

2024

YEAR 12 HSC ASSESSMENT BOOK



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Aboriginal Studies	Geography	Music 2
Biology	German	Music 1
Business Studies	Industrial Technology Multimedia	Extension Music
Chemistry		PDHPE
Community and Family Studies	Japanese Continuers	Physics
Design and Technology	Legal Studies	Society and Culture
Dance	Mathematics Advanced	Softward Design & Development
Economics	Mathematics Extension 1	Sport, Lifestyle and Recreation
Engineering	Mathematics Extension 2	Textiles and Design
English Advanced	Mathematics Numeracy	Visual Arts
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ASSESSMENT PLANNER

Assessment Planner <i>Enter the tasks due in the table below. This will help you plan your year ahead.</i>					
Week	Term 4, 2023	Term 1, 2024	Week	Term 2, 2024	Term 3, 2024
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 Educations 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, 2024 and finish approximately Week 7, Term 3, 2024.
- 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 illness/misadventure 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 illness/misadventure 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 illness/ misadventure 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 NESAs about the final HSC assessment rank in any course can be made after the final rankings are released. NESAs 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
 - ii) Frivolous attempt
 - iii) Offensive content
 - 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 NESAs policy: All My Own Work. Year 12 students who commit malpractice will be placed on the NESAs 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.
- Students submitting answers that are generated using artificial intelligence platforms, and presenting this as their own work constitutes malpractice. Our school uses Turn It In, and this program detects plagiarism and has a function to capture information generated using artificial intelligence platforms. In the event that plagiarism is detected a student may/ Year 11 and 12 students WILL receive a mark of zero."

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 requires 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	<i>School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.</i>
	Source Analysis Topic Test Cities of Vesuvius: Pompeii and Herculaneum	Extended Response Historical Periods	Historical Inquiry and Research In-Class Test Personalities in their Times	Trial HSC Examination	
<i>ESTIMATED SUBMISSION</i>	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 3/4	
Component	Outcomes assessed 01, 03, 04	Outcomes assessed 01, 02, 05	Outcomes assessed 02, 03, 05	Outcomes assessed 01, 02, 04, 05	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

ABORIGINAL STUDIES	Task 1	Task 2	Task 3	Task 4	School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.
	Heritage and Identity – Stimulus-Based Extended Response	Research and Inquiry Methods – Logbook & Research and Inquiry Methods -Major Work	Social Justice and Human Rights Issues- Topic Test	Trial HSC Examination	
ESTIMATED SUBMISSION	Term 4, Week 7	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 3–4	
Component	Outcomes assessed H1.1, H1.2, H1.3, H2.1, H2.2, H3.2, H3.3, H4.1	Outcomes assessed H4.1, H4.2	Outcomes assessed H1.1,H1.2, H1.3, H3.1, H3.2, H3.3,H4.1,H4.3	Outcomes assessed H1.1, H1.2, H1.3, H2.1,H2.2, H3.1,H3.2,H3.3,H4.1	Weighting %
Knowledge and understanding of course content.	5	-	5	30	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	15	5	-	25
Research and inquiry methods, including	-	20	-	-	20

Communication of information, ideas and issues in appropriate forms	5	5	5		15
methods, including aspects of the Major Project					
Total	15	15 - 25	15	30	100

AREAS OF LEARNING

- AL1:** A student develops knowledge and understanding about social justice and human rights issues and how they impact on Aboriginal and other Indigenous peoples
- AL2:** A student develops knowledge and understanding about the diversity of contemporary Aboriginal and other Indigenous peoples cultural, political, social and economic life
- AL3:** A student develops knowledge and understanding about government policies, legislation and legal decisions and their impact on Aboriginal and other Indigenous peoples
- AL4:** A student develops skills to investigate issues and communicate information from a variety of perspectives

Syllabus Outcomes

A student:

- H1.1** evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples.
- H1.2** analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
- H1.3** assesses the representation of Aboriginal peoples and cultures for bias and stereotyping.
- H2.1** examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage, and identity.
- H2.2** analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
- H3.1** assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination.
- H3.2** evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
- H3.3** evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples.
- H4.1** plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
- H4.2** undertakes community consultation and fieldwork and applies ethical research practices.
- H4.3** investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

BIOLOGY

Task 1	Task 2	Task 3	Task 4	Task 5		
Data Analysis Module 5: Heredity	Depth Study Module 6: Genetic Change	Module 5+6 Topic Test Module 5: Heredity Module: 6 Genetic Change	Research Task Module 7: Infectious Disease	Trial HSC Examination Modules 5-8		
ESTIMATED SUBMISSION	Term 4, Week 8	Term 1, Week 2	Term 2, Week 2	Term 2, Week 8	Term 3, Weeks 3/4	
Component	Outcomes assessed O2, O3, O4	Outcomes assessed O4,O5	Outcomes assessed O1, O2, O3, O4, O5, O7	Outcomes assessed O12, O3, O6	Outcomes assessed O2, O3, O4, O5, O6, O7	Weighting %
Skills in Working Scientifically	15	5	20	10	10	60
Knowledge and Understanding	5	10	5	5	15	40
Total	20	15	25	15	25	100

School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.

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	<i>School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.</i>
	Research/Extended Response	Short Answer Exam	Business Report	Trial HSC Examination All topics	
<i>ESTIMATED SUBMISSION</i>	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
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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

Task 1

Task 2

Task 3

Task 4

CHEMISTRY	Practical Task Module 7 Organic Chemistry	Half Yearly Examination Module 7: Organic Chemistry Module 5: Equilibrium and Acid reactions Module 8: Applying Chemical Ideas	Depth Study Module 6 Acid -Based Reactions	Trial HSC Examination Modules 5-8	<i>School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.</i>
ESTIMATED SUBMISSION	Term 4, Week 8	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 3/4	
Component	Outcomes assessed 02,03,04	Outcomes assessed 04, 06, 07	Outcomes assessed 01, 02, 03, 05,	Outcomes assessed 01, 02, 03, 04, 05, 06, 07	Weighting %
Skills in Working Scientifically	10	15	20	15	60
Knowledge and Understanding	10	10	5	15	40
Total	20	25	25	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	<i>School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.</i>
	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, 2023, and concludes Term 3, 2024.
	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 H1.1 H1.2,H4.1,H5.2	Outcomes assessed H1.1 H1.2 H2.1, H2.2 H3.1 H3.2 H5.2 H6.1, H6.2	Outcomes assessed H4.1 H4.3 H5.1 H3.2 H6.1 H4.2 H5.2	Outcomes assessed H1.1, H6.2, H3.1	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

	Task 1	Task 2	Task 3	Task 4	
DANCE	Presentation of Core Performance under development, prepared interview and submission of logbook Core Performance	Practical demonstration of Composition under development, discussion and logbook Core Composition Submission of written response Core Appreciation	Practical demonstration of Major Study under development, interview and logbook Major Study	Presentation of Core Performance, interview and submission of logbook Core Performance Presentation of Core Composition, interview, submission of rationale and logbook Core Composition Presentation of selected major Study, interview/elaboration and logbook	<i>School based assessment for the HSC commences Term 4, 2023 and concludes Term 3, 2024.</i>
ESTIMATED SUBMISSION	Term 4, Week 8	Term 2, Week 1	Term 2, Week 8	Term 3, Week 1	
Component	Outcomes assessed H1.2, H2.1, H2.2	Outcomes assessed H1.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H4.4	Outcomes relevant to selected major study	Outcomes assessed H1.3, H2.1, H2.2, H2.3, H3.1, Outcomes assessed H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3 and outcomes relevant to selected major study H3.2, H3.3 and outcomes relevant to selected major study	
Performance	15	-	-	5	20
Composition	-	10	-	10	20
Appreciation	-	20	-	-	20
Major Study	-	-	25	15	40
Total	15	30	25	30	100

Objectives	
Description	Syllabus Outcomes
Performance	H2.1, H2.2, H2.3
Composition	H3.1, H3.2, H3.3
Appreciation	H4.1, H4.2, H4.3, H4.4, H4.5
Major Study	Outcomes dependent on major study selected

Syllabus Outcomes

A student:

- H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2 performs, composes and appreciates dance as an artform
- H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H2.1 understands performance quality, interpretation and style relating to dance performance
- H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
- H2.3 values the diversity of dance performance
- H3.1 identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent
- H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent
- H3.3 recognises and values the role of dance in achieving individual expression
- H4.1 understands the concept of differing artistic, social and cultural contexts of dance
- H4.2 recognises, analyses and evaluates the distinguishing features of major dance works
- H4.3 utilises the skills of research and analysis to examine dance as an artform
- H4.4 demonstrate, in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
- H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation.

ECONOMICS	Task 1	Task 2	Task 3	Task 4	<i>School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.</i>
	Multiple Choice/Short Answer Exam	Presentation	Research Essay	Trial HSC Examination All topics	
ESTIMATED SUBMISSION	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 3/4	
Component	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	Weighting %
	O1, O2, O3, O4, O5, O6	O1, O2, O3, O4, O5, O6	O1, O3, O4, O5, O6	O1, O2, O3, O4, O5, O6	
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	<i>School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.</i>
	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 H2.2 H3.3 H4.3	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, H1.2	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	<i>School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.</i>
	Common Module: Texts and Human Experiences Essay	Module C Craft of Writing Imaginative text with Annotations	Module A Textual Conversations Multimodal Task	Modules A, B and C Trial HSC Examination	
ESTIMATED SUBMISSION	Term 4, Week 8	Term 1, Week 8	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
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

School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.

ESTIMATED SUBMISSION	Term 4, Week 8	Term 1, Week 8	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, 2023, and concludes Term 3, 2024.

Estimated Submission	Term 1, Week 8	Term 2, Week 9	Term 3, Week 3-4
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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, 2023, and concludes Term 3, 2024.</i>
	Viva Voce (including written proposal)	Literature Review	Critique of the Creative Process	
Estimated Submission	Term 1, Week 4	Term 2, Week 2	Term 2, Week 10	
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	<i>School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.</i>
	Common Module: Texts and Human Experiences Essay	Module C Craft of Writing Imaginative text with annotations	Module A Language Identity and Culture Multimodal Task	Common Module, Modules A, B and C Trial HSC Examination	
ESTIMATED SUBMISSION	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	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

	Task 1	Task 2	Task 3	Task 4	
	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	<i>School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.</i>
ESTIMATED SUBMISSION	Term 4, Week 8	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

GEOGRAPHY	Task 1	Task 2	Task 3	Task 4	<i>School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.</i>
	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
Geographical 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

GERMAN BEGINNERS

Task 1	Task 2	Task 3	Task 4
<p>Class Test Written response to audio text / track Topic: Education and work</p>	<p>Class Test – Verbal & written response to written texts Topic: Travel and future plans</p>	<p>Class Test – Verbal & written response to written and spoken texts Topic: People places and communities, Sickness and health</p>	<p>Trial HSC Examination Topic: All</p>

School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.

Date	Term 4 2023, Week 8 30 November 2023 (in class)	Term 1 2024, Week 7	Term 2 2024, Week 5	Term 3 2024, Week 3/4	
Component	Outcomes assessed 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Outcomes assessed 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	Outcomes assessed 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Outcomes assessed All	Weighting
Listening	20			10	30
Speaking		10	10		20
Reading			20	10	30
Writing		10		10	20
Total	20	20	30	30	100

GERMAN BEGINNERS- OUTCOMES

Objectives		
Number	Description	Syllabus Outcomes
1	interacting	1.1, 1.2, 1.3, 1.4
2	understanding texts	2.1, 2.2, 2.3, 2.4, 2.5, 2.6
3	producing texts	3.1, 3.2, 3.3

Syllabus Outcomes

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

INDUSTRIAL TECHNOLOGY MULTIMEDIA	Task 1	Task 2	Task 3	Task 4	<i>School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.</i>
	Designing and Planning Multimedia Presentation and written report	Industrial related manufacturing technology Written report on research and experimentation	Project Development and Management Report Multimedia presentation and written report	Trial HSC Examination	
ESTIMATED SUBMISSION	Term 4, Week 6	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 3/4	
Component	Outcomes assessed H3.1, H3.2, H3.3, H5.1	Outcomes assessed H1.2, H6.1, H6.2, H3.1 H3.2 H3.3	Outcomes assessed H2.1, H4.1, H5.1, H5.2, H6.2 H4.2	Outcomes assessed H1.1 H1.3, H4.3, H6.1, H7.1, H7.2, H 1.2	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

LEGAL STUDIES	Task 1	Task 2	Task 3	Task 4	<i>School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.</i>
	Crime – Topic Test	Human Rights- Research Portfolio	Options – In-class Essay	Trial HSC Examination	
ESTIMATED SUBMISSION	Term 4, Week 9	Term 1, Week 8	Term 2, Week 4	Term 3, Weeks 3/4	
Component	Outcomes assessed H1, H3, H4,H5,H6,H7,H8,H9	Outcomes assessed H1, H2, H3, H4, H5, H6	Outcomes assessed H1,H3, H4.H5,H6,H7,H8,H9	Outcomes assessed H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Weighting %
Knowledge and understanding of course content	10	-	10	20	40
Analysis and evaluation	10	-	5	5	20
Inquiry and research	-	15	5		20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
Total	25	20	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, 2023, and concludes Term 3, 2024.</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	
	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, 2023, and concludes Term 3, 2024.</i>
	Class Test Topics N1, P1	Assignment and Validation Topics N2	Class Test Topics V1, C1	Final Examination Topics All except 1.4	
<i>ESTIMATED SUBMISSION</i>	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, 2023, and concludes Term 3, 2024.</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 8	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, 2023, and concludes Term 3, 2024.</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	School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.
	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	<i>School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.</i>
	Source Analysis Topic Test	Extended Response & Essay Plans	Historical Analysis Essay	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

EXTENSION MUSIC	Task 1	Task 2	Task 3	n/a	<i>School based assessment for the HSC commences Term 4, 2023 and concludes Term 3, 2024.</i>
	<p>Performance – performance of solo repertoire (work one) and presentation of process portfolio or Composition portfolio – analysis of works and composition techniques and presentation of draft composition (work one) or Musicology portfolio – research and critical analysis of works, draft outline for submitted essay</p>	<p>Performance – performance of repertoire (chamber work) and presentation of process portfolio or Composition portfolio – analysis of works and composition techniques and presentation of draft composition (work two) or Musicology portfolio – research and critical analysis of works, complete first draft of submitted essay (word limit may be approx.)</p>	<p>Performance – performance of solo repertoire (work two) and presentation of process portfolio or Composition portfolio – Final analysis and evaluation of two original compositions for HSC submission or Musicology portfolio – research and critical analysis of works, complete final version of submitted essay.</p>		
ESTIMATED SUBMISSION	Term 1 week 3	Term 3, Week 2	Term 3 Week 6		
Component	Outcomes assessed 1-6 depending on area of specialisation	Outcomes assessed 1-6 depending on area of specialisation	Outcomes assessed 1-6 depending on area of specialisation		Weighting
Area of Specialisation (Performance, Composition, Musicology)	30	40	30		100
Total	30	40	30		100

Extension Music – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Specialisation: Performance/Composition/Musicology	1,2,3,4,5
AL2	Musicology	2, 3, 6

Syllabus Outcomes

1	<p>Performance: performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member</p> <p>Composition: composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style</p> <p>Musicology: presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources</p>
2	<p>Performance: leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others</p> <p>Composition: leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others</p> <p>Musicology: leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others</p>
3	<p>Performance: articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed</p> <p>Composition: articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style</p> <p>Musicology: articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research</p>

<p>4</p>	<p>Performance: demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed Composition: demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed Musicology: demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing</p>
<p>5</p>	<p>Performance: presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction Composition: presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition Musicology: presents, discusses and evaluates the problem solving process and the development and realisation of a research project</p>
<p>6</p>	<p>Performance: critically analyses the use of musical concepts to present a stylistic interpretation of music performed Composition: critically analyses the use of musical concepts to present a personal compositional style Musicology: critically analyses the use of the musical concepts to articulate their relationship to the style analysed</p>

MUSIC 2

Task 1	Task 2	Task 3	Task 4
Core Musicology Written score analysis examination based on composition tools of the Mandatory Topic	CORE Aural 2 questions based on Mandatory Topic material & Elective 1 (Perf/Comp/Viva)	CORE Performance CORE Composition Performance: One work. Composition: An original composition & digital portfolio.	Trial HSC Examination Written Aural and Musicology Examination & Elective 2 (Perf/Comp/Viva)

School based assessment for the HSC commences Term 4, 2023 and concludes Term 3, 2024.

ESTIMATED SUBMISSION	Term 4, Week 6	Term 1, Week 6	Term 2, Week 4	Trial Examination	
Component	Outcomes assessed H1, H3, H5, H6, H7, H8, H9, H10, H11	Outcomes assessed H1 – H11 depending on Elective	Outcomes assessed H1 – H11 depending on Elective	Outcomes assessed H1 – H11 depending on Elective	Weighting
Core Aural	-	10	-	10	20
Core Composition	-	-	20	-	20
Core Musicology	10	-	-	10	10
Core Performance	-	-	20	-	10
ELECTIVE 1 Composition/Musicology/ Performance	-	10	-	-	10
ELECTIVE 2 Composition/Musicology/ Performance	-	-	-	10	10
Total	10	20	40	30	100

Music 2 – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Performance	H1, H5, H6, H8, H10, H11
AL2	Composition	H2, H3, H4, H5, H6, H8, H9, H11
AL3	Musicology	H2, H5, H6, H7, H8, H9, H11
AL4	Aural	H5, H6, H9, H11

Syllabus Outcomes

H1	Performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
H2	Demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics
H3	Composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
H4	Stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
H5	Analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
H6	Discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
H7	Critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
H8	Understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
H9	Identifies, recognises, experiments with, and discusses the uses and effects of technology in music
H10	Performs as a means of self expression and communication
H11	Demonstrates a willingness to accept and use constructive criticism

MUSIC 1	Task 1	Task 2	Task 3	Task 4	School based assessment for the HSC commences Term 4, 2023 and concludes Term 3, 2024.
	CORE Composition and Portfolio Task & CORE Performance Progress Task	CORE Musicology Presentation based on material from Topic 1 & Elective 1 (Perf/Comp/Viva)	CORE Aural 2 questions based on Topic 2 material & Elective 2 (Perf/Comp/Viva)	Trial HSC Examination Written Aural Examination & Elective 3 (Perf/Comp/Viva)	
ESTIMATED SUBMISSION	Term 4, Week 7	Term 1, Week 8	Term 2, Week 5	Trial Examination	
Component	Outcomes assessed Performance, Composition H1, H3, H5, H6, H7, H8, H9, H10, H11	Outcomes assessed Performance or Musicology or Composition (Depending on elective) H1 – H11 depending on Elective	Outcomes assessed Performance or Musicology or Composition (Depending on elective) H1 – H11 depending on Elective	Outcomes assessed Performance or Musicology or Composition (Depending on elective) H1 – H11 depending on Elective	Weighting
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	10	35	25	35	100

Music 1 – OUTCOMES

Objectives	
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, 2023, and concludes Term 3, 2024.</i>
	In class task Core 1 Health Priorities in Australia	In class task Core 2 Factors Affecting Performance	In class task Option Improving Performance	Trial HSC Examination	
ESTIMATED SUBMISSION	Term 4, Week 7	Term 1, Week 6	Term 3, Week 6	Term 3, Week 4	
Component	Outcomes assessed H1, H2, H3, H4, H5, H14, H15, H16	Outcomes assessed H7, H8,H9,H10, H11, H12,H16, H17	Outcomes assessed H7, H8, H9, H10, H11, H12, H16, H17	Outcomes assessed H1–H5, H7–H11, H14– H17	Weighting %
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	15	15	10	20	60
Total	25	25	20	30	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

PHYSICS	Task 1	Task 2	Task 3	Task 4	<i>School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.</i>
	Depth Study Module 5: Advanced Mechanics	Half Yearly Exam Module 5: Advanced Mechanics Module 6: Electromagnetism	Research Task Module 7: The Nature of Light	Trial HSC Examination Modules 5-8	
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	15	20	10	15	60
Knowledge and Understanding	5	10	10	15	40
Total	20	30	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
Research task Social and cultural continuity and change 20%	Personal Interest Project (PIP) literature review 20%	Short answer and extended response Social conformity and nonconformity; Drag culture 30%	Trial HSC Examination Social and cultural continuity and change Social conformity and nonconformity Popular culture 30%
Term 4, Week 10	Term 1, Week 5	Term 2, Week 5	Term 3, Weeks 3/4

School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.

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	-	15	-	5	20
Communication of information, ideas and issues in appropriate forms	5	5	15	5	30
Total	20	20	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

Sample Assessment Schedule A

Software Design and Development – Year 12

Sample for implementation for Year 12 from Term 4, 2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Software Solution Case Study	Design Presentation	Project	Trial HSC Examination	
Timing	Term 4, Week 10	Term 1, Week 8	Term 3, Week 1	Term 3, Weeks 3–4	
Outcomes assessed	H1.1, H2.2, H5.1, H5.2	H2.1, H4.1, H4.2, H5.2, H6.2, H6.4	H3.2, H4.2, H4.3, H5.1, H5.2, H5.3, H6.3	H1.2, H1.3, H3.1, H5.2, H6.1, H6.4	
Component					Weighting %
Knowledge and understanding of course content	10	10	10	20	50
Knowledge and skills in the design and development of software solutions	5	15	20	10	50
Total %	15	25	30	30	100

SPORT, LIFESTYLE AND RECREATION	Task 1	Task 2	Task 3	Task 4	School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.
	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	<i>School based assessment for the HSC commences Term 4, 2023, and concludes Term 3, 2024.</i>	
Design Contemporary Designer Investigation	ATCFA Fabric Colouration and Decoration Experimentation	Properties and Performance of textiles 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 H6.1 H1.3	Outcomes assessed H51 H5.2 H6.1	Outcomes assessed H32 H4.1 H5.2 H3.1 H6.1 H3.2 H4.1	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, 2023, and concludes Term 3, 2024.
	Body of Work Progress	Case Study	Trial HSC Examination	Body of Work	
	Body of Work in progress, and VAPD	Written task based on first 4 Case Studies		Completed Body of work and VAPD	
ESTIMATED SUBMISSION	Term 1, Week 5	Term 1, Week 9	Term 3, Week 3/4	Term 3, Week 5	
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

Student Competency Assessment Schedule 2024

COURSE: HSC - Business Services

Assessment Tasks for Certificate III in Business BSB30120 Assessment due		Cluster 4	Cluster 5	Cluster 6	Cluster 7	HSC Trial Exam (Optional) Week: 3 Term: 3 HSC Examinable Units of Competency
		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	
Code	Unit 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 2024

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.



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

Cookery

Qualification: SIT20421 Certificate II in Cookery

Cohort 2023 - 2024

Training Package SIT Tourism, Travel and Hospitality (version2.1)

School Name: The Forest High

Assessment Schedule Year 12 – 2024

		Task 3	Task 4	Task 5	½ yearly Exam** (Optional)	Trial Exam**
<p>The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement.</p> <p>Competency assessment is graded as 'not yet competent', 'developing', 'competent'. This means a course mark is not allocated.</p>		Week 7	Week 7	Week 8	Week	Week 3-4
		Term 4	Term 1	Term 2	Term	Term 3
<p>Assessment Tasks for SIT20421 Certificate II in Cookery</p> <p>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</p>		Date:	Date:	Date:	Date:	Date:
Code	Unit of Competency					
SITHCCC026	Package prepared foodstuffs	X				
SITHCCC023	Use food preparation equipment		X			
SITHCCC024	Prepare and present simple dishes		X			
SITHCCC027	Prepare dishes using basic methods of cookery			X		
SITHCCC034	Work effectively in a commercial kitchen			X		

Depending on the achievement of units of competency, the possible qualification outcome is **SIT20421 Certificate II in Cookery**

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

* Selected units only to be confirmed by your teacher.

Construction

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

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3) Cohort 2023 - 2024 26211 2 Units x 2 Years Training Package CPC Construction, Plumbing and Services Training Package (version 8.0)

<p>The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement. Competency assessment is graded as 'not yet competent', 'developing', 'competent'. This means a course mark is not allocated.</p>		Task 5	Task 6	Task 7	Trial Exam**
		Week 7 Term 4	Week 3 Term 2	Week 5 Term 3	Week Term Date:
Assessment Events					
Code	Unit of Competency				
CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	X			
CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials		X		
CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the construction industry			X	

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

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

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

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



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



ILLNESS AND MISADVENTURE APPLICATION

HSC Course

- Extension for Assessment Task
- Consideration of Absence
- Illness / Misadventure Application

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: _____