



# HOMEBUSH BOYS HIGH SCHOOL

## HSC 2022

# ASSESSMENT HANDBOOK

*Recte Et Fortiter - Upright and Strong*  
Safety | Learning | Respect

# CONTENTS

<b>General Information</b>	<b>5</b>
Introduction	5
Requirements for the Award of the HSC	5
1 Eligibility requirements for the Higher School Certificate	5
2 Pattern of Study	5
3 Accumulation of the Higher School Certificate	6
4 25 Hour Personal Development and Health Course	6
Requirements for an Australian Tertiary Admission Rank (ATAR)	6
Rule 1	6
Rule 2	6
<b>School Assessment Policy</b>	<b>7</b>
Introduction	7
What is HSC Assessment?	7
Purpose of HSC Assessment	7
The Start and Finish	7
NSW Education Standards Authority Website	7
Students Online	8
Satisfactory Completion of Higher School Certificate Course	8
<b>Section A: Student Responsibilities</b>	<b>9</b>
Expectations of Students	9
1 Attendance	9
2 Unexplained absences lateness and class attendance patterns	9
3 Academic Integrity	9
4 Assessment Tasks	9
5 Submission of Assessment Tasks	9
6 Diligence	9
7 Syllabus requirements	9
8 Sustained Application	9
9 Absence: Notification of Assessment Tasks	9
10 Student Transfers	10
11 Procedures for students when absent from tasks	10
12 Applications for appeal	10
13 Work Placement	11
14 Procedures relating to Malpractice	11
15 Students behaviour during assessment tasks, including examinations	12
16 Exam Procedures	12
17 Students absent from Mid-Year, Trial and HSC Exam	13
18 Equipment for the HSC Exam	13
19 N Award Warning Letter	13
20 Assessment Schedules	13
21 Notifications	13
22 Special Examination Provisions for students with special needs (Disability Provisions)	13
23 Reporting Procedures	14
<b>Section B: The School's Responsibilities</b>	<b>15</b>
1 A Standard Referenced Approach to Assessment	15
Assessment Schedules	15



	Assessment Notifications	16
	Marking Guidelines	16
	Providing Meaningful Feedback	16
	Recording and Reporting Student Marks	16
2	Non-Discriminating Tasks	16
3	The Award of “Zero Marks”	17
4	Non-Presentation / No-Attempt	17
5	Malpractice	17
6	If a student is involved.....	17
7	Lateness	17
8	Extensions	17
9	NSW Education Standards Authority Warning Letters	18
	<b>Section C: Student Reviews / Appeals</b>	<b>19</b>
	<b>Section D: Vocational Education and Training</b>	<b>20</b>
	Introduction	20
	Rationale	20
	The Purpose of Assessment	20
	Assessment of the Australian Qualification Framework (AQF)	20
	Assessment for an Australian Tertiary Admission Rank (ATAR)	21
	HSC Examination	21
	NSW Education Standards Authority Requirements	21
	Recognition of Prior Learning	21
	Assessment Principles and Procedures	21
	Internal Exams	22
	Work Placement	22
	Student Reviews / Appeals	22
	Illness / Misadventure Appeal Form [Sample]	23
	N Award Warning Letter [Sample]	24
	<b>Course Outlines: Higher School Certificate</b>	<b>26</b>
	Ancient History	27
	Biology	29
	Business Studies	31
	Chemistry	33
	Chinese & Literature	35
	Chinese in Context	37
	Community & Family Studies	39
	Earth & Environmental Science	41
	Economics	43
	Engineering Studies	45
	English Advanced	47
	English EALD	49
	English Extension 1	51
	English Extension 2	53
	English Standard	55
	English Studies	57
	Geography	59
	History Extension	61
	Industrial Technology: Electronics Technologies	63



Industrial Technology: Timber Products & Furniture Technologies	65
Information Processes & Technology	67
Korean & Literature	69
Korean Beginners	71
Korean Continuers	73
Korean in Context	75
Legal Studies	77
Mathematics Advanced	79
Mathematics Extension 2	81
Mathematics Numeracy	83
Mathematics Standard 1	85
Mathematics Standard 2	87
Modern History	89
Music 1	91
Music 2	93
P D H P E	95
Physics	97
Software Design & Technology	99
Sports Lifestyle & Recreation	101
Studies of Religion II	103
Visual Arts	105
Course Outlines: Vocational Education & Training Courses	107
<b>VET Courses Assessment Policy</b>	<b>108</b>
1 Policy	108
1.1 Satisfactory Completion of a course in the Vocational Education Training Courses	108
1.2 Work Placement in VET Course	108
1.3 HSC: "All My Own Work" Program	108
2 Definitions	108
2.1 Board Developed Courses	108
2.2 Board Endorsed Courses	108
2.3 ATAR (Australian Tertiary Admissions Rank)	108
Public Schools NSW Ultimo RT 90072: Business Services Category B Board Developed Course	110
Public Schools NSW Ultimo 90072: Construction Assessment Schedule	111
Public Schools NSW Ultimo 90072: Hospitality – Kitchen Operations Assessment Schedule	112
<b>Assessment Calendar 2021/2022</b>	<b>113</b>
Term 4 2021	113
Term 1 2022	115
Term 2 2022	117
Term 3 2022	119
<b>Glossary of Key Words</b>	<b>121</b>
<b>HSC Assessment Task Planner 2021/2022</b>	<b>123</b>
Term 4 2021	123
Term 1 2022	123
Term 2 2022	124
Term 3 2022	124



## GENERAL INFORMATION

### Introduction

This booklet aims to give students, parents and caregivers information about assessment for the Higher School Certificate (HSC) course.

From Term 4 in Year 11, students will commence Year 12 assessment tasks in all subjects. The tasks will determine each student's assessment mark which is a measure of each student's achievement relative to the performance of other students in the same course at Homebush Boys High School.

The HSC will show two marks: the Final Examination Mark and the Moderated Assessment Mark. The Moderated Assessment Mark and the scaled Final Examination mark each comprise 50% of the total HSC result.

There is a difference between qualifying for the HSC and gaining an Australian Tertiary Admission Rank (ATAR). The ATAR is a rank that is used for gaining entry to Tertiary Institutions.

Students, parents and caregivers are urged to read this booklet carefully. Students who are unclear about procedures or their responsibilities should immediately arrange an interview with their supervising Deputy Principal or Year Adviser.

### Requirements for the award of the HSC

The New South Wales NSW Education Standards Authority (NESA) is a Statutory Board which has the power to award the credential titled, "The Higher School Certificate". To be eligible for this award, students must comply with the entry requirements, course restrictions and the rules and regulations established by NESA.

#### 1 Eligibility requirements for the Higher School Certificate

To be eligible for the award of the Higher School Certificate students must have:

- gained the RoSA or such other qualifications as NESA considers satisfactory;
- satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- sat for and made a serious attempt at the required HSC Exam(s)

All students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed the HSC: All My Own Work program in ethical scholarship. This program will be delivered through the school, and will assist students to understand their rights and responsibilities in HSC assessment.

#### 2 Pattern of Study

Students must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the HSC. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.

Students must have sat for and made a serious attempt at the HSC Exam(s).

Students must study a minimum of **12 units in the preliminary course** and a minimum of **10 units in the HSC course**. Both the preliminary course and the HSC course must include the following:

- at least 2 units of a Board developed English course;
- at least 6 units from Board developed courses;
- at least 3 courses of two units' value or greater;
- no more than 6 units of courses in Science,
- and at least four subjects.

### 3 Accumulation of the Higher School Certificate

Students may accumulate HSC courses towards the Higher School Certificate over a period of up to five years. Preliminary courses may also be accumulated.

The five-year period will commence in the first year students satisfactorily complete an HSC course. It will apply regardless of whether students defer their studies for one or more years during the five-year period. Accumulation of HSC courses cannot extend beyond a five-year period.

### 4 25 Hour Personal Development and Health Course, Crossroads

Life Ready is a mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. It focuses on offering opportunities for students to build the functional knowledge and skills for life post school.

Homebush Boys High School's Personal Development and Health content of the school's Life Ready program is based on the needs and interests of our Stage 6 students. The program is developed to be relevant to our particular group or cohort of senior students.

### Requirements for an Australian Tertiary Admission Rank (ATAR)

*The ATAR is the rank calculated on behalf of Tertiary Institutions to allocate places in New South Wales and Australian Capital Territory universities. Further information about the ATAR can be obtained through the University Admission Centre website at [www.uac.edu.au](http://www.uac.edu.au).*

#### Rule 1

To be eligible for an ATAR, a student must satisfactorily complete at least ten units of Board developed courses, including at least two units of English.

The Board developed courses must include:

- at least three courses of two units or greater, and
- at least four subjects

#### Rule 2

The ATAR will be based on an aggregate of scaled Marks in the ten units of Board developed courses comprising:

- the best two units of English;
- the best eight units from the remaining units, and
- four units of category B courses may be studied, although only two units will be included in the calculation of the ATAR.

With the following provisions:

- students must satisfactorily complete English;
- students may accumulate courses over five years; and
- if a student repeats a unit, only the last satisfactory attempt will be used in the calculation of the ATAR.

# SCHOOL ASSESSMENT POLICY

## Introduction

The purpose of this document is to outline the Assessment Policy of Homebush Boys High School for the Higher School Certificate (HSC).

Please read this policy carefully and make sure you understand it. **All students MUST sign to acknowledge that they have received this handbook.**

## What is HSC Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist in student learning;
- evaluate and improve teaching and learning programs;
- provide information on student learning and progress in a course in relation to the syllabus outcomes;
- provide evidence of satisfactory completion of a course, and report on the achievement by each student at the end of a course.

It is a requirement of the HSC school assessment program that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout Year 12 and each has a weighting determined by the school within guidelines provided by the NSW Education Standards Authority. School-based assessment tasks are linked to standards because the tasks focus on outcomes which are valid instruments for what they are designed to assess, and the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements.

An HSC assessment mark is the mark determined for each student studying a Board- determined or Board- endorsed course that represents a measure of the student's achievement relative to other students by the end of the course for the HSC. The assessment mark is derived from the results of a number of assessment tasks.

The Higher School Certificate shows two marks for each course: an exam mark and an HSC moderated assessment mark.

## Purpose of HSC Assessment

The purpose of school assessment for HSC students is to provide an indication of student achievement based on:

- a wider range of syllabus outcomes than may be measured by a single HSC Exam; and
- multiple measures and observations made throughout the HSC, giving students credit for what they have achieved throughout their courses, in addition to their Final Exam.

## The Start and Finish

For the HSC course, assessment tasks may begin in Term 4 of Year 11. Assessment will cease after the Trial HSC Exam in Year 12.

## NSW Education Standards Authority Website

Syllabuses, past papers, sample responses and support materials for all courses may be accessed through the NSW Education Standards Authority (NESA) website at <http://educationstandards.nsw.edu.au>

## Students Online



The Students Online service is available for students to log-on and view their HSC enrolment details. By using a student number and PIN provided by NESAs, they will be able to check important details relating to their enrolment and view important information such as their personalised HSC timetable, Assessment Rank Order (after the final HSC Exam) and information regarding HSC results. In addition, Students Online has links to other relevant sites.

### **Satisfactory Completion of Higher School Certificate Course**

Students are considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that they have met the following course completion criteria. They must have:

1. followed the course developed by NESAs;
2. applied themselves with diligence and sustained effort to the tasks and experience provided by the school, and
3. achieved some or all of the course outcomes.

The Principal may determine that the above course completion criteria are not being met, including those not met as a result of poor attendance. Students will be given written warning in sufficient time to correct any problems regarding satisfactory completion of course requirements.

A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. A student will be considered unsatisfactory in a course if she has failed to apply herself with "diligence and sustained effort" to the set tasks and experiences required by the school to achieve some or all of the course outcomes.

Indicators of possible failure for students to apply themselves and fulfill course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement and the like caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism or cheating.

If at any stage during the course it appears that a student will not achieve course outcomes, a NESAs warning letter will be sent home. The purpose of this letter is:

- to give students a warning in time to correct the area of concern, and/or
- to clarify their current status regarding an unsatisfactory designation.

**Where it is determined that a student has not satisfactorily completed a course, that student will not receive any results in that course.**



## SECTION A: STUDENT RESPONSIBILITIES

### Expectations of Students

#### 1 Attendance

Students must attend all classes to satisfactorily complete the HSC courses. A minimum of 90% attendance is generally expected for students to achieve the outcomes of the course being studied.

#### 2 Unexplained absences, lateness and class attendance patterns

Unexplained absences, lateness and class attendance patterns will be reviewed every 5 weeks to ensure that students are meeting the course completion criteria and the minimum attendance requirements.

Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria (ACE Manual).

Students are expected to attend all classes on those days when assessment tasks are timetabled. Failure to do so may constitute an unfair advantage and may result in a zero award.

#### 3 Academic Integrity

Students are required to certify that all work submitted for assessment must be their own. Any breach of this condition, including plagiarism, will result in a mark of zero. An "Academic Integrity Report" must be attached to all submitted assessment tasks.

#### 4 Assessment Tasks

The NSW Education Standards Authority expects all students to attempt all assessment tasks.

#### 5 Submission of Assessment Tasks

Students are expected to submit assessment tasks by the due date and sign and acknowledge submission of tasks by the due date.

#### 6 Diligence

It is expected that students prepare for examinations and make a serious attempt. Students must work with sustained effort and diligence in all aspects of each course.

#### 7 Syllabus requirements

It is expected that students complete the syllabus, including participation in class practical work, oral presentations, homework, assignments and formal assessment tasks.

#### 8 Sustained Application

Students must make a genuine attempt at **ALL** assessment tasks. Failure to complete less than 50% of assessment tasks will result immediately in an 'N' determination for that course.

Students who do not comply with the assessment requirements will not have a moderated assessment mark or an examination mark awarded.

*(ACE Manual)*

#### 9 Absence: Notification of Assessment Tasks

Students who are absent from class on the day that an Assessment **Task Notification is issued, must see the teacher to receive the notification.** It is important to note that notification of assessment tasks will be issued two weeks prior to assessment tasks as per assessment schedules published in this handbook.

## 10 Student transfers

Students who transfer into the school after commencement of the HSC courses will have a formal interview with the Principal to discuss assessment requirements.

## 11 Procedures for students when absent from tasks

Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration.

If there is a valid reason an “Assessment Task Illness/Misadventure Application” proforma needs to be completed and all supporting documentation has to be **submitted to the relevant Deputy Principal on the first day back after their absence, or a zero mark will be awarded**. Illness /Misadventure applications are available from your Deputy Principal.

## 12 Applications for appeal

A student may apply for special consideration for the following reasons:

- a. If a student wishes to make an application for an extension of time, in which case it is required before the due date, or
- b. If a student is absent on the day of the task, in which case:
  - i. **the student or his parent** must telephone the school **on the day of the task** and inform the relevant Deputy Principal;
  - ii. the illness/misadventure application must be lodged with the Deputy Principal concerned immediately upon the student’s return to school;
  - iii. a doctor’s certificate is required if the application is on medical grounds;
  - iv. valid supporting documents are required to support misadventure appeals;
  - v. if the assessment task is a take home task, the student must hand it in completed with a medical certificate to the Deputy Principal, immediately upon the student’s return to school;
  - vi. documentation submitted at a later date **(not on the first day that the student returns to school)** will not be accepted and the student will be awarded a zero mark.

Medical certificates must:

- be written on a named doctor’s pad;
- include the date of the missed tasks;
- show in detail, the nature of the illness;
- state that the student is **“unable to complete the HSC assessment task”**. It is the student’s responsibility to bring this to the attention of the medical practitioner;
- show the length of time the student will be unfit for school, and
- be produced immediately on return to school.

**If the student does not make the application to the relevant Deputy Principal on their next school day of attendance after the due date of the missed assessment task, a zero mark will be recorded.**

Before the Mid-Year and Final Reporting period, the Faculty Head Teacher and Deputy Principal consult with the Principal to consider student appeals. Once the Principal determines the action to be taken, the Head Teacher will inform the student and classroom teacher of the decision. The School Administrative Officer will generate an outcome letter which will be sent to the parent.

**The Illness/Misadventure appeals process does not cover:**

- difficulties in preparation or loss of preparation time;
- alleged deficiencies in tuition;

- loss of study time prior to the formal study vacation;
- misreading the exam timetable;
- misreading of exam instructions;
- **attendance at a sporting or cultural event, or family holiday;**
- long-term illness such as Glandular Fever, Asthma and Epilepsy, unless there is evidence of a sudden reoccurrence during the examination period; and
- **Illnesses covered by special provisions, unless there is evidence of an unforeseen episode during the examination.**

**Technology and/or computer equipment failure are not valid grounds for misadventure. It is the student's responsibility to keep hard copies of submitted assessment tasks.**

To assist students in the use of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure;
- back-up files regularly;
- print out copies of drafts and keep them while the assignment is in progress, and bring a copy of the file to school by either USB or CD.

Students may lodge an Illness/Misadventure Appeal if they believe that **circumstances during the assessment task**, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to provide documentary evidence such as a doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the application.

**If the Assessment Task Illness/Misadventure Application is not accepted**, then the student will be awarded a zero mark and a NESA Warning Letter will be sent home to advise parents.

Students may appeal against the decision by lodging an appeal form to the Principal within three (3) days of initial determination.

The Principal may:

- reject the appeal and order the zero mark to stand;
- grant a limited extension;
- order that a substitute task be performed, or
- award an estimate

### 13 Work Placement

- Students are required to see the appropriate Head Teacher before work placement to organise alternate arrangements for assessment tasks scheduled during work placement.
- **If an assessment task is due during work placement**, the student **must see the Deputy Principal before work placement** to negotiate whether the task will be submitted to the **Deputy Principal** either before work placement or on the due date.
- Receipt to acknowledge that the Head Teacher has received the assessment task must be kept by the student.

### 14 Procedures relating to Malpractice

All work presented in assessment tasks and external exams (including submitted works and practical exams) must be the student's own or must be acknowledged appropriately. Malpractice, including plagiarism, will lead to students receiving zero marks and will jeopardise their HSC results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own;
- using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as their own;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school exam rules;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date, and assisting another student to engage in malpractice.

*(Rules and Procedures for HSC Candidates)*

Should an assessment task be corrupted through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness.

To avoid malpractice, including plagiarism, students should:

- check how to cite sources with their teacher. Students must give credit whenever they;
- use another person's idea, opinion or theory;
- use pieces of information, facts, statistics, graphs or drawings that are not common knowledge; use quotations from another person's spoken or written words, and paraphrase another person's spoken or written words.

Malpractice, including plagiarism is cheating and a zero mark will be awarded. It violates our school values, beliefs and expectations from students and will not be tolerated at Homebush Boys High School.

## **15 Students behaviour during assessment tasks, including examinations**

Students must behave in a way that does not disrupt the task, exam or disturb the work of any other students. They must behave in a polite and courteous manner towards other students and the supervisor(s) of the task(s), including examinations.

During any assessment task/exam, if a student is involved in any of the following behaviours, a zero-assessment mark will be awarded:

- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, other than what is allowed by the supervising teacher; makes a non-serious attempt, or cheats or attempts to cheat in any way.

## **16 Exam Procedures**

- During any assessment task/Exam students must follow the exam supervisor's instructions at all times. An **Exam Rules and Expectations Sheet** is issued to students with their exam timetables.
- Students must not take into the room any books, notes, papers or equipment other than what is outlined in the **Exam Rules and Expectations Sheet**.

- Students must make a serious attempt at all questions in the exam/assessment task and remain in the exam venue until the end of the Exam.
- Answers must not contain offensive language.
- Students must not take any electronic devices, including mobile phones or iPods into any exam room.

**Failure to observe these rules will result in a mark of zero for the exam.**

## **17 Students absent from Mid-Year, Trial and HSC Exam**

- Students who are absent from exam(s) for any serious reason must notify the appropriate Deputy Principal of the school on the timetabled day of the exam(s).
- The student must present the illness/misadventure appeal to the appropriate Deputy Principal immediately after the missed exam/s for the appeal to be considered, and course of action determined.

## **18 Equipment for the HSC Exam**

The HSC timetable contains a list of:

- equipment, that students are expected to provide; and optional items that students may bring if they wish.

It is a students' responsibility to obtain this list, which appears on the NESA website at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Note that students **must** clear memory from calculators before examinations.

## **19 N Award Warning Letter**

NESA warning letters are issued to students and their parents/caregivers if students are in danger of not meeting the Course Completion Criteria in any course. The NESA requires the school to issue official warning letters in order to give the students the opportunity to redeem themselves.

A **minimum of two course specific warnings** must be issued prior to a final "N" (non- completion) determination being made for a course.

## **20 Assessment Schedules**

Students are expected to carefully read assessment schedules for all courses which are published in this handbook and complete an Assessment Plan based on each task / course for the year.

## **21 Notifications**

Students are expected to carefully read the notification of tasks that they will receive two weeks prior to the date of assessment tasks.

Students are required to sign for and check the following details on all notifications for assessment tasks:

- a. the nature of the task;
- b. syllabus outcomes to be assessed;
- c. the weighting of the task;
- d. the assessment marking criteria, and
- e. the date of the task.

## 22 Special Examination Provisions for students with special needs (Disability Provisions)

If students have a special need that would, in a normal exam situation prevent them from:

- reading the exam questions, and/or
- communicating responses,

NESA may approve special exam provisions.

Students seeking special exam provisions need to approach the Head Teacher Learning and Engagement to lodge an **application by April or earlier**.

**Special Examination Provisions are not available:**

- as compensation for difficulties in undertaking a course and preparing for the exam, and for lack of familiarity with the English language.

**Failure to comply with the school assessment policy and the procedures outlined in this handbook will result in a zero mark being awarded and students will be notified in writing.**

## 23 Reporting Procedures

Year 12 school reports are issued in Semester One and in Semester Two. Assessment for these reports will be based upon the HSC Assessment schedules for each course as outlined in this assessment handbook.

## SECTION B: THE SCHOOL'S RESPONSIBILITIES

### 1 A Standard Referenced Approach to Assessment

This document has been developed to assist teachers in developing, implementing and conducting quality assessment programs that will capture an accurate image of individual student achievement in a standards referenced framework.

“Schools are to undertake assessment to collect information about student’s learning. This will occur through both formal in informal activities.”

(Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12)

#### Assessment Schedules

Each course will have its own assessment schedule developed within the guidelines provided by the NESA. The Board requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they are enrolled.

This means that teachers are required to provide students with assessment schedules for courses studied which will give the approximate timing of assessment tasks, and:

- inform each student of the assessment requirements for each course;
- indicate the types of tasks that will be used to measure performance in each syllabus component of the course;
- outline the outcomes and the weightings for each syllabus component; and □ specify values of each of these tasks, and
- incorporate a range of tasks and may cover:
  - a. tests/exams which may take a written, practical, oral and aural form;
  - b. class and/or homework assignments, including essays and practical tasks;
  - c. projects of varying degrees of length and complexity, and
  - d. oral presentations.

These assessment schedules are published in this handbook and provide valuable information for teachers to compare student achievement against syllabus standards that remain constant over time. Exact timing of tasks will be confirmed in Task Notifications, issued at least two weeks prior to the task.

#### Head Teachers are required to put processes in place to:

- a. ensure tasks meet NESA requirements of courses;
- b. ensure students sign when a task is submitted;
- c. ensure students sign when a task is returned;
- d. record marks on the faculty system before marks are returned, and
- e. ensure NESA Warning Letters are issued when appropriate or in accordance with Point 9 in this section.

#### More than one class following the same course

This refers to groups of students within the same year across different timetabled lines and accelerated groups of students from different years.

Common assessment programs should be followed with common tasks, conditions and marking procedures.

Assessment tasks should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

## **Assessment Notifications**

Students will be notified, at least 14 calendar days in advance of the due date of an assessment task, of the details of the assessment task, including due date and time on that day, specific nature of the task and the value of the assessment task.

Under extenuating circumstances variations to a task (including timing and date and other details of the task) may occur when:

- approval from the Deputy Principal has been gained, and
- all students (including absent students) have been notified of the variation in writing with a new notification. This notification should, be issued at least 14 calendar days in advance of the due date of the assessment task.

The due date for assessment tasks should not be scheduled any closer than 7 calendar days either side of the Mid-Year Examinations and Trial HSC Examinations.

## **Marking Guidelines**

Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

## **Providing Meaningful Feedback**

Teachers provide feedback to students to assist their learning.

Marking guidelines for each task are linked to the standards by including the wording of syllabus outcomes and relevant performance descriptions. Marks earned on individual tasks are expressed on a scale to reflect adequately the relative differences in student performances.

Feedback to students will incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards.

In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A student is judged either competent or not yet competent.

## **Recording and Reporting Student Marks**

Teachers and Head Teachers will keep records of each student's performance in each task in the electronic mark book available on the school's network and should provide students after each task with information concerning their performance on individual tasks.

Students should be provided with a cumulative mark of their Semester 1 assessments on the student Mid-Year Report and a cumulative mark of their Semester 2 assessments in their Final Report.

Students can obtain their NESA Assessment rank order online, using the StudentsOnline service available at the conclusion of the HSC Examination period.

## **2 Non-Discriminating Tasks**

When a task fails to satisfactorily discriminate the candidature, a second task will be set. The second task will be called "supplementary task". Students, parents and caregivers will be informed in writing that the supplementary task has been set. As no task can be discarded, a percentage of the original and supplementary task will constitute the final mark for the particular assessed task.





### 3 The Award of “Zero Marks”

A zero mark is noted as a non-attempt for a particular course and will be awarded in two instances:

- a. non-presentation of a task without approved reason, or
- b. an attempt to gain unfair advantage (malpractice, such as plagiarism).

### 4 Non-Presentation / Non-Attempt

If a task is not attempted/submitted by the due date and the student is not exempt, the student will be awarded a zero mark. Teachers are required to generate a NESA warning letter and to request that students complete missed assessment tasks. Feedback on their performance will be presented with written comments, but the task will not count towards overall assessment totals.

### 5 Malpractice

It is expected that work submitted in fulfillment of Assessment requirements shall be the student’s own work. Examples of malpractice beyond this would include:

- plagiarism – excessive use of other sources, not acknowledged (see p.11);
- copying – using the work of another person and submitting it as their own;
- not own work – having someone else complete the task. This includes submitting work which another person such as a parent or tutor has contributed significantly or ideas of another person without reference to the source;
- falsifying receipt documents;
- offering false documentation in support of an appeal; cheating during an assessment task or exam, and misbehaving during exams.

Where the teacher responsible for a task has reason to suspect malpractice, this should be brought to the attention of the Head Teacher who will discuss the issue with the Deputy Principal. The student will be awarded a zero mark for the task or section of the task where the malpractice occurred, and given a full explanation of the decision. The student may then proceed through established appeal procedures.

Should an assessment task be corrupted through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness. This task may be used as a guide to assessment marks awarded.

### 6 If a student is involved in any of the following behaviours during any assessment task/exam, a zero assessment will be awarded:

- does anything that disrupts the task or disturbs another student;
- communicates with another student;
- looks at another student’s work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, other than what is allowed by the supervising teacher; makes a non-serious attempt, or cheats in any way.

### 7 Lateness

Students need to be on time for exams and assessment tasks. If a student arrives late during an Exam/assessment task without a valid reason, she must undertake the task in the remaining time.

### 8 Extensions

Students who are unable to present for an out of class assessment task/assignment for valid reasons may apply to the Head Teacher for an extension **prior to the due date for submission for the task** by completing an illness/misadventure appeal. **It should not be assumed that an application will be accepted.**

## 9 NSW Education Standards Authority Warning Letters

NSW Education Standards Authority (NESA) warning letters are issued to students **who are not meeting course requirements**.

Course requirements are that the student:

- **follows** the course development or endorsed by NESA;
- **applies** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school, and **achieves** some or all of the outcomes.

**These letters are a warning to students that they are in danger of not meeting the course requirements.**

If a student is awarded a zero mark for a task or has not attempted the task, they may be at risk of not meeting the **assessment** requirements for a course. In this case, the student will also be sent a NESA warning letter.

When a NESA warning letter is required, the school will:

- advise the student in writing with the NESA warning letters (Teacher and Head Teacher);
- ensure NESA warning letters are sent to parents informing them their daughter/ward has missed an assessment task and informing them if attendance and performance have been unsatisfactory (Head Teacher);
- ensure that written acknowledgement from the student and her parents/caregivers is requested and received;
- ensure a copy of the NESA warning letter is placed on the faculty file and on the student's central file.

**When a first warning letter is sent**, the teacher and Head Teacher will normally arrange a meeting with the student to discuss the student's progress in that subject.

**When a second warning letter is sent**, the Deputy Principal will normally arrange a meeting with the student and parents/caregivers to discuss the student's progress in that subject.

**If a student has two active NESA warning letters**, the student **may be awarded an 'N' determination in that course**. If the letters remain active following the interview with the Deputy Principal, another interview will be organised with the Head Teacher, Deputy Principal, Principal, the student and the parents/caregivers to discuss the award of an 'N' determination in that subject.

## SECTION C: STUDENT REVIEWS / APPEALS

- 1 A student may appeal:  
against his mark in the course assessed on the grounds of a clerical error, and/or if the school has varied from its stated Assessment Policy.
- 2 No appeal may be entered against marks allocated for a particular task or piece of work, unless on grounds stated above.
- 3 A student who wishes to appeal must do so in writing. The appeal must be submitted through the Deputy Principal and should be completed by mid-November of the HSC year. Details of methods of appeal are available from the Principal.
- 4 An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following personnel:  
  
Principal; Deputy Principal; The Head Teacher of another faculty, and the Head Teacher of that faculty.  
  
In conducting a review, the Board requires the panel to ascertain whether:
  - a. The weightings specified by the school in its assessment program conform to the Board's requirements as detailed in the subject guides;
  - b. The procedures used by the school for determining the final assessment program conform to its stated assessment program; and
  - c. There are no computational or other clerical errors in the determination of the assessment mark.

*(NESA: ACE Manual)*

Provided the panel is satisfied that these conditions have been met, no change will be made to the final result. If a student is dissatisfied with the decision of the reviews, there is provision for appeal to the NESA.

The only grounds for appeals will be judged on whether the procedures followed by Homebush Boys High School complied with NSA policy and whether the conduct of the review was correct in all respects.

## SECTION D: VOCATIONAL EDUCATION AND TRAINING

### Introduction

Homebush Boys High School (HBHS) Vocational Educational and Training (VET) assessment policy is based on NESA Guidelines and National Assessment Principles. All VET courses follow HBHS Preliminary and HSC Assessment Policies which include a schedule of assessment tasks, 'N' Award notification and appeals procedures.

### Rationale

All Vet industry Curriculum Framework courses offered in Years 11 and 12, use competency-based assessment. This means that student achievement is assessed against industry competency standards. Industry competency standards describe the tasks performed by competent workers in the workplace.

**Competency is the performance of outcomes (knowledge/skills/attitudes) under particular conditions (preferably workplace conditions) to a required standard (specific to a particular industry).**

### The Purpose of Assessment

Assessment for the HSC VET framework courses has two distinct purposes:

- a. Assessment for the Australian Qualification Framework (AQF) – Competency based:
  - applies to all courses within frameworks, and
  - is a means for industry recognition.
- b. Assessment for the Australian Tertiary Admissions Rank (ATAR):
  - Written HSC Exam, and
  - Optional for the 240-hour course only.

### Assessment of the Australian Qualification Framework (AQF)

To gain an AQF Certificate I or II, students must:

- satisfactorily complete the mandatory workplace hours for their industry framework, and
- provide evidence that they have reached the competency standards for every unit chosen by their teacher in their industry framework.

The focus of the assessment of accredited vocational courses at HBHS is on assessing what students can actually do and the standards at which they are able to perform. Assessment of competencies is criterion referenced, which means performance is measured in terms of whether students meet the prescribed levels of competency, not how well they carry out tasks relative to each other, or how long it takes to obtain the skill. Competence also implies that an individual displays an understanding of the knowledge that underpins the practical performance of the task. Students will be deemed 'competent' or 'more evidence required' in each module.

VET courses contain both core and optional modules. The course of study will be determined by negotiation between students and teachers for each industry framework. To gain AQF Certificate I or II students must provide evidence of competence in **all** modules chosen. To provide competency, students must satisfactorily complete all assessment tasks set for their industry framework. Standard school assessment procedures must be followed. However, as VET courses are competency based, students may attempt assessment tasks to demonstrate each competency more than once.

If a student is unsuccessful, they will be deemed not competent in that unit, and it will not appear on their record. This will result in the student being ineligible for the AQF Certificate in the course.

Students who do not satisfy the performance criteria in the competency standards for every module chosen by their teacher in their industry framework will be eligible for a Statement of Attainment at the end of the course. The Statement of Attainment will state all modules in which the student has proven their competency.

## Assessment for an Australian Tertiary Admission Rank (ATAR)

For a VET course to contribute to a student's ATAR a student must:

- follow the standard procedures set down by NESA for satisfactory completion of a HSC course;
- successfully complete the mandatory work placement hours, and sit the HSC Examination.

## HSC Examination

Every 2 Unit VET course offered at the school has an optional external HSC Examination. The external exam is based on a sample of the knowledge, skills and understanding outcomes of the VET syllabus.

The HSC Examination:

- has no impact on student eligibility for AQF qualifications;
- is optional for VET students;
- is a two (2) hour written paper, and
- results contribute to the calculation of the student's ATAR.

Students who site the exam will receive a course report in the same for as other Board developed courses. Each student will be placed into one of six performance bands. A performance description associated with each band will summarise the attainments typically demonstrated by students. These performance descriptions refer to exam performance only and will not seek to describe achievement of industry competencies assessed through competency-based assessment.

Students undertaking the 240 courses are automatically enrolled in the HSC Examination. Any student who does not wish to sit for the HSC external Examination must contact the VET Coordinator at the school during their HSC year. Students and their parents/caregivers will need to complete the appropriate form and the VET coordinator will notify NESA.

The external exam only may contribute to the calculation of the student's ATAR. Withdrawal from the exam does not affect requirements for completing the VET course satisfactorily for the HSC. If a student has satisfactorily completed the VET course, but has not undertaken the external exam, the student will have the VET subject listed on their HSC, but there will be no exam mark and the VET course will not contribute to the calculation of their ATAR.

## NSW Education Standards Authority Requirements

Students undertaking a VET course must meet the requirements of NESA for the HSC along with the requirements of the AQF for the award of a certificate of attainment or a statement of attainment.

NESA has mandated work placement as a requirement of the HSC. Student must achieve the hours of work placement required for the course undertaken. The rules and processes related to an 'N' award for a Board Developed Course are applicable to students undertaking a VET course. VET teachers must maintain appropriate documentation and follow the school's procedures when a student is not meeting course requirements.

## Recognition of Prior Learning

Students who already have some knowledge or experience that is covered in detail in a VET course at HBHS, may apply for recognition of prior learning. School Recognition of Prior Learning (RPL) policies and procedures are in the line with Strathfield School Education Area policies and procedures. Students must contact the school VET Coordinator to obtain further information and application for RPL.

## Assessment Principles and Procedures

The assessment program for each framework is integral to the overall teaching and learning program and has direct links with the elements of competency. Assessment tasks are designed to be valid and reliable indicators of

student competence in a manner that is flexible in order to be fair and equitable for all students. Constructive feedback to students is included in all assessment tasks.

A range of assessment opportunities will be provided to enable all students to demonstrate achievement in all units of competency contained in their VET course of study. Assessment may take the form of observation, assignment, portfolio, oral tasks, simulations, role-playing, journal, exam, presentation, practical demonstration or any other appropriate assessment strategies. Assessment tasks may be designed to integrate elements of competencies from different modules.

Assessment moderation and validation strategies are incorporated into the delivery of all VET courses at the school.

### Internal Exams

HBHS will conduct a Trial HSC Examination to enable teachers to provide NESA with estimates of student exam performance. This may be required where a student lodges an illness/misadventure appeal relating to the HSC Exam. The Trial HSC Exam may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency-based assessment program.

### Work Placement

Mandatory work placement meets part of the assessment criteria for all VET courses conducted at the school and is structured learning out of school in workplaces. As the work placement is compulsory, students who do not complete the required hours of work placement to the satisfaction of the employer and the school will not have the course recognised by NESA. This will affect the HSC outcome if the student fails to meet the minimum requirement of 10 units in the HSC year. The student will be sent a NESA warning letter.

The minimum required hours of work placement are 35 hours for each 120-hour course or 70 hours over a 2-year, 240-hour course. In general, required hours are equal to one week for each 120 hours of the course.

If a student does not attend or complete the work placement provided for them by the school or is not deemed satisfactory by the employer or the school, the student is responsible for providing an alternative work placement. The VET coordinator must approve this work placement before being undertaken by the student.

In the event of illness or misadventure which hinders the student's attendance at work placement for one or more days, the student must follow the illness/misadventure procedures laid down in the HBHS Assessment Policy.

### Student Reviews / Appeals

The policy requires that the student:

- notifies the employer of the absence on the morning of the absence before normal work start time by telephone;
- notifies the class teacher on the morning of the absence by telephone; and completes an illness/misadventure form found in the HBHS Preliminary and HSC Assessment handbooks with a Doctor's Certificate attached. This must be **given to the Deputy Principal on the first day the student returns to school** after completing work placement. The Deputy Principal will consult with the VET coordinator who will take further steps in ensuring that the work placement requirements are met.

A student may appeal against the award of "not yet competent" in a unit of work. The student may firstly discuss the issue with the VET teacher. If still not satisfied, the student should discuss the issue with the Deputy Principal who will consult with the VET coordinator. If the issue is still not resolved, the student has a right to appeal the process.

A student who wishes to make a formal appeal must do so in writing. The Deputy Principal will provide the student with the school appeal form. The form must be filled in and submitted with supporting documentation to the Principal within 3 working days of the determination.





# HOME BUSH BOYS HIGH SCHOOL

## ILLNESS/MISADVENTURE APPEAL

This form is to be completed by the student who is unable to attend an assessment task

The completed form must be submitted to the Deputy Principal on the first day back at school immediately after the due date of the assessment.

If the Deputy Principal is absent, this form must be submitted to the Principal.

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

Subject / Course: \_\_\_\_\_

Head Teacher: \_\_\_\_\_ Teacher: \_\_\_\_\_

Assessment Title: \_\_\_\_\_

Date of Notification: \_\_\_\_\_ Date Due: \_\_\_\_\_

Date Appeal Submitted: \_\_\_\_\_

Tick Option:

☐ Task missed

☐ Task sat for

Seeking special consideration because of:

☐ Illness

☐ Misadventure

Details of Appeal:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Attach all necessary medical and other certificates and refer to the HBHS Assessment Policy**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### School Procedure

- ☐ Deputy Principal issues and receives Illness/Misadventure Appeal form
- ☐ Deputy Principal discusses with the Principal and Head Teacher
- ☐ Head Teacher receives a photocopy of the appeal
- ☐ Before Half Yearly reporting period (Yr7-11) and Yearly reporting (Yr7-12), Principal, Deputy Principal and Head Teacher will meet to discuss the appeal.
- ☐ The School will enter details on SENTRAL and generate outcome letter for parent. A copy will be placed into the students file.
- ☐ Principal will sign the letter and give to front office for posting.



# HOMEBUSH BOYS HIGH SCHOOL

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ABN: 18 246 198 266 CRICOS Provider 0058M



<insert date>

<Addressee's name>

<Addressee's address>

Dear <Addressee>

## N Award Warning – Non-Completion of Higher School Certificate Course

I am writing to advise that your son, <insert student name> of <insert Year Cohort> is in danger of not meeting the Course Completion Criteria for the Higher School Certificate Course, <insert subject course name>.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the <1<sup>st</sup>/2<sup>nd</sup>> **official warning** we have issued concerning the abovementioned course. A minimum of two course specific warnings must be issued prior to a final "N" determination being made for a course.

### Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- followed** the course developed or endorsed by NESA; and
- applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved** some or all of the course outcomes.

Where it is determined that student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. An "N" determination will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date your son, <insert student name> has not satisfactorily.

The list below indicates those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for <insert student name> to satisfy Course Completion Criteria, the tasks, requirements and/or outcomes listed need to be satisfactorily completed.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by





Yours sincerely

Head Teacher <insert subject>

Deputy Principal

I am aware that this course may not appear on his Higher School Certificate Record of Achievement. I am also aware that an "N" determination may make him ineligible for the award of the Higher School Certificate.

Date

Date

# **COURSE OUTLINES**

## **Higher School Certificate**



## ANCIENT HISTORY

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

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Knowledge &amp; Source-based Questions</b> Core Study	<b>In Class Essay</b> Historical Period	<b>Research &amp; In-Class Structured Response</b> Ancient Societies	<b>Trial HSC Examination</b> Core Study Historical Period Ancient Societies Personalities in their times	
<b>Timing</b>	2021 Term 4: Week 7	2022 Term 1: Week 7/8	2022 Term 2: Week 7	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	AH12-1   AH12-3 AH12-4   AH12-6 AH12-9   AH12-10	AH12-2   AH12-3 AH12-4   AH12-5 AH12-6   AH12-7   AH12-9	AH12-1   AH12-3 AH12-5   AH12-7 AH12-8   AH12-9	AH12-1   AH12-2 AH12-3   AH12-4 AH12-5   AH12-6 AH12-7   AH12-8 AH12-9	
<b>Components</b>	<b>Weighting</b>				
	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	10	10	5	15	40%
Historical skills in the analysis and evaluation of sources and interpretations	5	5		10	20%
Historical inquiry and research	5	5	10		20%
Communication of historical understanding in appropriate forms	5	5	5	5	20%
<b>TOTAL (%)</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*

# BIOLOGY

Outcomes	
<b>BIO12-1</b>	develops and evaluates questions and hypotheses for scientific investigation
<b>BIO12-2</b>	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>BIO12-3</b>	conducts investigations to collect valid and reliable primary and secondary data and information
<b>BIO12-4</b>	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>BIO12-5</b>	analyses and evaluates primary and secondary data and information
<b>BIO12-6</b>	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>BIO12-7</b>	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>BIO12-12</b>	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
<b>BIO12-13</b>	explains natural genetic change and the use of genetic technologies to induce genetic change
<b>BIO12-14</b>	analyses infectious disease in terms of cause, transmission, management, and the organism's response, including the human immune system
<b>BIO12-15</b>	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Research / Topic Test</b> Module 5	<b>Depth Study / Oral Presentation &amp; Topic Test</b> Module 5 & 6	<b>Depth Study</b> Module 7 & 8	<b>Trial HSC Examination</b> Module 5 - 8	
<b>Timing</b>	2021 Term 4: Week 8/9	2022 Term 1: Week 7/8	2022 Term 2: Week 8	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	BIO12-12	BIO12-7   BIO12-12   BIO12-13	BIO12-2   BIO12-3   BIO12-5   BIO12-14   BIO12-15	BIO12-12   BIO12-13   BIO12-14   BIO12-15	
<b>Components</b>	<b>Weighting</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>TOTAL</b>
Skills in working scientifically	5	15	30	10	60%
Knowledge and understanding	15	5		20	40%
<b>TOTAL (%)</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*

## BUSINESS STUDIES

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	
<b>Nature of Task</b>	<b>Objective Responses and Short Answer Questions</b> Operations	<b>Marketing Plan Analysis</b> Marketing	<b>Financial Statement Analysis</b> Finance	<b>Trial HSC Examination</b> [All topics]	
<b>Timing</b>	2021 Term 4: Week 11	2022 Term 1: Week 7/8	2022 Term 2: Week 7	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	H1   H2   H3   H4   H5   H6   H8   H9	H1   H2   H3   H5   H6   H7   H8   H9	H3   H4   H5   H6   H7   H8   H9   H10	H1   H2   H3   H4   H5   H6   H8   H9   H10	
<b>Components</b>	<b>Weighting</b>				
	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	10	10	5	15	40%
Stimulus-based skills	5		5	10	20%
Inquiry and research		10	10		20%
Communication of business information, ideas, and issues in appropriate forms	5	5	5	5	20%
<b>TOTAL (%)</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.



# CHEMISTRY

## Outcomes

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



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Depth Study: Modelling Chemical Processes &amp; Reactions</b> Module 5, 6 & 8	<b>Practical Task / Theory</b> Module 6	<b>Research / Practical / Theory</b> Module 7	<b>Trial HSC Examination</b> Module 5 - 8	
<b>Timing</b>	2021 Term 4: Week 7	2022 Term 1: Week 7/8	2022 Term 2: Week 7/8	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	CH12-1   CH12-5   CH12-6   CH12-7   CH12-13	CH12-2   CH12-3   CH12-4   CH12-7   CH12-12	CH12-1   CH12-3   CH12-5   CH12-7   CH12-14	CH12-4   CH12-5   CH12-6   CH12-7   CH12-12   CH12-13   CH12-14   CH12-15	
<b>Components</b>	<b>Weighting</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>TOTAL</b>
Skills in working scientifically	20	15	15	10	<b>60%</b>
Knowledge and understanding	10	5	5	20	<b>40%</b>
<b>TOTAL (%)</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*

## CHINESE & LITERATURE

Outcomes	
1.1	conveys information, opinions, and ideas appropriate to context, purpose, and audience
1.2	exchanges and justifies opinions and ideas
1.3	uses appropriate features of language in a variety of contexts
2.1	sequences and structures information and ideas
2.2	uses a variety of features to convey meaning
2.3	produces texts appropriate to context, purpose, and audience
2.4	produces texts which are persuasive, creative, and discursive
3.1	identifies main points and detailed items of specific information
3.2	summarises and interprets information and ideas
3.3	infers points of view, values, attitudes, and emotions from features of language in texts
3.4	compares and contrasts aspects of texts
3.5	presents information in a different form and/or for a different audience
3.6	explains the influence of context in conveying meaning
3.7	recognises, analyses, and evaluates the effectiveness of a variety of features in texts
3.8	responds to texts personally and critically
4.1	examines and discusses sociocultural elements in texts
4.2	recognises and employs language appropriate to different sociocultural contexts
4.3	compares and contrasts Australian and Chinese communities



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Oral Presentation / Discussion</b> The individual and the Community/Family and Society	<b>Analysis &amp; Response to Written Texts / Essay</b> Cultural / National Identity	<b>Response to Spoken &amp;/or Visual Texts / Reports</b> Global Issues	<b>Analysis &amp; Response to Prescribed Texts &amp; Prescribed Themes / Script of a Speech</b>	
<b>Timing</b>	2021 Term 4: Week 8	2022 Term 1: Week 7/8	2022 Term 2: Week 8	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	1.1   1.2   1.3   2.1   2.2   2.3   2.4	2.1   2.2   2.3   2.4   3.1   3.2   3.3   3.4   3.7   3.8   4.1   4.3	2.1   2.2   2.3   2.4   3.1   3.2   3.4   3.5   3.7   3.8   4.1   4.3	2.1 - 2.4   3.1 - 3.8   4.1 - 4.3	
<b>Components</b>	<b>Weighting</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>TOTAL</b>
Listening		10		10	20%
Reading		15	10	15	40%
Speaking	5		5		10%
Writing	5	10	5	10	30%
<b>TOTAL (%)</b>	<b>10%</b>	<b>35%</b>	<b>20%</b>	<b>35%</b>	<b>100%</b>

Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.

## CHINESE IN CONTEXT

Outcomes	
1.1	uses strategies to maintain communication
1.2	exchanges information and justifies opinions and ideas
1.3	expresses personal opinions, emotions, and feelings
1.4	presents information and ideas appropriate to context, purpose and audience
1.5	recognises and uses language appropriate to different cultural contexts
1.6	develops bilingual and bicultural identity through interacting with others
2.1	sequences and structures information and ideas
2.2	uses appropriate linguistic features and structures to convey information, ideas, emotions, and opinions
2.3	creates texts in a variety of forms appropriate to a range of contexts, purposes, and audiences
2.4	applies knowledge of cultural concepts and perspectives to the creation of texts
2.5	expresses ideas and opinions from a bilingual and bicultural perspective
3.1	summarises information and ideas from texts
3.2	synthesises information and ideas from texts
3.3	infers points of view, opinions and attitudes expressed in texts
3.4	responds to texts personally and critically
3.5	analyses the way in which culture and identity are expressed through language
3.6	reflects on own and others' values, beliefs, practices, and ideas expressed in texts



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Responding to Texts</b> The individual as a global citizen	<b>Creating Texts</b> Chinese identify in international context	<b>Essay / Interview</b> <b>Personal Investigation</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	2021 Term 4: Week 8	2022 Term 1: Week 7/8	2022 Term 2: Week 8 - 9	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	1.1   1.2   1.3   1.4   1.5   3.1   3.2   3.3   3.4   3.5   3.6	2.1   2.2   3.1   3.2   3.3   3.4   3.5   3.6	1.1   1.2   1.3   1.4   1.5   3.1   3.2   3.3   3.4   3.5   3.6	2.1   2.2   2.3   2.4   2.5   3.1   3.2   3.3   3.4   3.5   3.6	
<b>Components</b>	<b>Weighting</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>TOTAL</b>
Listening	5	10		10	25%
Reading		15		10	25%
Speaking	10		15		25%
Writing		10	5	10	25%
<b>TOTAL (%)</b>	<b>15%</b>	<b>35%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*

## COMMUNITY AND FAMILY STUDIES

Outcomes	
<b>H1.1</b>	Analyses the effect of resource management on the wellbeing of individuals, groups, families, and communities
<b>H2.1</b>	Analyses different approaches to parenting and caring relationships
<b>H2.2</b>	Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families, and communities
<b>H2.3</b>	Critically examines how individual rights and responsibilities in various environments contribute to wellbeing
<b>H3.1</b>	Analyses the sociocultural factors that lead to special needs of individuals in groups
<b>H3.2</b>	Evaluates networks available to individuals, groups, and families within communities
<b>H3.3</b>	Critically analyses the role of policy and community structures in supporting diversity
<b>H3.4</b>	Critically evaluates the impact of social, legal, and technological change on individuals, groups, families, and communities
<b>H4.1</b>	Justifies and applies appropriate research methodologies
<b>H4.2</b>	Communicates ideas, debates issue and justifies opinions
<b>H5.1</b>	Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
<b>H5.2</b>	Develops strategies for managing multiple roles and demands of family, work, and other environments
<b>H6.1</b>	Analyses how the empowerment of women and men influences the way they function within society
<b>H6.2</b>	Formulates strategic plans that preserve rights, promote responsibilities, and establish roles leading to the creation of positive social environments
<b>H7.1</b>	Appreciates differences among individuals, groups and families within communities and values their contributions to society
<b>H7.2</b>	Develops a sense of responsibility for the wellbeing of themselves and others
<b>H7.3</b>	Appreciates the value of resource management in response to change
<b>H7.4</b>	Values the place of management in coping with a variety of role expectations



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>I R P</b>	<b>Short Answer &amp; Extended Response</b> Groups in Context	<b>Practical Task</b> Parenting & Caring	<b>Trial HSC Examination</b>	
<b>Timing</b>	2022 Term 1: Week 3	2022 Term 1: Week 7/8	2022 Term 2: Week 7	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	H4.1   H4.2	H2.2   H2.3   H3.1	H2.1   H3.2   H5.1   H6.1	H1.1   H3.3   H3.4	
<b>Components</b>	<b>Weighting</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>TOTAL</b>
Research Methodology	20				<b>20%</b>
Groups in Context		25			<b>25%</b>
Parenting & Caring			25		<b>25%</b>
Social Impact of Technology				30	<b>30%</b>
<b>TOTAL (%)</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*



## EARTH AND ENVIRONMENTAL SCIENCE

Outcomes	
<b>EES12-1</b>	develops and evaluates questions and hypotheses for scientific investigation
<b>EES12-2</b>	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>EES12-3</b>	conducts investigations to collect valid and reliable primary and secondary data and information
<b>EES12-4</b>	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>EES12-5</b>	analyses and evaluates primary and secondary data and information
<b>EES12-6</b>	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>EES12-7</b>	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>EES12-12</b>	describes and evaluates the models that show the structure and development of the Earth over its history
<b>EES12-13</b>	describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
<b>EES12-14</b>	analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
<b>EES12-15</b>	describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption, and disposal affect the Earth's systems

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Data Analysis Module 5</b> Evidence for Environmental Change	<b>Depth Study Presentation Module 6</b> Disaster-proof Planet	<b>Analysis of Media Artists Module 7</b> Climate Science	<b>Trial HSC Examination Module 5 - 8</b>	
<b>Timing</b>	2021 Term 4: Week 6	2022 Term 1: Week 7/8	2022 Term 2: Week 8	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	EES12-4   EES12-5   EES12-6   EES12-7   EES12-12	EES12-4   EES12-5   EES12-6   EES12-7   EES12-13	EES12-1   EES12-5   EES12-6   EES12-7   EES12-14	EES12-1   EES12-4   EES12-5   EES12-6   EES12-7   EES12-12   EES12-13   EES12-14   EES12-15	
<b>Components</b>	<b>Weighting</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>TOTAL</b>
Skills in working scientifically	15	25	10	10	<b>60%</b>
Knowledge and understanding	5	5	10	20	<b>40%</b>
<b>TOTAL (%)</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*

# ECONOMICS

## Outcomes

<b>H1</b>	demonstrates understanding of economic terms, concepts, and relationships
<b>H2</b>	analyses the economic role of individuals, firms, institutions and governments
<b>H3</b>	explains the role of markets within the global economy
<b>H4</b>	analyses the impact of global market on the Australian and global economies
<b>H5</b>	discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
<b>H6</b>	analyses the impact of economic policies in theoretical and contemporary Australian contexts
<b>H7</b>	evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
<b>H8</b>	applies appropriate terminology, concepts and theories in contemporary and hypothetical contexts
<b>H9</b>	selects and organises information from a variety of sources for relevance and reliability
<b>H10</b>	communicates economic information, ideas and issues in appropriate forms
<b>H11</b>	applies mathematical concepts in economic contexts
<b>H12</b>	works independently and in groups to achieve appropriate goals in set timelines



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Case Study</b> The Global Economy	<b>Topic Test</b> Global Economy & Australia's Place in the Global Economy	<b>Research Task</b> Finance	<b>Trial HSC Examination</b> [All topics]	
<b>Timing</b>	2021 Term 4: Week 9	2022 Term 1: Week 7/8	2022 Term 2: Week 9	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	H1   H2   H4   H5   H9   H10   H12	H1   H2   H3   H4   H8   H10   H11	H1   H2   H3   H4   H5   H6   H7   H8   H9   H10   H11   H12	H1   H2   H3   H4   H5   H6   H7   H8   H10   H11	
<b>Components</b>	<b>Weighting</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>TOTAL</b>
Knowledge and understanding of course content	10	5	10	15	<b>40%</b>
Stimulus based skills	5	5		10	<b>20%</b>
Inquiry and research	5	10	5		<b>20%</b>
Communication of economic information, ideas, and issues in appropriate forms	5	5	5	5	<b>20%</b>
<b>TOTAL (%)</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*

## ENGINEERING STUDIES

Outcomes	
<b>H1.1</b>	describes the scope of engineering and critically analyses current innovations
<b>H1.2</b>	differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
<b>H2.1</b>	determines suitable properties, uses and applications of materials, components and processes in engineering
<b>H2.2</b>	analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
<b>H3.1</b>	demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
<b>H3.2</b>	uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
<b>H3.3</b>	develops and uses specialised techniques in the application of graphics as a communication tool
<b>H4.1</b>	investigates the extent of technological change in engineering
<b>H4.2</b>	applies knowledge of history and technological change to engineering-based problems
<b>H4.3</b>	applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
<b>H5.1</b>	works individually and in teams to solve specific engineering problems and prepare engineering reports
<b>H5.2</b>	selects and uses appropriate management and planning skills related to engineering
<b>H6.1</b>	demonstrates skills in research and problem-solving related to engineering
<b>H6.2</b>	demonstrates skills in analysis, synthesis and experimentation related to engineering



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Design, Building and Testing</b> Civil Engineering Solution & Report	<b>Research Task</b> Personal & Public Transport	<b>Engineering Report</b> Telecommunications Engineering Materials Modification Research	<b>Trial HSC Examination</b>	
<b>Timing</b>	2021 Term 4: Week 8	2022 Term 1: Week 7/8	2022 Term 2: Week 8	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	H2.1   H3.3   H4.1   H4.2	H2.2   H3.1   H3.2   H6.2	H1.1   H4.3   H5.1   H5.2   H6.1	H1.2   H4.3   H5.1   H5.2   H6.1	
<b>Components</b>	<b>Weighting</b>				
	Task 1	Task 2	Task 3	Task 4	TOTAL
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%
<b>TOTAL (%)</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*

## ENGLISH ADVANCED

Outcomes	
<b>EA12-1</b>	independently responds to, composes, and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure
<b>EA12-2</b>	uses, evaluates, and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media, and technologies
<b>EA12-3</b>	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
<b>EA12-4</b>	strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
<b>EA12-5</b>	thinks imaginatively, creatively, interpretively, critically, and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
<b>EA12-6</b>	investigates and evaluates the relationships between texts
<b>EA12-7</b>	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
<b>EA12-8</b>	explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
<b>EA12-9</b>	reflects on, evaluates, and monitors own learning and refines individual and collaborative processes as an independent learner



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Multimodal text using prescribed text &amp; related material</b> Texts & Human Experiences Craft of Writing	<b>Analytical Responses</b> Critical Study of Literature	<b>Extended Response</b> Textual Conversations	<b>Trial HSC Examination</b> Common Module Modules A   B   C	
<b>Timing</b>	2021 Term 4: Week 9	2022 Term 1: Week 7/8	2022 Term 2: Week 8	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	EA12-1   EA12-2   EA12-3   EA12-5   EA12-6   EA12-7	EA12-2   EA12-3   EA12-4   EA12-5   EA12-7   EA12-9	EA12-1   EA12-3   EA12-5   EA12-6   EA12-8	EA12-3   EA12-4   EA12-5   EA12-6   EA12-8	
<b>Components</b>	<b>Weighting</b>				
	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	10	10	15	15	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	10	15	10	15	50%
<b>TOTAL (%)</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*





## ENGLISH EALD

Outcomes	
<b>EAL12-1A</b>	responds to, composes, and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure
<b>EAL12-1B</b>	communicates information, ideas, and opinions in a range of familiar and unfamiliar personal, social, and academic contexts
<b>EAL12-2</b>	uses, evaluates, and justifies processes, skills, and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
<b>EAL12-3</b>	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
<b>EAL12-4</b>	applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
<b>EAL12-5</b>	thinks imaginatively, creatively, interpretively, and critically to respond to, represent and evaluate complex ideas, information, and arguments in a wide range of texts
<b>EAL12-6</b>	investigates and evaluates the relationships between texts
<b>EAL12-7</b>	integrates understanding of the diverse ways texts can represent personal and public worlds
<b>EAL12-8</b>	analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
<b>EAL12-9</b>	reflects on, assesses, and monitors own learning and refines individual and collaborative processes as an independent learner



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Viewing &amp; Writing</b> <b>Short Answers based on prepared supplementary text</b> <b>Extended Responses on prescribed text</b> Modules A   D	<b>Short Answers about Novel extracts and analytical</b> <b>Extended Responses using prescribed text</b> Modules C   D	<b>Listening &amp; Short Answers</b> <b>Extended Writing Task using prescribed text</b> <b>Multimodal Task</b> Module B	<b>Trial HSC Examination</b> Core Study Modules A   B   C   D Listening	
<b>Timing</b>	2021 Term 4: Week 10	2022 Term 1: Week 7/8	2022 Term 2: Week 9	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	EAL12-1A   EAL12-3   EAL12-5   EAL12-8   EAL12-9	EAL12-1A   EAL12-5   EAL12-8	EAL12-1A   EAL12-2   EAL12-4   EAL12-8	EAL12-1A   EAL12-3   EAL12-5   EAL12-7   EAL12-8	
<b>Components</b>	<b>Weighting</b>				
	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	15	15	10	10	50%
Skills in responding to texts and communication of ideas, appropriate to audience, purpose and context across all modes	15	10	15	10	50%
<b>TOTAL (%)</b>	<b>30%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*

## ENGLISH EXTENSION 1

### Outcomes

<b>EE12-1</b>	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
<b>EE12-2</b>	analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences, and contexts
<b>EE12-3</b>	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
<b>EE12-4</b>	critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
<b>EE12-5</b>	reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes



	Task 1	Task 2	Task 3	
Nature of Task	Imaginative Response & Reflection	Critical Response with related text	Trial HSC Examination	
Timing	2022 Term 1: Week 2	2022 Term 2: Week 7/8	2022 Term 3: Week 3/4	
Outcomes Assessed	EE12-2   EE12-4   EE12-5	EE12-1   EE12-2   EE12-3   EE12-4	EE12-2   EE12-3   EE12-4   EE12-5	
Components	Weighting			
	Task 1	Task 2	Task 4	TOTAL
Knowledge and understanding of course content	15	20	15	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	15	20	15	50%
<b>TOTAL (%)</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*

## ENGLISH EXTENSION 2

### Outcomes

<b>EEX12-1</b>	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
<b>EEX12-2</b>	strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience, and context
<b>EEX12-3</b>	applies knowledge, understanding and insight, refined through analysis, interpretation, criticism, and evaluation of strategically chosen texts, to shape new meaning in an original composition
<b>EEX12-4</b>	undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event, or idea
<b>EEX12-5</b>	reflects on and evaluates the composition process and the effectiveness of their own published composition



	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Viva Voce</b>	<b>Literature Review</b>	<b>Critique of the Creative Process</b>	
<b>Timing</b>	2021 Term 4: Week 10	2022 Term 1: Week 9	2022 Term 2: Week 9	
<b>Outcomes Assessed</b>	EEX12-1   EEX12-3   EEX12-4	EEX12-2   EEX12-3   EEX12-4	EEX12-1   EEX12-3   EEX12-5	
<b>Components</b>	<b>Weighting</b>			
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Knowledge and understanding of course content	15	20	15	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	15	20	15	50%
<b>TOTAL (%)</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*

## ENGLISH STANDARD

### Outcomes

<b>EN12-1</b>	independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure
<b>EN12-2</b>	uses, evaluates, and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<b>EN12-3</b>	analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
<b>EN12-4</b>	adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
<b>EN12-5</b>	thinks imaginatively, creatively, interpretively, analytically, and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
<b>EN12-6</b>	investigates and explains the relationships between texts
<b>EN12-7</b>	explains and evaluates the diverse ways texts can represent personal and public worlds
<b>EN12-8</b>	explains and assesses cultural assumptions in texts and their effects on meaning
<b>EN12-9</b>	reflects on, assesses, and monitors own learning and refines individual and collaborative processes as an independent learner



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Texts and Human Experiences</b> Multimodal Presentation with related material	<b>Extended Response</b> Language, Identity & Culture	<b>Analytical Responses</b> Close Study of Literature	<b>Trial HSC Examination</b>	
<b>Timing</b>	2021 Term 4: Week 9	2022 Term 1: Week 7/8	2022 Term 2: Week 9	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	EN12-1   EN12-2   EN12-3   EN12-4   EN12-6   EN12-7	EN12-1   EN12-2   EN12-3   EN12-4   EN12-5   EN12-9	EN12-1   EN12-3   EN12-5   EN12-7   EN12-8	EN12-1   EN12-3   EN12-4   EN12-5   EN12-6   EN12-7	
<b>Components</b>	<b>Weighting</b>				
	Task 1	Task 2	Task 3	Task 4	TOTAL
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	10	15	15	50%
<b>TOTAL (%)</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*



## ENGLISH STUDIES

Outcomes	
<b>ES12-1</b>	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
<b>ES12-2</b>	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
<b>ES12-3</b>	accesses, comprehends, and uses information to communicate in a variety of ways
<b>ES12-4</b>	composes proficient texts in different forms
<b>ES12-5</b>	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
<b>ES12-6</b>	uses appropriate strategies to compose texts for different modes, media, audiences, contexts, and purposes
<b>ES12-7</b>	represents own ideas in critical, interpretive, and imaginative texts
<b>ES12-8</b>	understands and explains the relationships between texts
<b>ES12-9</b>	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
<b>ES12-10</b>	monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Multimodal Presentation with related material</b> Mandatory Module	<b>Research Task</b> Module TBC by class teacher	<b>In Class Examination – Comprehension &amp; Extended Response Writing</b> Module TBC by class teacher	<b>Final Portfolio</b>	
<b>Timing</b>	2021 Term 4: Week 9	2022 Term 1: Week 7/8	2022 Term 2: Week 10	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	ES12-1   ES12-4   ES12-5   ES12-6   ES12-8	ES12-3   ES12-5   ES12-7   ES12-8   ES12-9	ES12-1   ES12-4   ES12-5   ES12-7   ES12-10	ES12-2   ES12-3   ES12-4   ES12-5   ES12-9	
<b>Components</b>	<b>Weighting</b>				
	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	10	10	10	20	50%
Skills in comprehending texts, communicating ideas, using language accurately, appropriately, and effectively	10	10	10	20	50%
<b>TOTAL (%)</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>	<b>100%</b>

Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.



# GEOGRAPHY

## Outcomes

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



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Objective Responses and Short Answer Questions</b> Ecosystems @ Risk	<b>Research &amp; Extended Response</b> Urban Places – World Cities / Mega Cities	<b>Field &amp; Analysis</b> Urban Places – Urban Dynamics	<b>Trial HSC Examination</b> [All topics]	
<b>Timing</b>	2021 Term 4: Week 10	2022 Term 1: Week 7/8	2022 Term 2: Week 4	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	H1   H2   H5   H6   H8   H9   H10   H13	H1   H3   H6   H7   H8   H9   H10	H1   H3   H5   H6   H7   H8   H9   H10   H12   H13	H1   H2   H3   H4   H5   H6   H10   H11   H12   H13	
<b>Components</b>	<b>Weighting</b>				
	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	10	10	5	15	40%
Geographical tools and skills		5	5	10	20%
Geographical inquiry and research, including fieldwork	5	5	10		20%
Communication of geographical information, ideas, and issues in appropriate forms	5	5	5	5	20%
<b>TOTAL (%)</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*

## HISTORY EXTENSION

Outcomes	
<b>HE1</b>	analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
<b>HE2</b>	plans, conducts, and presents a substantial historical investigation involving analysis, synthesis, and evaluation of information from historical sources of differing perspectives and historical approaches
<b>HE3</b>	communicates through detailed, well-structured texts to explain, argue, discuss, analyse, and evaluate historical issues
<b>HE4</b>	constructs an historical position about an area of historical inquiry, and discusses and challenges other positions



	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Major Project Proposal</b>	<b>Historical Process Major Project</b> Process Log   Annotated Sources Essay	<b>Trial HSC Examination</b>	
<b>Timing</b>	2022 Term 1: Week 4	2022 Term 2: Week 10	2022 Term 3: Week 3 - 4	
<b>Outcomes Assessed</b>	HE1   HE2   HE4	HE1   HE2   HE3   HE4	HE1   HE3	
<b>Components</b>	<b>Weighting</b>			
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Knowledge and understanding about significant historiographical ideas and processes		10	10	<b>20%</b>
Skills in designing, undertaking, and communicating historical inquiry and analysis	5	20	5	<b>30%</b>
<b>TOTAL (%)</b>	<b>5%</b>	<b>30%</b>	<b>15%</b>	<b>50%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*

# INDUSTRIAL TECHNOLOGY

## Electronics Technologies

Outcomes	
H1.1	investigates industry through the study of businesses in one focus area
H1.2	identifies appropriate equipment, production and manufacturing techniques and describe 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



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Presentation of Major Project Ideas &amp; Development</b>	<b>Industry Study Report</b>	<b>Production Processes Practical Task</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	2021 Term 4: Week 8	2022 Term 1: Week 7/8	2022 Term 2: Week 8	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	H3.1   H3.2   H3.3   H5.1	H3.2   H4.3   H5.2   H6.1	H2.1   H3.3   H4.1   H5.1   H5.2   H6.2	H1.1   H1.2   H1.3   H3.1   H4.3   H6.1   H7.1   H7.2	
<b>Components</b>	<b>Weighting</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>TOTAL</b>
Knowledge and understanding of course content	5	5	10	20	40%
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	60%
<b>TOTAL (%)</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*



# INDUSTRIAL TECHNOLOGY

## Timber Products & Furniture Technologies

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



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Presentation of Major Project Ideas &amp; Development</b>	<b>Industry Study Report</b>	<b>Production Processes Practical Task</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	2021 Term 4: Week 8	2022 Term 1: Week 7/8	2022 Term 2: Week 8	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	H3.1   H3.2   H3.3   H5.1	H3.2   H4.3   H5.2   H6.1	H2.1   H3.3   H4.1   H5.1   H5.2   H6.2	H1.1   H1.2   H1.3   H3.1   H4.3   H6.1   H7.1   H7.2	
<b>Components</b>	<b>Weighting</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>TOTAL</b>
Knowledge and understanding of course content	5	5	10	20	<b>40%</b>
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	<b>60%</b>
<b>TOTAL (%)</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*

## INFORMATION PROCESSES AND TECHNOLOGY

Outcomes	
<b>H1.1</b>	applies and explains an understanding of the nature and function of information technologies to a specific practical situation
<b>H1.2</b>	explains and justifies the way in which information systems relate to information processes in a specific context
<b>H2.1</b>	analyses and describes a system in terms of the information processes involved
<b>H2.2</b>	develops and explains solutions for an identified need which address all of the information processes
<b>H3.1</b>	evaluates and discusses the effect of information systems on the individual, society, and the environment
<b>H3.2</b>	demonstrates and explains ethical practice in the use of information systems, technologies, and processes
<b>H4.1</b>	proposes and justifies ways in which information systems will meet emerging needs
<b>H5.1</b>	justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
<b>H5.2</b>	assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices
<b>H6.1</b>	analyses situations, identifies needs, proposes, and then develops solutions
<b>H6.2</b>	selects, justifies, and applies methodical approaches to planning, designing or implementing solutions
<b>H7.1</b>	implements and explains effective management techniques
<b>H7.2</b>	uses methods to thoroughly document the development of individual and team projects



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Group Project</b> Project Management & Information Systems & Database	<b>Case Study and Quiz</b> Communications Systems	<b>Individual Project</b> Multimedia Systems	<b>Trial HSC Examination</b>	
<b>Timing</b>	2021 Term 4: Week 9	2022 Term 1: Week 7/8	2022 Term 2: Week 9	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	H2.1   H2.2   H3.1   H3.2   H4.1   H5.2   H6.2   H7.1   H7.2	H2.1   H3.1   H5.1   H5.2   H7.2	H1.2   H2.2   H5.1   H6.2   H7.1   H7.2	H1.1   H1.2   H2.1   H2.2   H3.1   H3.2   H4.1   H5.1   H5.2   H6.1   H6.2   H7.1   H7.2	
<b>Components</b>	<b>Weighting</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>TOTAL</b>
Knowledge and understanding of course content	10	15	15	20	<b>60%</b>
Knowledge and skills in the design and development of information systems	10	5	15	10	<b>40%</b>
<b>TOTAL (%)</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*

## KOREAN AND LITERATURE

Outcomes	
1.1	conveys information, opinions, and ideas appropriate to context, purpose, and audience
1.2	exchanges and justifies opinions and ideas
1.3	uses appropriate features of language in a variety of contexts
2.1	sequences and structures information and ideas
2.2	uses a variety of features to convey meaning
2.3	produces texts appropriate to context, purpose, and audience
2.4	produces texts which are persuasive, creative, and discursive
3.1	identifies main points and detailed items of specific information
3.2	summarises and interprets information and ideas
3.3	infers points of view, values, attitudes, and emotions from features of language in texts
3.4	compares and contrasts aspects of texts
3.5	presents information in a different form and/or for a different audience
3.6	explains the influence of context in conveying meaning
3.7	recognises, analyses, and evaluates the effectiveness of a variety of features in texts
3.8	responds to texts personally and critically
4.1	examines and discusses sociocultural elements in texts
4.2	recognises and employs language appropriate to different sociocultural contexts
4.3	compares and contrasts Australian and Korean communities



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Oral Presentation / Discussion</b>	<b>Analysis &amp; Response to Written Texts / Essay</b>	<b>Response to Spoken &amp;/or Visual Texts / Reports</b>	<b>Analysis &amp; Response to Prescribed Texts and Prescribed Themes</b>	
<b>Timing</b>	2021 Term 4: Week 8	2022 Term 1: Week 7/8	2022 Term 2: Week 8/9	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	1.1   1.2   1.3   2.1   2.2   2.3   2.4	2.1   2.2   2.3   2.4   3.1   3.2   3.3   3.4   3.7   3.8   4.1   4.3	2.1   2.2   2.3   2.4   3.1   3.2   3.4   3.5   3.7   3.8   4.1   4.3	2.1 - 2.4   3.1 - 3.8   4.1 - 4.3	
<b>Components</b>	<b>Weighting</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>TOTAL</b>
Listening		10		10	20%
Reading		15	10	15	40%
Speaking	5		5		10%
Listening	5	10	5	10	30%
<b>TOTAL (%)</b>	<b>10%</b>	<b>35%</b>	<b>20%</b>	<b>35%</b>	<b>100%</b>

Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.

## KOREAN BEGINNERS

Outcomes	
1.1	establishes and maintains communication in Korean
1.2	manipulates linguistic structures to express ideas effectively in Korean
1.3	sequences ideas and information
1.4	applies knowledge of the culture of Korean-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 Korean-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 Korean
3.4	applies knowledge of the culture of Korean-speaking communities to the production of texts

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Response in English to spoken texts/oral Presentation</b> People, places & communities	<b>Response in English &amp; Korean to written texts/article</b> Education and work	<b>Response to written and spoken texts/presentation with teacher Q&amp;A</b> Future Plans	<b>Trial HSC Examination</b>	
<b>Timing</b>	2021 Term 4: Week 8	2022 Term 1: Week 7/8	2022 Term 2: Week 8/9	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	1.1   1.2   1.3   2.1   2.2   2.3   2.4   2.5   2.6	2.1   2.2   2.3   2.4   2.5   2.6   3.1   3.2   3.3	1.1   1.2   1.3   2.1   2.2   2.3   2.4   2.5   2.6	2.1   2.2   2.3   2.4   2.5   2.6   3.1   3.2   3.3   3.4	
<b>Components</b>	<b>Weighting</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>TOTAL</b>
Listening	10		10	10	30%
Reading		20		10	30%
Speaking	10		10		20%
Writing		10		10	20%
<b>TOTAL (%)</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*



## KOREAN CONTINUERS

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



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Response in English to spoken texts</b> Education & aspirations / world of work	<b>Response in English &amp; Korean to written texts</b>	<b>Conversation</b> Personal World	<b>Trial HSC Examination</b>	
<b>Timing</b>	2021 Term 4: Week 8	2022 Term 1: Week 7/8	2022 Term 2: Week 8/9	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	1.1   1.2   1.3   2.1   2.2   2.3   4.2	2.1   2.2   2.3   3.1   3.2   3.3   3.4   3.5   3.6   4.2   4.3	1.1   1.2   1.3   1.4   4.1	2.1   2.2   2.3   3.1   3.2   3.3   3.4   3.5   3.6   4.1	
<b>Components</b>	<b>Weighting</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>TOTAL</b>
Listening	20			10	30%
Reading		20		10	30%
Speaking	5		15		20%
Writing		10		10	20%
<b>TOTAL (%)</b>	<b>25%</b>	<b>30%</b>	<b>15%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*

## KOREAN IN CONTEXT

Outcomes	
1.1	uses strategies to maintain communication
1.2	exchanges information and justifies opinions and ideas
1.3	expresses personal opinions, emotions and feelings
1.4	presents information and ideas appropriate to context, purpose and audience
1.5	recognises and uses language appropriate to different cultural contexts
1.6	develops bilingual and bicultural identity through interacting with others
2.1	sequences and structures information and ideas
2.2	uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions
2.3	creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences
2.4	applies knowledge of cultural concepts and perspectives to the creation of texts
2.5	expresses ideas and opinions from a bilingual and bicultural perspective
3.1	summarises information and ideas from texts
3.2	synthesises information and ideas from texts
3.3	infers points of view, opinions and attitudes expressed in texts
3.4	responds to texts personally and critically
3.5	analyses the way in which culture and identity are expressed through language
3.6	reflects on own and others' values, beliefs, practices and ideas expressed in texts



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Responding to Texts</b> The Individual as a global citizen	<b>Creating Texts</b> Korean identity in the international context	<b>Essay/Interview: Personal Investigation</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	2021 Term 4: Week 8	2022 Term 1: Week 7/8	2022 Term 2: Week 8/9	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	1.1   1.2   1.3   1.4   1.5   3.1   3.2   3.3   3.4   3.5   3.6	2.1   2.2   3.1   3.2   3.3   3.4   3.5   3.6	1.1   1.2   1.3   1.4   1.5   3.1   3.2   3.3   3.4   3.5   3.6	2.1   2.2   2.3   2.4   2.5   3.1   3.2   3.3   3.4   3.5   3.6	
<b>Components</b>	<b>Weighting</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>TOTAL</b>
Listening	5	10		10	25%
Reading		15		10	25%
Speaking	10		15		25%
Writing		10	5	10	25%
<b>TOTAL (%)</b>	<b>15%</b>	<b>35%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.

## LEGAL STUDIES

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



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Topic Test</b> Crime	<b>Research / In-Class</b> <b>Short Answer</b> <b>Responses</b> Human Rights	<b>Media File &amp; In-Class</b> <b>Extended</b> <b>Response</b> Family / World Order	<b>Trial HSC Examination</b> [All topics]	
<b>Timing</b>	2021 Term 4: Week 8	2022 Term 1: Week 7/8	2022 Term 2: Week 7	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	H1   H2   H3   H4   H5   H6   H7   H8   H9   H10	H1   H2   H3   H4   H5   H6   H7   H8   H9   H10	H1   H2   H3   H4   H5   H6   H7   H8   H9   H10	H1   H2   H3   H4   H5   H6   H7   H8   H9   H10	
<b>Components</b>	<b>Weighting</b>				
	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	10	10	5	15	40%
Analysis and evaluation	5		5	10	20%
Inquiry and research		10	10		20%
Communication of legal information, ideas, and issues in appropriate forms	5	5	5	5	20%
<b>TOTAL (%)</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

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## MATHEMATICS ADVANCED

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



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Assignment / Investigation</b> M1	<b>Class Test</b> F2   T3   M1	<b>Class Test</b> C2   C3   C4	<b>Trial HSC Examination</b> F2   T3   C2   C3   C4   M1   S2   S3	
<b>Timing</b>	2021 Term 4: Week 6	2022 Term 1: Week 7/8	2022 Term 2: Week 8	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	MA12-2   MA12-4   MA12-9   MA-10	MA12-1   MA12-2   MA12-4   MA12-5   MA12-9   MA12-10	MA12-3   MA12-6   MA12-7   MA12-9   MA12-10	MA12-1   MA12-2   MA12-3   MA12-4   MA12-5   MA12-6   MA12-7   MA12-8   MA12-9   MA12-10	
<b>Components</b>	<b>Weighting</b>				
	Task 1	Task 2	Task 3	Task 4	TOTAL
Understanding, fluency and communicating	8	14	13	15	50%
Problem solving, reasoning and justification	12	11	12	15	50%
<b>TOTAL (%)</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

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## MATHEMATICS EXTENSION 2

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



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Class Test</b> N1	<b>Class Test</b> P1   P2   V1	<b>Assignment / Investigation</b> N1   N2	<b>Trial HSC Examination</b> P1   P2   V1   N1   N2   C1   M1	
<b>Timing</b>	2021 Term 4: Week 8	2022 Term 1: Week 7/8	2022 Term 2: Week 6	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	MEX12-1   MEX12-4   MEX12-7   MEX12-8	MEX12-1   MEX12-2   MEX12-3   MEX12-7   MEX12-8	MEX12-1   MEX12-4   MEX12-7   MEX12-8	MEX12-1   MEX12-2   MEX12-3   MEX12-4   MEX12-5   MEX12-6   MEX12-7   MEX12-8	
<b>Components</b>	<b>Weighting</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>TOTAL</b>
Understanding, fluency and communicating	10	13	12	15	50%
Problem solving, reasoning and justification	10	12	13	15	50%
<b>TOTAL (%)</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

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## MATHEMATICS NUMERACY

Outcomes	
<b>N6-1.1</b>	recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
<b>N6-1.2</b>	applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
<b>N6-1.3</b>	determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
<b>N6-2.1</b>	chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
<b>N6-2.2</b>	chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
<b>N6-2.3</b>	chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
<b>N6-2.4</b>	chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
<b>N6-2.5</b>	chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
<b>N6-2.6</b>	chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
<b>N6-3.1</b>	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
<b>N6-3.2</b>	chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Assignment / Investigation</b> Modules 3.1   3.2   3.3	<b>In Class Open Book Test</b> Module 3	<b>Assignment / Investigation</b> Modules 3.4   3.5   4.1   4.2	<b>Trial HSC Examination</b> Modules 3 & 4	
<b>Timing</b>	2021 Term 4: Week 7	2022 Term 1: Week 7/8	2022 Term 2: Week 6	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	N6-1.1   N6-1.2   N6-1.3   N6-2.4   N6-2.5   N6-3.1   N6-3.2	N6-1.1   N6-1.2   N6-1.3   N6-2.1   N6-2.2   N6-2.4   N6-2.5	N6-1.1   N6-1.2   N6-1.3   N6-2.1   N6-2.2   N6-2.3	N6-1.1   N6-1.2   N6-1.3   N6-2.1   N6-2.2   N6-2.3   N6-2.4   N6-2.5   N6-2.6   N6-3.1   N6-3.2	
<b>Weighting</b>					
<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>TOTAL</b>
Understanding, fluency and communicating	10	15	10	15	50%
Problem solving, reasoning and justification	15	10	10	15	50%
<b>TOTAL (%)</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

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# MATHEMATICS STANDARD 1

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



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Assignment / Investigation</b> F1.1   1.3   S1.1   M7	<b>In Class Test</b> F1.3   F4   M1.3   M6   M7   S1.2   N2	<b>In Class Open Book Test</b> A4.1   F5   M7   S4	<b>Trial HSC Examination</b> A4   M6   M7   F4   F5   S4   S5   N	
<b>Timing</b>	2021 Term 4: Week 7	2022 Term 1: Week 7/8	2022 Term 2: Week 6	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	MS1-12-2   MS1-12-5   MS1-12-6   MS1-12-7   MS2-12-3   MS2-12-4   MS2-12-9   MS2-12-10	MS1-12-2   MS1-12-5   MS1-12-6   MS1-12-9   MS1-12-10   MS2-12-3   MS2-12-4   MS2-12-5   MS2-12-9   MS2-12-10	MS2-12-1   MS2-12-2   MS2-12-5   MS2-12-6   MS2-12-7   MS2-12-9   MS2-12-10	MS2-12-1 – MS2-12-10	
<b>Components</b>	<b>Weighting</b>				
	Task 1	Task 2	Task 3	Task 4	TOTAL
Understanding, fluency and communicating	10	15	10	15	50%
Problem solving, reasoning and justification	15	10	10	15	50%
<b>TOTAL (%)</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

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## MATHEMATICS STANDARD 2

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



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Assignment / Investigation</b> F1.1   1.3   S1.1   M7	<b>In Class Test</b> F1.3   F4   M1.3   M6   M7   S1.2   N2	<b>In Class Open Book Test</b> A4.1   F5   M7   S4	<b>Trial HSC Examination</b> A4   M6   M7   F4   F5   S4   S5   N	
<b>Timing</b>	2021 Term 4: Week 7	2022 Term 1: Week 7/8	2022 Term 2: Week 6	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	MS1-12-2   MS1-12-5   MS1-12-6   MS1-12-7   MS2-12-3   MS2-12-4   MS2-12-9   MS2-12-10	MS1-12-2   MS1-12-5   MS1-12-6   MS1-12-9   MS1-12-10   MS2-12-3   MS2-12-4   MS2-12-5   MS2-12-9   MS2-12-10	MS2-12-1   MS2-12-2   MS2-12-5   MS2-12-6   MS2-12-7   MS2-12-9   MS2-12-10	MS2-12-1 – MS2-12-10	
<b>Components</b>	<b>Weighting</b>				
	Task 1	Task 2	Task 3	Task 4	TOTAL
Understanding, fluency and communicating	10	15	10	15	50%
Problem solving, reasoning and justification	15	10	10	15	50%
<b>TOTAL (%)</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.



## MODERN HISTORY

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



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Knowledge &amp; Source-based Questions</b> Core Study	<b>In-Class Essay</b> National Study	<b>Research</b> Peace and Conflict	<b>Trial HSC Examination</b> Core Study   National Study   Peace and Conflict   Change in the Modern World	
<b>Timing</b>	2021 Term 4: Week 9	2022 Term 1: Week 7/8	2022 Term 2: Week 6	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	MH12-1   MH12-6   MH12-9	MH12-2   MH12-3   MH12-4   MH12-5   MH12-7   MH12-9	MH12-2   MH12-6   MH12-7   MH12-8	MH12-1   MH12-2   MH12-3   MH12-4   MH12-5   MH12-6   MH12-7   MH12-9	
Weighting					
Components	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	10	10	5	15	40%
Historical skills in the analysis and evaluation of sources and interpretations	5	5		10	20%
Historical inquiry and research	5	5	10		20%
Communication of historical understanding in appropriate forms	5	5	5	5	20%
<b>TOTAL (%)</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*



## MUSIC 1

Outcomes	
<b>H1</b>	performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
<b>H2</b>	reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
<b>H3</b>	improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
<b>H4</b>	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
<b>H5</b>	critically evaluates and discusses performances and compositions
<b>H6</b>	critically evaluates and discusses the use of the concepts of music in works representative of the topics studies through wide listening
<b>H7</b>	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
<b>H8</b>	identifies, recognises, experiments with, and discusses the use and effects of technology in music
<b>H9</b>	performs as a means of self-expression and communication
<b>H10</b>	demonstrates a willingness to participate in performance, composition, musicology and aural activities
<b>H11</b>	demonstrates a willingness to accept and use constructive criticism



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Composition &amp; Musicology</b>	<b>Performance &amp; Aural Analysis</b>	<b>Elective 1 &amp; 2</b>	<b>Trial HSC Examination &amp; Elective 3</b>	
<b>Timing</b>	2021 Term 4: Week 8	2022 Term 1: Week 7/8	2022 Term 2: Week 9	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	H2   H4   H5   H6   H7   H8	H1   H2   H4   H5   H6	H1   H2   H3   H4   H5   H6   H7   H8	H1   H2   H3   H4   H5   H6   H7   H8	
<b>Components</b>	<b>Weighting</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>TOTAL</b>
Performance		10			<b>10%</b>
Composition	10				<b>10%</b>
Musicology	10				<b>10%</b>
Aural		10		15	<b>25%</b>
Elective			30	15	<b>45%</b>
<b>TOTAL (%)</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

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## MUSIC 2

### Outcomes

<b>H1</b>	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
<b>H2</b>	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
<b>H3</b>	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
<b>H4</b>	stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
<b>H5</b>	analyses, discusses, evaluates, and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
<b>H6</b>	discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
<b>H7</b>	critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
<b>H8</b>	understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studies
<b>H9</b>	identifies, recognises, experiments with and discusses the uses and effects of technology in music



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Composition</b> Draft Mandatory Topic	<b>Performance &amp; Aural</b> Mandatory Topic	<b>Elective</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	2021 Term 4: Week 8	2022 Term 1: Week 7/8	2022 Term 2: Week 9	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	H2   H3   H5   H9	H1   H2   H7	H4   H6   H7   H8	H1   H3   H4   H6   H7   H8	
<b>Components</b>	<b>Weighting</b>				
	Task 1	Task 2	Task 3	Task 4	TOTAL
Performance		20			20%
Composition	20				20%
Musicology				20	20%
Aural		10		10	20%
Elective			20		20%
<b>TOTAL (%)</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*

**Outcomes**

<b>H1</b>	describes the nature and justifies the choice of Australia's health priorities
<b>H2</b>	analyses and explains the health status of Australians in terms of current trends and groups most at risk
<b>H3</b>	analyses the determinants of health and health inequities
<b>H4</b>	argues the case for health promotion based on the Ottawa Charter
<b>H5</b>	explains the different roles and responsibilities of individuals, communities, and governments in addressing Australia's health priorities
<b>H7</b>	explains the relationship between physiology and movement potential
<b>H8</b>	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
<b>H9</b>	explains how movement skill is acquired and appraised
<b>H10</b>	designs and implements training plans to improve performance
<b>H11</b>	designs psychological strategies and nutritional plans in response to individual performance needs
<b>H13</b>	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
<b>H14</b>	argues the benefits of health-promoting actions and choices that promote social justice
<b>H15</b>	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
<b>H16</b>	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
<b>H17</b>	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Sports Medicine</b> Assessment Task	<b>Factors Affecting Performance</b> Assessment Task	<b>Health Priorities in Australia</b> Assessment Task	<b>Trial HSC Examination</b> [All topics]	
<b>Timing</b>	2021 Term 4: Week 8	2022 Term 1: Week 7/8	2022 Term 2: Week 9	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	H8   H13   H16   H17	H1   H2   H3	H7   H 9   H10	H4   H5   H11   H14   H15	
<b>Components</b>	<b>Weighting</b>				
	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of factors that affect health and the way the body moves	10	10	10	10	40%
Skills in critical thinking, research, analysis and communicating	10	15	15	20	60%
<b>TOTAL (%)</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*





# PHYSICS

Outcomes	
<b>PH12-1</b>	develops and evaluates questions and hypotheses for scientific investigation
<b>PH12-2</b>	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>PH12-3</b>	conducts investigations to collect valid and reliable primary and secondary data and information
<b>PH12-4</b>	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>PH12-5</b>	analyses and evaluates primary and secondary data and information
<b>PH12-6</b>	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>PH12-7</b>	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>PH12-12</b>	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
<b>PH12-13</b>	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
<b>PH12-14</b>	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
<b>PH12-15</b>	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



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Depth Study Module 8</b> From the Universe to the Atom	<b>Modelling / Processing Task Module 6</b> Electromagnetism	<b>Literature Review &amp; Investigation Module 7</b> Nature of Light	<b>Trial HSC Examination</b>	
<b>Timing</b>	2021 Term 4: Week 8	2022 Term 1: Week 7/8	2022 Term 2: Week 8	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	PH12-1   PH12-4   PH12-6   PH12-7   PH12-15	PH12-1   PH12-5   PH12-7   PH12-13	PH12-1   PH12-2   PH12-3   PH12-4   PH12-5   PH12-7   PH12-12	PH12-2   PH12-4   PH12-5   PH12-6   PH12-12   PH12-13   PH12-14   PH12-15	
<b>Components</b>	<b>Weighting</b>				
	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	10	5	5	20	40%
Skills in working scientifically	15	20	15	10	60%
<b>TOTAL (%)</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*

## SOFTWARE DESIGN AND TECHNOLOGY

Outcomes	
<b>H1.1</b>	explains the interrelationship between hardware and software
<b>H1.2</b>	differentiates between various methods used to construct software solutions
<b>H1.3</b>	describes how the major components of a computer system store and manipulate data
<b>H2.1</b>	explains the implications of the development of different languages
<b>H2.2</b>	explains the interrelationship between emerging technologies and software development
<b>H3.1</b>	identifies and evaluates legal, social and ethical issues in a number of contexts
<b>H3.2</b>	constructs software solutions that address legal, social and ethical issues
<b>H4.1</b>	identifies needs to which software solutions are appropriate
<b>H4.2</b>	applies appropriate development methods to solve software problems
<b>H4.3</b>	applies a modular approach to implement well-structured software solutions and evaluates their effectiveness
<b>H5.1</b>	applies project management techniques to maximise the productivity of the software development
<b>H5.2</b>	creates and justifies the need for the various types of documentation required for a software solution
<b>H5.3</b>	selects and applies appropriate software to facilitate the design and development of software solutions
<b>H6.1</b>	assesses the skills required in the software development cycle
<b>H6.2</b>	communicates the processes involved in a software solution to an inexperienced user
<b>H6.3</b>	uses and describes a collaborative approach during the software development cycle
<b>H6.4</b>	develops and evaluates effective user interfaces, in consultation with appropriate people



	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Group Project & Presentation	Topic Test Software Solutions	Individual Project Case Study	Trial HSC Examination	
Timing	2021 Term 4: Week 9	2022 Term 1: Week 7/8	2022 Term 2: Week 8	2022 Term 3: Week 3/4	
Outcomes Assessed	H1.2   H4.2   H4.3   H5.1   H6.4	H1.1   H1.3   H2.1   H2.2   H3.1   H4.1   H6.2   H6.4	H3.2   H4.3   H5.1   H5.2   H5.3   H6.3   H6.4	H1.1   H1.2   H1.3   H2.1   H2.2   H3.1   H3.2   H4.1   H4.2   H4.3   H5.1   H5.2   H5.3   H6.1   H6.2   H6.3   H6.4	
Components	Weighting				
	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	5	15	10	20	50%
Knowledge and skills in the design and development of software solutions	10	10	20	10	50%
<b>TOTAL (%)</b>	<b>15%</b>	<b>25%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*

## SPORTS LIFESTYLE AND RECREATION

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
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
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
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



Outcomes	
5.1	accepts responsibility for personal and community health
5.2	willingly participates in regular physical activity
5.3	values the importance of an active lifestyle
5.4	values the features of a quality performance
5.5	strives to achieve quality in personal performance

	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Golf Swing Analysis	First Aid & Sports Injury	Outdoor Recreation	Yearly Examination	
Timing	2021 Term 4: Week 8	2022 Term 1: Week 7/8	2022 Term 2: Week 8	2022 Term 3: Week 3/4	
Outcomes Assessed	1.1   3.1   4.4	4.5   3.6	1.3   2.3   4.1   4.2	1.1   1.4   2.3	
Components	Weighting				
	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	10	15	10	15	50%
Skills in critical thinking, research, and analysis	15	10	15	10	50%
<b>TOTAL (%)</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*



## STUDIES OF RELIGION II

Outcomes	
H1	Explains aspects of religion and belief systems
H2	Describes and analyses the influence of religion and belief systems on individuals and society
H3	Examines the influence and expression of religion and belief systems in Australia
H4	Describes and analyses how aspects of religious traditions are expressed by their adherents
H5	Evaluates the influence of religious traditions in the life of adherents
H6	Organises, analyses, and synthesises relevant information about religion from a variety of sources, considering usefulness, validity, and bias
H7	Conducts effective research about religion and evaluates the findings from the research
H8	Applies appropriate terminology and concepts related to religion and belief systems
H9	Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral, and graphic forms



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Research Task &amp; Extended Response</b> Religious Tradition Depth Study 1	<b>Short Answer Questions &amp; Extended Response Task</b> Religious Tradition Depth Study 3	<b>Extended Response</b> Religion & Peace	<b>Trial HSC Examination</b>	
<b>Timing</b>	2021 Term 4: Week 10	2022 Term 1: Week 7/8	2022 Term 2: Week 9	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	H1   H2   H6   H7   H8	H1   H2   H6   H7   H8   H9	H1   H3   H4   H5   H7   H9	H1   H2   H3   H4   H5   H6   H7   H8   H9	
<b>Components</b>	<b>Weighting</b>				
	Task 1	Task 2	Task 3	Task 4	TOTAL
Knowledge and understanding of course content	5	10	10	15	40%
Source-based skills	5	5	5	5	20%
Investigation and research	10	5		5	20%
Communication of information, ideas, and issues in appropriate forms	5	5	5	5	20%
<b>TOTAL (%)</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

*Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.*



## VISUAL ARTS

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



	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Research Task &amp; BOW Proposal</b> VAPD research of artists practice, analysis of artwork, BOW concepts and documentation of ideas, materials, and investigations	<b>Development of Body of Work</b> VAPD documenting artmaking – experimentation, investigation, analysis Body of Work submitted for progress mark	<b>Case Study &amp; Extended Written Response</b> Art Criticism / Art History Analysis of the relationships within the conceptual framework	<b>Trial HSC Examination</b> Art Criticism / Art History Resolving the Body of Work: submission of artworks under development VAPD written analysis of intention and artmaking	
<b>Timing</b>	2022 Term 1: Week 3	2022 Term 2: Week 2	2022 Term 2: Week 10	2022 Term 3: Week 3/4	
<b>Outcomes Assessed</b>	H1   H7   H9	H1   H3   H4	H8   H10	H1   H2   H3   H4   H5   H6   H7   H8   H9	
<b>Components</b>	<b>Weighting1  </b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>TOTAL</b>
Artmaking	10	20		20	<b>50%</b>
Art Criticism and Art History	10		20	20	<b>50%</b>
<b>TOTAL (%)</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>	<b>100%</b>

Please note: Timing of assessment tasks are estimates and may change. Please refer to your official assessment notification for confirmation of dates.

# **COURSE OUTLINES**

## **Vocational Education & Training Courses**



## 1 Policy

### 1.1 Satisfactory Completion of a Course in the Vocational Education Training Courses

The satisfactory course completion criteria listed on page 2 also applies to the completion of any courses requiring competency-based assessment. Where a student has not successfully completed any modules, it is a matter for the teacher's professional judgment to determine whether the attempts made by the student to complete the course are genuine.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency based training is based on performance standards that have been set by industry.

Students will receive documentation showing the competencies achieved for the VET course undertaken.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

### 1.2 Work Placement in VET Courses

The courses in the VET industry curriculum frameworks have been designed to deliver units of competency from the Industry Training Packages. Work placement is a mandatory HSC requirement of each framework course. For each course, a minimum number of hours are required in the workplace, 70 hours, although the amount of workplace learning needed to achieve the competencies will vary from student to student.

### 1.3 HSC: "All My Own Work" Program

All students are required to have satisfactorily completed HSC: All My Own Work or its equivalent before any Preliminary or HSC course entries can be submitted. Students entered only for Stage 6 Life Skills courses are exempt from this requirement.

## 2 Definitions

### 2.1 Board Developed Courses

Board Developed VET courses are classified as Category B subjects and ONLY TOW UNITS may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

### 2.2 Board Endorsed Courses

These are courses approved by the Board of Studies. Board Endorsed VET Courses do count towards the HSC or RoSA but do not have HSC examinations therefore cannot count in the calculations of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

### 2.3 ATAR (Australian Tertiary Admissions Rank)

The ATAR is a number (not a mark) that indicates a student's position in relation to their Year 7 cohort, including students who did not complete Year 12. An ATAR of 80.00, for example, indicates that students with that ATAR have performed in the HSC better than 80 per cent of their Year 7 cohort, had all these Year 7 students completed Year 12 and been eligible for an ATAR. The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05. To be eligible for an ATAR a student must complete at least ten units of Board Developed Courses including at least two units of English, three courses of 2 units or greater and at least four subjects in their HSC year. The ATAR is used by universities to rank applicants, because for the majority of courses there are more applicants than there are places available. The ATAR should not be used for any other reason because its sole function is to help universities select students for admission.





Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072  
BUSINESS SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2021 - HSC 2022

QUALIFICATION: BSB20115 Certificate II in Business  
Training Package: BSB Business Services (version 6.1)

NESA Course Code:  
2 U X 2 YR - 26101  
2021 HSC Exam: 26199  
LMBR UI Code:  
(11 OR 12)  
BSB20115226101B

TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 yrs
	BSBWHS201 BSBWOR204	Contribute to health and safety of self and others Use business technology	C E	M E	15 15	<b>Cluster A: At the Office</b> Written task, scenario, observation of practical work, risk assessment	
Term 2	BSBCUS201 BSBCMM201	Deliver a service to customers Communicate in the workplace	E E	M E	15 15	<b>Cluster B: Service with a Smile</b> Scenario, written task, presentation, role play	35 hrs Work placement  30% Preliminary Exam
Term 3	BSBSUS201 BSBITU213 BSBITU312	Participate in environmentally sustainable work practices Use digital technologies to communicate remotely Create electronic presentations	E E E	M E E	15 10 15	<b>Cluster C: Quality presentations</b> Scenario, written task, case studies, self-assessment	
	7 HSC UOCs						
Term 3-4	BSBITU307 BSBITU211	Develop keyboarding speed and accuracy Produce digital text documents	E E	E E	25 20	<b>Cluster D: Fast and On Task</b> Written task, teacher observation, portfolio of evidence, product assessment	35 hrs Work placement 30% HSC Module Exam 40% Trial HSC Exam  The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	Term 5-6	BSBITU212 BSBINM201 TLIP2029	Create and use spread sheets Process and maintain workplace information Prepare and process financial documents	E E E	E M M	15 20 20	
Term 7		BSBINN201 BSBIND201	Contribute to workplace innovation Work effectively in a business environment	E E	M M	15 25	
	NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 240		Units of competency from the HSC focus areas will be included in the optional HSC examination.	



# ULTIMO 90072

## CONSTRUCTION ASSESSMENT SCHEDULE

### Preliminary Year 2021 – HSC 2022

QUALIFICATION: CPC20211 Certificate II in Construction Pathways

Training Package: CPC08 v 9.1 Construction, Plumbing and Services

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	NESA STATUS	HSC INDICATIV E Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting
Term 1	5 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	CPCCOHS1001A	Work safely in the construction industry	C	M	10	Cluster A: Safe work NSW WHS Induction Written Test	100% Prelim Yearly Exam
Term 1-2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	Cluster B: Small project, Oil Stone Case or Concrete Float Practical, Teacher observations and Written test.	
Term 2-3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	10 20	Cluster C: 1. Tool box, Saw Horse or BBQ Table Practical, Teacher observations and Written test.	35 hrs. Work placement (HSC)
Terms 4-5	12 HSC UOCs						50 % HSC Module exam
	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster D: School Project – Concreting Practical, Teacher observations and Written test.	50 % Trial HSC Exam
	CPCCCM2006B	Apply basic leveling procedures	E	E	15		
	CPCCCM1015A	Carry out measurements and calculations	C	M	20		
	CPCCCO2013A	Carry out concreting to simple forms	E	E	20		
	CPCCCM2001A	Read and interpret plans and specifications	C	M	20		
Terms 6-7	CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	E E	E E	25 10	Cluster E: Wall and Floor Tiling Practical, Teacher observations and Written test	The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams.
	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	Cluster F: Work Placement Journal Teacher observations and Written test, Third party evidence	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Education

ULTIMO 90072

**HOSPITALITY- KITCHEN OPERATIONS ASSESSMENT SCHEDULE**  
**Preliminary Year 2021 - HSC 2022**

QUALIFICATION: SIT20416 Certificate II in Kitchen Operations  
 Training Package: SIT Tourism, Travel and Hospitality v1.2

TERM	Unit Code	Units <u>Of</u> Competency	AQF CORE / ELECTIVE	HSC	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting
Term 1	9 PRELIMINARY UOCs					Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i>	240 Indicative Hours over 2 years
	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	C C E	M M E	10 15 20	<b>Cluster A: Getting Ready for Work</b> Written task/scenario, case study & observation of practical work	100% Prelim Yearly Exam
	SITXFSA002 BSBSUS201 SITHCCC002	Participate in safe food handling practices Participate in environmentally sustainable work practices Prepare and present simple dishes	E E E	S E E	15 10 15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, Written task, Observation of practical work	35 hrs Work placement
	SITHKOP001 SITHCCC001 SITXINV002	Clean kitchen premises and equipment Use food preparation equipment Maintain the quality of perishable items	C C C	S S E	10 20 5	<b>Cluster C: Maintain a Clean &amp; Safe Kitchen</b> Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	40 % Module exam 60 % Trial HSC Exam
Term 3	5 HSC UOCs						The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
	SITHCCC005 SITHCCC006 SITHCCC011	Prepare dishes using basic methods of cookery Prepare appetisers and salads Use cookery skills effectively	C E C	S E E	40 25 20	<b>Cluster D: Quality Meals</b> Written task & observation of practical work Portfolio of evidence including service periods. <b>NOTE: person with THREE years' Industry Experience must be involved in assessment.</b>	
	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C E	M M	15 20	<b>Cluster E: Working Effectively with Others</b> Written task and reflection	
	NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 240		Units of competency from the HSC focus areas will be included in the optional HSC examination.	



# ASSESSMENT CALENDAR 2021/2022

## TERM 4 2021

Week	Subject	Task	Weighting
1			
2			
3			
4			
5			
6	Earth & Environmental Science	Data Analysis (Module 5)	20%
	Mathematics Advanced	Assignment / Investigation	20%
7	Ancient History	Knowledge & Source-based Questions	25%
	Chemistry	Depth Study Modelling Chemical Processes & Reactions	30%
	Mathematics Numeracy	Assignment / Investigation	25%
	Mathematics Standard 1	Assignment / Investigation	25%
	Mathematics Standard 2	Assignment / Investigation	25%
8	Chinese & Literature	Oral Presentation / Discussion	10%
	Chinese Beginners	Response in English to Written Texts	10%
	Chinese in Context	Responding to Texts	15%
	Engineering Studies	Design, Building & Testing	20%
	Industrial Technology: Electronics Technologies	Presentation of Major Project Ideas & Development	20%
	Industrial Technology: Timber Products & Furniture Technologies	Presentation of Major Project Ideas & Development	20%
	Korean & Literature	Oral Presentation / Discussion	10%
	Korean Beginners	Response in English to spoken texts/oral presentation	20%
	Korean Continuers	Response in English to spoken texts	25%
	Korean in Context	Responding to Texts	15%
	Legal Studies	Topic Test	20%
	Mathematics Extension 2	Class Test	20%
	Music 1	Composition & Musicology	20%
	Music 2	Composition	20%
	PDHPE	Sports Medicine	20%
	Physics	Depth Study (Module 8)	25%
	Sports Lifestyle & Recreation	Golf Swing Analysis	25%
8/9	Biology	Research / Topic Test	20%
9	Economics	Case Study	25%



# TERM 4 2021

Week	Subject	Task	Weighting
	English Advanced	Multimodal text using prescribed text and related material	20%
	English Standard	Texts and Human Experiences	20%
	English Studies	Multimodal Presentation with related material	20%
	Information Processes & Technology	Group Project	20%
	Modern History	Knowledge & Source-based Questions	25%
	Software Design & Technology	Group Project & Presentation	15%
10	English EALD	Viewing & Writing / Short Answers based on prepared supplementary text / Extended Responses on prescribed text	30%
	English Extension 2	Viva Voce	30%
	Geography	Object Responses & Short Answer Questions	20%
	Studies of Religion II	Research Tas & Extended Response	25%
11	Business Studies	Objective Responses & Short Answer Questions	20%



# TERM 1 2022

Week	Subject	Task	Weighting
1			
2	English Extension 1	Imaginative Response & Reflection	30%
3	Community & Family Studies	I R P	20%
	Visual Arts	Research Task & BOW Proposal	20%
4	History Extension	Major Project Proposal	5%
5			
6			
WEEKS 7 / 8	Ancient History	In Class Essay	25%
	Biology	Depth Study/Oral Presentation & Topic Test	20%
	Business Studies	Marketing Plan Analysis	25%
	Chemistry	Practical Task / Theory	20%
	Chinese & Literature	Analysis & Response to Written Texts / Essay	35%
	Chinese Beginners	Response in English to Spoken Texts / Speech	35%
	Chinese in Context	Creating Texts	35%
	Community & Family Studies	Short Answer & Extended Response	25%
	Earth & Environmental Science	Depth Study Presentation (Module 6)	30%
		Topic Test	25%
	Economics	Research Task	30%
	Engineering Studies	Analytical Responses	25%
	English Advanced	Short Answers about Novel extracts and analytical extended responses using prescribed text	25%
	English EALD	Extended Response	25%
	English Standard	Research & Extended Response	25%
	English Studies	Research Task	20%
	Geography	Industry Study Report	20%
	Industrial Technology: Electronics Technologies	Industry Study Report	20%
	Industrial Technology: Timber Product & Furniture Technologies	Case Study & Quiz	20%
	Information Processes & Technology	Analysis & Response to Written Texts / Essay	35%
	Korean & Literature	Response in English & Korean to written texts/articles	30%
	Korean Beginners	Response in English & Korean to written texts	30%
	Korean Continuers	Creating Texts	35%
	Korean in Context	Research / In Class Short Answer Responses	25%
	Legal Studies	Class Test	25%
	Mathematics Advanced	Class Test	25%
	Mathematics Extension 2		



## TERM 1 2022

Week	Subject	Task	Weighting
	Mathematics Numeracy	In Class Open Book Test	25%
	Mathematics Standard 1	In Class Test	25%
	Mathematics Standard 2	In Class Test	25%
	Modern History	In Class Essay	25%
	Music 1	Performance & Aural Analysis	20%
	Music 2	Performance & Aural	30%
	PDHPE	Factors affecting performance	25%
	Physics	Modelling / Processing Task (Module 6)	25%
	Software Design & Technology	Topic Test	25%
	Sports Lifestyle & Recreation	First Aid & Sports Injury	25%
	Studies of Religion II	Short Answer Questions & Extended Response Task	25%
9	English Extension 2	Literature Review	40%
10			
11			



## TERM 2 2022

Week	Subject	Task	Weighting
1			
2	Visual Arts	Development of Body of Work	20%
3			
4	Geography	Field & Analysis	25%
5	Chinese Beginners	Response in [Language] to a Written Text	25%
6	Mathematics Extension 2	Assignment / Investigation	25%
	Mathematics Numeracy	Assignment / Investigation	20%
	Mathematics Standard 1	In Class Open Book Test	20%
	Mathematics Standard 2	In Class Open Book Test	20%
	Modern History	Research	20%
7	Ancient History	Research & In Class Structured Response	20%
	Business Studies	Financial Statement Analysis	20%
	Community & Family Studies	Practical Task	25%
	Legal Studies	Media File & In Class Extended Response	25%
8	Biology	Depth Study	30%
	Chinese & Literature	Response to Spoken &/or Visual Texts/Essay	20%
	Earth & Environmental Science	Analysis of Media Artists (Module 7)	20%
	Engineering Studies	Engineering Report	20%
	English Advanced	Extended Response	25%
	Industrial Technology: Electronics Technologies	Production Processes Practical Task	30%
	Industrial Technology: Timber Product & Furniture Technologies	Production Processes Practical Task	30%
	Mathematics Advanced	Class Test	25%
	Physics	Literature Review & Investigation (Module 7)	20%
	Software Design & Technology	Individual Project	30%
	Sports Lifestyle & Recreation	Outdoor Recreation	25%
7/8	Chemistry	Research / Practical / Theory	20%
	English Extension 1	Critical Response with related text	40%
8/9	Chinese in Context	Essay / Interview Personal Investigations	20%
	Korean & Literature	Response to Spoken &/or Visual Texts / Reports	20%
	Korean Beginners	Response to written & spoken texts/presentation with Teacher Q&A	20%
	Korean Continuers	Conversation	15%
	Korean in Context	Essay / Interview / Personal Investigation	20%



## TERM 2 2022

Week	Subject	Task	Weighting
9	Economics	Research Task	20%
	English EALD	Listening & Short Answers / Extended Writing Task using prescribed text multimodal task	25%
	English Extension 2	Critique of the Creative Process	30%
	English Standard	Analytical Responses	25%
	Information Processes & Technology	Individual Project	30%
	Music 1	Elective 1 & 2	30%
	Music 2	Elective	20%
	PDHPE	Health priorities in Australia	25%
	Studies of Religion II	Extended Responses	20%
10	English Studies	In Class Examination – Comprehension & Extended Response Writing	20%
	History Extension	Historical Process Major Project	30%
	Visual Arts	Case Study & Extended Written Response	20%



# TERM 3 2022

Week	Subject	Task	Weighting
1			
2			
WEEKS 3 & 4	Ancient History	Trial HSC Examination	30%
	Biology	Trial HSC Examination	30%
	Business Studies	Trial HSC Examination	30%
	Chemistry	Trial HSC Examination	30%
	Chinese & Literature	Analysis & Response to Prescribed Texts & Prescribed Themes/Script of a Speech	35%
	Chinese Beginners	Trial HSC Examination	30%
	Chinese in Context	Trial HSC Examination	30%
	Community & Family Studies	Trial HSC Examination	30%
	Earth & Environmental Science	Trial HSC Examination	30%
	Economics	Trial HSC Examination	30%
	Engineering Studies	Trial HSC Examination	30%
	English Advanced	Trial HSC Examination	30%
	English EALD	Trial HSC Examination	20%
	English Extension 1	Trial HSC Examination	30%
	English Standard	Trial HSC Examination	30%
	English Studies	Final Portfolio	40%
	Geography	Trial HSC Examination	30%
	History Extension	Trial HSC Examination	15%
	Industrial Technology: Electronics Technologies	Trial HSC Examination	30%
	Industrial Technology: Timber Product & Furniture Technologies	Trial HSC Examination	30%
	Information Processes & Technology	Trial HSC Examination	30%
	Korean & Literature	Analysis & Response to prescribed texts and themes	35%
	Korean Beginners	Trial HSC Examination	30%
	Korean Continuers	Trial HSC Examination	30%
	Korean in Context	Trial HSC Examination	30%
	Legal Studies	Trial HSC Examination	30%
	Mathematics Advanced	Trial HSC Examination	30%
	Mathematics Extension 2	Trial HSC Examination	30%
	Mathematics Numeracy	Trial HSC Examination	30%
	Mathematics Standard 1	Trial HSC Examination	30%
	Mathematics Standard 2	Trial HSC Examination	30%
	Modern History	Trial HSC Examination	30%



# TERM 3 2022

Week	Subject	Task	Weighting
	Music 1	Trial HSC Examination & Elective 3	30%
	Music 2	Trial HSC Examination	30%
	PDHPE	Trial HSC Examination	30%
	Physics	Trial HSC Examination	30%
	Software Design & Technology	Trial HSC Examination	30%
	Sports Lifestyle & Recreation	Yearly Examination	25%
	Studies of Religion II	Trial HSC Examination	30%
	Visual Arts	Trial HSC Examination	40%
5			
6			
7			
8			
9			
10			





## GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words 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 Higher School Certificate documents.

Word	Meaning
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment 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	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 judgment 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



Word	Meaning
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 (e.g. a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole



**TERM 4 2021**

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	

**TERM 1 2022**

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	ASSESSMENT FREE PERIOD
Week 6	ASSESSMENT FREE PERIOD
Week 7	ASSESSMENT BLOCK
Week 8	ASSESSMENT BLOCK
Week 9	
Week 10	
Week 11	



**TERM 2 2022**

<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	
<b>Week 6</b>	
<b>Week 7</b>	
<b>Week 8</b>	
<b>Week 9</b>	
<b>Week 10</b>	

**TERM 3 2022**

<b>Week 1</b>	<b>ASSESSMENT FREE PERIOD</b>
<b>Week 2</b>	<b>ASSESSMENT FREE PERIOD</b>
<b>Week 3</b>	<b>H S C TRIALS</b>
<b>Week 4</b>	<b>H S C TRIALS</b>
<b>Week 5</b>	
<b>Week 6</b>	
<b>Week 7</b>	
<b>Week 8</b>	
<b>Week 9</b>	
<b>Week 10</b>	

