



**AMBARVALE HIGH SCHOOL**

**HIGHER SCHOOL CERTIFICATE  
ASSESSMENT POLICY,  
PROCEDURES  
AND SCHEDULE**

**INFORMATION FOR STUDENTS  
STUDYING COURSES TO BE EXAMINED IN  
2023 - 2024**

## Table of Contents

ASSESSMENT POLICY – HIGHER SCHOOL CERTIFICATE (HSC) .....	4
HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT.....	4
THE ASSESSMENT PROGRAM.....	4
THE ASSESSMENT PROGRAM FOR LIFE SKILLS COURSES .....	4
SATISFACTORY COMPLETION OF A HIGHER SCHOOL CERTIFICATE COURSE .....	5
NON-COMPLETION OF COURSE REQUIREMENTS: N DETERMINATION .....	5
STUDENT RESPONSIBILITIES .....	6
TEACHER RESPONSIBILITIES .....	6
DUE DATES .....	7
ILLNESS/MISADVENTURE .....	7
NON-GENUINE ATTEMPTS .....	7
MALPRACTICE .....	7
FEEDBACK.....	8
MARKING, RECORDING AND REPORTING ON STUDENT ACHIEVEMENT .....	8
INVALID AND UNRELIABLE TASKS .....	9
APPEAL/REVIEW PROCEDURES .....	9
FURTHER INFORMATION .....	9
SCHOOL CONTRIBUTIONS .....	9
2024 HSC ASSESSMENT SCHEDULE.....	10
Faculty: CAPA Course: Ceramics .....	11
Faculty: CAPA Course: Drama .....	13
Faculty: CAPA Course: Music 1.....	16
Faculty: CAPA Course: Photography.....	18
Faculty: CAPA Course: Visual Arts .....	20
Faculty: CAPA Course: Visual Design.....	22
Faculty: English Course: English Advanced .....	24
Faculty: English Course: English Standard.....	27
Faculty: English Course: English Studies.....	31
NON – ATAR .....	32
ATAR .....	32
Faculty: English Course: English Extension 1.....	34
Faculty: English Course: English Extension 2.....	36
Faculty: HSIE Course: Aboriginal Studies .....	38
Faculty: HSIE Course: Ancient History.....	40
Faculty: HSIE Course: Business Studies .....	42
Faculty: HSIE Course: History Extension .....	44
Faculty: HSIE Course: Legal Studies.....	45
Faculty: HSIE Course: Modern History.....	47

Faculty: HSIE Course: Senior Geography .....	49
Faculty: HSIE Course: Society and Culture .....	51
Faculty: HSIE Course: Work Studies .....	53
Faculty: Mathematics Course: Mathematics Standard 1 .....	55
Faculty: Mathematics Course: Mathematics Standard 2 .....	57
Faculty: Mathematics Course: Mathematics Advanced.....	59
Faculty: Mathematics Course: Mathematics Extension 1.....	61
Faculty: Mathematics Course: Mathematics Extension 2.....	63
Faculty: PDHPE Course: Community and Family Studies (CAFS).....	65
Faculty: PDHPE Course: Personal Development, Health and Physical Education (PDHPE).....	67
Faculty: PDHPE Course: Sport, Lifestyle and Recreation (SLR).....	69
Faculty: Science Course: Biology .....	71
Faculty: Science Course: Chemistry.....	73
Faculty: Science Course: Earth & Environmental Science.....	75
Faculty: Science Course: Physics .....	77
Faculty: TAS Course: Industrial Technology .....	79
Certificate III Retail .....	81
Certificate III in Sport Coaching .....	82
APPEALS FLOWCHART.....	84
Assessment Missed Due to Illness/Misadventure .....	85
Task Details .....	85
Details of Illness/Misadventure/Absence.....	85
Reply to request to hand in/perform missed task .....	85

## **ASSESSMENT POLICY – HIGHER SCHOOL CERTIFICATE (HSC)**

The purpose of this policy is to ensure that assessment in Higher School Certificate (HSC) courses at Ambarvale High School:

- is delivered in a manner that is authentically equitable
- measures student learning outcomes
- serves to provide information to the teacher, student and parent that clearly shows progress and where learning should next occur.

### **HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT**

School assessment for HSC courses is carried out to measure student progress throughout a course, and to assess student performance in those aspects of the course which may not be adequately assessed by a single examination at the end of the course.

#### **THE ASSESSMENT PROGRAM**

HSC course work, including the assessment program, will commence at the beginning of Term 4 in Year 11 and conclude at the end of Term 3 in Year 12. HSC examinations occur in Term 4 of Year 12.

To coordinate the timing of assessment tasks in different courses:

- students will be provided with an overall assessment task schedule which will provide an indication of when assessment tasks in each course will occur
- an outline of assessment tasks for each individual course specifying the various tasks (tests, assignments, etc), timing and the marks allocated for each task will be provided to students.

The schedule and outlines are provided as an advanced guide to when assessment tasks will occur. Students will be typically given two weeks' notice before an assessment task. Any unforeseen circumstances that result in changes to assessment task timings will be communicated to students in writing if and when they occur.

#### **THE ASSESSMENT PROGRAM FOR LIFE SKILLS COURSES**

Students studying Life Skills courses will follow a different assessment program. Ongoing assessment is carried out within the classroom and the workplace. Achievement of course outcomes is described in the *Profile of Student Achievement*. As students demonstrate that they have achieved a learning outcome, the relevant section of the *Profile* is signed and dated by the relevant teachers.

Before students leave school, each student's *Profile* is verified by the Principal as a true and accurate record of all learning outcomes achieved by that student.

## **SATISFACTORY COMPLETION OF A HIGHER SCHOOL CERTIFICATE COURSE**

The NSW Education Standards Authority (NESA) has stipulated that a student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

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

A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course and may be given a Non-Completion Determination (N determination) by the Principal.

NESA states that: *Students must also make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be attempted.*<sup>1</sup>

If at any time it appears that a student is at risk of being given an N determination in any course, the student must be warned as soon as possible and the parent advised in writing (if the student is under 18 years of age). A minimum of two such warnings need to be provided before an N determination can be given.

Whilst a particular rate of attendance is not a requirement for the completion of a course, irregular attendance can clearly impact on students' application of diligence and sustained effort to the set tasks and experiences for the course. Attendance could thus be a significant factor leading to potential warning letters and ultimately an N determination.

## **NON-COMPLETION OF COURSE REQUIREMENTS: N DETERMINATION**

If a student has not satisfied requirements for a course the Principal must:

- advise the student of the N determination, its consequences, and the student's right to appeal (initially at a school level and then with NESA if desired)
- indicate the N determination to NESA by inserting an 'N' in the space provided on the Assessment Collection Schedule
- Submit the student's assessment mark for the course on the Schedule in the event that the student's appeal is upheld.

If a student is at risk of not meeting the assessment requirements in a course, a minimum of two warnings must be given. The Principal or their delegate must:

- advise the student, in writing, in time for the problem to be corrected and alert the student to the possible consequences of an N determination
- advise the parent in writing (if the student is under 18) and request a written acknowledgement of the warning
- retain a copy of the warning and other relevant documentation.

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<sup>1</sup> <https://ace.nesa.nsw.edu.au/ace-8026>

## STUDENT RESPONSIBILITIES

Students must:

- sign upon receipt of each assessment task
- ask questions and seek clarification about the assessment task as required
- sign upon submission of each assessment task, with the exception of electronic assessment tasks
- submit assessment tasks on or before the due dates in an appropriate format
- submit their own work
- not interfere with the efforts of others
- attempt ALL sections/components of assessment tasks and tests and sit for ALL examinations
- maintain a backup copy of work completed and/or submitted electronically – technology failure is not an acceptable reason for not completing or submitting an assessment task
- be aware of the penalties for late or non-submission of assessment tasks
- be aware of the procedure to be followed if they are absent when an assessment task is to be submitted or completed in class.

## TEACHER RESPONSIBILITIES

Class teachers must:

- ensure that students are provided with a copy of the assessment outline for the course
- follow the assessment outline for the course
- note that it is best practice to give students **at least two weeks'** notice of the date and time of an assessment task (some tasks may benefit from earlier notification)
- ensure students sign to acknowledge receipt of each assessment task - absent students should receive, and sign for, the information the next time they attend class
- ensure that every assessment task notification includes:
  - task number and weighting
  - due date
  - outcomes to be assessed
  - administrative information concerning the task, such as submission format, word limit, etc.
  - an outline of the nature of the task, explaining what is required
  - marking criteria by which the task will be assessed, written in student friendly language
  - one feedback point (optional for students) leading up to the due date
  - style of feedback to be provided post-task.
- draw students' attention to, and explain, all of the above aspects of the task
- provide copies of notifications and tasks for uploading onto the school website.

Assessments can include, but are not limited to: in-class tasks, take home tasks, research tasks, tests, examinations, oral tasks, aural tasks, presentations, projects and field work. Note that some tasks may have a mandatory component set by NESA.

## **DUE DATES**

Take-home assessment tasks are due by 2:50 pm on the advertised due date. It is good practice to avoid Friday as a due date.

In-class assessment tasks must be submitted by the end of that class period.

## **ILLNESS/MISADVENTURE**

If a student is absent from school when an assessment task is due, the student should provide documentary evidence on the day they return to school (e.g. medical certificate or other evidence of misadventure) to support their absence. In consultation with the Deputy Principal, the Head Teacher will arrange another time for the student to complete the task, or an alternate task if deemed necessary.

If a student knows that they will be unavoidably absent (such as representing the school on sporting, cultural, or educational representative duties – **NOT** family holidays) when an assessment task is due, the student must inform the relevant Head Teacher in advance. In consultation with the Deputy Principal, the Head Teacher will arrange another time for the student to complete the task, or an alternate task if deemed necessary.

In rare and exceptional circumstances, completion of the task or an alternate task at another time may not be possible. In these rare instances, an estimate, based on the student's demonstrated learning against the relevant outcomes, will be given.

Where a student does not provide valid documentation, as determined by the Head Teacher and Deputy Principal, then the student will receive a ZERO mark for that task. However, the task must still be satisfactorily completed for the student to complete the course.

## **NON-GENUINE ATTEMPTS**

If a student makes a non-genuine attempt at any task, as decided by the class teacher in consultation with the Head Teacher, the teacher should issue a written warning that the student is at risk of an N determination in that course and stipulate the required date to re-sit or resubmit the task or an alternate task.

The student may receive a mark of ZERO for that task but is entitled to written feedback from the teacher on the revised submission, providing it is genuine.

## **MALPRACTICE**

Malpractice occurs when a student:

- copies another student's work, whether in an examination or in other assessment tasks
- intentionally allows another student to copy their work

- presents work from a source that is not theirs and claims it as their own.

Cases of suspected malpractice will be referred to the Principal. A case of proven dishonesty or malpractice by a student in an assessment task may result in a reduced or ZERO mark being awarded for the task.

Students who misbehave during exams or assessment tasks will be removed and may receive a mark of ZERO for the task. This includes the inappropriate use of electronic devices such as mobile phones and music players.

All incidents of malpractice will be registered on the NESAs *HSC Assessment Task Malpractice Register*.

## **FEEDBACK**

As part of regular good classroom practice, teachers will provide feedback on drafts of student work. However, formal assessment tasks are a summative assessment of student learning and allow students to demonstrate what they know and can do independently of the teacher. As a result, students will be offered one feedback opportunity at a set time during formal take-home assessment tasks. It is optional for students to participate in this feedback opportunity. Marks for the assessment task will be allocated to the final submission only.

When assessment tasks and marks are returned to students, teachers will provide timely, substantial and meaningful post-task feedback according to the type and style indicated on the assessment task notification. Such feedback can be oral and/or written, formal or informal (reflecting the significance and complexity of the task) and can be generalised for the cohort or individualised. Teachers should ensure that feedback is equitable across the cohort, hence the use of feedback proformas is encouraged.

Feedback will enable students to reflect on the quality of their work and provide students with direction in terms of the knowledge and skills demonstrated, those not demonstrated and advice on how to develop further.

## **MARKING, RECORDING AND REPORTING ON STUDENT ACHIEVEMENT**

Teachers will mark assessment tasks in a timely manner and according to the marking criteria indicated on the assessment task notification. Tasks should be marked and returned to students within two weeks of the due date.

Teachers will record marks both electronically and in hard copy. The combination of marks to form a school course mark will accurately reflect the weightings for each individual task.

Students will be provided with an assessment mark and rank for each assessment task. Students will be supplied with a cumulative course rank (but **NOT** mark) on the half-yearly report and a final rank (but **NOT** mark) on the final school report.



## INVALID AND UNRELIABLE TASKS

Occasionally a scheduled assessment task needs to be cancelled or the results of a task discarded due to a reasonable concern that the validity, reliability or security of the task has been compromised. In any such circumstance the Head Teacher will consult the senior executive who will contact NESAs for advice in establishing an appropriate alternative.

## APPEAL/REVIEW PROCEDURES

There is a standard procedure for making an appeal for each circumstance below and information regarding appeals will be made available to students or their parent on request.

- Students may appeal against an individual assessment mark and/or rank **no later than two days** after they have been provided. Any appeal will be considered on an individual basis by the Head Teacher of the course and the Deputy Principal. Students are advised to make appeals **in writing** and seek the assistance of their Year Adviser if needed.
- A student (or their parent if the student is under 18 years of age) may request a review of their course rank. This should be done **no later than five days** after the final HSC examination. Information regarding the review process will be provided to the student or parent at that time.
- A student (or their parent if the student is under 18 years of age) may appeal against an N determination for a course. Information regarding the internal and external appeal processes and the time limit for their submission are set by NESAs and will be supplied to the student and parent by the Principal at the time they are advised of the N determination.

## FURTHER INFORMATION

Further information relating to general assessment issues may be obtained from the Principal or Deputy Principals.

## SCHOOL CONTRIBUTIONS

School Contributions help cover the cost of textbooks, numerous handouts, computer hardware and software and many other resources required by individual students. At Ambarvale High School we have decided to wave all specific course fees. Students no longer need to pay to participate in specific subjects, and no longer are asked to make a voluntary student contribution.

## 2024 HSC ASSESSMENT SCHEDULE

Week	Term 4, 2023	Term 1, 2024	Term 2, 2024		Term 3, 2024	
1			English Extension 2		English Extension 2	
2			History Extension			
3					English Advanced English Standard English Studies Visual Arts Work Studies Business Studies Drama	
4		Senior Geography	Senior Geography		English Extension 1 History Extension Society and Culture Legal Studies	
5		SLR	SLR		CAFS Aboriginal Studies Industrial Technology Mathematics Extension 1 Modern History Photography Earth & Environmental Science Biology Physics Senior Geography Visual Design Ceramics Music	
6		Industrial Technology English Extension 2	Mathematics Standard 1 Photography Visual Design Ceramics		Ancient History Chemistry Mathematics Extension 2 Advanced Mathematics Mathematics Standard 1 & 2 PDHPE SLR	
7	Earth & Environmental Science Industrial Technology Legal Studies Biology Society & Culture	CAFS Physics	Non Assessment Period		Non Assessment Period	
8	Business Studies Mathematics Advanced Mathematics Standard 1 & 2 Work Studies Music Physics	Business Studies Legal Studies Mathematics Standard 1&2 Work Studies Earth & Environmental Science English Extension 1 Biology Society & Culture				
9	English Advance English Standard English Studies Mathematics Extension 1 Mathematics Extension 2 Aboriginal Studies Senior Geography Modern History Chemistry	Ceramics Visual Arts Visual Design Music Photography Chemistry Mathematics Advanced Mathematics Extension 2 Modern History Drama	Weeks 9/10	Trial Examinations		
10	CAFS PDHPE Photography Visual Arts Visual Design Drama Ancient History Ceramics	Ancient History Mathematics Extension 1 PDHPE SLR English Advanced English Standard				
11		English Studies Aboriginal Studies				

**Faculty: CAPA      Course: Ceramics**

In this course, you will learn about:

Module Number	Hours	Title
5	20-40	Sculptural Forms
6	20-40	Casting
9	20-40	Surface Treatment
10	20-40	Mixed Media
11	20-40	Ceramics Project

**HSC Course Assessment Components**

A: Making

B: Critical Study/Historical Study

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 10	Due: Term 1 Week 9	Due: Term 2 Week 6	Due: Term 3 Week 5
		In-class Written Task	Ceramics Diary and Portfolio 1	Ceramics Diary, Portfolio 2 and Research Task	Ceramics Diary and Portfolio 3
		Outcomes CH2, CH4C, CH5	Outcomes M1, M4, M5, M6	Outcomes M3, CH1, CH3	Outcom es M2
A	70		40	10	20
B	30	20		10	
Total Marks	100	20	40	20	20

**Ceramics Course Outcomes**

M1	Generates a characteristic style that is increasingly self-reflective in their ceramic practice
M2	Explores concepts of artist/ceramicist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works
M3	Investigates different points of view in the making of ceramics works
M4	Explores ways of generating ideas as representations in the making of ceramic works
M5	Engages in the development of different techniques suited to artistic intentions in the making of ceramic works
CH1	Generates in their critical and historical investigations ways to interpret and explain ceramic works and practices
CH2	Investigates the roles and relationships of the concepts of work, world, artist/ceramicist/sculptor/designer/maker and audience in critical and historical

	investigations
CH3	Distinguishes between different points of view in their critical and historical studies
CH4	Explores ways in which histories, narratives and other accounts can be built to explain practices and interest in ceramics
CH5	Recognises how ceramic works are used in various fields of cultural production.

**Faculty: CAPA**

**Course: Drama**

In this course, you will learn about:

<b>Module/Elective</b>	<b>Topic</b>
<b>Australian Drama and Theatre</b>	Contemporary Australian Theatre Practice
<b>Studies in Drama and Theatre</b>	Black Comedy
<b>Individual Project</b>	Critical analysis, Design, Scriptwriting, Video Drama or Performance
<b>Group Performance</b>	Schools will be advised of specific topics

<b>Components</b>	<b>Objectives</b>
A – Making	Students will develop knowledge and understanding about, and skills in making drama
B – Performing	Students will develop knowledge and understanding about, and skills in performing using the elements of drama and theatre in performance
C – Critically Studying	Students will develop knowledge and understanding about, and skills in critically studying the place and function of drama and theatre

### HSC Course Assessment Components

#### **Australian Drama and Theatre: Contemporary Australian Theatre Practice (Topic 2)**

This topic explores, theoretically and experientially, the traditional and contemporary practices of Australian drama and theatre and the various ways in which artistic, cultural, social, political and personal issues and concerns are reflected in different contexts. Students investigate how different Australian practitioners use dramatic forms, performance styles, techniques and conventions to convey ideas and influence the ways in which audiences understand and respond to ideas and images presented in the theatre.

## **Studies in Drama and Theatre: Black Comedy (Topic 6)**

This topic explores, theoretically and experientially, modern comic plays from different countries that deal with what is often uncomfortable or suppressed. Students must investigate the nature of comedy and use of humour to confront an audience with human experiences of pain, loss, the controversial or the taboo. In particular, by engaging with the forms, styles, techniques and conventions of the plays, students assess how audiences are affected and whether laughter provides a cathartic experience in this style of theatre.

### **Individual Project:**

In the Individual Project students learn how to initiate and present a project in an area of interest developed during study in the Preliminary course. In preparing their Individual Project, students chart the process of their project in a logbook. The Individual Project will take one of the following forms: Critical Analysis, Design, Performance, Scriptwriting, and Video Drama.

### **Group Performance:**

The Group Performance will be a piece of original theatre which:

- Is a complete theatrical statement demonstrating a sense of dramatic shape and structure
- Provides opportunity for each student to demonstrate his or her performance skills
- Is performed by no fewer than three and no more than six students
- Is 8-12 minutes in duration

As a starting point for the Group Performance, students must choose ONE topic from a list of topics or ideas. Each student is required to present a logbook of their involvement in, and reflection on, the development of the performance.

### **Drama Course Outcomes:**

- H1.1 uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 uses performance skills to interpret and perform scripted and other material
- H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group-devised works
- H1.4 collaborates effectively to produce a group-devised performance
- H1.5 demonstrates directorial skills
- H1.6 records refined group performance work in appropriate form
- H1.7 demonstrates skills in using the elements of production
- H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9 values innovation and originality in group and individual work
- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media

- H2.4 appreciates the dynamics of drama as a performing art
- H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance
- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
- H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements.

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Performance Essay	Individual Project Presentation	Trial HSC: Examination, Individual Project and Group performance	Group and Individual Presentation
		Term 4, Week 10	Term 1 Week 9	Term 2 Week 9/10	Term 3, Week 3
		<b>Outcomes</b> H1.2, H1.9, H2.1, H3.4, H3.5	<b>Outcomes</b> H1.7, H1.8, H2.3, H2.4	<b>Outcomes</b> H1.3, H2.2, H3.1, H3.2, H3.3	<b>Outcomes</b> H1.1, H1.4, H1.5, H1.6, H2.5
A	40	5	20	5	10
B	30	10	5	5	10
C	30	10		20	
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>

**Faculty: CAPA      Course: Music 1**

In this course, you will learn about:

Performance Core
Composition Core
Musicology Core
Aural Core
Electives 1,2, & 3

**HSC Course Assessment Components**

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is to be based on the HSC course only.

**A: Performance**

- Performing solo and ensemble music of various genres, periods and styles with different types of technology.
- Incorporating improvisation in performances.

**B: Composition**

- Experimenting, improvising, arranging, structuring, notating and using different forms of technology

**C: Musicology**

- Identifying and commenting on the concepts of music in a variety of genres
- Use of different types of technology in the presentation of information.

**D: Aural**

- Discriminate between sounds and to make judgements about their use in a wide range of musical styles, periods and genres.

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due: T4 W8	Due: T1 W9	Due: T2 W9/10	Due: T3 W5
		RESEARCH, COMPOSE (Core)	CORE PERFORMANCE & ELECTIVE 1	TRIAL HSC EXAMINATION	ELECTIVE 2 & 3
		Outcomes H2, H3, H7, H8	Outcomes H1- H7	Outcomes H4, H5, H6	Outcomes H1- H7
A	10		10		
B	10	10			
C	10	10			
D	25			25	
A, B, C *	45		15		30
Total Marks	100	20	25	25	30



## Music 1 Course Outcomes:

- H1 Performs stylistically, music that is characteristic of the topics studied, both as a soloist and as a member of an ensemble
- H2 Reads, interprets, discusses and analyses simple musical scores that are characteristic of topics studied
- H3 Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 Articulates an aural understanding of musical concepts and their relationship in a wide variety of musical styles
- H5 Critically evaluates and discusses performances and compositions
- H6 Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7 Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8 Identifies, recognises, experiments with and discusses the use and effects of technology in music
- H9 Performs as a means of self-expression and communication
- H10 Demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11 Demonstrates a willingness to accept and use constructive criticism

\*Students complete any combination of Performance, Composition or Musicology. Appropriate outcomes will be selected based on Elective options selected by each student.

**Faculty: CAPA****Course: Photography**

In this course, you will learn about:

Composing and taking photographs
Critical and historical studies

### HSC Course Assessment Components

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is to be based on the HSC course only.

- A Knowledge and understanding of Designing and Making Artworks:**  
Students will develop knowledge, skills and understanding, through the making of photographs, and/or videos and/or digital images, that lead to and demonstrate conceptual and technical accomplishment
- B Skills in Critical and Historical Studies:**  
Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 10	Term 1 Week 9	Term 2 Week 6	Term 3 Week 5
		In-Class Written Task	Portfolio + Diary	Research Task Portfolio + Diary	Individual/ Collaborative Portfolio + Diary
		Outcomes CH 1, 2, 5	Outcomes M 2, 3, 4, 6	Outcomes M 5 CH 3, 4	Outcomes M 1
A	70		40	15	15
B	30	20		10	
Total Marks	100	20	40	25	15

## Photography Course Outcomes

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

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

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

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

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

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

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

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

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

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

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

Note:

M - Making

CH - Critical and Historical Studies

**Faculty: CAPA****Course: Visual Arts**

In this course, you will learn about:

Art Criticism and Art History
Body of Work and Visual Arts Diary

### HSC Course Assessment Components

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is to be based on the HSC course only.

- A Knowledge and understanding of **Art Criticism and Art History:**
- Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.
- B Skills in **Artmaking:**
- Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Term 4 Week 10	Term 1 Week 9	Term 2 Weeks 9/10	Term 3 Week 3
		Preliminary BOW & VAD	BOW, VAD and Research Essay	Trial HSC Examination	BOW Nearing Completion and VAD
		Outcomes H1, H3	Outcomes H4, H5, H10	Outcomes H7, H8, H9	Outcomes H2, H6
A	50		25	25	
B	50	15	15		20
Total Marks	100	15	40	25	20

## Visual Arts Course Outcomes

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

**Faculty: CAPA**

**Course: Visual Design**

In this course, you will learn about:

Designing and Making Artworks
Critical and Historical Studies

### HSC Course Assessment Components

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is to be based on the HSC course only.

- A Knowledge and understanding of ***Designing and Making Artworks***:
- Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment.
- B Skills in Critical and Historical Studies:
- Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 10	Due: Term 1, Week 9	Due: Term 2, Weeks 6	Due: Term 3, Week 5
		In-Class Written Task	Research Portfolio 1 + Design Diary	Portfolio 2 + Design Diary	Individual/ Collaborative Portfolio 3 + Design Diary
		Outcomes CH 1, 2, 3	Outcomes CH 4 DM 1, 2, 6	Outcomes DM 3, 4	Outcomes DM 5
A	70		30	25	15
B	30	20	10		
Total Marks	100	20	40	25	15

## Visual Design Course Outcomes:

- DM1 generates a characteristic style that is increasingly self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3 investigates different points of view in the making of designed works
- DM4 generates images and ideas as representations/simulations
- DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6 takes into account issues of occupational health and safety in the making of a range of works
- CH1 generates in their critical and historical practice ways to interpret and explain design
- CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

### Note:

- DM - Designing and Making
- CH - Critical and Historical Studies

In this course, you will learn about:

Year 12 Course	<p><b>Common Module: Texts and Human Experiences</b>          Module A: Textual Conversations          Module B: Critical Study of Literature          Module C: The Craft of Writing</p>
Text Requirements	<p>Students are required to closely study four prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> <li>● <b>Shakespearean drama</b>, <i>The Tempest</i></li> <li>● <b>Prose fiction</b>, <i>Hag-Seed</i>, Atwood</li> <li>● <b>Drama</b>, <i>The Crucible</i>, Miller</li> <li>● <b>Film</b>, <i>Goodnight, and Good Luck</i>, Clooney</li> </ul> <p>The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in the Common Module: Texts and Human Experiences.</p>

### HSC Course Assessment Components

#### Common Module – Texts and Human Experiences

Students deepen their understanding of how texts represent individual and collective human experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

#### Module A – Textual Conversations

Students explore the ways in which comparative study of texts can reveal resources and dissonances between and within texts. By comparing two texts students understand how composers are influenced by other texts, contexts and values, and how this shapes meaning.

#### Module B – Critical Study of Literature

Students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text.

#### Module C – The Craft of Writing

Students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions



with power and precision.

<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
		<b>Due Term 4, Week 9</b>	<b>Due Term 1, Week 10</b>	<b>Due Term 2, Week 9/10</b>	<b>Due Term 3, Week 3</b>
		Common Module - Multimodal Presentation	Module A - Comparative Essay	Trial HSC Examination Common Module: 10% Module A: 5% Module B: 10% Module C: 5%	Module C Crafted Composition
		<b>Outcomes EA12-2, EA12-4, EA12-6</b>	<b>Outcomes EA12-1, EA12-8</b>	<b>Outcomes EA12-3, EA12-7</b>	<b>Outcomes EA12-5, EA12-9</b>
Knowledge and understanding of course content	50	15	10	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	15	10
Total	100	30	20	30	20

## English Advanced Outcomes

- 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 contexts and evaluates their effects on meaning
- EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- 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
- 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

In this course, you will learn about:

Year 12 Course	<p><b>Common Module: Texts and Human Experiences</b>          Module A: Language, Identity and Culture          Module B: Close Study of Literature          Module C: The Craft of Writing</p>
Text Requirements	<p>Students are required to closely study three prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> <li>● Prose fiction, <i>Feed</i>, Anderson</li> <li>● Drama, <i>The Crucible</i>, Miller</li> <li>● Film, <i>The Castle</i>, Sitch</li> </ul> <p>The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in the common module: Texts and Human Experiences.</p>

## HSC Course Assessment Components

### Common Module: Texts and Human Experiences

Students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

### Module A: Language, Identity and Culture

Language has the power to both reflect and shape individual and collective identity. Students consider how their response to written, spoken, audio and visual texts can shape their self-perception. They also consider the impact texts have on shaping a sense of identity for individuals and/or communities. Through their responding and composing students deepen their understanding of how language can be used to affirm, ignore, reveal, challenge or disrupt prevailing assumptions and beliefs about themselves, individuals and cultural groups.

### Module B: Close Study of Literature

Students develop an informed understanding, knowledge and appreciation of a substantial

literary text. Through their development of considered personal responses to the text in its

entirety, students explore and analyse the particular ideas and characteristics of the text and understand the ways in which these characteristics establish its distinctive qualities.

### Module C: The Craft of Writing

Students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due Term 4, Week 9	Due Term 1, Week 10	Due Term 2, Week 9/10	Due Term 3, Week 3
		Common Module - Multimodal Presentation	Module A - Analytical Response	Trial HSC Examination Common Module: 10% Module A: 5% Module B: 10% Module C: 5%	Module C - Creative Composition
		OUTCOMES EN12-2, EN12- 4, EN12-6	OUTCOMES EN12-1, EN12-8	OUTCOMES EN12-3, EN12- 7	OUTCOMES EN12-5, EN12- 9
Knowledge and understanding of course content	50	15	10	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	15	10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>

## English Standard Outcomes

- EN12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EN12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EN12-5 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
- EN12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EN12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

## Faculty: English

## Course: English Studies

In this course, you will learn about:

Year 12 Course	Mandatory common module: Texts and Human Experiences An additional 2-4 modules to be studied
Text Requirements	<ul style="list-style-type: none"><li>● Study ONE text from the prescribed text list and one related text for the Common Module: Texts and Human Experiences.</li><li>● Read, view, listen to and compose a wide range of texts including print and multimodal texts.</li><li>● Study at least one substantial print text (novel, biography or drama)</li><li>● Study at least one substantial multimodal text (film or television)</li></ul>
Additional Requirements	<ul style="list-style-type: none"><li>● Plan, research and present activities as part of one individual and/or collaborative project.</li><li>● Develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year.</li><li>● Engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</li></ul>

### HSC Course Assessment Components

#### Common Module: Texts and Human Experiences

Students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

#### Module A: We Are Australians: English in citizenship, community and cultural identity

Students study a range of texts in order to develop awareness of complex aspects of Australian citizenship, community and cultural identity, and to develop language skills appropriate to participating in discussion and decision-making about these matters.

#### Module C: On the Road: English and the Experience of Travel

Students develop understanding and proficiency in the use of language related to travel, for example the language used by journalists, filmmakers and those in the travel industry.

#### Module H – Part of the Family: English and Family Life

Students develop their understanding of, and proficiency in, the use of language related to the nature of families, the roles of family within communities as well as their representation in text. Students develop knowledge, understanding and skills in accessing and comprehending official information to support families. They develop skills in using appropriate terminology and styles of language appropriate to the explanation and discussion of general issues relating to family life.

## NON – ATAR

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due Term 4, Week 9	Due Term 1, Week 11	Due Term 2, Week 9/10	Due Term 3, Week 3
		Multimodal Presentation	Digital Composition	Written Response	Portfolio of classwork
		Outcomes ES12-5, ES12-7, ES12-8	Outcomes ES12-3, ES12-6	Outcomes ES12-1, ES12-9	Outcomes ES12-2, ES12-4, ES12-10
Knowledge and understanding of course content	50	15	10	10	15
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively.	50	10	15	10	15
Total	100	25	25	20	30

## ATAR

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due Term 4, Week 9	Due Term 1, Week 11	Due Term 2, Week 9/10	Due Term 3, Week 3
		Multimodal Presentation	Digital Composition	Trial HSC Examination	Portfolio of classwork
		Outcomes ES12-5, ES12-7, ES12-8	Outcomes ES12-3, ES12-6	Outcomes ES12-1, ES12-9	Outcomes ES12-2, ES12-4, ES12-10
Knowledge and understanding of course content	50	15	10	10	15
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively.	50	10	15	10	15
Total	100	25	25	20	30



## English Studies Outcomes

- ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES12-3 accesses, comprehends and uses information to communicate in a variety of ways
- ES12-4 composes proficient texts in different forms
- ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
- ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES12-7 represents own ideas in critical, interpretive and imaginative texts
- ES12-8 understands and explains the relationships between texts
- ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
- ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

In this course, you will learn about:

<b>Year 12 Course</b>	Common Module: Literary Worlds with ONE elective
<b>Text Requirements</b>	<p>The study of at least THREE texts must be studied from a prescribed text list for the module study including at least TWO extended print texts.</p> <ul style="list-style-type: none"> <li>● Prose Fiction, <i>Frankenstein</i>, Shelley</li> <li>● Drama, <i>Waiting for Godot</i>, Beckett</li> <li>● Film, <i>Metropolis</i>, Lang</li> </ul> <p>Students are required to study at least TWO related texts.</p>

## HSC Course Assessment Components

### Common Module: Literary Worlds

Students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Students evaluate how ideas and ways of thinking are shaped by personal, social, historical and cultural contexts. Students explore, analyse and critically evaluate textual representations of the experiences of others, including notions of identity, voice and points of view and how values are presented and reflected in texts. In their study of literary worlds, students experiment with critical and creative compositions that explore how language features and forms are crafted to express complex ideas and emotions, motivations, attitudes, experiences and values. These compositions may be realised in various forms, modes and media.

### Elective 2: Worlds of Upheaval

Students explore and evaluate textual representations of the experiences of individuals and communities seeking unity, certainty, solace, justice or restoration in periods of significant social and political change and upheaval. They analyse whole texts representing the predicaments, aspirations, motivations and ideas of individuals and groups in periods of upheaval and reflect on the potential of texts to activate change in attitudes, perspectives and social circumstances. Students consider how texts representing worlds of social and political change may challenge literary conventions and traditional societal values. They critically evaluate how texts represent shifting values, contexts and attitudes, and reconsider their own values and assumptions in relation to these representations.

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due Term1, Week 8	Due Term 2, Weeks 9/10	Due: Term 3, Week 4
		Imaginative Response & Reflection	Trial HSC Examination	Critical response with related texts
		Outcomes EE12-1, EE12-2, EE12-5	Outcomes EE12-1, EE12-2, EE12-3, EE12-4	Outcomes EE12-1, EE12-2, EE12-3, EE12-4
Knowledge and understanding of complex texts and why they are valued	50	15	15	20
Skills in complex analysis composition and investigation	50	15	15	20
Total Marks	100	30	30	40

### English Extension 1 Course Outcomes:

- EE12-1 A student 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 A student 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 A student 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 A student critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts.
- EE12-5 A student reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes.

**Faculty: English****Course: English Extension 2**

In this course, you will learn about:

<b>Year 12 Course</b>	The Composition Process Major Work Reflection Statement The Major Work Journal
<b>Text Requirements</b>	Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their major Work Journal and Reflection Statement.

**For the English Extension 2 Year 12 course students are expected to:**

- Undertake the study of the Year 12 English Extension course
- Complete a Major Work and Reflection Statement
- Document coursework in a Major Work Journal

<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
		<b>Due Term 1, Week 6</b>	<b>Due Term 2, Week 1</b>	<b>Due: Term 3, Week 1</b>
		Viva Voce (including written proposal)	Literature Review	Critique of the creative process
		<b>Outcomes</b> EEX12-1, EEX12-4, EEX12-5	<b>Outcomes</b> EEX12-1, EEX12-2, EEX12-3, EEX12-4	<b>Outcomes</b> EEX12-2, EEX12-3, EEX12-5
Knowledge and understanding of texts and why they are valued	50	15	20	15
Skills in complex analysis composition and investigation	50	15	20	15
Total Marks	100	30	40	30

## English Extension 2 Course Outcomes:

- EEX12-1 A student 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.
- EEX12-2 A student strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context.
- EEX12-3 A student applies knowledge, understanding and insight, refined through analysis, interpretation, criticism
- EEX12-4 A student undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant experience, event or idea.

**Faculty: HSIE**

**Course: Aboriginal Studies**

In this course, you will learn about:

Module	Topic
<b>Part I:</b> Social Justice and Human Rights Issues	<b>Part A:</b> The Global Perspective
	<b>Part B:</b> Comparative Study <ul style="list-style-type: none"> <li>- Health &amp; Criminal Justice</li> <li>- Dharawal of Campbelltown &amp; Oglala Lakota of Pine Ridge</li> </ul>
<b>Part II:</b> Aboriginality and the Land OR Heritage and Identity	Aboriginality and the Land
<b>Part III:</b> Research and Inquiry Methods	Major Project

### HSC Course Assessment Components

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is to be based on the HSC course only.

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25
C	Research and inquiry methods, including aspects of the Major Project	20
D	Communication of information, ideas and issues in appropriate forms	15

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 9	Due: Term 1, Week 11	Due: Term 2, Weeks 9/10	Due: Term 3, Week 5
		Aboriginality and the Land: In-class essay	Research and Inquiry Methods: Major Project	Trial HSC Examination	Social Justice and Human Rights: Research Presentation
		Outcomes: H2.1, H2.2, H3.1	Outcomes: H4.1, H4.2	Outcomes: H1.1, H1.3, H3.3, H4.3	Outcomes: H1.2, H3.2
A	40	10	10	15	5
B	25	5	10	5	5
C	20		15		5
D	15	5	5	5	
Total Marks	100	20	40	25	15

## **Aboriginal Studies Course Outcomes:**

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

**Faculty: HSIE      Course: Ancient History**

In this course, you will learn about:

Module	Topic
Part I: Core Study	Cities of Vesuvius : Pompeii and Herculaneum
Part II: Ancient Societies	Option G: Spartan society to the Battle of Leuctra 371BC
Part III: Personalities in their Times	Option J: Rome – Agrippina the Younger
Part IV: Historical Periods	Option J: The Julio – Claudians AD14-69

**HSC Course Assessment Components**

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is to be based on the HSC course only.

- A. Knowledge and understanding of course content (40%)
- B. Historical skills in the analysis and evaluation of sources and interpretations (20%)
- C. Historical inquiry and research (20%)
- D. Communication of historical understanding in appropriate forms (20%)

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 10	Due: Term 1, Week 10	Due: Term 2, Weeks 9-10	Due: Term 3, Week 6
		Cities of Vesuvius: Source Analysis	Spartan Society Case Study	Trial HSC Examination	Historical Analysis
		AH12-2 AH12-7	AH12-5 AH12-6 AH12-8	AH12-4 AH12-9 AH12-10	AH12-1 AH12-3
A	40	5	10	15	10
B	20	10	5	5	
C	20		5	5	10
D	20	10	5	5	
Total Marks	100	25	25	30	20



### Ancient History Course Outcomes:

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

**Faculty: HSIE      Course: Business Studies**

In this course, you will learn about:

Operations
Marketing
Finance
Human Resources

**HSC Course Assessment Components**

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is to be based on the HSC course only.

- A Knowledge and understanding of course content (40%)
- B Stimulus based skills (20%)
- C Inquiry and research (20%)
- D Communication of business information, ideas and issues in appropriate forms (20%)

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 8	Due: Term 1, Week 8	Due: Term 2, Weeks 9/10	Due: Term3, week 3
		Operations Stimulus based report	Finance Topic Test	HSC Trial Examination	Extended response writing task
		Outcomes	Outcomes	Outcomes	Outcomes
		H1, H2, H4, H6, H7	H3, H6, H8, H9	H1, H2, H3, H4, H5, H6,H7, H8, H9, H10	H2, H4, H5, H9,
A	40	10	10	10	10
B	20	5	5	5	5
C	20	5	5	5	5
D	20	5	5	5	5
Total Marks	100	25	25	25	25

### Business Studies Course Outcomes:

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

**Faculty: HSIE      Course: History Extension**

In this course, you will learn about:

<b>Module</b>
What is History? Core topic Case Study – JFK
History Project

**HSC Course Assessment Components**

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

- A Knowledge and understanding of significant historical ideas and processes
- B Skills in designing, undertaking and communicating historical inquiry and analysis

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 2, Week 2	Due: Term 2, Weeks 9/10	Due: Term 3, Week 4
		History Project: Historical Process	Trial HSC Examination	History Project: The Essay
		Outcomes	Outcomes	Outcomes
		HE12-2	HE12-1 HE12-4	HE12-1, HE12-2, HE12-3, HE12-4
Knowledge and understanding of significant historical ideas and processes	40	5	30	5
Skills in designing, undertaking and communicating historical inquiry and analysis	60	25		35
Total Marks	100	30	30	40

**History Extension Course Outcomes:**

- 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

**Faculty: HSIE      Course: Legal Studies**

In this course, you will learn about:

Module	Topic
CORE PART I	Crime
CORE PART II	Human Rights
PART III: OPTION 3	Family
PART III: OPTION 6	Workplace

**HSC Course Assessment Components**

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESAs is to be based on the HSC course only.

- A Knowledge and understanding of course content (40%)
- B Analysis and evaluation (20%)
- C Inquiry and research (20%)
- D Communication of legal information, issues and ideas in appropriate forms (20%)

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 7	Due: Term 1, Weeks 8	Due: Term 2, Weeks 9/10	Due: Term 3, Week 4
		Short Answers	Oral Presentation	Trial HSC Examination	Extended Response
		Outcomes	Outcomes	Outcomes	Outcomes
		H3, H4, H5, H6	H1, H6, H7, H8, H9	H1, H3, H6, H9, H10	H1, H3, H7, H8, H9
A	40	10	10	10	5
B	20	5		10	5
C	20	5	5		5
D	20		5	10	5
Total Marks	100	20	20	30	30

### Legal Studies Course Outcomes:

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

**Faculty: HSIE      Course: Modern History**

In this course, you will learn about:

Module	Topic
<b>Part I:</b> Core Study: Power and Authority in the Modern World 1919-1946	As described.
<b>Part II:</b> National Studies	Russia & the Soviet Union 1917-1941
<b>Part III:</b> Peace and Conflict	Conflict in the Pacific
<b>Part IV:</b> Change in the Modern World	The Nuclear Age

**HSC Course Assessment Components**

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is to be based on the HSC course only.

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources and interpretations	20
C	Historical inquiry and research	20
D	Communication of historical understanding in appropriate forms	20

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 9	Due: Term 1, Week 9	Due: Term 2, Weeks 9/10	Due: Term 3, Week 5
		Core Study: source analysis	Historical investigation	Trial HSC Examination	Case Study: Research Task
		Outcomes	Outcomes	Outcomes	Outcomes
		MH12-1 MH12-4 MH12-6 MH12-9	MH12-2 MH12-5 MH12-6 MH12-8 MH12-9	MH12-1 MH12-3 MH12-5 MH12-9	MH12-2 MH12-3 MH12-8
A	40	5	10	15	10
B	20	10	5	5	
C	20		5	5	10
D	20	10	5	5	
Total Marks	100	25	25	30	20

### Modern History Course Outcomes:

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



**Faculty: HSIE      Course: Senior Geography**

In this course, you will learn about:

<b>Topics:</b>
• People and Economic Activity
• Ecosystems at Risk
• Urban Places

**HSC Course Assessment Components**

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to NESAs is to be based on the HSC course only.

Component		Weighting %
A	Knowledge and understanding of course content	40
B	Geographical tools and skills	20
C	Geographical inquiry and research, including fieldwork	20
D	Communication of geographical information, ideas and issues in appropriate forms	20

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 9	Due: Term 1, Week 4	Due: Term 2, Weeks 9/10	Due: Term 3, Week 5
		Research report	Skills Test	HSC Trial Examination	Economic Analysis
		Outcomes	Outcomes	Outcomes	Outcomes
		H3., H8, H12,	H10, H11, H13	H1, H2, H3, H13	H3, H8, H12
A	40	5	5	15	15
B	20	5	5	5	5
C	20	10		5	5
D	20	5	5	5	5
<b>Total Marks</b>	<b>100</b>	<b>25</b>	<b>15</b>	<b>30</b>	<b>30</b>

## Senior Geography Outcomes:

### Course Outcomes:

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

**Faculty: HSIE      Course: Society and Culture**

In this course, you will learn about:

Core: Personal Interest Project
Core: Social and cultural continuity and change
Depth study: Popular Culture
Depth study: Belief Systems and Ideologies

**HSC Course Assessment Components**

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is to be based on the HSC course only.

- A      Knowledge and understanding of course content (50%)
- B      Application and evaluation of social and cultural research methodologies (30%)
- C      Communication of understanding, ideas and issues in appropriate forms (20%)

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 7	Due: Term 1, Week 8	Due: Term 2, Weeks 9/10	Due: Term 3, Week 4
		Oral Presentation	Short Answers	Trail HSC Exam	Extended Response
		Outcomes	Outcomes	Outcomes	Outcomes
		H6, H7, H9, H10	H1, H2, H5, H9	H3, H4, H5, H9, H10	H2, H3 H7, H9, H10
A	50	10	10	20	10
B	30	5	10	5	10
C	20	5		5	10
Total Marks	100	20	20	30	30

## Society and Culture Course Outcomes:

### Course Outcomes:

- H1 evaluates and effectively applies social and cultural concepts
- H2 explains the development of personal, social and cultural identity
- H3 analyses relationships and interactions within and between social and cultural groups
- H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
- H5 analyses continuity and change and their influence on personal and social futures
- H6 evaluates social and cultural research methods for appropriateness to specific research tasks
- H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
- H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
- H9 applies complex course language and concepts appropriate for a range of audiences and contexts
- H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

**Faculty: HSIE      Course: Work Studies**

In this course, you will learn about:

Module 6 – Personal Finance
Module 4 – Teamwork and Enterprise Skills
Module 7 – Workplace Issues
Module 5 – Managing Work & Life Commitments

**Module 6: Personal Finance**

This module focuses on assisting students to successfully manage their finances after obtaining a job.

**Module 4: Teamwork and Enterprise Skills**

This module analyses the attributes of enterprising people and examines how individuals should contribute to teams.

**Module 7: Workplace Issues**

This module focuses on developing a deeper understanding of issues that are important to people in their working lives.

**Module 5: Managing Work and Life Commitments**

This module focuses on assisting students to analyse those factors that affect work-life balance and to make decision that help them to get the balance right. They should develop a clear idea of the positive and negative influences on working lives

**HSC Course Assessment Components**

A	Knowledge and Understanding	30%
B	Skills	70%

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 8	Due: Term 1, Week 8	Due: Term 2, Weeks 9/10	Due: Term 3, Week 3
		Budget Activity (Module 6)	Effective Team Member Book (Module 4)	Trial HSC Examination (Module 7)	Case Study Analysis (Module 5)
		Outcomes	Outcomes	Outcomes	Outcomes
		5, 8, 9	2, 5, 8, 9	2, 7, 9	5, 6, 8
A	30	0	5	20	5
B	70	25	20	5	20
<b>Total Marks</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

### Work Studies Course Outcomes:

1. Investigates a range of work environments
2. Examines different types of work and skills for employment
3. Analyses employment options and strategies for career management
4. Assesses pathways for further education, training and life planning
5. Communicates and uses technology effectively
6. Applies self-management and teamwork skills
7. Utilises strategies to plan, organise and solve problems
8. Assesses influences on people's working lives
9. Evaluates personal and social influences on individuals and groups

## Faculty: Mathematics

## Course: Mathematics Standard 1

### Knowledge, skills and understanding

Students will develop the ability to:

- apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts
- use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks
- use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations
- interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs

### Values and Attitudes

Students value and appreciate:

- mathematics as an essential and relevant part of life, recognising that its development and use have been largely in response to human needs by societies all around the globe
- the importance of resilience in undertaking mathematical challenges, taking responsibility for their own learning and evaluating their mathematical development

### HSC Course Assessment Components

NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course.

Component	Weighting %
A - Understanding, fluency and communication	50
B - Problem solving, reasoning and justification	50

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 8	Due: Term 1, Week 8	Due: Term 2, Week 6	Due: Term 3, Week 6
		In-class test	Assignment	Assignment	Topic Test
		Outcomes	Outcomes	Outcomes	Outcomes
		MS1-12-1 MS1-12-3 MS1-12-7 MS1-12-8 MS1-12-10	MS1-12-4 MS1-12-5 MS1-12-9 MS1-12-10	MS1-12-2 MS1-12-6 MS1-12-9 MS1-12-10	MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-9 MS1-12-10
A	50 %	10	15	10	15
B	50 %	10	15	10	15
Total Marks	100 %	20	30	20	30

## Mathematics Standard 1 Course Outcomes

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



## Faculty: Mathematics

## Course: Mathematics Standard 2

### Knowledge, skills and understanding

Students:

- develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts
- develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks
- develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations
- develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs.

### Values and attitudes

Students value and appreciate:

- mathematics as an essential and relevant part of life, recognising that its development and use have been largely in response to human needs by societies all around the globe
- the importance of resilience in undertaking mathematical challenges, taking responsibility for their own learning and evaluating their mathematical development.

### HSC Course Assessment Components

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is based on the HSC course only.

A Understanding, Fluency and Communicating

B Problem Solving, Reasoning and Justification

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 8	Due: Term 1, Week 8	Due: Term 2, Weeks 9/10	Due: Term 3, Weeks 6
		In-Class Open Book Test	Topic Test	Trial HSC Examination	Investigation Analysis Task
		Outcomes	Outcomes	Outcomes	Outcomes
		MS2-12-3, MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-10	MS2-12-1 to 10	MS2-12-1, MS2-12-2 MS2-12-7 MS2-12-8 MS2-12-9 MS2-12-10
A	50 %	10	15	10	15
B	50 %	10	15	10	15
Total Marks	100 %	20	30	20	30

## Mathematics Standard 2 Course Outcomes

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

## Faculty: Mathematics

## Course: Mathematics Advanced

### Knowledge, Skills and Understanding

Students:

- develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques
- develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data, statistics and probability
- develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations
- develop the ability to interpret and communicate mathematics logically and concisely in a variety of forms.

### Values and Attitudes

Students value and appreciate:

- mathematics as an essential and relevant part of life, recognising that its development and use have been largely in response to human needs by societies all around the globe
- the importance of resilience and self-motivation in undertaking mathematical challenges and the importance of taking responsibility for their own learning and evaluation of their mathematical development.

### HSC Course Assessment Components

The mandatory components and weightings for the HSC course are set out below.

- A Understanding, Fluency and Communication (50%)
- B Problem Solving, Reasoning and Justification (50%)

COMPONENTS	WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 8	Due: Term 1, Week 9	Due: Term 2, Week 9/10	Due: Term 3, Week 6
		In-class test	Assignment	Trial HSC Examination	Extended Task/ Investigation
		Outcomes	Outcomes	Outcomes	Outcomes
		MA12-1, 4, 9, 10	MA12-1, 3, 5, 6, 8, 9, 10	MA12-3, 6, 7, 9, 10	MA12-2, 4, 9, 10
A	50%	10	15	10	15
B	50%	10	15	10	15
Total Marks	100%	20	30	20	30

## Mathematics Advanced Course Outcomes:

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

## Faculty: Mathematics

## Course: Mathematics Extension 1

### Knowledge, Skills and Understanding

Students:

- develop efficient strategies to solve problems using pattern recognition, generalisation, proof and modelling techniques
- develop the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors and statistical analysis
- use technology effectively and apply critical thinking to recognise appropriate times for such use
- develop the ability to interpret, justify and communicate mathematics in a variety of forms.

### Values and Attitudes

Students value and appreciate:

- mathematics as an essential and relevant part of life, recognising that its development and use has been largely in response to human needs by societies all around the globe
- the importance of resilience and self-motivation in undertaking mathematical challenges and the importance of taking responsibility for their own learning and evaluation of their mathematical development.

### HSC Course Assessment Components

The mandatory components and weightings for the HSC course are set out below.

- A Understanding, Fluency and Communication (50%)
- B Problem Solving, Reasoning and Justification (50%)

COMPONENTS	WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 9	Due: Term 1, Week 10	Due: Term 2, Week 9/10	Due: Term 3, Week 5
		Assignment	In-class test	Trial HSC Examination	Extended Task/ Investigation
		Outcomes	Outcomes	Outcomes	Outcomes
		ME12-5, 6, 7	ME12-1, 2, 6, 7	ME12-1, 3, 4, 6, 7	ME12-1, 4, 6, 7
A	50%	10	15	10	15
B	50%	10	15	10	15
Total Marks	100%	20	30	20	30

### Mathematics Extension 1 Course Outcomes:

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

## Faculty: Mathematics

## Course: Mathematics Extension 2

### Knowledge, Skills and Understanding

Students:

- develop efficient strategies to solve complex problems using pattern recognition, generalisation, proof and modelling techniques
- develop their knowledge, skills and understanding to model and solve complex and interconnected problems in the areas of proof, vectors and mechanics, calculus and complex numbers
- develop their problem-solving and reasoning skills to create appropriate mathematical models in a variety of forms and apply these to difficult unstructured problems
- use mathematics as an effective means of communication and justification in complex situations.

### Values and Attitudes

Students value and appreciate:

- mathematics as an essential and relevant part of life, recognising that its development and use has been largely in response to human needs by societies all around the globe
- the importance of resilience and self-motivation in undertaking mathematical challenges.

### HSC Course Assessment Components

The mandatory components and weightings for the HSC course are set out below.

- A Understanding, Fluency and Communication (50%)
- B Problem Solving, Reasoning and Justification (50%)

COMPONENTS	WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 9	Due: Term 1, Week 9	Due: Term 2, Week 9/10	Due: Term 3, Week 6
		In-class test	Topic Test	Trial HSC Examination	Extended Task/ Investigation
		Outcomes	Outcomes	Outcomes	Outcomes
		MEX12-1, 7, 8	MEX 2, 4, 7, 8	MEX12-1, 2, 3, 4, 5, CAFSADA7, 8	MEX12-1, 6, 7, 8
A	50%	10	15	10	15
B	50%	10	15	10	15
Total Marks	100%	20	30	20	30

## Mathematics Extension 2 Course Outcomes:

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



**Faculty: PDHPE    Course: Community and Family Studies (CAFS)**

In this course, you will learn about:

Module	Topic
Core Module One	Research Methodology
Core Module Two	Groups in Context
Core Module Three	Parenting and Caring
Option Module Two	Social Impact of Technology

**HSC Course Assessment Components**

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is based on the HSC course only.

- Knowledge and understanding of course content (40%)
- Skills in critical thinking, research methodology, analysing and communicating (60%)

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 10	Due: Term 1, Week 7	Due: Term 2, Weeks 9/10	Due: Term 3, Week 5
		Research Methodology	Groups in Context	Trial Examination	Parenting and Caring
		Outcomes H4.1, H4.2, 7.1, 7.3	Outcomes H2.2, H3.3, H5.1, H6.2	Outcomes H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4 H4.1, H4.2, H5.1, H5.2, H6.1, H6.2, 7.1, 7.2, 7.3, 7.4	Outcomes PDHPH2.1, H3.2, H5.2 H6.1
Knowledge and understanding of course content	40 %	5	10	15	10
Skills in critical thinking, research methodology, analysing and communicating	60 %	15	15	15	15
Total Marks	100 %	20%	25%	30%	25%

## CAFS Course Outcomes:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
- 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

**Faculty: PDHPE Course: Personal Development, Health and Physical Education (PDHPE)**

In this course, you will learn about:

Module	Topic
Core Module One	Health Priorities in Australia
Core Module Two	Factors Affecting Performance
Option Module One	Sports Medicine
Option Module Two	Improving Performance

**HSC Course Assessment Components**

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is based on the HSC course only.

- A Knowledge and understanding of course content (40%)
- B Skills in critical thinking, research, analysis and communicating (60%)

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 10	Due: Term 1, Week 10	Due: Term 2, Weeks 9/10	Due: Term 3, Week 6
		Core 2 – Factors Affecting Performance	Core 1 - Health Priorities in Australia	Trial Examination	Option 3 – Sports Medicine
		OUTCOMES H8, H10, H17	OUTCOMES H3, H4, H15	OUTCOMES H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	OUTCOMES H8, H13, H17
Knowledge and Understanding	40 %	10	10	15	5
Skills	60 %	15	15	15	15
Total Marks	100 %	25%	25%	30%	20%

## PDHPE Course Outcomes:

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

**Faculty: PDHPE    Course: Sport, Lifestyle and Recreation (SLR)**

In this course, you will learn about:

Module	Topic
Module One	Sports Administration
Module Two	Fitness
Module Three	Games and Sports Applications II
Module Four	First Aid and Sports Injuries
Module Five	Individual Games and Sports Applications

**HSC Course Assessment Components**

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is based on the HSC course only.

There should be a balance between the assessment of:

- knowledge and understanding outcomes
- skills outcomes

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1, Week 5	Due: Term 1, Week 10	Due: Term 2, Week 5	Due: Term 3, Week 6
		Fitness Programs and Testing	Games and Sports Application 2 (Game Sense)	First Aid Practical and Theory Exam	Individual Games and Sports Applications (Hybrid Games)
		OUTCOMES 1.2, 2.2	OUTCOMES 1.1, 3.1	OUTCOMES 1.3, 3.6	OUTCOMES 4.1, 4.4
Knowledge and Understanding	50	25	10	15	0
Skills	50	0	15	10	25
Total Marks	100%	25%	25%	25%	25%

### SLR Course Outcomes:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.2 analyses the fitness requirements of specific activities
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.6 assesses and responds appropriately to emergency care situations
- 4.1 plans strategies to achieve performance goal
- 4.4 demonstrates competence and confidence in movement contexts

## Faculty: Science Course: Biology

In this course, you will learn about:

Module	Topic
5	Heredity
6	Genetic Change
7	Infectious Disease
8	Non-infectious Disease and Disorders

### HSC Course Assessment Components

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is based on the HSC course only.

#### Skills

- develop skills in applying the processes of Working Scientifically.

#### Knowledge and Understanding

- develop knowledge and understanding of heredity and genetic technologies
- develop knowledge and understanding of the effects of disease and disorders.

#### Values and Attitudes

- develop positive, informed values and attitudes towards biology
- recognise the importance and relevance of biology in their lives
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge
- develop an appreciation of the influence of imagination and creativity in scientific research.

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4 Week 7	Due: Term 1 Week 8	Due: Term 2 Week 9-10	Due: Term 3 Week 5
		Scientific Investigation	Secondary Source Investigation	Trial Examination	Depth Study
		Outcomes BIO12-1 BIO12-3 BIO12-12	Outcomes BIO12-4 BIO12-5 BIO12-13	Outcomes BIO12-6 BIO12-12 BIO12-13 BIO12-14	Outcomes BIO12 BIO12-5 BIO12-6 BIO12-7 BIO12-13 BIO12-15
Skills in working scientifically	60 %	15 %	10 %	15 %	20 %
Knowledge & understanding of course content	40 %	5 %	10 %	15 %	10 %
Total Marks	100 %	20 %	20 %	30 %	30 %

## Biology Course Outcomes:

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



**Faculty: Science****Course: Chemistry**

In this course, you will learn about:

Module	Topic
5	Equilibrium and Acid Reactions
6	Acid/Base Reactions
7	Organic Chemistry
8	Applying Chemical Ideas

### HSC Course Assessment Components

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is based on the HSC course only.

#### Skills

- develop skills in applying the processes of Working Scientifically

#### Knowledge and Understanding

- develop knowledge and understanding of equilibrium and acid reactions
- develop knowledge and understanding of the applications of chemistry

#### Values and Attitudes

- develop positive, informed values and attitudes towards chemistry
- recognise the importance and relevance of chemistry in their lives
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge
- develop an appreciation of the influence of imagination and creativity in scientific research

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 3, Week 9	Due: Term 1, Week 9	Due: Term 2, Weeks 9-10	Due: Term 3, Week 6
		Secondary Source Investigation	Depth Study	Trial Examination	Scientific Inv.
		Outcomes CH12-2 CH12-3 CH12-6 CH12-12	Outcomes CH12-1, CH12-2 CH12-3, CH12-4 CH12-5, CH12-6, CH12-7, CH12-13	Outcomes CH12-5 CH12-12 CH12-14 CH12-15	Outcomes CH12-5, CH12-6, CH12-14, CH12-15
Skills in working scientifically	60 %	15%	25%	15%	5%
Knowledge and understanding of course content	40 %	5%	10%	15%	10%
Total Marks	100 %	20%	35%	30%	15%

## Chemistry Course Outcomes:

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

**Faculty: Science****Course: Earth & Environmental Science**

In this course, you will learn about:

Module	Topic
6	Hazards
7	Climate Science
5	Earth's Processes
8	Resource Management

### HSC Course Assessment Components

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is based on the HSC course only.

#### Skills

- develop skills in applying the processes of Working Scientifically

#### Knowledge and Understanding

- develop knowledge and understanding of the evolving Earth
- develop knowledge and understanding of the impacts of living on the Earth.

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 7	Due: Term 1, Week 8	Due: Term 2, Weeks 9-10	Due: Term 3, Week 5
		Depth Study	Scientific Report	Trial Examination	Secondary Source Investigation
		OUTCOMES EES12-1, EES12-2, EES12-3, EES12-4, EES12-13	OUTCOMES EES12-5, EES12-6, EES12-7, EES12-15	OUTCOME S EES12-5 EES12-6 EES12-7 EES12-12 EES12-13	OUTCOMES EES12-1 EES12-6 EES12-7 EES12-14
Skills in working scientifically	60 %	20%	5%	20%	15%
Knowledge and understanding of course content	40 %	10%	15%	10%	5%
Total Marks	100 %	30%	20%	30%	20%

## Earth & Environmental Science Course Outcomes:

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

**Faculty: Science****Course: Physics**

In this course, you will learn about:

Module	Topic
5	Advanced Mechanics
6	Electromagnetism
7	The Nature of Light
8	From the Universe to the Atom

### HSC Course Assessment Components

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the NESA is based on the HSC course only.

#### Skills

- develop skills in applying the processes of Working Scientifically

#### Knowledge and Understanding

- develop knowledge and understanding of advanced mechanics and electromagnetism
- develop knowledge and understanding of the role of evidence and prediction in the development of theories in physics

#### Values and Attitudes

- develop positive, informed values and attitudes towards physics
- recognise the importance and relevance of physics in their lives
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge
- develop an appreciation of the influence of imagination and creativity in scientific research

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 8	Due: Term 1, Week 7	Due: Term 2, Weeks 9-10	Due: Term 3, Week 5
		Scientific Investigation	Depth Study	Trial Examination	Secondary Source Investigation
		OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES
		PH12-2 PH12-3 PH12-6 PH12-13	PH12-1 PH12-4 PH12-5 PH12-7 PH12-12	PH12-6 PH12-12 PH12-13 PH13-14	PH12-4 PH12-5 PH12-7 PH12-15
Skills in working scientifically	60 %	10%	20%	20%	10%
Knowledge and understanding of course content	40 %	10%	10%	10%	10%
Total Marks	100%	20%	30%	30%	20%

## Physics Course Outcomes:

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

**Faculty: TAS**

**Course: Industrial Technology**

In this course, you will learn about:

Industry Study
Major Project: <ul style="list-style-type: none"><li>● Design, Management and Communication</li><li>● Production</li><li>● Industry Related Manufacturing Technology</li></ul>

### HSC Course Assessment Components

- A Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area
- B Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 4, Week 7	Due: Term 1, Week 6	Due: Term 2, Weeks 9-10	Due: Term 3, Week 5
		Report 1: "Research and Design"	Report 2: "Production and Management"	Trial HSC Examination	Presentation "Production and Evaluation"
		Outcomes H2.1, H3.1, H3.2, H4.3, H5.1, H5.2, H6.1	Outcomes H2.1, H3.1, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	Outcomes H1.1, H1.2, H1.3, H2.1, H3.1, H3.3, H4.3, H5.1, H6.1, H6.2, H7.1, H7.2	Outcomes H3.2, H4.3, H5.2, H6.1
A	40 %	10	10	20	
B	60 %	10	20		30
Total Marks	100 %	20	30	20	30

## Industrial Technology Course Outcomes:

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles effectively through the production of a Major Project
- H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment



## Certificate III Retail



Education


PUBLIC SCHOOLS NSW ULTIMO RTO 90072  
 RETAIL SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE  
 Preliminary Year 2023 - HSC 2024

QUALIFICATION: SIR30216 Certificate III in Retail (Release 4)  
 Training Package: Retail Services (Release 7.0)

NESA course code  
 2 U X 2 YR - 26911  
 HSC Exam: 26999  
 LMBR UI Code:  
 (11 OR 12)  
 SIR30216126911B

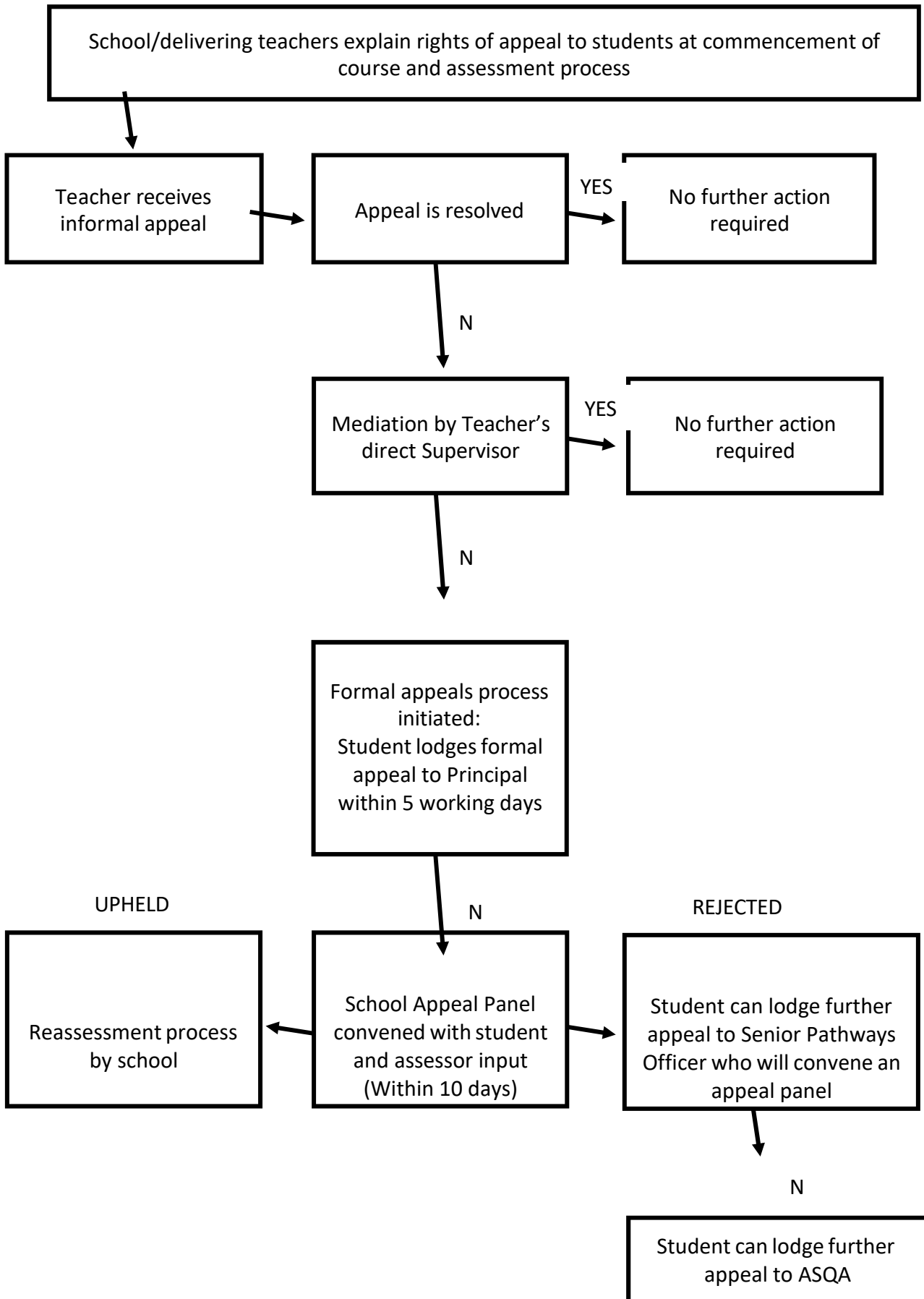
TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIV E Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
Term 1	<b>7 PRELIMINARY UOCs</b>						240 Indicative Hours over 2 years
	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M E	15 10	<b>Cluster A: Safety and Spotless</b> Written task, online quiz, practical and teacher observation	
Term 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	C C	M M	20 15	<b>Cluster B: Working in the industry</b> Research, self/peer assessment, simulation, presentation	35 hrs Work placement
Term 2-3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	C C C	M E E	20 20 20	<b>Cluster C: Customer Service</b> Teacher observation, written task, portfolio of evidence	% Preliminary Exam
Term 4-5	<b>7 HSC UOCs</b>						35 hrs Work placement
	SIRXSLS001 SIRXSLS002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	C E C	M M M	15 15 15	<b>Cluster D: Sales &amp; Security</b> Questioning, scenario, role play	
Term 5-6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	<b>Cluster E: Retail General Selling</b> Scenario, direct observation of practical work, written questioning	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure.
Term 7	SIRRINV002 SIRRINV001	Control stock Receive and handle retail stock	E E	E E	20 15	<b>Cluster F: Stock Control</b> Written questioning, scenario, direct observation of practical work	This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

## Certificate III in Sport Coaching

		<b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2022 - HSC 2023</b> QUALIFICATION: SIS30521 Certificate III in Sport Coaching Training Package: SIS Sport, Fitness and Recreation (Version 4)					<b>NESA Course:</b> 50418 <b>LMBR UI Code:</b> (11 or 12) SIS30521150418			
TERM	Unit Code	Units Of Competency	AQ	F	CO	HSC	HSC	HSC	Assessment Task Cluster & Methods of Assessment	HSC requirements
<b>4 Preliminary UOC's</b>										
Term 1-2	HLTWHS001 SISXIND006	Participate in workplace health and safety	C			C		15	<b>Cluster 1: Tournament Time</b> Direct Observation, Product Based Method and Questioning.	240 Indicative hours over 2 years
		Conduct sport, fitness and recreation events	E - E			E		30		
Term 2-3	SISSSCO002 SISSSCO005	Work in community coaching role	C			C		30	<b>Cluster 2: The Community Coach</b> Research and Questioning, Portfolio of Evidence and Evaluation and Classroom Discussion	
		Continuously improve coaching skills and knowledge	C			C		30		
<b>6 HSC UOCs</b>										
Term 3-4	SISSSOF002	Continuously improve officiating skills and knowledge	E-E			E		15	<b>Cluster 3: (Complete 2 of the 3 elective options)</b> <b>a) Officiating in Sport</b> – Online and Student Developed Quiz, Portfolio of Evidence and Consultation Form, Officiating and Evaluation <b>b) Inclusive Coaching</b> – Questioning, Portfolio of Evidence, Coaching Session and Evaluation <b>c) Strength and Conditioning</b> – Fitness Portfolio, Session Plan and Fitness Diary, Session Delivery and Evaluation	Minimum 35 hrs mandatory work placement
	SISXDIS001	Facilitate inclusion for people with a disability	E-E			E		20		
	SISXCAI009	Instruct strength and conditioning techniques	E-E			E		25		
Term 5-6	SISSSCO003 BSBOPS403	Meet participant coaching needs	C			C		30	<b>Cluster 4: Coaching the Individual</b> Direct Observation, Product Based Method and Questioning.	School may choose to insert examination weighting/s
		Apply business risk management processes	C			C		25		
Term 7	SISSSCO012	Coach sports participants up to an intermediate level	E-A			E		30	<b>Cluster 5: Next Level Coaching</b> Direct Observation, Product Based Method and Questioning.	
<b>Stand alone Unit delivered in Term X</b>	HLTAID011	Provide First Aid <b>(to be delivered by an external RTO OR approved trainer from RTO 90072 ONLY)</b>	C			C		20	<b>Cluster 6: First Aid</b> Approved trainers will have access to the IVET learners' platform for RTO 90072 delivery and assessment OR Credit Transfer when this unit is delivered by another RTO. Please ensure school retains the Statement of Attainment from the external RTO for each student	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours: 240/245/250			<i>This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.</i>				



## APPEALS FLOWCHART



**Assessment Missed Due to Illness/Misadventure**

<b>Student Name:</b>
<b>Course Name:</b>
<b>Class Teacher:</b>

**Task Details**

<b>Task Number:</b>	<b>Title:</b>
<b>Weighting:</b>	<b>Original Due Date:</b>

**Details of Illness/Misadventure/Absence**

<b>Date/s of Absences:</b> ..... to .....
<b>Reason for Absence:</b> .....
.....
.....
Doctor's Certificate Attached? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other documentation

**Student Signature:** .....

**Date:** .....

**Parent Signature:** .....

**Date:** .....

-----  
**Reply to request to hand in/perform missed task**

Teacher Recommendation:.....

New Date: .....

Head Teacher Recommendation:    Mark awarded

No mark awarded

Reason:

.....  
.....

Head Teacher Signature: .....

Date: .....

Head Teacher Name: .....

DP: .....