the date of onset of the illness, any additional dates of consultation and a statement about how the student's performance in the examination may have been affected. Only in exceptional circumstances will illness/misadventure be considered for a chronic/ongoing illness or ongoing issue. Medical Certificates must state that the condition was exacerbated by the impending task.

A medical certificate that simply states that the student was 'unfit' may not be acceptable. In cases of misadventure, evidence from other sources (e.g. police statements and/or statutory declarations explaining

how the student's performance may have been affected) should be provided with the date and time of the occurrence and subsequent events.

It is imperative that the independent evidence clearly states that the student was not able to attempt the assessment task. A student who presents for an assessment task cannot apply retrospectively for any special consideration due to illness. She must notify the supervisor before the commencement of the task or during the task. Students must ensure they comply with the process in the following cases:

#### 1. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY OF AN IN-SCHOOL ASSESSMENT TASK

- The student or family member is requested to contact the school on the morning of the scheduled task to inform the school that the student is going to be absent. (The family member must speak to either the Year 12 Deputy Principal, the school administrative officer attached to Year 12, or the Curriculum Head Teacher.)
- Students must report to the Year 12 Deputy Principal on the first day of their return to school. The student will be required to sit the task as soon as possible after returning to school.
- The student must print and complete an Illness/Misadventure form (ATTACHMENT A). This form, once it has been completed by all relevant parties, must be returned to the Year 12 Deputy Principal within two (2) days of returning to school.

#### 2. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY AN ASSESSMENT TASK IS DUE TO BE SUBMITTED

- The student or family member is requested to contact the school on the same day a task is due to be handed in to inform the school that the student is going to be absent.
- On the first day of the student's return to school, the student must submit the task to the relevant Head Teacher of the faculty with a completed Illness/Misadventure form (ATTACHMENT A)

#### 3. ILLNESS/MISADVENTURE DURING AN IN-SCHOOL ASSESSMENT

- The student must acknowledge her condition to the supervisor of the task (the class teacher in most cases) before sitting for the task, or if taken ill during the task, where possible, before leaving the room,
- The student must print and complete a copy of an Illness/Misadventure form (ATTACHMENT A), and complete the process within two (2) days of the task, unless extended by illness.
- A student who presents for an assessment task and who does not inform the supervisor of the task of their illness, cannot apply retrospectively for any special consideration due to illness. They must notify the supervisor before the commencement of the task or during the task.

#### 4. ILLNESS/MISADVENTURE DURING TRIAL EXAMINATION PERIOD

- The student or family member must inform the school that the student is going to be absent. (The family member must speak to either the Year 12 Deputy Principal, the school administrative officer attached to Year 12, or the Head Teacher of the curriculum area in which the course falls.)
  - Students must report to the Year 12 Deputy Principal on the first day of their return to school. The student will be required to sit the task as soon as possible after returning to school.
  - The student must complete an Illness/Misadventure form (ATTACHMENT A), for each missed examination and return it / them with the Head Teacher's decision/s to the Year 12 Deputy Principal within the two (2) day timeframe.
- #### 5. GROUP PERFORMANCE ILLNESS/MISADVENTURE
- When a group performance cannot go ahead on a scheduled date due to the ill health of, or misadventure to, one or more of the group, the students in the group affected need to contact the Year 12 Deputy Principal who will provide them with the relevant process documents.

In all of the above cases:

- The Illness / Misadventure application form must be completed and returned to the Year 12 Deputy Principal within two (2) days of the initial return to school. The urgency and accuracy of the procedures are important in enabling the case to be seriously considered.
- Where the request for consideration is satisfactorily supported, arrangements will be made for a student to complete the task or an alternative task at the earliest opportunity.

**The consequences of not following these procedures may result in a student's application for Illness/Misadventure being rejected.**

## **ILLNESS/MISADVENTURE OUTCOMES**

### **SUCCESSFUL REQUEST FOR CONSIDERATION**

If the documented evidence provided supports a student's Request for Consideration for absence/late submission then the Head Teacher will make one of several decisions. In essence, a student will be given permission to sit the task or an alternative task, and she will be given a 'Mark Pending'. The mark she will receive for the task may be adjusted when determining her ranking in the course after the completion of all assessments for the course, at the conclusion of the assessment period, prior to the end of Term 3. Therefore her mark will be 'pending'.

### **UNSUCCESSFUL REQUEST FOR CONSIDERATION**

If the documented evidence provided does not support a student's Request for Consideration for absence/late submission a zero ('0') mark will be awarded. An 'N' Determination Warning letter will be sent to the student's parent/carer informing them of this decision.

### **EXCURSIONS AND FIELDWORK**

Some courses require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence from such activities then students must negotiate alternate arrangements prior to the event. The granting of a concession is at the discretion of the Principal. Students must apply in advance, prior to the excursion or fieldwork (ATTACHMENT D). If, however, the absence is due to Illness/ Misadventure, then students are to follow this process (ATTACHMENT A).

### **APPLICATION FOR LEAVE / APPROVED LEAVE AND SCHOOL BUSINESS**

A student who knows she is going to be absent to attend an unavoidable commitment must apply in advance for leave from the Principal or Year 12 Deputy Principal. Each case will be judged on its merit, and must be discussed (ATTACHMENT E) with the Principal or Year 12 Deputy Principal at least one (1) week prior to the leave.

The same rule applies if a student has been granted approved leave from school by the Principal or nominee (ATTACHMENT D **and** the Department of Education Approved Leave Form). It is not anticipated that an HSC student would take extended leave / approved leave during the HSC Course (School Leave Policy states extended leave must be less than 10 school days or leave may not be approved). If a student is going to be absent from school because of School Business (for example, attending an excursion for another subject, completing a VET Work Placement, attending a Sport Carnival, or is representing the school such as an SRC Conference, etc.) the coordinating teacher must supply the student with a form and she must complete ATTACHMENT D prior to the activity.

#### **Important Note:**

1. If a student knows in advance that she will be absent on the day a hand-in assessment is due, the task should be handed in prior to the due date.
2. When the task is to be completed in class, then arrangement for an alternative date must be made with the Head Teacher. These arrangements need to be noted in writing (ATTACHMENT D) and communicated to the student by the Head Teacher.
3. Families are advised to avoid organising overseas travel during Year 12 as this is not grounds for misadventure, unless in emergency circumstances.

## PROCEDURES FOR CONSIDERATION FOR HSC ILLNESS/MISADVENTURE

Students missing an assessment task and wishing to make application for Illness/Misadventure must follow the procedure outlined below:

### Step One: Contact the school on the day of the task

Student/parent/Caregiver is requested to inform the school of the absence.



### Step Two: On the first day of return

It is the student's responsibility to:

1. report to the Year 12 Deputy Principal
2. complete HSC Illness Misadventure Application (Attachment A) and attach documentation (such as a doctor's certificate), ensure the Parent and Student comments and signatures are completed, and pass to the Head teacher for comments and signature.
3. Submit completed application form to the Year 12 Deputy Principal within **two days of their return**
4. NOTE: If a student is responsible for this group Illness/Misadventure application, she must also submit Attachment A for her individual request for consideration.



### Step Three: Resolution and Feedback

1. The Year 12 Deputy Principal reviews documentation.
2. The Year 12 Deputy Principal considers advice from the Head Teacher, supplied on the form.
3. Resolution and feedback is given to the Head Teacher, student and parent/caregiver (by way of the student's copy of the form). A copy is kept on the student's file and the original is kept by the Year 12 Deputy Principal
4. Mark pending or zero '0' award recorded on the application.



### Step Four: Appeal

If the student chooses to appeal the decision of the Year 12 Deputy Principal, with regard to the request for consideration, then it is the student's responsibility to:

1. Complete HSC Illness/Misadventure Appeal (ATTACHMENT C) and supply it to the Year 12 Deputy Principal with any supporting information within two days of Step 3.
2. The Year 12 Deputy Principal convenes the Assessment Review Panel (ARP). The ARP consists of the Year 12 Deputy Principal plus two Head Teachers who meet to consider the application.
  - 3a. ARP makes a decision. The matter is resolved and feedback is given to the Head Teacher and student and parent/caregiver (by way of the student copy of the form).

Or

- 3b. The ARP defers decision to the Principal who makes the final decision. The matter is resolved, and feedback is given to the Head Teacher, student and parent/caregiver (by way of the student copy of the form).

MACARTHUR GIRLS HIGH SCHOOL (REQUEST FOR CONSIDERATION)

ATTACHMENT A: HSC ILLNESS/MISADVENTURE APPLICATION

Student Name: ..... Course: ..... Teacher: .....

Task: ..... Task #: ..... Date Task Given: .....

(Name of task) Date Task Due: ..... Weighting (%): .....

Tick as appropriate

- Medical Certificate attached
 Other verification (please specify)

Student's comment (Describe in detail the nature of the issue that affected your ability to complete or submit this assessment task)

Student signature: ..... Date: .....

Parent/Caregiver's support comment

Parent/Caregiver Signature: ..... Date: .....

Head Teacher/Nominee: .....

Application submitted on (date): .....

Tick as appropriate:

- Task/Alternative task was completed/submitted on ..... (date)
 Task/Alternative task to be completed on ..... (date)
 Mark Pending
 Zero Mark

Head Teacher's Recommendation

Head Teacher's Signature: ..... Date: .....

To be completed by Year 12 Deputy Principal: Name: .....

Outcome:

Deputy Principal signature: ..... Date: .....

Copy to:



Student / Parent/ Carer copy  Student file  Relevant HT informed  SENTRAL record #

## MACARTHUR GIRLS HIGH SCHOOL (REQUEST FOR CONSIDERATION)

### ATTACHMENT B: HSC ASSESSMENT DECISION APPEAL

A student will need to complete this form if she wishes to appeal against an assessment decision. This form must be submitted with all necessary documentation to the Year 12 Deputy Principal within **two (2) days of the original decision**.

**Student Name:** ..... **Course:** ..... **Teacher:** .....

**Task:** ..... **Task #:** ..... **Date Task Given:**  
..... (name of task)  
**Date Task Due:** ..... **Weighting (%):** .....

**Tick as appropriate** (Additional documentation supplied)

Yes (please specify) :

.....

No

Outline reasons for this application and attach all relevant documentation

.....  
.....  
.....

**Student Name:** ..... **Parent/Carer Name:** .....

**Student signature:** ..... **Parent/Carer signature:** ..... **Date:** .....

#### Assessment Review Team

ARP Members: Date:..... Issues discussed:

.....  
.....  
.....

Decision reached:  Refer to the Principal  Resolution:

.....  
.....  
.....

ARP members' signatures:

Date: .....

.....

.....

.....

**Copy to:**

Student / Parent/ Carer copy  Student file  Relevant HT informed  SENTRAL Record #

**MACARTHUR GIRLS HIGH SCHOOL (REQUEST FOR CONSIDERATION)**

**ATTACHMENT C: APPROVED LEAVE OR EXCURSIONS, FIELDWORK, VET WORK PLACEMENT OR SCHOOL BUSINESS**

Teacher making the request: ..... Faculty: .....

Reason for the request: .....

Educational outcome: .....

Head Teacher/s Approved (circle one) Yes No Date: .....

Student's Name: ..... Year/Roll: .....

First Day of Leave: ..... Date: .....

Last day of leave: ..... Date: .....

Approval given by Stage 6 Leader (circle one): Yes No

Upon Deputy Principal approval, the student must ensure an **alternative assessment time** has been negotiated with the class teacher and faculty Head Teacher.

Once the form below is completed forward copies to:student/parent/caregiver, faculty Head Teacher,student file.

| Course(s) | Assessment Task | Due Date | New Due Date | Class Teacher | Signature | Head Teacher | Signature |
|-----------|-----------------|----------|--------------|---------------|-----------|--------------|-----------|
|           |                 |          |              |               |           |              |           |
|           |                 |          |              |               |           |              |           |
|           |                 |          |              |               |           |              |           |
|           |                 |          |              |               |           |              |           |
|           |                 |          |              |               |           |              |           |
|           |                 |          |              |               |           |              |           |

Note: This approval is to be used for educational experiences that need urgent approval by the Principal (e.g. SRC, SPC, Dance, Drama, Sport, speakers etc).

# MACARTHUR GIRLS HIGH SCHOOL (REQUEST FOR CONSIDERATION)

## ATTACHMENT D: APPLICATION FOR LEAVE / APPROVED LEAVE

Student Name: .....

Reason for the request:

.....

First Day of Leave: ..... Date: .....

Last day of leave: ..... Date: .....

**Documentation** (please specify): .....

**Student's comment** (Describe in detail the request for leave and why you will be unable to complete or submit an assessment task on the due date)

.....  
 .....  
 .....

Student's signature..... Date: .....

**Parent's/Caregiver's** support comment

.....  
 .....  
 .....

Parent/Caregiversignature: ..... Date: .....

Date request received: ..... Approval given by Principal / Deputy Principal (circle one): Yes No

**Tasks to be missed**

| Course(s) | Assessment Task | Due Date | New Due Date | Class Teacher | Signature | Head Teacher | Signature |
|-----------|-----------------|----------|--------------|---------------|-----------|--------------|-----------|
|           |                 |          |              |               |           |              |           |
|           |                 |          |              |               |           |              |           |
|           |                 |          |              |               |           |              |           |
|           |                 |          |              |               |           |              |           |
|           |                 |          |              |               |           |              |           |

Comment

.....  
 .....

Deputy Principal Signature: ..... Date Stamp

**Copy to:**

## PROCESS FOR DETERMINING AN 'N' AWARD FOR HSC COURSE

### Warning Letter 1

- CLASS TEACHER identifies that a student does not complete an assessment task and/or course work.
- Award zero mark for assessment task.
- Student is informed that a letter will be generated and sent to parents.
- Student is supported by the CLASS TEACHER to complete the task.



|  |  |
|--|--|
| <b>Task completed:</b><br>CLASS TEACHER to change Sentral entry to <b>RESOLVED</b> | <b>Task not completed by date specified on the letter:</b><br>CLASS TEACHER to inform HEAD TEACHER. Move to guidelines for issuing Letter 2. |
|--|--|



### Warning Letter 2

- CLASS TEACHER identifies that a student does not complete an assessment task and/or course work and/or has not resolved the tasks from Letter 1.
- Award zero mark for new assessment task.
- Student is informed that a second letter will be generated and sent to parents.
- Student is supported by the CLASS TEACHER to complete the task/s.
- HEAD TEACHER calls parents.



|  |  |
|--|--|
| <b>Task/s completed:</b><br>CLASS TEACHER to change Sentral entry to <b>RESOLVED</b> | <b>Task/s not completed by date specified on the letter:</b><br>CLASS TEACHER to inform HEAD TEACHER. Move to guidelines for issuing Letter 3. |
|--|--|



### Warning Letter 3

- CLASS TEACHER identifies that a student does not complete an assessment task and/or course work and/or has not resolved the tasks from Letters 1 and/or 2.
- Award zero mark for assessment task.
- Student is informed that a third letter will be generated and sent to parents.
- Student is supported by the CLASS TEACHER to complete the task/s.
- HEAD TEACHER notifies DEPUTY PRINCIPAL that student is receiving third letter and DP to speak with student and contact parents.



|  |   |
|--|---|
| <b>Task/s completed:</b><br>CLASS TEACHER to change Sentral entry to <b>RESOLVED</b> | <b>Task/s not completed by date specified on the letter:</b><br>CLASS TEACHER to inform HEAD TEACHER. |
|--|---|

**PROCEDURES FOR APPEALS AGAINST ‘N’ DETERMINATIONS FOR  
NON-COMPLETION OF PRELIMINARY AND HSC COURSE REQUIREMENTS**

- A student can be deemed as not meeting course requirements once they have received TWO or more N warning letters for a course.
- The Year 12 Deputy Principal will consistently monitor student progress to identify students at risk of not meeting course requirements. The school will communicate with parents/guardians via phone, email and written communications. Meetings with students and parents will occur as required.
- If students have unresolved N warning letters towards the completion of HSC coursework, then the following steps will occur in accordance with NESAs guidelines:

Where a student has not met NESAs Course Completion Requirements, Principal makes ‘N’ determination and completes Principal’s Determination Form



Principal advises student and records ‘N’ determination via Schools Online. Student and Parent/Carer (if student under 18) sign Principal’s Determination Form. Principal provides the student with a copy of Principal’s Determination Form and Student Appeal Form



Student makes no appeal. All related documentation kept at school. **No further action**



Student appeals. Student completes student Appeal Form and submits it to Principal.



Principal/Review Panel considers student’s appeal and reviews determination



| Outcome 1  | Outcome 2   | Outcome 3  |
|--|---|--|
| Principal/Review Panel declines student Appeal. Advises student. Student signs appropriate student declaration(s) on school Review - Principal’s Report Form at school.<br><b>No further action.</b> | Student makes no appeal to NESAs. All documentation kept. | Student requests NESAs reviews appeal. Principal submits following documentation to the Office of NESAs: <ul style="list-style-type: none"> <li>- Principal’s Determination Form</li> <li>- Student Appeal Form</li> <li>- School Review Principal’s Report Form</li> <li>- Copies of all warning letters</li> <li>- Any other evidence, e.g. teacher reports</li> </ul> <p style="text-align: center;">↓</p> <ul style="list-style-type: none"> <li>- NESAs conducts review of student appeal and makes decision</li> <li>- NESAs notifies student and Principal of decision</li> </ul> |

## **VOCATIONAL EDUCATION AND TRAINING COURSES**

Vocational Education and Training (VET) courses are taught and assessed through ongoing competencies in the Preliminary and in HSC courses. Vocational Education courses focus on the achievement of workplace competence. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as the development of industry specific skills.

Assessment for VET courses within industry curriculum frameworks has two distinct purposes:

- a. Assessment for Australian Qualification Framework (ASQA) VET qualifications – competency based assessment
- b. Assessment for the ATAR if it is a Board Developed Course.

Assessment for ASQA Certification is competency based. Tasks may be holistic to demonstrate the acquired skills, knowledge and attitudes. Students are given the opportunity to gain skills over time through ongoing assessment to gauge competency development and are required to demonstrate competence to qualified assessors. All competencies and work placement must be completed one week prior to the time HSC assessments are due. Students withdrawing from VET examinations must do so at this time by completing the appropriate form.

A variety of assessment strategies are employed to assess the competence of students. Competency Standards are the benchmarks for this assessment.

Some forms of assessment will be on an ongoing basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests, role plays and simulation.

### **The HSC Examination**

The HSC examination for 240-hour VET courses only is independent of competency based assessment requirements for ASQA qualifications. It is optional for students and intended for ATAR purposes only. One VET course can be included in the calculation of the ATAR.

### **Internal Examinations**

In order to ensure that students at Macarthur Girls High School are equipped to exercise this option, all 240 hour VET Framework students will be required to practise appropriate written skills by completing examinations in the usual examination periods. These examinations may also be used as sources of evidence of competence in some units and therefore will contribute to the competency based assessment program.

### **Competency Record**

Students will be required to keep a record of the units and elements of competence achieved. These competencies will be documented in semester reports issued by the school.

### **Work Placement**

Work Placement is a mandatory requirement for each course within the VET frameworks and forms an essential part of the total course assessment. Minimum hours have been assigned and must be addressed. Work Placement will occur in Year 11 and Year 12, at times to be advised. Each course requires Work Placement for 35 hours per year. Failure to complete Work Placement in the allotted time may render the student ineligible for the award of a Preliminary or HSC credential in the VET course.

### **Other Course Requirements**

VET courses have an underlying premise that each lesson is an opportunity for assessment. Attendance at every lesson is vital, because aspects of competency will be assessed.

## **BOARD ENDORSED COURSES**

Students studying Board Endorsed Courses are reminded that unsatisfactory progress in these courses (as outlined in this assessment guide) may lead to an 'N' determination. This may result in a student not being eligible for a Record of Achievement or for the Higher School Certificate and may receive only a Certificate of Attainment.

Students not fulfilling the requirements of the course (e.g. unattempted assignments) will receive a written warning, as will their parents, that they may be deemed unsatisfactory for the award of the course. Students must redeem and cancel out these warnings, by completing the requirements listed in the warning, by the due date.

## **STUDENTS STUDYING OUTSIDE COURSES**

These include courses studied:

- at the Secondary College of Languages
- at TAFE Colleges.
- with an Outside Tutor
- at a Language School, such as the NSW School of Languages

Each of these alternatives has different requirements for attendance and assessment. It is the responsibility of the student to:

- notify the school of her intention to study outside courses.
- meet the requirements of these bodies.
- ensure they notify the Deputy Principal of any variation to their study of the courses.

Students studying with an outside tutor must have approval from the Principal, by way of the Year 12 Deputy Principal, to obtain the necessary approval prior to commencing the course.

Failure to complete a course studied outside school may reduce the number of units being studied to less than the minimum acceptable. This could mean the student may not qualify for the Higher School Certificate.

## **CONCERNS**

If a student is experiencing any difficulty in assessment for a course she should seek help in the first instance from her class teacher or the Head Teacher in charge of that course. Other staff who may be able to assist are the:

- Year Adviser
- Head Teacher Teaching and Learning
- School Counsellor
- Year 12 Deputy Principal
- Principal.

Any clarification of this policy should be sought from the Assessment Review Panel chairperson - Year 12 Deputy Principal.

## **DISCONTINUATION OF A COURSE**

Before a student can discontinue the study of any course, they must have the written approval of the Year 12 Deputy Principal.

Each student will need to have an interview with the Year 12 Deputy Principal and, when required, the Careers Adviser, before discontinuing the study of that course, to ensure that they are studying sufficient units to satisfy requirements of the HSC and /or an ATAR. This approval is subject to parent/caregiver request and Head Teacher consent. Students must ensure all requirements of the course being discontinued are met, including all outstanding 'N' warning letters and assessment tasks for this course are completed prior to this request.

## **'ACADEMIC COACHING COURSE' – A COURSE FOR SENIOR STUDENTS**

In Term 4, 2024, as part of their Year 12 studies, students will continue to complete three lessons each fortnight in the completion of the Academic Coaching Course (ACC). The Academic Coaching Course was implemented at Macarthur Girls High School to meet the needs identified by students as to how they could better prepare for the HSC and be supported throughout the two years leading up to the HSC.

In 2025, Year 12 students will no longer participate in timetabled ACC classes. Students will be able to use these periods as flexible study time. Additionally, formal assessment tasks may be scheduled in these periods for courses that have multiple classes. This will ensure equity in all assessment processes so that every student completes all assessment tasks at the same scheduled time. It is each student's responsibility to ensure that they are aware of the time scheduled for all assessment tasks for the courses they are completing for the HSC.

The material that was previously included in the ACC program will be adapted to form part of the curriculum in PRIDE lessons. This will ensure that the important objectives of the ACC program are maintained to support student success in the completion of the HSC.

## **PRIDE – MGHS WELLBEING PROGRAM**

The MGHS Wellbeing Program explores and develops the school's PRIDE values. This innovative program establishes an educational foundation for young students to understand and practise the values of Participation, Respect, Integrity, Diversity and Excellence. The school believes that modelling and instilling these values in students' everyday school lives is central to forming a sense of self-efficacy, character and self-mastery. Our aim is to develop the whole person so students can take charge of their own learning and make responsible choices for their future.

Our program comprises activities involving students, staff and guest speakers. It is designed to inform and motivate students on the importance of personal wellbeing, ethical and exemplary behaviour, building self esteem and earning respect through achievement and service. Students will feel proud of their cultural identity and will develop caring and understanding attitudes towards others.

Each year level focuses on themes appropriate to the students' intellectual, social and emotional development. These themes emphasise issues important to identity, relationships, supporting others, making considered decisions, taking responsibility for one's actions and providing leadership based on honesty, integrity and optimism.

## **YEAR 12**

This is a year of transition where the emphasis is clearly on supporting students through their final senior year and into their chosen pathways beyond school life. Leadership also remains an important focus, and students are expected to be positive role models to younger students. They may be involved in broader responsibilities through sport, academic and social areas which contribute to the cultural life of the school.

The units of work in the PRIDE program are designed to support students as they transition from school to post school opportunities. These include:

- Knowing yourself
- Thriving as an individual
- Succeeding at school and in life
- Connecting with others within and beyond the school





## 2024-2025 ASSESSMENT CALENDAR

### HSC Term 4, 2024

|         |  |
|---------|--|
| Week 1  |  |
| Week 2  |  |
| Week 3  |  |
| Week 4  |  |
| Week 5  |  |
| Week 6  |  |
| Week 7  | Ancient History, Japanese Beginners, Japanese Continuers, Society and Culture, Legal Studies |
| Week 8  | Investigating Science, ITM, Maths Advanced, Maths Std 1, Maths Std 2, Modern History         |
| Week 9  | Business Studies, CAFS, PDHPE, Textiles and Design   |
| Week 10 | English Ext 2, Food Technology, Maths Ext 1  |

### HSC Term 1, 2025

|         |  |
|---------|--|
| Week 1  | Economics  |
| Week 2  | English Advanced, English Standard, English Studies, Physics, Studies of Religion          |
| Week 3  | Chemistry, Math Ext 2, Music 1, English Ext 1  |
| Week 4  | Science Ext  |
| Week 5  | CAFS, History Ext, Visual Arts   |
| Week 6  | Biology, Maths Ext 1, PDHPE, Physics   |
| Week 7  | Economics, English Extension 2, Food Technology, Maths Advanced, Maths Std 1, Maths Std 2  |
| Week 8  | Investigating Science, Society and Culture, Textiles and Design, Legal Studies             |
| Week 9  | Ancient History, Business Studies, Chemistry, ITM, Japanese Beginners, Japanese Continuers |
| Week 10 | Modern History, Music 1  |

### HSC Term 2, 2025

|         |   |
|---------|---|
| Week 1  | English Advanced, English Standard, English Studies   |
| Week 2  | Biology, CAFS, Maths Ext 2, Studies of Religion   |
| Week 3  | English Ext 1, Visual Arts  |
| Week 4  | Food Technology   |
| Week 5  | PDHPE, Textiles and Design  |
| Week 6  | Investigating Science, Maths Ext 1, Legal Studies   |
| Week 7  | Ancient History, Economics, Maths Std 1, Maths Std 2, Modern History, Science Ext   |
| Week 8  | Business Studies, Chemistry, English Advanced, English Standard, English Studies, Maths Advanced, Music 1, Physics, Society and Culture, Studies of Religion, |
| Week 9  | Japanese Beginners, Japanese Continuers, Maths Ext 2,   |
| Week 10 | English Ext 2, History Ext, ITM   |

### HSC Term 3, 2025

|         |                        |
|---------|------------------------|
| Week 1  | Biology, Visual Arts   |
| Week 2  |                        |
| Week 3  | Trial HSC Examinations |
| Week 4  | Trial HSC Examinations |
| Week 5  |                        |
| Week 6  | Science Ext            |
| Week 7  |                        |
| Week 8  |                        |
| Week 9  |                        |
| Week 10 |                        |

## MACARTHUR GIRLS HIGH SCHOOL – HSC COURSES 2024 - 2025

| SUBJECT   | PAGE  |
|---|-------|
| Ancient History                                     | 29-30 |
| Biology   | 31-32 |
| Business Studies                                    | 33    |
| Chemistry   | 34-35 |
| Community and Family Studies                        | 36-37 |
| Economics   | 38    |
| English Advanced                                    | 39-40 |
| English Extension 1                                 | 41    |
| English Extension 2                                 | 42    |
| English Standard                                    | 43-44 |
| English Studies                                     | 45-46 |
| Food Technology                                     | 47-48 |
| History Extension                                   | 49    |
| Industrial Technology (Multimedia)                  | 50-51 |
| Investigating Science                               | 52-53 |
| Japanese Beginners                                  | 54-55 |
| Japanese Continuers                                 | 56-57 |
| Legal Studies                                       | 58    |
| Mathematics Advanced                                | 59-60 |
| Mathematics Extension 1                             | 61    |
| Mathematics Extension 2                             | 62    |
| Mathematics Standard 1                              | 63-64 |
| Mathematics Standard 2                              | 65-66 |
| Modern History                                      | 67-68 |
| Music 1   | 69-70 |
| Personal Development, Health and Physical Education | 71-72 |
| Physics   | 73-74 |
| Science Extension                                   | 75    |
| Society and Culture                                 | 76-77 |
| Studies of Religion (2 unit)                        | 78-79 |
| Textiles and Design                                 | 80-81 |
| Visual Arts   | 82-83 |
| <u>Vocational Education and Training (VET)</u>      |       |
| Business Services                                   | 84    |
| Hospitality (Food and Beverage)                     | 85    |

# ANCIENT HISTORY

## HSC Outcomes

### *Objectives - Knowledge and Understanding*

Students will:

- 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

*A student:*

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

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

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

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

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

### *Objectives – Skills*

Students will:

- Undertake the process of historical inquiry
- Use historical concepts and skills to examine the ancient past
- Communicate an understanding of history, sources and evidence, and historical interpretations

*A student:*

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

AH12-7 Discusses and evaluates differing interpretations and representations of the past AH12-8

Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

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

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

## HSC: ANCIENT HISTORY

| Task  | 1  | 2   | 3  | 4   | Total Weighting |
|---|--|---|--|---|-----------------|
| Timing  | Term 4<br>Week 7   | Term 1<br>Week 9  | Term 2<br>Week 7   | Term 3<br>Week 3/4  |                 |
| Nature of tasks                               | Source Based Task  | Historical Period:<br>Independent Learning Matrix             | Personality Study:<br>Historical Analysis                                | Trial HSC Written Examination   |                 |
| Assessment Components                         | Component Weighting  |   |  |   |                 |
| Knowledge and understanding of course content | 5  | 10  | 5  | 20  | 40              |
| Source-based skills                           | 10   |   | 5  | 5   | 20              |
| Historical inquiry and research               |  | 10  | 10   |   | 20              |
| Communication of historical understanding     | 5  | 5   | 5  | 5   | 20              |
| Task weighting                                | 20   | 25  | 25   | 30  | 100             |
| Task outcomes                                 | AH12.5,<br>AH12.6,<br>AH12.7,<br>AH12.8,<br>AH12.9,<br>AH12.10 | AH12.1,<br>AH12.2,<br>AH12.5,<br>AH12.6,<br>AH12.8,<br>AH12.9 | AH12.3,<br>AH12.4,<br>AH12.5,<br>AH12.6,<br>AH12.7,<br>AH12.8,<br>AH12.9 | AH12.1,<br>AH12.2,<br>AH12.3,<br>AH12.4,<br>AH12.5,<br>AH12.6,<br>AH12.7,<br>AH12.9,<br>AH12.10 |                 |

NOTE: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.

# BIOLOGY

## Content

Module 5: Heredity

Module 6: Genetic Change

Module 7: Infectious Disease

Module 8: Non Infectious Disease and Disorders

## HSC Outcomes

A student:

BIO12-1 Develops and evaluates questions and hypotheses for scientific investigation.

BIO12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information.

BIO12-3 Conducts investigations to collect valid and reliable primary and secondary data and information.

BIO12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.

BIO12-5 Analyses and evaluates primary and secondary data and information.

BIO12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.

BIO12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO12-12 Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species.

BIO12-13 Explains natural genetic change and the use of genetic technologies to induce genetic change.

BIO12-14 Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system.

BIO12-15 Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease.

## HSC: BIOLOGY

| Task                             | 1   | 2  | 3  | 4   | Total Weighting |
|----------------------------------|---|--|--|---|-----------------|
| Timing*                          | Term 1<br>Week 6  | Term 2<br>Week 2   | Term 2<br>Week 8   | Term 3<br>Week 3/4  |                 |
| Nature of tasks                  | Module 5<br>Processing Test   | First Hand<br>Investigation  | Depth Study  | Trial HSC<br>Written<br>Examination   |                 |
| Assessment Components            | Component Weighting   |  |  |   |                 |
| Knowledge and understanding      | 10  | 5  | 10   | 20  | 45              |
| Skills in working scientifically | 10  | 15   | 20   | 10  | 55              |
| Task weighting                   | 20  | 20   | 30   | 30  | 100             |
| Task outcomes                    | BIO12-4,<br>BIO12-5,<br>BIO12-6,<br>BIO12-7,<br>BIO12-12,<br>BIO12-13 | BIO12-1,<br>BIO12-2,<br>BIO12-3,<br>BIO12-4,<br>BIO12-5,<br>BIO12-6,<br>BIO12-7,<br>BIO12-14 | BIO12-1,<br>BIO12-2,<br>BIO12-3,<br>BIO12-4,<br>BIO12-5,<br>BIO12-6,<br>BIO12-7,<br>BIO12-14 | BIO12-1,<br>BIO12-2,<br>BIO12-4,<br>BIO12-5,<br>BIO12-6,<br>BIO12-7,<br>BIO12-12,<br>BIO12-13,<br>BIO12-14,<br>BIO12-15 |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the tasks



# BUSINESS STUDIES

## HSC Outcomes

*A student:*

H1 Critically analyses the role of business in Australia and globally

H2 Evaluates management strategies in response to changes in internal and external influences

H3 Discusses the social and ethical responsibilities of management

H4 Analyses business functions and processes in large and global businesses

H5 Explains management strategies and their impact on businesses

H6 Evaluates the effectiveness of management in the performance of businesses

H7 Plans and conducts investigations into contemporary business issues

H8 Organises and evaluates information for actual and hypothetical business situations

H9 Communicates business information, issues and concepts in appropriate formats

H10 Applies mathematical concepts appropriately in business situations

| Task                                     | 1   | 2                             | 3   | 4  | Total Weighting |
|--|---|-------------------------------|---|--|-----------------|
| <b>Timing*</b>                           | Term 4<br>Week 9  | Term 1<br>Week 9              | Term 2<br>Week 8                          | Term 3<br>Trial HSC<br>Examination<br>Period |                 |
| <b>Nature of Task</b>                    | <b>Marketing<br/>Research<br/>Extended<br/>Response</b> | <b>Finance<br/>Topic Test</b> | <b>Operations<br/>Business<br/>Report</b> | <b>Written<br/>Examination</b>               |                 |
| <b>Assessment<br/>Components</b>         | <b>Component Weighting</b>                              |                               |   |  |                 |
| <b>Knowledge &amp;<br/>understanding</b> | 10  | 15                            | 10  | 15   | 50              |
| <b>Stimulus-based skills</b>             |   |                               | 10  | 10   | 20              |
| <b>Inquiry &amp; research</b>            | 10  |                               |   |  | 10              |
| <b>Communication</b>                     | 5   | 5                             | 5   | 5  | 20              |
| <b>Task weighting</b>                    | <b>25</b>   | <b>20</b>                     | <b>25</b>                                 | <b>30</b>                                    | <b>100</b>      |
| <b>Task outcomes</b>                     | H2, H4, H8,<br>H7 H9                                    | H6, H9, H10                   | H2, H3, H4,<br>H8, H9                     | H1, H5, H6,<br>H8, H9, H10                   |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.

# CHEMISTRY

## Content

Module 5: Equilibrium and Acid Reactions

Module 6: Acid/Base Reactions

Module 7: Organic Chemistry

Module 8: Applying Chemical Ideas

## HSC Outcomes

A student

- CH12-1 Develops and evaluates questions and hypotheses for scientific investigation.
- CH12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information.
- CH12-3 Conducts investigations to collect valid and reliable primary and secondary data and information.
- CH12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- CH12-5 Analyses and evaluates primary and secondary data and information.
- CH12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- CH12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- CH12-12 Assess the range of factors which influence the type and rate of chemical reactions.
- CH12-13 Describes, explains and quantitatively analyses acids and bases using contemporary models.
- CH12-14 Analyses the structure of, and predicts reactions involving, carbon compounds.
- CH12-15 Describes and evaluates chemical systems used to design and analyse chemical processes.

## HSC: CHEMISTRY

| Task                             | 1   | 2   | 3   | 4   | Total Weighting |
|----------------------------------|---|---|---|---|-----------------|
| Timing*                          | Term 1<br>Week 3                                | Term 1<br>Week 9  | Term 2<br>Week 8                                | Term 3 Trial<br>Exam Period   |                 |
| Nature of tasks                  | Analysis Task                                   | Depth Study   | Practical Test                                  | Trial HSC<br>Written<br>Examination                                     |                 |
| Assessment Components            | Component Weighting                             |   |   |   |                 |
| Knowledge and understanding      | 10  | 10  | 10  | 10  | 40              |
| Skills in working scientifically | 15  | 15  | 15  | 15  | 60              |
| Task weighting                   | 25  | 25  | 25  | 25  | 100             |
| Task outcomes                    | CH12-4<br>CH12-5<br>CH12-6<br>CH12-7<br>CH12-12 | CH12-1<br>CH12-2<br>CH12-3<br>CH12-6<br>CH12-7<br>CH12-13 | CH12-3<br>CH12-5<br>CH12-6<br>CH12-7<br>CH12-14 | CH12-5<br>CH12-6<br>CH12-7<br>CH12-13,<br>CH12-13<br>CH12-14<br>CH12-15 |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.

# COMMUNITY AND FAMILY STUDIES

## HSC Outcomes

A student:

H1.1 Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities

H2.1 Analyses different approaches to parenting and caring relationships

H2.2 Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities

H2.3 Critically examines how individual rights and responsibilities in various environments contribute to wellbeing

H3.1 Analyses the sociocultural factors that lead to special needs of individuals in groups

H3.2 Evaluates networks available to individuals, groups and families 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

H4.1 Justifies and applies appropriate research methodologies

H4.2 Communicates ideas, debates issues and justifies opinions

H5.1 Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources

H5.2 Develops strategies for managing multiple roles and demands of family, work and other environments

H6.1 Analyses how the empowerment of women and men influences the way they function within society

H6.2 Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

## Preliminary and HSC values outcomes

A student:

7.1 Appreciates differences among individuals, groups and families within communities and values their contributions to society

7.2 Develops a sense of responsibility for the wellbeing of themselves and others

7.3 Appreciates the value of resource management in response to change

7.4 Values the place of management in coping with a variety of role expectations

## HSC: COMMUNITY AND FAMILY STUDIES

| Task   | 1   | 2                 | 3                | 4   | Total Weighting |
|--|---|-------------------|------------------|---|-----------------|
| Timing*  | Term 4<br>Week 9                          | Term 1<br>Week 5  | Term 2<br>Week 2 | Term 3<br>Week 3/4 Trial<br>HSC Examination |                 |
| Nature of Task   | Group investigation and in-class response | Stimulus Response | Research Project | Written examination                         |                 |
| Assessment Components  | Component Weighting                       |                   |                  |   |                 |
| Knowledge & understanding of course content                                    | 10  | 5                 | 5                | 20  | 40              |
| Skills in critical thinking, research methodology, analysing and communicating | 15  | 20                | 15               | 10  | 60              |
| Task weighting   | 25  | 25                | 20               | 30  | 100             |
| Task outcomes  | H1.1, H2.2, H2.3, H3.1                    | H3.4, H5.2, H6.2  | H4.1, H4.2       | H1.1 - H6.2                                 |                 |

NOTE: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.

# ECONOMICS

## HSC OUTCOMES

*A student:*

H1 Demonstrates understanding of economic terms, concepts and relationships

H2 Analyses the economic role of individuals, firms, institutions and governments

H3 Explains the role of markets within the global economy

H4 Analyses the impact of global markets on the Australian and global economies

H5 Discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts

H6 Analyses the impact of economic policies in theoretical and contemporary Australian contexts

H7 Evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments

H8 Applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts

H9 Selects and organises information from a variety of sources for relevance and reliability

H10 Communicates economic information, ideas and issues in appropriate forms

H11 Applies mathematical concepts in economic contexts

H12 Works independently and in groups to achieve appropriate goals in set timelines

| Task                                     | 1                                     | 2  | 3  | 4   | Total Weighting |
|--|---------------------------------------|--|--|---|-----------------|
| <b>Timing*</b>                           | Term 1<br>2025<br>Week 1              | Term 1<br>Week 7   | Term 2<br>Week 7                               | Term 3,<br>Week 3/4, HSC<br>Trial Examination |                 |
| <b>Nature of Task</b>                    | <b>Economic Issues<br/>Topic Test</b> | <b>Australia's place<br/>in the global<br/>economy -<br/>In-class response</b> | <b>Policy<br/>Management<br/>Stimulus task</b> | <b>Written<br/>Examination</b>                |                 |
| <b>Assessment<br/>Components</b>         | <b>Component Weighting</b>            |  |  |   |                 |
| <b>Knowledge &amp;<br/>understanding</b> | 5                                     | 5  | 10   | 20  | 40              |
| <b>Stimulus-based skills</b>             | 5                                     | 5  | 5  | 5   | 20              |
| <b>Inquiry &amp; research</b>            | 5                                     | 5  | 10   |   | 20              |
| <b>Communication</b>                     | 5                                     | 5  | 5  | 5   | 20              |
| <b>Task weighting</b>                    | <b>20</b>                             | <b>20</b>  | <b>30</b>                                      | <b>30</b>                                     | <b>100</b>      |
| <b>Task outcomes</b>                     | H1, H2, H3,<br>H4, H11                | H7, H8, H9,<br>H10, H11  | H2, H5,<br>H6, H7,<br>H9, H12                  | H1, H2, H3, H5,<br>H6, H7, H8, H11            |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.

# HSC ENGLISH ADVANCED

## Outcomes:

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

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

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

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

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

EA12-6 - investigates and evaluates the relationships between texts

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

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

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

## HSC ENGLISH ADVANCED

| Task  | 1   | 2                                  | 3                                    | 4   | Total weighting |
|---|---|------------------------------------|--------------------------------------|---|-----------------|
| Timing  | Term 1<br>Week 2                                    | Term 2<br>Week 1                   | Term 2<br>Week 8                     | Term 3<br>Weeks 3-4                                   |                 |
| Modules   | Common<br>Module: Texts<br>and Human<br>Experiences | Module A: Textual<br>Conversations | Module C:<br>The Craft of<br>Writing | Trial HSC<br>Examination<br>(All modules<br>assessed) |                 |
| Assessment component  | Component weighting                                 |                                    |                                      |   |                 |
| Nature of task  | Multimodal<br>presentation                          | Extended<br>response               | Extended<br>response                 | Written<br>examination                                |                 |
| Knowledge and<br>understanding of course<br>content   | 10  | 10                                 | 15                                   | 15  | 50              |
| Skills in responding to<br>texts and<br>communication of ideas<br>appropriate to<br>audience, purpose and<br>context across all modes | 15  | 15                                 | 10                                   | 10  | 50              |
| Task weighting  | 25  | 25                                 | 25                                   | 25  | 100             |
| Task outcomes   | EA12-1<br>EA12-2<br>EA12-6                          | EA12-1<br>EA12-6<br>EA12-8         | EA12-3<br>EA12-4<br>EA12-9           | EA12- 1 to<br>EA12-9                                  |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.



# HSC ENGLISH EXTENSION 1

## Outcomes:

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

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

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

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

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

| Task   | 1                                   | 2                                    | 3  | Total weighting |
|--|-------------------------------------|--------------------------------------|--|-----------------|
| Timing   | Term 1<br>Week 3                    | Term 2<br>Week 3                     | Term 3<br>Weeks 3-4                            |                 |
| Nature of task   | Response based on stimulus extracts | Critical response with related text  | Written examination                            |                 |
| Assessment components  | Component weighting                 |                                      |  |                 |
| Knowledge and understanding of texts and why they are values | 15                                  | 20                                   | 15   | 50              |
| Skills in complex analysis composition and investigation     | 15                                  | 20                                   | 15   | 50              |
| Task weighting   | 30                                  | 40                                   | 30   | 100             |
| Task outcomes  | EE12-1<br>EE12-2<br>EE12-5          | EE12-1<br>EE12-2<br>EE12-3<br>EE12-4 | EE12-1<br>EE12-2<br>EE12-3<br>EE12-4<br>EE12-5 |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.

## HSC ENGLISH EXTENSION 2

### Outcomes:

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

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

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

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

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

| Task  | 1                             | 2  | 3                                | Total weighting |
|---|-------------------------------|--|----------------------------------|-----------------|
| Timing  | Term 4<br>Week 10             | Term 1<br>Week 7                         | Term 2<br>Week 10                |                 |
| Nature of task                                | Viva voce                     | Literature review                        | Critique of the creative process |                 |
| Assessment components                         | Component weighting           |  |                                  |                 |
| Skills in extensive independent investigation | 15                            | 20                                       | 15                               | 50              |
| Skills in sustained composition               | 15                            | 20                                       | 15                               | 50              |
| Task weighting                                | <b>30</b>                     | <b>40</b>                                | <b>30</b>                        | <b>100</b>      |
| Task outcomes                                 | EEX12-1<br>EEX12-4<br>EEX12-5 | EEX12-1<br>EEX12-2<br>EEX12-3<br>EEX12-4 | EEX12-2<br>EEX12-3<br>EEX12-5    |                 |

# HSC ENGLISH STANDARD

## Outcomes:

EN12-1 - independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 - uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 - analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 - adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 - thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6 - investigates and explains the relationships between texts

EN12-7 - explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 - explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 - reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

## HSC ENGLISH STANDARD

| Task   | 1   | 2   | 3                                     | 4   | Total weighting |
|--|---|---|---------------------------------------|---|-----------------|
| Timing   | Term 1<br>Week 2                                  | Term 2<br>Week 1                                | Term 2<br>Week 8                      | Term 3<br>Weeks 3-4                                 |                 |
|  | <b>Common Module: Texts and Human Experiences</b> | <b>Module A: Language, Identity and Culture</b> | <b>Module C: The Craft of Writing</b> | <b>Trial HSC Examination (All modules assessed)</b> |                 |
| Assessment component   | <b>Component weighting</b>                        |   |                                       |   |                 |
| Nature of task   | Multimodal presentation                           | Extended response                               | Extended response                     | Written examination                                 |                 |
| Knowledge and understanding of course content  | 10  | 10  | 15                                    | 15  | 50              |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15  | 15  | 10                                    | 10  | 50              |
| Task weighting   | <b>25</b>   | <b>25</b>                                       | <b>25</b>                             | <b>25</b>   | <b>100</b>      |
| Task outcomes  | EN12-1<br>EN12-2<br>EN12-6                        | EN12-5<br>EN12-6<br>EN12-8                      | EN12-3<br>EN12-4<br>EN12-9            | EN12-1 to<br>EN12-9                                 |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.

# HSC ENGLISH STUDIES

## Outcomes

ES12-1 - comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 - identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3 - accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 - composes proficient texts in different forms

ES12-5 - develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6 - uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-7 - represents own ideas in critical, interpretive and imaginative texts

ES12-8 - understands and explains the relationships between texts

ES12-9 - identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

## HSC ENGLISH STUDIES

| Task   | 1                          | 2                           | 3  | 4                        | <b>Total weighting</b> |
|--|----------------------------|-----------------------------|--|--------------------------|------------------------|
| <b>Timing</b>  | Term 1<br>Week 2           | Term 2<br>Week 1            | Term 2<br>Week 8   | Term 3<br>Weeks 3-4      |                        |
| <b>Nature of task</b>  | Multimodal<br>Presentation | Extended<br>response        | Portfolio<br>submission of<br>classwork<br>(all modules) | Trial HSC<br>Examination |                        |
| <b>Assessment component</b>  | <b>Component weighting</b> |                             |  |                          |                        |
| <b>Knowledge and understanding of course content</b>   | 15                         | 10                          | 15   | 10                       | 50                     |
| <b>Skills in comprehending texts and communication of ideas using language accurately, appropriately and effectively</b> | 10                         | 15                          | 15   | 10                       | 50                     |
| <b>Task weighting</b>  | <b>25</b>                  | <b>25</b>                   | <b>30</b>  | <b>20</b>                | <b>100</b>             |
| <b>Task outcomes</b>   | ES12-5<br>ES12-6<br>ES12-8 | ES12-2<br>ES12-3<br>ES12-10 | ES12-1<br>ES12-4<br>ES12-7                               | ES12-1 to ES12-9         |                        |

# FOOD TECHNOLOGY

## HSC OUTCOMES

A student:

H1.1 explains manufacturing processes and technologies used in the production of food products

H1.2 examines the nature and extent of the Australian food industry

H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations

H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment

H2.1 evaluates the relationship between food, its production, consumption, promotion and health

H3.1 investigates operations of one organisation within the Australian food industry

H3.2 independently investigates contemporary nutrition issues

H4.1 develops, prepares and presents food using product development processes

H4.2 applies principles of food preservation to extend the life of food and maintain safety

H5.1 develops, realises and evaluates solutions to a range of food situations

## HSC: FOOD TECHNOLOGY

| Task   | 1  | 2  | 3  | 4  | Total Weighting |
|--|--|--|--|--|-----------------|
| Timing   | Term 4<br>Week 10                        | Term 1<br>Week 7                             | Term 2<br>Week 4                         | Term 3<br>Weeks 3-4                                  |                 |
| Nature of task   | Food Industry<br>Investigative<br>Report | Food<br>Manufacture<br>Information<br>Report | Contemporary<br>Nutrition<br>Issues Task | Trial HSC<br>Written<br>Examination                  |                 |
| Assessment Components  | Component Weighting                      |  |  |  |                 |
| Knowledge and understanding of course content                                    |  |  | 10                                       | 30   | 40              |
| Knowledge and skills in designing, researching, analysing and evaluating         | 15                                       | 10   | 5  |  | 30              |
| Skills in experimenting with and preparing food by applying theoretical concepts |  | 15   | 15                                       |  | 30              |
| Task weighting   | 15                                       | 25   | 30                                       | 30   | 100             |
| Task outcomes  | H1.2<br>H1.4<br>H3.1                     | H1.1<br>H4.2                                 | H2.1<br>H3.2<br>H5.1                     | H1.1<br>H1.3<br>H1.4<br>H2.1<br>H3.1<br>H3.2<br>H4.2 |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.



# HISTORY EXTENSION

## HSC OUTCOMES

### *Objectives - Knowledge and Understanding*

Students will:

- Develop knowledge and understanding about significant historiographical ideas and methodologies

*A student:*

**HE12-1** Analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretation

### *Objectives - Skills*

Students will:

- design, undertake and evaluate historical inquiry
- communicate their understanding of historiography and the results of historical inquiry

*A student:*

**HE12-2** Plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

**HE12-3** Communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

**HE12-4** Constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

| Task                         | 1                                 | 2                                   | 3                                | Total Weighting |
|------------------------------|-----------------------------------|-------------------------------------|----------------------------------|-----------------|
| Timing*                      | Term 1<br>Week 5                  | Term 2<br>Week 10                   | Term 3<br>Week 3/4               |                 |
| Nature of tasks              | Historical Process                | History Project<br>Final Submission | Trial HSC Written<br>Examination |                 |
| Assessment Components        | Component Weighting               |                                     |                                  |                 |
| Knowledge and Understanding  | 10                                | 20                                  | 10                               | 40              |
| Skills in historical inquiry | 20                                | 20                                  | 20                               | 60              |
| Task weighting               | 30                                | 40                                  | 30                               | 100             |
| Task outcomes                | HE12-1, HE12-2,<br>HE12-3, HE12-4 | HE12-1, HE12-2,<br>HE12-3, HE12-4   | HE12-1, HE12-3,<br>HE12-4        |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in

writing two weeks before the due date of the task.

## **INDUSTRIAL TECHNOLOGY MULTIMEDIA**

### HSC OUTCOMES

*A student:*

H1.1 Investigates industry through the study of businesses in one focus area

H1.2 Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry

H2.1 Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques

H3.1 Demonstrates skills in sketching, producing and interpreting drawings

H3.2 Selects and applies appropriate research and problem-solving skills

H3.3 Applies design principles effectively through the production of projects

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

H5.1 Selects and uses communication and information processing skills

H5.2 Selects and applies appropriate documentation techniques to project management

H6.1 Evaluates the characteristics of quality manufactured products

H6.2 Applies the principles of quality and quality control

H7.1 Evaluates the impact of the focus area industry on the social and physical environment

H7.2 Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

## HSC: INDUSTRIAL TECHNOLOGY MULTIMEDIA

| Task  | 1                                    | 2                                    | 3  | 4  | Total Weighting |
|---|--------------------------------------|--------------------------------------|--|--|-----------------|
| Timing*   | Term 4<br>Week 8                     | Term 1<br>Week 9                     | Term 2<br>Week 10  | Term 3<br>Week 3/4                                   |                 |
| Nature of tasks   | Idea Development                     | Communication Tools                  | Multimedia Product Prototyping                                       | Trial HSC Written Examination                        |                 |
| Assessment Components   | Component Weighting                  |                                      |  |  |                 |
| Knowledge and understanding of course   | 5                                    | 5                                    | 10   | 20   | 40              |
| Knowledge and skills in the design, management, communication and production of a major project | 15                                   | 15                                   | 20   | 10   | 60              |
| Task weighting  | 20                                   | 20                                   | 30   | 30   | 100             |
| Task outcomes   | H1.1<br>H3.1<br>H3.2<br>H5.1<br>H5.2 | H1.2<br>H3.2<br>H4.1<br>H5.1<br>H6.2 | H2.1<br>H3.2<br>H3.3<br>H4.1<br>H4.2<br>H4.3<br>H5.1<br>H6.1<br>H6.2 | H1.1<br>H1.2<br>H4.2<br>H4.3<br>H6.1<br>H7.1<br>H7.2 |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.

# INVESTIGATING SCIENCE

## CONTENT

Module 5: Scientific Investigations

Module 6: Technologies

Module 7: Fact of Fallacy

Module 8: Science and Society

## HSC OUTCOMES

*A student:*

**INS11/12-1** Develops and evaluates questions and hypotheses for scientific investigation

**INS11/12-2** Designs and evaluates investigations in order to obtain primary and secondary data and information

**INS11/12-3** Conducts investigations to collect valid and reliable primary and secondary data and information

**INS11/12-4** Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**INS11/12-5** Analyses and evaluates primary and secondary data and information

**INS11/12-6** Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**INS11/12-7** Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**INS12-12** Develops and evaluates the process of undertaking scientific investigations

**INS12-13** Describes and explains how science drives the development of technologies

**INS12-14** Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis

**INS12-15** Evaluates the implications of ethical, social, economic and political influences on science

## HSC: INVESTIGATING SCIENCE

| Task number                      | 1  | 2   | 3  | 4   |                   |
|----------------------------------|--|---|--|---|-------------------|
| Nature of task                   | First Hand Investigation   | Research Depth Study                                      | Processing/<br>Data Analysis   | Written Examination   | Total Weighting % |
| Timing                           | Term 4<br>Week 8   | Term 1<br>Week 8  | Term 2<br>Week 6   | Trial Exam Period   |                   |
| Outcomes assessed                | INS12-2<br>INS12-3<br>INS12-4<br>IINS12-5<br>INS12-7<br>INS12-12 | INS12-4<br><br>INS12-5<br>INS12-7<br>INS12-13<br>INS12-15 | INS12-4<br>INS12-5<br>INS12-6<br>INS12-7<br>INS12-1<br>3<br>INS12-1<br>4 | INS12-1<br>INS12-2<br>INS12-4<br>INS12-5<br>INS12-7<br>INS12-12<br>INS12-13<br>INS12-14<br>INS12-15 |                   |
| Components                       | <b>Weighting %</b>   |   |  |   |                   |
| Knowledge and understanding      | 10   | 20  | 10   | 15  | 55                |
| Skills in working scientifically | 10   | 10  | 10   | 15  | 45                |
| Total %                          | 20   | 30  | 20   | 30  | 100               |

# JAPANESE BEGINNERS

## HSC OUTCOMES

*A student:*

### Interacting

H1.1 establishes and maintains communication in Japanese

H1.2 manipulates linguistic structures to express ideas effectively in Japanese

H1.3 sequences ideas and information

H1.4 applies knowledge of the culture of Japanese speaking communities to interact appropriately

### Understanding Texts

H2.1 understands and interprets information in texts using a range of strategies

H2.2 conveys the gist of and identifies specific information in texts

H2.3 summarises the main points of a text

H2.4 draws conclusions from or justifies an opinion about a text

H2.5 identifies the purpose, context and audience of a text

H2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts

### Producing Texts

H3.1 produces texts appropriate to audience, purpose and context

H3.2 structures and sequences ideas and information

H3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese

H3.4 applies knowledge of the culture of Japanese speaking communities to the production of texts

## HSC: JAPANESE BEGINNERS

| Task  | 1                   | 2                        | 3                                 | 4  | Total Weighting |
|---|---------------------|--------------------------|-----------------------------------|--|-----------------|
| Timing*   | Term 4<br>Week 7    | Term 1<br>Week 9         | Term 2<br>Week 9                  | Term 3<br>Week 3/4   |                 |
| Nature of tasks                                     | Speaking            | Listening and Responding | Reading and Writing               | Trial HSC Examination  |                 |
| Assessment Components                               | Component Weighting |                          |                                   |  |                 |
| Speaking Skills                                     | 15                  |                          |                                   | 5  | 20              |
| Listening Skills (responding to spoken information) |                     | 25                       |                                   | 5  | 30              |
| Reading Skills (responding to written information)  |                     |                          | 20                                | 10   | 30              |
| Writing Skills                                      |                     |                          | 10                                | 10   | 20              |
| Task weighting                                      | 15                  | 25                       | 30                                | 30   | 100             |
| Task outcomes                                       | 1.1, 1.2, 1.3       | 2.2, 2.3, 2.4, 2.5       | 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.

# JAPANESE CONTINUERS

## HSC OUTCOMES

*A student:*

### Exchange information, opinions and experiences in Japanese

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future

### Express ideas through the production of original texts in Japanese

- 2.1 applies knowledge of language structures of language structures to create original text (written or spoken)
- 2.2 composes information, descriptive, reflective, persuasive or evaluate texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information

### Analyse, process and Respond to texts that are in Japanese

- 3.1 conveys that gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context

### Understand aspects of the language and culture of Japanese-speaking communities

- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture



## HSC: JAPANESE CONTINUERS

| Task                  | 1                     | 2                     | 3                                  | 4  | Total Weighting |
|-----------------------|-----------------------|-----------------------|------------------------------------|--|-----------------|
| Timing*               | Term 4<br>Week 7      | Term 1<br>Week 9      | Term 2<br>Week 9                   | Term 3<br>Week 3/4                       |                 |
| Nature of tasks       | Reading and Writing   | Listening and Writing | Reading and Speaking               | Trial HSC Examination                    |                 |
| Assessment Components | Component Weighting   |                       |                                    |  |                 |
| Listening             |                       | 20                    |                                    | 10                                       | 30              |
| Reading               | 15                    |                       | 5                                  | 10                                       | 30              |
| Speaking              |                       |                       | 15                                 | 5  | 20              |
| Writing               | 5                     | 10                    |                                    | 5  | 20              |
| Task weighting        | 20                    | 30                    | 20                                 | 30                                       | 100             |
| Task outcomes         | 2.2, 3.2,<br>3.3, 3.5 | 2.1, 2.3,<br>3.1, 3.4 | 1.3, 1.4,<br>2.1, 3.2,<br>3.5, 3.6 | 1.1-1.4<br>2.1-2.3<br>3.1-3.6<br>4.1-4.3 |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.

# LEGAL STUDIES

## HSC OUTCOMES

*A student:*

H1 Identifies and applies legal concepts and terminology

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

H3 Analyses the operation of domestic and international legal systems

H4 Evaluates the effectiveness of the legal system in addressing issues

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

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

H7 Evaluates the effectiveness of the law in achieving justice

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

H9 Communicates legal information using well-structured and logical arguments

H10 Analyses differing perspectives and interpretations of legal information and issues

| Task                      | 1                          | 2                      | 3                           | 4                                   | Total Weighting |
|---------------------------|----------------------------|------------------------|-----------------------------|-------------------------------------|-----------------|
| Timing*                   | Term 4<br>Week 7           | Term 1<br>Week 8       | Term 2<br>Week 6            | Term 3,<br>Week 3/4                 |                 |
| Topic                     | Human Rights<br>Topic Test | Crime<br>In-class Task | Family<br>In-class<br>Essay | Trial HSC<br>Written<br>Examination |                 |
| Assessment Components     | Component Weighting        |                        |                             |                                     |                 |
| Knowledge & understanding | 5                          | 10                     | 10                          | 15                                  | 40              |
| Analysis & evaluation     | 5                          | 5                      | 5                           | 5                                   | 20              |
| Inquiry & research        | 5                          | 5                      | 5                           | 5                                   | 20              |
| Communication             |                            | 5                      | 5                           | 5                                   | 20              |
| Task weighting            | 20                         | 25                     | 25                          | 30                                  | 100             |
| Task outcomes             | H2, H3, H6                 | H1, H7, H8,<br>H10     | H2, H3, H5,<br>H8, H9       | H1, H2, H3,<br>H4, H9,<br>H10       |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.

# MATHEMATICS ADVANCED

## HSC OUTCOMES

*A student:*

MA11-4 Uses the concepts and techniques of periodic function in the solutions of trigonometric equations or proof of trigonometric identities

MA11-7 Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

MA12-1 Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in range of familiar and unfamiliar contexts

MA12-2 Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

MA12-3 Applies calculus techniques to model and solve problems

MA12-4 Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

MA12-5 Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

MA12-6 Applies appropriate differentiation methods to solve problems

MA12-7 Applies the concepts and techniques of indefinite and definite integrals in the solution of problems

MA12-8 Solves problems using appropriate statistical processes

MA12-9 Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

MA12-10 Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

## HSC: MATHEMATICS ADVANCED

| Task  | 1   | 2   | 3                                     | 4                                   | Total Weighting |
|---|---|---|---------------------------------------|-------------------------------------|-----------------|
| Timing*   | Term 4<br>Week 8                                    | Term 1<br>Week 7                                    | Term 2<br>Week 8                      | Term 3<br>Week 3/4                  |                 |
| Nature of tasks                                       | Class Test<br>plus<br>Project                       | Class Test  | Class Test<br>plus<br>Reference Sheet | Trial HSC<br>Written<br>Examination |                 |
| Assessment Components                                 | Component Weighting                                 |   |                                       |                                     |                 |
| Understanding,<br>Fluency and<br>Communicating        | 10  | 10  | 15                                    | 15                                  | 50              |
| Problem-solving,<br>Reasoning<br>and<br>Justification | 15  | 10  | 10                                    | 15                                  | 50              |
| Task weighting  | <b>25</b>   | <b>20</b>   | <b>25</b>                             | <b>30</b>                           | <b>100</b>      |
| Task outcomes   | MA11-4,<br>MA11-7,<br>MA12-4,<br>MA12-9,<br>MA12-10 | MA12-1,<br>MA12-3,<br>MA12-4,<br>MA12-5,<br>MA12-10 | MA12-6,<br>MA12-7,<br>MA12-10         | MA12-1<br>to<br>MA12-10             |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task. Further, preliminary course work can be included in assessment tasks for Mathematics

# MATHEMATICS EXTENSION 1

## HSC OUTCOMES

*A student:*

ME11-3 Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

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

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

ME12-3 Applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

ME12-4 Uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

ME12-5 Applies appropriate statistical process to present, analyse and interpret data

ME12-6 Chooses and uses appropriate technology to solve problems in a range of contexts

ME12-7 Evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

## HSC: MATHEMATICS EXTENSION 1

| Task                            | 1                                      | 2                                      | 3                               | 4                             | Total Weighting |
|---------------------------------|--|--|---------------------------------|-------------------------------|-----------------|
| Timing*                         | Term 4<br>Week 10                      | Term 1<br>Week 6                       | Term 2<br>Week 6                | Term 3<br>Week 3/4            |                 |
| Nature of tasks                 | Class Test plus Project                | Class Test                             | Class Test plus Reference Sheet | Trial HSC Written Examination |                 |
| Assessment Components           | Component Weighting                    |  |                                 |                               |                 |
| Concepts, Skills and Techniques | 10                                     | 10                                     | 15                              | 15                            | 50              |
| Reasoning and Communication     | 15                                     | 10                                     | 10                              | 15                            | 50              |
| Task weighting                  | 25                                     | 20                                     | 25                              | 30                            | 100             |
| Task outcomes                   | ME11-3,<br>ME12-2<br>ME12-6,<br>ME12-7 | ME12-1,<br>ME12-2,<br>ME12-3<br>ME12-7 | ME12-1,<br>ME12-2,<br>ME12-7    | ME12-1 to<br>ME12-7           |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task. Further, preliminary course work can be included in assessment tasks for Mathematics Extension.

# MATHEMATICS EXTENSION 2

## HSC OUTCOMES

*A student:*

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

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

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

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

MEX12-5 Applies Techniques of integration to structured and unstructured problems

MEX12-6 Uses mechanics to model and solve practical problems

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

MEX12-8 Communicates and justifies abstract ideas and relationships using appropriate language, notations and logical argument

## HSC: MATHEMATICS EXTENSION 2

| Task                            | 1   | 2                  | 3   | 4                             | Total Weighting |
|---------------------------------|---|--------------------|---|-------------------------------|-----------------|
| Timing*                         | Term 1<br>Week 3                            | Term 2<br>Week 2   | Term 2<br>Week 9                            | Term 3<br>Week 3/4            |                 |
| Nature of tasks                 | Class Test                                  | Class Test         | Class Test plus Project                     | Trial HSC Written Examination |                 |
| Assessment Components           | Component Weighting                         |                    |   |                               |                 |
| Concepts, Skills and Techniques | 10  | 10                 | 15  | 15                            | 50              |
| Reasoning and Communication     | 10  | 15                 | 10  | 15                            | 50              |
| Task weighting                  | 20  | 25                 | 25  | 30                            | 100             |
| Task outcomes                   | MEX12-1,<br>MEX12-4,<br>MEX12-7,<br>MEX12-8 | MEX12-2<br>MEX12-8 | MEX12-1,<br>MEX12-3,<br>MEX12-5,<br>MEX12-8 | MEX12-1 to<br>MEX12-8         |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.

# MATHEMATICS STANDARD 1

## HSC OUTCOMES

*A student:*

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

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

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

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

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

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

MS1-12-7 Solves problems requiring statistical processes

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

MS1-12-9 Chooses and uses appropriate technology effectively and recognises appropriate time for such use

MS1-12-10 Justifies a response to a given problem using appropriate mathematical terminology and calculations

# HSC: MATHEMATICS STANDARD 1

| Task                           | 1   | 2                                | 3   | 4  | Total Weighting |
|--------------------------------|---|----------------------------------|---|--|-----------------|
| Timing*                        | Term 4<br>Week 8  | Term 1<br>Week 7                 | Term 2<br>Week 7                                    | Term 3<br>Week 3/4   |                 |
| Nature of tasks                | Class Test<br>plus Project                                    | Class Test                       | Class Test plus<br>Reference Sheet                  | Trial HSC<br>Written<br>Examination  |                 |
| Assessment Components          | Component Weighting   |                                  |   |  |                 |
| Concept, Skills and Techniques | 10  | 10                               | 15  | 15   | 50              |
| Reasoning and Communication    | 10  | 10                               | 15  | 15   | 50              |
| Task weighting                 | <b>20</b>   | <b>20</b>                        | <b>30</b>   | <b>30</b>  | <b>100</b>      |
| Task Outcomes                  | MS11-3,<br>MS11-5,<br><br>MS1-12-4,<br>MS1-12-9,<br>MS1-12-10 | MS1-12-5,<br>MS1-12-8<br>MS12-10 | MS12-2,<br>MS12-4,<br>MS12-6,<br>MS12-7,<br>MS12-10 | MS12-1,<br>MS12-2,<br>MS12-3,<br>MS12-4,<br>MS12-5,<br>MS12-6,<br>MS12-7,<br>MS12-8,<br>MS12-9,<br>MS12-10 |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task. Further, some of the Mathematics Standard Year 11 course will be assumed knowledge for all tasks and may be examined. The parts concerned will be notified to students in the notification.



# MATHEMATICS STANDARD 2

## HSC OUTCOMES

*A student:*

MS11-3 Solves problems involving quantity measurement, including accuracy and the choice of relevant units

MS11-5 Models relevant financial situations using appropriate tools

MS11-9 Uses appropriate technology to investigate, organise and interpret information in a range of contexts

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

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

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

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

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

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

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

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

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

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

## HSC: MATHEMATICS STANDARD 2

| Task   | 1  | 2                                   | 3  | 4                                   | Total Weighting |
|--|--|-------------------------------------|--|-------------------------------------|-----------------|
| Timing*  | Term 4<br>Week 8   | Term 1<br>Week 7                    | Term 2<br>Week 7                                 | Term 3<br>Week 3/4                  |                 |
| Nature of tasks                                    | Class Test<br>plus Project                               | Class Test                          | Class Test plus<br>Reference Sheet               | Trial HSC<br>Written<br>Examination |                 |
| Assessment Components                              | Component Weighting                                      |                                     |  |                                     |                 |
| Understanding,<br>Fluency and<br>Communicating     | 10   | 10                                  | 15   | 15                                  | 50              |
| Problem-solving,<br>Reasoning and<br>Justification | 10   | 15                                  | 10   | 15                                  | 50              |
| Task weighting                                     | 25   | 20                                  | 25   | 30                                  | 100             |
| Task Outcomes                                      | MS11-3,<br>MS11-5,<br>MS2-12-9,<br>MS2-12-10<br>MS2-12-2 | MS2-12-3,<br>MS2-12-8,<br>MS2-12-10 | MS2-12-1,<br>MS2-12-4,<br>MS2-12-5,<br>MS2-12-10 | MS2-12-1<br>to<br>MS2-12-10         |                 |

**Note:** The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task. Further, the Mathematics Standard Year 11 course will be assumed knowledge for all tasks and may be examined.

# MODERN HISTORY

## HSC OUTCOMES

### *Objectives - Knowledge and Understanding*

Students will:

- 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:*

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

### *Objectives – Skills*

Students will:

- 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

*A student:*

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

## HSC: MODERN HISTORY

| Task  | 1  | 2  | 3   | 4   | Total Weighting |
|---|--|--|---|---|-----------------|
| Timing*                                       | Term 4<br>Week 8   | Term 1<br>Week 10  | Term 2<br>Week 7  | Term 3<br>Week 3/4  |                 |
| Nature of tasks                               | Core Study:<br>Power and<br>Authority in the<br>Modern World<br>1919-1946<br>Learning Matrix | National<br>Study:<br>Historical<br>Analysis                             | Peace and<br>Conflict Study:<br>Research Task                 | Trial HSC<br>Written<br>Examination   |                 |
| Assessment Components                         | Component Weighting  |  |   |   |                 |
| Knowledge and understanding of course content | 5  | 10   | 5   | 20  | 40              |
| Source-based skills                           | 10   |  | 5   | 5   | 20              |
| Historical inquiry and research               |  | 10   | 10  |   | 20              |
| Communication of historical understanding     | 5  | 5  | 5   | 5   | 20              |
| Task weighting                                | 20   | 25   | 25  | 30  | 100             |
| Task outcomes                                 | MH12.1,<br>MH12.2,<br>MH12.3,<br>MH12.4,<br>MH12.5,<br>MH12.6,<br>MH12.9                     | MH12.3,<br>MH12.4,<br>MH12.5,<br>MH12.6,<br>MH12.7,<br>MH12.8,<br>MH12.9 | MH12.1,<br>MH12.3,<br>MH12.5,<br>MH12.7,<br>MH12.8,<br>MH12.9 | MH12.1,<br>MH12.2,<br>MH12.3,<br>MH12.4,<br>MH12.5,<br>MH12.6,<br>MH12.7,<br>MH12.9 |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task

# MUSIC 1

## HSC OUTCOMES

*A student:*

- H1** Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2** Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3** Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4** Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5** Critically evaluates and discusses performances and compositions
- H6** Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7** Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8** Identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H9** Performs as a means of self-expression and communication
- H10** Demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11** Demonstrates a willingness to accept and use constructive criticism

# HSC: MUSIC 1

| Task                  | 1  | 2  | 3  | 4  |                            |
|-----------------------|--|--|--|--|----------------------------|
| Timing                | Term 1<br>Week 3   | Term 1<br>Week 10  | Term 2<br>Week 8   | Term 3<br>Week 3/4   |                            |
| Nature of tasks       | <b>Topic 1:<br/>An instrument<br/>and its<br/>Repertoire</b><br><br>Elective 1:<br>Performance or<br>Composition or<br>Musicology<br><b>AND</b><br>Core<br>Composition | <b>Topic 2:<br/>Music of the<br/>20th and<br/>21st Century</b><br><br>Elective 2:<br>Performance or<br>Composition or<br>Musicology<br><b>AND</b> Core<br>Musicology<br>Viva | <b>Topic 3:<br/>Music for Film,<br/>Radio, TV and<br/>Multimedia</b><br><br>Elective 3:<br>Performance or<br>Composition or<br>Musicology<br>Portfolio and<br>Viva Voce <b>AND</b><br>Aural Analysis | <b>Trial HSC<br/>Examination</b><br><br>Aural Skills<br>Examination<br>Responses to<br>Aural Excerpts<br><b>AND</b><br>Core<br>Performance | <b>Total<br/>Weighting</b> |
| Assessment Components | <b>Component Weighting</b>   |  |  |  |                            |
| Performance           |  |  |  | 10   | 10                         |
| Composition           | 10   |  |  |  | 10                         |
| Musicology            |  | 10   |  |  | 10                         |
| Aural                 |  |  | 10   | 15   | 25                         |
| Electives             | 15   | 15   | 15   |  | 45                         |
| Task weighting        | <b>25</b>  | <b>25</b>  | <b>25</b>  | <b>25</b>  | <b>100</b>                 |
| Task Outcomes         | Elective 1:<br>H1-H8*<br>Core<br>Composition:<br>H3 H7 H8  | Elective 2:<br>H1-H8*<br>Core<br>Musicology<br>Viva Voce<br>H2 H5 H6   | Elective 3:<br>H1-H8*<br>Aural Analysis<br>H4  | Examination:<br>H4 H5<br>Core<br>Performance<br>H1   |                            |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.

\* The Teacher will select appropriate outcomes based on elective options selected by each student.

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

## HSC OUTCOMES

*A student:*

- H1 describes the nature, and justifies the choice of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for the new public health approach to health promotion
- 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
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- 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

## HSC: PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

| Task   | 1                   | 2                | 3                 | 4                   | Total Weighting |
|--|---------------------|------------------|-------------------|---------------------|-----------------|
| Timing   | Term 4<br>Week 9    | Term 1<br>Week 6 | Term 2<br>Week 5  | Term 3<br>Week 3/4  |                 |
| Nature of tasks  | Stimulus Response   | Presentation     | In-class scenario | Written examination |                 |
| Assessment Components  | Component Weighting |                  |                   |                     |                 |
| Knowledge and understanding of content   | 5                   | 5                | 10                | 20                  | 40              |
| Skills in critical thinking, research methodology, analysing and communicating | 15                  | 20               | 15                | 10                  | 60              |
| Task weighting   | 20                  | 25               | 25                | 30                  | 100             |
| Task Outcomes  | H2, H6, H15         | H1, H3, H16      | H7, H8, H11, H17  | H1-H17              |                 |

NOTE: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.



# PHYSICS

## CONTENT

Module 5: Advanced Mechanics

Module 6: Electromagnetism

Module 7: The Nature of Light

Module 8: From the Universe to the Atom

## HSC OUTCOMES

*A student:*

PH12-1 Develops and evaluates questions and hypotheses for scientific investigation.

PH12-2 Designs and evaluates investigations in order to obtain primary and secondary data and information.

PH12-3 Conducts investigations to collect valid and reliable primary and secondary data and information.

PH12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.

PH12-5 Analyses and evaluates primary and secondary data and information.

PH12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.

PH12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

PH12-12 Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles.

PH12-13 Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively.

PH12-14 Describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world.

PH12-15 Explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom.

## HSC: PHYSICS

| Task                             | 1   | 2                                     | 3  | 4  | Total Weighting |
|----------------------------------|---|---------------------------------------|--|--|-----------------|
| Timing*                          | Term 1<br>Week 2  | Term 1<br>Week 6                      | Term 2<br>Week 8                                 | Term 3<br>Week 3/4   |                 |
| Nature of tasks                  | Depth Study   | First Hand Investigation              | Processing / Data Analysis                       | Trial HSC Written Examination  |                 |
| Assessment Components            | Component Weighting                                       |                                       |  |  |                 |
| Knowledge and Understanding      | 10  | 5                                     | 5  | 20   | 40              |
| Skills in working scientifically | 20  | 15                                    | 15   | 10   | 60              |
| Task weighting                   | <b>30</b>   | <b>20</b>                             | <b>20</b>  | <b>30</b>  | <b>100</b>      |
| Task outcomes                    | PH12-1<br>PH12-2<br>PH12-4<br>PH12-6<br>PH12-7<br>PH12-12 | PH12-3<br>PH12-4<br>PH12-6<br>PH12-13 | PH12-4<br>PH12-5<br>PH12-6<br>PH12-13<br>PH12-14 | PH12-5<br>PH12-6<br>PH12-7<br>PH12-12<br>PH12-13<br>PH12-14<br>PH12-15 |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task

# SCIENCE EXTENSION

## HSC OUTCOMES

SE-1 Refines and applies the Working Scientifically processes in relation to scientific research

SE-2 Analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry

SE-3 Interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan

SE-4 Uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets

SE-5 Analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research

SE-6 Analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets

SE-7 Communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

| Task  | 1                         | 2                                | 3                            | Total Weighting |
|---|---------------------------|----------------------------------|------------------------------|-----------------|
| Timing*   | Term 1<br>Week 4          | Term 2<br>Week 7                 | Term 3<br>Week 6             |                 |
| Nature of task                                      | Literature Review         | Scientific Poster & Presentation | Scientific Research Report   |                 |
| Assessment Components                               | Component Weighting       |                                  |                              |                 |
| Communicating scientifically                        | 10                        | 10                               | 10                           | 30              |
| Gathering, recording, analysing and evaluating data | 5                         | 10                               | 15                           | 30              |
| Application of scientific research skills           | 15                        | 10                               | 15                           | 40              |
| Task weighting                                      | 30                        | 30                               | 40                           | 100             |
| Task outcomes                                       | SE-1, SE-2,<br>SE-3, SE-6 | SE-3, SE-5,<br>SE-6              | SE-4,<br>SE-5,<br>SE-6, SE-7 |                 |

# SOCIETY AND CULTURE

## HSC OUTCOMES

*A student:*

H1 Evaluates and effectively applies social and cultural concepts

H2 Explains the development of personal, social and cultural identity

H3 Analyses relationships and interactions within and between social and cultural groups

H4 Assesses the interaction of personal experiences and public knowledge in the development of social and cultural literacy

H5 Analyses continuity and change and their influence on personal and social futures

H6 Evaluates social and cultural research methods for appropriateness to specific research tasks

H7 Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias

H8 Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex

H9 Applies complex course language and concepts appropriate for a range of audiences and contexts

H10 Communicates complex information, ideas and issues, using appropriate written, oral and graphic form

## HSC: SOCIETY AND CULTURE

| Task                                      | 1  | 2   | 3                               | 4                                    | Total Weighting |
|---|--|---|---------------------------------|--------------------------------------|-----------------|
| <b>Timing*</b>                            | Term 4<br>Week 7   | Term 1<br>Week 8                                    | Term 2<br>Week 8                | Term 3<br>Week 3/4                   |                 |
| <b>Nature of tasks</b>                    | <b>Social and Cultural Continuity and Change - Independent Learning Matrix</b> | <b>Social Inclusion and Exclusion Data Analysis</b> | <b>PIP Draft Process</b>        | <b>Trial HSC Written Examination</b> |                 |
| <b>Assessment Components</b>              | <b>Component Weighting</b>   |   |                                 |                                      |                 |
| <b>Knowledge and understanding</b>        | 10   | 10  | 10                              | 20                                   | <b>50</b>       |
| <b>Application/ evaluation of methods</b> | 5  | 5   | 15                              | 5                                    | <b>30</b>       |
| <b>Communication</b>                      | 5  | 5   | 5                               | 5                                    | <b>20</b>       |
| <b>Task weighting</b>                     | <b>20</b>  | <b>20</b>   | <b>30</b>                       | <b>30</b>                            | <b>100</b>      |
| <b>Task Outcomes</b>                      | H1, H3, H4, H5, H6, H9, H10  | H1, H2, H3, H5, H6, H7, H8, H9, H10                 | H1, H4, H5, H6, H7, H8, H9, H10 | H1, H3, H4, H5, H9, H10              |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.

# STUDIES OF RELIGION 2 UNIT

## HSC OUTCOMES

*A student:*

H1 Explains aspects of religion and belief systems

H2 Describes and analyses the influence of religion and belief systems on individuals and society

H3 Examines The influence and expression of religion and belief systems in Australia

H4 Describes and analyses how aspects of religious traditions are expressed by their adherents

H5 Evaluate The influence of religious traditions in the life of adherents

H6 Organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias

H7 Conducts effective research about religion and evaluate the findings from the research

H8 Applies appropriate terminology and concepts related to religion and belief systems

H9 Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

## HSC: STUDIES OF RELIGION 2 UNIT

| Task  | 1   | 2  | 3                                      | 4                                   | Total Weighting |
|---|---|--|--|-------------------------------------|-----------------|
| Timing*   | Term 1<br>Week 2  | Term 2<br>Week 2   | Term 2<br>Week 8                       | Term 3<br>Week 3/4                  |                 |
| Nature of tasks   | In Class Essay:<br>Religious Depth<br>Study 1 (Judaism) | Matrix Task:<br>Religious<br>Depth Study 2<br>and 3 (Islam<br>and<br>Hinduism) | Religion and<br>Peace Research<br>Task | Trial HSC<br>Written<br>Examination |                 |
| Assessment<br>Components  | Component Weighting                                     |  |  |                                     |                 |
| Knowledge and<br>understanding<br>of course<br>content                          | 5   | 10   | 10                                     | 15                                  | <b>40</b>       |
| Source-based skills   | 5   |  | 5                                      | 10                                  | <b>20</b>       |
| Investigation and<br>research   | 5   | 10   | 5                                      |                                     | <b>20</b>       |
| Communication<br>of information,<br>ideas and issues<br>in<br>appropriate forms | 5   | 5  | 5                                      | 5                                   | <b>20</b>       |
| Task weighting  | <b>20</b>   | <b>25</b>  | <b>25</b>                              | <b>30</b>                           | <b>100</b>      |
| Task outcomes   | H1, H2, H4, H5, H6,<br>H7, H8, H9                       | H1, H2, H4,<br>H6, H7, H8,<br>H9   | H1, H2, H3, H5,<br>H7, H8, H9          | H1, H2, H3, H4,<br>H5, H8, H9       |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.

# TEXTILES AND DESIGN

## HSC OUTCOMES

*A student:*

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

H2.1 Communicates design concepts and manufacturing specifications to both technical and non technical audiences

H2.2 Demonstrates proficiency in the manufacture of a textile item/s

H2.3 Effectively manages the design and manufacture of a Major Textiles Project to completion

H3.1 Explains the interrelationship between fabric, yarn and fibre properties

H3.2 Develops knowledge and awareness of emerging textile technologies

H4.1 Justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end uses

H4.2 Selects and justifies manufacturing techniques, materials and equipment for a specific end use

H5.1 Investigates and describes aspects of marketing in the textile industry

H5.2 Analyses and discusses the impact of current issues on the Australian textiles industry

H6.1 Analyses the influence of historical, cultural and contemporary developments of textiles



## HSC: TEXTILES AND DESIGN

| Task   | 1                                    | 2                    | 3                          | 4  | Total Weighting |
|--|--------------------------------------|----------------------|----------------------------|--|-----------------|
| Timing   | Term 4<br>Week 9                     | Term 1<br>Week 8     | Term 2<br>Week 5           | Term 3<br>Week 3/4                                   |                 |
| Nature of task   | Oral<br>Presentation<br>MTP Proposal | Designer<br>Research | MTP Folio<br>Section 3 & 4 | Trial HSC<br>Written<br>Examination                  |                 |
| Assessment Components  | Component Weighting                  |                      |                            |  |                 |
| Knowledge and understanding of course content  | 10                                   | 10                   | 10                         | 20   | 50              |
| Skills and knowledge in the design, manufacture and management of a major textiles project | 10                                   | 20                   | 20                         |  | 50              |
| Task weighting   | 20                                   | 30                   | 30                         | 20   | 100             |
| Task outcomes  | H1.1<br>H1.2<br>H2.2<br>H4.2         | H5.1<br>H5.2<br>H6.1 | H3.1<br>H4.1<br>H4.2       | H1.3<br>H3.1<br>H3.2<br>H4.1<br>H5.1<br>H5.2<br>H6.1 |                 |

Note: The week above is an indicator only. The exact date in the week will be confirmed in writing two weeks before the due date of the task.

# VISUAL ARTS

## HSC OUTCOMES

*A student:*

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

## HSC: VISUAL ARTS

| Task Number                   | 1  | 2   | 3   | 4  |                        |
|-------------------------------|--|---|---|--|------------------------|
| <b>Timing</b>                 | Term 1<br>Week 5   | Term 2<br>Week 3  | Term 3<br>Week 1  | Trial HSC<br>Examination<br>Term 3 Week 3/4  |                        |
|                               | <p><b>Body of Work &amp; VAPD Development</b></p> <p>Submission of works in progress, VAPD with annotated research and critical evaluation of material and conceptual practice</p> | <p><b>Essay &amp; BOW Progression</b></p> <p>Extended written research response.</p> <p>Account for the critical and historical interpretation(s) of a selected artist/s's practice. Submission of artworks under progression</p> | <p><b>Body of Work Resolution</b></p> <p>Final submission of artworks undergoing refinement</p> | <p><b>Trial HSC Examination</b></p> <p>Art Criticism and Art History Written Examination</p> | <b>Total Weighting</b> |
| <b>Assessment Components</b>  | <b>Component Weighting</b>   |   |   |  |                        |
| Artmaking                     | 10   | 10  | 30  |  | 50                     |
| Art Criticism and Art History | 5  | 20  |   | 25   | 50                     |
| <b>Total %</b>                | 15   | 30  | 30  | 25   | <b>100</b>             |
| <b>Outcomes assessed</b>      | BOW<br>H1, H3,<br><br>VAPD<br>H7   | Essay<br>H8, H10<br><br>BOW Progress<br>H2, H4  | BOW Resolution<br>H5, H6  | H7, H8, H9, H10  |                        |

# BUSINESS SERVICES



Education

Business Services

Qualification: BSB30120 Certificate III in Business

Cohort 2024 - 2025

Training Package BSB Business Services Training Package

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

School Name: Macarthur Girls High School

Assessment Schedule Year 11 - 2024

| Assessment Tasks for<br>BSB30120 Certificate III in Business  |   | Task 1<br>Let's get tech savvy | Task 2<br>Organising business safety | Task 3<br>Working in industry | EXAM<br>(Optional) |
|---|---|--------------------------------|--------------------------------------|-------------------------------|--------------------|
| Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. |   | Week 10<br>Term 1              | Week 10<br>Term 2                    | Week 4<br>Term 4              | Week<br>Term       |
| <a href="#">BSBTEC201</a>   | Use business software applications                              | x                              |                                      |                               |                    |
| <a href="#">BSBTEC202</a>   | Use digital technologies to communicate in the work environment | x                              |                                      |                               |                    |
| <a href="#">BSBWHS311</a>   | Assist with maintaining workplace safety                        |                                | x                                    |                               |                    |
| <a href="#">BSBINS302</a>   | Organise workplace information                                  |                                | x                                    |                               |                    |
| <a href="#">BSBXCM301</a>   | Engage in workplace communication                               |                                |                                      | x                             |                    |
| <a href="#">BSBOPS201</a>   | Work effectively in business environments                       |                                |                                      | x                             |                    |

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

\* Examinable units to be confirmed by teacher.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".



Education

Business Services

Qualification: BSB30120 Certificate III in Business

Cohort 2024 - 2025

Training Package BSB Business Services Training Package

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

School Name: Macarthur Girls High School

Assessment Schedule Year 12 – 2025

| Assessment Tasks for<br>BSB30120 Certificate III in Business  |  | Task 4<br>Wellbeing | Task 5<br>Mastering document design | Task 6<br>Sharing is caring | Task 7<br>Thinking critically | HSC TRIAL EXAM     |
|---|--|---------------------|-------------------------------------|-----------------------------|-------------------------------|--------------------|
| Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. |  | Week 10<br>Term 4   | Week 8<br>Term 1                    | Week 8<br>Term 2            | Week 7<br>Term 3              | Week 3/4<br>Term 3 |
| <a href="#">BSBPEF201</a>   | Support personal wellbeing in the workplace          | x                   |                                     |                             |                               |                    |
| <a href="#">BSBPEF301</a>   | Organise personal work priorities                    |                     | x                                   |                             |                               |                    |
| <a href="#">BSBTEC301</a>   | Design and produce business documents                |                     | x                                   |                             |                               |                    |
| <a href="#">BSBSUS211</a>   | Participate in sustainable work practices            |                     |                                     | x                           |                               |                    |
| <a href="#">BSBTWK301</a>   | Use inclusive work practices                         |                     |                                     | x                           |                               |                    |
| <a href="#">BSBTEC303</a>   | Create electronic presentations                      |                     |                                     | x                           |                               |                    |
| <a href="#">BSBCRT311</a>   | Apply critical thinking skills in a team environment |                     |                                     |                             | x                             |                    |
| <a href="#">BSBOPS301</a>   | Maintain business resources                          |                     |                                     |                             | x                             |                    |

Depending on the achievement of units of competency, the possible qualification outcome is a BSB30120 Certificate III in Business.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

# HOSPITALITY

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

Hospitality

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

Education



## School Name: Macarthur Girls High School Assessment Schedule Year 12 - 2025

| Assessment Tasks for<br>SIT20322 Certificate II in Hospitality<br><i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i> |  | Task 3<br>The hospitality industry | Task 4<br>Beverage making 101    | Task 5<br>Working 9 to 5         | HSC TRIAL EXAM                 |
|--|--|------------------------------------|----------------------------------|----------------------------------|--------------------------------|
| Code   | Unit of Competency                                     | Week 10<br>Term 1<br>Date 11.4.25  | Week 1<br>Term 3<br>Date 25.7.25 | Week 6<br>Term 3<br>Date 29.8.25 | Week 3-4<br>Term 3<br>Date TBC |
| 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 a SIT20322 Certificate II in Hospitality.

\* **Examinable units to be confirmed by teacher.**

**Note:**

- **HSC Exam** - For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using 100% HSC Trial Mark.

- **Work Placement** - is a mandatory requirement from NESA for successful completion of the HSC. 70 hours of work placement must be achieved by the end of the course.

- **Co-Assessment** - specific units of competency must be externally co-assessed by an industry expert to achieve competence for your certificate. This will take place in Term 3 after the Trials. Date - TBC

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".