

# **Pittwater High School Year 12 (HSC) Assessment Guide 2023-2024**



*Front cover*

*“Eve”*

By Lily Watt

Year 12

Visual

Artwork



# Pittwater High School

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**Principal:** Alison Gambino

**Deputy Principals:** Sophia Bromley, Katrina Purvis, Carolyn Samijlowicz

Dear students and parents/carers of the 2024 HSC Cohort,

Welcome back to Term 4 and to the start of your HSC courses. Our aim is to support you grow and reach your potential. One of the ways we can assist is to ensure you have a clear understanding of our expectations. Although it may seem a daunting year ahead, it is also one we hope you enjoy as you embrace your learning and experience success. We know you will continue to build positive relationships with your peers and teachers.

## 1. Changes in Patterns of Study

By now you should have decided on any changes of subject in relation to your HSC studies - discontinuing subjects and commencing Extension courses. If you are still unsure, please discuss the situation with the respective teachers, your Year Adviser Ms Gegan or your Deputy Principal Ms Bromley. Change of subject forms need to be completed before you cease attending a class.

## 2. Study periods and Senior Learning Centre

As a result of discontinuing a subject or undertaking an Extension Course, some students may have more study periods (**not** free periods) during normal school hours. During study periods, students need to sign in (and out) of the library to indicate whether they are working in the Senior Learning Centre, the outside study area or working with a teacher (e.g. on a major work). **Students are not to leave the school grounds.**

In the Senior Learning Centre, a teacher is on hand to assist students with any general queries. More specifically students can seek support in note-making, summarising, essay writing, time management, unpacking major assignments and more. During this time there will also be occasional (2 per term) study skill sessions scheduled.

## 3. Late Arrival/Early Departure

As a privilege to HSC students only, those students who have study periods during Period 1 have permission to arrive at school late. However, they must be **at school in order to attend the assembly and/or year meetings**. Students must sign on at Student Services when they arrive at school.

Students are only permitted to leave school before the end of the school day if they have no scheduled classes for the remainder of that day. Students must sign out at Student Services using their student ID card. **Students are not to leave the school grounds in lunch breaks.**

## 4. School Uniform

Seniors are expected to wear the correct school uniform **including black lace up school shoes at all times**. Our strong community reputation is advantageous to us all and is founded on respect and responsibility as evident in wearing the correct uniform. Please see the website for any clarification of uniform items.

**5. Getting the most out of your learning by:**

- attending school and all timetabled lessons every day
- being punctual to class
- demonstrating hard work and effort in all learning activities
- completing assessment tasks, assignments and homework punctually
- behaving appropriately at all times: in class, in the school grounds and on excursions
- becoming actively involved in the wider activities of school life.

**6. Mentoring**

The executive staff and teachers have volunteered their time to make themselves available as mentors for Year 12 students. This is designed to ensure that each student is supported in focusing on what is required in their HSC year and achieving their personal best.

**7. School References**

At the end of Year 12, students are able to apply for a reference from the school. For your reference to be as personal and individual as possible, you will need to supply verifiable details of your academic awards, involvement in school events, extra-curricular participation and achievements, sporting activities, school service, community service, etc. It is recommended that you begin to compile this relevant information now and update it as you proceed through Year 12. These references will be available at the end of the HSC examinations when students complete the sign-out process and return all books.

**8. End of Year 12 Activities**

Year 12 classes continue into the last week of Term 3, ensuring that students are thoroughly prepared for the HSC. After this time, teachers continue to make themselves available for seminars or individual student consultations.

We are very proud of our students and the culture of the school in that our Year 12 students fully engage in the end of year activities in an appropriate manner.

In the final week, we anticipate the organisation of a special fun day out following the success of the day with previous Year 12 groups. Also, on Wednesday there is a Year 12 student and staff barbeque breakfast followed by a Farewell Assembly to Year 12 in front of the whole school. In the afternoon there is the Year 12 Graduation Ceremony and Valedictory Dinner open to staff, parents and caregivers.

Finally, after the results of the HSC are released in December, we have a special morning tea for students and staff. This date is to be confirmed.

So, all the best as you now focus on what can potentially be the best most fulfilling year of your schooling.

All the best

Alison Gambino  
Principal

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## ASSESSMENT CALENDAR

### HSC Term 4 2023

Term 4	HSC	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
<b>Weeks 1–4</b>	<b>2023</b>		<b>NO ASSESSMENTS</b>	<b>NO ASSESSMENTS</b>		<b>NO ASSESSMENTS</b>		<b>NO ASSESSMENTS</b>		<b>NO ASSESSMENTS</b>	
<b>Week 5</b>	NOV	6	Engineering Studies	7		8		9		10	
<b>Week 6</b>	NOV	13		14		15		16	Design & Technology	17	Industrial Technology (Timber & Multimedia) Work Studies
<b>Week 7</b>	NOV	20	Biology Community & Family Studies Japanese Continuers Sport, Lifestyle & Recreation	21		22		23	Legal Studies	24	Physics
<b>Week 8</b>	NOV DEC	27	Certificate II Hospitality Dance Earth & Environmental Science Photography, Video & Digital Imaging Visual Arts Agriculture Food Technology PDHPE	28		29		30	Economics	1	Geography
<b>Week 9</b>	DEC	4	Ancient History Mathematics Adv. Mathematics Standard Mathematics Standard 2	5	Modern History	6		7	Mathematics Ext 2 Music 1	8	Business Studies English Advanced English Standard English Studies Society & Culture English EAL/D
<b>Week 10</b>	DEC	11	Drama Mathematics Ext 1 Textiles and Design	12		13		14		15	

## ASSESSMENT CALENDAR

### HSC Term 1 2024

Week 1-2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
English Ext 2	English Ext 1 Music2		Chemistry Design & Technology Environmental Science MusicExt	Chemistry Industrial Technology (Timber & Multimedia)	Business Studies Engineering Studies Geography Japanese Continuers Sport Lifestyle & Recreational Studies	Economics Legal Studies PDHPE Photography, Video & Digital Imaging Physics Visual Arts Work Studies Ancient History	Dance Food Technology Mathematics Adv Mathematics Ext 2 Mathematics Std 1 Mathematics Std 2 Modern History PDHPE	Agriculture Cert II Hospitality Community & Family Studies Drama English Advanced English Standard English Studies English EAL/D Mathematics Ext 1 Music 1 Society and Culture	

## ASSESSMENT CALENDAR

HSC Term 2 2024								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9– 10 (TRIALS)
Textiles & Design	English Ext 2 History Ext	Music Ext Society & Culture	History Ext Music 2	Cert II Hospitality Earth & Environmental Science Japanese Continuers Music 1	Biology Design and Technology Sport Lifestyle & Recreation	Chemistry	Work Studies	Agriculture Ancient History Biology Business Studies Cert II Hospitality Chemistry Community & Family Studies Design & Technology Drama Earth & Environmental Science Economics Engineering Studies English Advanced English Ext 1 English Standard English Studies English EAL/D Food Technology Geography History Extension Industrial Technology (Timber & Multimedia) Japanese Continuers Legal Studies Mathematics Advanced Mathematics Ext 1 Mathematics Ext 2 Mathematics Standard 1 Mathematics Standard 2 Modern History Music 1 Music 2 Music Ext PDHPE Photography, Video & digital Imaging Physics Society and Culture Textiles & Design Visual Arts



## ASSESSMENT CALENDAR

HSC Term 3 2024							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 - 10
Industrial Technology (Timber & Multimedia)	Textiles & Design English Ext 2	Music 2 Dance	Biology Drama Earth & Environmental Science Food & Beverage	Agriculture Business Studies Earth and Environmental Science Engineering Science Food Technology Geography Modern History Physics Visual Arts	Ancient History Community & Family Studies Economics English Advanced English Standard English Studies English EAL/D Legal Studies Mathematics Adv Mathematics Std 1 Mathematics Std 2 PDHPE Photography, Video & Digital Imaging Society and Culture	English Ext 1 Mathematics Ext 2 Sport Lifestyle & Recreation	Work Studies

## ASSESSMENT FOR THE HSC 2023 / 2024

The purpose of school assessment is to:

- assist student learning.
- evaluate and improve teaching and learning programs.
- provide information on student learning.
- provide evidence of satisfactory completion of courses
- provide multiple opportunities for students to demonstrate their achievements.

Student performance in the Higher School Certificate (HSC) is assessed in two ways – the HSC examinations and the internal (school) assessment. In some subjects, there are also external assessable components.

The HSC examinations are conducted by the NSW Education Standards Authority (NESA) during October and November each year. The internal assessment mark is based on achievement in a range of tasks developed by the school according to syllabus components and weightings. The tasks allow students to demonstrate the breadth and depth of their knowledge, skills and understanding in a variety of ways such as research, oral presentations, aural analysis, practical work and experiences appropriate to the outcomes in each course studied. Marks awarded for each task will align with the quality of the response; work that shows more complex development and higher order achievement will receive more marks than work that demonstrates a more basic level of achievement.

The final HSC assessment mark is a combination of the mark gained in each HSC exam (50%) and the moderated school assessment (50%). The internal (school) assessment for the HSC will commence after the Year 11 course during Term 4, 2023.

The award of an HSC is dependent upon a student's satisfactory progress and completion of course work with regard to both formal assessment and assessment for learning tasks. Students should appreciate that assessment for learning tasks are very important in the context of the whole course, both as practice for assessment tasks and as preparation for the HSC examination.

## SATISFACTORY COMPLETION OF COURSES

The following course completion criteria refer to both the Year 11 and HSC courses.

### Course Completion Criteria

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- a) **Followed** the board developed or board endorsed by NESA; and
- b) **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **Achieved** some or all of the course outcomes.

Should a student not satisfy the course requirements, they will be at risk of being given an 'N' Determination (non-completion of course requirements). The Principal or delegate, will warn the student as soon as possible and advise the parent or guardian (if the student is less than 18 years of age) in writing. Refer to 'Non-Determination'.

## REQUIREMENTS OF STUDENTS

It is expected that:

- Student attendance, conduct and progress will be satisfactory. To successfully complete the HSC course student attendance should not drop below a minimum 85% of timetabled lessons.
- Continuity of learning is an essential element of senior high school education. The standards set by the school and expectations of its staff are such that only unavoidable absence due to illness, bereavement etc. should come in the way of attending school. Students who miss school must catch-up work and are expected to develop a plan to do so for any missed work, so that learning opportunities are maximised.
- Students will complete **classwork, homework, assigned work and set tasks and experiences** to the satisfaction of each faculty's requirements.
- Students will make a **serious attempt** at all set work and participate in all experiences provided in courses run by the school.
- Students will **apply themselves with diligence and sustained effort** throughout the course.
- Students will have achieved some or all of the course outcomes.

## SCHOOL RESPONSIBILITIES

NESA outlines the requirement that schools establish an HSC assessment program for each course we teach within the guidelines outlined in each syllabus. We are expected to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- **encourage students to take greater responsibility for their own learning**
- evaluate and refine teaching programs in response to student performance
- report student achievement to various audiences including parents, employers and others, in ways that meet their needs

## INTERNAL ASSESSMENT

The school is required to submit an assessment mark for each subject undertaken by the students. The assessment marks submitted by a school for each course are intended to indicate achievement at the end of the HSC course, based on:

- a wide range of syllabus outcomes that can be measured by the external examination, although internal assessment must cover all the objectives measured by the examination;
- multiple measures and observations made throughout the HSC course rather than a single, final examination.

Each student must attempt tasks worth in excess of 50% of the course. If students fail to attempt tasks in excess of 50% in any course the Principal will certify that the course outcomes have not been studied satisfactorily and will indicate the outcomes still to be completed. Students and parents will be informed in advance if a student has placed himself/herself in such a position.

The internal assessment schedule will commence during Term 4 2023 at the completion of the Year 11 Course.

A maximum number of formal assessment tasks of 4 in Year 12 will be allocated in each subject's assessment schedule. An individual task would not normally be worth less than 10 per cent, or more than 40 per cent, of the total weighted mark.

This booklet outlines the approximate timing of internal assessment marks. They have been scheduled with students' workloads and school events in mind. Information regarding the exact timing of assessment tasks will be communicated to students via the class teacher. At Pittwater High School we aim to give students a minimum of three weeks notification of assessment tasks. If a student is absent on the day that notification is distributed to the class, they can sign and collect a copy from the relevant faculty staff room upon their return.

Students will acknowledge the receipt of this Assessment Policy by initialling a receipt sheet. It is recommended that students keep a photocopy of all materials handed out for assessment.

The internal assessment mark is based on the HSC course only **(except in Mathematics)**. Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics. No more than 20% of the Mathematics assessment is to be based on the Year 11 course.

## COMPLETION AND SUBMISSION OF ASSESSMENT TASKS

Students are expected to perform all tasks required on the set date and to sit for all tasks scheduled as part of the assessment program. The number of assessment tasks given is decided by the school and details of these tasks are provided in the course assessment program that follows. Students should sign a receipt sheet to indicate submission of the task.

Assessment tasks must be submitted **no later than 8:30am on the day they are due**. Students can hand in tasks before the due date. Please ensure if submitted early, that students sign to say handed in early.

**If an assessment task is handed in late or a student fails to attend an in-class task, the task will incur a zero result. If students have an explanation such as illness, bereavement, for their lateness, they may complete an illness / misadventure form with accompanying documentation and hand this to the Head Teacher.**

Failure of computers, printers or software **will not be accepted** as a reason for the lateness of a task, as students are expected to use good management practices such as USB storage, devices, email and keeping draft copies of work. Students have access to computers and printers at school. Work already undertaken for the task and a USB containing the task may be submitted to the teacher or Head Teacher for consideration in this case.

If a Head Teacher is not able to determine the legitimacy of a lateness explanation, it will be presented to the Assessment Review Panel (ARP) for determination. If the ARP determines that the reason for late submission is not acceptable, the task will score zero.

## **ILLNESS MISADVENTURE & LATE SUBMISSIONS**

If you have a valid reason for missing an in-school assessment task or late submission of a task you need to complete an Illness Misadventure or Late Submission form. The forms are available online at the school website, from the Year Adviser, student services office or Head Teachers.

When completing the form attach as much supporting information as possible e.g. Doctor's certificates, funeral notices etc. and return the completed form to your teacher or Head Teacher as soon as possible after your return to school.

The faculty Head Teacher will make a recommendation in the appropriate place on the form for the Assessment Review Panel and forward the application to the Panel Convener.

**A copy of the Illness Misadventure form can be found at the end of this document.**

## **MEDICAL CERTIFICATES**

When requesting a medical certificate, please give the following information to the doctor to ensure the necessary documentation is provided without further inconvenience to busy professionals.

- the time and date of the consultation
- the nature of the student's illness
- an explanation of how this illness would affect the student's performance on an assessment task or in completing an assignment.

School assessments are the principal means of determining satisfactory completion of the HSC course outcomes in the senior school.

At a time when competition for the very best results is sought by so many students for acceptance into tertiary education, business cadetships and apprenticeships, it is important for the school's Assessment Review Panel to be able to accurately ascertain the extent to which the student has been disadvantaged by illness and therefore how much extra time he/she be given to complete a task.

Should you have any concerns please telephone the Principal on 9999 4035.

## **THE ASSESSMENT REVIEW PANEL (ARP)**

The Principal of Pittwater High School selects several Head Teachers to monitor and review the procedures set down for the Pittwater High School HSC Assessment program. It also meets, if required, to consider student appeals on the grounds of unexpected illness, misadventure, or accident. The Principal is the final arbiter in all appeals.

## ATTENDANCE

A student will score zero marks if absent from an in-school assessment task unless they have a valid reason supported by documentation (e.g. a medical certificate in case of illness) and completes an Illness, Misadventure & Late submission form.

- Whole day or partial truancy on the day of an assessment task, or when an assessment task is due, will automatically score a zero mark.
- A student knows in advance of their absence on a date an assessment task is due should, where appropriate, submit the task ahead of time.
- The Principal has discretion in granting leave for legitimate reasons (e.g. school approved activities such as DoE representation). Requests for leave on an assessment task due date or during an assessment period need to be made in writing to the Principal with supporting documentation. It is the responsibility of the student to show the notification of approved leave to the teacher concerned or exam coordinator before the due date of the assessment task(s).
- Vacations taken outside the normal school holidays will generally not be accepted as a valid reason for absence from an assessment task. Leave that has not been approved will automatically result in a zero mark for any missed assessment tasks. Any requests for leave must be submitted in writing to the Principal with documentation as noted above.
- Students are to be in attendance for all timetabled classes on the day an assessment task is due or assessed. Students may not be in the library or use other school resources during timetabled lessons on the day the task is to be undertaken or examined.

## MALPRACTICE (INCLUDING PLAGIARISM)

Dishonesty and unfair advantage during an assessment task will be directed to the subject's Head Teacher, who will report the matter to the ARP. The panel may elect to give a zero result for the task. No student should gain an unfair advantage by having all or part of the task produced by another person. Teachers and Head Teachers must be satisfied that the work is the student's own.

To avoid Malpractice (including plagiarism) students should:

- Take careful notes when researching and reading and use your own words when summarising and paraphrasing information.
- Use proper citation styles, as guided by your teachers, to give credit to the original author of the work. If you are unsure about how to cite something, ask your teacher for help.
- Avoid using AI tools to generate or summarise content, as these tools often produce content that is not original and can lead to plagiarism.
- Avoid using material directly from books, journals, or the internet without reference to the source.
- Be sure not to buy, steal or borrow another person's work and presenting it as your own. Or submit work to which another person such as a parent, coach or subject expert has prepared.

- Avoid having someone to write or prepare material.
- Refrain from breaching school examination rules.
- Avoid using non-approved aides during an assessment task.
- Avoid making false claims to explain work not handed in by the due date.
- You are not to assist another student to engage in malpractice.

Regarding AI and assessment tasks:

- The use of AI tools to generate or summarise content is strictly prohibited.
- If a student is found to have used AI tools and presented this as their own work, the student will receive a zero for the task and may face additional consequences. In the case of HSC students, all schools are required to keep a register of malpractice. Malpractice is any attempt to gain an unfair advantage over other students.
- The use of AI tools for citation and grammar checking is permitted, but students should not rely solely on these tools to check their work.

Misbehaviour during an exam or assessment task will be reported to a Deputy Principal and the ARP. The ARP may award a mark of zero.

Remember that academic success comes from hard work, dedication, and original thinking.

## **ALTERNATE TASKS**

- If an unfair advantage is gained by a student in completing a task after the due date or if a doubt exists as to the security of a task, then an alternate task will be given.
- If a task fails to discriminate among candidates, the teacher may decide to reduce the mark value of the task or set an extra task. In extreme cases, an invalid task will be discarded completely. At least one week's notice will be given of an extra task.
- In exceptional circumstances where a student has missed a task and the completion of a substitute task is not feasible, the Principal may authorise the use of an estimate for that particular task. This will be used to determine the student's position in the order of merit for that task.
- When the position is determined, the student will be awarded and have recorded the mark that is most appropriate to that position according to the outcomes being assessed.

## **'N' DETERMINATIONS**

Students studying an HSC course must make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks. It is emphasised that completion of tasks worth exactly 50% is not sufficient: tasks worth in excess of 50% must be attempted. If this is not the case, the Principal must indicate that the course has not been satisfactorily completed.

In cases of non-satisfactory completion, an 'N' Determination will be submitted by the Principal to NESA. Courses which are not satisfactorily completed will not be printed on Records of Achievement or Results notices.

Students who have received an 'N' determination, have the right to appeal.

## **APPEAL PROCEDURES FOR 'N' DETERMINATIONS**

The Principal's Report will be completed, and a copy given, together with the Student Appeal Form to the student, or forwarded to the student's home address. The Principal will advise the student's parent or guardian in writing (if the student is under 18 years of age) of their right to appeal against the Principal's determination. NESA will review appeals only on the information submitted with the Principal's report and the Student Appeal Form. No further information will be sought.

If the student's appeal is successful at the school level, notification of the removal of the 'N' determination must be sent to the NESA, so that the 'N' can be removed from the unsatisfactory completion of course schedule. If the student's appeal to the school should be unsuccessful, then the Principal's Report form and Student Appeal form and other relevant information will be sent to the NESA.

The Principal will:

- advise the student in writing in time for the problem to be corrected.
- advise the parent or guardian in writing (if the student is under 18 years of age)
- request from the student/parent a written acknowledgement of the warning
- retain copies of the warning notice(s) and other relevant documentation.



## CREDENTIALS

NESA is a statutory Authority that determines the structure and areas of study for the Year 11 and Year 12 courses. It has the power to award to students the credential of a Higher School Certificate. Students must comply with the entry requirements, course guidelines and the rules and regulations set down by the NESA. The assessment guidelines for Pittwater High School as outlined in this booklet comply with NESA requirements.

The HSC Testamur is awarded to students who have fulfilled all eligibility requirements.

The HSC *Record of Achievement* is awarded to students who have satisfactorily completed a HSC course. In addition to the course name(s) and unit value, the *Record of Achievement* will also show, as appropriate, an examination mark and/or performance band for each NESA developed HSC course.

A *Certificate of Competence* is awarded to students who successfully complete all requirements of a two-year, 2-unit course in Vocational Education and Training (VET course). The Certificate lists all modules satisfactorily achieved and is issued by NESA on behalf of the Vocational Education and Training Accreditation Board.

## AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

Students who have completed requirements for the Australian Tertiary Admission Rank (ATAR) will also receive a further document reporting their ATAR unless they have taken the option to not have an ATAR provided. The ATAR is a rank not a mark.

To be eligible for an ATAR a student must satisfactorily complete at least ten units of ATAR courses, that is, NESA developed courses for which there is an examination conducted by NESA that has a graded assessment.

These ATAR courses must include at least:

- ten units of Board Developed courses
- two units of English
- three NESA developed courses of two units or more
- at least four subjects

## DISABILITY PROVISIONS

If a student requires disability provisions, it is their responsibility to apply to the school counsellor and / or Learning Support teacher to establish eligibility through the NESA processes. The student must apply well in advance to allow sufficient time for the disability provisions that are required to be put in place. Except for circumstances of illness or misadventure the only students that will be granted disability provisions are those who have applied for and been granted disability provisions by NESA.

## HSC RANKINGS

At the end of the course the school will submit an assessment mark for each student in each subject. To ensure validity between schools NESA moderates this mark with the school's performance in the external examination. Although the mark that appears on the Record of Achievement may change, the position (rank order) of each student will not.

# **ASSESSMENT SCHEDULES**

# AGRICULTURE

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 4 Week 8 1/12/23	<b>Assessment Task 1</b> Sustainable plant production	H1.1, H2.1	10	10	5	25
Term 1 Week 10	<b>Assessment Task 2</b> Farm product case study	H3.1, H3.2, H3.4	10	10	5	25
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	10	10	5	25
Term 3 Week 4	<b>Assessment Task 4</b> Elective Research	H3.3, H4.1, H5.1	10	10	5	25
		<b>Total</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	40
<b>B</b>	Knowledge, understanding and skills required to manage agricultural production systems	40
<b>C</b>	Skills in effective research, experimentation and communication	20

## OUTCOMES

<b>H1.1</b>	explains the influence of the physical, biological, social, historical and economic factors on sustainable agricultural production
<b>H2.1</b>	describes the inputs, processes and interactions of plant production systems
<b>H2.2</b>	describes the inputs, processes and interactions of animal production systems
<b>H3.1</b>	assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
<b>H3.2</b>	critically assesses the marketing of a plant OR animal product
<b>H3.3</b>	critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
<b>H3.4</b>	evaluates the management of the processes in agricultural systems.
<b>H4.1</b>	justifies and applies appropriate experimental techniques, technologies, and research by methods and data preparation and analysis in relation to agricultural problems and solutions
<b>H5.1</b>	evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

# ANCIENT HISTORY

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 9 4/12/23	<b>Assessment Task 1</b> Sparta task in class Task	AH12-3, AH12-5, AH12-7 AH12-9	5	5	5	5	20
Term 1 Week 8	<b>Assessment Task 2</b> Pompeii and Herculaneum Task Source based Task	AH12-6, AH12-7, AH12-9	10	5	5	5	25
Term 2 Weeks 9/10	<b>Assessment Task 3</b> Trial HSC Examination	AH12-1, AH12-3 AH12-4 AH12-5 AH12-6 AH12-7	15	5	5	5	30
Term 3 Week 6	<b>Assessment Task 4</b> Agrippina the Younger Hand in task	AH12-7, AH12-8, AH12-9	10	5	5	5	25
		<b>Total</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	40
<b>B</b>	Historical skills in the analysis and evaluation of sources and interpretations	20
<b>C</b>	Historical inquiry and research	20
<b>D</b>	Communication of historical understanding in appropriate forms	20

## OUTCOMES

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

# BIOLOGY

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 7	<b>Assessment Task 1</b> Model and Report	BIO12-12, BIO12-3, BIO12-4, BIO12-5, BIO12-7	15	5	20
Term 1 Week 6	<b>Assessment Task 2</b> Depth Study	BIO 12-1, BIO 12-2, BIO 12-3 BIO 12-4, BIO12-5, BIO12-6, BIO12-7, BIO 12-13	20	10	30
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination	BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO 12-14	10	20	30
Term 3 Week 4	<b>Assessment Task 4</b> Data Analysis	BIO12-15, BIO12-4, BIO12-7, BIO 12-12, BIO 12-13	15	5	20
		<b>Total</b>	<b>60</b>	<b>40</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Skills in Working Scientifically	60
<b>B</b>	Knowledge and Understanding of Course Content	40

## OUTCOMES

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

# BUSINESS STUDIES

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 9 8/12/23	<b>Assessment Task 1</b> Operations Task	H2, H4, H5, H9	5		10	5	20
Term 1 Week 7	<b>Assessment Task 2</b> Marketing Task	H4, H6, H7, H8, H9	10	10		5	25
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination	H1, H2, H3, H4, H5, H8, H9, H10	15	10		5	30
Term 3 Week 5	<b>Assessment Task 4</b> Finance and Human Resources Task	H6, H8, H9, H10	10		10	5	25
		<b>Total</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	40
<b>B</b>	Stimulus based skills	20
<b>C</b>	Inquiry and research	20
<b>D</b>	Communication of business information, ideas and issues in appropriate forms	20

## OUTCOMES

<b>H1</b>	Critically analyses the role of business in Australia and globally
<b>H2</b>	Evaluates management strategies in response to changes in internal and external influences
<b>H3</b>	Discusses the social and ethical responsibilities of management
<b>H4</b>	Analyses business functions and processes in large and global businesses
<b>H5</b>	Explains management strategies and their impact on businesses
<b>H6</b>	Evaluates the effectiveness of management in the performance of businesses
<b>H7</b>	Plans and conducts investigations into contemporary business issues
<b>H8</b>	Organises and evaluates information for actual and hypothetical business situations
<b>H9</b>	Communicates business information, issues and concepts in appropriate formats
<b>H10</b>	Applies mathematical concepts appropriately in business situations

# CHEMISTRY

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 8 27/11/23	<b>Assessment Task 1</b> Depth Study- Equilibrium	CH12-1, CH12-2, CH12-3, CH12-4,  CH12-5, CH12-6, CH12-7, CH12-12,	20	10	30
Term 1 Week 7	<b>Assessment Task 2</b> Practical Task: Titration	CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-13	15	5	20
Term 2 Week 6	<b>Assessment Task 3</b> Depth Study: Organic Chemistry	CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-14	15	5	20
Term 2 Week 9/10	<b>Assessment Task 4</b> Trial HSC Examination	CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14	10	20	30
		<b>Total</b>	<b>60</b>	<b>40</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Skills in working Scientifically	60
<b>B</b>	Knowledge and understanding of course content	40

## OUTCOMES

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

# COMMUNITY AND FAMILY STUDIES (CAFS)

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 7	<b>Assessment task 1</b> Groups in Context Investigation of a Community Group	H2.2, H2.3, H3.1, H3.2, H3.3, H5.1, H6.2	10	15	25
Term 1 Week 10	<b>Assessment task 2</b> Independent Research Project	H4.1, H4.2	5	15	20
Term 2 Week9/10	<b>Assessment task 3</b> Trial Exam	H1.1, H2.1, H2.2, H2.3, H3.1, H3.3, H3.4, H4.2, H5.1, H5.2, H6.1, H6.2	15	15	30
Term 3 Weeks 6	<b>Assessment task 4</b> Case Study- video analysis	H1.1, H2.2, H3.2, H3.3, H3.4, H5.2, H6.1, H6.2	10	15	25
<b>Total</b>			<b>40</b>	<b>60</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and Understanding of course content	40
<b>B</b>	Skills in Critical thinking, research methodology, analysing and communicating	60

## OUTCOMES

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



# DESIGN AND TECHNOLOGY

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 6 16/11/23	<b>Assessment Task 1</b> Project Proposal	H1.2, H4.1, H4.2, H5.1, H5.2		25	25
Term 1 Week 5	<b>Assessment Task 2</b> Innovation Case Study	H2.1, H2.2, H3.1, H4.1, H6.2	20		20
Term 2 Week 6	<b>Assessment Task 3</b> Project Development + Video	H1.1, H3.2, H4.2, H4.3, H5.2, H6.1		35	35
Term 2 Week 9/10	<b>Assessment Task 4</b> Trial HSC Examination	H1.1, H2.1, H2, H3.1, H6.2	20		20
		<b>Total</b>	<b>40</b>	<b>60</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	40
<b>B</b>	Knowledge and skills in designing, managing, producing and evaluating design projects	60

## OUTCOMES

<b>H1.1</b>	Critically analyses the factors affecting design and the development and success of design projects
<b>H1.2</b>	Relates the practices and processes of designers and producers to the major design project
<b>H2.1</b>	Explains the influence of trends in society on design and production
<b>H2.2</b>	Evaluates the impact of design and innovation on society and the environment
<b>H3.1</b>	Analyses the factors that influence innovation and the success of innovation
<b>H3.2</b>	Uses creative and innovative approaches in designing and producing
<b>H4.1</b>	Identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
<b>H4.2</b>	Selects and uses resources responsibly and safely to realise a quality major design project
<b>H4.3</b>	Evaluates the processes undertaken and the impacts of the major design project
<b>H5.1</b>	Manages the development of a quality major design project
<b>H5.2</b>	Selects and uses appropriate research methods and communication techniques
<b>H6.1</b>	Justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
<b>H6.2</b>	Critically assesses the emergence and impact of new technologies, and the factors affecting their development

# DRAMA

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 4 Week 10	<b>Assessment Task 1</b> <b>1a Black Comedy</b> – Time Capsule Task + Essay <b>Individual Project</b> – Time Capsule Task + Essay	H 3.2 H 1.9	10	5	10	25
Term 1 Week 10	<b>Assessment Task 2</b> <b>2a Australian Drama</b> – Performance + Essay <b>2b Individual Project</b> – Work in Progress	H 3.4 H 2.2	10	5	10	25
Term 2 Week 9/10 (Trial Period)	<b>Assessment Task 3 – TRIALS</b> <b>3a Individual Project</b> – Complete <b>3b Group Performance</b> – Working Progress + Log <b>3c Written Exam</b> – Australian Drama & Black Comedy essays	H 1.7 H 2.5 H 3.1	10	10	10	30
Term 3 Week 4	<b>Assessment Task 4</b> <b>4a Group Performance</b> – Complete	H 1.4	10	10		20
<b>Total</b>			<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Making	40
<b>B</b>	Performing	30
<b>C</b>	Critically Studying	30

## OUTCOMES

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

# EARTH AND ENVIRONMENTAL SCIENCE

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 8	<b>Task 1</b> Depth Study	EES 12-5, EES 12-6, EES 12-7, EES 12-12	15	5	20
Term 2 Week 5	<b>Task 2</b> Research task and in class test	EES 12-1, EES 12-2, EES 12-3, EES 12-5, EES 12-6, EES 12-7, EES 12-15	20	10	30
Term 2 Weeks 9/10	<b>Assessment Task 3</b> Trial HSC Examination	EES 12-4, EES 12-5, EES 12-6, EES 12-7, EES 12-12, EES 12-14, EES 12-15	10	20	30
Term 3 Week 4	<b>Assessment Task 4</b> Research task	EES 12-4, EES 12-5, EES 12-6, EES 12-7, EES 12-13	15	5	20
		<b>Total</b>	<b>60</b>	<b>40</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Skills in Working Scientifically	60
<b>B</b>	Knowledge and Understanding of Course Content	40

## OUTCOMES

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

# ECONOMICS

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 8 30/11/23	<b>Assessment Task 1</b> Extended Response – Global Economy Case Study	H1, H3, H4, H7, H10, H11	10		10		20
Term 1 Week 8	<b>Assessment Task 2</b> In class Task – Topic 1 and 2	H1, H2, H3, H4, H7, H10, H11	5	10		10	25
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	15	10		5	30
Term 3 Week 6	<b>Assessment Task 4</b> In class task Economic Policies and Management	H1, H2, H4, H5, H6, H7, H8, H10	10		10	5	25
		<b>Total</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	40
<b>B</b>	Stimulus-based skills	20
<b>C</b>	Inquiry and research	20
<b>D</b>	Communication of economic information, ideas and issues in appropriate forms	20

## OUTCOMES

<b>H1</b>	Demonstrates understanding of economic terms, concepts and relationships
<b>H2</b>	Analyses the economic role of individuals, firms, institutions and governments
<b>H3</b>	Explains the role of markets within the global economy
<b>H4</b>	Analyses the impact of global markets on the Australian and global economies
<b>H5</b>	Discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
<b>H6</b>	Analyses the impact of economic policies in theoretical and contemporary Australian contexts
<b>H7</b>	Evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
<b>H8</b>	Applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
<b>H9</b>	Selects and organises information from a variety of sources for relevance and reliability
<b>H10</b>	Communicates economic information, ideas and issues in appropriate forms
<b>H11</b>	Applies mathematical concepts in economic contexts
<b>H12</b>	Works independently and in groups to achieve appropriate goals in set timelines

# ENGINEERING STUDIES

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 5	<b>Assessment Task 1</b> Research 7 & Communication	H1.2, H3.3, H5.2, H6.1, H6.2	10	10	20
Term 1 Week 7	<b>Assessment Task 2</b> Engineering Report	H1.1, H1.2, H2.1, H2.2, H3.2, H4.1, H4.3, H5.1, H5.2	20	10	30
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial Examination	H1.2, H2.1, H2.2, H3.1, H3.3, H4.2, H4.3, H6.1, H6.2	20	10	30
Term 3 Week 5	<b>Assessment Task 4</b> Engineering Report	H1.2, H2.1, H3.2, H4.1, H4.3, H5.1, H5.2	10	10	20
		<b>Total</b>	<b>60</b>	<b>40</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content.	60
<b>B</b>	Knowledge and skills in research, problem solving and communication related to engineering practice.	40

## OUTCOMES

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

# ENGLISH (ADVANCED)

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Components		Weight
			A	B	
Term 4 Week 9 8/12/23	<b>Assessment Task 1</b> Common Module: Texts and Human Experiences Extended Response	EA12-1, EA12-5, EA12-6, EA12-7, EA12-8	15	10	25
Term 1 Week 10	<b>Assessment Task 2</b> Module A: Textual Conversations Extended Response	EA12-1, EA12-4, EA12-6, EA12-7, EA12-8	10	10	20
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	15	15	30
Term 3 Week 6	<b>Assessment Task 4</b> Module C: Craft of Writing Multimodal Assessment	EA12-1, EA12-2, EA12-4, EA12-9	10	15	25
<b>Total</b>			<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	50
<b>B</b>	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50

## OUTCOMES

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

# ENGLISH EXTENSION 1

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	Total
Term 1, Week 3	<b>Assessment Task 1</b> Creative Writing and Reflection	EE12-1, EE12-2, EE12-5	15	20	35
Term 2, Week 9/10	<b>Assessment Task 2</b> Trial HSC Examination	EE12-1, EE12-2, EE12-4	15	15	30
Term 3, Week 7	<b>Assessment Task 3</b> Tutorial Presentation	EE12-1, EE12-3, EE12-5	20	15	35
		<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of complex texts and of how and why they are valued	50
<b>B</b>	Skills in complex analysis, sustained composition and independent investigation	50

## OUTCOMES

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

# ENGLISH EXTENSION 2

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	Total
Term 1 Week 2	<b>Assessment Task 1</b> Viva Voce	EEX12-1, EEX12-4	15	15	30
Term 2 Week 2	<b>Assessment Task 2</b> Literature Review	EEX12-2, EEX12-4,	20	20	40
Term 3 Week 2	<b>Assessment Task 3</b> Critique of the Creative Process	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EX12-5	15	15	30
		<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Skills in extensive independent research	50
<b>B</b>	Skills in sustained composition	50

## OUTCOMES

<b>EEX12-1</b>	Demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
<b>EEX12-2</b>	Strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
<b>EEX12-3</b>	Applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
<b>EEX12-4</b>	Undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
<b>EEX12-5</b>	Reflects on and evaluates the composition process and the effectiveness of their own published composition



# ENGLISH (STANDARD)

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	Total
Term 4 Week 9 8/12/23	<b>Assessment Task 1</b> Common Module: Texts and Human Experiences Extended Response	EN12-1, EN12-5, EN12-6, EN12-7, EN12-8	15	10	25
Term 1 Week 10	<b>Assessment Task 2</b> Module A: Language, Identity and Culture Extended Response	EN12-1, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	10	10	20
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	15	15	30
Term 3 Week 6	<b>Assessment Task 4</b> Module C: Craft of Writing Multimodal Assessment	EN12-1, EN12-2, EN12-4, EN12-9	10	15	25
		<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	50
<b>B</b>	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50

## OUTCOMES

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

# ENGLISH STUDIES

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	Total
Term 4 Week 9 8/12/23	<b>Assessment Task 1</b> Mandatory Module: Texts and Human Experiences	ES12-1, ES12-4, ES12-7, ES12-8	10	10	20
Term 1 Week 10	<b>Assessment Task 2</b> English in filmmaking The Big Screen	ES12-1, ES12-2, ES12-3, ES12-5, ES12-6, ES12-9	10	10	20
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination	ES12-1, ES12-3, ES12-6, ES12-9	15	15	30
Term 3 Week 6	<b>Assessment Task 4</b> Collection of Classwork	ES12-1, ES12-4, ES12-10	15	15	30
		<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	50
<b>B</b>	Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	50

## OUTCOMES

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

# ENGLISH EAL/D

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 9 8/12/23	<b>Assessment Task 1</b> Common Module: Texts and Human Experiences Multimodal Presentation (speaking and listening)	EAL12-1A, 12-1B, 12-3, 12-5, 12-6, 12-7	15	10	25
Term 1 Week 10	<b>Assessment Task 2</b> Module C: Close Study (viewing and responding)	EAL12-1A, 12-3, 12-5, 12-6, 12-7, 12-8	10	10	20
Term 2 Week 9 or 10	<b>Assessment Task 3</b> Trial HSC Examination covering Modules A, B, C and D	EAL12-1A, 12-3, 12-5, 12-7, 12-8	15	15	30
Term 3 Week 6	<b>Assessment Task 4</b> Module D: Focus on Writing (writing with annotations)	EAL12-2, 12-3, 12-5, 12-6, 12-7, 12-9	10	15	25
		<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>

### COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	50
<b>B</b>	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50

### OUTCOMES

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

# FOOD TECHNOLOGY

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 4 Week 8	<b>Assessment task 1</b> Industry Case Study	H1.2, H1.4, H3.1	5	15		20
Term 1 Week 9	<b>Assessment task 2</b> Product Development Portfolio and Prototype	H2.1, H3.2, H5.1			30	30
Term 2 Week 9/10	<b>Assessment task 3</b> Trial Exam	H1.2, H4.2, H1.4, H3.1, H1.1	25			25
Term 3 Week 5	<b>Assessment task 4</b> Extended Response	H1.1, H4.2	10	15		25
		<b>Total</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

### COMPONENTS AND WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	40
<b>B</b>	Knowledge and skills in designing, researching, analysing and evaluating	30
<b>C</b>	Skills in experimenting with and preparing food by applying theoretical concepts	30

### OUTCOMES

<b>H1.1</b>	Explains manufacturing processes and technologies used in the production of food products
<b>H1.2</b>	Examines the nature and extent of the Australian food industry
<b>H1.3</b>	Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
<b>H1.4</b>	Evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
<b>H2.1</b>	Evaluates the relationship between food, its production, consumption, promotion and health
<b>H3.1</b>	Investigates operations of one organisation within the Australian food industry
<b>H3.2</b>	Independently investigates contemporary nutrition issues
<b>H4.1</b>	Develops, prepares and presents food using product development processes
<b>H4.2</b>	Applies principles of food preservation to extend the life of food and maintain safety
<b>H5.1</b>	Develops, realises and evaluates solutions to a range of food situations

# GEOGRAPHY

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 8 1/12/23	<b>Assessment Task 1</b> Urban Places Task	H4, H7, H8, H12	5	5	5	5	20
Term 1 Week 7	<b>Assessment Task 2</b> People and Economic Activity Task	H1, H3, H7, H12	10	5	5	5	25
Term 2 Weeks 9/10	<b>Assessment Task 3</b> Trial HSC Examination	H1, H9, H10, H11, H13	15	5	5	5	30
Term 3 Week 5	<b>Assessment Task 4</b> Ecosystems at Risk Task	H2, H5, H6, H12,	10	5	5	5	25
		<b>Total</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

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

## OUTCOMES

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

# HISTORY EXTENSION

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 2 Week 2 8/5/24	<b>Assessment Task 1</b> History Project – Historical Process	HE12-1, HE12-2, HE12-4	10	20	30
Term 2 Week 4 22/5/24	<b>Assessment Task 2</b> History Project - Essay	HE12-1, HE12-2, HE12-3, HE12-4	10	30	40
Term 2 Weeks 9/10	<b>Assessment Task 3</b> Trial HSC Examination	HE12-1, HE12-3, HE12-4	20	10	30
		<b>Total</b>	<b>40</b>	<b>60</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of significant historical ideas and processes	40
<b>B</b>	Skills in designing, undertaking and communicating historical inquiry and analysis	60

## OUTCOMES

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

# INDUSTRIAL TECHNOLOGY / TIMBER / MULTIMEDIA

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4, Week 6 17/11/23	<b>Assessment Task 1</b> Project Design and Planning	H3.1, H3.2, H5.2		20	20
Term 1, Week 6	<b>Assessment Task 2</b> Project Development	H3.3, H4.1, H4.2, H4.3, H5.1, H6.2	25		25
Term 2, Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination	H1.1 – H7.2	15	10	25
Term 3, Week 1	<b>Assessment Task 4</b> Record of production & evaluations	H3.3, H4.1, H4.2, H4.3, H5.1, H6.2		30	30
		<b>Total</b>	<b>40</b>	<b>60</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	<b>40</b>
<b>B</b>	Knowledge and skills in the design, management, communication and production of a major project	<b>60</b>

## OUTCOMES

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

# JAPANESE CONTINUERS

## ASSESSMENT TASKS YEAR 12 2023-24

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 7	<b>Assessment task 1</b> Reading	3.1-3.6		20			20
Term 1 Week 7	<b>Assessment task 2</b> Listening	3.1-3.6	20				20
Term 2 Week 4	<b>Assessment task 3</b> Speaking and Writing	1.1-1.4 2.1-2.3			15	15	30
Term 2 Week 9&10	<b>Assessment task 4</b> Trial HSC Examination	1.1-4.3	10	10	5	5	30
		<b>Total</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

## COMPONENTS AND WEIGHTINGS

<b>A</b>	Listening	30
<b>B</b>	Reading	30
<b>C</b>	Speaking	20
<b>D</b>	Writing	20

## OUTCOMES

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



# LEGAL STUDIES

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 4 Week 7 23/11/23	<b>Assessment Task 1</b> Crime In-class Task	H1 H2 H4 H5 H6 H7	15	0	5	20
Term 1 Week 8	<b>Assessment Task 2</b> Hand in Family Task	H1 H6 H7 H8	10	10	5	25
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination	H1 – H10	25	0	5	30
Term 3 Week 6	<b>Assessment Task 4</b> Option 2 Hand in Task	H1 H2 H3 H4 H5 H7 H8	10	10	5	25
		<b>Total</b>	<b>60</b>	<b>20</b>	<b>20</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding	60
<b>B</b>	Research	20
<b>C</b>	Communication	20

## OUTCOMES

<b>H1</b>	Identifies and applies legal concepts and terminology.
<b>H2</b>	Describes and explains key features of and the relationship between Australian and international systems.
<b>H3</b>	Analyses the operation of domestic and international legal systems.
<b>H4</b>	Evaluates the effectiveness of the legal system in addressing issues.
<b>H5</b>	Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change.
<b>H6</b>	Assesses the nature of the interrelationship between the legal system and society.
<b>H7</b>	Evaluates the effectiveness of the law in achieving justice.
<b>H8</b>	Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents.
<b>H9</b>	Communicates legal information using well-structured and logical arguments.
<b>H10</b>	Analyses differing perspectives and interpretations of legal information and issues

# MATHEMATICS ADVANCED

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 9 4/12/23	<b>Assessment Task 1</b> Written Test	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	12.5	12.5	25
Term 1 Week 9	<b>Assessment Task 2</b> Assignment	MA12-1, MA12-2, MA12-4, MA12-5, MA12-9, MA12-10	10	10	20
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	15	15	30
Term 3 Week 6	<b>Assessment Task 4</b> Written test	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	12.5	12.5	25
		<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Understanding, fluency and communicating	50
<b>B</b>	Problem solving, reasoning and justification	50

## OUTCOMES

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

# MATHEMATICS EXTENSION 1

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 10 11/12/23	<b>Assessment Task 1</b> Written Test	ME12-2, ME12-6, ME12-7 MA12-1, MA12-2, MA12-4,  MA12-5, MA12-9, MA12-10	12.5	12.5	25
Term 1 Week 10	<b>Assessment Task 2</b> Assignment	ME12-1, ME12-3, ME12-4, ME12-6, ME12-7 MA12-3, MA12-6, MA12-7,  MA12-9, MA12-10	10	10	20
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination	ME12-1, ME12-2, ME12-3, ME12-4, ME12-6, ME12-7  MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	15	15	30
Term 3 Week 6	<b>Assessment Task 4</b> Written Test	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6,  ME12-7 MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	12.5	12.5	25
		<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Understanding, fluency and communicating	50
<b>B</b>	Problem solving, reasoning and justification	50

## 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 problem, 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

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 9 7/12/23	<b>Assessment Task 1</b> Assignment	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	10	10	20
Term 1 Week 9	<b>Assessment Task 2</b> Written Test	MEX12-3, MEX12-7, MEX12-8	12.5	12.5	25
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-7, MEX12-8	15	15	30
Term 3 Week 7	<b>Assessment Task 4</b> Written Test	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	12.5	12.5	25
		<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Understanding, fluency and communicating	50
<b>B</b>	Problem solving, reasoning and justification	50

## OUTCOMES

<b>MEX12-1</b>	Understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
<b>MEX12-2</b>	Chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
<b>MEX12-3</b>	Uses vectors to model and solve problems in two and three dimensions
<b>MEX12-4</b>	Uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
<b>MEX12-5</b>	Applies techniques of integration to structured and unstructured problems
<b>MEX12-6</b>	Uses mechanics to model and solve practical problems
<b>MEX12-7</b>	Applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
<b>MEX12-8</b>	Communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument
<b>MEX12-9</b>	Communicates abstract ideas and relationships using appropriate notation and logical argument

# MATHEMATICS STANDARD 1

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 9 4/12/23	<b>Assessment Task 1</b> Assignment	MS1-12-5, MS1-12-10	10	10	20
Term 1 Week 9	<b>Assessment Task 2</b> Written Test	MS1-12-1, MS1-12-6, MS1-12-9	12.5	12.5	25
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination	MS1-12-2, MS1-12-3, MS1-12-7	15	15	30
Term 3 Week 6	<b>Assessment Task 4</b> Written Test	MS1-12-4, MS1-12-8	12.5	12.5	25
		<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Understanding, fluency and communication	50
<b>B</b>	Problem solving, reasoning and justification	50

Up to 30% of the internal assessment in the Mathematics Standard 1 course may be based on the Preliminary course.

## OUTCOMES

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

# MATHEMATICS STANDARD 2

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 9 4/12/23	<b>Assessment Task 1</b> Assignment	MS2-12-5 MS2-12-9	10	10	20
Term 1 Week 9	<b>Assessment Task 2</b> Written Test	MS2-12-1 MS2-12-6 MS2-12-8	12.5	12.5	25
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination	MS2-12-2 MS2-12-7	15	15	30
Term 3 Week 6	<b>Assessment Task 4</b> Written Test	MS2-12-8	12.5	12.5	25
		<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Understanding, fluency and communication	50
<b>B</b>	Problem solving, reasoning and justification	50

## OUTCOMES

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

# MODERN HISTORY

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component				Weight
			A	B	C	D	
Term 4 Week 9 5/12/23	<b>Assessment Task 1</b> CORE: Power and Authority in the Modern World 1919-1946 In class task and hand in task	MH12-4, MH12-5, MH12-6	10	5		5	20
Term 1 Week 9	<b>Assessment Task 2</b> National Study: USA 1919-1941 Hand in essay	MH12-1, MH12-8, MH12-9	5	5	10	5	25
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination	MH12-3, MH12-4, MH12-5, MH12-7, MH12-9	10	10		10	30
Term 3	<b>Assessment Task 4</b> Change in the Modern World: The Cultural Revolution Tiananmen Square In class Task	MH12-3, MH12-5,					
		<b>Total</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	40
<b>B</b>	Historical skills in the analysis and evaluation of sources and interpretations	20
<b>C</b>	Historical inquiry and research	20
<b>D</b>	Communication of historical understanding in appropriate forms	20

## OUTCOMES

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

# MUSIC 1

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component							Weight
			A	B	C	D	E	F	G	
Term 4 Week 9 7/12/23	<b>Assessment Task 1</b> Core Composition Elective 1	H1, H3, H5, H7, H8, H9, H10, H11		10			10			20
Term 1 Week 10	<b>Assessment Task 2</b> Core Aural Skills Core Performance Elective 2	H2, H3, H4, H5, H6, H9, H11	5			15		10		30
Term 2 Week 5	<b>Assessment Task 3</b> Core Musicology Elective 3	H2, H4, H6, H10, H11,			10				10	20
Term 2 Week 9/10	<b>Assessment Task 4</b> Trial HSC Examination Core Performance Core Aural Elective 1 Elective 2 Elective 3	H1 – H11	5			10	5	5	5	30
		<b>Total</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>25</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Core Performance	10	<b>E</b>	Elective 1	15
<b>B</b>	Core Composition	10	<b>F</b>	Elective 2	15
<b>C</b>	Core Musicology	10	<b>G</b>	Elective 3	15
<b>D</b>	Core Aural	25			

## OUTCOMES

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



# MUSIC 2

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component					Weight
			A	B	C	D	E	
Term 1 Week 3	<b>Assessment Task 1</b> Composition Performance Musicology / Aural Elective	H1 – H12	5	5	5	5	10	30
Term 2 Week 4	<b>Assessment Task 2</b> Performance / Sight Singing Composition Musicology / Aural	H1 – H12	10	5	5	10		30
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination Performance / Sight Singing Musicology / Aural Elective	H1 – H12	5		10	5	10	30
Term 3 Week 3	<b>Assessment Task 4</b> Composition	H2 – H4		10				10
		<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Performance	20	<b>D</b>	Aural	20
<b>B</b>	Composition	20	<b>E</b>	Elective	20
<b>C</b>	Musicology	20			

## OUTCOMES

<b>H1</b>	Performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
<b>H2</b>	Demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics
<b>H3</b>	Composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
<b>H4</b>	Stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
<b>H5</b>	Analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
<b>H6</b>	Discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
<b>H7</b>	Critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
<b>H8</b>	Understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
<b>H9</b>	Identifies, recognises, experiments with, and discusses the uses and effects of technology in music
<b>H10</b>	Performs as a means of self-expression and communication
<b>H11</b>	Demonstrates a willingness to participate in performance, composition, musicology and aural activities
<b>H12</b>	Demonstrates a willingness to accept and use constructive criticism

# MUSIC EXTENSION

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 1, Week 5	<b>Assessment Task 1</b> Component - P C or M	1 - 6	20	20	20	20
Term 2 Week 3	<b>Assessment Task 2</b> Component - P C or M	1 - 6	40	40	40	40
Term 2, Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination Component - P C or M	1 - 6	40	40	40	40
<b>Total</b>			<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Performance	100	OR	Students choose one component to study for the duration of the HSC. Weightings are equal regardless of the component chosen.
<b>B</b>	Composition	100		
<b>C</b>	Musicology	100		

## OUTCOMES

	PERFORMANCE		COMPOSITION		MUSICOLOGY
<b>1</b>	Performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member	<b>1</b>	Composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style	<b>1</b>	Presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
<b>2</b>	Leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others	<b>2</b>	Leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others	<b>2</b>	Leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others
<b>3</b>	Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed	<b>3</b>	Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style	<b>3</b>	Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research
<b>4</b>	Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed	<b>4</b>	Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed	<b>4</b>	Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
<b>5</b>	Presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction	<b>5</b>	Presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition	<b>5</b>	Presents, discusses and evaluates the problem-solving process and the development and realisation of a research project
<b>6</b>	Critically analyses the use of musical concepts to present a stylistic interpretation of the music performed	<b>6</b>	Critically analysis the use of musical concepts to present a personal composition style	<b>6</b>	Critically analyses the use of musical concepts to articulate their relationship to the style of music analysed.

# PDHPE

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 4 Week 8	<b>Assessment Task 1</b> Research (hand in) Task <b>Core 1</b> Health priorities in Australia	H2 H4 H5 H15	10	5	10	25
Term 1 Week 8/9	<b>Assessment Task 2</b> Video Analysis (in class) Task <b>Core 2</b> Factors affecting performance	H7 H9 H10	10	5	10	25
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination	H2 – H17	15	10	5	30
Term 3 Week 6	<b>Assessment Task 4</b> Extended Response Questions (in class): Sports Medicine	H8, H13, H16, H17	5	10	5	20
		<b>Total</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of health and the way the body moves	40
<b>B</b>	Influencing personal and community health and taking action to improve participation and performance in physical activity	30
<b>C</b>	Critical thinking, research and analysis	30

## OUTCOMES

<b>H1</b>	Describes the nature and justifies the choice of Australia's health priorities
<b>H2</b>	Analyses and explains the health status of Australians in terms of current trends and groups most at risk
<b>H3</b>	Analyses the determinants of health and health inequities
<b>H4</b>	Argues the case for health promotion based on the Ottawa Charter
<b>H5</b>	Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
<b>H6</b>	Demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
<b>H7</b>	Explains the relationship between physiology and movement potential
<b>H8</b>	Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
<b>H9</b>	Explains how movement skill is acquired and appraised
<b>H10</b>	Designs and implements training plans to improve performance
<b>H11</b>	Designs psychological strategies and nutritional plans in response to individual performance needs
<b>H12</b>	Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
<b>H13</b>	Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
<b>H14</b>	Argues the benefits of health-promoting actions and choices that promote social justice
<b>H15</b>	Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
<b>H16</b>	Devises methods of gathering, interpreting and communicating information about health and physical activity concepts
<b>H17</b>	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

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 8	<b>Assessment task 1</b> Practical task – body of work, Portfolio	M1, M2, M3 CH1, CH2	15	5	20
Term 1 Week 8	<b>Assessment task 2</b> Practical task – Body of work, Portfolio	M1, M2, M3, M4, CH3	20	5	25
Term 2 Weeks 9/10	<b>Trial HSC</b> Body of Work, portfolioWritten examination	M5, M6 CH1	20	20	40
Term 3 Week 6	<b>Assessment task 3</b> Practical Task – Body of work	M1, M2 M3, M4, M5	15		15
		<b>Total</b>	<b>70</b>	<b>30</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Art marking	70
<b>B</b>	Critical and Historical studies	30

## OUTCOMES

<b>M1</b>	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/ or digital practice
<b>M2</b>	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
<b>M3</b>	investigates different points of view in the making of photographs and/or videos and/ or digital images
<b>M4</b>	generates images and ideas as representations/ simulations in the making of photographs and/or videos and/or digital images
<b>M5</b>	develops different techniques suited to artistic intentions in the making of photographs and/ or videos and/or digital images
<b>M6</b>	takes into account issues of occupational health and safety in the making of photographs and/ or videos and/ or digital works
<b>CH1</b>	generates in their critical and historical practice ways to interpret and explain photography and/ or video and/ or digital works
<b>CH2</b>	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
<b>CH3</b>	distinguishes between different points of view and offers interpretive accounts in critical and historical studies
<b>CH4</b>	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
<b>CH5</b>	recognises how photography and/ or video and/ or digital imaging are used in various fields of cultural production

# PHYSICS

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 7 24/11/23	<b>Assessment Task 1</b> Practical Skills Task	PH12-3, PH12-4, PH12-5, PH12-6, PH12-12	15	5	20
Term 1 Week 8	<b>Assessment Task</b> Depth Study:	PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-13	25	5	30
Term 2 Week 9/10	<b>Assessment Task</b> Trial HSC Examination	PH12-4, PH12-5, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14	10	20	30
Term 3 Week 5	<b>Assessment Task 4</b> Research:	PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-15	10	10	20
		<b>Total</b>	<b>60</b>	<b>40</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Skills in working scientifically	60
<b>B</b>	Knowledge and Understanding	40

## OUTCOMES

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

# SOCIETY AND CULTURE

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 4 Week 9 8/12/23	<b>Assessment Task 1</b> Social & Cultural Continuity & Change in class task	H1, H3, H6, H7, H8, H10,	15	5	5	25
Term 1 Week 10	<b>Assessment Task 2</b> Depth Study 1 In class task	H1, H2, H5, H8, H9, H10	10	10	5	25
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination	H1, H2, H3, H4, H5, H6, H7, H10	15	10	5	30
Term 3 Week 6	<b>Assessment Task 4</b> Depth Study 2 Hand in task	H1, H3, H4, H9, H10	10	5	5	20
		<b>Total</b>	<b>50</b>	<b>30</b>	<b>20</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of course content	50
<b>B</b>	Application and evaluation of social and cultural research methods	30
<b>C</b>	Communication of information, ideas and issues in appropriate forms	20

## OUTCOMES

<b>H1</b>	Evaluates and effectively applies social and cultural concepts
<b>H2</b>	Explains the development of personal, social and cultural identity
<b>H3</b>	Analyses relationships and interactions within and between social and cultural groups
<b>H4</b>	Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
<b>H5</b>	Analyses continuity and change and their influence on personal and social futures
<b>H6</b>	Evaluates social and cultural research methods for appropriateness to specific
<b>H7</b>	Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
<b>H8</b>	Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
<b>H9</b>	Applies complex course language and concepts appropriate for a range of audiences
<b>H10</b>	Communicates complex information, ideas and issues using appropriate written, oral and graphic forms

# SPORT, LIFESTYLE & RECREATION

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component			Weight
			A	B	C	
Term 4 Week 7	<b>Assessment Task 1</b> Sports Administration project	1.1, 1.3, 1.6, 4.2	10	5	10	25
Term 1 Week 7	<b>Assessment Task 2</b> Seminar	1.1, 1.3, 3.1, 3.6, 4.4	10	10	5	25
Term 2 Week 6	<b>Assessment Task 3</b> Athletics presentation	1.1, 1.3, 2.1, 2.3, 4.4	10	5	10	25
Term 3 Week 7	<b>Assessment Task 4</b> Sports Coaching	3.1, 3.2	10	10	5	25
		<b>Total</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding	40
<b>B</b>	Investigation skills	30
<b>C</b>	Skills in communication	30

## OUTCOMES

1.1	Applies the rules/conventions that relate to participation in a range of physical activities
1.2	Explains the relationship between physical activity, fitness and healthy lifestyle
1.3	Demonstrates ways to enhance safety in physical activity
1.4	Investigates & interprets the patterns of participation in sport & physical activity in Australia
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	Describes administrative procedures that support successful performance outcomes
2.1	Explains the principles of skill development and training
2.2	Analyses the fitness requirements of specific activities
2.3	Selects & participates in physical activities that meet individual needs, interests and abilities
2.4	Describes how societal influences impact on the nature of sport in Australia
2.5	Describes the relationship between anatomy, physiology and performance
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts
3.2	Designs programs that respond to performance needs
3.3	Measures and evaluates physical performance capacity
3.4	Composes, performs and appraises movement
3.5	Analyses personal health practices
3.6	Assesses and responds appropriately to emergency care situations
4.1	Plans strategies to achieve performance goal
4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context
4.3	Makes strategic plans to overcome the barriers to personal and community health
4.4	Demonstrates competence and confidence in movement contexts
4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
5.1	Accepts responsibility for personal and community health
5.2	Willingly participates in regular physical activity
5.3	Values the importance of an active lifestyle
5.4	Values the features of a quality performance
5.5	Strives to achieve quality in personal performance

# TEXTILES & DESIGN

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 9 1/12/23	<b>Assessment Task 1</b> <b>Major Textile Project-</b> Inspiration, Design, Investigation & Experimentation	H1.2 H2.1 H4.1 H4.2		20	20
Term 2 Week 1	<b>Assessment Task 2</b> <b>Research Task</b>	H3.2 H4.1 H5.2	20		20
Term 2 Weeks 9/10	<b>Assessment Task 3</b> <b>Trial HSC Examination</b>	H1.3 H3.1 H3.2 H4.1 H5.1 H5.2 H6.1	30		30
Term 3 Week 2	<b>Assessment Task 4</b> <b>Major Textiles Project and Portfolio</b> Manufacturing Specifications, Management & Evaluation	H1.1 H2.1 H2.2 H2.3 H3.1 H4.1 H4.2		30	30
<b>Total</b>			<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of textiles and the textile industry	50
<b>B</b>	Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies	50

## OUTCOMES

<b>H1.1</b>	critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
<b>H1.2</b>	designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
<b>H1.3</b>	identifies the principles of colouration for specific end-uses
<b>H2.1</b>	communicates design concepts and manufacturing specifications to both technical and non-technical audiences
<b>H2.2</b>	demonstrates proficiency in the manufacture of a textile item/s
<b>H2.3</b>	effectively manages the design and manufacture of a Major Textiles Project to completion
<b>H3.1</b>	explains the interrelationship between fabric, yarn and fibre properties
<b>H3.2</b>	develops knowledge and awareness of emerging textile technologies
<b>H4.1</b>	justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses
<b>H4.2</b>	selects and justifies manufacturing techniques, materials and equipment for a specific end-use
<b>H5.1</b>	investigates and describes aspects of marketing in the textile industry
<b>H5.2</b>	analyses and discusses the impact of current issues on the Australian textiles industry
<b>H6.1</b>	analyses the influence of historical, cultural and contemporary developments on textiles



# VISUAL ARTS

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. Exact dates will be confirmed with a minimum of three weeks written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 8	<b>Assessment Task 1</b> Historical and Critical research Task	H7, H8, H9, H10	15		15
Term 1 Week 8	<b>Assessment Task 2</b> Historical critical research task Art Making	H1 – H10	20	10	30
Term 2 Week 9/10	<b>Assessment Task 3</b> Trial HSC Examination	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	15	15	30
Term 3 Week 5	<b>Assessment Task 4</b> Art making	H1, H2, H3 H4, H5, H6		25	25
		<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Art criticism and Art History	50
<b>B</b>	Art Making	50

## OUTCOMES

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

## VET ASSESSMENT POLICY

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Year 11 and Year 12 qualifications
- Competencies which can lead to a statement of Attainment, Certificate I or II which is awarded under the Australian Qualifications Framework (AQF)

Students will be assessed in all areas during each VET Course.

### 1. AQF Assessment

All Industry Curriculum Framework Courses are assessed under national competency standards that have been determined by industry for inclusion in the framework training packages. Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as **competent**. A student must demonstrate to be qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency-based assessment. Students are assessed as either **competent** or **not yet competent**.

1. **Demonstrating competence means that you can perform the task or HAVE an understanding to the level required by the industry standards.**
2. The units of competency achieved will be recognised on a vocational qualification. Students will be involved in a variety of assessment tasks ranging from practical tasks to written tasks. If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be re assessed. There are a number of competencies that may only be offered once during the course due to their:
  - WHS requirement
  - Cost
  - Time frame
  - Supervision required
  - Resource availability

Specific information about these competencies will be issued to students at the beginning of the course.

### 2. Higher School Certificate (HSC)

Students will be awarded units towards their Preliminary and HSC by studying a VET Course.

Some VET Courses, e.g. Curriculum Framework Courses, will allow students to include a mark from the written HSC examination which can be used in the calculation of the University Admission Index (ATAR). As with all HSC courses, NESA procedures apply to all VET Courses. (Refer to school NESA procedures).

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the **achievement of competency**, AQF qualification will be assessed by NESA separately.

For students who have undertaken the HSC examination, a scaled **examination mark** will be recorded on the HSC Certificate. **No school-based assessment mark will be recorded. No Assessment mark** for VET Courses is required by NESA. An estimated examination mark for students entered for the HSC written examination must be submitted **this mark will be used only in the case of an illness/disadvantage appeal**.

## **School Delivered Vocational Education and Training (VET) Courses**

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

VET courses allow students to gain an HSC or RoSA and a national qualification or statement of attainment 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 RTOs are accredited to deliver and assess VET qualifications to secondary 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.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to 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 expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

**Board Developed Industry Curriculum Framework (ICF)** courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

**Board Endorsed Courses (BECs)** are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

### **Work Placement**

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

### **Externally delivered Vocational Education and Training (EVET)**

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

### **School Based Apprenticeships and Traineeships (SBAT)**

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.



School Name: Pittwater High School

Assessment Schedule Year 12 – 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2	Task 3	Task 4	½ yearly Exam**	Trial Exam**
		Week 8	Week 10	Week 5	Week 10	Week 9 & 10
		Term 4	Term 1	Term 2	Term	Term 2
		Date: 27/11	Date:	Date:	Date:	Date:
Code	Unit of Competency					
SITHIND006	Source and use information on the hospitality industry	x				
SITHFAB024	Prepare and serve non-alcoholic beverages		x			
SITHFAB025	Prepare and serve espresso coffee		x			
SITHFAB027	Serve food and beverages		x			
BSBTWK201	Work effectively with others			x		
SITHIND007	Use hospitality skills effectively			x		

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

**The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

# WORK STUDIES

## ASSESSMENT TASKS YEAR 12 2023-2024

Times are approximate. The exact dates will be confirmed with a minimum of three weeks' written notice.

Term & Week	Task Description	Outcomes	Component		Weight
			A	B	
Term 4 Week 6 17/11/23	<b>Assessment Task 1</b> Teamwork and Enterprise Project- Case Study/ Business Operations.	3,5,6,7,8,9	5	20	25
Term 1 Week 8 17/3/24	<b>Assessment Task 2</b> Personal Finance- Developing Budgets/ Research Project.	2,3,5,6,7,8,9	15	10	25
Term 2 Week 8 19/6/24	<b>Assessment Task 3</b> Managing Work and Life Commitments- Career Planning Research Task.	4,5,7,8,9	5	25	30
Term 3 Week 8 25/8/24	<b>Assessment Task 4</b> In the workplace – Media File and Interview Reports.	1,3,4,5,6,7,8,9	5	15	20
<b>Total</b>			<b>30</b>	<b>70</b>	<b>100</b>

## COMPONENTS & WEIGHTINGS

<b>A</b>	Knowledge and understanding of work, the work environment, skills for employment, employment option, career management, life planning and further education and training.	30
<b>B</b>	Skills for success in the workplace, skills in critically assessing personal and social influences on individuals and groups.	70

## OUTCOMES

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

**2023 Illness/Misadventure Application****Student Checklist, Information & Declaration****[Student to complete]**Answer **all** fields in this form to support the consideration of your application.

1. Student details	
Student Name	
Student Number	

**Eligibility check****Check if any of the following are your reason for this application:**

- ☐ difficulties in or loss of preparation time, e.g. due to an earlier/pre-existing illness
- ☐ long-term illnesses, e.g., glandular fever, unless you suffer a flare-up during the exam
- ☐ the same grounds for which you received disability provisions, except for other difficulties during the exam
- ☐ alleged deficiencies in teaching, e.g., extended teacher absences
- ☐ loss of study time or facilities during Year 12
- ☐ misreading the exam timetable - if you miss an exam or arrive late to an exam because you misread the timetable, contact your principal immediately. They may make a submission to NESA on your behalf
- ☐ misreading exam instructions
- ☐ failure to enrol/enter for the exam in the correct course
- ☐ illness and/or misadventure in a course that is undertaken as a self-tuition student
- ☐ other commitments, such as participation in entertainment, family holiday, work or sporting events, or attendance at exams conducted by other education organisations

**Note:** If one or more of the reasons above are ticked ✓ **you cannot submit** an application**Contact Ms. Bromley or the Head Teacher of the Subject you are applying for Illness/Misadventure for:**

- **check** if you are eligible
- **submit** your application.



# PITTWATER HIGH SCHOOL

## ILLNESS, MISADVENTURE OR LATE SUBMISSION APPEAL

Submit this form to the Head Teacher of the subject concerned by roll call on the first day back following the illness, misadventure or late submission. Complete one form for each subject.

### SECTION A (Student to complete)

<b>Student Full Name</b>	<b>Appeal Type</b> (Tick one) <input type="checkbox"/> Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> Late Submission Appeal		
<b>Date &amp; Time of Appeal Submission</b>	<b>Course Level</b> (Tick ONE) <input type="checkbox"/> ROSA <input type="checkbox"/> Preliminary <input type="checkbox"/> HSC		
<b>Subject</b>	<b>Assessment Task Title</b>		<b>Weighting</b>
<b>Teacher</b>	<b>Original Due Date</b>	<b>Date Submitted</b>	
<b>Reason for appeal</b> – Briefly state the reason for your appeal			
<b>Supporting documentation</b> – List the documentation that you have attached in support of your appeal			
<b>Student Signature</b>	<b>Parent Print Name</b>	<b>Parent Signature</b>	<b>Date</b>

### SECTION B (Head Teacher & Class Teacher to complete)

Student phoned school before 9am to advise of illness, misadventure or late submission Office to enter initial details on Sentral	YES <input type="checkbox"/> NO <input type="checkbox"/>
Student submitted form on the first day of return and either submitted task OR made arrangements to complete the task in class	YES <input type="checkbox"/> NO <input type="checkbox"/>
<b>Teacher Comment</b>	<b>Teacher Signature</b>
<b>Head Teacher Recommendation</b>	<b>Head Teacher Signature</b>
<b>Appeal Panel Recommendation</b>	<b>Delegate Signature</b>
<b>Student advised by</b>	<b>Date</b>

Office to enter illness, misadventure or late submission into Sentral once the form has been completed. Keep a Copy of this form and any supporting documents in the relevant ROSA, Preliminary or HSC Monitoring folder; give the original to your Head Teacher.

## ILLNESS, MISADVENTURE OR LATE SUBMISSION CHECKLIST

If a student has a valid reason for not submitting an assessment task or not completing an in-class assessment task on the due date, the following procedure is to be followed.

### ***If you know before the due date:***

1. Complete the Illness, Misadventure or Late Submission appeal as soon as you know there is a problem or no later than the day before the due date for all affected tasks.
2. Submit the form to the Head Teacher no later than the day before the due date.
3. Head Teacher will arrange an alternative date and/or refer to the Assessment Review Panel.

### ***If you DO NOT know before the due date:***

1. **Phone the school before 9:00 am** on the day the task is scheduled or due, providing the following details:
  - Name
  - Subject and type of assessment task
  - Class teacher
  - Brief detail of the Illness / Misadventure / late submission
2. **For illness see a doctor** for a medical certificate (NB doctors will not postdate certificates and post-dated certificates will not be considered)
3. **Complete the Illness, Misadventure or Late Submission Appeal form.**
4. The first day the student returns to school, **report to the Head Teacher immediately**
5. **Submit the completed form to Head Teacher** attaching the medical certificate or other documentation.
6. **Hand in the assessment task OR arrange a time to complete the task.**
  - Be prepared to complete the task on the first day of your return to school.
7. Head teachers will submit their recommendation to the Principal who will decide and/or consult with the Assessment Review Panel.