



# NOWRA HIGH SCHOOL HSC ASSESSMENT SCHEDULE 2025

## YEAR 12 HSC COURSE ASSESSMENT BOOKLET

<b>CONTENTS</b>		<b>Page</b>
1.	NSW Education Standards Authority (NESA) Requirements	3
2.	NHS Assessment Policies and Procedures	4
3	Assessment Schedules for individual subjects	
	Aboriginal Studies	12
	Agriculture	13
	Ancient History	14
	Biology	15
	Business Studies	16
	Chemistry	17
	Community and Family Studies	18
	Dance	19
	Design & Technology	20
	Drama	21
	Earth and Environmental Science	22
	Economics	23
	Engineering Studies	24
	English Advanced	25
	English Extension 1	26
	English Extension 2	27
	English Standard	28
	English Studies	39
	Extension History	30
	Extension Science	31
	Food Technology	32
	French Beginners	33
	Geography	34
	Industrial Technology (Timber Products and Furniture Technologies/ Multimedia)	35
	Legal Studies	36
	Mathematics – Advanced	37
	Mathematics – Extension 1	38
	Mathematics – Extension 2	30
	Mathematics – Standard 1	40
	Mathematics - Standard 2	41
	Modern History	42
	Music 1	43
	Numeracy Stage 6 CEC	44
	Photography, Video and Digital Imagery	45
	Physical Development, Health and Physical Education (PDHPE)	46
	Physics	48
	Sport Lifestyle and Recreation	49
	Society and Culture	50
	Visual Arts	51
	Work Studies	52
4.	Vet Assessment Overview	53
	Construction – VET	55
	Engineering – VET	56
	Hospitality – VET	57
5.	Appendix 1: Assessment missed due to Illness or Misadventure	58
	Appendix 2: Assessment missed due to Sport or Other Business	59
	Appendix 3: Assessment Appeal	60
	Appendix 4: Referencing – Artificial Intelligence	61
	Appendix 5: Aiming towards achieving success	63

# NSW EDUCATION STANDARDS AUTHORITY (NESA) information for HSC Course Students

## A. What is a Higher School Certificate (HSC) Course?

HSC courses in the subjects you have studied in your Preliminary HSC Course must be satisfactorily completed before you can commence study of Higher School Certificate (HSC) courses. Preliminary coursework is regarded as assumed knowledge and is a prerequisite for undertaking the HSC Course.

## B. When do HSC courses commence?

HSC courses will commence at the beginning of [Term 4, 2024](#).

## C. To be eligible for the HSC you must:

- a) have been granted a RoSA or equivalent that NESA considers satisfactory,
- b) complete HSC: All My Own Work (or its equivalent),
- c) demonstrate a minimum standard of literacy and numeracy.

## D. What does “Satisfactorily Completed a HSC Course” mean?

Satisfactory completion of a HSC course requires you to:

- a) ‘follow a Year 12 pattern of study as set down by NESA, with a minimum of 10 units’,
- b) ‘apply yourself with diligence and sustained effort to the set task and experiences provided in the course by the school’,
- c) ‘achieve some or all of the course outcomes.’

In order to accomplish this, you should:

- a) have an acceptable record of attendance which shows that you are making a genuine effort. As a general rule, a student who has missed in excess of 15% of the available school days is not likely to have achieved the outcomes established for the course and, therefore, would not be deemed to have satisfactorily completed the HSC Course requirements.
- b) strive to fully participate and complete the requirements in ALL aspects of each course. This includes completing coursework in a variety of formats, while undertaking class work, homework, and assessments. You must make a serious attempt at all tasks. Even if you have handed in a task on time, if your teacher deems it to be a **non-serious attempt**, it will be considered that you have not done the task at all.
- c) make a genuine attempt at assessment tasks, which together add up to more than 50% of the available assessment tasks in each subject; completing assessment tasks worth exactly 50% is not enough.
- d) sit for and make a serious attempt at the Trial HSC Course Examinations.

NB: If the Principal considers that you have not satisfactorily completed a Preliminary course, you may not be considered for entry into the HSC course for that subject. Students who complete all course work to a satisfactory standard will have the option to receive a Record of School Achievement (RoSA) at the end of the year.

## **2. NHS ASSESSMENT POLICIES AND PROCEDURES**

The following information is provided with the aim of supporting students through their schooling experience. Please aim to become familiar with, and adhere to, the policy requirements outlined in the assessment booklet that is relevant to the schooling year that you are in. Typical questions asked by students and parents regarding requirements are set out below:

### **A. What will my assessment tasks look like?**

Schools are required by NESAs to complete set tasks which will be used to measure your performance in all the components of a course, not just those which can be measured in an examination. This means that assessment tasks are designed in different ways, in order to measure your performance against the outcomes specified within the syllabus for each course. These may take the form of practical tasks, project work, oral presentations, extended written responses, multi-modal presentations, etc.

The individual components of a course have a weighting specified by the NSW Education Standards Authority (NESA). These weightings form the basis of the assessment schedules formulated by Nowra High School.

Students in Years 10, 11 and 12 can apply for a Record of School Achievement (RoSA) which is a cumulative credential of a student's record of achievement up until the day they leave school. This could be between the end of Year 10 up until and including some results from Year 12. For more information see: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

### **B. When does assessment occur in the HSC Course?**

- a) Assessment in HSC courses begin in Term 4, 2024 and continues until the end of Term 3, 2025. Specific details are given in the individual subject guides which follow these introductory notes.
- b) You are advised to use a year planner on which you will enter YOUR personalised assessment task schedule, based on your subject selection. In subjects where the timing of assessment tasks is not specified in this booklet, a timetable of assessment tasks will be negotiated between students, the classroom teacher and the Head Teacher. Any concerns with the timing of tasks can be taken to your Deputy Principal for consideration.
- c) The weeks specified in this booklet are a guide only. You should know the exact date and nature of an assessment task at least 5 school days prior to the task. NHS reserves the right to make any changes as are deemed necessary. You will be notified in writing of any changes.
- d) Should details of an assessment task be given when you are absent, it is YOUR responsibility to ensure that you seek out those details upon your return. This can be done by speaking directly to your teacher or the Head Teacher of the faculty.

### C. What happens if I do not complete a task or hand in an assessment late and do not have a valid reason?

- a) You will lose **100%** of the total assessment mark for your assessment and receive a zero mark.
- b) You will still be required to complete the assessment task.
- c) An 'N-Warning – Non-Completion of Course' letter will be sent home. This letter will outline what you need to do to resolve the N-Warning. This might include completing an assessment that you failed to hand in, catching up on the work you have missed through absence, or because of an unsatisfactory attempt or non-completion of coursework. This letter will have a new due date for the completion of the required task. You should complete the task by this new due date.
- d) If the task is not completed you will receive another N-Warning with a new due date for completion.
- e) Once this second letter is sent home, you are required to contact the Head Teacher of the faculty and negotiate a suitable way of resolving the issue.
- f) If you *still* don't resolve the situation, you risk receiving an '**N-Determination**' (Non-completion of course requirements) for that subject.
- g) Upon the satisfactory completion of the assessment task, within the specified time period outlined in the N-Warning letter, the task will be marked and feedback given, although a zero mark will still result.

### D. What do I do if I am absent on the day an assessment task is due or is to be completed?

It is your responsibility to submit tasks by the due date. In the case of unexpected illness or exceptional circumstances, application for leave (with the appropriate supporting evidence such as a medical certificate) may be made to the Deputy Principal (DP), after the date set down for the assessment task. The Deputy Principal will advise you to approach the Head Teacher (HT) concerned, to arrange the time for you to complete the assessment task. You should aim to arrange to complete missed assessment tasks **on the day that you return to school.**

If you are absent, you must:

- (a) Ring the school to notify of your absence on the morning of the day of the task or the due date. You should aim to speak directly with your classroom teacher or the Head Teacher of the faculty.
- (b) If the task is a 'Take Home Task', you should make arrangements for the task to be handed in by a friend, a sibling, your parent, or your carer to the school's front office administration staff on the day that it is due. The task should be clearly labelled with your name and subject. Alternatively, you should submit the task by uploading it into the teacher's Google classroom, through Turnitin, CANVAS or email the school at [nowra-h.school@det.nsw.edu.au](mailto:nowra-h.school@det.nsw.edu.au). If there are exceptional circumstances, your Deputy Principal will advise you about submission procedures; which may require you to hand it in on the morning of the day you return.

If the task is an 'Examination or Practical Task', you are to complete the form '**Appendix 1: Assessment Missed Due to Illness/Misadventure**'. You can print one from the back of this document or obtain one of these from Head Teachers, from a Deputy Principal or via the school's website. Attach your supporting documentation, such as a medical certificate to this form. Hand the completed form to the Head Teacher of the subject from which the assessment task was missed, as soon as you return to school – even if you don't have that particular subject on the day you return. Once signed and completed by the Head Teacher, take this form to your Deputy Principal for sign-off. You will be required to sit the task, or a substitute task, at the soonest possible date as arranged between you and the Head Teacher (this could include a break time).

- (c) Where the task is difficult to duplicate, the Principal may authorise the use of an estimate based on the evidence provided.
- (d) If there are exceptional circumstances, the Head Teacher and Deputy Principal will discuss if there are valid grounds for an estimate to be granted and will make a recommendation to, and seek approval from, the Principal, to authorise the use of an estimate based on the evidence provided.

NOTE: It is not acceptable to miss timetabled classes on the day an assessment task is due, in order to complete the assessment task. If you are absent on the day of an assessment task, you must still complete a 'Task Missed Due to Illness/Misadventure' form. Valid documentation, such as a medical certificate, must be provided for absence from school on the day of an assessment task. It is unfair to other students if you miss classes in order to complete an assessment task and you risk receiving a zero mark.

NOTE: Computer or printing problems are NOT considered valid reasons for failure to hand in an assessment task on the due date. Where practical, tasks completed at home should be uploaded into the teacher's Google classroom, Turnitin, CANVAS or emailed to the school.

## **E. What if I will be attending a school event or am involved in other school related activities?**

If you will be absent, you must:

- (a) **BEFORE** the scheduled assessment task is due, complete the form 'Appendix 2: Assessment To Be Missed Due to School/Other Business'. You can print one from the back of this document, access on the schools website under "Learning at our school – Assessment & Reporting", obtain one of these from Head Teachers or a Deputy Principal. To complete this form, you are required to meet with EACH of your teachers and Head Teachers to make arrangements regarding missed class work or assessments. They will discuss the requirements for submission with you and will write these on the form, sign the form and return it to you. Once each Head Teacher has signed the form you are then required to take it to your Deputy for application for approval.
- (b) If the task is a 'Take Home Task', you should make arrangements for the task to be handed in by a friend, a sibling, your parent, or your carer to the school's front office administration staff on the day that it is due. The task should be clearly labelled with your name and subject. Alternatively, you should submit the task by uploading it into the teacher's Google classroom, Turnitin, CANVAS or email the school at [nowra-h.school@det.nsw.edu.au](mailto:nowra-h.school@det.nsw.edu.au). If there are exceptional circumstances, your Deputy Principal will advise you about submission procedures; which may require you to hand it in on the morning of the day you return.
- (c) If the task is an 'Examination or Practical Task' you should expect to be asked to either submit or sit the task on a day PRIOR to your planned leave. You may be provided with or asked to sit a substitute task. The Head Teacher and classroom teacher will arrange with you an alternate designated date and time, (this could be a break time). If exceptional circumstances apply, the Deputy Principal may determine that there are valid grounds for an estimate and may make a recommendation to the Principal for approval to be granted, for example, if the missed task is difficult to duplicate.

NOTE: If the leave is over an extended period for participation in the entertainment industry, elite sports or elite arts, see Section (F) below:

## F. What if I am planning to take extended leave during the school term?

If the leave is for *family reasons*, for example, your family is planning to have a holiday during the school term, you should be aware that the NSW Department of Education does not support leave for students outside of the designated term breaks, however, under exceptional circumstances, the Principal may give approval for leave for 5 days or more.

If you are taking family leave you are required to make application through the front office school administration and complete the form called '**Application for Extended Leave: Travel**'. You are also required to complete '**Appendix 2: Assessment To Be Missed Due to School/Other Business**'. This means you are to meet with each of your teachers and make arrangements regarding missed class work or assessments and follow the process outlined in Sections D and E above. The 'Application for Extended Leave: Travel' form is to be signed off by the Principal/Deputy Principal and returned to the front office for processing. You will receive a copy of this form to carry with you on your travels.

If the leave is for *elite sports or performing arts representation*, you are required to make application through the front office school administration and complete the form called, '**Application for Exemption from attendance/enrolment at school**' which allows you to apply for an exemption. See your Deputy to discuss your circumstances and the arrangements. You are also required to complete '**Appendix 2: Assessment To Be Missed Due to School/Other Business**'. This means you are to meet with EACH of your teachers and make arrangements regarding missed classwork or assessments and follow the process outlined in Sections D and E above or if you are unable to complete the task, the Principal is able to authorise that an estimate is granted because of the exceptional circumstances. The application form is to be signed off by the Principal/Deputy Principal and returned to the front office for processing. You will receive a copy of this form to carry with you whilst on leave.

## G. What if I am suspended at the time an assessment task is due?

If you are suspended at the time an assessment task is due, you are still required to submit the task on the due date. You must:

- (a) Arrange for the task to be handed in by a friend, a sibling, your parent, or your carer to the school's front office administration staff on the day that it is due. The task should be clearly labelled with your name and teacher's or Head Teacher's name.
- (b) Submit the task by uploading it into the teacher's Google classroom, Turnitin, CANVAS or
- (c) email the school at [nowra-h.school@det.nsw.edu.au](mailto:nowra-h.school@det.nsw.edu.au)

If the task is an in-class assessment (for example, a test), you will be required to sit the task, or a substitute task, at the soonest possible date upon your return, as arranged between you and the Head Teacher (this could be a break time). If there are valid grounds for exceptional circumstances, you may be granted consideration for you to receive an estimated mark.

## H. Do assessment tasks contribute towards my reports?

Yes. School-based assessment, as indicated in your assessment booklet, is used throughout the year to allocate a mark and grade for the purpose of reporting.

## **I. How much warning should I be given about an upcoming task?**

The school policy states that you should be given a minimum of at least 5 school days notification. You should receive this in writing.

## **J. What happens if the assessment booklet says a task is due, but the class has not received a notification of the task?**

- a) Ask your teacher, or the Head Teacher, about it immediately.
- b) Your classroom teacher is to provide you with a written notification if the due date for an assessment task changes from the due date set down in the assessment booklet.

## **K. What am I required to do during assessment tasks?**

The following rules laid down by NESAs should be adhered to. They apply to ALL assessment tasks conducted at NHS, including 'In-School Assessment Tasks, Half-Yearly Examinations and Trial HSC Examinations and the HSC Examination. An 'In-School Assessment Task' may take the form of: a written task, class essay, practical work, field work, oral presentation or report, skills test, topic test, open book test, examination, etc. When undertaking assessment tasks, you should conduct yourself in an acceptable manner. This means:

You **MUST**

- Follow the supervisor's instructions.
- Behave in a polite and courteous manner towards the supervisor and other candidates.

You **MUST NOT:**

- Take a mobile phone into an examination or attempt to view your phone during an assessment task.
- Eat in a room when an examination or assessment is taking place.
- Speak to any person other than the supervisor during the examination or assessment task.
- Behave in any way likely to disturb the work of other candidates or upset the conduct of the task.
- Attend an examination or assessment task while under the influence of alcohol or illegal drugs.
- Take into the examination room, or the room where the assessment is being conducted, any books, notes or equipment other than those specified prior to the task.
- Cheat, or in any other way behave dishonestly during an assessment or examination.

NB: If you do not comply with these rules, your paper may be cancelled, and you will receive a zero mark. 'In-School' assessments will also receive an N-Warning. See Sections 1:D, Section 2:C above and Section 2:M below.

## **L. What should I do if I feel the assessment task should be reviewed after it has been marked?**

Complete a copy of the form '**Appendix 3: Assessment Appeal**' and return it to your Deputy Principal. You can print one from the back of this document, obtain one of these from Head Teachers or a Deputy Principal or from the school's website.

Marks gained in assessment tasks can only be queried at the time the tasks are returned to you.



Any review undertaken of a specific assessment task will NOT look at marks awarded. Rather, the review will consider if the assessment task and processes were appropriate.

## **M. NHS HSC ACADEMIC MALPRACTICE POLICY [published 2017]**

The following policy is to be read in conjunction with the completion of the NSW Education Standards Authority (NESA) endorsed All My Own Work Modules and other supporting documents in the ACE Manual. <http://ace.nesa.nsw.edu.au/>

Nowra High School is committed to providing an educational approach to academic integrity through support and guidance to develop students' academic skills. Student academic integrity means acting in accordance with the core values of honesty, fairness, respect and responsibility in learning. It is imperative students act in a truthful manner; are accountable for their actions and show fairness in every aspect of their work.

All work presented in assessment tasks, internal and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. If academic malpractice is detected during the marking process, it will result in students **receiving a zero mark for the task** and this may jeopardise their Higher School Certificate.

To prevent academic malpractice, students are encouraged to utilise free plagiarism software to check their work prior to submission. Suggested software includes:

[https://www.turnitin.com/login\\_page.asp?lang=en\\_us](https://www.turnitin.com/login_page.asp?lang=en_us) or <https://searchenginereports.net/plagiarism-checker/> or <http://smallseotools.com/plagiarism-checker/>

### **1. Malpractice Definition**

Academic malpractice undermines the core values of honesty, fairness, respect and responsibility in academic integrity. Breaches of academic integrity can occur by either inadvertent or intentional conduct. Academic malpractice incorporates, but is not limited to, dishonest behaviour carried out for the purpose of gaining an unfair advantage in the assessment process. Malpractice in any form is unacceptable. Academic malpractice includes but is not limited to the following:

#### **1.1 Cheating in Examinations**, inclusive of in-class tests and assessments by either;

- a) Behaving in a dishonest manner during an examination which includes possessing and or accessing prohibited equipment such as mobile phones and notes;
- b) Communicates or attempts to communicate with peers;
- c) Copies or attempts to copy from peers;
- d) Falsifying explanations to explain work not handed in (including medical certificates).

#### **1.2 Fabrication of results** includes student misrepresentation of having conducted research, experiments, surveys, or observations, which have not occurred, and/or submits results not supported by evidence.

#### **1.3 Plagiarism** occurs when the work of another, for example (ideas, designs, words, sounds or images) is represented, either inadvertently or intentionally, as one's own original work and without appropriate citation of the author or the source. Unless advised otherwise by the Faculty issuing the Assessment Task, students should use the Harvard Referencing Guide. For correct citation guidelines see Appendix 4: Referencing or visit the following website - <https://libguides.library.usyd.edu.au/citation>

#### **1.4** This category of academic malpractice includes but is not limited to;

- a) collusion; preparing work with one or more students, or in a group, and presenting this work as their own which can include;
- Preparing a piece of work together;
  - Determination of methods/approach to an assessment task;
  - Distribution of questions and/or answers for completed assessment tasks.
- b) obtaining or requesting a piece of work, which is not his/her own and representing it as if it were, by:
- Engaging the use of commercial services including the internet for pre-written or specially prepared work;
  - Use of another person's work for example a peer or person who is not a member of the school.
- c) self-plagiarism, reusing your own work previously submitted in another assessment task;
- d) paraphrasing a paper either in electronic or printed form, without appropriate citation; See Appendix 4 for citation guidelines;
- e) direct copying of material, cutting, pasting or piecing information from single or multiple sources and presenting the information as original work;
- f) submission of a peer's work either partially or completely as one's own work, even with the student's knowledge or consent.

## 2. Inadvertent or intentional academic malpractice

On occasion, students that plagiarise may do so inadvertently as a result of inadequate study skills and/or lack of familiarity with academic writing skills. In response to an incident of unintentional plagiarism detected during the marking process, Nowra High School may require the students to revisit the All My Own Work Modules and seek assistance from staff or the Learning Support Team.

On the first occasion of plagiarism, students will be required to resubmit the task and will be eligible to receive half the value of the original assessment task. If the student fails to resubmit the task, they will receive **a mark of zero**. Repeated incidents of plagiarism detected during the marking process will result in the student **receiving a zero mark for the task**.

Some students that plagiarise do so intentionally, with the aim to deceive. This constitutes a cognisant and pre-meditated form of academic malpractice and demonstrates a significant breach of the core values of academic integrity. Students who are found to repeatedly engage in academic malpractice conduct will be subject to the consequences of the school's discipline policy.

## 3. Consequences of Academic Malpractice

- a) If you are guilty of malpractice, you will get **zero** for the entire assessment task and receive an N warning for that task. Continued instances of malpractice may result in you getting an N determination for the subject.
- b) Although you will receive no marks, you will need to resubmit the task to meet the NSW Education Standards Authority (NESA) requirements for the satisfactory completion of assessment tasks leading to the award of the HSC.

- c) Your parents/carers will be informed.
- d) Repeated instances of malpractice will be dealt with using the school's discipline policy and may result in suspension or possible expulsion for continued disobedience.

#### **4. Use of Artificial Intelligence (AI)**

Artificial Intelligence (AI) is using the ability of a computer or a robot controlled by a computer to do tasks that are usually done by humans because they require human intelligence and discernment. There are numerous AI tools that may be beneficial to assist you in conducting research. If you choose to engage in using an AI tool, you must cite/reference the material. Please see the AI factsheet in the Referencing section.

*This document was created in consultation with NSW Education Standards Authority (NESA) and various university policies on academic malpractice.*

#### **N. Principal's Decision**

In all matters relating to the satisfactory completion of assessed and non-assessed tasks, the decision of the Principal is final.

#### **O. VET Courses and assessment programs**

Students undertaking a School VET and/or TAFE VET course will be given details of the assessment program in that course by their VET teacher and the school's SVET and/or TVET Coordinator or teachers.

#### **P. Where to Get Advice**

Students who require information on assessment tasks are advised to see classroom teachers, Subject Coordinators and Head Teachers first, and then consult with the Deputy Principal in charge of your year group.

For advice in relation to all other matters, students can seek assistance from your Year Adviser, the Careers Adviser and/or the Deputy Principal for your year group.

Students can find further information at NESA:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

#### **Q. Summary of Student Responsibilities**

It is your responsibility to:

- a) Keep this booklet in a safe place for reference throughout the year.
- b) Familiarise yourself with NESA requirements for the satisfactory completion of a course and for satisfactory attendance.
- c) Ensure you refer to the assessment schedule for EACH course you are studying and that you are aware of specific course requirements.
- d) Be aware of the assessment policies and procedures of Nowra High School as detailed in this booklet and abide by them.
- e) Make a genuine attempt at all assessment tasks and coursework.
- f) Ensure that you conduct yourself in a manner that does not interfere with the progress of other students.

# ABORIGINAL STUDIES – HSC Course Assessment

**COURSE DESCRIPTION:** The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

## Assessment Schedule and Weightings

Nature of Task	Task 1 Source Analysis	Task 2 Major Project	Task 3 Multi-Media Task	Task 4 Trial HSC Exam	Weighting
<b>Timing</b>	Term 4, Week 9	Term 1, Week 10	Term 2, Week 9	Term 3, Week 2-3	
<b>Outcomes</b>	H1.1, H1.2, H1.3, H3.1, H3.2	H4.1, H4.2, H4.3, H4.4	H1.3, H2.1, H2.2	H1.1, H1.2 H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.3	
<b>Component</b>					
Knowledge & understanding of course content	10%	5%	5%	20%	40%
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5%	15%	5%		25%
Research and inquiry methods, including aspects of the Major Project		15%	5%		20%
Communication of information, ideas and issues in appropriate forms		5%	5%	5%	15%
<b>Weighting</b>	15%	40%	20%	25%	100%

### Outcomes

#### A student develops the skills to:

H1.1	Evaluate the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
H1.2	Analyse and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
H1.3	Assess the representation of Aboriginal peoples and cultures for bias and stereotyping
H2.1	Examine contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
H2.2	Analyse the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
H3.1	Assess the effectiveness of government policies, legislation and legal decisions in addressing discrimination
H3.2	Evaluate the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
H3.3	Evaluate initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
H4.1	Plan, investigate, analyse, synthesise and communicate relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
H4.2	Undertake community consultation and fieldwork and applies ethical research practices
H4.3	Investigate and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

# AGRICULTURE - HSC Course Assessment

**COURSE DESCRIPTION:** The HSC Course examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximize productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

## Assessment Components and Weightings

HSC Outcomes	Nature of Task	Task 1 Skills Farm Product Study	Task 2 Plant/Animal Production Practical	Task 3 Half-Yearly Exam	Task 4 Trial HSC Exam	Weighting
	Timing	Term 4 Week 8	Term 1 Week 8	Term 1, Week 10	Term 3 Weeks 2/3	
	Component					
H1.1, H5.1	Knowledge and Understanding – Agricultural Production Systems – the impact of innovation, ethics and current issues	10%		15%	15%	40%
H2.1, H2.2, H3.1, H3.2, H3.3, H3.4,	Knowledge, understanding and skills required to manage agricultural systems. Knowledge of, and skills used in sustainable agricultural production and marketing.	20%		5%	15%	40%
H4.1	Skill in effective research, experimentation and Research		20%			20%
<b>Weighting</b>		30%	20%	20%	30%	100%

### Outcomes

A student develops the skills to:

H1.1	Explain the influence of physical, biological, social, historical and economic factors on sustainable agricultural production
H2.1	Describe the inputs, processes and interactions of plant production systems
H2.2	Describe the inputs, processes and interactions of animal production systems
H3.1	Assess the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
H3.2	Critically assess the marketing of a plant OR animal product
H3.3	Critically examine the technologies and technological innovations employed in the production and marketing of agricultural products
H3.4	Evaluate the management of the processes in agricultural systems
H4.1	Justify and apply appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations
H5.1	Evaluate the impact of innovation, ethics and current issues on Australian agricultural systems

## ANCIENT HISTORY – HSC Course Assessment

**COURSE DESCRIPTION:** The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

### Assessment Schedule and Weightings

Nature of Task	Task 1	Task 2	Task 3	Task 4	Weighting
	Source Analysis Task	Historical Inquiry Historical Period Study	Topic Test Personality Study	Trial HSC Exam All topics studied	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Week 2-3	
<b>Outcomes</b>	AH12-4, AH12-5, AH12-6, AH12-7	AH12-1, AH12-2, AH12-3, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-8, AH12-9	AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	
<b>Component</b>					
<b>Communication</b>		5%	5%	10%	20%
<b>Historical Inquiry</b>		15%	5%		20%
<b>Source-Based Skills</b>	15%			5%	20%
<b>Knowledge and Understanding</b>	10%	5%	15%	10%	40%
<b>Weighting</b>	25%	25%	25%	25%	100%

#### Outcomes

A student develops the skills to:

AH12-1	Account for the nature of continuity and change in the ancient world
AH12-2	Propose arguments about the varying causes and effects of events and developments
AH12-3	Evaluate the role of historical features, individuals and groups in shaping the past
AH12-4	Analyse the different perspectives of individuals and groups in their historical context
AH12-5	Assess the significance of historical features, people, places, events and developments of the ancient world
AH12-6	Analyse and interpret different types of sources for evidence to support an historical account or argument
AH12-7	Discuss and evaluate differing interpretations and representations of the past
AH12-8	Plan and conduct historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12-9	Communicate historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH12-10	Analyse issues relating to the ownership, custodianship and conservation of the ancient past

# BIOLOGY - HSC Course Assessment

**COURSE DESCRIPTION:** The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

## Assessment Components and Weightings

Nature of Task	Task 1 Depth Study	Task 2 Genetics Task	Task 3 Epidemiology Report	Task 4 Trial HSC Examination	Weighting
<b>Timing</b>	Term 1, Week 1	Term 1, Week 11	Term 2, Week 9	Term 3, Weeks 2/3	
<b>Outcome</b>	12-7, 12-14, 12-15	12-1, 12-4, 12-5, 12-12, 12-13	12-2, 12-3, 12-5, 12-6, 12-7	12-12, 12-13, 12-14, 12-15	
<b>Component</b>					
Knowledge and understanding	10%	5%	5%	20%	40%
Skills in Questioning & predicting, planning investigations, processing data & information, analyzing data & information, problem solving & communicating	20%	15%	15%	10%	60%
<b>Weighting %</b>	30%	20%	20%	30%	100%

## Outcomes

**A student develops the skills to:**

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

# BUSINESS STUDIES - HSC Course Assessment

**COURSE DESCRIPTION:** Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in a large business.

## Assessment Components and Weightings

Nature of Task	Task 1	Task 2	Task 3	Task 4	Weighting
	Extended Response In class  Operations	Topic Test Marketing  Marketing	Case Study: Finance	Trial HSC Exam Finance, Operations, Human Resources, Marketing	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 2/3	
<b>Outcomes</b>	H2, H3, H5, H7	H3, H4, H5, H6, H8, H9	H3, H4, H6, H7, H8	H1, H2, H3, H6, H8, H9, H10	
<b>Component</b>					
Knowledge and Understanding of Course Content	10%	10%	5%	15%	40%
Stimulus Based Skills			10%	10%	20%
Inquiry and Research	10%	10%			20%
Communication of Business Information, ideas and issues in appropriate forms	5%	5%	5%	5%	20%
<b>Weighting</b>	25%	25%	20%	30%	100%

### Outcomes

A student develops the skills to:

H1	Critically analyse the role of business in Australia and globally
H2	Evaluate management strategies in response to changes in internal and external influences
H3	Discuss the social and ethical responsibilities of management
H4	Analyse business functions and processes in large and global businesses
H5	Explain management strategies and their impact on businesses
H6	Evaluate the effectiveness of management in the performance of businesses
H7	Plan and conduct investigations into contemporary business issues
H8	Organise and evaluate information for actual and hypothetical business situations



# CHEMISTRY - HSC Course Assessment

**COURSE DESCRIPTION:** The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

## Assessment Components and Weightings

Nature of Task		Task 1	Task 2	Task 3	Task 4	Weighting
		Depth Study	Mid Course Test	Practical Task	Trial Examination	
Timing		Term 4, Week 10	Term 1, Week 10	Term 2, Week 10	Term 3, Week 2-3	
Component	Outcome					
Skills: Questioning and predictions, Planning investigations, Processing data and information, Problem solving, Communicating	CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7	20%	10%	20%	10%	60%
Knowledge and Understanding	CH12-12 CH12-13 CH12-14 CH12-15	10%	10%		20%	40%
<b>Weighting</b>		30%	20%	20%	30%	100%

### Outcomes

A student develops the skills to:

CH11/12-1	Develop and evaluate questions and hypotheses for scientific investigation
CH11/12-2	Design and evaluate investigations in order to obtain primary and secondary data and information
CH11/12-3	Conduct investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	Select and process appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	Analyse and evaluate primary and secondary data and information
CH11/12-6	Solve scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	Explain the characteristics of equilibrium systems, and the factors that affect these systems
CH12-12	Explore the properties and trends in the physical, structural and chemical aspects of matter
CH12-13	Describe, explain and quantitatively analyse acids and bases using contemporary models
CH12-14	Analyse the structure of, and predicts reactions involving, carbon compounds
CH12-15	Describe and evaluate chemical systems used to design and analyse chemical processes

# COMMUNITY AND FAMILY STUDIES - HSC Course Assessment

**COURSE DESCRIPTION:** The HSC course focuses on The HSC course consists of three mandatory modules representing 75 per cent of course time. An options component representing 25 per cent of course time includes three modules of which students are to study only one. Students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management. Assessment Components and Weightings

## Assessment Components and Weightings

Nature of Task	Task 1 Independent Research Project	Task 2 Investigation Issues of concern for a group within the community	Task 3 Parenting and caring investigation task	Task4 Trial HSC Examination	Weighting
Timing	Term 4, Week 9	Term 1, Week 7	Term 2, Week 6	Term 3, Week 3	
Outcomes	H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3	H2.1, H3.2, 5.1, H5.2, H6.1	H1.1 to H6.2	
Component					
Knowledge and understanding of course content	10%	10%	10%	10%	40%
Skills in critical thinking, research methodology, analysing and communicating	20%	10%	10%	20%	60%
Weighting %	30%	20%	20%	30%	100%

### Outcomes:

#### A student develops the skills to:

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

# DANCE - HSC Course Assessment

**COURSE DESCRIPTION:** Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

## Assessment Components and Weightings

Nature of Task	Task 1 Development of Core Composition	Task 2 Core Performance Core App Essay Take home. (Terrain)	Task 3 Elective 1 of 5 options Core App Essay Take home (J&R)	Task 4 Trial HSC Examination All components only MS & CA weighted. Core perf Core Comp Major Study Essay x 2	Weighting
<b>Timing</b>	Term 4, Week 8	Term 1, Week 6	Term 2, Week 8	Term 3, Weeks 2/3	
<b>Outcome</b>	H2.1, H2.2, H2.3	H2.1, H2.2, H2.3	H1.1, H1.2, H1.3	H4.1, H4.2, H4.3, H4.5, H4.4, H4.5	
<b>Component</b>					
Core Performance		20%			20%
Core Composition	20%				20%
Core Appreciation		5%	5%	10%	20%
Major Study			20%	20%	40%
<b>Weighting</b>	20%	25%	25%	30%	100%

### Outcomes

A student develops the skills to:

H1.1	Understand dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
H1.2	Perform, compose and appreciate dance as an artform
H1.3	Appreciate and value dance as an artform through the interrelated experiences of performing, composing and appreciating dances
H2.1	Understand performance quality, interpretation and style relating to dance performance
H2.2	Perform dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
H2.3	Value the diversity of dance performance.
H3.1	Identify and select the appropriate elements of composition/ choreography in response to a specific concept/intent
H3.2	Demonstrate the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent
H3.3	Recognise and values the role of dance in achieving individual expression
H3.4	Explore, apply and demonstrate the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
H4.1	Understand the concept of differing artistic, social and cultural contexts of dance
H4.2	Recognise, analyses and evaluates the distinguishing features of major dance works
H4.3	Utilise the skills of research and analysis to examine dance as an artform
H4.4	Demonstrate in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
H4.5	Acknowledge that the artform of dance is enhanced through reflective practice, study and evaluation

# DESIGN AND TECHNOLOGY – HSC Course Assessment

**COURSE DESCRIPTION:** The study of Design and Technology Stage 6 develops conceptual understanding and enables students to creatively apply these to specific technological endeavours through design projects. It also seeks to develop students' appreciation of the historical and cultural influences on design and the interrelationships of design, technology, society and the environment.

## Assessment Components and Weightings

Nature of task	Task 1	Task 2	Task 3	Task 4	Weighting
	Project Proposal Presentation	Innovation and Emerging Technology Case Study*	Promotional Video and Final Prototype	Trial HSC Examination	
<b>Timing</b>	Term 4, Week 6	Term 1, Week 4	Term 2, Week 6	Term 3, Weeks 2/3	
<b>Outcomes</b>	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
<b>Component</b>					
Knowledge and understanding of course content		20%		20%	40%
Knowledge and skills in designing, managing, producing and evaluating a major design project	20%		30%	10%	60%
<b>Weighting</b>	20%	20%	30%	30%	100%

\* Mandatory task

## Outcomes

A student develops the skills to:

H1.1	Critically analyse the factors affecting design and the development and success of design projects
H1.2	Relate the practices and processes of designers and producers to the major design project
H2.1	Explain the influence of trends in society on design and production
H2.2	Evaluate the impact of design and innovation on society and the environment
H3.1	Analyse the factors that influence innovation and the success of innovation
H3.2	Use creative and innovative approaches in designing and producing
H4.1	Identify a need or opportunity and researches and explores ideas for design development and production of the major design project
H4.2	Select and use resources responsibly and safely to realise a quality major design project
H4.3	Evaluate the processes undertaken and the impacts of the major design project
H5.1	Manage the development of a quality major design project
H5.2	Select and use appropriate research methods and communication techniques
H6.1	Justify technological activities undertaken in the major design project through the study of industrial and commercial practices
H6.2	Critically assess the emergence and impact of new technologies, and the factors affecting their development

## DRAMA – HSC Course Assessment

**COURSE DESCRIPTION:** Drama is an art form that explores the world through enactment. It is a collaborative art form that involves the creative interaction of individuals using a range of artistic skills. By studying this major art form students acquire skills in interpretation, communication, performance and critical analysis and become aware of the technical processes and technologies that may be used to heighten dramatic presentation. In the critical study of drama and theatre students can recognise the collaborative contribution of actors, directors, playwrights, designers and technicians to production. They develop an understanding of the cultural traditions and social contexts of drama and theatre.

### Assessment Schedule and Weightings

Nature of task	Task 1	Task 2	Task 3	Task 4	Weighting
	Australian Drama & Theatre (Contemporary) Directorial Presentation & Essay Submission	Studies in Drama and Theatre Scene Performances & Essay Submission	IP Logbook Submission & Progress Performance/ Submission	Trial HSC Examination GP Performance, Submission and Written	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 2/3	
Outcomes	H1.1, H1.2, H1.3, H1.5, H1.7, H3.1, H3.2, H3.3	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H2.1*, H2.2, H2.3	H1.2, H1.3, H1.5, H1.7, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
<b>Component</b>					
Making	15%		15%	10%	40%
Performing		10%	10%	10%	30%
Critically Studying	10%	10%		10%	30%
<b>Weighting</b>	25%	20%	25%	30%	100%

### Outcomes

#### A student develops the skills to:

H1.1	use acting skills to adopt and sustain a variety of characters and roles
H1.2	use performance skills to interpret and perform scripted and other material
H1.3	use knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
H1.4	collaborate effectively to produce a group-devised performance
H1.5	demonstrate directorial skills
H1.6	record refined group performance work in appropriate form
H1.7	demonstrate skills in using the elements of production
H1.8	recognise the value of the contribution of each individual to the artistic effectiveness of productions
H1.9	value innovation and originality in group and individual work
H2.1	demonstrate effective performance skills
H2.2	use dramatic and theatrical elements effectively to engage an audience
H2.3	demonstrate directorial skills for theatre and other media
H2.4	appreciate the dynamics of drama as a performing art
H2.5	appreciate the high level of energy and commitment necessary to develop and present a performance
H3.1	critically apply understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H3.2	analyse, synthesise and organise knowledge, information and opinion in coherent, informed oral and written responses
H3.3	demonstrate understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
H3.4	appreciate and value drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
H3.5	appreciate the role of the audience in various dramatic and theatrical styles and movements

# EARTH AND ENVIRONMENTAL SCIENCE – HSC Course Assessment

**COURSE DESCRIPTION:** The *Earth and Environmental Science Stage 6 Syllabus* explores the Earth's renewable and non-renewable resources, and environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

## Assessment Components and Weightings

Nature of Task	Task 1 Research	Task 2 Half Yearly Test	Task 3 Depth Study	Task 4 Trial HSC Examination	Weighting
Timing	Term 4, Week 8	Term 1, Week 9	Term 2, Week 5	Term 3, Weeks 2/3	
Outcomes	12.7, 12.6, 12.4	12.4, 12.5	12.1, 12.2, 12.3, 12.4	12.7, 12.6	
Component					
Knowledge and Understanding of Course Content	5%	10%	5%	20%	40%
Skills in Questioning & predicting, planning investigations, processing data & information, analysing data & information, problem solving & communicating	15%	10%	25%	10%	60%
<b>Weighting</b>	20%	20%	30%	30%	100%

### Outcomes

A student develops the skills to:

EES11/12-1	Develop and evaluate questions and hypotheses for scientific investigation
EES11/12-2	Design and evaluate investigations in order to obtain primary and secondary data and information
EES11/12-3	Conduct investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	Select and process appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	Analyse and evaluate primary and secondary data and information
EES11/12-6	Solve scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	Communicate scientific understanding using suitable language and terminology for a specific audience or purpose

# ECONOMICS – HSC Course Assessment

**COURSE DESCRIPTION:** Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

## Assessment Components and Weightings

Nature of task	Task 1 Case Study The Global Economy	Task 2 Topic Test Australia's Place in the Global Economy	Task 3 Extended Response Economic Issues	Task 4 Trial HSC Examination	Weighting
Timing	Term 4, Week 9	Term 1, Week 8	Term 2, Week 7	Term 3, Week 2-3	
Outcomes	H1, H2, H3, H4, H5, H7, H8, H9, H10, H12	H1, H2, H3, H4, H6, H7, H8, H11	H1, H2, H4, H6, H7, H8, H9, H10, H11, H12	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	
Component					
Knowledge and understanding of course content	5%	10%	10%	15%	40%
Stimulus-based skills	10%	5%		5%	20%
Inquiry and research	5%	5%	10%		20%
Communication of economic information, ideas and issues in appropriate forms		5%	5%	10%	20%
<b>Weighting %</b>	20%	25%	25%	30%	100%

## Outcomes

### A student develops the skills to:

H1	Demonstrate understanding of economic terms, concepts and relationships
H2	Analyse the economic role of individuals, firms, institutions and governments
H3	Explain the role of markets within the global economy
H4	Analyse the impact of global markets on the Australian and global economies
H5	Discuss policy options for dealing with problems and issues in contemporary and hypothetical contexts
H6	Analyse the impact of economic policies in theoretical and contemporary Australian contexts
H7	Evaluate the consequences of contemporary economic problems and issues on individuals, firms and governments
H8	Apply appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
H9	Select and organise information from a variety of sources for relevance and reliability
H10	Communicate economic information, ideas and issues in appropriate forms
H11	Apply mathematical concepts in economic contexts
H12	Work independently and in groups to achieve appropriate goals in set timelines

# ENGINEERING STUDIES – HSC Course Assessment

**COURSE DESCRIPTION:** The Engineering Studies Stage 6 Syllabus is directed towards the development and application of mathematical, scientific and technological skills and their integration with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering its practice and associated methodologies. The subject promotes environmental, economic and global awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills in working as a team.

## Assessment Schedule and Weighting

Nature of task	Task 1 Civil Engineering Booklet	Task 2 Transport Engineering Report	Task 3 Aeronautical Engineering Report Collaborative	Task 4 Trial HSC Examination	Weighting
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 8	Term 3, Weeks 3 - 4	
Outcomes assessed	H 1.2, H2.1, H3.1, H4.1, H4.2	H1.1, H2.2, H3.1, H3.2, H4.3, H6.2	H2.2, H3.2, H3.3, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H3.3, H4.3, H5.1, H5.2, H6.1	
<b>Component</b>					
Knowledge and understanding of course content	10%	10%	10%	15%	45%
Knowledge and skills in research, problem solving and communication related to engineering practice	20%	10%	10%	15%	55%
<b>Weighting</b>	30%	20%	20%	30%	100%

## Outcomes

A student develops the skills to:

H1.1	Describes the scope of engineering and critically analyses current innovations
H1.2	Differentiates between properties of materials and justifies the selection of materials, components and processes in engineering
H2.1	Determines suitable properties, uses and applications of materials in engineering
H2.2	Analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
H3.1	Demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
H3.2	Uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
H3.3	Develops and uses specialised techniques in the application of graphics as a communication tool
H4.1	Investigates the extent of technological change in engineering
H4.2	Applies knowledge of history and technological change to engineering- based problems
H4.3	Appreciates social, environmental and cultural implications of technological change in engineering and applies them to the analysis of specific problems
H5.1	Works individually and in teams to solve specific engineering problems and in the preparation of engineering reports
H5.2	Selects and uses appropriate management and planning skills related to engineering
H6.1	Demonstrates skills in research and problem-solving related to engineering
H6.2	Demonstrates skills in analysis, synthesis and experimentation related to engineering



# ENGLISH ADVANCED - HSC Course Assessment

**COURSE DESCRIPTION:** English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex text

## Assessment Components and Weightings

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Nature of Task</b>	<b>Common Module</b>	<b>Mod A</b>	<b>Mod C</b>	<b>Common Mod A Mod B Mod C (5%)</b>	HSC Trial Examination
	Texts and Human Experiences	Textual Conversations	Craft of Writing  Imaginative writing and analysis		
	Multimodal: Visual and Transcript	Comparative Essay			
<b>Timing:</b>	Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Week 2 - 3	
<b>Outcomes</b>	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-8	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
<b>Components</b>					
Knowledge and understanding of course content	10%	15%	10%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20%	10%	10%	10%	50%
<b>Weighting %</b>	30%	25%	20%	25%	100%

### Outcomes

#### A student develops the skills to:

EA12-1	Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA12-2	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA12-3	Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and context and evaluates their effects on meaning
EA12-4	Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different context
EA12-5	Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA12-6	Investigates and evaluates the relationships between texts
EA12-7	Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA12-8	Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
EA12-9	Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

# ENGLISH EXTENSION 1 - HSC Course Assessment

**COURSE DESCRIPTION:** In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways text represent and illuminate the complexity of individual and collective lives in literary worlds. In studying this course, students will develop skills to work independently to experiment with language forms, features and structures to engage with complex levels of conceptualisation.

## Assessment Components and Weightings

Nature of Task	Task 1 Imaginative response and reflection	Task 2 Critical response with related text	Task 3 Trial HSC Examination	Weighting
LITERARY WORLDS  Elective 2:  Worlds of Upheaval				
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 2-3	
Outcome	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
<b>Component</b>				
Knowledge and understanding of complex texts and of how and why they are valued	15%	20%	15%	50%
Skills in complex analysis sustained composition and independent investigation	15%	20%	15%	50%
<b>Weighting %</b>	30%	40%	30%	100%

### Outcomes

A student develops the skills to:

EE12-1	Demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
EE12-2	Analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
EE12-3	Independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
EE12-4	Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
EE12-5	Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

## ENGLISH EXTENSION 2 - HSC Course Assessment

**COURSE DESCRIPTION:** In the English Extension 2 Year 12 course, students develop a sustained composition and document their reflection on this process. In studying this course, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation. Students are required to complete a Major Work which involves undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

### Assessment Components and Weightings

Nature of Task	Task 1	Task 2	Task 3	Weighting
<i>Composition of Major Work</i>	Viva Voce (including written proposal)	Literature review	Critique of the creative process	
<b>Timing</b>	Term 1, Week 6	Term 2, Week 5	Term 3, Week 1	
<b>Outcomes</b>	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
<b>Components</b>				
Skills in extensive independent research	15%	20%	15%	50%
Skills in sustained composition	15%	20%	15%	50%
<b>Weighting %</b>	30%	40%	30%	100%

### Outcomes

A student develops the skills to:

EE12-1	Demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
EE12-2	Strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
EE12-3	Applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
EE12-4	Undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
EE12-5	Reflects on and evaluates the composition process and the effectiveness of their own published composition

# ENGLISH STANDARD - HSC Course Assessment

**COURSE DESCRIPTION:** The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. It provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators in a diverse global world.

## Assessment Components and Weightings

Nature of Task	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Common Module</b> Texts and Human Experiences	<b>Mod B</b> Close Study of Literature	<b>Mod C</b> Craft of Writing	<b>Common Mod A Mod B Mod C (5%)</b>	
	Multimodal: Visual presentation and Transcript	Analytical Response	Imaginative writing and analysis	HSC Trial Examination	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Week 2-3	
<b>Outcomes</b>	EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	
<b>Components</b>					
Knowledge and understanding of course content	10%	15%	10%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20%	10%	10%	10%	50%
<b>Weighting %</b>	30%	25%	20%	25%	100%

### Outcomes

**A student: develops skills to:**

<b>EN12-1</b>	Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<b>EN12-2</b>	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<b>EN12-3</b>	Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
<b>EN12-5</b>	Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
<b>EN12-6</b>	Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
<b>EN12-7</b>	Explains and evaluates the diverse ways texts can represent personal and public worlds
<b>EN12-8</b>	Explains and assesses cultural assumptions in texts and their effects on meaning
<b>EN12-9</b>	Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

## ENGLISH STUDIES - HSC Course Assessment

**COURSE DESCRIPTION:** In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes. In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

### Assessment Components and Weightings

Nature of task	Task 1 Texts and Human Experiences [Mandatory module]  Multimodal presentation with related material	Task 2 Discovery and Investigation  Research task	Task 3 All modules  Collection of classwork/ portfolio	Task 4 Digital Worlds Elective Module D:  Examination	Weighting  %
<b>Timing</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 2-3	
<b>Outcomes</b>	ES12-1, ES12-4, ES12-5, ES12-6, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	
<b>Components</b>					
Knowledge and understanding of course content	15%	10%	15%	10%	50%
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	10%	15%	15%	10%	50%
<b>Weighting</b>	25%	25%	30%	20%	100%

#### Outcomes

##### A student develops skills to:

<b>ES12-1</b>	Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
<b>ES12-2</b>	Identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
<b>ES12-3</b>	Accesses, comprehends and uses information to communicate in a variety of
<b>ES12-4</b>	Composes proficient texts in different forms [Related to life skills outcomes: ENL S6-6]
<b>ES12-5</b>	Develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
<b>ES12-6</b>	Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes.[Related to life skills outcomes: ENL S6-8]
<b>ES12-7</b>	Represents own ideas in critical, interpretive and imaginative texts
<b>ES12-8</b>	Understands and explains the relationships between texts
<b>ES12-9</b>	Identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences [Related to life skills outcomes: ENL S6-11]
<b>ES12-10</b>	Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner [Related to life skills outcomes: ENL S6-12]

## EXTENSION HISTORY - HSC Course Assessment

**COURSE DESCRIPTION:** The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

### Assessment Components and Weightings

Nature of Task	Task 1 Historical Process	Task 2 Essay	Task 3 Trial Examination	Weighting
<b>Timing</b>	Term 2, Week 7	Term 3, Week 5	Term 3, Week 2-3	
<b>Outcomes</b>	HE 12.1 HE 12.2 HE 12.4	HE 12.1 HE 12.2 HE 12.3 HE 12.4	HE 12.1 HE 12.3 HE 12.4	
<b>Components</b>				
Knowledge and understanding of historical ideas and processes	15%	20%	15%	50%
Skills in designing, undertaking and communicating historical inquiry and analysis	15%	20%	15%	50%
<b>Weighting %</b>	30%	40%	30%	100%

#### Outcomes

A student develops the skills to:

HE12-1	analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
HE12-2	plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
HE12-3	communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
HE12-4	constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

## EXTENSION SCIENCE - HSC Course Assessment

**COURSE DESCRIPTION:** The Science Extension Stage 6 Syllabus focuses on the nature, development and processes of science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. In doing this, students extend their knowledge of the discipline(s), conduct further analysis and authentic scientific investigations, and uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

Through designing and conducting their own scientific research, initially using small datasets, students deepen and build upon their understanding of analysing and interpreting data. They are provided with opportunities to refine and extend their skills of Working Scientifically by applying these interrelated processes to contemporary authentic scientific research reflecting the skills used by practicing research scientists. Students gather, examine, model and critically assess evidence that is informed by analysis of primary and secondary-sourced data and examining this data in relation to relevant publicly available data sets.

### Assessment Components and Weightings

Nature of Task		Task 1	Task 3	Task 3	Weighting
		Literature Study	Trial Examination	Final Report	
Timing		Term 4 Week 9	Term 3 Week 2-3	Term 3 Week 6	
Component	Outcome				
Knowledge, Understanding and Skills	SE-1	30%	30%	40%	100%
	SE-2				
	SE-3				
	SE-4				
	SE-5				
	SE-6				
	SE-7				
<b>Weighting</b>		30%	30%	40%	100%

#### Outcomes

A student develops the skills to:

SE-1	Refine and apply the Working Scientifically processes in relation to scientific research
SE-2	Analyse historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
SE-3	Interrogate relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
SE-4	Use statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
SE-5	Analyse and apply the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
SE-6	Analyse and report on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
SE-7	Communicate analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

## FOOD TECHNOLOGY – HSC Course Assessment

**COURSE DESCRIPTION:** Food Technology provides students with a broad knowledge of food technology Production and processing practices which are examined and their impact evaluated. The activities that support food product development are identified and the process applied in the development of a food product. Contemporary nutrition issues are raised, investigated and debated. This knowledge enables students to make informed responses to changes in the production to consumption continuum and exert an influence on future developments in the food industry as educated citizens and in their future careers. Opportunities exist for students to develop skills relating to food that are relevant and transferable to other settings. Such skills include the ability to research, analyse and communicate. Students also develop the capability and competence to experiment with and prepare food as well as design, implement and evaluate solutions to a range of food situations.

Nature of task	Task 1 Food Industry	Task 2 Food Manufacture	Task 3 Food Product Development	Task 4 Trial HSC Examination	Weighting %
<b>Timing</b>	Term 4 Week 8	Term 1 Week 5	Term 2 Week 6	Term 3, week 2-3	
<b>Outcomes</b>	H1.2, H1.4, H3.1	H1.1, H4.2	H2.1, H3.2, H4.1, H5.1	H1.1, H1.3, H1.4, H5.1	
<b>Component</b>					
Knowledge and understanding of course content			10%	30%	<b>40%</b>
Knowledge and skills in designing, researching, analysing and evaluating	10%	20%			<b>30%</b>
Skills in experimenting with and preparing food by applying theoretical concepts	10%		20%		<b>30%</b>
<b>Weighting %</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

### Outcomes

A student develops the skills to:

H1.1	Explain manufacturing processes and technologies used in the production of food products
H1.2	Examine the nature and extent of the Australian food industry
H1.3	Justify processes of food product development and manufacture in terms of market, technological and environmental considerations
H1.4	Evaluate the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
H2.1	Evaluate the relationship between food, its production, consumption, promotion and health
H3.1	Investigate operations of one organisation within the Australian food industry
H3.2	Independently investigate contemporary nutrition issues
H4.1	Develop, prepare and present food using product development processes
H4.2	Apply principles of food preservation to extend the life of food and maintain safety
H5.1	Develops, realises and evaluates solutions to a range of food situations



# FRENCH BEGINNERS - HSC Course Assessment

**COURSE DESCRIPTION:** In the preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, the *personal world* and the *French-speaking communities*, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

## Assessment Components and Weightings

Nature of Task	Task 1 Listening and speaking task	Task 2 Reading and Writing task	Task 3 Trial HSC exam	Task 4 Speaking interview	Weighting
<b>Timing</b>	Term 4, Week 8	Term 1, Week 8	Term 3, Exam period	Term 3, Weeks 5/6	
<b>Outcome</b>	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H2.4, H2.5, H2.6	H2.1, H2.2, H2.3, H2.4, H2.2.5, H2.6	H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H3.1, H3.2, H3.3, H3.4	H1.1, H1.2, H1.3, H1.4	
<b>Component</b>					
Reading: interacting and understanding written texts		20%	10%		30%
Listening: Interacting and understanding spoken texts	20%		10%		30%
Speaking: Interacting and producing spoken texts	10%			10%	20%
Writing: Interacting and producing written texts		10%	10%		20%
<b>Weighting %</b>	30%	30%	30%	10%	100%

### Outcomes

A student develops the skills to:

H1.1	Establish and maintain communication in French
H1.2	Manipulate linguistic structures to express ideas effectively in French
H1.3	Sequence ideas and information
H1.4	Apply knowledge of the culture of French-speaking communities to interact appropriately
H2.1	Understand and interpret information in texts using a range of strategies
H2.2	Convey the gist of and identifies specific information in texts
H2.3	Summarise the main points of a text
H2.4	Draw conclusions from or justifies an opinion about a text
H2.5	Identifies the purpose, context and audience of a text
H2.6	Identify and explain aspects of the culture of French-speaking communities in texts
H3.1	Produce texts appropriate to audience, purpose and context
H3.2	Structure and sequence ideas and information
H3.3	Apply knowledge of diverse linguistic structures to convey information and express original ideas in French
H3.4	Apply the knowledge of the culture of French speaking communities to the production of texts

# GEOGRAPHY - HSC Course Assessment

**COURSE DESCRIPTION:** This course provides students with opportunities to investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and actions that can be taken to shape future society. Through fieldwork and a variety of case studies about biophysical and human geography issues, students develop their knowledge and understanding about the spatial and ecological dimensions of geography.

## Assessment Components and Weighting

Nature of Task	Task 1 In-Class Topic Test	Task 2 Fieldwork and Report	Task 3 Research and Extended Response	Task 4 Trial HSC Exam	Weighting
Topic Assessed	Ecosystems and Biodiversity	Rural and urban places	Global Sustainability	All topics assessed	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Week 9	Term 3, Week 2-3	
Outcomes	GE-12-01, GE-12-04, GE-12-08	GE-12-01, GE-12-06, GE-12-07, GE-12-08	GE-12-02, GE-12-03, GE-12-05, GE-12-09	GE-12-01, GE-12-03, GE-12-04, GE-12-07, GE-12-09	
<b>Component</b>					
Knowledge & understanding of course content	5%	10%	10%	15%	<b>40%</b>
Geographical tools and skills	5%			15%	<b>20%</b>
Geographical inquiry and research, including fieldwork.		10%	10%		<b>20%</b>
Communication of geographical information, ideas and issues in appropriate forms	5%	5%	5%	<b>5%</b>	<b>20%</b>
<b>Task Weighting</b>	<b>15%</b>	<b>25%</b>	<b>25%</b>	<b>35%</b>	<b>100%</b>

## Outcomes

### A student develops the skills to:

GE-12-01	Analyse rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time
GE-12-02	Analyse geographical processes and influences, at a range of scales, that form and transform places and environments
GE-12-03	Assess geographical opportunities and challenges, and the role of varying perspectives and responses in their management
GE-12-04	Evaluate responses and management strategies, at a range of scales, for sustainability
GE-12-05	Synthesise and evaluate relevant geographical information from a variety of sources
GE-12-06	Justify geographical methods used in geographical inquiry and their relevance in the contemporary world
GE-12-07	Select and apply geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
GE-12-08	Apply mathematical ideas and techniques to analyse complex geographical data
GE-12-09	Communicate and apply geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

# INDUSTRIAL TECHNOLOGY: (TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES/MULTI-MEDIA) HSC Course Assessment

**COURSE DESCRIPTION:** Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgments about issues, decisions and problems arising from this interactions. Students achieve this by applying practical experiences to the study of the technology, management and organization of industry.

## Assessment Components and Weightings

Course Components	Syllabus Weightings
Industry Study	15%
Design, Management and Communication	60%
Industry Related Manufacturing Technology	25%
Marks	100%

### Assessment Schedule

Assessment Task	Name	Due		Task Value
		Term	Week	
Task 1	Development & Planning	4	6	15%
Task 2	Project Research & Management	1	6	25%
Task 3	Evaluation & Communication (Final Product)	2	10	30%
Task 4	Trial Exam	3	2/3	30%
<b>Total</b>				<b>100%</b>

Assessment Task	Name	Industry Study	Design, Management and Communication	Industry Related Manufacturing Technology	Task Value
		15%	60%	25%	
Task 1	Development & Planning		15%		15%
Task 2	Project Research & Management		20%	5%	25%
Task 3	Evaluation & Communication	5%	20%	5%	30%
Task 4	Trial Exam	10%	10%	10%	30%
<b>Total</b>					<b>100%</b>

### Outcomes

A student develops the skills to:

H 1.1	Investigate industry through the study of businesses in one focus area.
H 1.2	Identify appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies
H1.3	Identify important historical developments in the focus area industry
H 2.1	Demonstrate proficiency in the use of safe working practices and workshop equipment maintenance techniques.
H 3.1	Demonstrate skills in sketching, producing and interpreting drawings.
H 3.2	Select and apply appropriate research and problem-solving skills.
H 3.3	Apply design principles effectively through the production of projects.
H 4.1	Demonstrate competence in practical skills appropriate to the Major Project.
H 4.2	Explore the need to outsource appropriate expertise where necessary to complement personal practical skills.
H 4.3	Critically apply knowledge and skills related to properties and characteristics of materials / components.
H 5.1	Select and use communication and information processing skills.
H 5.2	Select and apply appropriate documentation techniques to projects management.
H 6.1	Evaluates the characteristics of quality manufactured products.
H 6.2	Apply the principles of quality and quality control.
H 7.1	Explain the impact of the focus area industry on the social and physical environment.
H 7.2	Analyse the impact of existing, new and emerging technologies of the focus industry on society and the environment

## LEGAL STUDIES – HSC Course Assessment

**COURSE DESCRIPTION:** The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

### Assessment Components and Weightings

Nature of Task	Task 1 Human Rights – Investigation of a Contemporary Issue	Task 2 Crime Case Study	Task 3 In-Class Essay	Task 4 Trial HSC Exam	Weighting
<b>Timing</b>	Term 4, Week 9 2018	Term 1, Week 9	Term 2, Week 9	Term 3, Exam Period 2/3	
<b>Outcomes</b>	H1, H3, H4, H8, H9	H1, H5, H6, H7, H8	H1, H2, H3, H7, H9	H1, H3, H7, H9	
<b>Component</b>					
Knowledge and Understanding of Course Content	5%	10%	5%	20%	40%
Analysis and evaluation	5%	5%	5%	5%	20%
Inquiry and research	5%	10%	5%		20%
Communication of Legal Studies information, ideas and issues in appropriate forms	5%	5%	5%	5%	20%
<b>Weighting</b>	20%	30%	20%	30%	100%

### Outcomes

A student develops the skills to:

H1	Identify and apply legal concepts and terminology.
H2	Describe and explain key features of and the relationship between Australian and international law.
H3	Analyse the operation of domestic and international legal systems.
H4	Evaluate the effectiveness of the legal system in addressing issues.
H5	Explain the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
H6	Assess the nature of the interrelationship between the legal system and society
H7	Evaluates the effectiveness of the law in achieving justice
H8	Locate, select, organise, synthesize and analyse legal information from a variety of sources including legislation, cases, media, international instruments and documents.
H9	Communicate legal information using well-structured and logical arguments.
H10	Analyse differing perspectives and interpretations of legal information and issues.

# MATHEMATICS ADVANCED - HSC Course Assessment

**COURSE DESCRIPTION:** The Mathematics Advanced Course is focused on enabling students to appreciate that Mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Advanced Course provides a basis for further studies in disciplines in which Mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve Mathematics and its applications in a range of disciplines at a tertiary level

## Assessment Components and Weightings

Nature of Task	Task 1 & 2	Task 3 & 4	Task 5 & 6	Task 7	Weighting
	Class Tests	Class Tests	Investigative Style Tasks	Trial HSC Examination	
Timing	Term 4, Wk 5 (5%) & Wk 8 (10%)	Term 1, Wk 6 (15%) & Wk 10 (15%)	Term 2, Wk 5 (15%) & Wk 9 (10%)	Term 3, Weeks 2-3.	
Outcomes	11-4, 11-7, 12-4, 12-5.	12-3, 12-6, 12-7, 12-10.	12-5, 12-8, 12-9, 12-10.	12-1, 12-2, 12-3, 12-10.	
Component					
Understanding, fluency and communication	5%	15%	15%	15%	50%
Problem solving, reasoning and justification	10%	15%	10%	15%	50%
Weighting	15%	30%	25%	30%	100%

## Outcomes

### A student develops the skills to:

MA-12-1	Use detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
MA-12-2	Model and solve problems and makes informed decisions about financial situations using mathematical reasoning and techniques
MA-12-3	Apply calculus techniques to model and solve problems
MA-12-4	Apply the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
MA-12-5	Apply the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
MA-12-6	Apply appropriate differentiation methods to solve problems
MA-12-7	Apply the concepts and techniques of indefinite and definite integrals in the solution of problems
MA-12-8	Solve problems using appropriate statistical processes
MA-12-9	Choose and use appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
MA-12-10	Construct arguments to prove and justify results and provide reasoning to support conclusions which are appropriate to the context.

# MATHEMATICS EXTENSION 1 - HSC Course Assessment

**COURSE DESCRIPTION:** Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of Mathematics. This course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of Mathematics, its beauty and its functionality. Mathematics Extension 1 provides a basis for progression to further studies in Mathematics or related disciplines in which Mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as Science, Engineering, Finance and Economics.

## Assessment Schedule and Weighting

Nature of Task	Task 1	Task 2	Task 3	Task 4	Weighting
	Investigative Style Task	Class Test	Class Test	Trial HSC Examination	
Timing	Term 4, Wk 9/10	Term 1, Wk 9/10	Term 2, Wk 5/6	Term 3, Weeks 2-3	
Outcomes	11-3, 12-1, 12-6, 12-7.	12-2, 12-4.	12-3, 12-4.	12-1, 12-2, 12-5.	
Component					
Understanding, fluency and communication	10%	15%	15%	10%	50%
Problem solving, reasoning and justification	10%	10%	10%	20%	50%
<b>Weighting</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

## Outcomes

A student develops the skills to:

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

## MATHEMATICS EXTENSION 2 - HSC Course Assessment

**COURSE DESCRIPTION:** Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of Algebra and Calculus, as well as an appreciation of Mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of Mathematics not previously seen. Mathematics Extension 2 provides a basis for a wide range of useful applications of Mathematics as well as a strong foundation for further studies of the subject.

### Assessment Schedule and Weighting

Nature of Task	Task 1	Task 2	Task 3	Task 4	Weighting
	Class Test	Investigative Style Task	Class Test	Trial HSC Examination	
Timing	Term 4, Wk 9/10	Term 1, Wk 9/10	Term 2, Wk 5/6	Term 3, Weeks 2-3	
Outcomes	12-1, 12-2, 12-4.	12-4, 12-7, 12-8.	12-3, 12-5.	12-6, 12-7, 12-8.	
Component					
Understanding, fluency and communication	10%	10%	15%	15%	50%
Problem solving, reasoning and justification	15%	10%	10%	15%	50%
Weighting	25%	20%	25%	30%	100%

### Outcomes

A student develops the skills to:

MEX-12-1	Understand and use different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
MEX-12-2	Choose appropriate strategies to construct arguments and proofs in both practical and abstract settings
MEX-12-3	Use vectors to model and solve problems in two and three dimensions
MEX-12-4	Use the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
MEX-12-5	Apply techniques of integration to structured and unstructured problems
MEX-12-6	Use mechanics to model and solve practical problems
MEX-12-7	Apply various mathematical techniques and concepts to model and solve structure, unstructured and multi-step problems
MEX12-8	Communicate and justify abstract ideas and relationship using appropriate language, notation and logical argument.

# MATHEMATICS STANDARD 1 (Optional-ATAR)

## HSC Course Assessment

**COURSE DESCRIPTION:** The Study of Mathematics Standard 1 in Stage 6:

- Enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.
- Provides opportunities for students to consider various applications of Mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future.
- Provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

### Assessment Components and Weightings

Nature of Task	Task 1	Task 2	Task 3	Task 4	Weighting
	Class Test	Investigative Style Task	Assignment	Trial HSC Examination	
Timing	Term 4, Wk 9/10	Term 1, Wk 8/9	Term 2, Wk 5/6	Term 3, Weeks 2-3	
Outcomes	12-3, 12-5, 12-6	12-2, 12-5, 12-7, 12-9.	12-4, 12-8, 12-9.	12-1, 12-6, 12-8, 12-10.	
Component					
Understanding, fluency and communication	10%	10%	15%	15%	50%
Problem solving, reasoning and justification	10%	15%	10%	15%	50%
<b>Weighting</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

### Outcomes

**A student develops the skills to:**

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



# MATHEMATICS STANDARD 2 - HSC Course Assessment

## COURSE DESCRIPTION:

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher Mathematics that the study of Calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

### Assessment Components and Weightings

Nature of Task	Task 1	Task 2	Task 3	Task 4	Weighting
	Class Test	Investigative Style Task	Class Test	Trial HSC Examination	
Timing	Term 4, Wk 9/10.	Term 1, Wk 8/9.	Term 2, Wk 5/6.	Term 3 Weeks 2-3	
Outcomes	12-5, 12-2, 12-4, 12-5.	12-8, 12-9, 12-10	12-1, 12-2, 12-5.	12-3, 12-6, 12-7, 12-8.	
<b>Component</b>					
Understanding, fluency and communication	10%	10%	15%	15%	<b>50%</b>
Problem solving, reasoning and justification	10%	15%	10%	15%	<b>50%</b>
<b>Weighting</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

## Outcomes

A student develops the skills to:

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

# MODERN HISTORY – HSC Course Assessment

**COURSE DESCRIPTION:** The HSC course provides the opportunity for students to investigate in depth a study of Power and Authority in the Modern World. Students investigate the rise of fascist, totalitarian and militarist movements after World War I; what drew people to these movements; the regimes that emerged and ongoing international efforts to achieve collective security. Students will also study key features and issues in the history of ONE country during the 20<sup>th</sup> Century and ONE study of peace and conflict. They will also study the key features of the history of ONE political and social change, and the role of individuals and groups in this change.

## Assessment Components and Weightings

Nature of Task	Task 1 Source Analysis  Core: Power & Authority	Task 2 Historical Analysis  National Study: Russia & the Soviet Union 1917-1941	Task 3 In Class Written Communication Task  Peace & Conflict study	Task 4 Trial HSC Exam  All Topics Assessed	Weighting
<b>Timing</b>	Term 4, Week 10	Term 1, Week 9-10	Term 2, Week 8,	Term 3, Week 2-3,	
<b>Outcomes</b>	MH12-1, MH12-2, MH12-5, MH12-6, MH12-9	MH12-3, MH12-5, MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-8, MH12-9	MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	
<b>Component</b>					
Knowledge and Understanding	5%	5%	10%	20%	40%
Source Analysis	15%			5%	20%
Historical Inquiry & Research		15%	5%		20%
Communication		5%	10%	5%	20%
<b>Weighting %</b>	20%	25%	25%	30%	100%

### Outcomes

A student develops the skills to:

MH12-1	Account for the nature of continuity and change in the modern world
MH12-2	Propose arguments about the varying causes and effects of events and developments
MH12-3	Evaluate the role of historical features, individuals, groups and ideas in shaping the past
MH12-4	Analyse the different perspectives of individuals and groups in their historical context
MH12-5	Assesse the significance of historical features, people, places, events and developments of the modern world
MH12-6	Analyse and interpret different types of sources for evidence to support an historical account or argument
MH12-7	Discuss and evaluate differing interpretations and representations of the past
MH12-8	Plan and conduct historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH12-9	Communicate historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

# MUSIC 1 - HSC Course Assessment

**COURSE DESCRIPTION:** In the HSC course, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

## Assessment Components and Weightings

Nature of Task	Task 1	Task 2	Task 3	Task 4	Weighting
	Composition Portfolio and Viva Voce	Presentation of Performance and Aural Analysis	Presentation of Elective 1 and 2	Trial HSC Aural Examination and Elective 3	
<b>Timing</b>	Term 1, Week 2	Term 1, Week 9	Term 2 Week 5	Term 3 Week 2	
<b>Outcomes</b>	H2, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6	H1 - 11	H1 - 11	
<b>Component</b>					
Performance		10%			10%
Composition	10%				10%
Musicology	10%				10%
Aural		10%		15%	25%
Electives			30%	15%	45%
<b>Weighting</b>	20%	20%	30%	30%	100%

## Outcomes

A student develops the skills to:

H 1	Perform stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
H 2	Read, interpret, discuss and analyse simple musical scores that are characteristic of the topics studied
H 3	Improvise and compose music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H 4	Articulate an aural understanding of musical concepts and their relationships in a wide variety of musical styles
H 5	Critically evaluate and discuss performances and compositions
H 6	Critically evaluate and discuss the use of the concepts of music in works representative of the topics studied and through wide listening
H 7	Understand the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H 8	Identify, recognise, experiment with, and discuss the use and effects of technology in music
H 9	Perform as a means of self-expression and communication
H 10	Demonstrate a willingness to participate in performance, composition, musicology and aural activities
H11	Demonstrate a willingness to accept and use constructive criticism

## NUMERACY Stage 6 CEC - HSC Course Assessment

**COURSE DESCRIPTION:** The Numeracy Stage 6 Content Endorsed Course (CEC) focuses on enabling students to build upon their knowledge, skills and understanding presented in the K–10 curriculum and supports students to develop the functional numeracy skills required to become active and successful participants in society.

Numeracy Stage 6 CEC is designed for those students who want to build upon their existing numeracy skills and develop and improve their capability to:

- interpret and use numerical information.
- solve problems using visual, spatial, financial and statistical literacy skills.
- think mathematically in practical situations.
- represent and communicate information.
- use the context to determine the reasonableness of solutions.

This course offers students the opportunity to manage situations and solve problems relating to their present and future needs.

### Assessment Components and Weightings

Nature of Task	Task 1	Task 2	Task 3	Weighting %
	In class Project Prepared Task	In class Project Prepared Task	In class Project Prepared Task	
Timing	Term 4, Wk 9/10	Term 1, Wk 9/10	Term 3, Wk 1	
Outcomes	N6-1.1, N6-2.2 N6-2.5, N6-3.2	N6-1.1, N6-1.2 N6-2.5, N6-3.2	N6-1.1, N6-1.2 N6-2.5, N6-3.2	
Component				
Concepts, skills and techniques	15%	15%	20%	50%
Reasoning and communication	15%	15%	20%	50%
Weighting	30%	30%	40%	100%

#### Outcomes:

**A student develops the skills to:**

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

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGERY - HSC Course Assessment

**COURSE DESCRIPTION:** This course provides students with the opportunity to develop their knowledge, skills and understanding through the making of photographs, and/or film and other time-based works and/or digital images that lead to and demonstrate conceptual and technical accomplishment. Critical and historical investigations of the work of artists/photographers/filmmakers are considered and used to inform student photographic and digital artmaking practices.

## Assessment Components and Weightings

Nature of Task	Task 1 Still life	Task 2 Still life In class Essay	Task 3 Youth Culture	Task 4 Trial HSC Examination	Weighting
<b>Timing</b>	Term 1, Week 6	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 2/3	
<b>Outcome</b>	M5, M4	CH1, CH2	M2, M5	M6, CH1, CH3	
<b>Component</b>	MAKING	THEORY	MAKING	THEORY	
MAKING	35%		35%		70%
THEORY		15%		15%	30%
<b>Weighting %</b>	35%	15%	35%	15%	100%

### Outcomes

A student develops the skills to:

M1	Generate a characteristic style that is increasingly self-reflective in their photographic practice
M2	Explore concepts of artist/photographer, still and moving works, interpretations of the world and audience response in their making of still works.
M3	Investigate different points of view in the making of photographic images
M4	Generate images and ideas as representations in the making of photographs
M5	Develop different techniques suited to artistic intentions in the making of photographs
M6	Take into account issues of occupational health and safety in the making of photographs
CH1	Generate in their critical and historical practice ways to interpret and explain photography
CH2	Investigate the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
CH3	Distinguish between different points of view and offers interpretive accounts in critical and historical studies
CH4	Explore ways in which histories, narratives and other accounts can be built to explain practices and interests in the field of photography
CH5	Recognise how photography is used in various fields of cultural production

## PDHPE - HSC Course Assessment

**COURSE DESCRIPTION:** In the HSC course, students focus on the major issues related to Australia's health status. They also look at the factors that affect physical performance. Students undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. Students focus on improved performance and safe participation in physical activity by learning about advanced approaches to training and sports medicine concepts. The course also provides an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

### Assessment Components and Weightings

Nature of Task	Task 1 Health Priorities in Australia	Task 2 Factors Affecting Performance	Task 3 Improving Performance	Task 4 Trial HSC Examination	Weighting
<b>Timing</b>	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 2/3	
<b>Outcomes</b>	H1, H2, H4, H5, H14, H15, H16	H7, H8, H9, H10, H11, H16, H17	H8, H10, H16, H17	H1, H2, H3, H6, H7, H9, H13, H15,	
<b>Component</b>					
Knowledge and Understanding of: <ul style="list-style-type: none"> <li>Factors that affect health</li> <li>The way the body moves</li> <li>Training approaches to enhance performance</li> </ul>		5%	10%	10%	40%
Skills in: <ul style="list-style-type: none"> <li>Influencing personal and community health</li> <li>Taking action to improve participation and performance in physical activity</li> </ul>	10%	10%	10%	10%	30%
Skills in: <ul style="list-style-type: none"> <li>Critical thinking, research, and analysis</li> </ul>	10%	10%	5%	10%	30%
<b>Weighting %</b>	20%	25%	25%	30%	100%

#### Outcomes

##### A student develops the skills to:

H1	Describe the nature and justifies the choice of Australia's health priorities
H2	Analyse and explain the health status of Australians in terms of current trends and groups most at risk
H3	Analyse the determinants of health and health inequities
H4	Argue the case for health promotion based on the Ottawa Charter
H5	Explain the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H6	Demonstrate a range of personal health skills that enables them to promote and maintain health
H7	Explain the relationship between physiology and movement potential
H8	Explain how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	Explain how movement skill is acquired and appraised

H10	Design and implement training plans to improve performance
H11	Design psychological strategies and nutritional plans in response to individual performance needs
H12	Analyse the influence of sociocultural factors on the way people participate in and value physical activity and sport
H13	Select and apply strategies for the management of injuries and the promotion of safety in sport and physical activity
H14	Argue the benefits of health-promoting actions and choices that promote social justice
H15	Critically analyse key issues affecting the health of Australians and proposes ways of working towards better health for all
H16	Devise methods of gathering, interpreting and communicating information about health and physical activity concepts.
H17	Select appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

# PHYSICS - HSC Course Assessment

**COURSE DESCRIPTION:** The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future. The problem-solving nature of physics further develops student Working Scientifically skills by focusing on exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

## Assessment Components and Weightings

Outcomes	Nature of Task	Task 1 Skills Practical and Problem Solving	Task 2 Depth Study	Task 3 Trial HSC Exam	Weighting
	Timing	Term 4, Week 9	Term 2, Week 3	Term 3, Week 2/3	
	Component				
PH12-1, PH112-2, PH12-3, PH21-4, PH12-5, PH12-6, PH12-7	Skills: Questioning and predictions, Planning investigations, Conducting investigations, Processing data and information, Analysing data and information, Problem solving, Communicating	25%	20%	15%	60%
PH12-12, PH12-13, PH12-14, PH1215	Knowledge and Understanding	5%	10%	25%	40%
	<b>Weighting</b>	30%	30%	40%	100

## Outcomes

A student develops the skills to:

PH12-1	Develop and evaluate questions and hypotheses for scientific investigation
PH12-2	Design and evaluate investigations in order to obtain primary and secondary data and information
PH12-3	Conduct investigations to collect valid and reliable primary and secondary data and information
PH12-4	Select and process appropriate qualitative and quantitative data and information using a range of appropriate media
PH12-5	Analyse and evaluate primary and secondary data and information
PH12-6	Solve scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH12-7	Communicate scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	Describe and analyse qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	Explain and analyse the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	Describe and analyse evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	Explain and analyse the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom



# SPORT, LIFESTYLE AND RECREATION - HSC Course Assessment

**COURSE DESCRIPTION:** Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K-10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport, physical activity and recreational pursuits. SLR makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active.

## Assessment Components and Weightings

Nature of Task	Task 1 Sports Coaching	Task 2 Sports Administration	Task 3 Outdoor Recreation	Task 4 Practical Application: Individual Games and Sports 2	Weighting
Timing	Term 4, Week 8	Term 1, Week 11	Term 2, Week 8	Term 3, Weeks 3	
Outcomes	1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.2, 4.5	1.1, 1.3, 1.6, 3.2, 4.2, 4.5	1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	
Component					
Knowledge and Understanding	10%	10%	10%	20%	50%
Skills	10%	10%	10%	20%	50%
Weighting %	20%	20%	20%	40%	100%

### Outcomes

#### A student develops the skills to:

1.1	Apply the rules and conventions that relate to participation in a range of physical activities
1.2	Explain the relationship between physical activity, fitness and healthy lifestyle
1.3	Demonstrate ways to enhance safety in physical activity
1.4	Investigate and interpret the patterns of participation in sport and physical activity in Australia
1.5	Critically analyse the factors affecting lifestyle balance and their impact on health status
1.6	Describe administrative procedures that support successful performance outcomes
2.1	Explain the principles of skill development and training
2.2	Analyse the fitness requirements of specific activities
2.3	Select and participate in physical activities that meet individual needs, interests and abilities
2.4	Describe how societal influences impact on the nature of sport in Australia
2.5	Describe the relationship between anatomy, physiology and performance
3.1	Select appropriate strategies and tactics for success in a range of movement contexts
3.2	Design programs that respond to performance needs
3.3	Measure and evaluate physical performance capacity
3.4	Compose, perform and appraise movement
3.5	Analyse personal health practices
3.6	Assess and respond appropriately to emergency care situations
3.7	Analyse the impact of professionalism in sport
4.1	Plan strategies to achieve performance goal
4.2	Demonstrate leadership skills and a capacity to work cooperatively in movement context
4.3	Make strategic plans to overcome the barriers to personal and community health
4.4	Demonstrate competence and confidence in movement contexts
4.5	Recognise the skills and abilities required to adopt roles that support health, safety and physical activity

# SOCIETY & CULTURE - HSC Course Assessment

**COURSE DESCRIPTION:** Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how this shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

## Assessment Schedule and Weighting

Nature of Task	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Class Test</b> Core: Continuity and Change	<b>Viva Voca</b> <b>Pip proposal</b>	<b>Essay Task</b> Depth Study 1	<b>Trial HSC</b> Written Examination	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 7	Term 2, Week 7	Term 3, Exam Period Weeks 2/3	
<b>Outcomes</b>	H1, H2, H5, H6, H9, H10	H1, H4, H6, H7, H8, H9, H10	H1, H3, H5, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7	
<b>Component</b>					
Knowledge and understanding of course content	10%	15%	10%	15%	50%
Application and evaluation of social and cultural research methods	10%	10%	5%	5%	30%
Communication of information, ideas and issues in appropriate forms	5%		10%	5%	20%
<b>Weighting %</b>	25%	25%	25%	25%	100%

The **Personal Interest Project (PIP)** is an integral aspect of the Society and Culture HSC Course. This project is incorporated across the entire HSC course but is assessed externally. Students will combine their interests, public knowledge and personal experience to prepare a formal research project. To achieve this essential aspect of the course, students must engage in completing progress reports and meeting timeline expectations. Students who do not meet the **Personal Interest Project (PIP)** Timeline will be at risk of not meeting course outcomes under the NESAs framework.

**Full Draft for the PIP will be due Week 10, Term 2.**

### Outcomes

**Student develops the skills to:**

H1	Evaluate and effectively applies social and cultural concepts
H2	Explain the development of personal, social and cultural identity
H3	Analyse relationships and interactions within and between social and cultural groups
H4	Assess the interaction of personal experience and public knowledge in the development of social and cultural literacy
H5	Analyse continuity and change and their influence on personal and social futures
H6	Evaluate social and cultural research methods for appropriateness to specific research tasks
H7	Select, organise, synthesise and analyses information from a variety of sources for usefulness, validity and bias
H8	Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex.
H9	Apply complex course language and concepts appropriate for a range of audiences and contexts.
H10	Communicate complex information, ideas and issues using appropriate written, oral and graphic forms

# VISUAL ARTS - HSC Course Assessment

**COURSE DESCRIPTION:** Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. A minimum of five Case Studies (4-10 hours each is required)

## Assessment Components and Weightings

Nature of Task	Task 1	Task 2	Task 3	Task 4	Weighting
	In-class essay	Development of Body of Work	Trial HSC Examination	Body of Work	
<b>Timing</b>	Term 1, Week 6	Term 2, Week 5	Term 3, Weeks 2/3	Term 3, Week 5	
<b>Outcomes</b>	H7, H8	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	H5, H6	
<b>Component</b>					
Art Critical and Art Historical	20%		30%		50%
Artmaking		20%		30%	50%
<b>Weighting %</b>	20%	20%	30%	30%	100

### Outcomes

A student develops the skills to:

MAKING 50%	
H 1	Initiate and organise artmaking practice that is sustained, reflective and adapted to suit particular conditions
H 2	Apply their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
H 3	Demonstrate and understanding of the frames when working independently in the making of art
H 4	Select and develop subject matter and forms in particular ways as representations in artmaking
H 5	Demonstrate conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways.
H 6	Demonstrats technical accomplishment, refinement and sensitivity appropriate to the artistic intentions with in a body of work.
CRITICAL/HISTORICAL 50%	
H 7	Apply their understanding of practice in art criticism and art history
H 8	Apply their understanding of the relationships among the artist, artwork, world and audience
H 9	Demonstrate an understanding of how the frames provide for different orientations to critical and historical investigations of art
H 10	Construct a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

## WORK STUDIES - HSC Course Assessment

**COURSE DESCRIPTION:** Work Studies enable students to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work, and further education and training.

### Assessment Components and Weightings

Nature of Task	Task 1 Small Enterprise Team Project	Task 2 Personal Finances: Budget Activity	Task 3 Work Experience Journal	Weighting
<b>Timing</b>	Term 4, Week 8	Term 1, Week 4	Term 2, Week 4	
<b>Outcome</b>	12-5, 12-6, 12-8	12-5, 12-6, 12-7, 12-8, 12-9	12-1, 12-2, 12-3, 12-4	
<b>Component</b>				
Knowledge and understanding	15%	15%		30%
Skills	25%	15%	30%	70%
<b>Weighting %</b>	40%	30%	30%	100%

### Outcomes

A student develops the skills to:

12-1	Investigate a range of work environments
12-2	Examine different types of work and skills for employment
12-3	Analyse employment options and strategies for career management
12-4	Assess pathways for further education, training and life planning
12-5	Communicate and use technology effectively
12-6	Apply self-management and teamwork skills
12-7	Utilise strategies to plan, organise and solve problems
12-8	Assess influences on people's working lives
12-9	Evaluate personal and social influences on individuals and groups

**VOCATIONAL  
EDUCATION  
and  
TRAINING  
(VET)  
COURSES**

## HSC Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

You will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.

a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.

the scheduled date for work placement is shown in the course assessment summary.

you will complete a workplace journal of your placement.

Work placement advice from NESA in response to COVID:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).

Independent of the competency-based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.



School Name: <u>Nowra High School</u>		Assessment Schedule Year 12 - 2025				
Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
Code	Unit of Competency	HSC Examinable Unit	Week 1-10 Term 4	Week 2-11 Term 1	Term 2 Week 1 - Term 3 Week 10	Week 2-3 Term 3
CPCCBL2001	Handle and prepare bricklaying and <u>blocklaying</u> materials		X			
CPCCBL2002	Use bricklaying and <u>blocklaying</u> tools and equipment		X			
CPCCWF2002	Use wall and floor tiling tools and equipment		X			
CPCCCM2013	Undertake basic installation of wall tiles		X			
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	√		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainability in the construction industry	√			X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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

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

School Name: Nowra High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry	Task 4 Beverage making 101	HSC TRIAL EXAM
Code	Unit of Competency	Term 3 Preliminary Week 6 - Term 1 HSC Week 11	Term 3 Preliminary Week 6 - Term 3 HSC Week 7	Week 2-3 Term 3
SITHIND006	Source and use information on the hospitality industry	X		
SITHFAB024	Prepare and serve non-alcoholic beverages		X	
SITHFAB025	Prepare and serve espresso coffee		X	
SITHFAB027	Serve food and beverages		X	
BSBTWK201	Work effectively with others		X	
SITHIND007	Use hospitality skills effectively		X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

**For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using your HSC Trial Examination mark.**

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: Nowra High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for MEM10119 Certificate I in Engineering (Release 2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (Release 1) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 4 Can we build it	Task 5 Welding	Task 6 Career planning	HSC TRIAL EXAM
Code	Unit of Competency	Term 4 Week 2 - Term 2 Week 10	Term 2 Week 1 - Term 3 Week 10	Term 4 Week 7- 11	Term 3 Week 2 - 3
MEMPE006	Undertake a basic engineering project	X			
MEMPE001	Use engineering workshop machines	X			
MEMPE002	Use electric welding machines		X		
MEMPE00	Use fabrication equipment		X		
MEMPE005	Develop a career plan for the engineering and manufacturing			X	

Depending on the achievement of units of competency, the possible qualification outcome is a MEM10119 Certificate I in Engineering (Release 2) & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways (Release 1).

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”.

## APPENDIX 1: Assessment Missed Due to Illness or Misadventure



Student Name:	Year:
Course Name:	Class:
	Class Teacher:

### Task Details

Task Number:	Title:
Weighting:	Due: Term: _____ Week: _____ Day: M T W T F Date: _____

### Details of Illness/Misadventure/Absence

First day of absence: Term: _____ Week: _____ Day: M T W T F	Date: _____
Last day of absence: Term: _____ Week: _____ Day: M T W T F	Date: _____
Reason for Absence: _____	
Doctor's Certificate Attached? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other supporting documentation	

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

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### RECOMMENDATION:

<p><b>Teacher:</b> <input type="checkbox"/> Hand in <input type="checkbox"/> Undertake task <input type="checkbox"/> Extension <input type="checkbox"/> Estimate <input type="checkbox"/> Zero mark <input type="checkbox"/> Percentage Loss New</p> <p>Date: Term: _____ Week: _____ Day: M T W T F    Date: _____</p> <p>Reason: _____</p>
<p><b>Head Teacher:</b> <input type="checkbox"/> Hand in <input type="checkbox"/> Undertake task <input type="checkbox"/> Extension <input type="checkbox"/> Estimate <input type="checkbox"/> Zero mark <input type="checkbox"/> Percentage Loss [NB: Percentage Loss as per policy: Year 7 = 10%/day late; Year 8 = 20%/day late; Year 9 = 25%/day late]</p> <p>Agreed Date: <input type="checkbox"/> As per c/r/t recommendation <b>OR</b> Term: _____ Week: _____ Day: M T W T F    Date: _____</p> <p>_____ Reason: _____</p>

HT Name: \_\_\_\_\_

HT Signature: \_\_\_\_\_

Date: \_\_\_\_\_

DP Name: \_\_\_\_\_

DP Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Letter of concern

Student copy

Faculty copy

Office

## APPENDIX 2: Assessment Missed Due to School /Other Business

*[NB: Exemption form is required to be attached to this document]*



Student Name:	Year:
First day of absence: Term:_____Week:_____Day: M T W T F	Date: _____
Last day of absence: Term:_____Week:_____Day: M T W T F	Date: _____
<input type="checkbox"/> School <input type="checkbox"/> Academic <input type="checkbox"/> Sport <input type="checkbox"/> Other _____	
Supporting documentation supplied <input type="checkbox"/> Yes <input type="checkbox"/> No	

Subject: Task: Original Date:	Teacher: Name: Signature:	Re-scheduled Date: Time:	Head Teacher: Signature: Date:	Deputy: Signature: Date:
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*

**I agree that it is my responsibility to complete each task as allocated.**

Student Name: ..... Signature: ..... Date: .....

Student copy       
  Faculty copy       
  Office

## APPENDIX 3: Assessment Appeal



Student Name:	Year:
Course Name:	Class:
	Class Teacher:

### Task Details

Task Number:	Title:
Weighting:	Due: Term: _____ Week: _____ Day: M T W T F Date: _____

### Reason(s) for Appeal

Any review undertaken will NOT look at marks awarded for specific assessment tasks.

The review will consider if the assessment task and/or the processes were appropriate for the stage of the course being assessed.

Briefly outline your reasons for lodging an appeal for the task.

.....

.....

.....

.....

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

Parent/Caregiver Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Appeal Decision

**Review panel Recommendation:**                      Granted                       Denied

Reason: \_\_\_\_\_

\_\_\_\_\_

  

Deputy:	Name: _____	Signature: _____	Date: _____
Course Head Teacher:	Name: _____	Signature: _____	Date: _____
Head Teacher:	Name: _____	Signature: _____	Date: _____



## APPENDIX 4: REFERENCING

The web link referencing service currently provided by NHS can be found at <https://org.slasa.asn.au/harvard>. See the librarian, or your teacher, for the login password.

Harvard Style Referencing uses the 'Author-Date' system, as shown below:

### Style, Books, Pamphlets and Brochures

Cutling, K 1991, *A guide to police writing*, Carswell, Canada.

Oscar, K & Noel, JR 2002, *Communicate!*, 10th edn, Wadsworth, Belmont, CA.

### References cited from a Secondary Source

Wright, S 1996, *The way to go*, Allen & Unwin, Sydney, quoted in Cowdrey, C 1997,

### Article or Chapter in an Edited Book

Barry, P 1992, 'Controlling corruption', in *Policing Australia: Old issues new perspectives*, eds P Moir & H Eijkman, MacMillan, Melbourne.

### Article within a Journal (periodical)

Smith, DP 1996, 'Characters and cops', *Australian Policing Journal*, vol. 19, no. 5, pp. 323-342.

### Newspaper Article

Smith, DP, Jones, K & Wrightson, R 1999, 'The great English debate', *Sydney Morning Herald*, 8 August, p. 6.

### Electronic Sources (World Wide Web)

**Web sites** The group of Web pages and documents that make up a Web site can generally be accessed from a single home or index page.

NSW Police n.d., *NSW Police on-line*, home page, viewed 29 April 2003, <<http://www.police.nsw.gov.au/main/>>.

Another example of a Web page with an author:

Crime Prevention Unit 1999, *Indigenous crime prevention projects*, Attorney-General's Department, South Australia, viewed 29 April 2003, <[http://www.cpu.sa.gov.au/sa\\_indproj.htm](http://www.cpu.sa.gov.au/sa_indproj.htm)>.

A Web page without an author: follow the same process as for anonymous works and begin with the title.

*The nature of cults* 2002, last edited 24 October 2002, Concerned Christians Growth Ministries Inc., Nollamara, WA, viewed 10 November 2002, <<http://www.ccgmm.org.au/articles/TheNatureOfCults1.html>>.

Punctuation must be exact. Be particularly careful in recording stops and slashes. The file address should be typed along the same line if possible.

Web page within a Web site: For a single page or related group of pages within a Web site, add the date (day and month of the most recent update or revision), the date document was viewed, and the URL or Internet address of the site or, if that is not available, URL of the main site.

NSW Police n.d., *Crime prevention in NSW*, viewed 29 April 2003, <<http://www.police.nsw.gov.au/prevention/prevention.cfm>>.



# NOWRA HIGH SCHOOL

## HOW CAN YOU USE GENERATIVE AI?

### What is Generative AI?

Generative AI refers to any type of Artificial Intelligence that is designed to generate content, such as text, image, audio, video or code. Examples include:

Text - ChatGPT

Image - MidJourney

Audio - AudioCraft

Video - Descript

Code - Code Whisperer

#### 1. Understand the purpose of assignments.

The goal of assignments is not just to get the right answer, but to build understanding and skill. Remember that learning takes time and effort. While Generative AI tools can provide quick answers, they can't replace the understanding and knowledge you gain from studying, asking questions, and solving problems yourself.

#### 2. Use Generative AI as a tool, not a shortcut.

You're allowed to use Generative AI such as ChatGPT for clarifying concepts, understanding difficult topics, and generating ideas. However, do not use it to complete your assignments entirely. The work you submit should be your own.

#### 3. Always cite your sources appropriately.

If you use Generative AI to help generate an idea or explanation, you must cite it as a source. Not doing so is plagiarism. You need to always cite more than one source.

**How to** - Author of AI model used. (Year of AI model used). Name of AI model used (Version of AI model used) [Type or description of AI model used]. Web address of AI model used

**E.g.** - OpenAI. (2022). ChatGPT (Dec 20 version) [Large language model]. <https://chat.openai.com/>

#### 4. Don't rely on Generative AI for everything.

While Generative AI can be a valuable tool, it's not always 100% accurate or up-to-date. Always cross-check information and try to understand the underlying concepts.



### And finally, ask before you act!

If you're unsure whether it's appropriate to use Generative AI for a particular task, ask your teacher. It's better to be safe and avoid any potential issues with academic malpractice.

## APPENDIX 5: AIMING TOWARDS ACHIEVING SUCCESS

Success is achievable for everyone. The work habits you develop and refine throughout your schooling years will not only help determine the quality of your overall schooling outcomes they, will also be invaluable skills to draw upon throughout life.

### SOME GENERAL TIPS THAT YOU MIGHT FIND USEFUL:

#### **GETTING ORGANISED: STAYING ORGANISED**

1. Buy a diary or use your phone as an organiser to record your homework and tasks.
2. Write all your assessment tasks on a large wall calendar and refer to it regularly.
3. Set up a well-organised workspace. Aim for a quiet, well-lit area.
4. Decide on a regular homework/study time and commit to it as best you can.
5. Turn off electronic devices. Listen to music, without lyrics, that is recommended to assist with studying.
6. Consider your personal study preferences. Do you:
  - work better early in the morning or in the evening?
  - like to eat before or after you do your homework?
  - like to be warm or cool?
  - prefer a strong or soft light?
  - like it to be quiet, wear ear plugs, or have some low-level noise around you?

#### **SOME STUDY SUGGESTIONS**

- ✓ Keep your schoolbooks tidy, well organised and up-to-date. You need to be able to find and read your notes.
- ✓ Work efficiently on tasks during lesson time.
- ✓ Find a 'study buddy'. Work with a friend who wants to do well too.
- ✓ Make a study timetable.
- ✓ Start your homework by looking over your class work for that day. Try to recall classroom discussions. Add ideas to your answers. Complete any unfinished activities. Practise a few class tasks again.
- ✓ Undertake some research around topics studied in lessons.
- ✓ Write summaries at the end of units or create mind maps linking concepts.
- ✓ Put summary notes up on your walls, the door, the ceiling.....

- ✓ Record your notes and listen to them.
- ✓ Get someone like your carer, a sibling or a friend to 'hear' what you need to memorise.
- ✓ Start preparing for assessments several weeks before they are due.
- ✓ Read your task notification carefully and check the details of what is required.
- ✓ Break up assignments into 'chunks' and work through them one at a time.
- ✓ Prepare drafts and present them to your teacher for feed-back comments.
- ✓ Do a little often, don't leave anything to the last minute. Plan ahead.

## **MANAGING YOUR WELLBEING**

- Develop skills in organisation and time management, they will come with practice.
- Prioritise and make plans.
- Be positive! Expect to succeed! Imagine how good you will feel when you complete and submit your work.
- Listen for and block negative self-talk. You can do it! You do deserve success!
- Eat well and get plenty of exercise.
- Remember to schedule in some 'me' time. Do things you enjoy and spend time with friends and family.
- Keep a good balance between school, your social life, family and job commitments.
- If you need help, ask for it! Remember that your teachers, your Year Adviser, your Deputy and the whole school community are here to help you achieve your goals.
- Talk to someone you trust if you are feeling overwhelmed.
- Work at keeping positive relationships at home. It's amazing how understanding and helpful others can be if you let them.
- Congratulate yourself on each achievement. Promise yourself a reward when you complete a difficult task. It doesn't have to be big
- Remember, not all pressure or stress is bad, managed properly it can help you reach greater heights.