

# Woolooware High School



## Higher School Certificate Assessment Guide

*Information Explaining Assessment Procedures*

For Courses  
To Be  
Examined In  
2024

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*“Higher School Certificates will be awarded by the NSW Education Standards Authority (NESA) to students who have participated in and completed courses of studies set by NESA. NESA may refuse to award a certificate to those students whose attendance and application at school has been unsatisfactory”.*

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# **POLICY AND PROCEDURES**

The assessment procedures used by Woollooware High School follow the NSW Education Standards Authority (NESA) policy statements and guidelines.

Assessment of the student's satisfactory progress in the Preliminary and Higher School Certificate courses are carried out by school-based procedures as outlined in this document. Such assessments are weighted to components and tasks specified by NESA in syllabus documents. The types of assessment tasks vary from course to course and within the one course can take many forms e.g. essays, tests, research assignments. Individual task marks may be standardised before combining.

## **Objectives Of The Assessment Policy And Procedures**

The policy and procedures seek to maintain fair and equitable assessment processes by:

- Clearly communicating the policy to students and other members of the school community.
- Presenting an assessment schedule for every course.
- Identifying, specifying, scheduling and assigning a value to every assessment task throughout each course.
- Providing students with a clear guide to the assessment tasks and procedures in each course.
- Establishing appropriate procedures for recording and reporting students' performances in assessment tasks.
- Providing clear information on variations from standard practice and assessment review procedures.

## **Implementation**

1. Students are expected to attempt all assessment tasks specified, and sit for all tests scheduled, as part of the assessment program in all courses in which they are enrolled.
2. Where a student fails to satisfactorily attempt assessment tasks worth more than fifty percent of the final assessment mark, the student will automatically be given a "Non-Completion Determination" in that course.
3. In order to give adequate notice to students of tasks, approximate dates and general schedules of tasks are provided in this booklet.
4. Additionally, classroom teachers will provide students with a minimum of two weeks' notice in writing for each specific assessment task. This notice will include information on the outcomes of the syllabus to be assessed, the value and nature of the particular task, and the specific weightings which will apply to the various outcomes.
5. Students will also be notified in advance of the dates for formal examinations which may count towards course assessment.
6. Should it become necessary to vary tasks from published dates, students will be given notification in writing as soon as the variation is known.
7. Teachers will give clear instructions as to specifically when an assessment task which has been completed outside the classroom is due (i.e. time, place, date and to whom it is to be delivered).
8. For oral tasks, students are to submit a written copy of the task to be delivered orally on the date the task is due. This may be before they actually have to deliver the task.
9. Students are to be notified of their rank order in each task.
10. Head teachers will keep a register of assessment tasks.

## Student Responsibilities

1. There is a large volume of work in all senior courses and it is not possible to assess all the outcomes of each syllabus in the relatively few assessment tasks set. It is therefore strongly advised that all students approach all classwork and homework designed to address those syllabus outcomes with the same diligence and sustained effort with which they approach designated assessment tasks.
2. It is the student's responsibility to:
  - be aware of this assessment policy and the information provided by each faculty with which the student studies
  - present work on time
  - not plagiarise work from any source
  - be aware of the penalties for late submission and non-submission of assessment tasks
  - present evidence to substantiate claims where unavoidable lateness or absence has occurred (See Non-Completion of Assessment Tasks)

It is the responsibility of each student to read all examination timetables correctly and follow all instructions relating to procedures in examinations. No allowance will be made for students who fail to present for examinations due to misreading of a timetable or fail to comply with instructions due to misreading of a paper.

## Satisfactory Attempt at Courses

1. NESA will be notified when students satisfactorily complete a course. This course will then be recorded on the student's academic transcript.
2. To demonstrate satisfactory application in a course, students must:
  - regularly attend classes.
  - show due diligence and a sustained effort to studies and demonstrate progress in meeting the outcomes of the course.
3. Where a student has been unable to demonstrate the minimum required outcomes for a Preliminary or Higher School Certificate course, a Non-Completion of Course determination (N-Determination) may be made in that course provided that the student has been given at least three formal warnings and these warnings have been given in time for the student to rectify the identified shortcomings.
4. Where a student has been given a Non-Completion of Course determination in a Preliminary course, the student will not be able to proceed to the equivalent HSC course; and that course will not contribute to the award of the Preliminary Certificate.
5. Where a student has been given a Non-Completion of Course determination in a HSC course, that course will not contribute to either the award of the Higher School Certificate or the award of an ATAR.
6. In such cases, the student shall be entitled to appeal under NESA policy and procedures.

## Assessment Marks

The school submits your final assessment marks to NESA calculated from cumulative results from the formal assessment tasks undertaken in Year 12.

If the final school assessment ranking assigned by the school differs significantly from your expectation, based on the information provided to you during the course, you may seek a review of your ranking in that course.

A review will NOT involve a reconsideration of any teacher's assessment of the value of a student's work in any of the tasks on which the ranking is based.

## Late Entry into a Course

Students transferring from another school will begin their assessments upon arriving at this school. Where a student transfers from another school during the assessment process, the following procedure will be used to calculate the student's assessment:

1. The marks for all students for all tasks completed by the student will be totalled using the weightings in the course assessment schedule.
2. The new student's rank will be established from this process.
3. Marks for the whole assessment program, excluding the new student, will be totalled. The rest of the students will be ranked on this total, using the weightings specified.
4. The new student will be assigned a mark based on the rank calculated in step two.

## Non-Completion of Assessment Tasks

1. Should a student be absent on the day of an assessment task, or the day when an assessment task is due, **the student must contact the school to inform the relevant teacher.**
2. If an absence was due to illness, the student must submit a medical certificate with a completed misadventure form (copy in the back of this booklet). These must be given to the relevant Head Teacher **on the day the student returns to school.** Medical certificates cannot be backdated.
3. If a student is to be absent on the day of an assessment task, **they or their parent or guardian** must ring the school and inform the appropriate **Head Teacher.**

On the **first day of return to school** the student must see the appropriate Head Teacher and complete a Misadventure Form (copy in back of this booklet) and attach any supporting evidence. If the supporting evidence is a doctor's certificate, it must clearly state that in the opinion of the doctor the student is incapable of completing or sitting the task on medical grounds. This then must be given to the appropriate Head Teacher who will make a decision on the application for misadventure. **Failure to complete this process will incur the same penalties as for late submission of a task.**

4. **The Head Teacher** will determine whether the reason is sufficiently strong as to allow for consideration to be given. If the Head Teacher determines that it is, the task will be awarded a mark or the student will be awarded an estimate or set an alternate task. If the Head Teacher determines that the reason isn't sufficient the student will be awarded zero for the task.
5. Students awarded zero in these circumstances can appeal to the Principal in writing within one day of being informed of the Head Teacher's determination.
6. Students who have an **unauthorised absence** will receive a non-attempt (NA) for the task. **For the purpose of this policy, holidays are classed as an unauthorised absence.**
7. Any student found to be staying at home during school time on the day of a task, will be considered to be seeking to gain an unfair advantage and may have that task/test cancelled. A student who truants from a class while at school for the same purpose will be considered in the same manner.
8. Preparing for an assessment task in another class is not allowed.

## Technology Failure

If you are presenting work produced via computer it is your responsibility to make sure you have adequate backups of information. Technology failure is not an acceptable excuse for failing to submit tasks on the due date.

## Malpractice

1. Malpractice occurs when a student breaks the rules of an examination or assessment task by plagiarising or copying another student's work; by allowing his/her work to be copied by another student; by undertaking improper communication during a task either personally or by electronic means; by making unauthorised use of materials; and interfering with the performance and/or concentration of other students.
2. Cases of malpractice will be referred to the relevant Head Teacher.
3. Where an accusation of malpractice can be proven to the Principal's satisfaction, a mark of zero will be awarded to the student for the task.
4. All proven incidents of malpractice must be entered on the NESAs Website Malpractice Register.

## Appeals

1. Students may only appeal against their results in an assessment task:
  - a. if the student believes that the marker of the task was wrong in fact in marking an answer; or
  - b. if a student believes that the task set was flawed or invalid; or
  - c. when the procedures set down in this document have not been followed.
2. Students may not appeal against a mark awarded by a teacher or against a ranking awarded by a teacher in any other circumstances.
3. Where a student wishes to appeal a task, **the appeal must be made in writing and handed to the Principal within twenty-four hours of the task being returned.**
4. An appeal against results or marks (individual or accrued) for tasks undertaken throughout a course, which is submitted at or near the end of the course, will generally not be considered.
5. The appeal shall be decided by the Principal on the recommendation of a staff panel consisting of one Deputy Principal, a Head Teacher other than the Head Teacher of the course involved and one other staff member.
6. If, following the panel's recommendation, the Principal upholds the appeal; the Principal will direct a course of action to rectify the circumstances which led to the appeal. The Principal's decision is final.

**M Benson**  
**Principal**



# NESA REQUIREMENTS FOR THE AWARD OF A HSC

## Pattern of Study

The Minister for Education has approved pattern of study requirements for the new Higher School Certificate.

To qualify for the Higher School Certificate you must undertake a program of study comprising at least:

12 units of Preliminary courses; and  
10 units of Higher School Certificate courses.

Both the Preliminary course pattern and the HSC course pattern must include:  
at least six units of Board Developed courses including at least two units of a Board Developed course in English;  
at least three courses of two units value (or greater); and  
at least four subjects.

No more than six units of courses in Science can contribute to Preliminary pattern of study and no more than 7 units can contribute to HSC pattern of study and eligibility.

## ATAR Restrictions for the HSC

To be eligible for an ATAR, students must complete at least ten (10) units from Board Developed Courses including two (2) units of English.

The Board Developed Courses must include at least three (3) courses of two (2) units or greater and at least four (4) subjects.

For VET courses to be counted towards an ATAR, students must sit for the HSC examination in this course.

All Content Endorsed Courses (CEC) and Vocational Education and Training (VET) courses are Category B. Only specified Category B subjects can be included in an ATAR if the HSC examination has been completed.

## Category B courses for ATAR inclusion

Accounting	Entertainment Industry *	Metal and Engineering *
Automotive *	Financial Services * (TBC)	Primary Industries *
Hospitality *	Business Services *	Retail Services *
Construction *	Human Services *	Tourism and Events *
Electrotechnology *	Information Technology *	

\* Remember the HSC examination must be completed for inclusion in the ATAR.

## HSC DIRECTIVE TERMS

<b><u>Word</u></b>	<b><u>Definition</u></b>
Account	account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	identify components and the relationship between them; draw out and relate implications
Apply	use, utilise, employ in a particular situation
Appreciate	make a judgement about the value of
Assess	make a judgement of value, quality, outcomes, results of size
Calculate	ascertain/determine from given facts, figures or information
Clarify	make clear or plain
Classify	arrange or include in classes/categories
Compare	show how things are similar or different
Construct	make; build; put together items or arguments
Contrast	show how things are different or opposite
Critically <small>(analyse/evaluate)</small>	add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	draw conclusions
Define	state meaning and identify essential qualities
Demonstrate	show by example
Describe	provide characteristics and features
Discuss	identify issues and provide point for and/or against
Distinguish	recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	make a judgement based on criteria; determine the value of
Examine	inquire into
Explain	relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	choose relevant and/or appropriate details
Extrapolate	infer from what is known
Identify	recognise and name
Interpret	draw meaning from
Investigate	plan, inquire into and draw conclusions about
Justify	support an argument or conclusion
Outline	sketch in general terms; indicate the main features of
Predict	suggest what may happen based on available information
Purpose	put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	present remembered ideas, facts or experiences
Recommend	provide reasons in favour
Recount	retell a series of events
Summarise	express concisely the relevant details
Synthesise	putting together various elements to make a whole.

# ENGLISH ADVANCED – Year 12

## Assessment Schedule

### Implementation for Year 12 from Term 4, 2023

Task number	Task 1	Task 2	Task 3	Task 4	
Topic	Texts and Human Experiences	Critical Study of Literature	Craft of Writing	Trial HSC Examination	
Nature of task	Multimodal presentation <i>Common Module</i> – including related material	Analytical Response	Imaginative, Discursive or Persuasive Writing	Trial Paper 1 Common Module Trial Paper 2 Module A Module B Module C	
Term	Term 4, Week 9	Term 1, Week 10	Term 2, Week 4	Term 3, Weeks 2-3	
Outcomes assessed	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	
Components					Weighting %
Knowledge and understanding of course content	10	15	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	10	15	50
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Assessment Schedule**  
**ENGLISH ADVANCED – Year 12 - Objectives & Outcomes**

**Objective A**

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing

**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

**Objective B**

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- use language to shape and make meaning according to purpose, audience and context

**Outcomes:**

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

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

**Objective C**

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- think in ways that are imaginative, creative, interpretive and critical

**Outcomes:**

EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 investigates and evaluates the relationships between texts

**Objective D**

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- express themselves and their relationships with others and their world

**Outcomes:**

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

**Objective E**

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- learn and reflect on their learning through their study of English

**Outcomes:**

EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

**ENGLISH EXTENSION 1 – Year 12**  
**Assessment Schedule**  
**Implementation for Year 12 Term 4, 2023**

Task number	Task 1	Task 2	Task 3	
Topic/Module	LITERARY WORLDS	Elective 2: Worlds of Upheaval	LITERARY WORLDS Elective 2: Worlds of Upheaval	
Nature of task	Imaginative ( <i>Creative</i> ) response and reflection	Critical response with related text	Trial HSC Examination	
Term	Term 4, Week 10	Term 2, Week 2	Term 3, Weeks 2 -3	
Outcomes assessed	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
Components				Weighting %
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

**Assessment Schedule**  
**ENGLISH EXTENSION 1 – Year 12**  
**Objectives & Outcomes**

**Objective A**

Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:

- articulate understanding through speaking, listening, reading, writing, viewing and representing

**Outcomes:**

EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies

**Objective B**

Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:

- craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts

**Outcomes:**

EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

**Objective C**

Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:

- express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values

**Outcomes:**

EE12-3 independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts

**Objective D**

Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:

- express understanding of how cultural, historical and social contexts are represented in critical and creative texts

**Outcomes:**

EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

**Objective E**

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:

- reflect on and evaluate their own processes of learning and creativity

EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

# ENGLISH EXTENSION 2 – Year 12

## Assessment Schedule

### Implementation for Year 12 Term 4, 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Viva Voce (including written proposal)	Literature review	Critique of the creative process	
Term	Term 4, Week 10	Term 1, Week 9	Term 2, Week 8	
Outcomes assessed	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Components				Weighting %
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

**Assessment Schedule**  
**ENGLISH EXTENSION 2 – Year 12**  
**Objectives & Outcomes**

**Objective A**

Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:

- articulate understanding through speaking, listening, reading, writing, viewing and representing

**Outcomes:**

EEX12-1 demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

**Objective B**

Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:

- craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts

**Outcomes:**

EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

**Objective C**

Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:

- express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values

**Outcomes:**

EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition

**Objective D**

Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:

- express understanding of how cultural, historical and social contexts are represented in critical and creative texts

**Outcomes:**

EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea

**Objective E**

Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to:

- reflect on and evaluate their own processes of learning and creativity

EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition



**ENGLISH STANDARD – Year 12**  
**Assessment Schedule**  
**Implementation for Year 12 Term 4, 2023**

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Topic</b>	<b>Texts and Human Experiences</b>	<b>Language, Identity and Culture</b>	<b>Craft of Writing</b>	<b>Trial HSC Examination</b>	
<b>Nature of task</b>	<b>Multimodal presentation</b> <i>Common Module – including related material</i>	<b>Analytical Response</b>	<b>Imaginative, Discursive or Persuasive Writing</b>	<b>Trial Paper 1 Common Module Trial Paper 2 Module A Module B Module C</b>	
<b>Term</b>	Term 4, Week 9	Term 1, Week 10	Term 2, Week 4	Term 3, Week 2-3	
<b>Outcomes assessed</b>	EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7,	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Assessment Schedule**  
**ENGLISH STANDARD - Year 12**  
**Objectives & Outcomes**

**Objective A**

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing

**Outcomes:**

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

**Objective B**

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- use language to shape and make meaning according to purpose, audience and context

**Outcomes:**

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

**Objective C**

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- think in ways that are imaginative, creative, interpretive and critical

**Outcomes:**

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6 investigates and explains the relationships between texts

**Objective D**

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- express themselves and their relationships with others and their world

**Outcomes:**

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

**Objective E**

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- learn and reflect on their learning through their study of English

**Outcomes:**

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

**ENGLISH STUDIES – Year 12**  
**Assessment Schedule**  
**Implementation for Year 12 Term 4, 2023**

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Topic</b>	<b>Texts and Human Experiences</b>	<b>Elective Module C: On the Road</b>	<b>All Modules</b>	<b>Trial HSC Examination</b>	
<b>Nature of task</b>	<b>Multimodal Presentation</b> <i>Mandatory Module - including related material</i>	<b>Research Task</b>	<b>Collection of Classwork (Portfolio of work)</b>	<b>Trial Paper (ONE exam)</b> <b>Common Module</b> <b>Elective Modules</b> <b>Writing Skills</b>	
<b>Term</b>	Term 4, Week 9	Term 1, Week 10	Term 2, Week 9	Term 3, Week 2-3	
<b>Outcomes assessed</b>	ES12-1, ES12-4, ES12-5 ES12-6, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	15	10	15	10	<b>50</b>
Skills in: <ul style="list-style-type: none"> <li>comprehending texts</li> <li>communicating ideas</li> <li>using language accurately, appropriately and effectively</li> </ul>	10	15	15	10	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>

## Assessment Schedule

### ENGLISH STUDIES - Year 12 -Objectives & Outcomes

#### **Objective A**

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing

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

#### **Objective B**

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- use language to shape and make meaning according to purpose, audience and context

ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

#### **Objective C**

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- think in ways that are imaginative, creative, interpretive and critical

ES12-7 represents own ideas in critical, interpretive and imaginative texts

ES12-8 understands and explains the relationships between texts

#### **Objective D**

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- express themselves and their relationships with others and their world

Outcomes

ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

#### **Objective E**

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- learn and reflect on their learning through their study of English

Outcomes

ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

**ANCIENT HISTORY - Year 12**  
**Assessment Schedule**  
**Implementation for Year 12 from Term 4, 2023**

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In class source/historical analysis and written task.	In class written task/historical analysis.	Research and historical analysis, in class written task.	Trial examination	
Timing	Term 4 Wk 7	Term 1 Wk 9	Term 2 Wk 7	Term 3 Wk 2&3	
Outcomes assessed	AH 12-2, AH 12-5, AH 12-6, AH 12-7, AH 12-9, AH 12-10	AH 12-1, AH 12-2, AH 12-3, AH 12-4, AH 12-5, AH 12-9	AH12-3, AH 12-4 AH 12-5, AH 12-6, AH 12-7, AH 12-8, AH 12-9	AH 12- 2, AH 12-3, AH 12-4, AH 12-7, 12-9, AH 12-10	
Components					Weighting %
Knowledge and understanding of course content	10	15		15	40
Historical skills in the analysis and evaluation of sources and interpretations	20	5		5	20
Historical inquiry and research			20		20
Communication of historical understanding in appropriate forms			10	10	20
Total %	20	20	30	30	100

**Assessment Schedule**  
**ANCIENT HISTORY - Year 12**  
**Objectives & Outcomes**

**Students:**

- develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context
- develop an understanding of continuity and change over time.

**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

**Skills:**

**Objectives**

Students:

- undertake the process of historical inquiry
- use historical concepts and skills to examine the ancient past
- communicate an understanding of history, sources and evidence, and historical interpretations.

**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

**BIOLOGY – Year 12**  
**Assessment Schedule**  
**Implementation for Year 12 from Term 4, 2023**

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Task Making a Model	Depth Study Genetics and Infectious Disease	Topic Test with data Analysis	TRIAL HSC	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 7	Term 3 Week 2/3	
Outcomes assessed	BIO11/12-4, BIO11/12-5 BIO11/12-6, BIO11/12-7 BIO12-12	BIO11/12-1, BIO11/12-3 BIO11/12-4, BIO11/12-5 BIO11/12-7, BIO12-13 BIO12-14	BIO11/12-2, BIO11/12-4 BIO11/12-5, BIO11/12-7 BIO12-15	BIO11/12-2, BIO11/12-4 BIO11/12-5, BIO11/12-6 BIO11/12-7, BIO12-12 BIO12-13, BIO12-14, BIO12-15	
Components					Weighting %
Skills in Working Scientifically	15	25	10	10	60
Knowledge and Understanding	5	10	5	20	40
TOTAL %	25	25	20	30	100

**Assessment Schedule**  
**BIOLOGY - Year 12- Objectives & Outcomes**

**Objective:**

- develop skills in applying the processes of Working Scientifically

**Stage 6 course outcomes**

A student:

**Questioning and predicting**

**BIO11/12-1** develops and evaluates questions and hypotheses for scientific investigation

**Planning investigations**

**BIO11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**Conducting investigations**

**BIO11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information

**Processing data and information**

**BIO11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**Analysing data and information**

**BIO11/12-5** analyses and evaluates primary and secondary data and information

**Problem solving**

**BIO11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**Communicating**

**BIO11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose



## **Knowledge and Understanding Outcomes**

### **Objective**

Students:

develop knowledge and understanding of heredity and genetic technologies

### **Year 12 course outcomes**

A student:

**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

### **Objective**

Students:

develop knowledge and understanding of the effects of disease and disorders

### **Year 12 course outcomes**

A student:

**BIO12-14** analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

**BIO12-15** explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

**BUSINESS STUDIES – Year 12**  
**Assessment Schedule**  
**Implementation for Year 12 from Term 4, 2023**

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	TASK 1 Operations Task	TASK 2 Finances Task	TASK 3 Marketing/ Human Resources Task	TASK 4 Trial HSC	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Trial Exam Period	
Outcomes assessed	H7, H8, H9	H8, H10	H4, H6, H7, H9	H1, H2, H3, H4, H5, H6, H9, H10	
Components					Weighting %
Knowledge & Understanding of course content	10	10	10	10	40
Stimulus-based skills		5		15	20
Inquiry and research	10		10		20
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	20	25	30	100

**Assessment Schedule**  
**BUSINESS STUDIES - Year 12**  
**Objectives & Outcomes**

**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

## CHEMISTRY - Year 12 Assessment Schedule

### Implementation for Year 12 Term 4, 2023

Task number	Task 1	Task 2	Task 3	Task 3	
Nature of task	Practical/Skills Task	Depth Study	Research Task	TRIAL HSC	
Timing	Term 4, Week 10	Term 1, Week 9	Term 3, Week 3	Term 2, Week 9/10	
Outcomes assessed	CH12-1, CH12-2 CH12-6, CH12-7 CH12-12	CH11/12-1, CH11/12-3 CH11/12-5, CH11/12-7 CH12-13	CH12-4, CH12-5 CH12-6, CH12-7, CH12-15	CH12-5, CH12-6 CH12-7, CH12-12 CH12-13, CH12-14 CH12-15	
Components					Weighting %
Skills in Working Scientifically	20	20	5	15	60
Knowledge and Understanding	10	5	10	15	40
TOTAL %	25	25	20	30	100

**Outcomes Chemistry**  
**Table of Objectives and Outcomes – Continuum of Learning**  
**Skills**

**Objective**

Students:

develop skills in applying the processes of Working Scientifically

**Stage 6 course outcomes**

A student:

**Questioning and predicting**

**CH11/12-1** develops and evaluates questions and hypotheses for scientific investigation

**Planning investigations**

**CH11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**Conducting investigations**

**CH11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information

**Processing data and information**

**CH11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**Analysing data and information**

**CH11/12-5** analyses and evaluates primary and secondary data and information

**Problem solving**

**CH11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**Communicating**

**CH11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

## **Knowledge and Understanding**

### **Objective**

Students:

- develop knowledge and understanding of equilibrium and acid reactions in chemistry

### **Year 12 course outcomes**

A student:

**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

### **Objective**

Students:

- develop knowledge and understanding of the applications of chemistry

### **Year 12 course outcomes**

A student:

**CH12-14** analyses the structure of, and predicts reactions involving, carbon compounds

**CH12-15** describes and evaluates chemical systems used to design and analyse chemical processes

## COMMUNITY AND FAMILY STUDIES – Year 12

### Assessment Schedule

#### Implementation for Year 12 Term 4, 2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Independent Research Project (I.R.P.)	Parenting and Caring Investigation and Analysis	Groups in Context Case Study	HSC Trial Exam Includes Social Impact of Technology	
Timing	Term 4, Week 10	Term 1, Week 8	Term 2, Week 6	Term 3, Week 2/3	
Outcomes assessed	H4.1, H4.2	H1.1, H2.1, H2.2, H 2.3, H 3.2, H 3.4	H3.1, H3.3, H5.1, H6.2	H5.2, H6.1	
Components					Weighting %
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research methodology, analysing and communicating	10	10	20	20	60
<b>Total %</b>	20	20	30	30	<b>100</b>

**Assessment Schedule**  
**COMMUNITY AND FAMILY STUDIES - Year 12**  
**Objectives & Outcomes**

**Objective**

Students will develop:

1. Knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing

**Outcome**

A Student:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities

**Objective**

Students will develop:

2. Knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing

**Outcomes**

A student:

- 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

**Objective**

Students will develop:

3. Knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities

**Outcomes**

A Student:

- 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

**Objective**

Students will develop:

4. Knowledge and understanding about research methodology and skills in researching, analysing and communicating

**Outcomes**

A Student:

- H4.1 justifies and applies appropriate research methodologies  
H4.2 communicates ideas, debates issues and justifies opinions

**Objective**

Students will develop:

5. Skills in the application of management processes to meet the needs of individuals, groups, families and communities



**Outcomes**

A Student:

- 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

**Objective**

Students will develop:

- 6. Skills in critical thinking and the ability to take responsible action to promote wellbeing

**Outcomes**

A Student:

- 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

**Embedded Objective across Preliminary and HSC course**

- 7. An appreciation of the diversity and interdependence of individuals, families, groups and communities

**Embedded Outcomes**

A Student:

- 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

**DESIGN AND TECHNOLOGY– Year 12**  
**Assessment Schedule -For implementation for Year 12 from**  
**Term 4, 2023**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	<b>Project Proposal Presentation</b>	<b>Innovation and Emerging Technology Case Study</b>	<b>Project Development and Management Report</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	<b>Term 4, Week 8</b>	<b>Term 1, Week 6</b>	<b>Term 2, Week 6</b>	<b>Term 3, Weeks 2-3</b>	
<b>Outcomes assessed</b>	<b>H2.1, H4.1, H4.2</b>	<b>H2.2, H3.1, H3.2, H6.2</b>	<b>H4.3, H5.1, H5.2, H6.1</b>	<b>H1.1, H1.2</b>	
<b>Component</b>		<b>Weighting %</b>			
<b>Knowledge and understanding of course content</b>		<b>20</b>		<b>20</b>	<b>40</b>
<b>Knowledge and skills in designing, managing, producing and evaluating a major design project</b>	<b>20</b>		<b>30</b>	<b>10</b>	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**Assessment Schedule**  
**DESIGN AND TECHNOLOGY - Year 12**  
**Objectives & Outcomes**

**Objective**

1. knowledge and understanding about design theory and design processes in a range of contexts

**Outcomes**

H1.1 critically analyses the factors affecting design and the development and success of design projects

H1.2 relates the practices and processes of designers and producers to the major design project

**Objective**

knowledge, understanding and appreciation of the interrelationship of design, technology, society and the environment

**Outcomes**

H2.1 explains the influence of trends in society on design and production

H2.2 evaluates the impact of design and innovation on society and the environment

**Objective**

3. creativity and an understanding of innovation and entrepreneurial activity in a range of contexts

**Outcomes**

H3.1 analyses the factors that influence innovation and the success of innovation

H3.2 uses creative and innovative approaches in designing and producing

**Objective**

5. skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities

**Outcomes**

H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project

H4.2 selects and uses resources responsibly and safely to realise a quality major design project

H4.3 evaluates the processes undertaken and the impacts of the major design project

**Objective**

5. skills in research, communication and management in design and production

**Outcomes**

H5.1 manages the development of a quality major design project

H5.2 selects and uses appropriate research methods and communication techniques

**Objective**

6. knowledge and understanding about current and emerging technologies in a variety of settings

**Outcomes**

H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices

H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development

**EARTH AND ENVIRONMENTAL SCIENCE – Year 12**  
**Assessment Schedule**  
**Implementation for Year 12 from Term 4, 2023**

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Depth Study	Skills Assessment	Research Task	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 9	Term 2, Week 9/10	
Outcomes assessed	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12	EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12 EES12-13 EES12-14	EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-13	EES11/12-1 to EES11/12-7  EES12-12 EES12-13 EES12-14 EES12-15	
Components					Weighting %
Skills in Working Scientifically	20	15	10	15	60
Knowledge and Understanding	5	5	10	20	40
Total %	25	25	20	30	100

**Assessment Schedule**  
**EARTH AND ENVIRONMENTAL SCIENCE - Year 12**  
**Objectives & Outcomes**

**Objective**

Students:

- develop skills in applying the processes of Working Scientifically

**Stage 6 course outcomes**

A student:

**Questioning and predicting**

**EES11/12-1** develops and evaluates questions and hypotheses for scientific investigation

**Planning investigations**

**EES11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**Conducting investigations**

**EES11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information

**Processing data and information**

**EES11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**Analysing data and information**

**EES11/12-5** analyses and evaluates primary and secondary data and information

**Problem solving**

**EES11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**Communicating**

**EES11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

## **Knowledge and Understanding Outcomes - Year 12 course**

### **Objective**

Students:

- develop knowledge and understanding of the evolving Earth

### **Year 12 course outcomes**

A student:

**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

### **Objective**

Students:

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

### **Year 12 course outcomes**

A student:

**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

# ECONOMICS – Year 12

## Assessment Schedule

### Implementation for Year 12 Term 4, 2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	The Global Economy Extended Response	Australia's Place in the Global Economy Topic Test	Economic Issues & Policies Extended Response	Trial HSC	
Timing	Term 1 Week 3	Term 1 Week 9	Term 2 Week 7	Trial Exam Period	
Outcomes assessed	H3, H9, H10, H12	H1, H4	H6, H7, H10H1	, H2, H3, H4, H5, H6, H7, H8, H10, H11	
Components					Weighting %
Knowledge & Understanding of course content	10	10	10	10	40
Stimulus-based skills		5		15	20
Inquiry and research	10		10		20
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
Totals	25	20	25	30	100



**Assessment Schedule**  
**ECONOMICS - Year 12**  
**Objectives & Outcomes**

**Outcomes**

A student:

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

**ENGINEERING STUDIES - Year 12**  
**Assessment Schedule**  
**Implementation for Year 12 from Term 4, 2023**

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Engineering Report	Transport Assignment	Aeronautical or Telecommunications	Trial HSC Exam	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Term 3, Week 2/3	
Outcomes assessed	H3.1, H3.2, H3.3, H5.1, H5.2, H6.1, H6.2	H2.1, H2.2, H4.1, H4.2, H4.3	H1.1, H1.2, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.2, H4.3	
Components					Weighting %
Knowledge and understanding of course content	10	10	10	30	60
Knowledge and skills in research, problem solving and communication related to engineering practice	30	10	10		40
Total %	40	20	20	30	100

**Assessment Schedule**  
**ENGINEERING STUDIES - Year 12**  
**Objectives & Outcomes**

**Outcomes**

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

# FOOD TECHNOLOGY – Year 12

## Assessment Schedule

### Implementation for Year 12 Term 4, 2023

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>The Australian Food Industry</b>	<b>Food Manufacture Project</b>	<b>Food Product Development- Practical and Research</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 7	Term 2, Week 7	Term 3 Weeks 2/3	
<b>Outcomes assessed</b>	H 1.2, H 1.4, H 3.1	H 1.1, H 4. 2	H 1.3, H 4.1	H2.1, H3.2, H5.1	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding of course content		10		30	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10		30
Skills in experimenting with and preparing food by applying theoretical concepts.	10	10	10		30
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Assessment Schedule**  
**FOOD TECHNOLOGY - Year 12**  
**Objectives & Outcomes**

**Objective**

Students will develop:

1. Knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society

**Outcomes**

A student:

H1.1 explains manufacturing processes and technologies used in the production of food products

H1.2 examines the nature and extent of the Australian food industry

H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations

H 1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment

**Objective**

Students will develop:

2. Knowledge and understanding about the nature of food, human nutrition and an appreciation of the importance of food to health

**Outcomes**

A student:

H2.1 evaluates the relationship between food, its production, consumption, promotion and health

## **Objective**

Students will develop:

3. Skills in researching, analysing and communicating food issues

## **Outcomes**

A student:

H3.1 investigates operations of one organisation within the Australian food industry

H3.2 independently investigates contemporary nutrition issues

## **Objective**

Students will develop:

4. Skills in experimenting with and preparing food by applying theoretical concepts

H4.1 develops, prepares and presents food using product development processes

H4.2 applies principles of food preservation to extend the life of food and maintain safety

## **Objective**

Students will develop:

5. Skills in designing implementing and evaluating solutions to food situations

## **Outcomes**

A student:

H5.1 develops, realises and evaluates solutions to a range of food situations

## FRENCH CONTINUERS – Year 12

### Assessment Schedule - Implementation for Year 12 from Term 4, 2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	TASK 1 Reading Writing Task	TASK 2 Listening Writing Task	TASK 3 Interview	TASK 4 Trial HSC	
Timing	Term 4, Week 9	Term 1, Week 6	Term 2, Week 3	Term 3, Week 3	
Outcomes assessed	1, 2, 3	2, 3, 4	1	1, 2, 3, 4	
Components					Weighting %
Reading and Responding	20			10	30
Writing	10	5		5	20
Listening and Responding		20		10	30
Speaking			15	5	20
Total %	30	25	15	30	100

## **Assessment Schedule**

### **FRENCH CONTINUERS - Year 12 -Objectives and Outcomes**

*Objective 1 – exchanges information, opinions and experiences in French*

- 1.1 – use a range of strategies to maintain communication
- 1.2 – conveys information appropriate to context, purpose and audience
  - 1.3 – exchanges and justifies opinions and ideas
- 1.4 – reflects on aspects of past, present and future experience

*Objective 2 – expresses ideas through the production of original texts in French*

- 2.1 – applies knowledge of language structures to create original text
- 2.2 – composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and audience
  - 2.3 – structures and sequences ideas and information

*Objective 3 – analyses, processes and responds to texts that are in French*

- 3.1- conveys the gist of texts and identifies specific information
  - 3.2 – summarises the main ideas
  - 3.3 – identifies the tone, purpose, context and audience
  - 3.4 – draws conclusions from or justifies and opinion
  - 3.5 – interprets, analyses and evaluates information
- 3.6 – infers points of view, attitudes or emotions from language and context

*Objective 4 – understands aspects of the language and culture of French -speaking communities*

- 4.1 – recognises and employs language appropriate to different social contexts
  - 4.2 – identifies values, attitudes and beliefs of cultural significance
  - 4.3 – reflects upon significant aspects of language and culture



## GEOGRAPHY – Year 12 Assessment Schedule

### Implementation for Year 12 Term 4, 2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	TASK 1 Ecosystems at Risk Fieldwork Task	TASK 2 Urban Places Topic Test	TASK 3 People & Economic Activity Task	TASK 4 Trial HSC	
Timing	Term 4 Week 8	Term 1 Week 6	Term 2 Week 6	Trial Exam Period	
Outcomes assessed	H3, H5, H6, H10, H13	H3, H10, H11	H1, H4, H9, H10, H12	H1, H2, H3, H5, H6, H7, H10, H11, H12, H13	
Components					Weighting %
Knowledge & Understanding of course content	15	5		20	40
Geographical tools & skills	10			10	20
Geography inquiry and research, including fieldwork		10	10		20
Communication of geographical information, ideas and issues in appropriate forms		10	10		20
Total %	25	25	20	30	100

**Assessment Schedule**  
**GEOGRAPHY - Year 12**  
**Objectives & Outcomes**

**Outcomes:**

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

## Training and Assessment Strategy – Hospitality SIT20322 Certificate II in Hospitality – Release 1

Approved by	Curriculum Team
Date of approval	17/02/2023
Delivery Site	Woollooware High School
Name/s of VET Trainers:	Martine Workman
Course duration	2 Years
Date of course commencement	February 2023
Date of course conclusion	October 2024
NESA Course Name i.e. Industry Curriculum Framework	<a href="#"><u>HOSPITALITY – Food and Beverage Stream</u></a>
NESA course number and delivery pattern	<b>26521 2 Units x 2 Years</b> <b>HSC Examination code: 26589</b>
Training Product Title and Code	SIT20322 Certificate II in Hospitality
Training Package Code and Title (Release)	SIT Tourism, Travel and Hospitality Training Package (Release-2.1), 9 September 2022
Training Product Release Number and Date	Release 1, 10 June 2022
Qualification Packaging Rules:	6 Core units and 6 Elective units consisting of: 1. 1 unit from Group A 2. 3 units Group B 3. 2 units from Group B, elsewhere in the SIT Training Package, or any other current Training Package or accredited course. All electives chosen must contribute to a valid, industry-supported vocational outcome.
Students successfully completing this program will be eligible to receive a nationally recognised qualification SIT20322 Certificate II in Hospitality.	
Mandatory work placement hours for NESA	Students must complete a minimum of 70 hours work placement over the 2 years.

Course outline – Units of Competency

Qualification status	Code of the unit of competency	Title of the unit of competency	Pre/Co requisite	NESA indicative hours	Qualification group	NESA (HSC) group
Core	<a href="#">BSBTWK201</a>	Work effectively with others	Nil	15	Core	Elective
	<a href="#">SITHIND007</a>	Use hospitality skills effectively	Nil	25	Core	Elective
	<a href="#">SITHIND006</a>	Source and use information on the hospitality industry	Nil	20	Core	Elective
	<a href="#">SITXCOM007</a>	Show social and cultural sensitivity	Nil	10	Core	Elective
	<a href="#">SITXWHS005</a>	Participate in safe work practices	Nil	15	Core	Mandatory
	<a href="#">SITXCCS011</a>	Interact with customers	Nil	20	Core	Mandatory
Elective	<a href="#">SITXFSA005</a>	Use hygienic practices for food safety	Nil	15	Elective	Mandatory
	<a href="#">SITHCCC025</a>	Prepare and present sandwiches	SITXFSA005	20	Elective	Elective
	<a href="#">SITXFSA006</a>	Participate in safe food handling practices	Nil	20	Elective	Mandatory
	<a href="#">SITHFAB024</a>	Prepare and serve non-alcoholic beverages	SITXFSA005	15	Elective	Stream
	<a href="#">SITHFAB025</a>	Prepare and serve espresso coffee	SITXFSA005	25	Elective	Stream
	<a href="#">SITHFAB027</a>	Serve food and beverages	SITXFSA005	40	Elective	Stream
			<b>Total:</b>	<b>240 Indicative Hours</b>		

## Course Overview

The SIT20322 Certificate II in Hospitality covers aspects of food preparation and cookery skills using safe and hygienic practices. Participants will be provided with the necessary resources to gain an understanding of the theoretical and practical requirements surrounding safe work practices whilst working in a hospitality environment including work procedures and the correct and safe use of kitchen equipment and facilities. Participants will also gain fundamental skills in preparing an outlet for service, interacting with customers, serving and clearing food and beverages, completing end of service activities and knowledge and skills in espresso coffee making.

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

To view further information about this training product, please visit <https://training.gov.au/Training/Details/SIT20322>

Participation is inclusive and may include:

- students enrolled in NSW Public Schools (essential)
- the target audience includes students in the 15 – 19 year age group
- students completing year 10 or 11 & 12 HSC units
- students that have completed an LLN test
- School Based Trainees
- students who require literacy and numeracy support, adjustments are discussed prior to enrolment
- isolated and rural students and
- students from non-English speaking backgrounds
- refugees
- students wishing to gain a qualification leading to further study or employment in this industry
- students wishing to gain skills that are transferrable across industry areas and will enhance general employment opportunities
- students wishing to gain skills as part of a life skills program (students with identified learning needs)
- students with physical abilities that may impede the ability to complete particular elements of units of competencies – reasonable adjustments are discussed prior to enrolment
- Learners that have a known LLN level prior to enrolment – reasonable adjustments are discussed prior to enrolment

## AQF Volume of Learning

The Australian Qualifications Framework (AQF) provides a guide to the volume of learning (see '[AQF volume of learning indicators](#)' table), which describes how long a learner who does not hold any of the competencies identified in the relevant units of competency or modules would take to develop all the required skills and knowledge.

The volume of learning stipulated for a certificate II level qualification is 600-1200 hours. The volume of learning hours has been calculated as 512 hours.

## Course Duration and Amount of Training

The course duration for SIT20322 Certificate II in Hospitality is 2 years (school years) and is delivered over 240 hours of training.

The amount of training for this course is determined by the mode of delivery and inherent knowledge of the cohort of students. Based on specific requirements of the training package, the RTO has scheduled its delivery and sequence and determined the mode of delivery for the qualification to ensure students gain the skills and knowledge to support successful achievement of qualification outcomes. This amount of training includes structured and unstructured learning undertaken by the student and has been determined by the RTO as appropriate for cohorts of students undertaking the entry level qualification whilst still at school.

The amount of training has been based on an analysis of the typical cohorts who have traditionally entered this program and qualification over a number of years, it takes into account:

- general capabilities embedded into all NESA syllabuses contributing to the students' existing skills, knowledge and experience
- entry level requirements as set out in the training package
- mode of delivery
- impact of the clustered delivery model

The amount of training has been determined as appropriate for this cohort giving regard to the knowledge and skills students bring to the course, complementing and underpinning the skills required in the Hospitality industry. The RTO will provide up to 240 hours face-to-face timetabled classroom hours and RTO structured activities completed in the student's own time.

Students are informed of all requirements and mode of delivery through RTO course material, course outlines and training and assessment strategy. They include:

- classroom delivery and forums – allows for teachers to build rapport with students and provide differentiated learning
- field trips and incursions – to provide current industry exposure and workplace practices
- structured school-based activities – builds student confidence, skills and knowledge
- supplementary evidence – gathering of evidence for development of a portfolio
- mandated cluster assessment tasks – determines competence and provides a holistic and authentic approach to learning
- simulated workplace learning opportunities – to reinforce skill development and knowledge
- structured work placement over two years; preparation and debrief – allows students to practise and extend learning in the industry
- homework for projects and assignments - emphasises theory work /knowledge evidence
- structured prescribed reading and follow-up activities – emphasises theory component

Clustered units offer the opportunity for a holistic and more effective integration of knowledge and skills particularly where contextual commonalities occur. Clustering units of competency together according to their common work function, shared knowledge and skills means students can be trained and assessed more efficiently without unnecessary repetition. As a result, 12 units of competency are being delivered in 4 assessment clusters. This mode of delivery has led to a reduced amount of training hours.

Weekly timetabling ensures that students who study Hospitality have regular training on an ongoing basis. This enables skills and knowledge to be built and consolidated both in and out of timetabled class time as resources are available on site and on-line and feedback from the trainer is available and accessible at all times during the school year.

Typically, the same teacher is timetabled onto the class for the duration of the course. Trainers and students have many opportunities to build a strong rapport allowing identification of specific gaps and opening further opportunities for students to acquire knowledge and develop and consolidate skills over time. The benefits of spreading the training and assessment throughout the course allows for extended exposure to independent learning, deeper reflection and opportunities for skills practice and knowledge acquisition in a variety of contexts.

During Years 7 – 10 students may study Food Technology where they learn a broad knowledge of food properties, processing and preparation. It addresses the importance of hygiene, safe work practices and legislation in relation to food production. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products.

Mandatory participation in maths and English from Years 7-10 allows them to learn, develop and apply literacy and numeracy skills to enable them to start SIT20322 Certificate II in Hospitality with a strong foundation in literacy, problem solving, numeracy and scientific skills. Students also participate in team activities and work with others, use technology, plan and organise activities, apply problem solving skills, collect, analyse and organise information, communicate ideas and information across all curriculum areas.

During Years 9 and 10 students have studied 200 hours of English, mathematics, science and 100 hours of human society and its environment. In the school environment there is a very strong emphasis on Work Health and Safety of self and others within and outside the classroom.

All students complete a work readiness program and may also engage with the Go2workplacement on-line program <https://www.workplacement.nsw.edu.au/go2workplacement/> . Other learning activities include excursions to local businesses.

Students in Year 10 complete work experience of an entrepreneurial nature and pursue extra-curricular activities.

## **Vocational Education and Training (VET) Courses (to be included in assessment booklets with relevant assessment schedules)**

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

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

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

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

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

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

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

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

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.



Use the following table as a guide to the appropriate outcome to record for each student:

<b>NESA Outcome</b>	<b>NCVER Outcome</b>	<b>Explanation</b> <i>(source: AVETMISS Data Elements definitions, Edition 2.2 April 2013)</i>
<b>Achieved</b>	Competency achieved / pass	Student has been assessed and satisfies all the requirements for the unit of competency
<b>Not Achieved</b>	Competency not achieved / fail	Student has attempted <b>all requirements for the assessment</b> and has been <b>assessed</b> as not competent in one or more of the requirements of the competency
<b>Continuing</b>	Continuing enrolment	The student has engaged in learning activity, but has not completed all the training and assessment criteria by the end of the collection period
<b>Withdrawn</b>	Withdrawn / discontinued	(a) The student has engaged in some learning activity, then notified the RTO of their withdrawal before completing all of the assessment criteria (b) The student has engaged in some learning activity then stopped attending or submitting assessments without notifying the RTO
<b>RPL</b>	Recognition of Prior Learning Granted	The student has been assessed and RPL has been granted
<b>Credit Transfer</b>	Credit transfer / National Recognition	The student can supply evidence of the same or an equivalent competency, and credit transfer is awarded. This is used where there is no delivery of training or assessment of the student's knowledge.
<b>Did Not Start</b>	NIL	Student was enrolled in the unit of competency, but no training or assessment occurred. WILL NOT BE REPORTED OR APPEAR ON THE USI

**INDONESIAN CONTINUERS – Year 12**  
**Assessment Schedule**  
**Implementation for Year 12 from Term 4, 2023**

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	TASK 1 Reading Writing Task	TASK 2 Listening Writing Task	TASK 3 Interview	TASK 4 Trial HSC	
Timing	Term 4, Week 9	Term 1, Week 6	Term 2, Week 3	Term 3, Week 3	
Outcomes assessed	1, 2, 3	2, 3, 4	1	1, 2, 3, 4	
Components					Weighting %
Reading and Responding	20			10	30
Writing	10	5		5	20
Listening and Responding		20		10	30
Speaking			15	5	20
Total %	30	25	15	30	100

## Assessment Schedule

### INDONESIAN CONTINUERS - Year 12 - Objectives and Outcomes

Objective 1 – exchanges information, opinions and experiences in Indonesian

- 1.1 – use a range of strategies to maintain communication
- 1.2 – conveys information appropriate to context, purpose and audience
  - 1.3 – exchanges and justifies opinions and ideas
- 1.4 – reflects on aspects of past, present and future experience

Objective 2 – expresses ideas through the production of original texts in Indonesian

- 2.1 – applies knowledge of language structures to create original text
- 2.2 – composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and audience
  - 2.3 – structures and sequences ideas and information

Objective 3 – analyses, processes and responds to texts that are in Indonesian

- 3.1- conveys the gist of texts and identifies specific information
  - 3.2 – summarises the main ideas
- 3.3 – identifies the tone, purpose, context and audience
- 3.4 – draws conclusions from or justifies and opinion
- 3.5 – interprets, analyses and evaluates information
- 3.6 – infers points of view, attitudes or emotions from language and context

Objective 4 – understands aspects of the language and culture of Indonesian-speaking communities

- 4.1 – recognises and employs language appropriate to different social contexts
  - 4.2 – identifies values, attitudes and beliefs of cultural significance
  - 4.3 – reflects upon significant aspects of language and culture

**INDUSTRIAL TECHNOLOGY - Year 12**  
**Graphics Technology/Timber Products and Furniture Technologies**  
**Assessment Schedule**

**Implementation for Year 12 Term 4, 2023**

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Practical Skills, In class	Designing and Planning	Development and Management Report	Trial HSC Examination	
Timing	Term 4, Week 9	Term 4, Week 6	Term 2, Week 5	Term 3, Week 2/3	
Outcomes assessed	H2.1, H4.1	H3.1, H3.2, H3.3, H5.2	H2.1, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.2, H3.1, H4.3, H7.1, H7.2	
Components					Weighting %
Knowledge and understanding of course content	0	5	5	30	40
Knowledge and skills in the design, management, communication and production of a major project	20	20	20	0	60
Total %	20	20	30	30	100

**Assessment Schedule**  
**INDUSTRIAL TECHNOLOGY - Year 12**  
**Objectives & Outcomes**

**Outcomes**

H1.1 investigates industry through the study of businesses in one focus area

H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry

H1.3 identifies important historical developments in the focus area industry

H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques

H3.1 demonstrates skills in sketching, producing and interpreting drawings

H3.2 selects and applies appropriate research and problem-solving skills

H3.3 applies and justifies design principles through the production of a Major Project

H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project

H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills

H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components

H5.1 selects and uses communication and information processing skills

H5.2 examines and applies appropriate documentation techniques to project management

H6.1 evaluates the characteristics of quality manufactured products

H6.2 applies the principles of quality and quality control

H7.1 explains the impact of the focus area industry on the social and physical environment

H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

**INFORMATION PROCESSES AND TECHNOLOGY – Year 12**  
**Assessment Schedule**  
**Implementation for Year 12 Term 4, 2023**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	<b>Information System Case Study</b>	<b>Design Proposal</b>	<b>Project Report and Solution</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 2–3	
<b>Outcomes assessed</b>	H2.1, H3.1, H4.1, H5.2	H1.1, H2.2, H3.2, H4.1, H6.1	H1.2, H2.2, H5.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.1, H3.1, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1	
<b>Component</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in the design and development of information systems	5	10	15	10	40
<b>Total %</b>	15	25	30	30	100

# Assessment Schedule

## Information Processes and Technology - Year 12

### Objectives & Outcomes

**Objective 1** - knowledge and understanding of the nature and function of information systems

- applies and explains an understanding of the nature and function of information technologies to a specific practical situation.
- explains and justifies the way in which information systems relate to information processes in a specific context.

**Objective 2** - knowledge and understanding of interrelationships among information processes

- 2.1 analyses and describes a system in terms of the information processes involved.
- 2.2 develops and explains solutions for an identified need which address all of the information processes.

**Objective 3** - understanding and appreciation of social and ethical issues pertaining to information systems, technologies and processes

- 3.1 evaluates and discusses the effect of information systems on the individual, society and the environment.
- 3.2 demonstrates and explains ethical practice in the use of information systems, technologies and processes.

**Objective 4** - an understanding and appreciation of the emerging nature of information systems, technologies and processes within a historical context

- 4.1 proposes and justifies ways in which information systems will meet emerging needs.

**Objective 5** - skills in the discriminatory selection and ethical use of appropriate resources and tools to support information systems

- 5.1 justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
- 5.2 assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices

**Objective 6** - skills and techniques to creatively and methodically plan, design and implement information systems to address needs

- 6.1 analyses situations, identifies needs, proposes and then develops solutions
- 6.2 selects, justifies and applies methodical approaches to planning, designing or implementing solutions

**Objective 7** - skills in management, communication and teamwork in relation to individual and group activities

- 7.1 implements and explains effective management techniques
- 7.2 uses methods to thoroughly document the development of individual and team projects

**LEGAL STUDIES – Year 12**  
**Assessment Schedule**  
**Implementation for Year 12 Term 4, 2023**

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Crime Task	Human Rights Task	Option: Family Research Task	Trial HSC	
Timing	Term 4 Week 8	Term 1 Week 8	Term 2 Week 6	Trial Exam Period	
Outcomes assessed	H1,H4,H6,H9	H1,H2,H3	H7,H8,H9	H1,H2,H3,H4,H5,H6,H7.H8,H9,H10	
Components					Weighting %
Knowledge & Understanding of course content	10	10	5	15	40
Analysis and evaluation	5		5	10	20
Inquiry and research	5	5	10		20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	20	25	30	100



**Assessment Schedule**  
**Legal Studies - Year 12**  
**Objectives & Outcomes**

**Outcomes**

A student:

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

# MATHEMATICS STANDARD 1 – Year 12

## Assessment Schedule

Implementation for Year 12 Term 4, 2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In-class Test	Assignment/ Investigation	In-class Test	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 3/4	Term 2, Week 4/5	Trial Exam Period	
Components					Weighting %
Concepts, skills and techniques	10	10	15	15	50
Reasoning and communication	10	15	10	15	50
Total %	20	25	25	30	100

**Assessment Schedule**  
**Mathematics Standard 1 - Year 12**  
**Objectives & Outcomes**

**Outcomes**

MS1-12-1 Uses detailed 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 inferences, predictions and draw conclusions

MS1-12-3 Interprets the results of measurements and calculations and makes judgements about their reasonableness

MS1-12-4 Analyses 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 and methods for such use

MS1-12-10 Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

**MATHEMATICS STANDARD 2 – Year 12**  
**Assessment Schedule**  
**Implementation for Year 12 Term 4, 2023**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
Nature of task	In-class Test	Assignment/ Investigation	In-class Test	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 3/4	Term 2, Week 4/5	Trial Exam Period	
<b>Components</b>	<b>Weighting %</b>				
Concepts, skills and techniques	10	10	15	15	50
Reasoning and communication	10	15	15	10	50
Total %	20	25	30	25	100

# Assessment Schedule

## Mathematics Standard 2 - Year 12

### Objectives & Outcomes

#### Outcomes

MS2-12-1 Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2 Analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3 Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4 Analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5 Makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6 Solves problems by representing the relationships between changing quantities in algebraic and graphical forms

MS2-12-7 Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

MS2-12-8 Solves problems using networks to model decision-making in practical problems

MS2-12-9 Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

MS2-12-10 Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

# MATHEMATICS ADVANCED - Year 12

## Assessment Schedule

Implementation for Year 12 Term 4, 2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In-class Test	Assignment/ Investigation	In-class Test	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 3/4	Term 2, Week 4/5	Trial Exam Period	
Components	Weighting %				
Concepts, skills and techniques	10	15	15	10	50
Reasoning and communication	10	10	15	15	50
Total %	20	25	30	25	100

# Assessment Schedule

## Mathematics Advanced - Year 12

### Objectives & Outcomes

#### Outcomes

**MA12-1** uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

**MA12-2** models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

**MA12-3** applies calculus techniques to model and solve problems

**MA12-4** applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

**MA12-5** applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

**MA12-6** applies appropriate differentiation methods to solve problems

**MA12-7** applies the concepts and techniques of indefinite and definite integrals in the solution of problems

**MA12-8** solves problems using appropriate statistical processes

**MA12-9** chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

**MA12-10** constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

# MATHEMATICS EXTENSION 1 – Year 12

## Assessment Schedule

### Implementation for Year 12 Term 4, 2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In-class Test	Assignment/ Investigation	Trial HSC Examination	In-class Test	
Timing	Term 4, Week 8	Term 1, Week 3/4	Term 2, Week 4/5	Trial Exam Period	
Components					Weighting %
Concepts, skills and techniques	10	15	15	10	50
Reasoning and communication	10	10	15	15	50
Total %	20	25	30	25	100



# Assessment Schedule

## Mathematics Extension 1 - Year 12

### Objectives & Outcomes

#### Outcomes

**ME12-1** applies techniques involving proof or calculus to model and solve problems

**ME12-2** applies concepts and techniques involving vectors and projectiles to solve problems

**ME12-3** applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

**ME12-4** uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

**ME12-5** applies appropriate statistical processes to present, analyse and interpret data

**ME12-6** chooses and uses appropriate technology to solve problems in a range of contexts

**ME12-7** evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

# MATHEMATICS EXTENSION 2 – Year 12

## Assessment Schedule

### Implementation for Year 12 Term 4, 2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In-class Test	Assignment/ Investigation	In-class Test	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 2/3	Term 2, Week 4/5	Trial Exam Period	
Components	Weighting %				
Concepts, skills and techniques	10	15	15	10	50
Reasoning and communication	10	10	15	15	50
Total %	20	25	30	25	100

**Assessment Schedule**  
**Mathematics Extension 2 - Year 12**  
**Objectives & Outcomes**

**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

# MODERN HISTORY – Year 12

## Assessment Schedule

### Implementation for Year 12 Term 4, 2023

Task number	Task 1 National Study: Russia and the Soviet Union 1917-41	Task 2 Core: Power and Authority in the modern world	Task 3: Cold War	Task 4: Cold War/Conflict in Europe, Power and Authority, Russia.	
Nature of task	In class written task	In class source analysis and written task	Research and historical analysis, in class written task.	Trial examination	
Timing	Term 4 Wk 8	Term 1 Wk 8	Term 2 Wk 9	Term 3 Wk 2-3	
Outcomes assessed	MH 12-2, MH 12-3, MH 12-4, MH 12-5, MH 12-7, MH 12-9	MH 12-1, MH 12-3, MH 12-5, MH 12-6, MH 12-7, MH 12-9	MH 12-1, MH 12-3, MH 12-9	MH 12-1, MH 12-2, MH 12-3, MH 12-4, MH 12-6, MH 12-7, MH 12-9	
Components					Weighting %
Knowledge and understanding of course content	10		5	25	40
Historical skills in the analysis and evaluation of sources and interpretations		20			20
Historical inquiry and research			20		20
Communication of historical understanding in appropriate forms	10		5	5	20
Total %	20	20	30	30	100

**Assessment Schedule**  
**Modern History - Year 12**  
**Objectives & Outcomes**

**Knowledge and understanding:**

**Objectives**

Students:

- develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical context
- develop an understanding of continuity and change over time.

**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

**Skills:**

**Objectives**

Students:

- undertake the process of historical inquiry
- use historical concepts and skills to examine the modern past
- communicate an understanding of history, sources and evidence, and historical interpretations.

**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

# MUSIC 1 - Year 12

## Assessment Schedule

### Implementation for Year 12 Term 4, 2023

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Composition Portfolio and Aural Analysis	Presentation of Performance and Viva Voce Topic 2	Presentation or submission: Elective options for Topics 1 and 2.	Aural skills examination and presentation of Elective option for Topic 3	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 2-3 Trial HSC	
	H2,4-8	H: 1,2,4,5,6	H1-8 Dependent on elective choices	H1-8 Dependent on elective choices	
Composition	10				10
Aural	10			15	25
Performance		10			10
Musicology		10			10
Elective			30	15	45
<b>Total %</b>	20	20	30	30	<b>100</b>

## Assessment Schedule

### Music 1 - Year 12

#### Objectives & Outcomes

#### Outcomes:

Through activities in performance, composition, musicology and aural; a student:

- H1** performs stylistically music that is characteristic of topics studied both as a soloist and as a member of an ensemble
- H2** reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3** improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4** articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5** critically evaluates and discusses performances and compositions
- H6** critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7** understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8** identifies, recognises, experiments with and discusses the use and effects of technology in music

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION – Year 12

## Assessment Schedule

### Implementation for Year 12 Term 4, 2023

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Analysis Sports Medicine	Written task Core 1	Practical research & written task Core 2	Trial HSC Exam	
	Term 4, Week 7	Term 1, Week 8	Term 2, Week 9/10	Term 3, Week 2-3	
	H8, H13, H16, H17	H14 H8,H9 H10, H11, H15,H16	H7, H8-11, H16	H1-H11, H13-H15	
Knowledge and understanding of course content	5	10	5	20	40
Skills in critical thinking, research, analysing and communicating	15	15	20	10	60
Total %	20	25	25	30	100



## Assessment Schedule

### PDHPE - Year 12 - Objectives & 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 the new public health approach to health promotion.
- H5** Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities.
- H6** Demonstrates a range of personal health skills that enables them to promote & maintain health.
- H7** Explains the relationship between physiology and movement potential.
- H8** Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity.
- H9** Explains how movement skill is acquired and appraised.
- H10** Designs and implements training plans to improve performance.
- H11** Designs psychological strategies and nutritional plans in response to individual performance needs.
- H12** Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport.
- H13** Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity.
- H14** Argues the benefits of health promoting actions and choices and 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

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING – Year 12

## Assessment Schedule

### Implementation for Year 12 Term 4, 2023

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Colour My World <i>Integrated project</i> Folio of work with Written investigation	Video: 'The Flashback' Video	Exam	Independent Project	
	Term 1, Week 5	Term 2, Week 6	Term 3, week 2-3	Term 3, Week 6	
	M1, M2, M4, M5, CH1, CH2, CH3, CH4	M3, M4, M5,	CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6	
Making Photographic and Digital Media works	25	15		30	70
Critical and Historical Interpretations	10		20		30
Total %	35	15	20	30	100

**Assessment Schedule**  
**Photography, Video and Digital Imaging - Year 12**  
**Objectives & Outcomes**

A Student:

- 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 works
- 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 video and/or digital images
- M6- takes into account issues of occupational health and safety in the making of photographs and/or video and/or digital images
- 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/artwork/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 that photography and/or video and/or digital imaging can be used in various fields of cultural productions.

# PHYSICS – Year 12

## Assessment Schedule

### Implementation for Year 12 Term 4, 2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Depth Study	Data Analysis Task	Practical and Skills Task	Trial HSC Examination	
Timing	Term 1, Week 6/7	Term 1, Week 7	Term 2, Week 7	Term 3, Week 2/3	
Outcomes assessed	PH11/12-2, PH11/12-3 PH11/12-6, PH11/12-7 PH12-12	PH11/12-4, PH11/12-5 PH11/12-7 PH12- 13	PH11/12-2, PH11/12-3 PH11/12-4, PH11/12-5 PH11/12- 7 PH11/12-6, PH12-12 PH12-13, PH12-14	PH11/12-2, PH11/12-4 PH11/12-5, PH11/12-6 PH11/12-7, PH12-12 PH12-13, PH12-14 PH12-15	
Components					Weighting %
Skills in Working Scientifically	20	15	15	10	60
Knowledge and Understanding	10	5	5	20	40
TOTAL %	20	25	25	30	100

**Assessment Schedule**  
**Physics - Year 12**  
**Objectives & Outcomes**

**Objective**

Students:

- develop skills in applying the processes of Working Scientifically

**Stage 6 course outcomes**

A student:

**Questioning and predicting**

**PH11/12-1** develops and evaluates questions and hypotheses for scientific investigation

**Planning investigations**

**PH11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**Conducting investigations**

**PH11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information

**Processing data and information**

**PH11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**Analysing data and information**

**PH11/12-5** analyses and evaluates primary and secondary data and information

**Problem solving**

**PH11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**Communicating**

**PH11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

## **Physics: Knowledge and Understanding Outcomes**

### **Objective**

Students:

develop knowledge and understanding of advanced mechanics and electromagnetism

### **Year 12 course outcomes**

A student:

**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

### **Objective**

Students:

develop knowledge and understanding of the role of evidence and prediction in the development of theories in physics

### **Year 12 course outcomes**

A student:

**PH12-14** describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world

**PH12-15** explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

# SOCIETY & CULTURE – Year 12

## Assessment Schedule

### Implementation for Year 12 Term 4, 2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Topic Test Social and Cultural Continuity and Change	Personal Interest Project – Process	Essay Social Inclusion and Exclusion	Trial HSC Examination Written Paper	
Timing	Term 4 Week 9	Term 1 Week 8	Term 2 Week 4	Trial Exam Period	
Outcomes assessed	H2, H3, H5	H6, H7, H10	H1, H2, H5, H9, H10	H1, H2, H3, H4, H5, H6	
Components					Weighting %
Knowledge and understanding of course content	15		15	20	50
Application and evaluation of social and cultural research methods	10	5	10	5	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	30	10	30	30	100

**Assessment Schedule**  
**Society and Culture - Year 12**  
**Objectives & Outcomes**

**Outcomes**

A student:

- 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, organizes, 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 form



# VISUAL ARTS – Year 12

## Assessment Schedule

### Implementation for Year 12 Term 4, 2023

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Development of Body of Work Interview/ presentation of VAPD, material and conceptual intention and work in progress	In class essay The artist as social commentator	Trial Exam	Resolving the Body of Work Artworks/ VAPD	
	Term 1, Week 6	Term 1, Week 10	Term 3, Week 2-3	Term 3, Week 5	
	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	
Artmaking	20			30	50
Art Criticism and Art History		20	30		50
Total %	20	20	30	30	100

**Assessment Schedule**  
**Visual Arts - Year 12**  
**Objectives & Outcomes**

**Outcomes:**

- H1** initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions
- H2** applies their understanding of the relationships among the artists, 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 and 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

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## ASSESSMENT SCHEDULE PLANNER

TERM 4, 2023	
Week	Tasks (and Weight)
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

TERM 1, 2024	
Week	Task (and Weight)
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	<b>ASSESSMENT WEEK</b>
11	<b>ASSESSMENT WEEK</b>

TERM 2, 2024	
Week	Tasks (and Weight)
1	
2	
3	
4	
5	
6	
7	
8	
9	TRIAL
10	HSC

TERM 3, 2024	
Week	Task (and Weight)
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



# Woollooware High School

## *Illness-Misadventure Procedure*

Consideration is given to students who suffer illness or misadventure at the time of a task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students. Students wishing to apply for illness/misadventure should follow the relevant procedure specific to the situation as outlined below.

### Procedures to follow in the event of:

#### **1. Absence due to illness/misadventure on the day of an in-school assessment task:**

- The student or parent/caregiver MUST contact the school by 9:00am on the day the task is scheduled by either phone or email.
- Students must report to the relevant Faculty Head Teacher on the first day of their return to school and be prepared to complete the task on that day.
- Students must obtain an *Illness/Misadventure Application Form* and any other relevant documentation, such as a medical certificate.
- Completed Illness/Misadventure Application forms and documentation must be returned to the Faculty Head Teacher by 3pm on the first day of their return to school.

#### **2. Absence due to illness/misadventure on the day a hand-in assessment task is due to be submitted:**

- The student or parent/caregiver MUST contact the school by 9:00am on the day the task is due by either phone or email.
- Students should make every attempt to have the task delivered in-person (e.g. by a third party).
- Photographic evidence of progress of practical assessments (e.g. in Visual Arts or Industrial Technology) must be emailed to the Faculty Head Teacher by 3pm on the due date.
- For tasks that are required to be submitted electronically (e.g. via Google Classroom), illness/misadventure applications will not be accepted unless supporting documentation specifically states that the student was unable to submit the task electronically (i.e. students are expected to submit tasks electronically even if they are absent from school on the due date).
- If a hand-in task is not submitted on the due date, the student must submit the hand-in task to the relevant Class Teacher on the first day of their return to school by 3pm.
- Students must obtain an *Illness/Misadventure Application Form* and any other relevant documentation, such as a medical certificate.
- Completed Illness/Misadventure Application forms and documentation must be returned to the Faculty Head Teacher by 3pm on the first day of their return to school.

#### **3. Illness/misadventure during an in-school assessment:**

- The student MUST notify the supervisor of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment. Then the student will need to decide to either:
  - a) sit the task and apply for illness or misadventure by obtaining an *Illness/Misadventure Application Form* and a *medical certificate* (if applicable) and following Point 1 of the Illness/Misadventure procedure above. Approved applications will receive their mark or an estimate, whichever is higher.
  - b) leave the task and apply for illness or misadventure by immediately obtaining an *Illness/Misadventure Application Form* and a *medical certificate* (if applicable) and following Point 1 of the Illness/Misadventure procedure above. Approved applications will usually be given an alternative task to complete. A Head Teacher may allow a delayed sitting of the same task depending on circumstance and its validity. An estimate may be calculated if opportunity does not exist to sit an alternative task.

#### **4. Illness at school by 9:00am/misadventure on a day during an examination period:**

- The student or parent/carer MUST contact the school up until 30 minutes prior to the commencement of the scheduled examination by either phone or email.
- Prior to their return to school, the student must contact the relevant Faculty Head Teacher to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, the student must report to the relevant Faculty Head Teacher at the determined time/date.
- Students must obtain an *Illness/Misadventure Application Form* and any other relevant documentation, such as a medical certificate.
- Completed Illness/Misadventure Application forms and documentation must be returned to the Faculty Head Teacher by 3pm on the first day of their return to school.

#### **5. Illness/misadventure for a group performance:**

- The individual student or parent/caregiver concerned (i.e. not another student member of the group) MUST contact the school by 9:00am on the day the task is scheduled by either phone or email.
  - When a group performance cannot go ahead on a scheduled date, ALL students affected need to complete an *Illness/Misadventure Application Form*.
  - These forms (and a medical certificate if applicable for the student concerned) need to be returned to the relevant Faculty Head Teacher by 3pm on the first day of their return to school.
  - The relevant Faculty Head Teacher will reschedule an alternative date for the performance.
- In all cases where a task needs to be completed, the student (or all students in the case of a group performance) must:
- Be prepared to **complete the task on the first day of their return to school** unless an alternative arrangement has been made with the relevant Head Teacher.
  - Complete an *Illness/Misadventure Application Form* and any other relevant documentation and return to the relevant **Faculty Head Teacher by 3pm on the first day of their return to school**.

## Further Information

Relevant written evidence from a medical practitioner is **mandatory** for any application relating to illness for the application to be considered by the relevant Faculty Head Teacher. It is the student's responsibility to obtain a medical certificate from the medical practitioner and submit it to the school with the *Illness/Misadventure Application Form*.

The *Illness/Misadventure Application Form* is available online on the school's website, at the school office and from the Deputy Principal.

The consequences of not following these procedures may result in the application for Illness/Misadventure being rejected and a **zero mark** being awarded.

If the application is not accepted, a **zero mark** may be awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Deputy Principal within two school days of receiving the initial decision.

## Outcome of Illness/Misadventure

The relevant Faculty Head Teacher will consider illness/misadventure cases specific to assessment tasks for courses within their faculty. They will judge the presented evidence and decide whether the application is to be accepted or rejected according to this policy/procedure.

If the application is accepted, one of three things may occur:

- **Original or substitute task is to be completed** – a zero will be recorded for the original task and the student will be required to complete the original task or a substitute task. Once completed, the mark gained for this task will replace the zero. If not completed, the zero mark remains and a N-warning letter will be issued.

- **Awarded mark remains** – the student’s performance in the assessment task may be considered to have been unaffected. In this case, the student’s original result in the task will remain as marked.
- **Maintain rank applied to task** – in exceptional circumstances, where undertaking an alternative task is not possible, the relevant Faculty Head Teacher in consultation with the Deputy Principal, may determine that the student’s relative assessment rank be maintained. This will be calculated at the end of the course. This calculated mark would then replace the zero awarded at the time of the scheduled task.

If the application is rejected, then the **task must be submitted or attempted** in accordance with NESAs rules and procedures. Then one of three things may occur:

- **Original task was submitted or attempted on time** – the original task will be marked and this earned mark will apply.
- **Original task was submitted or attempted late** – the original task will be marked; however, a **zero mark** will be officially awarded.
- **Original task was not submitted or attempted late** – a **zero mark** will be officially awarded and a N-warning letter will be issued.

## Appealing an Illness/Misadventure Application Decision

All students have the right to appeal a decision made regarding an application for illness/ misadventure. Any student wishing to appeal this decision must do so in writing to the **Deputy Principal within two school days of receiving the initial decision.**

In reviewing the determination of a student’s appeal, the Deputy Principal will convene an *Appeal Panel* (consisting of the Deputy Principal, a Head Teacher who did not make the original Illness/Misadventure decision, and a classroom teacher that does not currently teach the student) who will consider the following as applicable:

- The student’s original Illness/Misadventure application
- Documentation submitted with the original application
- Any additional statement and/or documentation submitted with the student’s appeal form
- Student attendance and other school data relevant to the application





WOOLLOOWARE HIGH SCHOOL  
**ILLNESS / MISADVENTURE FORM**

This form is to be completed by a student **who is unable to attend/submit an assessment task, on the due date or who feels that an assessment task has been affected by unforeseen illness or misadventure.** (Refer to the Assessment booklet for further details).

In order for any consideration to be extended to this task:  
 1. **Complete and present this form to the appropriate Head Teacher, with attached documentation to support this application on the first day your return to school.** (This could be done prior to the due date, if possible or where applicable)  
 2. If approval is granted, this form together with any other relevant documents will be filed and kept on record

NOTE: Failure to submit this form promptly may adversely affect the result of your request.

A request for consideration of illness/ misadventure for an assessment task undertaken throughout the year, which is submitted at or near the end of the course, will generally not be considered.

**It should not be assumed that an application using this form will be successful, as the reasons for misadventure will be considered on their merits.**

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_

Course/Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

Assessment Task Missed: \_\_\_\_\_ Due Date: \_\_\_\_\_

Reason for Consideration:

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

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

Supporting Evidence:      Yes / No      Type of evidence: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_ Date of

Misadventure Request: \_\_\_\_\_ Home Phone: \_\_\_\_\_

----- OFFICE USE ONLY

**Head Teacher: Options:**

- New submission date: \_\_\_\_\_
- Electronic submission of task
- Photographic evidence of progress being made on work/s
- Alternative task
- Other: \_\_\_\_\_

**Head Teacher: Decision Comments:**

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

Head Teacher Approval granted:    Yes / No

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Copy to:

*Student File  
 (original)  
 Head Teacher  
 Student Copy  
 Noted on Sentral*

—

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# Form - Students to Complete

## High School Certificate 2024 Assessment Guide Woollooware High School



This form is to be signed and returned to:

**Mrs Morton or Ms Peard  
Head Teacher Administration Office  
A Block**

I \_\_\_\_\_ acknowledge that I have read  
(Print Name) (Roll Class)

and fully understand and accept the Assessment Policy of Woollooware High School and have also made my parents (guardians) aware of this policy.

Signed: \_\_\_\_\_

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

