



# PRELIMINARY HSC

# 2024

*Assessment Handbook*



*Recte Et Fortiter - Upright and Strong*

Safety | Learning | Respect

HOMEBUSH BOYS HIGH SCHOOL

# CONTENTS

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



# CONTENTS

<b>Section B: The School's Responsibilities</b>	<b>22</b>
1 A Standard Referenced Approach to Assessment	22
Assessment Schedules	22
More than One Class following the Same Course	22
Assessment Notifications	23
Marking Guidelines	23
Providing Meaningful Feedback	23
Recording and Reporting Student Marks	23
2 Non-Discriminating Tasks	24
3 The Award of "Zero Marks"	24
4 Non-Presentation / No-Attempt	24
5 Malpractice	24
6 Behaviour	25
7 Lateness	25
8 Extensions	25
9 NSW Education Standards Authority Warning Letters	25
<b>Section C: Student Reviews / Appeals</b>	<b>27</b>
Illness / Misadventure Appeal Form	28
Letter to Parents regarding Illness/Misadventure Appeal Determination [Sample]	29
<b>Section D: Vocational Education and Training</b>	<b>30</b>
Introduction	30
Rationale	30
The Purpose of Assessment	30
Assessment of the Australian Qualification Framework (AQF)	30
Assessment for an Australian Tertiary Admission Rank (ATAR)	31
HSC Examination	31
NSW Education Standards Authority Requirements	31
Recognition of Prior Learning	32
Assessment Principles and Procedures	32
Internal Examinations	32
Work Placement	32
Student Reviews / Appeals	33
N Award Warning – Non-Completion of Higher School Certificate Course Letter [Sample]	34
<b>Course Outlines: Higher School Certificate</b>	<b>36</b>
English Extension I	37
English Advanced	39
English Standard	41
English EAL/D	43
English Studies	45
<b>Key Learning Area: Mathematics</b>	
Mathematics Extension I	47
Mathematics Advanced	49
Mathematics Standard	51
Numeracy	53



# CONTENTS

## Key Learning Area: Science

Biology	56
Chemistry	58
Physics	60

## Key Learning Area: Creative & Performing Arts

Music 1	62
Visual Arts	64

## Key Learning Area: Human Society In Its Environment

Ancient History	66
Business Studies	68
Economics	70
Legal Studies	72
Modern History	74
Studies of Religion II	76

## Key Learning Area: Languages

Chinese Continuers	78
Chinese in Context	80
Chinese and Literature	82
Korean Beginners	84
Korean Continuers	86

## Key Learning Area: Technology & Applied Studies

Engineering Studies	88
Enterprise Computing	90
Industrial Technology: Electronics	92
Software Engineering	94

## Key Learning Area: Personal Development, Health & Physical Education

Community and Family Studies	96
Personal Development, Health & Physical Education (PDHPE)	98
Sport, Lifestyle and Recreation	100

## **Course Outlines: Vocational Education & Training Courses** **102**

## **VET Courses Assessment Policy** **103**

1	Policy	104
1.1	Satisfactory Completion of a course in the Vocational Education Training Courses	104
1.2	Work Placement in VET Course	104
1.3	HSC: "All My Own Work" Program	104
1.4	Industry Curriculum Frameworks	105
1.5	Stage 6 VET Board Endorsed Courses	105
	Business Services VET: Qualification BSB30120 Certificate III in Business Assessment Schedule Year 11 2024	106
	Business Services VET: Qualification BSB30120 Certificate III in Business Assessment Schedule Year 12 2025	107
	Cookery VET: Qualification SIT20421 Certificate II in Cookery Assessment Schedule Year 11 2024	109
	Preliminary HSC Countdown: Quick Tips	110



# CONTENTS

<b>Assessment Calendar 2024</b>	<b>111</b>
Term 1 2024	111
Term 2 2024	112
Term 3 2024	113
<b>Glossary of Key Words</b>	<b>114</b>
<b>HSC Assessment Task Planner 2024</b>	<b>116</b>
Term 1 2024	116
Term 2 2024	116
Term 3 2024	117



## *Introduction*

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

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 handbook 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); and
- met the HSC Minimum Standard.

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.

### **HSC Minimum Standard**

Students in NSW will need a minimum standard of literacy and numeracy to receive the HSC from 2020. The HSC minimum standard is set at Level 3 of the Australian Core Skills Framework (ACSF) which will describe an individual's performance in the five core skills of learning reading, writing, oral communication and numeracy.

To meet the HSC minimum standard and receive the HSC, students need to:

- sit and achieve a Level 3 or 4 in Reading
- sit and achieve a Level 3 or 4 in Writing
- sit and achieve a Level 3 or 4 in Numeracy

The HSC minimum standard is NOT linked to NAPLAN, thus all students will be required to sit the minimum standard online tests regardless of what they achieved in NAPLAN.

# GENERAL INFORMATION

The minimum standard tests are 45 minutes long and include a multiple-choice reading test, multiple choice numeracy test, and a 500-word writing test based on a choice between a visual or written prompt.

Students will be given two chances per year in Year 10, 11 and 12 and 5 years beyond the completion of school to attain the minimum standard in all three areas.

The HSC minimum standards are NOT related to the ATAR or to university entrance. Students are still able to attain an ATAR and attend university regardless of their minimum standards.

All students, regardless of whether they have met the HSC minimum standard can:

- study HSC courses
- sit HSC examinations
- receive HSC results
- receive an ATAR
- receive the ROSA credential

There will be multiple opportunities for students to show they meet the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills. These tests can be taken when students are ready in Years 10, 11 and 12 and after the HSC.

## 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 satisfactorily complete a Year 11 pattern of study comprising of at least **12 units in the Preliminary HSC course** and a Year 12 pattern of study comprising at least **10 units in the HSC course**. Both patterns must include:

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

To satisfy pattern of study requirements for the Higher School Certificate, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

English Studies, Mathematics Standard I are Board Developed Courses with an optional HSC examinations. Students who choose English Studies and/or Mathematics Standard 1, but wish to receive an ATAR, MUST undertake the optional examination.

## 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.



# GENERAL INFORMATION

## 4 25 Hour Personal Development and Health Course, Life Ready

Life Ready is a mandatory Personal Development and Health Education course for Years 11 and 12 students in NSW Government Schools. It is 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.

Life Ready reflects some of the contemporary health issues facing young people.

It acknowledges and aims to support senior students as they address changing issues related to identity, independence and their changing responsibilities.

## *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).*

From 2025, there will be no distinction between Category A and Category B courses.

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.

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.

### **Rule 1**

To be eligible for an ATAR, a student must satisfactorily complete at least ten units of HSC courses. These courses must include at least:

- 10 units of Board of Developed Courses;
- 2 units of English;
- 3 Board Developed courses of 2 units or greater; and
- 4 subject areas.

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; and
- the best eight units from the remaining units.





## GENERAL INFORMATION

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.



## *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 Preliminary HSC (PHSC) 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 PHSC school assessment program that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout Year 11 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 examination mark and an HSC moderated assessment mark.

## *Purpose of PHSC Assessment*

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

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

## *The Start and Finish*

For the PHSC course, assessment tasks may begin in Term 1 of Year 11. Assessment tasks will cease at the end of Term 3 of the calendar year for Year 11.



## *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 NESA, 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 NESA;
2. applied themselves with diligence and sustained effort to the tasks an experience provided by the school, and
3. achieved the majority or all of the course outcomes.

It is required that students:

- demonstrate satisfactory participation in learning. This includes attendance;
- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- complete the requirements of each course including any necessary oral, practical and project work;
- perform the tasks required as part of the assessment program in each course; and
- sit for and make a serious attempt at any examination set as part of the course.

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 he has failed to apply himself 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 classwork and homework, and/or
- proven case of copying, plagiarism or cheating.

# SCHOOL ASSESSMENT POLICY

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.**

## *Student Use of Scaffolding in Longer Written Answers*



In Years 11 and 12, especially, students are expected to scaffold (*plan*) their written answers to longer questions. This particularly applies to responses to analytical questions, common in all courses (except maths).

To encourage this practice, **planning space will be supplied with each school assessment task question with a mark-value of 10 marks or more.** It is expected that all students will, in the first 5 minutes allocated to a task, *first complete their planning*, before commencing the written answer. The completed plan should then be submitted, along with the written answer, and may be referred to by markers when allocating marks.

Consistent with the school's widespread use of **ALARM** ("A Learning and Responding Matrix"), in many courses the planning may take the form of completion of a *blank ALARM matrix*, which will be provided for them in the question planning space.

In classes, and especially in the lead-up to assessment tasks, students will have the expected scaffolding modelled for them, and will be given opportunity to practise its use.

## REPORTING PROCEDURES

**Student Reporting** is the process of communicating information about student learning. It includes a student's level of attainment and the progress they have made during a period of time. Reports contain objective information about what has been taught and about students' current levels of knowledge and understanding, including areas for further development.

Reports draw on formal and informal assessments that have been collected routinely and recorded systematically as part of teachers' ongoing classroom assessment practice.

All school reports can be downloaded from the school's website.

School reports are issued during Term 2, Half Yearly Report and during Term 4, Yearly Report. Preliminary students will receive their Yearly Reports at the end of Term 3. Assessment for these reports will be based upon the Assessment schedules for each course as outlined in this handbook.

It is expected that all parents attend the Parent Teacher Evening in Semester 1, to meet with teachers and discuss their son's reports with his class teachers.



## *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 (Assessment Certification Examination (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 (NESA) 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.

# SECTION A

## *Student Responsibilities*

### 10 Student transfers

Students who transfer into the school after commencement of the PHSC 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 Head Teacher on the first day back after their absence, or a zero mark will be awarded**. Illness /Misadventure applications are available from all Head Teachers. Students must attempt missed tasks on the first day back at school following an Illness/Misadventure.

### 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 Head Teacher;
  - ii. the Illness/Misadventure Application must be lodged with the relevant Head Teacher 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 Head Teacher, 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 PHSC 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 Head Teacher on their next school day of attendance after the due date of the missed assessment task, a zero mark will be recorded.**

Before the Half Yearly and the Yearly 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,



## SECTION A

### *Student Responsibilities*

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.

#### **Process for the Determination of Illness/Misadventure Appeal**

The Faculty Head Teacher, Deputy Principal and Principal consider student appeals. Once the Deputy 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 examination timetable;
- misreading of examination instructions;
- entering or sitting for the wrong examination;
- 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**
- conditions for which you should have applied for disability provisions;
- courses where you are a self-tuition student;
- overseas vacation time.

**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.

### **ADVICE**

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 on USB or save a copy on the cloud.





# SECTION A

## *Student Responsibilities*

It is the student's responsibility to keep hard copies of submitted assessment tasks.

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 NESAWarning 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:

- a. reject the appeal and order the zero mark to stand;
- b. grant a limited extension;
- c. order that a substitute task be performed, or
- d. 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 examinations) 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 PHSC 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;



## SECTION A

### *Student Responsibilities*

- breaching school examination 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.

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.

### ADVICE

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.

#### 15 Students behaviour during Assessment Tasks, including Examinations

Students must behave in a way that does not disrupt the task, examination or disturb the work of 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/examination, 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.;
- engages in malpractice.

#### 16 Examination Procedures

- During any assessment task/examination students must follow the supervisor's instructions at all times. An **Examination Rules and Expectations Sheet** is issued to students with their examination timetables.
- Students must not take into the room any books, notes, papers or equipment other than what is outlined in the **Examination Rules and Expectations Sheet**.
- Students must make a serious attempt at all questions in the examination/assessment task and remain in the examination venue until the end of the examination.



# SECTION A

## *Student Responsibilities*

- Answers must not contain offensive language.
- Students must not take any electronic devices, including mobile phones or iPods into any examination room.

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

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

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

### **18 Equipment for the PHSC Examination**

The PHSC timetable contains a list of:

- equipment, that students are expected to provide in a clear pencil case or sleeve; 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 the 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. 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 is 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.



## *Student Responsibilities*

### **22 Special Examination Provisions for students with Special Needs (Disability Provisions)**

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

- reading the examination questions, and/or
- communicating responses.

NESA may approve special examination provisions.

Students seeking special examination provisions need to approach the Head Teacher Welfare to lodge an **application by April or earlier**.

**Disability Examination Provisions are not available:**

- as compensation for difficulties in undertaking a course and preparing for the examination; 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 11 school reports are issued in Semester 1 and in Semester 2. Assessments for these reports will be based upon the PHSC Assessment schedules for each course as outlined in this assessment handbook.



# HOME BUSH BOYS HIGH SCHOOL

## EXAMINATION RULES FOR YEAR 11 PRELIMINARY HSC EXAMINATIONS

All Year 11 students must conduct themselves in an exemplary and serious manner during examinations.

In particular, the following rules apply:

- 1 Students must arrive to an examination 30 minutes before the scheduled start time and hand in their mobile phone to the Front Office. A student who arrives late to an examination will not receive extra time beyond the scheduled finish time.
- 2 Students are not permitted to bring mobile phones or other electronic devices – including any ‘smart’ technology such as smart watches into the Hall. Students will be awarded a zero-mark for malpractice as practiced in the HSC.
- 3 No student will be allowed to leave an examination before the scheduled finish time.
- 4 All equipment must be brought in a clear plastic sleeve when entering the Hall. Pencil cases will not be permitted in the Hall. Black or blue pens can only be used.
- 5 Students must wear the correct school uniform to all examinations.
- 6 Students are not to talk in the Hall other than with a supervising teacher.
- 7 Students are not permitted to borrow items directly from another student during an examination.
- 8 Students are not to go to the toilet during examinations unless it is due to illness.
- 9 Disability Provision students must attend the designated room as per examination timetable.
- 10 In regard to absenteeism from examinations due to illness or other unforeseen circumstances:
  - You must call the school on (02) 9764 3611 on the morning of the examination to notify the school of your absence. You must see a doctor to receive a medical certificate for the day of your absence. For other unforeseen circumstances, you must be able to provide evidence of your misadventure.
  - Present a medical certificate to the Year 12 Deputy Principal and fill out an Illness/Misadventure Appeal upon your first day back at school.
- 11 Students are permitted to go home at the conclusion of their examination unless they are required to attend Grade Sport on Wednesday.



## 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 standard 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 schedules developed within the guidelines provided by the NESA. NESA 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/examinations 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.



## SECTION B

### *The School's Responsibilities*

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. Students should be provided meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance.

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.

Preliminary HSC students should be provided with a cumulative mark of their Semester 1 assessments on



## SECTION B

### *The School's Responsibilities*

the student's Half Yearly Report and all their assessment results in their Yearly Report.

HSC students can obtain their NESA Assessment rank order online, using the Students Online 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; using Chat GPT.
- falsifying receipt documents;
- offering false documentation in support of an appeal;
- cheating during an assessment task or examination; and
- misbehaving during examinations.

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.





## SECTION B

### *The School's Responsibilities*

#### 6 Behaviour

If a student is involved in any of the following behaviours during any assessment task/examination, 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; and
- makes a non-serious attempt, or cheats in any way.

#### 7 Lateness

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

#### 8 Extensions

Students who are unable to be present for an out of class assessment task/assignment for a valid reason may apply to the Head Teacher for an extension **prior to the due date for submission of 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** courses developed 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** the majority 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 son/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 his 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.



## SECTION B

### *The School's Responsibilities*

**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 Principal, Deputy Principal, Head Teacher, 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 PHSC year. Details of methods of appeal are available from the Deputy 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 the faculty and Head Teacher of another 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 NESA's Policy and whether the conduct of the review was correct in all respects.





# HOMEBUSH 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 Head Teacher immediately on your return to school after the due date of the assessment. If the Head Teacher is absent, this form must be submitted to the Deputy Principal.**

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

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

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

Assessment Task No: \_\_\_\_\_ Weighting: \_\_\_\_\_ Assessment Date Due: \_\_\_\_\_

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

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

Tick Option:

- Task missed
- Task attempted / completed

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: \_\_\_\_\_

**OFFICE USE ONLY**

Date Appeal submitted: \_\_\_\_\_

Approved  Declined

Outcome of Appeal: \_\_\_\_\_

Head Teacher Signature: \_\_\_\_\_ Deputy Principal Signature: \_\_\_\_\_

- Head Teacher receives Illness/Misadventure Appeal on student's return to school
- Head Teacher discusses with Deputy Principal and a determination is made
- Head Teacher to sign off on Illness/Misadventure Appeal and given to Deputy Principal to sign
- School Administration Officer to enter details on SENTRAL and generate outcome letter for parent(s)
- Deputy Principal to sign outcome letter and then to be mailed to parent(s) by School Administration Officer
- A copy of outcome letter along with Illness/Misadventure Appeal to be placed on the student's file



# HOME BUSH BOYS HIGH SCHOOL

PO Box 4159, HOME BUSH SOUTH 2140  
Telephone: 9764 3611 Fax: 9746 3614  
Email: [homebushbo-h.school@det.nsw.edu.au](mailto:homebushbo-h.school@det.nsw.edu.au)  
ABN: 18 246 198 266 CRICOS Provider 0058M



<insert date>

<Addressee's name>

<Addressee's address>

Dear <Addressee>

Dear [Addressee]

## **ILLNESS / MISADVENTURE APPEAL DETERMINATION [Reference No. XXXXXXX]**

Your son <insert student name>, lodged an Illness Misadventure Form which was submitted on <insert date> requesting the school's consideration related to Assessment <insert description> for <insert subject>.

In accordance with our School Assessment Policy, which reflects NSW Education Standards Authority requirements, the appeal has been <insert approved / declined>. The outcome being <insert outcome>.

If you would like further information, please contact the school quoting the reference number above.

Yours sincerely

<insert Deputy Principal Name>

Deputy Principal



## 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. VET curriculum framework courses are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

## 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 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):
  - 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



## SECTION D

### *Vocational Education and Training*

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 examination 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 sit the examination 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 examination only may contribute to the calculation of the student's ATAR. Withdrawal from the examination 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 examination 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.



## SECTION D

### *Vocational Education and Training*

NESA has mandated work placement as a requirement of the Preliminary HSC course. Students 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, examination, 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 Examinations*

HBHS will conduct a Trial HSC Examination to enable teachers to provide NESA with estimates of student examination performance. This may be required where a student lodges an illness/misadventure appeal relating to the HSC examination. The Trial HSC Examination 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 Preliminary 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.





## SECTION D

### *Vocational Education and Training*

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.

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 and submits an Illness/Misadventure Appeal form with a Doctor's Certificate attached. This must be **given to the VET Coordinator on the first day the student returns to school** after completing work placement. The VET coordinator will take further steps in ensuring that the work placement requirements are met.

### *Student Reviews / Appeals*

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.



# HOMEBUSH BOYS HIGH SCHOOL

PO Box 4159, HOMEBUSH SOUTH 2140  
Telephone: 9764 3611 Fax: 9746 3614  
Email: [homebushbo-h.school@det.nsw.edu.au](mailto:homebushbo-h.school@det.nsw.edu.au)  
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



Please discuss the matter with <insert student name> and contact the school if further information or clarification is needed.

Yours sincerely

\_\_\_\_\_  
<insert Teachers name>

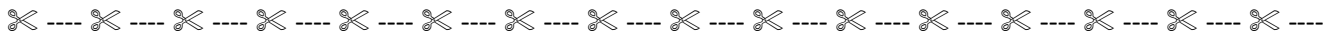
Head Teacher <insert subject>

\_\_\_\_\_  
<insert Deputy Principal's name>

Deputy Principal

SAMPLE

Please detach this section and return to school



**Requirements for the satisfactory completion of a Stage 6 course**

I have received the letter dated <insert date> indicating that <insert student name> is in danger of not satisfactorily completing requirements in <insert subject>.

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.

\_\_\_\_\_  
Parent's / Guardian's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date



# COURSE OUTLINES

## *Preliminary Higher School Certificate*



## ENGLISH EXTENSION 1

### Outcomes

<b>EE11-1</b>	Demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies.
<b>EE11-2</b>	Analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts.
<b>EE11-3</b>	Thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts.
<b>EE11-4</b>	Develops skills in research methodology to undertake effective independent investigation.
<b>EE11-5</b>	Articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts.
<b>EE11-6</b>	Reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity.

# ENGLISH EXTENSION 1

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Imaginative Response</b> Texts, Culture and Value	<b>Multimodal Task</b> Texts, Culture and Value	<b>Yearly Examination</b> Texts, Culture and Value	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 7	
<b>Outcomes Assessed</b>	EE11-2   EE11-3 EE11-6	EE11-1   EE11-2 EE11-3   EE11-4 EE11-5	EE11-1   EE11-2 EE11-3   EE11-4 EE11-5	
<b>Components</b>				
	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	15	15	20	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50%
<b>TOTAL (%)</b>	<b>30%</b>	<b>30%</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 Description

In the preliminary English Extension course, students explore how and why texts are valued and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. As well, there is a compulsory independent research task.

## Course Structure

60 indicative hours

Students must complete the module Texts, Culture and Values. Students explore the ways in which aspects of texts from the past have been appropriated into popular culture. The module develops students' understanding of how and why cultural values are maintained and changed.

Through close study, students:

- ❖ consider the relationships between the text and its culture
- ❖ explore structure of the texts and examine the ways in which language shapes and reflects values
- ❖ consider the effects of different ways of responding to texts
- ❖ consider the ways and reasons the original and later manifestation of text are valued.



## ENGLISH ADVANCED

### Outcomes

<b>EA11-1</b>	Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
<b>EA11-2</b>	Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.
<b>EA11-3</b>	Analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning.
<b>EA11-4</b>	Strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts.
<b>EA11-5</b>	Thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments.
<b>EA11-6</b>	Investigates and evaluates the relationships between texts.
<b>EA11-7</b>	Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued.
<b>EA11-8</b>	Explains and evaluates cultural assumptions and values in texts and their effects on meaning.
<b>EA11-9</b>	Reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner.

## ENGLISH ADVANCED

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Imaginative Piece and Reflection</b> Reading to Write	<b>Multi-modal Presentation</b> Narratives that Shape our World	<b>Yearly Examination</b> Unseen Comprehension Questions and Critical Essay	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 7	
<b>Outcomes Assessed</b>	EA11-2   EA11-3 EA11-5   EA11-9	EA11-2   EA11-3 EA11-6   EA11-8	EA11-1   EA11-3 EA11-4   EA11-5 EA11-7   EA11-8	
<b>Components</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Knowledge and understanding of course content	15	15	20	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50%
<b>TOTAL (%)</b>	<b>30%</b>	<b>30%</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 Description

In the Preliminary English Advanced course, there is a stronger focus on individual reading to inform, inspire and encourage writing. As well, the assessment process is now limited to 3 tasks, which includes a multi-modal or digital presentation.

### Course Structure

120 indicative hours

Common Content 40%

Modules (2) 60%

Reading to Write (Common Content) 45 Indicative hours = 11.5 weeks

**Modules** (Narratives That Shape our World & Critical Study of Literature) 75 Indicative hours = 18 weeks (9 weeks each)

Mandatory to program *Reading to Write* module **first** to further develop students' skills to respond to texts and refine their writing.





## ENGLISH STANDARD

### Outcomes

<b>EN11-1</b>	Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure.
<b>EN11-2</b>	Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.
<b>EN11-3</b>	Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning.
<b>EN11-4</b>	Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts.
<b>EN11-5</b>	Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments.
<b>EN11-6</b>	Investigates and explains the relationships between texts.
<b>EN11-7</b>	Understands and explains the diverse ways texts can represent personal and public worlds.
<b>EN11-8</b>	Identifies and explains cultural assumptions in texts and their effects on meaning.
<b>EN11-9</b>	Reflects on, assess and monitors own learning and develops individual and collaborative processes to become an independent learner.

## ENGLISH STANDARD

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Imaginative Piece and Reflection</b> Reading to Write	<b>Multi-modal Presentation</b> Contemporary Possibilities	<b>Yearly Examination</b> Unseen Comprehension Questions and Essay	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 7	
<b>Outcomes Assessed</b>	EN11-2   EN11-3 EN11-5   EN11-9	EN11-1   EN11-2 EN11-4   EN11-7 EN11-8	EN11-1   EN11-2 EN11-3   EN11-5 EN11-6	
<b>Components</b>				
	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	15	15	20	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50%
<b>TOTAL (%)</b>	<b>30%</b>	<b>30%</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 Description

In the Preliminary English Standard course, there is a stronger focus on individual reading to inform, inspire and encourage writing. As well, the assessment process is now limited to 3 tasks, which includes a multi-modal or digital presentation.

### Course Structure

120 indicative hours

Common Content 40%

Modules (2) 60%

Reading to Write (Common Content) 45 Indicative hours = 11.5 weeks

**Modules** (Contemporary Possibilities and Close Study of Literature) 75 Indicative hours = 18 weeks (9 weeks each)

Mandatory to program *Reading to Write* module **first** to further develop students' skills to respond to texts and refine their writing



## ENGLISH EAL/D

### Outcomes

<b>EAL11-1A</b>	Responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
<b>EAL11-1B</b>	Communicates information, ideas and opinions in familiar personal, social and academic contexts.
<b>EAL11-2</b>	Uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies.
<b>EAL11-3</b>	Identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning.
<b>EAL11-4</b>	Applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts.
<b>EAL11-5</b>	Thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts.
<b>EAL11-6</b>	Investigates and explains the relationships between texts.
<b>EAL11-7</b>	Understands and assesses the diverse ways texts can represent personal and public worlds.
<b>EAL11-8</b>	Identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning.
<b>EAL11-9</b>	Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner.

## ENGLISH EAL/D

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Reading and Writing</b> Language Texts and Contexts	<b>Extended Response</b> Close Study of Text	<b>Multimodal presentation</b> Texts and Society	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 9	Term 3 Week 8-9	
<b>Outcomes Assessed</b>	EAL11-1A   EAL11-3   EAL11-6	EAL11-1B   EAL11-4   EAL11-5   EAL11-7	EAL11-1B   EAL11-2   EAL11-8	
<b>Components</b>				
	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	15	15	20	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50%
<b>TOTAL (%)</b>	<b>35%</b>	<b>30%</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.*

## ENGLISH STUDIES

### Outcomes

<b>ES11-1</b>	Comprehends and responds 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>ES11-2</b>	Identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts.
<b>ES11-3</b>	Gains skills in accessing, comprehending and using information to communicate in a variety of ways.
<b>ES11-4</b>	Composes a range of texts with increasing accuracy and clarity in different forms.
<b>ES11-5</b>	Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts.
<b>ES11-6</b>	Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes.
<b>ES11-7</b>	Represents own ideas in critical, interpretive and imaginative texts.
<b>ES11-8</b>	Identifies and describes relationships between texts.
<b>ES11-9</b>	Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade.
<b>ES11-10</b>	Monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning.

## ENGLISH STUDIES

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Resume and Letter of Application</b> Achieving through English	<b>Multimodal Presentation</b> Playing the Game	<b>Collection of classwork</b> All Modules	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 6	Term 3 Week 9	
<b>Outcomes Assessed</b>	ES11-1   ES11-2, ES11-4   ES11-6	ES11-1   ES11-4 ES11-6   ES11-7 ES11-9	ES11-1   ES11-3 ES11-4   ES11-5 ES11-7   ES11-9 ES11-10	
<b>Components</b>				
	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	15	15	20	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50%
<b>TOTAL (%)</b>	<b>30%</b>	<b>30%</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.*

### **Aim**

The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and thoughtful and effective communicators in a diverse global world.

**MATHEMATICS EXTENSION 1****Outcomes**

<b>ME11-1</b>	Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses.
<b>ME11-2</b>	Manipulates algebraic expressions and graphical functions to solve problems.
<b>ME11-3</b>	Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems.
<b>ME11-4</b>	Applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change.
<b>ME11-5</b>	Uses concepts of permutations and combinations to solve problems involving counting or ordering.
<b>ME11-6</b>	Uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts.
<b>ME11-7</b>	Communicates making comprehensive use of mathematical language, notation, diagrams and graphs.

# MATHEMATICS EXTENSION 1

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Class Quiz	Investigation Task	Yearly Examination.	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8 / 9	
<b>Outcomes Assessed</b>	ME11-3   ME11-6   ME11-7	ME11-1   ME11-2   ME11-3   ME11-6   ME11-7	ME11-1   ME11-2   ME11-3   ME11-4   ME11-5   ME11-6   ME11-7	
<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Understanding, Fluency and communicating.	12	18	20	50%
Problem Solving Reasoning and Justification.	13	17	20	50%
<b>TOTAL (%)</b>	<b>25%</b>	<b>35%</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.*





## MATHEMATICS ADVANCED

### Outcomes

<b>MA11-1</b>	Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems.
<b>MA11-2</b>	Uses the concepts of functions and relations to model, analyse and solve practical problems.
<b>MA11-3</b>	Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes.
<b>MA11-4</b>	Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities.
<b>MA11-5</b>	Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems.
<b>MA11-6</b>	Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems.
<b>MA11-7</b>	Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions.
<b>MA11-8</b>	Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts.
<b>MA11-9</b>	Provides reasoning to support conclusions which are appropriate to the context.

## MATHEMATICS ADVANCED

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Written Test Class Quiz</b>	<b>Assignment/ Investigation Task</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8 / 9	
<b>Outcomes Assessed</b>	MA11-1   MA11-2   MA11-8   MA11-9	MA11-1   MA11-5   MA11-8   MA11-9	MA11-1   MA11-2   MA11-3   MA11-4   MA11-5   MA11-6   MA11-7   MA11-8   MA11-9	
<b>Components</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Understanding, Fluency and communicating	20	10	20	50%
Problem Solving Reasoning and Justification	15	15	20	50%
<b>TOTAL (%)</b>	<b>35%</b>	<b>25%</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.*

## MATHEMATICS STANDARD

Outcomes	
<b>MS11-1</b>	Uses algebraic and graphical techniques to compare alternative solutions to contextual problems.
<b>MS11-2</b>	Represents information in symbolic, graphical and tabular form.
<b>MS11-3</b>	Solves problems involving quantity measurement, including accuracy and the choice of relevant units.
<b>MS11-4</b>	Performs calculations in relation to two-dimensional and three-dimensional figures.
<b>MS11-5</b>	Models relevant financial situations using appropriate tools.
<b>MS11-6</b>	Makes predictions about everyday situations based on simple mathematical models.
<b>MS11-7</b>	Develops and carries out simple statistical processes to answer questions posed.
<b>MS11-8</b>	Solves probability problems involving multistage events.
<b>MS11-9</b>	Uses appropriate technology to investigate, organise and interpret information in a range of contexts.
<b>MS11-10</b>	Justifies a response to a given problem using appropriate mathematical terminology and/or calculations.

## MATHEMATICS STANDARD

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Class Task</b>	<b>Assignment/ Investigation Task</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 6	Term 3 Week 8 / 9	
<b>Outcomes Assessed</b>	MS11-1   MS11-2   MS11-5   MS11-9   MS11-10	MS11-1   MS11-2   MS11-3   MS11-5   MS11-9   MS11-10	MS11-1   MS11-2   MS11-3   MS11-4   MS11-5   MS11-6   MS11-7   MS11-8   MS11-9   MS11-10	
<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Understanding, Fluency and communicating.	20	10	20	50%
Problem Solving Reasoning and Justification.	15	15	20	50%
<b>TOTAL (%)</b>	<b>35%</b>	<b>25%</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.*

## NUMERACY

### Outcomes

The Year 11 course is organised into two modules, which are divided into content areas. The Year 11 course is undertaken by all students intending to study the Year 12 Numeracy course.

- Each content area may be delivered sequentially, or integrated within the module, and should be applied in contexts that are meaningful and of interest to students.
- It is likely students will need to revisit content descriptors a number of times, and in different contexts, to ensure they develop the breadth and depth of understanding that is required.
- Modules 1 and 2 are designed to support students to learn and use the NRMT process. This process is modelled and taught explicitly within these two modules.
- Students should be provided with regular opportunities that involve the integration of technology to enrich the learning experience.

<b>Module 1</b>	<ul style="list-style-type: none"> <li>▪ 1: Whole numbers</li> <li>▪ 2. Operations with whole numbers</li> <li>▪ 3. Distance, area and volume</li> <li>▪ 4. Time</li> <li>▪ 5. Data, graphs and tables</li> </ul>
<b>Module 2</b>	<ul style="list-style-type: none"> <li>▪ 1. Fractions and decimals</li> <li>▪ 2. Operations with fractions and decimals</li> <li>▪ 3. Metric relationships</li> <li>▪ 4. Length, mass and capacity</li> <li>▪ 5. Chance</li> </ul>
<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  chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
<b>N6 - 2.1</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.

**NUMERACY****Outcomes**

<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.

# NUMERACY

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Open Book	Investigation Task	Project	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 6	Term 3 Week 8 / 9	
<b>Outcomes Assessed</b>	Module 1   Module 2   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 – 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>Components</b>	Task 1	Task 2	Task 3	TOTAL
Understanding, Fluency and communicating.	20	10	20	50%
Problem Solving Reasoning and Justification.	15	15	20	50%
<b>TOTAL (%)</b>	<b>35%</b>	<b>25%</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.*

## BIOLOGY

### Outcomes

<b>BIO11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation.
<b>BIO11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information.
<b>BIO11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information.
<b>BIO11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
<b>BIO11/12-5</b>	Analyses and evaluates primary and secondary data and information.
<b>BIO11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
<b>BIO11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
<b>BIO11-8</b>	Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes.
<b>BIO11-9</b>	Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms.
<b>BIO11-10</b>	Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species.
<b>BIO11-11</b>	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem.



# BIOLOGY

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Depth Study and Formative Assessment</b> Module 1 Cells as Basis of Life	<b>Research / Practical Investigation</b> Module 4 – Depth Study, Organisation of Living Things	<b>Yearly Examination</b> Module 1, 2, 3, 4	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 9	Term 3 Week 8	
<b>Outcomes Assessed</b>	BIO11/12-1   BIO11/12-4   BIO11/12-6   BIO11/12-5   BIO11-10	BIO11/12 – 1   BIO11/12-2   BIO11/12 - 3   BIO11/12-7   BIO11-9	BIO11/12-4   BIO11/12-5   BIO11/12-6   BIO11/12-7   BIO11-8   BIO11-9   BIO11/10   BIO11-11	
<b>Components</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Skills in Working Scientifically	20	30	10	60%
Knowledge & Understanding	10		30	40%
<b>TOTAL (%)</b>	<b>30%</b>	<b>30%</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.*

## CHEMISTRY

### Outcomes

<b>CH11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation.
<b>CH11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information.
<b>CH11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information.
<b>CH11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
<b>CH11/12-5</b>	Analyses and evaluates primary and secondary data and information.
<b>CH11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
<b>CH11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
<b>CH11-8</b>	Explores the properties and trends in the physical, structural and chemical aspects of matter.
<b>CH11-9</b>	Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships.
<b>CH11-10</b>	Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions.
<b>CH11-11</b>	Analyses the energy considerations in the driving force for chemical reactions.

# CHEMISTRY

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Depth Study / Ansto Excursion</b> Module 1	<b>Practical Examination</b> Module 2, 3	<b>Yearly Examination</b> Module 1, 2, 3, 4	
<b>Timing</b>	Term 1 Week 7	Term 2 Week 8	Term 3 Week 8	
<b>Outcomes Assessed</b>	CH11/12-2   CH11/12-4 CH11/12-7   CH11-8	CH11/12-1   CH11/12-2 CH11/12-4   CH11/12-7 CH11-9	CH11/12-1   CH11/12-2   CH11/12-3   CH11/12-4   CH11/12-5   CH11/12-6   CH11/12-7   CH11-8 CH11-9 CH11-10   CH11-11	
<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Skills in Working Scientifically	30	15	15	60%
Knowledge & Understanding	5	10	25	40%
<b>TOTAL (%)</b>	<b>35%</b>	<b>25%</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.*



## PHYSICS

### Outcomes

<b>PH11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation.
<b>PH11/12-2</b>	Designs and evaluates investigations to obtain primary and secondary data and information.
<b>PH11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information.
<b>PH11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
<b>PH11/12-5</b>	Analyses and evaluates primary and secondary data and information.
<b>PH11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
<b>PH11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
<b>PH11-8</b>	Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration.
<b>PH11-9</b>	Describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy.
<b>PH11-10</b>	Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles.
<b>PH11-11</b>	Explains and quantitatively analyses electric fields, circuitry, and magnetism.

# PHYSICS

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Research &amp; Practical Investigation (Depth Study)</b> Module 1	<b>Research Task: Data Analysis &amp; Test</b> Module 2	<b>Yearly Examination</b> Module 1, 2, 3, 4	
<b>Timing</b>	Term 1 Week 6	Term 2 Week 9	Term 3 Week 8	
<b>Outcomes Assessed</b>	PH11/12-1   PH11/12-2   PH11/12-3   PH11/12-4   PH11/12-7   PH11-8	PH11/12-2   PH11/12-4   PH11/12-5   PH11/12-6   PH11/12-7   PH11-8	PH11/12-1   PH11/12-4   PH11/12-5   PH11/12-6   PH11/12-7   PH11-8   PH11-9   PH11-10   H11-11	
<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Skills in Working Scientifically	25	20	15	60%
Knowledge & Understanding	5	10	25	40%
<b>TOTAL (%)</b>	<b>30%</b>	<b>30%</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.*



## MUSIC 1

### Outcomes

<b>P1</b>	Performs music that is characteristic of the topics studied.
<b>P2</b>	Observes, reads, interprets and discusses simple musical scores characteristic of topics studied.
<b>P3</b>	Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied.
<b>P4</b>	Recognises and identifies the concepts of music and discusses their use in a variety of musical styles.
<b>P5</b>	Comments on and constructively discusses performances and compositions.
<b>P6</b>	Observes and discusses concepts of music in works representative of the topics studied.
<b>P7</b>	Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied.
<b>P8</b>	Identifies, recognises, experiments with and discusses the use of technology in music.
<b>P9</b>	Performs as a means of self-expression and communication.
<b>P10</b>	Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
<b>P11</b>	Demonstrates a willingness to accept and use constructive criticism.

# MUSIC 1

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Performance &amp; Musicology</b>	<b>Performance &amp; Composition</b>	<b>Performance &amp; Aural</b>	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9	
<b>Outcomes Assessed</b>	P1   P2   P3   P4   P5   P6   P7   P8   P11	P1   P2   P3   P5   P8   P9   P10   P11	P1   P2   P3   P5   P8   P9   P10   P11	
<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Performance	5	10	10	25%
Composition		25		25%
Aural			25	25%
Musicology	25			25%
<b>TOTAL (%)</b>	<b>30%</b>	<b>35%</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.*

**VISUAL ARTS****Outcomes**

<b>P1</b>	Explores the conventions of practice in artmaking.
<b>P2</b>	Explores the roles and relationships between the concepts of artist, artwork, world and audience.
<b>P3</b>	Identifies the frames as the basis of understanding expressive representation through the making of art.
<b>P4</b>	Investigates subject matter and forms as representations in artmaking.
<b>P5</b>	Investigates ways of developing coherence and layers of meaning in the making of art.
<b>P6</b>	Explores a range of material techniques in ways that support artistic intentions.
<b>P7</b>	Explores the conventions of practice in art criticism and art history.
<b>P8</b>	Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art.
<b>P9</b>	Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art.
<b>P10</b>	Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed.



## VISUAL ARTS

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Body Language</b> <i>Task 1A: Practical Artmaking Task + VAPD</i>  <i>Task 1B: Short and Medium Written Responses</i>	<b>Art as Social Commentary</b> <i>Task 2A: Practical Artmaking Task</i>  <i>Task 2B: Extended Response</i>	<b>Yearly Examination</b> <i>Formal Written Examination</i>	
<b>Timing</b>	Term 1 Week 10	2A: Term 2 Week 10 2B: Term 3 Week 6	Term 3 Week 8 / 9	
<b>Outcomes Assessed</b>	P1   P4   P6   P9	P2   P3   P5   P7	P7   P8   P9   P10	
<b>Components</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Artmaking	25	25		50%
Critical/Historical	10	10	30	50%
<b>TOTAL (%)</b>	<b>35%</b>	<b>35%</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.*

## ANCIENT HISTORY

### Outcomes

<b>AH11-1</b>	Describes the nature of continuity and change in the ancient world.
<b>AH11-2</b>	Proposes ideas about the varying causes and effects of events and developments.
<b>AH11-3</b>	Analyses the role of historical features, individuals and groups in shaping the past.
<b>AH11-4</b>	Accounts for the different perspectives of individuals and groups.
<b>AH11-5</b>	Examines the significance of historical features, people, places, events and developments of the ancient world.
<b>AH11-6</b>	Analyses and interprets different types of sources for evidence to support an historical account or argument.
<b>AH11-7</b>	Discusses and evaluates differing interpretations and representations of the past.
<b>AH11-8</b>	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
<b>AH11-9</b>	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.
<b>AH11-10</b>	Discusses contemporary methods and issues involved in the investigation of ancient history.

## ANCIENT HISTORY

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Historical Inquiry</b> Investigating Ancient History	<b>Research Essay</b> Historical Investigation	<b>Yearly Examination</b> Investigating Ancient History & Case Studies	
<b>Timing</b>	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 7 / 8	
<b>Outcomes Assessed</b>	AH11-6   AH11-7   AH11-9   AH11-10	AH11-3   AH11-4   AH11-5   AH11-8	AH11-1   AH11-2   AH11-3   AH11-4   AH11-5   AH11-6   AH11-7   AH11-9   AH11-10	
<b>Components</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Knowledge and understanding of course content			40	<b>40%</b>
Historical skills in the analysis and evaluation of sources and interpretations	20			<b>20%</b>
Historical inquiry and research		20		<b>20%</b>
Communication of historical understanding in appropriate forms	10	10		<b>20%</b>
<b>TOTAL (%)</b>	<b>30%</b>	<b>30%</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.*

## BUSINESS STUDIES

### Outcomes

<b>P1</b>	Discusses the nature of business, its role in society and types of business structure.
<b>P2</b>	Explains the internal and external influences on businesses.
<b>P3</b>	Describes the factors contributing to the success or failure of small to medium enterprises.
<b>P4</b>	Assesses the processes and interdependence of key business functions.
<b>P5</b>	Examines the application of management theories and strategies.
<b>P6</b>	Analyses the responsibilities of business to internal and external stakeholders.
<b>P7</b>	Plans and conducts investigations into contemporary business issues.
<b>P8</b>	Evaluates information for actual and hypothetical business situations.
<b>P9</b>	Communicates business information and issues in appropriate formats.
<b>P10</b>	Applies mathematical concepts appropriately in business situations.

## BUSINESS STUDIES

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Nature of Business</b> Objective responses and short answer questions (IC)	<b>Small Business Plan</b> Part A – Business Plan Presentation (IC) Part B – Small Business Plan (IC)	<b>Yearly Examination</b> All Topics	
<b>Timing</b>	Term 1 Week 9	Term 3 Week 2	Term 3 Weeks 7 / 8	
<b>Outcomes Assessed</b>	P1   P2   P6	P2   P4   P7   P8	P1   P2   P3   P4   P5   P6   P7   P8   P9   P10	
<b>Components</b>				
	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	10	15	15	<b>40%</b>
Stimulus based skills		10	10	<b>20%</b>
Industry and research	10	10		<b>20%</b>
Communication of business information, roles and issues	10	5	5	<b>20%</b>
<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.*

## ECONOMICS

### Outcomes

<b>P1</b>	Demonstrates understanding of economic terms, concepts and relationships.
<b>P2</b>	Explains the economic role of individuals, firms and government in an economy.
<b>P3</b>	Describes, explains and evaluates the role and operation of markets.
<b>P4</b>	Compares and contrasts aspects of different economies
<b>P5</b>	Analyses the relationship between individuals, firms, institutions and government in the Australian economy.
<b>P6</b>	Explains the role of government in the Australian economy.
<b>P7</b>	Identifies the nature and causes of economic problems and issues for individuals, firms and governments.
<b>P8</b>	Applies appropriate terminology, concepts and theories in economic contexts.
<b>P9</b>	Selects and organises information from a variety of sources for relevance and reliability.
<b>P10</b>	Communicates economic information, ideas and issues in appropriate forms.
<b>P11</b>	Applies mathematical concepts in economic contexts.
<b>P12</b>	Works independently and in groups to achieve appropriate goals in set timelines.

# ECONOMICS

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>In-Class Written Task</b>	<b>Research &amp; Reflection Task</b>	<b>Yearly Examination</b> All Topics	
<b>Timing</b>	Term 1 Week 9	Term 3 Week 3	Term 3 Week 7 / 8	
<b>Outcomes Assessed</b>	P1   P2   P10   P12	P8   P9   P10   P11	P1   P2   P3   P4   P5   P6   P7   P8   P9   P10   P11   P12	
<b>Components</b>				
	Task 1	Task 2	Task 3	TOTAL
Knowledge & understanding of course content	10	10	20	<b>40%</b>
Stimulus based skills		10	10	<b>20%</b>
Inquiry & Research	10	10		<b>20%</b>
Communication of economic information, ideas & issues	10		10	<b>20%</b>
<b>TOTAL (%)</b>	<b>30%</b>	<b>30%</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.*

## LEGAL STUDIES

### Outcomes

<b>P1</b>	Identifies and applies legal concepts and terminology.
<b>P2</b>	Describes the key features of Australian and international law.
<b>P3</b>	Describes the operation of domestic and international legal systems.
<b>P4</b>	Discusses the effectiveness of the legal system in addressing issues.
<b>P5</b>	Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change.
<b>P6</b>	Explains the nature of the interrelationship between the legal system and society.
<b>P7</b>	Evaluates the effectiveness of the law in achieving justice.
<b>P8</b>	Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents.
<b>P9</b>	Communicates legal information using well-structured responses.
<b>P10</b>	Accounts for differing perspectives and interpretations of legal information and issues.



## LEGAL STUDIES

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Research Task &amp; Topic Test</b> The Legal System	<b>Research Task &amp; In class Extended Response</b> Law Reform in Action	<b>Yearly Examination</b> All Topics	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 9	Term 3 Week 7 / 8	
<b>Outcomes Assessed</b>	P1   P2   P3   P4	P5   P6   P7   P8	P1   P2   P3   P4   P5   P6   P7   P8   P9   P10	
<b>Components</b>				
	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	10	10	20	<b>40%</b>
Analysis and evaluation		10	10	<b>20%</b>
Inquiry and research	10	10		<b>20%</b>
Communication of legal information, ideas and issues in appropriate forms	10		10	<b>20%</b>
<b>TOTAL (%)</b>	<b>30%</b>	<b>30%</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.*

## MODERN HISTORY

### Outcomes

<b>MH11-1</b>	Describes the nature of continuity and change in the modern world.
<b>MH11-2</b>	Proposes ideas about the varying causes and effects of events and developments.
<b>MH11-3</b>	Analyses the role of historical features, individuals, groups and ideas in shaping the past.
<b>MH11-4</b>	Accounts for the different perspectives of individuals and groups.
<b>MH11-5</b>	Examines the significance of historical features, people, ideas, movements, events and developments of the modern world.
<b>MH11-6</b>	Analyses and interprets different types of sources for evidence to support an historical account or argument.
<b>MH11-7</b>	Discusses and evaluates differing interpretations and representations of the past.
<b>MH11-8</b>	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
<b>MH11-9</b>	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.
<b>MH11-10</b>	Discusses contemporary methods and issues involved in the investigation of modern history.

## MODERN HISTORY

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>In-Class Essay</b> Investigating Modern History & Case Studies	<b>Research and In-Class Essay</b> Historical Investigation	<b>Yearly Examination</b> Investigating Modern History & The Shaping of the Modern World	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 7	Term 3 Week 7 / 8	
<b>Outcomes Assessed</b>	MH11-2   MH11-6   MH11-7   MH11-10	MH11-1   MH11-3   MH11-5   MH11-8	MH11-1   MH11-2 MH11-3   MH11-4 MH11-5   MH11-6 MH11-7   MH11-9 MH11-10	
<b>Components</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Knowledge and understanding of course content		20	20	<b>40%</b>
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	<b>20%</b>
Historical inquiry and research	10		10	<b>20%</b>
Communication of historical understanding in appropriate forms	10	5	5	<b>20%</b>
<b>TOTAL (%)</b>	<b>30%</b>	<b>30%</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.*



**STUDIES OF RELIGION II****Outcomes**

<b>P1</b>	Describes the characteristics of religion and belief systems.
<b>P2</b>	Identifies the influence of religion and belief systems on individuals and society.
<b>P3</b>	Investigates religious traditions and belief systems.
<b>P4</b>	Examines significant aspects of religious traditions.
<b>P5</b>	Describes the influence of religious traditions in the life of adherents.
<b>P6</b>	Selects and uses relevant information about religion from a variety of sources.
<b>P7</b>	Undertakes effective research about religion, making appropriate use of time and resources.
<b>P8</b>	Uses appropriate terminology related to religion and belief systems.
<b>P9</b>	Effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.

## STUDIES OF RELIGION II

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Multimedia Presentation and Research Task</b> Religions of Ancient Origins	<b>Research Task &amp; In class Extended Response</b> Religious Tradition Study	<b>Yearly Examination</b> All Topics	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 7 / 8	
<b>Outcomes Assessed</b>	P1   P2   P7   P9	P3   P4   P5   P6	P1   P2   P3   P4   P5 P6   P7   P8   P9	
<b>Components</b>				
	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	20	10	10	<b>40%</b>
Source based skills		10	10	<b>20%</b>
Investigation and research	10		10	<b>20%</b>
Communication of information, ideas and issues in appropriate forms		10	10	<b>20%</b>
<b>TOTAL (%)</b>	<b>30%</b>	<b>30%</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.*

## CHINESE CONTINUERS

Outcomes	
<b>1.1</b>	Uses a range of strategies to maintain communication.
<b>1.2</b>	Conveys information appropriate to context, purpose and audience.
<b>1.3</b>	Exchanges and justifies opinions and ideas.
<b>1.4</b>	Reflects on aspects of past, present and future experience.
<b>2.1</b>	Applies knowledge of language structures to create original text.
<b>2.2</b>	Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience.
<b>2.3</b>	Structures and sequences ideas and information.
<b>3.1</b>	Conveys the gist of texts and identifies specific information.
<b>3.2</b>	Summarises the main ideas.
<b>3.3</b>	Identifies the tone, purpose, context and audience.
<b>3.4</b>	Draws conclusions or justifies an opinion.
<b>3.5</b>	Interprets, analyses and evaluates information.
<b>3.6</b>	Infers points of view, attitudes or emotions from language and context.
<b>4.1</b>	Recognises and employs language appropriate to different social contexts.
<b>4.2</b>	Identifies values, attitudes and beliefs of cultural significance.
<b>4.3</b>	Reflects upon significant aspects of language and culture.

## CHINESE CONTINUERS

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Response to Spoken Texts / Oral interacting</b>	<b>Oral interacting / Responding to written texts</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8 / 9	
<b>Outcomes Assessed</b>	1.1   1.3   2.1   2.2   2.3   3.2   3.4   3.5   4.1	1.1   1.2   3.1   3.2   3.5   3.6	2.1   2.2   2.3   2.4   3.1   3.2   3.3   3.4	
<b>Components</b>				
	Task 1	Task 2	Task 3	TOTAL
Listening	20		10	<b>30%</b>
Speaking	10	10		<b>20%</b>
Reading		20	10	<b>30%</b>
Writing			20	<b>20%</b>
<b>TOTAL (%)</b>	<b>30%</b>	<b>30%</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.*

## CHINESE IN CONTEXT

<b>Outcomes</b>	
<b>1.1</b>	Uses strategies to maintain communication.
<b>1.2</b>	Exchanges information and justifies opinions and ideas.
<b>1.3</b>	Expresses personal opinions, emotions and feelings.
<b>1.4</b>	Presents information and ideas appropriate to context, purpose and audience.
<b>1.5</b>	Recognises and uses language appropriate to different cultural contexts.
<b>1.6</b>	Develops bilingual and bicultural identity through interacting with others.
<b>2.1</b>	Sequences and structures information and ideas.
<b>2.2</b>	Uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions.
<b>2.3</b>	Creates texts in a variety of forms appropriate to a range of contexts, purpose and audiences.
<b>2.4</b>	Applies knowledge of cultural concepts and perspectives to the creation of texts.
<b>2.5</b>	Expresses ideas and opinions from a bilingual and bicultural perspective.
<b>3.1</b>	Summarises information and ideas from texts.
<b>3.2</b>	Synthesises information ideas from texts.
<b>3.3</b>	Infers points of view, opinions and attitudes expressed in texts.
<b>3.4</b>	Responds to texts personally and critically.
<b>3.5</b>	Analyses the way in which culture and identity are expressed through language.
<b>3.6</b>	Reflects on own and others' values, beliefs, practices and ideas expressed in texts.



## CHINESE IN CONTEXT

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Listening / Reading	Speaking / Writing	Yearly Examination	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8 / 9	
<b>Outcomes Assessed</b>	3.1   3.2   3.3   3.4   3.5   3.6	1.1   1.2   1.3   1.4   1.5   1.6   2.1   2.2   2.3   2.4   2.5	1.1   1.2   1.3   1.4   1.5   1.6   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>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Listening	15		10	25%
Speaking		20	10	30%
Reading	15		10	25%
Writing		10	10	20%
<b>TOTAL (%)</b>	<b>30%</b>	<b>30%</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.*

## CHINESE AND LITERATURE

### Outcomes

<b>1.1</b>	Conveys information, opinions and ideas appropriate to context, purposes and audience.
<b>1.2</b>	Exchanges and justifies opinions and ideas.
<b>1.3</b>	Uses appropriate features of language in a variety of contexts.
<b>2.1</b>	Sequences and structures information and ideas.
<b>2.2</b>	Uses a variety of features to convey meaning.
<b>2.3</b>	Produces texts appropriate to context, purpose and audience.
<b>2.4</b>	Produces texts which are persuasive, creative and discursive.
<b>3.1</b>	Identifies main points and detailed items of specific information.
<b>3.2</b>	Summarises and interprets information and ideas.
<b>3.3</b>	Infers points of view, values, attitudes and emotions from features of language in texts.
<b>3.4</b>	Compares and contrasts aspects of texts.
<b>3.5</b>	Presents information in a different form and/or for a different audience.
<b>3.6</b>	Explains the influence of context in conveying meaning.
<b>3.7</b>	Recognises, analyses and evaluates the effectiveness of a variety of features in texts.
<b>3.8</b>	Responds to texts personally and critically.
<b>4.1</b>	Examines and discusses sociocultural elements in texts.
<b>4.2</b>	Recognises and employs language appropriate to different sociocultural contexts.
<b>4.3</b>	Compares and contrasts Australian and Chinese communities.

## CHINESE AND LITERATURE

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Listening / Reading</b>	<b>Speaking / Writing</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8 / 9	
<b>Outcomes Assessed</b>	3.1   3.2   3.3   3.4   3.5   3.6	1.1   1.2   1.3   1.4   1.5   1.6   2.1   2.2   2.3   2.4   2.5	1.1   1.2   1.3   1.4   1.5   1.6   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>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Listening	15		10	<b>25%</b>
Speaking		20	10	<b>30%</b>
Reading	15		10	<b>25%</b>
Writing		10	10	<b>20%</b>
<b>TOTAL (%)</b>	<b>30%</b>	<b>30%</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.*

## KOREAN BEGINNERS

<b>Outcomes</b>	
<b>1.1</b>	Establishes and maintains communication in Korean.
<b>1.2</b>	Manipulates linguistic structures to express ideas effectively in Korean.
<b>1.3</b>	Sequences ideas and information.
<b>1.4</b>	Applies knowledge of the culture of Korean-speaking communities to interact appropriately.
<b>2.1</b>	Understands and interprets information in texts using a range of strategies.
<b>2.2</b>	Conveys the gist of and identifies specific information in texts.
<b>2.3</b>	Summarises the main points of a text.
<b>2.4</b>	Draws conclusions from or justifies an opinion about a text.
<b>2.5</b>	Identifies the purpose, context and audience of a text.
<b>2.6</b>	Identifies and explains aspects of the culture of Korean-speaking communities in texts.
<b>3.1</b>	Produces texts appropriate to audience, purpose and context.
<b>3.2</b>	Structures and sequences ideas and information.
<b>3.3</b>	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Korean.
<b>3.4</b>	Applies knowledge of the culture of Korean-speaking communities to the production of texts.

## KOREAN BEGINNERS

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Response to Spoken Texts / Oral interacting	Oral interacting / Responding to written texts	Yearly Examination	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8 / 9	
<b>Outcomes Assessed</b>	1.1   1.2   1.3   1.4   2.1   2.2   2.3   3.1   3.2   3.3	1.1   1.2   2.1   2.2   2.6	2.1   2.2   2.3   2.4   3.1   3.2   3.3   3.4	
<b>Components</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Listening	20		10	<b>30%</b>
Speaking	10	10		<b>20%</b>
Reading		20	10	<b>30%</b>
Writing			20	<b>20%</b>
<b>TOTAL (%)</b>	<b>30%</b>	<b>30%</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.*

## KOREAN CONTINUERS

Outcomes	
<b>1.1</b>	Uses a range of strategies to maintain communication.
<b>1.2</b>	Conveys information appropriate to context, purpose and audience.
<b>1.3</b>	Exchanges and justifies opinions and ideas.
<b>1.4</b>	Reflects on aspects of past, present and future experience.
<b>2.1</b>	Applies knowledge of language structures to create original text.
<b>2.2</b>	Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience.
<b>2.3</b>	Structures and sequences ideas and information.
<b>3.1</b>	Conveys the gist of texts and identifies specific information.
<b>3.2</b>	Summarises the main ideas.
<b>3.3</b>	Identifies the tone, purpose, context and audience.
<b>3.4</b>	Draws conclusions or justifies an opinion.
<b>3.5</b>	Interprets, analyses and evaluates information.
<b>3.6</b>	Infers points of view, attitudes or emotions from language and context.
<b>4.1</b>	Recognises and employs language appropriate to different social contexts.
<b>4.2</b>	Identifies values, attitudes and beliefs of cultural significance.
<b>4.3</b>	Reflects upon significant aspects of language and culture.

## KOREAN CONTINUERS

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Response to Spoken Texts / Oral interacting</b>	<b>Oral interacting / Responding to written texts</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8 / 9	
<b>Outcomes Assessed</b>	1.1   1.3   2.1   2.2   2.3   3.2   3.4   3.5   4.1	1.1   1.2   3.1   3.2   3.5   3.6	2.1   2.2   2.3   2.4   3.1   3.2   3.3   3.4	
<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Listening	20		10	<b>30%</b>
Speaking	10	10		<b>20%</b>
Reading		20	10	<b>30%</b>
Writing			20	<b>20%</b>
<b>TOTAL (%)</b>	<b>30%</b>	<b>30%</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.*

## ENGINEERING STUDIES

### Outcomes

<b>P1.1</b>	Identifies the scope of engineering and recognises current innovations.
<b>P1.2</b>	Explains the relationship between properties, structure, uses and applications of materials in engineering.
<b>P2.1</b>	Describes the types of materials, components and processes and explains their implications for engineering development.
<b>P2.2</b>	Describes the nature of engineering in specific fields and its importance to society.
<b>P3.1</b>	Uses mathematical, scientific and graphical methods to solve problems of engineering practice.
<b>P3.2</b>	Develops written, oral and presentation skills and applies these to engineering reports.
<b>P3.3</b>	Applies graphics as a communication tool.
<b>P4.1</b>	Describes developments in technology and their impact on engineering products.
<b>P4.2</b>	Describes the influence of technological change on engineering and its effect on people.
<b>P4.3</b>	Identifies the social, environmental and cultural implications of technological change in engineering.
<b>P5.1</b>	Demonstrates the ability to work both individually and in teams.
<b>P5.2</b>	Applies management and planning skills related to engineering.
<b>P6.1</b>	Applies knowledge and skills in research and problem-solving related to engineering.
<b>P6.2</b>	Applies skills in analysis, synthesis and experimentation related to engineering.



## ENGINEERING STUDIES

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Engineering Report</b>	<b>Investigation &amp; Presentation</b> Braking Systems Research	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 7 / 8	
<b>Outcomes Assessed</b>	P1.2   P2.2   P3.1   P3.2   P5.1   P6.2	P1.1   P2.1   P3.1   P3.3   P4.1   P4.3   P5.2   P6.1   P6.2	P1.2   P2.1   P3.1   P3.3   P4.2   P4.3   P6.1	
<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Knowledge and understanding of course content		20	40	<b>60%</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		<b>40%</b>
<b>TOTAL (%)</b>	<b>20%</b>	<b>40%</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.*

## ENTERPRISE COMPUTING

### Outcomes

<b>EC-11-01</b>	Describes how systems are used in a range of enterprises.
<b>EC-11-02</b>	Describes the function of data and information within enterprise computing systems.
<b>EC-11-03</b>	Describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems.
<b>EC-11-04</b>	Describes how data is used in enterprise computing systems.
<b>EC-11-05</b>	Applies tools and resources to analyse datasets.
<b>EC-11-06</b>	Explains how innovative technologies have influenced enterprise computing systems.
<b>EC-11-07</b>	Explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment.
<b>EC-11-08</b>	Selects and uses tools and resources to design and develop an enterprise computing system.
<b>EC-11-09</b>	Documents the management and evaluates the development of an enterprise solution.
<b>EC-11-10</b>	Investigates the effectiveness of an enterprise computing system.
<b>EC-11-11</b>	Communicates an enterprise computing solution to an intended audience.

## ENTERPRISE COMPUTING

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Research Report</b> Principles of Cybersecurity	<b>Project</b> Interactive Media and the User Experience	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 7 / 8	
<b>Outcomes Assessed</b>	EC-11-03   EC-11-06 EC-11-07   EC-11-10	EC-11-01   EC-11-08 EC-11-09   EC-11-11	EC-11-01   EC-11-02 EC-11-03   EC-11-04 EC-11-05   EC-11-06 EC-11-07   EC-11-08 EC-11-09   EC-11-10 EC-11-11	
<b>Components</b>	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	20	10	20	50%
Knowledge and skills in the practical application of the content	10	25	15	50%
<b>TOTAL (%)</b>	<b>30%</b>	<b>35%</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.*

## INDUSTRIAL TECHNOLOGY

### Electronics

#### Outcomes

<b>P1.1</b>	Describes the organisation and management of an individual business within the focus area industry.
<b>P1.2</b>	Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies.
<b>P2.1</b>	Describes and uses safe working practices and correct workshop equipment maintenance techniques.
<b>P2.2</b>	Works effectively in team situations.
<b>P3.1</b>	Sketches, produces and interprets drawings in the production of projects.
<b>P3.2</b>	Applies research and problem-solving skills.
<b>P3.3</b>	Demonstrates appropriate design principles in the production of projects.
<b>P4.1</b>	Demonstrates a range of practical skills in the production of projects.
<b>P4.2</b>	Demonstrates competency in using relevant equipment, machinery and processes.
<b>P4.3</b>	Identifies and explains the properties and characteristics of materials/components through the production of projects.
<b>P5.1</b>	Uses communication and information processing skills.
<b>P5.2</b>	Uses appropriate documentation techniques related to the management of projects.
<b>P6.1</b>	Identifies the characteristics of quality manufactured products.
<b>P6.2</b>	Identifies and explains the principles of quality and quality control.
<b>P7.1</b>	Identifies the impact of one related industry on the social and physical environment.
<b>P7.2</b>	Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment.

# INDUSTRIAL TECHNOLOGY

## Electronics

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Industry Case Study</b>	<b>Preliminary Project</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 7 / 8	
<b>Outcomes Assessed</b>	P1.1   P1.2   P5.1   P6.2   P7.1   P7.2	P2.1   P3.1   P3.2   P4.1   P4.2   P4.3   P5.2	P1.1   P1.2   P2.1   P6.1   P7.1	
<b>Components</b>				
	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	10	10	20	40%
Knowledge and skills in research, problem solving and communication related to engineering practice	10	30	20	60%
<b>TOTAL (%)</b>	<b>20%</b>	<b>40%</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.*

All students in Industrial Technology will complete study in the following areas:

- A. Industry Study
- B. Design, Management and Communication
- C. Production
- D. Industry Related Manufacturing Technology.

**SOFTWARE ENGINEERING****Outcomes**

<b>SE-11-01</b>	Describes methods used to plan, develop and engineer software solutions.
<b>SE-11-02</b>	Explains how structural elements are used to develop programming code.
<b>SE-11-03</b>	Describes how current hardware, software and emerging technologies influence the development of software engineering solutions.
<b>SE-11-04</b>	Applies safe and secure practices to collect, use and store data.
<b>SE-11-05</b>	Describes the social, ethical and legal implications of software engineering on the individual, society and the environment.
<b>SE-11-06</b>	Applies tools and resources to design, develop, manage and evaluate software.
<b>SE-11-07</b>	Implements safe and secure programming solutions.
<b>SE-11-08</b>	Applies language structures to refine code.
<b>SE-11-09</b>	Manages and documents the development of a software project.

# SOFTWARE ENGINEERING

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Programming Methodology and Planning</b>	<b>Programming Portfolio and Research Task</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 9	Term 3 Week 2	Term 3 Weeks 7 / 8	
<b>Outcomes Assessed</b>	SE-11-01   SE-11-02 SE-11-06   SE-11-07 SE-11-08	SE-11-02   SE-11-03 SE-11-04   SE-11-05 SE-11-08	SE-11-01   SE-11-02 SE-11-03   SE-11-04 SE-11-05   SE-11-06 SE-11-07   SE-11-08 SE-11-09	
<b>Components</b>	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding of course content	15	15	20	<b>50%</b>
Knowledge and skills in the practical application of the content	15	15	20	<b>50%</b>
<b>TOTAL (%)</b>	<b>30%</b>	<b>30%</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.*

## COMMUNITY AND FAMILY STUDIES

Outcomes	
<b>P1.1</b>	Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals.
<b>P1.2</b>	Proposes effective solutions to resource problems.
<b>P2.1</b>	Accounts for the roles and relationships that individuals adopt within groups.
<b>P2.2</b>	Describes the role of the family and other groups in the socialization of individuals.
<b>P2.3</b>	Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement.
<b>P2.4</b>	Analyses the inter-relationships between internal and external factors and their impact on family functioning.
<b>P3.1</b>	Explains the changing nature of families and communities in contemporary society.
<b>P3.2</b>	Analyses the significance of gender in defining roles and relationships.
<b>P4.1</b>	Utilises research methodology appropriate to the study of social issues.
<b>P4.2</b>	Presents information in written, oral and graphic form.
<b>P5.1</b>	Applies management processes to maximize the efficient use of resources.
<b>P6.1</b>	Distinguishes those actions that enhance wellbeing.
<b>P6.2</b>	Uses critical thinking skills to enhance decision-making.
<b>P10</b>	Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed.



## COMMUNITY AND FAMILY STUDIES

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Written Report</b>	<b>Observation Task</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 10	Term 3 Week 7 / 8	
<b>Outcomes Assessed</b>	P1.1   P1.2   P6.1   P5.1   P6.2	P2.3   P4.1   P4.2	P2.1   P2.2   P2.4   P3.1   P3.2	
<b>Components</b>				
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Knowledge and understanding of course content	10	10	20	40%
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60%
<b>TOTAL (%)</b>	<b>30%</b>	<b>30%</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.*

## **PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION**

### **Outcomes**

<b>P1</b>	Identifies and examines why individuals give different meanings to health.
<b>P2</b>	Explains how a range of health behaviours affect an individual's health.
<b>P3</b>	Describes how an individual's health is determined by a range of factors.
<b>P4</b>	Evaluates aspects of health over which individuals can exert some control.
<b>P5</b>	Describes factors that contribute to effective health promotion.
<b>P6</b>	Proposes actions that can improve and maintain an individual's health.
<b>P7</b>	Explains how body systems influence the way the body moves.
<b>P8</b>	Describes the components of physical fitness and explains how they are monitored.
<b>P9</b>	Describes biomechanical factors that influence the efficiency of the body in motion.
<b>P10</b>	Plans for participation in physical activity to satisfy a range of individual needs.
<b>P11</b>	Assesses and monitors physical fitness levels and physical activity patterns.
<b>P12</b>	Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings.
<b>P15</b>	Forms opinions about health-promoting actions based on a critical examination of relevant information.
<b>P16</b>	Uses a range of sources to draw conclusions about health and physical activity concepts.
<b>P17</b>	Analyses factors influencing movement and patterns of participation.

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Case Study</b>	<b>Core 2 Topic Test</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 7	Term 3 Week 7 / 8	
<b>Outcomes Assessed</b>	P2   P3   P4   P5   P15   P16	P7   P8   P9   P17	P1   P6   P10   P11   P12	
<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>TOTAL</b>
Knowledge and understanding of course content	20	20		<b>40%</b>
Skills in critical, thinking, research and analysis	10	10	40	<b>60%</b>
<b>TOTAL (%)</b>	<b>30%</b>	<b>30%</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.*

**SPORT, LIFESTYLE AND RECREATION****Outcomes**

<b>P1.1</b>	Applies the rules and conventions that relate to participation in a range of physical activities.
<b>P1.2</b>	Explains the relationship between physical activity, fitness and healthy lifestyle.
<b>P1.3</b>	Demonstrates ways to enhance safety in physical activity.
<b>P2.1</b>	Explains the principles of skill development and training.
<b>P2.2</b>	Analyses the fitness requirements of specific activities.
<b>P2.3</b>	Selects and participates in physical activities that meet individual needs, interests and abilities.
<b>P3.2</b>	Designs programs that respond to performance needs.
<b>P3.3</b>	Measures and evaluates physical performance capacity.

## SPORT, LIFESTYLE AND RECREATION

	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Design a Resistance Training Program	Team Sports Assessment	Fitness Topic Test	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 7	Term 3 Week 9	
<b>Outcomes Assessed</b>	P1.3   P2.2   P2.3   P3.2	P1.1   P2.1	P1.2   P3.2   P3.3	
<b>Components</b>				
	Task 1	Task 2	Task 3	TOTAL
Knowledge and understanding	10	20	20	50%
Skills	15	15	20	50%
<b>TOTAL (%)</b>	<b>25%</b>	<b>35%</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*



# VOCATIONAL EDUCATION & TRAINING (VET) COURSES

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. 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), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

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 and the course is suitable for their individual needs, knowledge and skills.



## 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.

VET courses can only be delivered by registered training organisations (RTOs) that meet national standards and have the relevant qualifications and units of competency on their scope of registration.

For NSW School students in Year 9 – 12 VET is 'dual accredited'. Students receive recognition towards their school qualification (Record of School Achievement or HSC), as well as a nationally recognised VET qualification (Certificate or Statement of Attainment).

Some VET courses include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute towards the calculation of their Australian Tertiary Admission Rank (ATAR)/

### 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.



## 1.4 Industry Curriculum Frameworks

Courses within Industry Curriculum Frameworks (Frameworks) count as Board Developed unit credit for the HSC. Frameworks include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their ATAR.

## 1.4 Stage 6 VET Board Endorsed Courses

Stage 6 VET Board Endorsed courses (VET BECs) count as Board Endorsed unit credit for the HSC but do not contribute towards an ATAR.



Education

Business Services

Qualification: BSB30120 Certificate III in Business

Cohort 2024 - 2025

Training Package BSB Business Services Training Package

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

School Name: Homebush Boys High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for BSB30120 Certificate III in Business		Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry	EXAM (Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week: 5	Week: 4	Week: 4	Week 6/7
		Term: 1	Term: 2	Term: 3	Term 3
Code	Unit of Competency	Date	Date	Date	
<a href="#">BSBTEC201</a>	Use business software applications	x			
<a href="#">BSBTEC202</a>	Use digital technologies to communicate in the work environment	x			
<a href="#">BSBWHS311</a>	Assist with maintaining workplace safety		x		
<a href="#">BSBINS302</a>	Organise workplace information		x		
<a href="#">BSBXCM301</a>	Engage in workplace communication			x	
<a href="#">BSBOPS201</a>	Work effectively in business environments			x	

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

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

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





Education

Business Services

Qualification: BSB30120 Certificate III in Business

Cohort 2024 - 2025

Training Package BSB Business Services Training Package

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

School Name: Homebush Boys High School

Assessment Schedule Year 12 – 2025

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

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

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using **(Preliminary Examination – 40%, HSC Trial Examination 60%)**

\* Examinable units to be confirmed by teacher.





Education

Business Services

Qualification: BSB30120 Certificate III in Business

Cohort 2024 - 2025

Training Package BSB Business Services Training Package

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

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





School Name: Homebush Boys High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20421 Certificate II in Cookery		Task 1 Safety in the kitchen		Task 2 Service please		EXAM (Optional)	
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 18		Week 26		Week	7-8
		Term 1- 2		Term2-3		Term 3	
		Date TBC		Date TBN		Date	TBC
SITXFSA005	Use hygienic practices for food safety		X				
SITXWHS005	Participate in safe work practices		X				
SITXFSA006	Participate in safe food handling practices		X				
SITHCCC025	Prepare and present sandwiches		X				
SITXCOM007	Show social and cultural sensitivity				X		
SITXCCS011	Interact with customers				X		

Depending on the achievement of the units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

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

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



**DON'T PANIC!**

*Balance is the key to D-day success*

# PRELIMINARY HSC COUNTDOWN

## QUICK TIPS

### How to Study Well and Stay Sane

#### Study Techniques

- Learn and use techniques to maximise your recall ability: Mind-mapping – brings out the connections between different ideas.
- Memory cards – write key words or ideas and stick them up on your walls.
- The Q-S-R technique; QUICKLY read the chapter, then SCAN each page noting key words, then READ carefully, making notes as you go.
- Never study beyond your concentration span (the time your mind starts wondering). Take a short

#### Plan of Action

- Make a timetable of things you do: school, homework, study, part-time work, watching TV, meals, sport, leisure, music and household responsibilities.
- Give yourself an allocated time for these activities each week – and stick to the schedule.
- Prioritise – what must be done now; what can wait till later.
- Cramming can be counterproductive. Don't stay up all night; get a good night's sleep.
- Ask a trusted teacher, school counsellor, librarian, older sibling or relative for advice.
- Deal with anxiety by learning relaxation techniques such as deep breathing or yoga.
- Avoid caffeine and prescription drugs to keep you awake as they can make you feel more nervous.
- Cut down hours spent at a part-time job and don't be afraid to say no to friends or family commitments.

#### Essential Tips

- Get organised now: jot down important dates in a diary or planner.
- Become familiar with the language or terminology used in each subject.
- Create a study area that is quiet, comfortable, well lit and ventilated and free of distractions.
- Download past exam papers and copies of the syllabus from the NSW Education Standards Authority (NESA) website.
- Be realistic about what you can achieve. Act on comments and suggestions your teacher makes about your work.
- If doing a major work, ensure you're regularly adding to your journal.
- Study in short, frequent sessions and take breaks every hour.
- Revise regularly; go over new material on a daily basis to ensure it stores in your long-term memory.



# ASSESSMENT CALENDAR 2024

## TERM 1 2024

Week	Subject	Task	Weighting
1			
2			
3			
4			
5	Business Services (VET)	Let's Get Tech Savvy	
6	Physics	Research & Practical Investigation	30%
7	Chemistry	Depth Study/Ansto Excursion	35%
	Ancient History	History Inquiry	30%
8	English EAL/D	Reading & Writing	35%
	English Studies	Resume & Letter of Application	30%
	Legal Studies	Research Task & Topic Test	30%
	Modern History	In Class Essay	30%
	Engineering Studies	Engineering Report	20%
	Industrial Technology: Electronics	Industry Case Study	20%
9	English Advanced	Imaginative Piece & Reflection	30%
	English Standard	Imaginative Piece and Reflection	30%
	Mathematics Advanced	Written Test	35%
	Music 1	Performance & Musicology	30%
	Business Studies	Nature of Business	30%
	Economics	In Class Written Task	30%
	Studies of Religion II	Multi-medial Presentation & Research Task	30%
	Community & Family Studies	Written Report	30%
	PDHPE	Case Study	30%
	Sport, Lifestyle & Recreation	Design a Resistance Training Program	25%
	Enterprise Computing	Research Report	30%
	Software Engineering	Programming Methodology & Planning	30%
10	English Extension 1	Imaginative Response	30%
	Mathematics Extension 1	Class Quiz	25%
	Mathematics Standard	Class Task	35%
	Numeracy	Open Book	35%
	Visual Arts	Body Language	35%
11			



# ASSESSMENT CALENDAR 2024

## TERM 2 2024

Week	Subject	Task	Weighting
1			
2			
3			
4	Business Services (VET)	Organising Business Safety	
5			
6	English Studies Mathematics Standard Numeracy	Multi-modal Presentation Assignment/Investigation Task Investigation Task	30% 25% 25%
7	Ancient History Modern History PDHPE Sport, Lifestyle & Recreation Engineering Studies	Research Essay Research & In Class Essay Core 2 Topic Test Team Sports Assessment Investigation & Presentation	30% 30% 30% 35% 40%
8	Biology Chemistry Music 1 Industrial Technology: Electronics	Depth Study & Formative Assessment Practical Examination Performance & Composition Preliminary Project	30% 25% 35% 40%
9	English Advanced English EAL/D English Standard Mathematics Advanced Mathematics Extension 1 Biology Physics Legal Studies Studies of Religion II Enterprise Computing	Multi-modal Presentation Extended Response Multi-modal Presentation Assignment/Investigation Task Investigation Task Research/Practical Investigation Research Task Research Task & In Class Extended Response Research Task & In Class Extended Response Project	30% 30% 30% 25% 35% 30% 30% 30% 30% 35%
10	English Extension 1 Visual Arts (2A) Community & Family Studies	Multi-modal Presentation Art as Social Commentary Observation Task	30% 35% 30%





# ASSESSMENT CALENDAR 2024

## TERM 3 2024

Week	Subject	Task	Weighting
1			
2	Business Studies Software Engineering	Small Business Plan Programming Portfolio & Research Task	40% 30%
3	Economics	Research & Reflection Task	30%
4	Business Services (VET)	Working in Industry	
5			
6	Visual Arts (2B)	Art as Social Commentary	35%
7	English Advanced English Extension 1 English Standard	Yearly Examination Yearly Examination Yearly Examination	40% 40% 40%
7/8	Ancient History Business Studies Economics Legal Studies Modern History Studies of Religion Community & Family Studies PDHPE Engineering Studies Enterprise Computing Industrial Technology: Electronics Software Engineering	Yearly Examination Yearly Examination Yearly Examination Yearly Examination Yearly Examination Yearly Examination Yearly Examination Yearly Examination Yearly Examination Yearly Examination Yearly Examination Yearly Examination	40% 30% 40% 40% 40% 40% 40% 40% 40% 35% 40% 40%
8	Biology Chemistry Physics	Yearly Examination Yearly Examination Yearly Examination	40% 40% 40%
8/9	English EAL/D Mathematics Advanced Mathematics Extension 1 Mathematics Standard Numeracy Visual Arts	Multi-modal Presentation Yearly Examination Yearly Examination Yearly Examination Project Yearly Examination	35% 40% 40% 40% 40% 30%
9	English Studies Music 1 PDHPE	Collection of Classwork Performance & Aural Fitness Topic Test	40% 35% 40%
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



## GLOSSARY OF KEY WORDS

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



# PRELIMINARY HSC ASSESSMENT TASK PLANNER 2024

## TERM 1 2024

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

## TERM 2 2024

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



# PRELIMINARY HSC ASSESSMENT TASK PLANNER 2024

## TERM 3 2024

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

