



2023
YEAR 12 HSC ASSESSMENT BOOK

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ASSESSMENT PLANNER

| Assessment Planner | | | | | |
|--|--------------|--------------|------|--------------|--------------|
| Enter the tasks due in the table below. This will help you plan your year ahead. | | | | | |
| Week | Term 4, 2022 | Term 1, 2023 | Week | Term 2, 2023 | Term 3, 2023 |
| 1 | | | 1 | | |
| 2 | | | 2 | | |
| 3 | | | 3 | | |
| 4 | | | 4 | | |
| 5 | | | 5 | | |
| 6 | | | 6 | | |
| 7 | | | 7 | | |
| 8 | | | 8 | | |
| 9 | | | 9 | | |
| 10 | | | 10 | | |
| 11 | | | 11 | | |

GENERAL REQUIREMENTS OF STUDENTS FOR HSC COURSE

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

| NESA Terminology from Assessment, Certification & Examination (ACE) manual: | For students at The Forest High School this means: |
|--|---|
| “Followed the course developed or endorsed by the New South Wales Education Standards Authority (NESA)” | <ul style="list-style-type: none"> • Following the relevant NESA syllabus and participating in the learning activities set by the teacher |
| “Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school” | <ul style="list-style-type: none"> • Attending all timetabled lessons unless there is a valid, explained reason • Making a genuine attempt to complete the greater majority of tasks set in class or at home to the best of their ability • Actively participating in the learning experiences provided • Completing mandatory practical activities |
| “Achieved some or all of the course outcomes” | <ul style="list-style-type: none"> • Demonstrating in class that they have learnt concepts, ideas and skills in that course to at least an elementary level (as determined by the class teacher) in assessment tasks and other activities in that course |

Failure by a student to meet any of these requirements may result in them being issued an “N determination” warning letter.

The issuing of 2 “N determination” warning letters by the school in any one subject may result in a student being declared to have not met course requirements.

NESA = NSW Education Standards Authority www.educationstandards.nsw.edu.au

ASSESSMENT, ATTENDANCE and MALPRACTICE

1. Assessment Tasks – General Principles

- 1.1 Each student is expected to complete and make a genuine attempt at all assessment tasks.
- 1.2 Assessment tasks take precedence over all other school activities, including excursions, competitions and sporting events. Under special circumstances the Principal may grant exemptions.
- 1.3 Assessment tasks take precedence over family holidays. Absence due to family holidays may result in a zero being awarded for assessment tasks.
- 1.4 Unless instructed on Assessment Notifications, assessment tasks must be handed in personally to the class teacher or subject head teacher in their staffroom by 4:00pm on the due date. Unless otherwise specified, all assessment tasks must be handed in as hard copies.
- 1.5 Internal Moderated Assessment for the HSC Course will begin Term 4, 2022 and finish approximately Week 7, Term 3, 2023.
- 1.6 Assessments can only be based on the HSC course, apart from exceptions noted by NESA.
- 1.7 All work done at home must be the student's own work. The progress of home assessment tasks will be checked by the teacher where appropriate. Work submitted containing work not done by the student may receive zero marks.
- 1.8 For subjects with an externally marked practical/performance component, the majority of the work must be done at school, under teacher supervision.
- 1.9 All teachers will display laminated copies of their classes' assessment schedules in their classroom.
- 1.10 Exam type tasks are those for which no additional question details have been provided. Additional question details may include such things as marking criteria, an open book task, or the question being given beforehand.
- 1.11 Students are not permitted to be absent from timetabled classes to prepare or complete work for other subjects, if they do so, they may be awarded zero marks for the assessment task.

For more detailed information on HSC assessment, visit: <http://www.educationstandards.nsw.edu.au/hsc-results/understanding.html>

2. Completion of Assessment Tasks

- 2.1 Work submitted late will receive a zero mark unless an illness/ misadventure application is approved. The process for approval is as follows:
- notify the school by phone on **the day of the assessment task**
 - **on the day of return**, submit an Assessment Task Appeal Form to the Head Teacher of the Faculty. Assessment Task Appeal Forms may be found in the booklet
 - attach to the Assessment Task Appeal Form
 - o **a letter of explanation** which includes the reason for the absence and an indication that the student's parent or caregiver is aware that an assessment task has been missed; and
 - o **a medical certificate for illness**
- 2.2 If an Assessment Appeal has been granted then the Head Teacher Faculty may:
- authorise an alternative task to be given as soon after the student's return as is reasonable and practicable;
 - grant an extension of time;
 - determine an alternative procedure (in consultation with the Principal)
- 2.3 Broken USBs, computer, email and printing problems, will not be accepted as valid excuses for late work. School staff will not print assessment tasks. Students unable to attend school due to illness must email the task to the school by the date and time published on the assessment notification sheet. Students remain responsible to print and submit the task.
- 2.4 If a student is absent from an assessment task due to illness, a doctor's certificate as proof of illness must be submitted. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the head teacher of the subject concerned on their arrival at school on the day they return in order to arrange the task's completion. If a student is absent and does not provide a doctor's certificate, a zero mark will be awarded. The doctor's certificate must cover absence on the due date and any subsequent days.
- 2.5 If a student is absent due to illness/misadventure on the due date for submission of an assignment, the assignment must be submitted on the day of return (even if the student does not have the subject that day). If the task is incomplete due to the severity and length of the illness, submission of the incomplete task is still required. Failure to do so on immediate arrival to school will be considered late work and no marks will be awarded.

- 2.6 If a student knows beforehand that they will be absent on the date of an in class task, the school should be contacted and the Head Teacher informed well prior to the date. Assessment tasks should be completed and submitted before the due date unless other arrangements are made with the head teacher of the subject. Should a task be submitted late then a doctor's certificate must be submitted.
- 2.7 If a student is ill during an in class assessment task they must inform the supervising teacher and see the Head of Faculty within three days.
- 2.8 If, for any reason, an assessment task produces invalid or unreliable results an additional task may be given. Both tasks will be included in the final assessment mark but the weighting of the first task will be reduced. Students will be informed in writing if this occurs. The value of the task weighting, however, will not change.
- 2.9 **Students absent on the day before a task or lessons before a task.** Students must be aware that being absent before an assessment is due to be handed in may be interpreted as providing undue advantage to the absent student. To ensure this is not the case, a student who is absent from school on the day before (or absent from lessons immediately before) a class/course assessment task or when a piece of work is due to be handed in, must provide a medical certificate that explains the 'day (lessons) before' absence. This will be confirmed by completing an Assessment Task Appeal Form as in (b) above (students absent from a task).
- 2.10 In the event of illness for an in class assessment, on their first day of return, students are expected to see the teacher or head teacher of the subject to arrange a time to sit the task. An Assessment Task Appeal Form to the Head Teacher of the Faculty with a doctor's certificate attached must be submitted within three (3) days of returning to school and handed to the Head Teacher.
- 2.11 In the event of a misadventure for an in class assessment, on their first day of return, students are expected to see the teacher or head teacher of the subject to arrange a time to sit the task. An Assessment Task Appeal Form with relevant documentation must be attached and submitted within three (3) days of returning to school and handed to the Head Teacher.
- 2.12 In the event of illness/misadventure for a Trial Examination Students/Parents need to notify the school on the day of the examination. The student or parent must lodge an Assessment Task Appeal Form with relevant documentation attached to the Deputy Principal on their return to school. Students who miss an examination will sit the task during the next available timeslot during the Trial Examination period. Where no available timeslots are available, students should negotiate with the Subject or Faculty Head Teacher a suitable time to sit the task.

SCHOOL RIGHTS/RESPONSIBILITIES

In addition to the points in section 2, the school also has the following rights and responsibilities in the setting of tasks:

- a) The school makes every effort to see that all students perform assessment tasks under the same conditions.
- b) The school reserves the right to change the date or conditions of an assessment task if necessary to be fair to all students or because of unforeseen circumstances.
- c) If a problem occurs during the performance of an assessment task, the student should complete the task and its validity will be determined later.
- d) Assessment tasks and their associated resources to support their completion are published on Canvas and available for students to access remotely.

3. Assessment Marks

- 3.1 The marks indicated in this booklet are the school assessment weightings. For Category A courses, 50 HSC marks are moderated school assessment, 50 external HSC examinations.
- 3.2 The course mark is the average of these two scores and places a student in a performance band from 1 (bottom) to 6 (top) or in an extension course from E1 (bottom) to E4 (top).
- 3.3 For Board Endorsed Courses whether Content Endorsed Courses, such as Photography and Sport Lifestyle & Recreation or School Designed Courses, such as Languages Tourism where there is no external HSC examination, only the assessment mark is recorded. These courses cannot be included in the 10 units used to calculate an Australian Tertiary Admission Rank (ATAR). Assessment tasks must be handed in personally to the class teacher or subject head teacher in their staffroom. Unless otherwise specified, all assessment tasks must be handed in as hard copies.
- 3.4 Students who elect to undertake the optional written HSC examination in one of the 240 hour VET courses have an estimated mark provided to NESA for their HSC. The optional examination allows students to count one of these 2 unit courses in the calculation of their ATAR.
- 3.5 The marks in 2 unit courses other than extension courses will then be adjusted so that students achieving

Band 6 receives a mark from 90 to 100

Band 4 receives a mark from 70 to 79

Band 2 receives a mark from 50 to 59

and

Band 5 receives a mark from 80 to 89

Band 3 receives a mark from 60 to 69

Band 1 Below 50

An achievement in Band 1 is below the minimum standard expected. There is **no** predetermined percentage of students to be placed in each band and this distribution of achievement will therefore vary from course to course.

3.6 In extension courses the marks will be placed in bands as follows:

| | 1 unit | 2 unit |
|---------|-------------------|--------------------|
| Band E4 | between 45 and 50 | between 90 and 100 |
| Band E3 | between 35 and 44 | between 70 and 89 |
| Band E2 | between 25 and 34 | between 50 and 69 |
| Band E1 | below 25 | below 50 |

3.7 ***Moderation of Assessment***

Each school group's pattern of marks in each course in the external examination forms a spread which is used to adjust the assessment marks awarded by the school to each student. For a course with 15 or more students, the assessments are adjusted so as to have the same mean (average) and standard deviation (spread) as the group's examination marks. This adjustment is called moderation. It ensures that students' assessment marks in any Board Developed Course can be compared fairly with assessment marks for the same course gained by students at other schools in the State.

The rank order of students in the group and the relative differences between their assessments are retained throughout this process.

For a course with fewer than 15 students the total of the actual scaled HSC scores is used as a pool which is distributed across the student group as the moderated assessment marks. The moderated assessments have a similar spread to the scaled HSC scores while maintaining the rank order and the relative differences shown by the unmoderated school assessment marks.

Because assessments given by different schools in any course cannot be compared fairly before they are moderated, schools are not permitted to reveal candidates' final school assessment marks to them.

- 3.8 **HSC Assessment Rank Order Notice:** Students can access their rank order through Students Online after the last HSC examination is held. Appeals to NESA about the final HSC assessment rank in any course can be made after the final rankings are released. NESA will consider only whether the school appeal process was adequate and whether the conduct of the appeal was proper in all respects. There is no appeal against the marks awarded for assessment tasks as this should have been resolved at the time the task was returned to the student.

4. Non Completion of Assessment Tasks

- 4.1 Students awarded zero marks for assessment tasks totalling 50 or more of the final course assessment marks will be certified as not having satisfactorily completed the course. This means that the student will not receive an assessment mark or an examination mark for that subject. This may place the student at risk of not completing their HSC or not being eligible for an ATAR.
- 4.2 Students and parents will be notified if a student receives a zero mark and opportunities will be provided for the student to meet course outcomes. Parents and students will also be made aware of potential consequences of non-completion of course outcomes.

5. Attendance

- 5.1 *Student attendance at school and in timetabled classes is an essential component of completing course outcomes.*

Excessive absences from class or school may result in a notification of a Non-Award in the HSC for that subject.

5.2 Extended Personal Leave

The following procedures need to be adopted if families are planning an overseas or interstate trip. The student must realise that doing this can place the Higher School Certificate in jeopardy.

Different subjects have different prerequisites; that is things that students are meant to have done before they sit the final examination. Practical subjects require students complete a set number of hours of practical work. An extended trip would mean that the student may not meet required hours and therefore the Principal will not be able to confirm course attainment. In that case, the student may not meet the required hours. In addition, students may not be able to demonstrate course outcomes.

- 5.3 As per our attendance policy *“For students absent due to illness, injury or misadventure the school will provide ongoing educational support. For students absent due to family holidays, parents are responsible for ongoing educational programs.”*
- 5.4 Students must be available to sit Trial Higher School Certificate Examinations on any day of the designated Trial period. Absence due to family holiday’s, employment commitments, or non-urgent appointments are not considered reasonable grounds for exemption.
- 5.5 The school supports students undertaking representative duties for the school, region, state, country, or other approved external programs. Students selected for representative duties or elite programs must apply for leave through the Deputy Principal. Parents are responsible for ongoing educational programs while students are on leave for representative duties.
- 5.6 **Student Procedure when Travelling Overseas or Interstate**
 - i) Year 12 students will only be granted exemption from school in extraordinary circumstances. Parents are to apply for exemption in advance to the Principal. Exemption forms are located in the school’s web-site (theforest-h.school@det.nsw.edu.au).
 - ii) Students requesting extended leave a written request must be given to the Principal in advance.
 - iii) Extended leave that clashes with assessment tasks may result in a zero being awarded for that task.

6.0 Malpractice

- 6.1 Student malpractice in assessment tasks and examinations is a serious offence. Malpractice consists of the following, but not limited to:
 - i) Plagiarism & aiding plagiarism
 - iii) Offensive content
 - ii) Frivolous attempt
 - iv) Distributing or sharing the content of examinations and in-class tasks during exclusion period
- 6.2 Completion of assessment tasks must comply with the NESA policy: All My Own Work. Year 12 students who commit malpractice will be placed on the NESA Malpractice Register.

Plagiarism is considered malpractice. Plagiarism is the use of the work of others without acknowledgement. Some guidelines to consider are:

- Copying someone else's entire work and submitting it as your own is plagiarism.
- Copying passages of someone else's work and submitting it as your own is plagiarism.
- Copying someone else's work and substituting some words or sentences is plagiarism.
- The copying of paragraphs or sentences from someone else's work is permitted, as long as it is appropriately footnoted or quoted.
- The copying of someone else's ideas, including paraphrasing, is allowed, as long as it is acknowledged.

VET, AQF and the HSC

VOCATIONAL EDUCATION AND TRAINING (VET) COURSE ASSESSMENT INFORMATION

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Preliminary and HSC qualification
- Competencies which can lead to a statement of Attainment, Certificate 1, 2 or which is awarded under the Australian Qualifications Framework (AQF).

Students will be assessed in both areas during each VET Course.

AQF Assessment

All Industry Curriculum Framework Courses are assessed under national Competency Standards that have been determined by industry for inclusion in the framework training packages.

Competency-based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency-based assessment. Students are assessed as either competent or not yet competent.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tasks. If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be re-assessed. There are a number of competencies that may only be offered once during the course due to their:

WHS requirement – Cost – Time Frame – Supervision required – Resource availability

Specific information about these competencies will be issued to students at the beginning of the course.

Higher School Certificate (HSC)

Students will be awarded units towards their Preliminary and HSC by studying a VET course.

Some VET Courses, for example, Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the Australian Tertiary Admission Rank (ATAR).

As with all HSC courses, NESA procedures apply to all VET Courses. (Refer to school NESA procedures).

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the achievement of competency.

For students who have undertaken the HSC examination, a scaled examination mark will be recorded on the HSC Certificate. No school-based assessment mark will be recorded.

No Assessment mark for VET Courses is required by NESA. An estimated examination mark for students entered for the HSC written examination must be submitted. This mark will be used only in the case of an illness/disadvantage appeal.

A trial HSC examination mark would be a suitable task.

Work Placement

Work Placement is a mandatory HSC requirement of curriculum framework VET courses. Appropriate hours are as follows:

- 120 hour course – a minimum of 35 hours in a workplace
- 240 hour course – a minimum of 70 hours in a workplace
- 60 hour course (extension) – a minimum of 14 hours in a workplace

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled the NESA course requirements. Penalties will occur if mandatory hours are not met. Learning in the workplace will enable students to:

- Progress towards the achievement of industry competencies
- Learn a range of behaviours appropriate to the industry
- Develop additional skills and knowledge, including key competencies
- Develop appropriate attitude towards work
- Practice skills acquired off the job in a classroom or workshop

Note:

Entertainment Industry course permissible for up to 50% of Work Placement to be undertaken in other entertainment production environments intended for public performance, including school productions. Evidence must be documented and authorised by school.

Assessment Schedule

Information regarding mandatory assessment tasks will be set out in an assessment schedule. These tasks will be used as evidence of competency.

Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses.

DISABILITY PROVISIONS PROCEDURES

Am I eligible for disability provisions?

Disability provisions are designed to help students who would not otherwise be able to make a fair attempt at completing a formal examination or assessment task. Disability may be permanent, temporary, or intermittent.

The provisions are divided into two categories; medical disability provisions and learning disability provision.

Medical Disability Provisions

Medical disability provisions are granted to students who have a diagnosed medical condition that has an impact on their ability to perform under examination or assessment conditions. Examples of conditions that may qualify a student for these types of provisions include, but are not limited to; anxiety, chronic illness or injury, diabetes or a physical impairment (such as a hand tremor, loss of limb, arthritis etc.).

Learning Disability Provisions

Learning disability provisions are granted in circumstances where a student's learning difficulties impair their ability to demonstrate their skills and knowledge in a formal examination or assessment task. Examples of conditions that may qualify a student for these types of provisions include, but are not limited to; a spelling disability, a reading disability or a writing disability. If you experience learning difficulties but you are unsure about whether or not you may qualify for provisions, the school can conduct academic testing to determine if you meet the NESAs eligibility criteria.

Do I need to apply?

Yes, you need to apply in order to receive provisions. The provisions you may be granted depend on the nature and extent of your condition. The school's Learning and Support Team can help you identify the provisions that are most likely to benefit your individual learning needs.

Students should start the application process as soon as they receive confirmation of their disability.

How do I apply?

The school's Learning and Support Team are responsible for organising and applying for HSC disability provisions. NESAs, not The Forest High School, assesses your eligibility for a provision. If you believe you are eligible for provisions and would like to apply, or if you would like advice on whether or not you may be eligible, please contact your year advisor and they will direct you to the relevant member of the Learning and Support Team.

What evidence do I need?

Functional evidence is the most important evidence. Regardless of which provisions you are applying for, NESAs require a statement from each of your HSC teachers, outlining the extent to which your disability impacts your access to subject skills and content. These statements, combined with formal diagnostic evidence, provide NESAs with the necessary information to determine which provisions will allow you to equitably access the HSC examination. Once you have provided evidence of your disability the Learning and Support Team will obtain these comments from your HSC subject teachers.

The evidence required for application varies depending on the nature of your condition and the provisions you are applying for. In order to apply for medical disability provisions, the school requires confirmation of your diagnosis from a qualified medical practitioner. If you are applying for Learning disability provisions, you may require reading, writing and/or spelling tests, which can be arranged through the school's Learning and Support Team.

What provisions can I access?

Every student is unique; therefore there are a range of provisions available to students, and students with the same general diagnosis may receive different provisions. These include, but are not limited to:

| | | |
|--|--|---|
| • Diabetic needs | • Reader (for a reading disability) | • Small group supervision (for a diagnosed medical condition, e.g. anxiety) |
| • Bite sized food | • Writer (for a physical impairment, e.g. hand tremor) | • Special equipment (e.g. alternate desk, padded chair) |
| • Medication | • Rest Breaks | • Stand/Stretch breaks |
| • Extra time to write (for a writing disability) | • Extra time to read (for a reading disability) | |

My child has always received adjustment at school. Do I need to apply separately for the HSC examination?

Yes, you need to apply for HSC Disability Provisions. The learning adjustments the school has made for your child is an internal process. Accessing HSC Disability Provisions is an external process that needs to be approved by NESA.

The purpose of HSC disability provisions is to:

- Provide support to access (read and respond to) the HSC exam.
- Ensure learning, medical, vision or hearing disabilities do not prevent a student from accessing the exam.

Internal school provisions may differ from NESA examination approved provisions.

What is the threshold for a successful disability provision application?

Every student applying for disability provisions is unique. Therefore, each case is assessed separately.

Provisions are determined on the basis of functional evidence. It is the impact on their capacity to access examinations that is crucial. Provisions are not designed to support students to achieve their potential.

The HSC examination starts next week and my child has sustained a serious injury. What do I do?

Emergency provisions for late injury and illness can be approved within six (6) weeks of the first examination. Common applications are from broken arms. Wrists, recent surgeries, or other debilitating illness or injury. In these cases, contact Student Support on (02) 9367 8117.

To access more information about Disability Provisions:

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

Pathways

What is Pathways?

HSC Pathways is an alternate studying option whereby students can flexibly complete their HSC over multiple years (up to 5 years).

Who can do Pathways?

Pathways is recommended for students whose circumstances may prevent them from completing full-time study. This may include students who work part-time, students who have demanding athletic training schedules, or students who have suffered a chronic illness.

International students are not eligible to complete their HSC via Pathways.

Can I get an ATAR?

Yes, assuming you meet the subject requirements outlined in the UAC guidelines, undertaking Pathways will not have an impact on your ability to attain an ATAR, or limit your level of achievement in the HSC. Pathways is simply completing your HSC over more than two (2) years.

Life Skills

What is Life Skills?

Year 11 and 12 Life Skills courses provide options for students who cannot access the regular course outcomes, particularly students with an intellectual disability.

In Stage 6, there is at least one Life Skills equivalent course for each key learning area. If you undertake a Life Skills equivalent course in one key learning area, you are **not** obliged to undertake Life Skills courses in your other subject areas.

Who can do Life Skills?

Life Skills is suitable for students with a significant cognitive or social/emotional disability that is likely to prevent them from successfully completing a traditional HSC course.

Can I get an ATAR?

Life Skills equivalent courses **do not** count towards your ATAR. If you wish to complete a Life Skills course and still receive an ATAR, you will need to fulfil the minimum requirement of 10 approved units of traditional courses, **excluding** the Life Skills course. Traditionally, students undertaking one or more Life Skills courses do not seek an ATAR.

| ANCIENT HISTORY | Task 1 | Task 2 | Task 3 | Task 4 | School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023. |
|---|--|---|--|-------------------------------------|---|
| | Source Analysis Topic Test Cities of Vesuvius: Pompeii and Herculaneum | Extended Response Historical Period | Research Task Personalities in their Times | Trial HSC Examination | |
| ESTIMATED SUBMISSION | Term 4, Week 10 | Term 1, Week 7 | Term 2, Week 8 | Term 3, Weeks 3/4 | |
| Component | Outcomes assessed O1, O3, O4 | Outcomes assessed O1, O2, O5 | Outcomes assessed O2, O3, O5 | Outcomes assessed O1, O2, O4, O5 | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 5 | 15 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 10 | | | 10 | 20 |
| Historical inquiry and research | | 5 | 15 | | 20 |
| Communication of historical understanding in appropriate forms | | 10 | 5 | 5 | 20 |
| Total | 20 | 25 | 25 | 30 | 100 |

ANCIENT HISTORY – OUTCOMES

| Objective | Description | Syllabus Outcomes |
|-----------|---|------------------------|
| O1 | develop knowledge and understanding of a range of features, people, places, events | AH12-1, AH12-2 |
| O2 | develop an understanding of developments within their historical context and their contribution to continuity and change over time. | AH12-3, AH12-4, AH12-5 |
| O3 | undertake the process of historical inquiry | AH12-8 |
| O4 | use historical concepts and skills to examine the ancient past | AH12-6, AH12-10 |
| O5 | communicate an understanding of history, sources and evidence, and historical interpretations. | AH12-7, AH12-9 |

Syllabus Outcomes

AH12-1 accounts for the nature of continuity and change in the ancient world
 AH12-2 proposes arguments about the varying causes and effects of events and developments
 AH12-3 evaluates the role of historical features, individuals and groups in shaping the past
 AH12-4 analyses the different perspectives of individuals and groups in their historical context
 AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world
 AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
 AH12-7 discusses and evaluates differing interpretations and representations of the past
 AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
 AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
 AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

| BIOLOGY | Task 1 | Task 2 | Task 3 | Task 4 | <i>School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023.</i> |
|----------------------------------|---|---|---|---|--|
| | Data Analysis Module 5: Heredity | Depth Study Module 6: Genetic Change | Research Task Module 7: Infectious Disease | Trial HSC Examination Modules 5-8 | |
| ESTIMATED SUBMISSION | Term 4, Week 8 | Term 2, Week 3 | Term 3, Week 2 | Term 3, Weeks 3/4 | |
| Component | Outcomes assessed 02, 03, 04 | Outcomes assessed 01, 02, 03, 04, 05, 07 | Outcomes assessed 02, 03, 06 | Outcomes assessed 02, 03, 04, 05, 06, 07 | Weighting % |
| Skills in Working Scientifically | 15 | 20 | 15 | 10 | 60 |
| Knowledge and Understanding | 5 | 10 | 10 | 15 | 40 |
| Total | 20 | 30 | 25 | 25 | 100 |

BIOLOGY – OUTCOMES

| Objective | Description | Syllabus Outcomes |
|-----------|--|------------------------------------|
| O1 | Designs AND/OR develops scientific question for investigation | BIO11/12-1, BIO11/12-2 |
| O2 | Conducts a scientific investigation AND/OR processes and analyses data from an investigation | BIO11/12-3, BIO11/12-4, BIO11/12-5 |
| O3 | Solves problems using the scientific process and communicates findings | BIO11/12-6, BIO11/12-7 |
| O4 | Demonstrates understanding of DNA and inheritance | BIO12-12 |
| O5 | Demonstrates understanding of evolution and genetic technologies | BIO12-13 |
| O6 | Demonstrates understanding of infectious disease and the immune system | BIO12-14 |
| O7 | Demonstrates understanding of non-infectious disease and treatment | BIO12-15 |

Syllabus Outcomes

Working Scientifically

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

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

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

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

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

| BUSINESS STUDIES | Task 1 | Task 2 | Task 3 | Task 4 | School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023. |
|--|-------------------------------------|---|-------------------------------------|---|---|
| | Research/Extended Response | Short Answer Exam | Business Report | Trial HSC Examination All topics | |
| ESTIMATED SUBMISSION | Term 4, Week 7 | Term 1, Week 9 | Term 2, Week 7 | Term 3, Weeks 3/4 | |
| Component | Outcomes assessed 02, 03, 05, 06 | Outcomes assessed 01, 03, 04, 05, 07 | Outcomes assessed 02, 04, 05, 06 | Outcomes assessed 01, 02, 04, 05, 06, 07 | Weighting % |
| Knowledge and understanding of course content | 5 | 10 | 15 | 10 | 40 |
| Stimulus based skills | | 10 | | 10 | 20 |
| Inquiry and research | 10 | | | 10 | 20 |
| Communication of business information, ideas and issues in appropriate forms | 5 | 5 | 10 | | 20 |
| Total | 20 | 25 | 25 | 30 | 100 |

BUSINESS STUDIES – OUTCOMES

| Objective | Description | Syllabus Outcomes |
|-----------|--|-------------------|
| O1 | Students understand and have knowledge of the nature, role, and structure of business | H1 |
| O2 | Students understand and have knowledge of the internal and external influences on business | H2, H3 |
| O3 | Students understand and have knowledge of the functions and processes of business activity | H4 |
| O4 | Students have knowledge of management strategies and their effectiveness | H5, H6 |
| O5 | Students investigate, synthesis and evaluate contemporary business issues and hypothetical and actual business issues. | H7, H8 |
| O6 | Students communicate business information and issues using appropriate forms. | H9 |
| O7 | Students apply mathematical concepts appropriate to business situations | H10 |

Syllabus Outcomes

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

CHEMISTRY

| Task 1 | Task 2 | Task 3 | Task 4 |
|---|----------------------------------|--------------------------------|------------------------------|
| Analysing Equilibrium Data Task | Depth Study | Practical Task | Trial HSC Examination |
| Module 5: Equilibria and Acid-Base Reactions | Module 6: Acid-Base Reactions | Module 7: Organic Chemistry | Modules 5-8 |

School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023.

| | | | | |
|-----------------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| ESTIMATED SUBMISSION | Term 4, Week 9 | Term 1, Week 8 | Term 2, Week 9 | Term 3, Weeks 3/4 |
|-----------------------------|-----------------------|-----------------------|-----------------------|--------------------------|

| Component | Outcomes assessed AL2, AL3, AL4 | Outcomes assessed AL1, AL2, AL3, AL5 | Outcomes assessed AL1, AL2, AL3, AL6 | Outcomes assessed AL1, AL2, AL3, AL4, AL5, AL6, AL7 | Weighting % |
|----------------------------------|------------------------------------|---|---|---|-------------|
| Skills in Working Scientifically | 10 | 20 | 15 | 15 | 60 |
| Knowledge and Understanding | 10 | 10 | 5 | 15 | 40 |
| Total | 20 | 30 | 20 | 30 | 100 |

CHEMISTRY – OUTCOMES

| Objective | Description | Syllabus Outcomes |
|-----------|--|---------------------------------|
| O1 | Designs AND/OR develops scientific question for investigation | CH11/12-1, CH11/12-2 |
| O2 | Conducts a scientific investigation AND/OR processes and analyses data from an investigation | CH11/12-3, CH11/12-4, CH11/12-5 |
| O3 | Solves problems using the scientific process and communicates findings | CH11/12-6, CH11/12-7 |
| O4 | Demonstrates understanding of equilibrium systems | CH12-12 |
| O5 | Demonstrates understanding of acid-base chemistry | CH12-13 |
| O6 | Demonstrates understanding of organic chemistry | CH12-14 |
| O7 | Demonstrates understanding of analytical chemistry | CH12-15 |

Syllabus Outcomes

Working Scientifically

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 analyses and evaluates primary and secondary data and information

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems

CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models

CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds

CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

| COMMUNITY AND FAMILY STUDIES | Task 1 | Task 2 | Task 3 | Task 4 | School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023. |
|---|--|--|-----------------------------------|---|---|
| | Independent Research Project Core 1 | Group based research task– In class response Core 2 Groups in Context | Trial HSC | Case Studies Parenting and Caring + Individuals and Work | |
| ESTIMATED SUBMISSION | Term 2, Week 2 | Term 2, Week 8 | Term 3, Weeks 4 | Term 3, Week 6 | |
| Component | Outcomes assessed H4.1, H4.2 | Outcomes assessed H1.1, H2.2, H2.3, H3.1, H3.3, H5.1 | Outcomes assessed H1.1 to H6.2 | Outcomes assessed H2.2, H3.2, H4.2, H5.1, H5.2 | Weighting % |
| Knowledge and understanding of how the following impact on wellbeing: Resource management, positive relationships, range of societal factors, nature of groups, families and communities | | 10 | 20 | 10 | 40 |
| Skills in: applying management processes to meet the needs of individuals, groups, families and communities planning to take responsible action to promote wellbeing. | 5 | 5 | 10 | 10 | 30 |
| Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating | 20 | 5 | 5 | | 30 |
| Total | 25 | 20 | 35 | 20 | 100 |

COMMUNITY AND FAMILY STUDIES – OUTCOMES

| Objective | Description | Syllabus Outcomes |
|-----------|--|------------------------|
| O1 | knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing | H1.1 |
| O2 | knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing | H2.1, H2.2, H2.3 |
| O3 | knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities | H3.1, H3.2, H3.3, H3.4 |
| O4 | knowledge and understanding about research methodology and skills in researching, analysing and communicating | H4.1, H4.2 |
| O5 | skills in the application of management processes to meet the needs of individuals, groups, families and communities | H5.1, H5.2 |
| O6 | skills in critical thinking and the ability to take responsible action to promote wellbeing | H6.1, H6.2 |

Syllabus Outcomes

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

H2.1 analyses different approaches to parenting and caring relationships

H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of 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

DESIGN AND TECHNOLOGY

| | Task 1 | Task 2 | Task 3 | Task 4 | School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023. |
|---|---------------------------------------|--|---|---|---|
| | Project Proposal Presentation | Innovation and Emerging Technology Case Study* | Project Development and Project Evaluation | Trial HSC Examination | |
| ESTIMATED SUBMISSION | Term 4, Week 8 | Term 1, Week 6 | Term 2, Week 4 | Term 3, Weeks 3–4 | |
| Component | Outcomes assessed H2.1, H4.1, H4.2 | Outcomes assessed H2.2, H3.1, H3.2, H6.2 | Outcomes assessed H4.3, H5.1, H5.2, H6.1 | Outcomes assessed H1.1, H1.2, H2.1, H2.2, H3.1, H6.2 | Weighting % |
| Knowledge and understanding of course content | | 20 | | 20 | 40 |
| Knowledge and skills in designing, managing, producing, and evaluating a major design project | 20 | | 30 | 10 | 60 |
| Total | 20 | 20 | 30 | 30 | 100 |

DESIGN AND TECHNOLOGY – OUTCOMES

| Objective | Description | Syllabus Outcomes |
|-----------|---|-------------------|
| O1 | knowledge and understanding about design theory and design processes in a range of contexts | H1.1, H1.2 |
| O2 | knowledge, understanding and appreciation of the interrelationship of design, technology, society, and the environment | H2.1, H2.2 |
| O3 | creativity and an understanding of innovation and entrepreneurial activity in a range of contexts | H3.1, H3.2 |
| O4 | skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities | H4.1, H4.2, H4.3 |
| O5 | skills in research, communication and management in design and production | H5.1, H5.2 |
| O6 | knowledge and understanding about current and emerging technologies in a variety of settings | H6.1, H6.2 |

Syllabus Outcomes

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

DRAMA

| Task 1 | Task 2 | Task 3 | Task 4 |
|---|--|--|---|
| Individual Project work in progress presentation and logbook Making Performing | Performance essay based on topic 2: Contemporary Australian Theatre Practice Making Critically Studying | Class workshop and research paper based on studies in drama and theatre option Making Performing Critically Studying | Presentation of Group Performance and logbook Making Performing Submission/Performance of Individual Project with rationale and logbook Critically Studying |

School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023.

| | | | | |
|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ESTIMATED SUBMISSION | Term 1, Week 3 | Term 2, Week 1 | Term 2, Week 8 | Term 3, Week 2 |
|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|

| Component | Outcomes assessed H1.2, H1.3 H2.1 | Outcomes assessed H1.1, H1.2, H1.5, H1.7 H3.1, H3.2, H3.3 | Outcomes assessed H1.3 H2.3 H3.1, H3.2 | Outcomes assessed H1.1, H1.3, H1.4, H1.6 H2.1, H2.2, H2.3 H3.2, H3.3 | Weighting % |
|----------------------------|---|---|--|---|-------------|
| Making | 10 | 20 | 5 | 5 | 40 |
| Performing | 10 | | 5 | 15 | 30 |
| Critically Studying | | 10 | 10 | 10 | 30 |
| Total | 20 | 30 | 20 | 30 | 100 |

DRAMA – OUTCOMES

| Description | Syllabus Outcomes |
|----------------------------|--|
| Making | H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H1.8, H1.9 |
| Performance | H2.1, H2.2, H2.3, H2.4, H2.5 |
| Critically Studying | H3.1, H3.2, H3.3, H3.4, H3.5 |

Syllabus Outcomes

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

| ECONOMICS | Task 1 | Task 2 | Task 3 | Task 4 | School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023. |
|--|---|---|---|---|---|
| | Multiple Choice/Short Answer Exam | Presentation | Research Essay | Trial HSC Examination All topics | |
| ESTIMATED SUBMISSION | Term 4, Week 9 | Term 1, Week 8 | Term 2, Week 6 | Term 3, Weeks 3/4 | |
| Component | Outcomes assessed O1, O2, O3, O4, O5, O6 | Outcomes assessed O1, O2, O3, O4, O5, O6 | Outcomes assessed O1, O3, O4, O5, O6 | Outcomes assessed O1, O2, O3, O4, O5, O6 | Weighting % |
| Knowledge and understanding of course content | 10 | 5 | 15 | 10 | 40 |
| Stimulus based skills | 10 | | | 10 | 20 |
| Inquiry and research | 10 | | 5 | 5 | 20 |
| Communication of economic information, ideas and issues in appropriate forms | | 5 | 10 | 5 | 20 |
| Total | 30 | 10 | 30 | 30 | 100 |

ECONOMICS – OUTCOMES

| Objectives | Description | Syllabus Outcomes |
|------------|---|-------------------|
| O1 | Students understand and have knowledge of the economic behaviour of individuals, firms, institutions and governments | H1, H2 |
| O2 | Students understand and have knowledge of the function and operation of markets | H3 |
| O3 | Students understand and have knowledge of the operation and management of economies | H4, H5, H6 |
| O4 | Students have knowledge of contemporary economic problems and issues facing individuals, firms and governments. | H7, H8 |
| O5 | Students develop skills to investigate and engage in effective analysis, synthesis and evaluation of economic information from a variety of sources | H9, H10, H11 |
| O6 | Students communicate economic information, ideas and issues using appropriate forms. | H12 |

Syllabus 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.

| ENGINEERING | Task 1 | Task 2 | Task 3 | Task 4 | School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023. |
|---|---|---|---|---|---|
| | Engineering Solution and Report Civil Engineering | Topic Test Personal and Public Transport | Materials Research Aeronautical Engineering | Trial HSC Examination | |
| ESTIMATED SUBMISSION | Term 4, Week 8 | Term 1, Week 7 | Term 2, Week 5 | Term 3, Weeks 3–4 | |
| Component | Outcomes assessed H3.1, H3.2, H3.3, H5.1, H5.2, H6.1, H6.2 | Outcomes assessed H1.1, H1.2, H2.1, H3.1 | Outcomes assessed H1.1, H2.2, H3.2, H4.1, H4.2, H4.3, H5.1, H6.2 | Outcomes assessed H1.2, H2.1, H3.1, H3.3, H4.3, H5.1 | Weighting % |
| Knowledge and understanding of course content | 10 | 15 | 15 | 20 | 60 |
| Knowledge and skills in research, problem solving and communication related to engineering practice | 10 | 15 | 5 | 10 | 40 |
| Total | 20 | 30 | 20 | 30 | 100 |

ENGINEERING – OUTCOMES

| Objectives | Description | Syllabus Outcomes |
|------------|---|-------------------|
| O1 | understanding of the scope of engineering and the role of the engineer | H1.1, H1.2 |
| O2 | knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society | H2.1, H2.2 |
| O3 | communication skills appropriate to engineering practices | H3.1, H3.2, H3.3 |
| O4 | knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice | H4.1, H4.2, H4.3 |
| O5 | management and problem-solving in engineering contexts | H5.1, H5.2 |
| O6 | skills in the application of engineering methodology | H6.1, H6.2 |

Syllabus Outcomes

H1.1 describes the scope of engineering and critically analyses current innovations

H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications

H2.1 determines suitable properties, uses and applications of materials, components, and processes in engineering

H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society

H3.1 demonstrates proficiency in the use of mathematical, scientific, and graphical methods to analyse and solve problems of engineering practice

H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports

H3.3 develops and uses specialised techniques in the application of graphics as a communication tool

H4.1 investigates the extent of technological change in engineering

H4.2 applies knowledge of history and technological change to engineering-based problems

H4.3 applies understanding of social, environmental, and cultural implications of technological change in engineering to the analysis of specific engineering problems

H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports

H5.2 selects and uses appropriate management and planning skills related to engineering

H6.1 demonstrates skills in research and problem-solving related to engineering

H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering.

| ENGLISH ADVANCED | Task 1 | Task 2 | Task 3 | Task 4 | School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023. |
|--|---|--|---|---|---|
| | Common Module: Texts and Human Experiences Essay | Module A Textual Conversations Multimodal Task | Module C Craft of Writing Imaginative text with Annotations | Modules A, B and C Trial HSC Examination | |
| ESTIMATED SUBMISSION | Term 4, Week 9 | Term 1, Week 6 | Term 2, Week 2 | Term 3, Weeks 3/4 | |
| Component | Outcomes assessed Objective D | Outcomes assessed Objective A | Outcomes assessed Objective E | Outcomes assessed Objective B and C | Weighting % |
| Knowledge and understanding of course content | 10 | 15 | 10 | 15 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 10 | 15 | 10 | 15 | 50 |
| Total | 20 | 30 | 20 | 30 | 100 |

ENGLISH ADVANCED - OUTCOMES

| Objectives | Outcomes |
|-------------|---|
| Objective A | 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 |
| Objective B | 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 |
| Objective C | 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 |
| Objective D | 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 |
| Objective E | EA12-9: reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner |

| ENGLISH EAL/D | Task 1 | Task 2 | Task 3 | Task 4 | <i>School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023.</i> |
|--|---|---|---|--|--|
| | Module A: Texts and Human Experiences Speaking and Listening task using prescribed text (Podcast trailer) | Module B: Language, Identity and Culture Reading and Analytical Writing task based on unseen material and prescribed text | Module D: Focus on Writing Portfolio task Imaginative and analytical writing | Modules A, B and C Trial HSC Examination | |
| ESTIMATED SUBMISSION | Term 4, Week 9 | Term 1, Week 6 | Term 2, Week 2 | Term 3, Weeks 3/4 | |
| Component | Outcomes assessed Objective A | Outcomes assessed Objective D | Outcomes assessed Objective E | Outcomes assessed Objectives B and C | Weighting % |
| Knowledge and understanding of course content | 15 | 10 | 10 | 15 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 10 | 10 | 15 | 50 |
| Total | 30 | 20 | 20 | 30 | 100 |

ENGLISH EAL/D - OUTCOMES

| Objectives | Outcomes |
|-------------|---|
| Objective A | EAL12-1A: responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure. |
| | EAL12-1B: communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts. |
| | EAL21-2: uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies |
| Objective B | EAL12-3: identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning. |
| | EAL12-4: applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts. |
| Objective C | EAL12-5: Thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts. |
| | EAL12-6: Investigates and evaluates the relationships between texts. |
| Objective D | EAL12-7: Integrates understanding of the diverse ways texts can represent personal and public worlds. |
| | EAL12-8: Analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning. |
| Objective E | EAL12-9: Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner. |

ENGLISH

EXTENSION 1

| | Task 1 | Task 2 | Task 3 | |
|--|--------------------------------------|----------------------------------|--|---|
| | Imaginative vignette, critical essay | Tutorial Presentation | Trial Examination | School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023. |
| Estimated Submission | Term 1, Week 7 | Term 2, Week 8 | Term 3, Week 3-4 | |
| Component | Outcomes assessed Objective E | Outcomes assessed Objective A | Outcomes assessed Objectives B, C and D | Weighting % |
| Knowledge and Understanding of texts and why they are valued | 15 | 20 | 15 | 50 |
| Skills in complex analysis composition and investigation | 15 | 20 | 15 | 50 |
| Total | 30 | 40 | 30 | 100 |

ENGLISH EXTENSION 1 - OUTCOMES

| Objectives | Outcomes |
|-------------|---|
| Objective A | 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 |
| Objective B | EE12-2: analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts |
| Objective C | 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 |
| Objective D | EE12-4: critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts |
| Objective E | EE12-5: reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes |

| | | | | |
|--|---|--|--|--|
| ENGLISH EXTENSION 2 | Task 1 | Task 2 | Task 3 | <i>School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023.</i> |
| | Viva Voce (including written proposal) | Literature Review | Critique of the Creative Process | |
| | Term 1, Week 4 | Term 2, Week 2 | Term 2, Week 10 | |
| Estimated Submission | | | | |
| Component | Outcomes assessed Objective E | Outcomes assessed Objective A | Outcomes assessed Objectives B, C and D | Weighting % |
| Knowledge and Understanding of texts and why they are valued | 15 | 20 | 15 | 50 |
| Skills in complex analysis composition and investigation | 15 | 20 | 15 | 50 |
| Total | 30 | 40 | 30 | 100 |

English Extension 2 students are also required to submit their Major Work for review. This is to ensure the work demonstrates a conscious and purposeful style that has been refined to ensure artistry and textual integrity. Submission dates for review are:

- Half Draft of Major Work: Term 2, Week 9
- Full Draft of Major Work: Term 3, Week 5

ENGLISH EXTENSION 2 - OUTCOMES

| Objective | Outcomes |
|-------------|---|
| Objective A | 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 |
| Objective B | EEX12-2: strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context |
| Objective C | 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 |
| Objective D | EEX12-4: undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea |
| Objective E | EEX12-5: reflects on and evaluates the composition process and the effectiveness of their own published composition |

| ENGLISH STANDARD | Task 1 | Task 2 | Task 3 | Task 4 | School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023. |
|--|--|--|---|---|---|
| | Common Module: Texts and Human Experiences Essay | Module A Language Identity and Culture Multimodal Task | Module C Craft of Writing Imaginative text with annotations | Common Module, Modules A, B and C Trial HSC Examination | |
| ESTIMATED SUBMISSION | Term 4, Week 9 | Term 1, Week 6 | Term 2, Week 2 | Term 3, Weeks 3/4 | |
| Component | Outcomes assessed Objective D | Outcomes assessed Objective A | Outcomes assessed Objective E | Outcomes assessed Objective B and C | Weighting % |
| Knowledge and understanding of course content | 10 | 15 | 10 | 15 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 10 | 15 | 10 | 15 | 50 |
| Total | 20 | 30 | 20 | 30 | 100 |

ENGLISH STANDARD - OUTCOMES

| Objectives | Outcomes |
|-------------|---|
| Objective A | 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 |
| Objective B | 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 |
| Objective C | 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 |
| Objective D | 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 |
| Objective E | EN12-9: reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner |

ENGLISH STUDIES

| ENGLISH STUDIES | Task 1 | Task 2 | Task 3 | Task 4 | School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023. |
|--|---|---|--|--|---|
| | Common Module: Texts and Human Experiences Visual Representation with Extended Response | Module C On The Road Collaborative task and Feature Article | Common Module Modules C & N Portfolio Presentation | Non ATAR stream: Module L Autobiographical Task ATAR stream: Trial Exam | |
| ESTIMATED SUBMISSION | Term 4, Week 9 | Term 1, Week 8 | Term 2, Week 9 | Term 3, Week 3/4 | |
| Component | Outcomes assessed Objective A, B & D | Outcomes assessed Objective A & E | Outcomes assessed Objective B & C | Outcomes assessed Objective A and B | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 10 | 15 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 20 | 10 | 10 | 15 | 50 |
| Total % | 30 | 20 | 20 | 30 | 100 |

ENGLISH STUDIES - OUTCOMES

| Objectives | Outcomes |
|-------------|---|
| Objective A | 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. |
| Objective B | 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 |
| Objective C | ES12-7: represents own ideas in critical, interpretive and imaginative texts |
| | ES12-8: understands and explains the relationships between texts |
| Objective D | 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 |
| Objective E | ES12-10: monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner |

| FOOD TECHNOLOGY | Task 1 | Task 2 | Task 3 | Task 4 | <i>School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023.</i> |
|---|---|---|---|------------------------------|--|
| | Case study and Research task Australian Food Industry | Written report and practical Food Manufacture | Written report and practical Food Product Development | Trial HSC Examination | |
| ESTIMATED SUBMISSION | Term 4, Week 9 | Term 1, Week 8 | Term 2, Week 9 | Term 3, Weeks 3/4 | |
| Component | Outcomes assessed H1.2, H1.4, H3.1 | Outcomes assessed H1.1, H4.2 | Outcomes assessed H1.3, H4.1 | Outcomes assessed | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 5 | 15 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 10 | | | 10 | 20 |
| Historical inquiry and research | | 5 | 15 | | 20 |
| Communication of historical understanding in appropriate forms | | 10 | 5 | 5 | 20 |
| Total | 20 | 25 | 25 | 30 | 100 |

FOOD TECHNOLOGY – OUTCOMES

| Objective | Description | Syllabus Outcomes |
|-------------|---|------------------------|
| Objective 1 | knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society | H1.1, H1.2, H1.3, H1.4 |
| Objective 2 | knowledge and understanding about the nature of food, human nutrition, and an appreciation of the importance of food to health | H2.1 |
| Objective 3 | skills in researching, analysing, and communicating food issues | H3.1, H3.2 |
| Objective 4 | skills in experimenting with and preparing food by applying theoretical concepts | H4.1, H4.2 |
| Objective 5 | skills in designing implementing and evaluating solutions to food situations | H5.1 |

Syllabus Outcomes

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

| GEOGRAPHY | Task 1 | Task 2 | Task 3 | Task 4 | School based assessment for the HSC commences Term 4, 2021, and concludes Term 3, 2022. |
|--|---|------------------------------------|---|---|---|
| | Skills and Topic Test Ecosystems at Risk | Research and Essay Urban Places | Extended Response People and Economic Activity | Trial HSC Examination All Topics | |
| ESTIMATED SUBMISSION | Term 4, Week 9 | Term 1, Week 9 | Term 2, Week 9 | Term 3, Weeks 3/4 | |
| Component | Outcomes assessed O1, O2, O4, O6 | Outcomes assessed O3, O4, O6 | Outcomes assessed O1, O4, O6 | Outcomes assessed O1, O2, O3, O4, O6 | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 10 | 10 | 40 |
| Geography tools and skills | 10 | | | 10 | 20 |
| Geographocal inquiry and research, including fieldwork | 5 | 5 | 5 | 5 | 20 |
| Communication of geographical information, ideas and issues in appropriate forms | 5 | 5 | 5 | 5 | 20 |
| Total | 30 | 20 | 20 | 30 | 100 |

GEOGRAPHY – OUTCOMES

| Objective | Description | Syllabus Outcomes |
|-----------|---|------------------------|
| O1 | develop knowledge and understanding of the characteristics and spatial distribution of environments | H1 |
| O2 | develop knowledge and understanding of the processes that form and transform the features and patterns of the environment | H2 |
| O3 | develop knowledge and understanding of the global and local forces which impact on people, ecosystems, urban places and economic activity | H3 |
| O4 | develop knowledge and understanding of the contribution of a geographical perspective | H4, H5, H6, H7 |
| O5 | investigate geographically | H8 |
| O6 | communicate geographically | H9, H10, H11, H12, H13 |

Syllabus Outcomes

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

| | | | | | |
|---|--|--|---|---|--|
| INDUSTRIAL TECHNOLOGY MULTIMEDIA AND TIMBER* | Task 1 | Task 2 | Task 3 | Task 4 | <i>School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023.</i> |
| | Designing and Planning Presentation and written report | Industrial related manufacturing technology Report on research and experimentation | Project Development and Management Report Presentation and written report | Trial HSC Examination | |
| ESTIMATED SUBMISSION | Term 4, Week 6 | Term 1, Week 6 | Term 2, Week 8 | Term 3, Weeks 3/4 | |
| Component | Outcomes assessed H3.1, H3.2, H3.3, H5.1 | Outcomes assessed H1.1, H1.2, H6.1, H6.2, H7.1, H7.2 | Outcomes assessed H2.1, H3.3, H4.1, H5.1, H5.2, H6.2 | Outcomes assessed H1.1, H.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2 | Weighting % |
| Knowledge and understanding of course content | | 10 | 10 | 20 | 40 |
| Knowledge and skills in the design, management, communication and production of a major project | 20 | 15 | 15 | 10 | 60 |
| Total | 20 | 25 | 25 | 30 | 100 |

INDUSTRIAL TECHNOLOGY – OUTCOMES

| Objective | Description | Syllabus Outcomes |
|-------------|--|-------------------|
| Objective 1 | knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry | H1.1, H1.2, H1.3 |
| Objective 2 | knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment | H2.1 |
| Objective 3 | competence in designing, managing and communicating within a relevant industry context | H3.1, H3.2, H3.3 |
| Objective 4 | knowledge and skills in producing quality products | H4.1, H4.2, H4.3 |
| Objective 5 | knowledge and skills in communication and information processing related to the industry focus area | H5.1, H5.2 |
| Objective 6 | an appreciation of quality products and the principles of quality control | H6.1, H6.2 |
| Objective 7 | an appreciation of the relationships between technology, the individual, society and the environment | H7.1, H7.2 |

Syllabus Outcomes

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

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

H1.3 identifies important historical developments in the focus area industry

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

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

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

H3.3 applies and justifies design principles through the production of a Major Project

H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project

H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills

H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components

H5.1 selects and uses communication and information processing skills

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

H6.1 evaluates the characteristics of quality manufactured products

H6.2 applies the principles of quality and quality control

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

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

| JAPANESE CONTINUERS | Task 1 | Task 2 | Task 3 | Task 4 | |
|-----------------------------|--|---|--|---|-------------|
| | Class Test – Response to spoken texts, Reading comprehension Topics: Daily routine, neighbourhood, school life | Class Test – Speech composition & presentation Topics: Shopping & eating out, leisure, traditions & culture | Class Test – Response to written and spoken texts Topics: Planning a trip, travelling in Japan | Trial HSC Examination Topic: All | |
| ESTIMATED SUBMISSION | Term 4, Week 10 | Term 1, Week 7 | Term 2, Week 8 | Term 3, Weeks 3/4 | |
| Component | Outcomes assessed 3.1, 3.3, 3.5, 4.2 | Outcomes assessed 1.2, 2.2, 2.3, 3.2, 4.1, 4.3 | Outcomes assessed 3.1, 3.3, 3.5, 4.2 | Outcomes assessed All | Weighting % |
| Listening | 10 | | 10 | 10 | 30 |
| Reading | 10 | | 10 | 10 | 30 |
| Speaking | | 10 | | 10 | 20 |
| Writing | | 10 | | 10 | 20 |
| Total | 20 | 20 | 20 | 40 | 100 |

School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023.

JAPANESE CONTINUERS – OUTCOMES

| Description | Syllabus Outcomes |
|---|------------------------------|
| exchange information, opinions and experiences in Japanese | 1.1, 1.2, 1.3, 1.4 |
| express ideas through the production of original texts in Japanese | 2.1, 2.2, 2.3 |
| analyse, process and respond to texts that are in Japanese | 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 |
| understand aspects of the language and culture of Japanese-speaking communities | 4.1, 4.2, 4.3 |

Syllabus Outcomes

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to the production of create original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 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

| LEGAL STUDIES | Task 1 | Task 2 | Task 3 | Task 4 | School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023. |
|---|--|---|---|--|---|
| | Oral Presentation Crime (bail application) | Topic Test Crime and Human Rights | Research Task (essay) Option 1 (the options undertaken will be determined by the class) | Trial HSC Examination All topics | |
| ESTIMATED SUBMISSION | Term 4, Week 8 | Term 2, Week 1 | Term 2, Week 8 | Term 3, Weeks 3/4 | |
| Component | Outcomes assessed H1, H3, H6 | Outcomes assessed H1, H2, H4, H5, H7, H9 | Outcomes assessed H4, H8, H9 | Outcomes assessed H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 | Weighting % |
| Knowledge and understanding of course content | | 20 | 0 | 20 | 40 |
| Analysis and evaluation | 10 | | | 10 | 20 |
| Inquiry and research | 5 | | 15 | | 20 |
| Communication of legal information, ideas and issues in appropriate forms | | 10 | 10 | 0 | 20 |
| Total | 15 | 30 | 25 | 30 | 100 |

LEGAL STUDIES – OUTCOMES

| Objectives | Description | Syllabus Outcomes |
|------------|---|-------------------|
| O1 | the nature and institutions of domestic and international law | H1 H2 |
| O2 | the operation of Australian and international legal systems and the significance of the rule of law | H3 H4 |
| O3 | the interrelationship between law, justice and society and the changing nature of the law | H5 H6 H7 |
| O4 | investigating, analysing and communicating relevant legal information and issues | H8 H9 H10 |

Syllabus Outcomes

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

| | | | | | |
|--|---|---|--|---|--|
| ADVANCED MATHEMATICS | Task 1 | Task 2 | Task 3 | Task 4 | <i>School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023.</i> |
| | Class Test Topics F2, T3, C2,3,4 | Class Test Topics C3, C4 | Assignment and Validation Topics S2, S3 | Final Examination Topics all except M1.4 | |
| ESTIMATED SUBMISSION | Term 4, Week 10 | Term 1, Week 9 | Term 2, Week 7 | Term 3, Weeks 3&4 | |
| Component | Outcomes Assessed MA12-1,3,5,6,9,10 | Outcomes Assessed MA12 - 3,6,7,9,10 | Outcomes Assessed MA12 – 8,9,10 | Outcomes assessed All | Weighting % |
| Understanding, Fluency and Communicating | 15 | 15 | 5 | 15 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 10 | 15 | 15 | 50 |
| Total | 25 | 25 | 20 | 30 | 100 |

*Any Year 12 examination may reference Year 11 content

ADVANCED MATHEMATICS – OUTCOMES

| Objective | Description | Syllabus Outcomes |
|-----------|--|---|
| O1 | Uses both algebraic and graphical conventions and terminology to describe, interpret and model relationships of and between changing quantities. | MA12-1, MA12-9, MA12-10 |
| O2 | Explores periodic functions in geometric, algebraic, numerical, and graphical representations. | MA12-1, MA12-5, MA12-9, MA12-10 |
| O3 | Investigates how things change and develop quantitative models of change to deduce their consequences. | MA12-3, MA12-6, MA12-7, MA12-9, MA12-10 |
| O4 | Explores sequences and series and their application to financial situations | MA12-2, MA12-4, MA12-9, MA12-10 |
| O5 | Explores, displays, analyses and interprets data to identify and communicate key information. | MA12-8, MA12-9, MA12-10 |

Syllabus Outcomes

| | |
|-----------|--|
| MA12 – 1 | uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts |
| MA12 - 2 | models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques |
| MA12 - 3 | applies calculus techniques to model and solve problems |
| MA12 - 4 | applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems |
| MA12 - 5 | applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs |
| MA12 - 6 | applies appropriate differentiation methods to solve problems |
| MA12 - 7 | applies the concepts and techniques of indefinite and definite integrals in the solution of problems |
| MA12 - 8 | solves problems using appropriate statistical processes |
| MA12 - 9 | chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use |
| MA12 - 10 | constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context |

| | | | | | |
|--|--|--|--|---|--|
| MATHEMATICS EXTENSION 1 | Task 1 | Task 2 | Task 3 | Task 4 | <i>School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023.</i> |
| | Assignment and Validation Topics V1.1,1.2 | Class Test Topics P1, T3, C2 | Class Test Topics C2, C3, V1.3 | Final Examination Topics All | |
| ESTIMATED SUBMISSION | Term 4 Week 7 | Term 1 Week 8 | Term 2 Week 8 | Term 3 Week 3/4 | |
| Component | Outcomes Assessed ME12 – 2,6,7 | Outcomes Assessed ME12 – 1,3,4,6,7 | Outcomes Assessed ME12 – 1,2,4,6,7 | Outcomes Assessed All | Weighting % |
| Understanding, Fluency and Communicating | 5 | 15 | 15 | 15 | 50 |
| Problem Solving, Reasoning and Justification | 15 | 10 | 10 | 15 | 50 |
| Total | 20 | 25 | 25 | 30 | 100 |

*Any Year 12 examination may reference Year 11 content

EXTENSION 1 MATHEMATICS – OUTCOMES

| Objective | Description | Syllabus Outcomes |
|-----------|---|--------------------------------|
| O1 | Communicates and justifies an argument for a mathematical statement in a clear, concise and precise manner. | ME12-1, ME12-6, ME12-7 |
| O2 | Represents a quantity with magnitude and direction and its geometrical depiction. Explores and explains a range of object behaviours in a variety of contexts from theoretical or real-life scenarios. | ME12-2, ME12-6, ME12-7 |
| O3 | Explores periodic functions in geometric, algebraic, numerical and graphical representations, including solving trigonometric problems. | ME12-3, ME12-6, ME12-7 |
| O4 | Investigates how things change and develop quantitative models of change and deduce their consequences. Explores analytic and numeric integration techniques and the use of these techniques in solving problems. | ME12-1, ME12-4, ME12-6, ME12-7 |
| O5 | Explores, displays, and interprets data via modelling to identify and communicate key information. | ME12-5, ME12-6, ME12-7 |

Syllabus Outcomes

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

| | | | | | |
|--|---|--|--|--|--|
| MATHEMATICS EXTENSION 2 | Task 1 | Task 2 | Task 3 | Task 4 | <i>School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023.</i> |
| | Class Test Topics N1, P1 | Assignment and Validation Topics N2 | Class Test Topics V1, C1 | Final Examination Topics All except 1.4 | |
| ESTIMATED SUBMISSION | Term 4 Week 9 | Term 1 Week 8 | Term 2 Week 6 | Term 3 Week 3/4 | |
| Component | Outcomes Assessed MEX12- 1,2,4,7,8 | Outcomes Assessed MEX12 – 1,4,7,8 | Outcomes Assessed MEX12 – 1,3,5 | Outcomes Assessed MEX12 – all | Weighting % |
| Understanding, Fluency and Communicating | 15 | 5 | 15 | 15 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 15 | 10 | 15 | 50 |
| Total | 25 | 20 | 25 | 30 | 100 |

EXTENSION 2 MATHEMATICS – OUTCOMES

| Objective | Description | Syllabus Outcomes |
|-----------|---|------------------------------------|
| O1 | Communicates and justifies an argument for a mathematical statement in a clear, concise and precise manner. | MEX12-1, MEX12-2, MEX12-7, MEX12-8 |
| O2 | Represents a quantity with magnitude and direction and its geometrical depiction. Uses language and different approaches to explore and explain an array of object behaviours in a variety of contexts from theoretical or real-life scenarios. | MEX12-3, MEX12-7, MEX12-8 |
| O3 | Investigates and extends understanding of the real number system to include complex numbers. | MEX12-1, MEX12-4, MEX12-7, MEX12-8 |
| O4 | Explores how things change and develops quantitative models of change deducing their consequences. Develops a broader range of techniques and strategies to solve complex problems related to differential equations and integration. | MEX12-1, MEX12-5, MEX12-7, MEX12-8 |
| O5 | Explores change in the motion of objects when acted upon by forces. Represents quantities with magnitude and direction and represents them graphically and algebraically. | MEX12-6, MEX12-7, MEX12-8 |

Syllabus Outcomes

| | |
|-----------|---|
| MEX12 - 1 | understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts |
| MEX12 – 2 | chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings |
| MEX12 - 3 | uses vectors to model and solve problems in two and three dimensions |
| MEX12 - 4 | uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems |
| MEX12 – 5 | applies techniques of integration to structured and unstructured problems |
| MEX12 - 6 | uses mechanics to model and solve practical problems |
| MEX12 - 7 | applies various mathematical techniques and concepts to model and solve structured, unstructured, and multi-step problems |
| MEX12 -8 | communicates and justifies abstract ideas and relationships using appropriate language, notation, and logical argument |

| | | | | | |
|--|--|---|--|---|--|
| MATHEMATICS NUMERACY | Task 1 | Task 2 | Task 3 | Task 4 | <i>School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023.</i> |
| | Investigation and Validation Topics 3.1, 3.2, 3.3 | Investigation and Validation Topics 3.4 ,3.5 | Investigation and Validation Topics 4.1 | Investigation and Validation Topics 4.2, 4.3 | |
| ESTIMATED SUBMISSION | Term 4 Week 9 | Term 1 Week 8 | Term 2 Week 4 | Term 3 Week 6 | |
| Component | Outcomes Assessed N6- 1.1,1.2,1.3,2.1,2.5,3.1,3.2 | Outcomes Assessed MEX12 – 1,4,7,8 | Outcomes Assessed MEX12 – 1,3,5 | Outcomes Assessed MEX12 – all | Weighting % |
| Understanding, Fluency and Communicating | 15 | 15 | 10 | 10 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 10 | 10 | 20 | 50 |
| Total | 25 | 25 | 20 | 30 | 100 |

MATHEMATICS NUMERACY – OUTCOMES

| Objective | Description | Syllabus Outcomes |
|-----------|---|----------------------------|
| O1 | develop numerical reasoning and mathematical thinking skills needed in everyday contexts to resolve situations, evaluate results and communicate solutions using appropriate language | N6-1.1,1.2,1.3 |
| O2 | develop the capacity to choose and apply techniques to effectively meet the numeracy demands of life in personal and community, workplace and employment, and education and training contexts | N6-2.1,2.2,2.3,2.4,2.5,2.6 |
| O3 | develop the capacity to use numerical reasoning and mathematical skills and techniques, aided by appropriate technology, to organise, represent and analyse information, and interpret practical situations | N6-3.1,3.2 |

Syllabus Outcomes

N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems

N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates

N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance

N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design

N6-2.6 chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations

N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

| | | | | | |
|--|---|--|--|---|--|
| MATHEMATICS STANDARD 1 | Task 1 | Task 2 | Task 3 | Task 4 | <i>School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023.</i> |
| | Class Test Topics F2, M3 | Class Test Topics M4, M5, A3.1 | Assignment and Validation Topic N1 | Final Examination Topics All except A3.2 | |
| ESTIMATED SUBMISSION | Term 4 Week 10 | Term 1 Week 9 | Term 2 Week 7 | Term 3 Weeks 3/4 | |
| Component | Outcomes Assessed MS1-12-3, MS1-12-4, MS1-12-5 | Outcomes Assessed MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-6, MS1-12-7 | Outcomes Assessed MS1-12-8, MS1-12-9, MS1-12-10 | Outcomes Assessed All | Weighting % |
| Understanding, Fluency and Communicating | 15 | 15 | 5 | 15 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 10 | 15 | 15 | 50 |
| Total | 25 | 25 | 20 | 30 | 100 |

*Any Year 12 examination may reference Year 11 content

MATHEMATICS STANDARD 1 – OUTCOMES

| Objective | Description | Syllabus Outcome |
|-----------|--|---|
| O1 | Uses symbols to represent numbers or quantities and expresses relationships, using mathematical models and applications. | MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10 |
| O2 | Applies knowledge, skills and an understanding of numbers and geometry to quantify and solve problems in practical situations. | MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10 |
| O3 | Applies knowledge, skills and an understanding of numbers to earning, spending, investing, saving and borrowing money. | MS1-12-5, MS1-12-9, MS1-12-10 |
| O4 | Collects, displays, analyses and interprets data to identify and communicate key information. | MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10 |
| O5 | Uses networks to graphically represent and model situations as part of a decision-making processes. | MS1-12-8, MS1-12-9, MS1-12-10 |

Syllabus Outcomes

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

| | | | | | |
|--|---|--|--|---|--|
| MATHEMATICS STANDARD 2 | Task 1 | Task 2 | Task 3 | Task 4 | <i>School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023.</i> |
| | Class Test Topics F4, M6 | Class Test Topics M7, A4.1 | Assignment and Validation Topics N2, N3 | Final Examination Topics All except F5 | |
| ESTIMATED SUBMISSION | Term 4 Week 10 | Term 1 Week 9 | Term 2 Week 7 | Term 3 Weeks 3/4 | |
| Component | Outcomes Assessed MS2-12-3, MS2-12-4, MS2-12-5 | Outcomes Assessed MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-7 | Outcomes Assessed MS2-12-8, MS2-12-9, MS2-12-10 | Outcomes Assessed All | Weighting % |
| Understanding, Fluency and Communicating | 15 | 15 | 5 | 15 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 10 | 15 | 15 | 50 |
| Total | 25 | 25 | 20 | 30 | 100 |

*Any Year 12 examination may reference Year 11 content

MATHEMATICS STANDARD 2 – OUTCOMES

| Objective | Description | Syllabus Outcomes |
|-----------|--|---|
| O1 | Uses symbols to represent numbers or quantities and expresses relationships. Solves problems through the solution of equations, graphing of relationships and modelling with functions | MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10 |
| O2 | Applies knowledge, skills and an understanding of numbers and geometry to quantify and solve problems in practical situations. | MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10 |
| O3 | Applies knowledge, skills and an understanding of numbers to earning, spending, investing, saving and borrowing money. | MS1-12-5, MS1-12-9, MS1-12-10 |
| O4 | Collects, displays, analyses and interprets data to identify and communicate key information. | MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10 |
| O5 | Uses networks to graphically represent and model situations as part of a decision-making processes. | MS1-12-8, MS1-12-9, MS1-12-10 |

Syllabus Outcomes

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

| MODERN HISTORY | Task 1 | Task 2 | Task 3 | Task 4 | School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023. |
|---|---|--|---|---|---|
| | Source Analysis Topic Test | Extended Response | Historical Analysis | Trial HSC Examination | |
| ESTIMATED SUBMISSION | Term 4, Week 9 | Term 1, Week 8 | Term 2, Week 6 | Term 3, Weeks 3/4 | |
| Component | Outcomes assessed MH 12-6, MH 12-2, MH 12-1, MH 12-3 | Outcomes assessed MH 12-9, MH 12-5, MH 12-2 | Outcomes assessed MH 12-8, MH 12-9, MH 12-7, MH 12-4 | Outcomes assessed MH 12-9, MH 12-6, MH 12-5, MH 12-4, MH 12-1, MH 12-2, MH 12-7, MH 12-3 | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 10 | 10 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 10 | | | 10 | 20 |
| Historical inquiry and research | | 10 | 10 | | 20 |
| Communication of historical understanding in appropriate forms | | 5 | 5 | 10 | 20 |
| Total | 20 | 25 | 25 | 30 | 100 |

MODERN HISTORY – OUTCOMES

| Objectives | Description | Syllabus Outcomes |
|------------|--|------------------------|
| O1 | develop knowledge and understanding of a range of features, people, ideas, movements, events, and developments of the modern world in their historical context | MH12-1, MH12-2 |
| O2 | develop an understanding of continuity and change over time | MH12-3, MH12-4, MH12-5 |
| O3 | undertake the process of historical inquiry | MH12-8 |
| O4 | use historical concepts and skills to examine the modern past | MH12-6 |
| O5 | communicate an understanding of history, sources and evidence, and historical interpretations | MH12-7, MH12-9 |

Syllabus Outcomes

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

MUSIC 1

| Task 1 | Task 2 | Task 3 | Task 4 |
|---|---|---|---|
| Presentation of Core Performance repertoire together with a Composition and Portfolio based on elements from the core performance repertoire. | Musicology presentation based on material from Topic 1 and the Presentation of Elective 1 (Perf/Comp/Viva). | Written response to Aural questions related to material from Topic 2 and the Presentation of Elective 2 (Perf/Comp/Viva). | Trial HSC Examination Presentation of Elective 3 (Perf/Comp/Viva) and Written Aural Examination |
| ESTIMATED SUBMISSION | Term 4, Week 10 | Term 1, Week 8 | Term 2, Week 7 |

School based assessment for the HSC commences Term 4, 2022 and concludes Term 3, 2023.

| Component | Outcomes assessed | Outcomes assessed | Outcomes assessed | Outcomes assessed | Weighting % |
|--|--|---|---|---|-------------|
| | Performance Composition H1, H3, H5, H6, H7, H8, H9, H10, H11 | Performance or Musicology or Composition (Depending on Elective) H1 – H11 depending on Elective | Performance or Musicology or Composition (Depending on Elective) H1 – H11 depending on Elective | Performance or Musicology or Composition (Depending on Elective) H1 – H11 depending on Elective | |
| Core Aural | | | 10 | 15 | 25 |
| Core Composition | 10 | | | | 10 |
| Core Musicology | | 10 | | | 10 |
| Core Performance | 10 | | | | 10 |
| ELECTIVE 1 Composition/Musicology/ Performance | | 15 | | | 15 |
| ELECTIVE 2 Composition/Musicology/ Performance | | | 15 | | 15 |
| ELECTIVE 3 Composition/Musicology/ Performance | | | | 15 | 15 |
| Total | 20 | 25 | 25 | 30 | 100 |

MUSIC 1 - OUTCOMES

| Description | Syllabus Outcomes |
|-------------|--------------------------|
| Performance | H1, H7, H9, H10, H11 |
| Composition | H3, H7, H8, H10, H11 |
| Musicology | H2, H5, H6, H8, H10, H11 |
| Aural | H4, H6, H10, H11 |

Syllabus Outcomes

| | |
|-----|---|
| 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 |

| | | | | | |
|--|--|--|--|---|--|
| PDHPE | Task 1 | Task 2 | Task 3 | Task 4 | <i>School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023.</i> |
| | Research Task Core 2 Skill Acquisition | In class task Core 1 Health Promotion | Trial HSC Examination | Analysis Improving Performance and Sports medicine | |
| ESTIMATED SUBMISSION | Term 4, Week 8 | Term 1, Week 9 | Term 3, Week 4 | Term 3, Week 6 | |
| Component | Outcomes assessed H7, H8, H11, H16, H17 | Outcomes assessed H1, H2, H3, H4, H5, H14, H15, H16 | Outcomes assessed H1–H5, H7–H11, H14– H17 | Outcomes assessed H5, H6, H15 | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 10 | 10 | 40 |
| Skills in critical thinking, research, analysing and communicating | 15 | 15 | 20 | 10 | 60 |
| Total | 25 | 25 | 30 | 20 | 100 |

PDHPE – OUTCOMES

| Objective | Description | Syllabus Outcomes |
|-----------|---|--------------------|
| O1 | knowledge and understanding of the factors that affect health | H1, H2, H3 |
| O2 | a capacity to exercise influence over personal and community health outcomes | H4, H5, H6 |
| O3 | knowledge and understanding about the way the body moves | H7, H8, H9 |
| O4 | an ability to take action to improve participation and performance in physical activity | H10, H11, H12, H13 |
| O5 | an ability to apply the skills of critical thinking, research and analysis | H14, H15, H16, H17 |

Syllabus Outcomes

H1 describes the nature and justifies the choice of Australia's health priorities
H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3 analyses the determinants of health and health inequities
H4 argues the case for health promotion based on the Ottawa Charter
H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H6 demonstrates a range of personal health skills that enables them to promote and maintain health
H7 explains the relationship between physiology and movement potential
H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9 explains how movement skill is acquired and appraised
H10 designs and implements training plans to improve performance
H11 designs psychological strategies and nutritional plans in response to individual performance needs
H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport
H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
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

| | | | | | |
|---|--|---|---|--|--|
| PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING | Task 1 | Task 2 | Task 3 | Task 4 | <i>School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023.</i> |
| | Video 1 and Video 2 Making | Case Study Critical and Historical Studies | Yearly Examination Critical and Historical Studies | Individual OR Collaborative Project Making | |
| ESTIMATED SUBMISSION | Term 1, Week 2 | Term 2, Week 6 | Term 3 Week3/4 | Term 3, Week 7 | |
| Component | Outcomes assessed M1, M2, M5 | Outcomes assessed CH2, CH4, CH5 | Outcomes assessed CH1, CH2, CH3, CH4, CH5 | Outcomes assessed M1, M2, M3, M4, M5, M6 | Weighting % |
| Making | 35 | | | 35 | 70 |
| Critical and Historical Studies | | 15 | 15 | | 30 |
| Total | 35 | 15 | 15 | 35 | 100 |

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING – OUTCOMES

| Description | Syllabus Outcomes |
|---------------------------------|-------------------------|
| Making | M1, M2, M3, M4, M5, M6 |
| Critical and Historical Studies | CH1, CH2, CH3, CH4, CH5 |

Syllabus Outcomes

M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice

M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

M3 investigates different points of view in the making of photographs and/or videos and/or digital images

M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images

M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations

CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies

CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

PHYSICS

| Task 1 | Task 2 | Task 3 | Task 4 |
|---|---|--|---|
| Depth Study Module 5: Advanced Mechanics | Topic Test Module 5: Advanced Mechanics Module 6: Electromagnetism | Research Task Module 7: The Nature of Light | Trial HSC Examination Modules 5-8 |

School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023.

**ESTIMATED
SUBMISSION**

| | | | |
|-----------------------|-----------------------|-----------------------|--------------------------|
| Term 4, Week 9 | Term 2, Week 2 | Term 2, Week 8 | Term 3, Weeks 3/4 |
|-----------------------|-----------------------|-----------------------|--------------------------|

| Component | Outcomes assessed O1, O2, O3, O4 | Outcomes assessed O1, O2, O3, O5 | Outcomes assessed O2, O3, O6 | Outcomes assessed O1, O2, O3, O4, O5, O6, O7 | Weighting % |
|----------------------------------|-------------------------------------|-------------------------------------|---------------------------------|--|-------------|
| Skills in Working Scientifically | 20 | 15 | 10 | 15 | 60 |
| Knowledge and Understanding | 10 | 5 | 10 | 15 | 40 |
| Total | 30 | 20 | 20 | 30 | 100 |

PHYSICS – OUTCOMES

| Objectives | Description | Syllabus Outcomes |
|------------|--|---------------------------------|
| O1 | Designs AND/OR develops scientific question for investigation | PH11/12-1, PH11/12-2 |
| O2 | Conducts a scientific investigation AND/OR processes and analyses data from an investigation | PH11/12-3, PH11/12-4, PH11/12-5 |
| O3 | Solves problems using the scientific process and communicates findings | PH11/12-6, PH11/12-7 |
| O4 | Demonstrates understanding of projectile and circular motion in gravitational fields | PH12-12 |
| O5 | Demonstrates understanding of electromagnetism and its applications | PH12-13 |
| O6 | Demonstrates understanding of the behaviour of light and the development of its model | PH12-14 |
| O7 | Demonstrates understanding of the structure of matter | PH12-15 |

Syllabus Outcomes

Working Scientifically

PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11/12-5 analyses and evaluates primary and secondary data and information

PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

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

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

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

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

| | | | | | |
|---|---|---|--|---|--|
| SOCIETY AND CULTURE | Task 1 | Task 2 | Task 3 | Task 4 | <i>School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023.</i> |
| | Research task Social and cultural continuity and change | Personal Interest Project progress report Personal interest project Research and inquiry methods | Short answer and extended response Social conformity and nonconformity | Trial HSC Examination Research and inquiry methods Social and cultural continuity and change Social conformity and nonconformity Popular culture | |
| ESTIMATED SUBMISSION | Term 4, Week 10 | Term 1, Week 5 | Term 2, Week 6 | Term 3, Weeks 3/4 | |
| Component | Outcomes assessed H1, H2, H3, H5 | Outcomes assessed H6, H7, H8, H9, H10 | Outcomes assessed H1, H3, H9, H10 | Outcomes assessed H2, H4, H5, H6 | Weighting % |
| Knowledge and understanding of course content | 15 | | 15 | 20 | 50 |
| Application and evaluation of social and cultural research methods | 10 | 10 | | 10 | 30 |
| Communication of information, ideas and issues in appropriate forms | 5 | | 15 | | 20 |
| Total | 30 | 10 | 30 | 30 | 100 |

SOCIETY AND CULTURE – OUTCOMES

| Objectives | Description | Syllabus Outcomes |
|-------------|--|-------------------|
| Objective 1 | Knowledge and understanding about social and cultural concepts and their application | H1 |
| Objective 2 | Knowledge and understanding about personal, social and cultural identity and interactions within societies and cultures | H2, H3 |
| Objective 3 | Knowledge and understanding about how personal experience and public knowledge interact to develop social and cultural literacy | H4 |
| Objective 4 | Knowledge and understanding about continuity and change, personal and social futures | H5 |
| Objective 5 | Knowledge and understanding about social and cultural research methods | H6 |
| Objective 6 | Develop skills to apply ethical social and cultural research to investigate and analyse information from a variety of sources | H7, H8 |
| Objective 7 | Develop skills to communicate information, ideas and issues in appropriate forms to different audiences and in a variety of contexts | H9, H10 |

Syllabus Outcomes

H1 evaluates and effectively applies social and cultural concepts

H2 explains the development of personal, social and cultural identity

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

H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy

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

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

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

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

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

H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

| SPORT, LIFESTYLE AND RECREATION | Task 1 | Task 2 | Task 3 | Task 4 | School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023. |
|--|---|--|---|---|---|
| | Healthy Lifestyles | Athletics | Games and Sports Application 2 | Individual Games | |
| ESTIMATED SUBMISSION | Term 4, Presentations starting Week 7 | Term 1, Report due Week 10 | Term 2, Coaching sessions starting Week 3 Evaluation Week 10 | Term 3, Games coaching starting Week 6 | |
| Component | Outcomes assessed 1.5, 2.3, 3.5, 4.3 | Outcomes assessed 1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.4 | Outcomes assessed 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4 | Outcomes assessed 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4 | Weighting % |
| Knowledge and understanding of course content | 15 | 10 | 15 | 10 | 50 |
| Skills in critical thinking, research methodologies and communication | 10 | 15 | 10 | 15 | 50 |
| Total | 25 | 25 | 25 | 25 | 100 |

SPORT, LIFESTYLE AND RECREATION – OUTCOMES

| Objective | Description | Syllabus Outcomes |
|-----------|---|-----------------------------------|
| O1 | knowledge and understanding of the factors that influence health and participation in physical activity | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 |
| O2 | knowledge and understanding of the principles and processes impacting on the realisation of movement potential | 2.1, 2.2, 2.3, 2.4, 2.5 |
| O3 | the ability to analyse and implement strategies that promote health, physical activity and enhanced performance | 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 |
| O4 | a capacity to influence the participation and performance of self and others. | 4.1, 4.2, 4.3, 4.4, 4.5 |

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

| TEXTILES AND DESIGN | Task 1 | Task 2 | Task 3 | Task 4 | School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023. |
|--|---|---|---|---|---|
| | Contemporary Designer Investigation | Fabric Colouration and Decoration Experimentation | Innovation Study | Trial HSC Examination | |
| ESTIMATED SUBMISSION | Term 4, Week 8 | Term 1, Week 6 | Term 2, Week 4 | Term 3, Weeks 3-4 | |
| Component | Outcomes assessed H1.1, H2.1, H5.1, H6.1 | Outcomes assessed H1.3, H2.1, H3.2 H6.1 | Outcomes assessed H3.2, H4.1, H5.2, H6.1 | Outcomes assessed H1.3, H3.1, H3.2, H4.1, H5.2, H6.1 | Weighting % |
| Knowledge and understanding of course content | 10 | 15 | 5 | 20 | 50 |
| Skills and knowledge in the design, manufacture and management of a major textiles project | 10 | | 30 | 10 | 50 |
| Total | 20 | 15 | 35 | 30 | 100 |

TEXTILES AND DESIGN – OUTCOMES

| Objectives | Description | Syllabus Outcomes |
|-------------|--|-------------------|
| Objective 1 | Students will develop: 1. knowledge and understanding of the functional and aesthetic requirements of textiles for a range of applications | H1.1 H1.2 H1.3 |
| Objective 2 | Practical skills in design and manipulation of textiles through the use of appropriate technologies | H2.1, H2.2, H2.3 |
| Objective 3 | The ability to apply knowledge and understanding of the properties and performance of textiles to the development and manufacture of textile items | H3.1, H3.2 |
| Objective 4 | Skills in experimentation, critical analysis and the discriminatory selection of textiles for specific end uses | H4.1, H4.2 |
| Objective 5 | Knowledge and understanding of Australian Textile, Clothing, Footwear and Allied Industries | H5.1, H5.2 |
| Objective 6 | An appreciation of the significance of textiles in society | H6.1 |

Syllabus Outcomes

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.

| VISUAL ARTS | Task 1 | Task 2 | Task 3 | Task 4 | School based assessment for the HSC commences Term 4, 2022, and concludes Term 3, 2023. |
|-------------------------------|--|---|--------------------------------------|--|---|
| | Body of Work Progress Body of Work in progress, and VAPD | Case Study Written task based on first 4 Case Studies | Trial HSC Examination | Body of Work/Senior Soiree Completed Body of work and VAPD | |
| ESTIMATED SUBMISSION | Term 1, Week 5 | Term 1, Week 10 | Term 3, Week 3/4 | Term 3, Week 6 | |
| Component | Outcomes assessed H1, H2, H3, H4, H5 | Outcomes assessed H7, H8, H9, H10 | Outcomes assessed H7, H8, H9, H10 | Outcomes assessed H1, H2, H3, H4, H5 | Weighting % |
| Artmaking | 15 | | | 35 | 50 |
| Art Criticism and Art History | | 30 | 20 | | 50 |
| Total | 15 | 30 | 20 | 35 | 100 |

VISUAL ARTS – OUTCOMES

| Description | Syllabus Outcomes |
|--|------------------------|
| Artmaking: Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view. | H1, H2, H3, H4, H5, H6 |
| Art Criticism and Art History: Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts. | H7, H8, H9, H10 |

Syllabus Outcomes

| | |
|------------|---|
| 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 art-making |
| 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 |

School Name: The Forest High School

Macquarie Park RTO 90222

Student Competency Assessment Schedule 2023

COURSE: HSC - Business Services

| Assessment Tasks for Certificate III in Business BSB30120 | | Cluster 4 | Cluster 5 | Cluster 6 | Cluster 7 | HSC Trial Exam (Optional) |
|--|--|--------------------|---------------------------|-------------------|---------------------|------------------------------------|
| | | Wellbeing | Mastering document design | Sharing is caring | Thinking critically | |
| | | Week: 8 Term: 4 | Week: 6 Term: 1 | Week:4 Term: 2 | Week:4 Term: 3 | Week: 3 Term: 3 |
| Code | Unit of Competency | | | | | HSC Examinable Units of Competency |
| BSBPEF201 | Support personal wellbeing in the workplace | X | | | | |
| BSBPEF301 | Organise personal work priorities | | X | | | |
| BSBTEC301 | Design and produce business documents | | X | | | |
| BSBSUS211 | Participate in sustainable work practices | | | X | | |
| BSBTWK301 | Use inclusive work practices | | | X | | |
| BSBTEC303 | Create electronic presentations | | | X | | |
| BSBCRT311 | Apply critical thinking skills in a team environment | | | | X | |

Depending on the achievement of units of competency, the possible qualification outcome is **Certificate III in Business BSB30120** or a **Statement of Attainment towards Certificate III in Business BSB30120**.

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

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

Macquarie Park RTO 90222

School Name: The Forest High School

Student Competency Assessment Schedule 2023

COURSE: HSC – Entertainment Industry

| Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services | | Cluster 4 | Cluster 5 | Cluster 6 | Trial HSC Exam (Optional) |
|---|---|----------------------------|-------------------------|---------------------|---------------------------------------|
| | | Working in the Industry | To Project and Serve | Showtime | |
| | | Week: 5 Term: 1 | Week: 9 Term: 1 | Week: 10 Term: 2 | |
| Assessment Due | | | | | Week: 3-4 Term: 3 |
| Code | Unit of Competency | | | | HSC Examinable Units of Competency |
| CUAIND311 | Work effectively in the Creative Arts Industry | X | | | |
| SITXCCS006 | Provide service to customers | | X | | |
| CUASOU306 | Operate sound reinforcement systems | | X | | |
| CUAVSS312 | Operate vision systems | | X | | |
| CUASTA311 | Assist with production operations for live performances | | | X | |
| CUASMT311 | Work effectively backstage during performances | | | X | |
| CUAIND314 | Plan a career in the creative arts industry | | | X | |

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards CUA30420 Certificate III in Live Production and Services**.

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

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

Macquarie Park RTO 90222

School Name: The Forest High School

Student Competency Assessment Schedule 2023

COURSE: HSC Hospitality - Kitchen Operations Stream

| Assessment Tasks for Certificate II Kitchen Operations SIT20416 | | Cluster D | Cluster E | Cluster F | Trial HSC Exam |
|--|---|--------------------|---------------------|-----------------------------------|------------------------------------|
| | | Food Glorious Food | Working in Industry | Cooking in the Commercial Kitchen | |
| | | Week: 5 Term: 1 | Week: 7 Term: 2 | Week: 7 Term: 3 | Week: 3-4 Term: 3 |
| Code | Unit of Competency | | | | HSC Examinable Units of Competency |
| SITHCCC003 | Prepare and present sandwiches | X | | | |
| SITHCCC006 | Prepare appetisers and salads | X | | | |
| BSBWOR203 | Work effectively with others | | X | | |
| SITHIND002 | Source and use information on the hospitality industry | | X | | |
| BSBSUS201 | Participate in environmentally sustainable work practices | | X | | |
| SITHCCC005 | Prepare dishes using basic methods of cookery | | | X | |
| SITHCCC011 | Use cookery skills effectively | | | X | |

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

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

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



Submission Date:

PLAGIARISM DECLARATION

I of Class
Name

studying with teacher

agree THAT THIS SUBMISSION IS ALL MY OWN WORK. I understand that any work partially or fully plagiarised will incur a penalty of zero marks, and a resubmission of the task to meet learning outcomes will follow. I understand that this decision will be based on the professional judgment of my teacher, using appropriate plagiarism software.

Student Signature:

Parent/Guardian Signature:

Staple this document, signed and dated, to your submission of transcript.

Class Teacher
The Forest High School

GLOSSARY OR KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have keywords that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the High School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

| | |
|----------------------------------|--|
| Account | Account for: state reasons for, report on. Give an account: narrate a series of events or transactions |
| Analyse | Identify components and the relationship between them; draw out and relate implications |
| Apply | Use, utilise, employ in a particular situation |
| Appreciate | Make a judgement about the value of |
| Assess | Make a judgement of value, quality, outcomes, results or size |
| Calculate | Ascertain/determine from given facts, figures or information |
| Clarify | Make clear or plain |
| Classify | Arrange or include in classes/categories |
| Compare | Show how things are similar or different |
| Construct | Make; build; put together items or arguments |
| Contrast | Show how things are different or opposite |
| Critically (analyse/evaluate) | Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation) |
| Deduce | Draw conclusions |
| Define | State meaning and identify essential qualities |
| Demonstrate | Show by example |
| Describe | Provide characteristics and features |
| Discuss | Identify issues and provide points for and/or against |
| Distinguish | Recognise or note/indicate as being distinct or different from; to note differences between |

| | |
|-------------|---|
| Evaluate | Make a judgement based on criteria; determine the value of |
| Examine | Inquire into |
| Explain | Relate cause and effect; make the relationships between things evident; provide why and/or how |
| Extract | Choose relevant and/or appropriate details |
| Extrapolate | Infer from what is known |
| Identify | Recognise and name |
| Interpret | Draw meaning from |
| Investigate | Plan, inquire into and draw conclusions about |
| Justify | Support an argument or conclusion |
| Outline | Sketch in general terms; indicate the main features of |
| Predict | Suggest what may happen based on available information |
| Propose | Put forward (for example a point of view, idea, argument, suggestion) for consideration or action |
| Recall | Present remembered ideas, facts or experiences |
| Recommend | provide reasons in favour |
| Recount | Retell a series of events |
| Summarise | Express, concisely, the relevant details |
| Synthesis | Putting together various elements to make a whole |



ASSESSMENT TASK APPEAL FORM

HSC Course

- ☐ Extension for Assessment Task
- ☐ Consideration of Absence
- ☐ Illness / Misadventure Appeal

Date: _____

Name of Applicant: _____

Subject: _____ Task: _____ Due Date: _____

I hereby apply for consideration with respect to the task for the following reasons:

(Documentary evidence from Parent/Doctor or other sources must be provided other than in exceptional circumstances)

| |
|--|
| |
| |
| |

In applying for this special consideration, I assure the Principal that the information given above is accurate and that I am not seeking unfair advantage over other students in this course

Student: _____ Parent / Caregiver: _____

Recommendation of Teacher / Head Teacher:

| |
|--|
| |
| |
| |

Teacher: _____

Head Teacher: _____

Note:

- **Application for an Extension**

This application must be made prior to the due date of the task in time for an alternative time to the negotiated.

- **Application due to a Known Absence**

This application must be made to the Class Teacher and Head Teacher as soon as the student knows that he/she will be absent on the day of an assessment task

- **Application due to an Unexpected Absence**

- The Head Teacher of the subject must be notified as specified in The Forest High School Assessment Policy Document
- The student must see his/her teacher and the Head Teacher immediately on return to school

- **Illness / Misadventure Appeal**

- If the problem has occurred prior to the task then the student must inform his/her teacher (or Year Adviser for formal examinations) before he/she sits for the task that there are reasons why the student feels that he/she may not perform to the usual standard
- In the event of illness or an accident during the task, the student must inform the teacher immediately and complete this form as soon as possible



REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A HSC COURSE

I have received the letter dated _____ indicating that _____ (*student name*) is in danger of not having satisfactorily completed

_____ (*course name*)

- I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.
- I am also aware that the N Determination may make him/her ineligible for the award of the Higher School Certificate

Parent/Caregiver's signature: _____ Date: _____

Student's signature: _____ Date: _____