



Asquith Girls High School

HSC 2022-2023

Assessment Handbook



















Cover artwork: Zoe Heitmann, Year 11 Visual Arts, 2022, Digital and Mixed Media Painting

EXCELLENCE - COMMITMENT - EFFORT - LEADERSHIP

ASQUITH GIRLS HIGH SCHOOL MISSION STATEMENT:

To challenge our current mindsets and expectations through innovative whole-school practices that create a culture of aspirations, agility and agency within the global sphere.

Habits of Mind

<p>Persisting</p>  <p>Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	<p>Managing Impulsivity</p>  <p>Take your time! Thinking before acting; remaining calm, thoughtful and deliberative.</p>	<p>Listening with Understanding and Empathy</p>  <p>Understand others! Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	<p>Thinking Flexibly</p>  <p>Look at it another way! Being able to change perspectives, generate alternatives, consider options.</p>
<p>Thinking About Your Thinking (Metacognition)</p>  <p>Know your Knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	<p>Striving for Accuracy</p>  <p>Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	<p>Questioning and Posing Problems</p>  <p>How do you know? Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.</p>	<p>Applying Past Knowledge to New Situations</p>  <p>Use what you learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
<p>Thinking & Communicating with Clarity and Precision</p>  <p>Be clear! Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	<p>Gathering Data Through All Senses</p>  <p>Use your natural pathways! Pay attention to the world around you. Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>Creating, Imagining, and Innovating</p>  <p>Try a different way! Generating new and novel ideas, fluency, originality</p>	<p>Responding with Wonderment and Awe</p>  <p>Become intrigued! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
<p>Taking Responsible Risks</p>  <p>Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	<p>Finding Humor</p>  <p>Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	<p>Thinking Interdependently</p>  <p>Work together! Being able to work in and learn from others in reciprocal situations. Teamwork.</p>	<p>Remaining Open to Continuous Learning</p>  <p>Learn from experiences! Having humility and pride when admitting we don't know; resisting complacency.</p>

PRINCIPAL'S MESSAGE

Dear Year 12,

Welcome to your final year at Asquith Girls High School.

You have reached a critical milestone as you enter your final year as a student at Asquith Girls High School. During your time with us you learned that learning does not happen without a challenge and when you challenge yourself to achieve just beyond your current best, you enter a zone beyond your current ability.

When you aim at a slightly higher standard, one that is currently a little too difficult for you, you are challenging your current abilities and mostly you are challenging your comfort zone.

This year I ask you to challenge yourself far beyond your current abilities, as this is where your learning landscape becomes powerful. In doing so, you become a better learner and you build your learner agency.

Realising 2023 is your last year of high school could make you nervous and unsure of what lies ahead of you. It is ok to feel this way. The unknown can create fear but it is also that feeling of discovery that makes life interesting and exciting.

You must always remember:

- Balance is important.
- Do not compare yourself to others.
- Find your own best way to study.
- Make best use of your class time and teacher expertise.
- Have a voice in your learning.
- Be a responsible learner.
- Act on your challenges.
- Be realistic with your goals.
- Do not stress to an unhealthy level. Believe in yourself and your abilities.

Success is not defined by achievements or how many material possessions one has, but rather how we meet our universal need for being challenged intellectually, living a life aligned with our purpose, and regularly experiencing fulfilment and meaning. I want you to reflect on these quotes and consider the unlimited possibilities that are presented to you.

"Success isn't about how much money you make, it's about the difference you make in people's lives." **Sara Blakely**

"If you are successful, it is because somewhere, sometime, someone gave you a life or an idea that started you in the right direction. Remember also that you are indebted to life until you help some less-fortunate person, just as you were helped." **Malala Yousafzai**

"The success of every woman should be the inspiration to another. We should raise each other up. Make sure you're very courageous: be strong, be extremely kind, and above all be humble." **Melinda Gates**

I wish you a very successful transition to Year 12.



Ms Amvrazis
Principal

SENIOR ASSESSMENT POLICY 2022-2023

A student will be considered to have satisfactorily completed the Year 11 and HSC courses, if in the principal's view; there is sufficient evidence that the student has met the course completion criteria.

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units.

Both patterns must include:

- at least six units from Board Developed Courses
- at least two units of a Board Developed Course in English (English Studies Content Endorsed Course satisfies the pattern of study English requirement, it is a Category B Course)
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses)
- at least four subjects.

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

To be eligible for the award of the Higher School Certificate, students must:

- Satisfactorily complete Years 9 and 10 and have gained the Record of School Achievement or such other qualifications as the NSW Education Standard Authority (NESA) considers satisfactory.
- Have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE.
- Have completed *HSC: All My Own Work* (or its equivalent) before you submit any work for Year 11 or HSC courses.
- Have demonstrated a minimum standard of literacy and numeracy.
- Have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate.
- Sit for and make a serious attempt at the requisite Higher School Certificate examinations.

From 2020, students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the Higher School Certificate. Students must demonstrate the minimum standard in each domain of reading, writing and numeracy.

WHY DO WE NEED A SCHOOL ASSESSMENT POLICY?

The school assessment policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment. Assessment at Asquith Girls High School encourages the progressive development of skills and knowledge while ensuring:

- equity
- consistency across courses and faculties
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

WHAT IS THE PURPOSE OF ASSESSMENT IN THE HSC?

Assessment is incorporated into the Higher School Certificate to:

- assist students in their learning
- provide information on student achievement and progress in each course
- provide evidence that students have satisfactorily completed a course
- allow for the reporting of standards achieved by each student at the end of a course.

WHAT DOES THE ASSESSMENT POLICY LOOK LIKE AT ASQUITH GIRLS HIGH SCHOOL?

At Asquith Girls High School students are assessed against course outcomes through a range of assessment tasks in each course. An outcome is a description of the learning which has taken place.

A range of tasks are used for assessment and will vary from course to course. These may include but are not limited to:

- tasks which may take a written, practical or oral form
- class essays, research tasks, assignments, portfolios, log books
- practical tasks and major works
- projects.

Students' reports are issued twice each year. The reports include information about the student's working profile, their progress in achieving course outcomes and their course ranks.

DEFINITIONS

Components are the parts of courses or major areas to be assessed.

Weightings are the percentages of marks to be allocated to the components.

Feedback is comments about a student's achievement towards task outcomes.

Feed-forward is comments that identify specific strategies and advice for future improvement for students to action/implement.

WHAT ARE THE RESPONSIBILITIES OF THE SCHOOL?

An assessment schedule has been developed for each course, within the guidelines provided by NESA, incorporating mandatory assessment components and weightings for that course.

The school is required to provide students with the following information:

- An assessment schedule, which outlines what components are to be assessed, when the assessment tasks are scheduled and the relative weighting attached to each assessment task.
- Assessment tasks of the same type and the same weighting for all classes studying that course.
- Written notification at least two weeks in advance of the scheduled assessment task.

At the completion of each task, students will receive:

- a mark
- a rank
- an indicative cumulative rank (where applicable)
- the marking criteria
- feedback on their achievement and feed-forward actions for further improvement.

Note:

Assessment tasks are returned within two weeks of the date of the task/examination. In exceptional circumstances some tasks may be rescheduled or substituted. In such cases, head teachers or class teachers will inform students of the new arrangements in writing at least **two weeks in advance**.

Official warning letters will be posted home to parents/caregivers outlining their child's areas of unsatisfactory completion of the HSC Course requirements. 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:

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

WHAT ARE THE RESPONSIBILITIES OF STUDENTS?

- Every student has the responsibility to be familiar with Asquith Girls High School's Senior Assessment Policy and procedures and with the course information contained in this handbook.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified in the booklet and the assessment schedule.
- If tasks are submitted via email, students must send it to asquithgir-h.school@det.nsw.edu.au and address it to the correct teacher.
- Students must demonstrate sustained diligence and effort in each course.
- Students must complete all set tasks (not just assessment tasks) in order to achieve course outcomes.
- Students must attend all classes. Attendance below 85% is considered to be unsatisfactory.
- Students are required to participate in all lessons constructively.
- It is important that the student speaks with their class teacher or head teacher of the faculty if there is any doubt about the requirements of the course assessment policy.
- Students must be present for the **whole day** in which an assessment task is scheduled. It is not acceptable for a student to attend school to fulfil the requirements of an assessment task only and not be present at all the timetabled lessons for that particular day.
- Students absent from school, on any given day, are responsible upon their return to school to see their teachers and collect any hand out materials/information/notifications that may have been given during their absence from class.

HAND-IN ASSESSMENT TASKS

Hand-in tasks may include: essays, portfolios, written reports, practical works or research projects.

All assessment tasks are to be submitted to the class teacher or head teacher on the due date at the time and period specified on the assessment notification. It is the student's responsibility to ensure that tasks are submitted on time.

Tasks may be submitted:

- in person
- via email to asquithgir-h.school@det.nsw.edu.au addressed to the correct teacher
- other agreed processes indicated on the assessment task notification.

Students must complete a cover sheet for each hand-in assessment task and receive an assessment task receipt.

In the situation where a task submission is in question it is the student's responsibility to provide the task submission receipt to the faculty. Failure to do so may lead to a zero mark being awarded.

Students must not leave hand-in tasks on teachers' desks.

If the student has only completed part of the hand-in task, this part must be submitted to the class teacher on the due date. Failure to submit tasks on time, without a valid reason may result in a zero mark. In the case of illness or misadventure, it is the student's responsibility to follow the process outlined on pages 12-14.

Students may email their hand-in assessment task to their teacher **if this is the arranged process**. In such a case students must ensure the information is sent to the correct email address. Students must keep evidence of their email and any attachments that relate to it.

PERFORMANCES AND ORAL TASKS

Students must be prepared to present performances and oral assessment tasks (including, but not limited to: presentations, viva voce and language speaking tasks) on the specified due date. Where applicable, students must submit a hard copy of their presentation on the advertised due date of the task.

TECHNOLOGY AND ASSESSMENT TASKS

Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. **Technology failure is NOT**, in itself, a valid reason for failure to submit a task by the due date.

To minimise problems in relation to technology, students should adhere to the following protocols:

- Make multiple copies of work using at least three different storage devices.
- When working at home, continually backup all work on the hard drive of your computer and on an external storage device such as a flash drive/USB or email.
- When working at school, save the latest version of your work to your personal file on the school server whenever possible.
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school.
- Check the compatibility of your home software with the school's technology support specialist or your teacher.
- Save a copy of the final version of your task to an email address, as well as bringing it to school on a flash drive/USB.
- When you save your work to a flash drive/USB, open it immediately to check that it has been successful.
- To submit a hard copy of your task, print the task at home – to avoid any software incompatibility problems.
- Enable receipt email.
- Electronic copies must have proof of email sent satisfactorily.

Important Note:

Technology failure or printer breakdown will not be accepted as a valid reason for late submission and may be subject to a mark of zero.

DISABILITY PROVISIONS

HSC disability provisions for students rest with NESAs. These disability provisions assess situations that may prevent a student from:

- reading examination questions
- communicating responses.

Students are required to speak to their stage deputy principal, year adviser and/or the school counsellor if they have evidence to support their application for disability provisions.

Provisions can not be granted to compensate for:

- difficulty completing a course or preparing for an assessment
- lack of familiarity with English language skills.

Note:

- When applying for disability provisions, students should include recent evidence of their disability. Students may need to organise testing early in the year so that applications are able to be finalised by the closing date. Students may also be required to produce work samples. Insufficient evidence may result in a decision being delayed.
- The school has an internal process for providing disability provisions and may put disability provisions processes in place to assist a student, if the principal believes this is in the best interest of the child. However, it is important to note that these in-school disability provisions may not be approved by NESAs. Students must be prepared for this outcome as they sit for their HSC examinations.

FEED-FORWARD AT ASQUITH GIRLS HIGH SCHOOL

Each teacher is committed to providing students with specific and actionable strategies to improve. These strategies, referred to as **feed-forward**, describe the opportunities for future growth by suggesting actions. Feed-forward strategies will be provided by teachers at all stages of learning, including assessment tasks. Students are responsible for actioning these suggestions to improve the quality of their work and demonstrate growth in their learning.

When students submit an assessment task, teachers will provide both feedback and feed-forward strategies.

- **Feedback** is comments about a student's achievement towards task outcomes.
- **Feed-forward** is comments that identify specific strategies and/or targets for student action for further improvement.

EFFECTIVE FEED-FORWARD

Effective feed-forward:

- describes a problem and its impact, then suggests a solution;
 - *For example, a teacher may write, "You are currently referring to one source. The rubric states that to achieve high outcomes for research skills you must consult a variety of sources. Have you considered adding....."*
- will be focused on a few actionable strategies that, if actioned, may improve the standard of the work.
 - *For example, a teacher may say, "You are currently demonstrating outcomes at this level. To improve to the next level consider the following steps";*
- assists students to see possibilities for improvement.
 - *For example a teacher may ask, "What if you added this?" or "If you changed that, how would it strengthen your overall argument?"*

Important Note: Feed-forward is not editing. Teachers will suggest specific strategies for growth, however teachers are not responsible for editing students' work for spelling, grammar, punctuation and syntax.

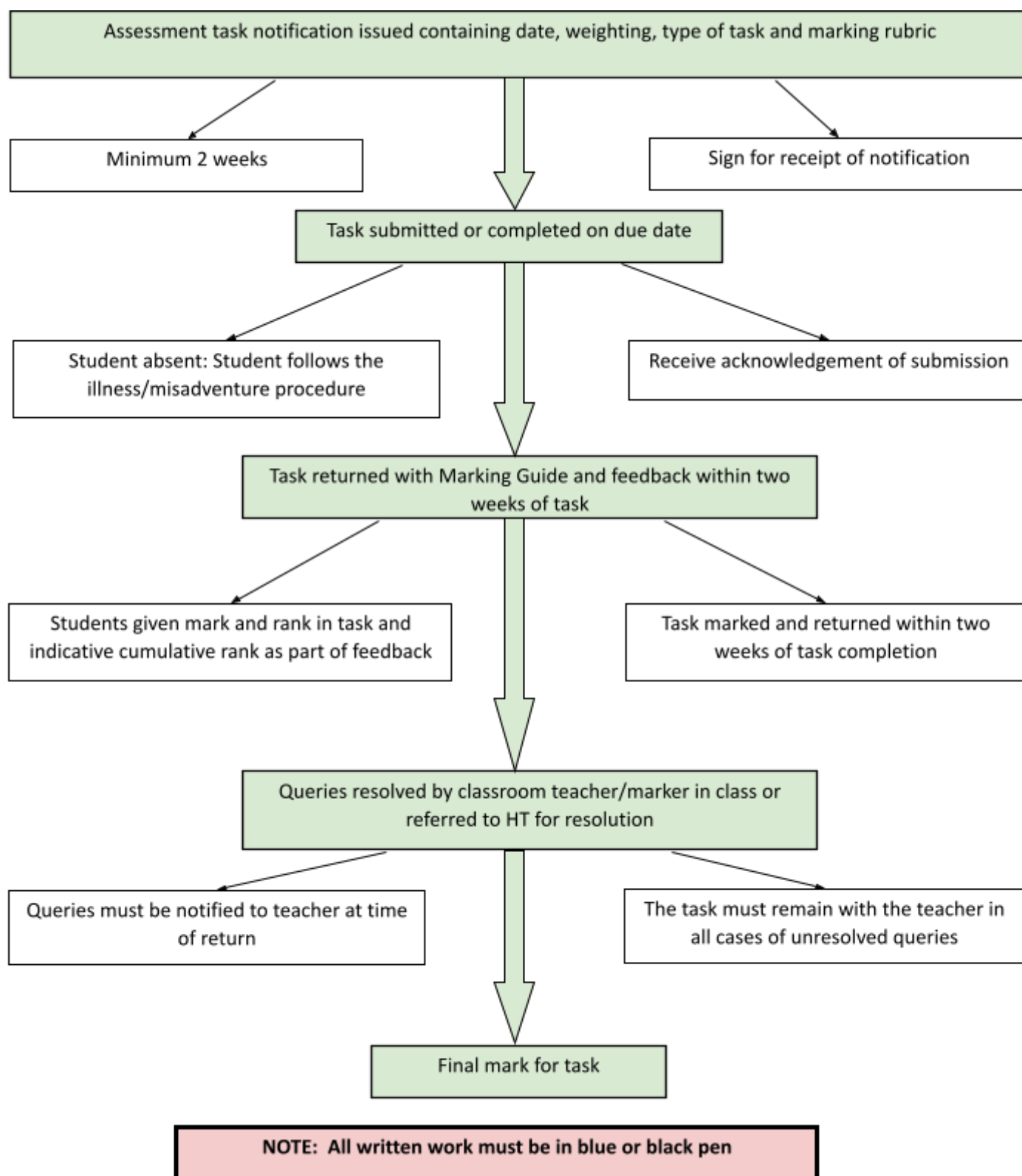
DETERMINATION OF WHOLE SCHOOL AWARDS

Teachers collect evidence of student learning and achievement throughout the year. Explicit feedback on student progress is provided to parents/caregivers through reports received in Semester One and Semester Two each year.

formation collated from whole-school reports is used to determine recipients of special awards to be acknowledged at Presentation Day. These awards include:

100% Attendance	Attendance data is used to determine the number of days students attend school in a calendar year.
Sustained Effort	The personal learning profile published on each report will be used to determine which students "Consistently" demonstrate positive learning attributes in all subjects.
Outstanding Academic Achievement	Teachers use the descriptors in the Common Grade Scale (see page 31) to provide an overall grade for each student in their course. Recipients of this award receive an A grade (representing Outstanding Academic Achievement) in three (or a majority of) courses.

COMPLETING AN ASSESSMENT TASK





HSC ASSESSMENT TASK NOTIFICATION

COURSE NAME:		DATE TASK ISSUED:	
NATURE OF TASK:		TASK DUE DATE AND TIME:	
TASK WEIGHTING / COMPONENTS:		MARKS AVAILABLE:	
OUTCOMES TO BE ASSESSED:			

TASK DESCRIPTION:	
CRITERIA FOR ASSESSING LEARNING:	
MARKING CRITERIA:	
FEED-FORWARD	



HAND-IN ASSESSMENT TASKS COVER SHEET

Student name:	Year:
Assessment task title:	Date submitted:
Course:	Teacher:

Academic Integrity Statement

I _____ declare that this work is my own and that any quotes,
(Your name in BLOCK letters)
information or works have been properly acknowledged and cited in the bibliography.

Student signature: _____ Date: _____

Warning

You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.



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Assessment Receipt ***Student Copy***

Name of student: _____ Year: _____ Course: _____

Task title: _____ Class teacher: _____ Due date: _____

This task was submitted to: _____ on _____
Teacher's name Date

Student signature

Teacher signature

Date

ILLNESS/MISADVENTURE AND SCHOOL BUSINESS

Assessment tasks are intended to measure each student's performance in relation to course outcomes. Students may lodge an illness/misadventure application if circumstances beyond their control occur immediately before or during the assessment tasks, affecting their performance for this assessment task.

This may relate to:

- Illness or accident – that is, illness or physical injuries suffered directly by the student which allegedly affected the student performance in the tasks (e.g. influenza, an asthma attack, a cut hand).
- Misadventure – any other event beyond the student's control, for example the death of a family member or close friend or involvement in a car accident on the way to the school. In such cases students must provide valid documentation.

The responsibility to complete and submit an illness/misadventure application rests with the student. Students must report to the stage deputy principal with the valid documentation on the morning of their first day back at school. They must also be prepared to submit their assessment or sit their examination on their first day back.

CHRONIC CONDITIONS

Students suffering from a chronic illness are only eligible for appeal if the condition is exacerbated immediately before or during the assessment period, or if the student experiences symptoms during the test which impede performance.

DISABILITY PROVISIONS

Students who have received disability provision(s) are only eligible for an appeal if an unforeseen episode occurs during the assessment task.

EVIDENCE NECESSARY FOR ILLNESS/MISADVENTURE

When students complete and submit an illness/misadventure application, **supporting evidence must be provided**. This evidence includes:

- Student statement: must detail how her performance was affected by the illness/misadventure. Parent/caregiver statements must detail how the student's performance was affected by the illness/misadventure.
- Independent evidence: medical certificate or other valid documentation.

Note: A medical certificate must specifically relate to the assessment task that is the subject of the application and not general in nature. It must include details of the date of onset of the illness, any additional dates of consultation and a statement about how the student's performance may have been affected.

In cases of misadventure, evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance may have been affected) should be provided with the date and time of the occurrence and subsequent events.

If a student falls ill during an assessment task, the student must notify the teacher or assessment supervisor immediately.

Students must ensure they comply with the process in cases of:

1. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY OF AN IN-SCHOOL ASSESSMENT TASK

- The student or a family member is requested to inform the school of the illness/misadventure on the morning the task is scheduled.
- Students must report to their stage deputy principal **on the first day of their return to school**. The student must complete an illness/misadventure form (ATTACHMENT A – Page 18). Once completed by all relevant parties, the form should be returned to the stage deputy principal **within two days** from receiving the illness/misadventure application. Evidence needs to be attached to the completed form.
- **Students should be expected to sit for the assessment task on their first day back.**
- Students are responsible for following the process. Failure to do so may result in a mark of zero for the relevant task.

2. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY AN ASSESSMENT TASK IS DUE TO BE SUBMITTED

- The student or a family member is requested to inform the school of the illness/misadventure on the morning of the day the task is due to be handed in.
- On the first day of the student's return to school, the student must submit the task to the relevant head teacher of the faculty and complete an illness/misadventure form (ATTACHMENT A – Page 18) obtained from the stage deputy principal. Once completed by all relevant parties, the form should be returned to the stage deputy principal **within two days** from receiving the illness/misadventure application. Evidence needs to be attached to the completed form.
- Students are responsible for following the process. Failure to do so may result in a mark of zero for the relevant task.

3. ILLNESS/MISADVENTURE DURING AN IN-SCHOOL ASSESSMENT

- The student must acknowledge their condition to the teacher/supervisor of the task during the task and before leaving the room, or sitting for the task, and collect an illness/misadventure form from the stage deputy principal. A student who presents for an assessment task cannot apply retrospectively for any special consideration due to illness.
- Upon return to school the student must complete an illness/misadventure form, following the process as detailed above.

4. ILLNESS/MISADVENTURE DURING EXAMINATION PERIOD

- The student or a family member is requested to inform the school of the illness/misadventure on the morning the task is scheduled or inform the head teacher administration, responsible for coordinating examination blocks.
- Students will need to complete an illness/misadventure form (ATTACHMENT A – Page 18) obtained from the stage deputy principal. Once completed by all relevant parties, the form should be returned to the stage deputy principal **within two days** from receiving the illness/misadventure application. Evidence needs to be attached to the completed form.
- The head teacher administration will liaise with the student and organise a rescheduling of the affected examination(s).

5. GROUP PERFORMANCE ILLNESS/MISADVENTURE (ATTACHMENT B – Page 20)

- When a group performance cannot go ahead on a scheduled date, the students affected need to complete a group performance illness/misadventure form obtained from the stage deputy principal.
- This application must be returned to the stage deputy principal, with appropriate evidence, **within two days**. The head teacher/teacher, will reschedule an alternative date for the performance.
- The student responsible for this group illness/misadventure application must also complete an individual illness/misadventure form outlining the nature of their application. **Please note that this application will be considered separately to the group's application.**

IN ALL CASES INVOLVING ILLNESS/MISADVENTURE

- The illness/misadventure application form must be completed and returned to the stage deputy principal **within two days** of the initial return to school. The urgency and accuracy of the procedures are important in enabling the case to be seriously considered.
- Where the reason for absence is substantiated, arrangements will be made for a student to complete the task or an alternative task at the earliest opportunity.

The consequences of not following these procedures may result in your application for illness/misadventure being rejected and a zero mark awarded

ILLNESS/MISADVENTURE OUTCOMES

- If the documented evidence provided supports absence/late submission then the mark received for the task will be considered in determining your ranking in the course after the completion of all assessments for the course. Therefore your mark will be pending.
- If the documented evidence does not support your absence/late submission a zero mark will be awarded. A letter will be sent to your parent/caregiver informing them of this decision.

SCHOOL BUSINESS (Approved School Event Participation) AND APPROVED LEAVE

Students on School Business must notify their teachers of their absence from school. The program coordinator must ensure all students complete ATTACHMENT D (Page 22) and notify the attendance officer for each stage. School Business must be approved by the principal or the principal's nominee.

Approved School Business does not require illness/misadventure application.

Students who miss an assessment task due to School Business will complete the task on the first day back to class. Students must make this arrangement with the faculty head teacher and class teacher.

Note: the granting of approved leave is at the discretion of the principal. The same rule applies if a student has been granted approved leave from school by the principal or their nominee (ATTACHMENT D – Page 22).

Important Information

If a student knows in advance that they will be absent on the day a hand-in assessment is due, the task should be handed in prior to the due date.

Tasks not submitted during unapproved leave will result in a zero mark.

NON-SERIOUS ATTEMPTS, MALPRACTICE AND PLAGIARISM

NON-SERIOUS ATTEMPTS

- Students who do not make a serious attempt at an assessment task may receive a zero award in the course concerned. This may render some students ineligible for the award of the Year 11 and HSC course.
- Non-serious attempts include frivolous or objectionable material or failure to attempt whole questions.
- Students identified as providing non-serious attempts will be asked to justify why they should receive a result in the course concerned.
- Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. The faculty head teacher will advise the student and their parent/caregiver of the decision in consultation with the stage deputy principal.

Submitted work may be classified as a non-serious attempt where it is frivolous or offensive. Failure to reach a level of achievement does not necessarily constitute a non-serious attempt. Where the school applies a penalty for a frivolous or offensive response written communication will occur with the parent/caregiver.

HONESTY IS KEY FOR ALL STUDENTS AND STAFF

All HSC candidates, their teachers and others who guide them must comply with the *NESA Honesty in Assessment Standard* to maintain the integrity of the HSC.

Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

WHAT TYPES OF PROVEN MALPRACTICE NEED TO BE RECORDED?

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own.
- Using material directly from print or digital mediums without reference to the source.
- Building on the ideas of another person without reference to the source.
- Plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own.
- Submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially.
- Using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Cheating in an in-class assessment/examination, including having access to mobile devices.
- Using non-approved aids during an assessment task.
- Providing false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.
- Being in possession of unauthorised notes or electronic devices during a test or examination.
- Copying from another student.

Proven cases of malpractice may result in disciplinary action.

Malpractice is reported to NESA and will render the task or part of the task, whichever is relevant, with a zero mark.

IS THE LATE SUBMISSION OF A TASK OR A NON-SERIOUS ATTEMPT CONSIDERED MALPRACTICE?

Late submission of assessment tasks may be determined as malpractice when it is proven to be a deliberate mechanism to gain advantage over other students. Students may submit overdue assessment work for a variety of other reasons not considered malpractice, such as illness, technical or transport issues or lack of motivation.

Note, in all cases of late submission of a task, the illness/misadventure process must be followed.

Where the teacher responsible for a task has reason to suspect malpractice, this must be brought to the attention of the head teacher. If both are in agreement then the student will be awarded a zero mark for the plagiarised component of the assessment task.

Furthermore, the head teacher will bring this to the attention of the deputy principal and a letter will be sent to the parents/caregivers informing them of the outcome.

THE ASSESSMENT REVIEW PANEL (ARP)

Students may appeal a decision using the procedures existing within the school. In all cases, students may appeal in writing to the Assessment Review Panel (ARP). This application must be made **within two days** of receiving the decision.

The ARP is comprised of the stage deputy principal and two independent head teachers. The ARP will consider all illness/misadventure appeals. A decision will be made after careful examination and consideration of the evidence provided both by the student and the faculty. Each party will be notified in writing of the decision made by the ARP. Where a decision cannot be reached, the ARP will submit the appeal to the principal for a determination (ATTACHMENT D, page 22).

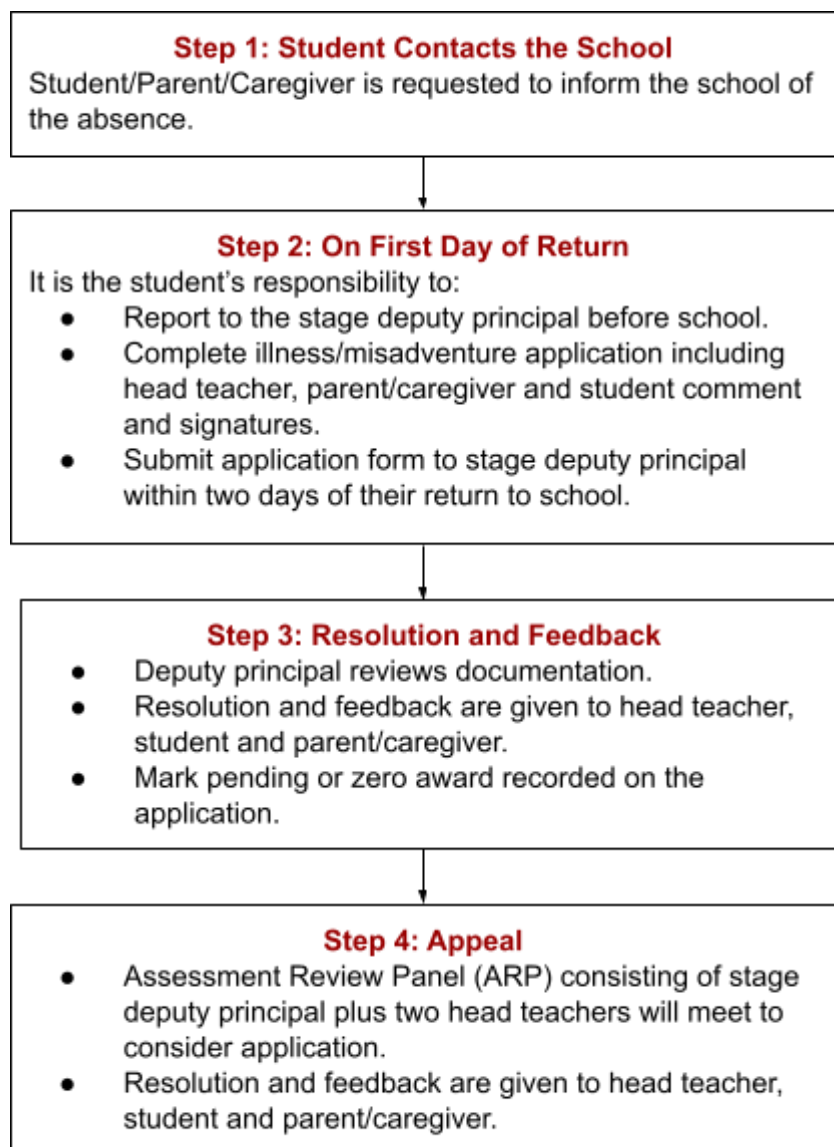
UNACCEPTABLE GROUNDS FOR APPEAL

Unacceptable grounds for appeal include:

- Attendance at a sporting or cultural event, or family holiday where approval has not been given by the principal or principal's nominee.
- Alleged deficiencies in tuition or long term matters relating to loss of preparation time.
- Disabilities for which NESA has already granted special provisions, unless an unforeseen episode occurs during the test (e.g. a hypoglycaemic attack in a diabetic student who has been isolated but is still ill), or further difficulties which are supported by the supervising teacher and school.
- Long-term illness, such as glandular fever, asthma, epilepsy, unless the student has suffered a 'flare up' of the condition during the test.
- Matters avoidable by the student (e.g. misreading of timetable, misinterpretation of assessment task).

PROCEDURES FOR HSC COURSE ILLNESS/MISADVENTURE (Individual)

Students missing an assessment task and wishing to make application for illness/misadventure must follow the procedure outlined below:





INDIVIDUAL HSC COURSE ILLNESS/MISADVENTURE APPLICATION

Student name: _____ Course: _____ Teacher: _____

Task: _____ Weighting: _____ Date given: _____ Due date: _____

To be completed by DP (Tick as appropriate): ☐ Medical Certificate attached ☐ Other verification (please specify below):__

To be completed by the student:

Student's comment: (Describe in detail the nature of the issue that affected your ability to complete or submit this assessment task)

Student signature: _____ Date: _____

To be completed by the student's parent/caregiver:

Parent/caregiver support comment:

Parent/caregiver signature: _____ Date: _____

To be completed by head teacher

Head teacher/nominee: _____ Application submitted on (date): _____

Task/Alternative task was completed/submitted on (date): _____

Task/Alternative task to be completed/submitted on (date): _____

Outcome: ☐ Mark pending ☐ Zero Mark

Head teacher's recommendation:

Head teacher's signature: _____ Date: _____

To be completed by deputy principal

Date recommendation received by DP: _____

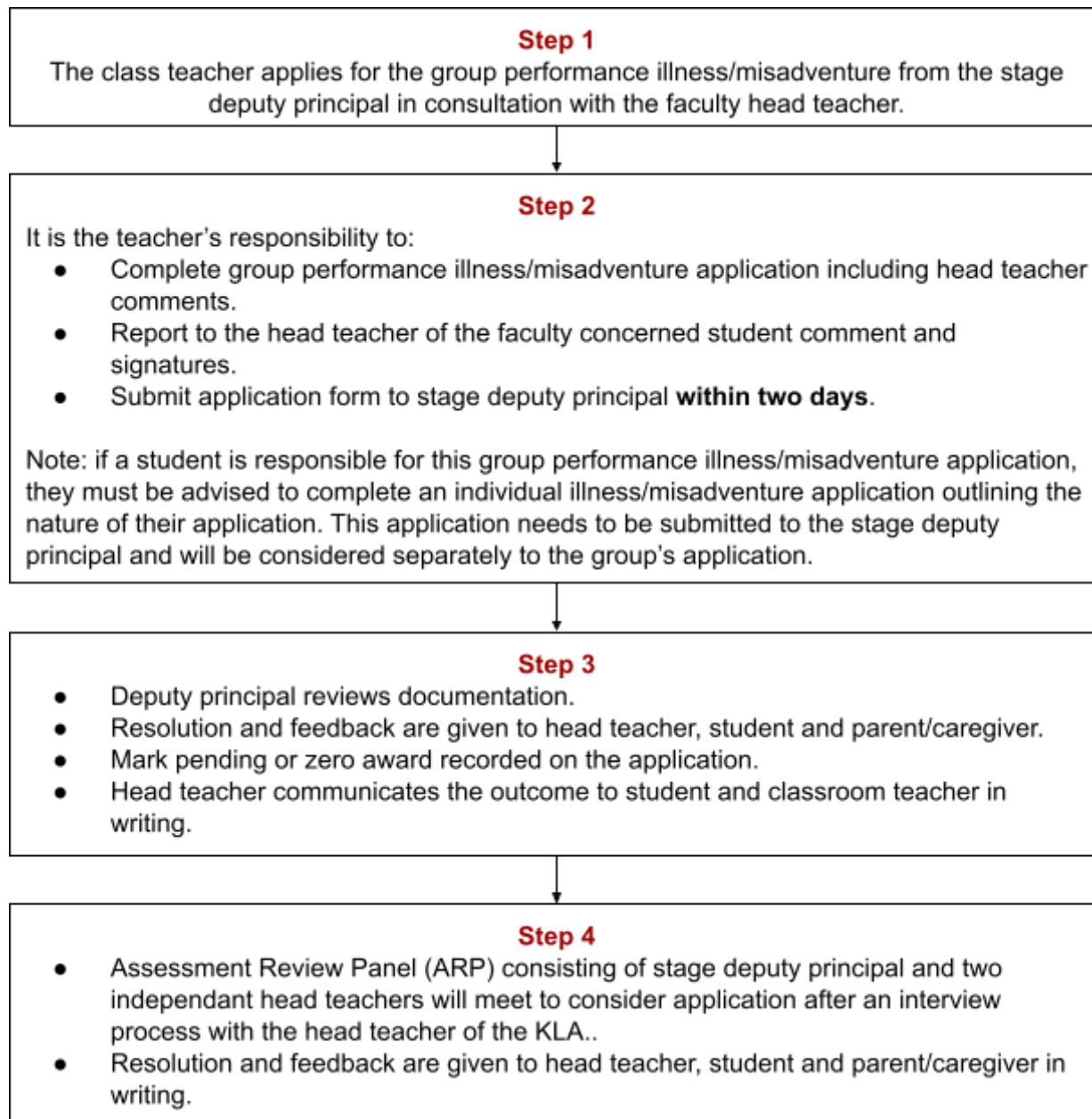
Outcome:

DP signature: _____ Date: _____

Copy to: ☐ Student ☐ Student file ☐ Relevant HT informed

PROCEDURES FOR HSC COURSE GROUP PERFORMANCE ILLNESS/MISADVENTURE

Students wishing to make application for group performance illness/misadventure must follow the procedure outlined below:





GROUP PERFORMANCE ILLNESS/MISADVENTURE APPLICATION

SECTION A: To be completed by class teacher and endorsed by head teacher

List of students affected (attach list of names)

Course: _____ Year: _____ Class teacher: _____

Name of group performance: _____ Weighting (%): _____ Due date: _____

Outline reasons for this application, including the impact on the groups performance: _____

Attention: If a student's circumstances have impacted the group's performance, they MUST also complete an individual illness/misadventure form with the relevant documentation otherwise they may be subject to a mark of zero.

SECTION B: To be completed by the head teacher/supervisor and forwarded to the relevant deputy principal

Head teacher: _____ Faculty: _____ Course: _____

Date: _____ Receipt date of illness/misadventure form: _____

Task submitted/completed?: ☐ Yes ☐ No

If no, date of rescheduled task: _____ Date completed: _____

Comment: (explain the circumstances that affected the students' performance and how the faculty will support the students)

Head teacher signature: _____ Date: _____

SECTION C: To be assessed and finalised

Decision:

Approved by deputy principal ☐

Approved by principal ☐

Decision pending, referred to ARP ☐

ARP decision:

Office action, copy to: ☐ Relevant head teacher ☐ Student ☐ Parent/caregiver ☐ Student file



ILLNESS/MISADVENTURE APPEAL

You will need to complete this form if you appeal against an illness/misadventure decision.
This form must be handed in with all necessary documentation to the stage deputy principal, **within two days** of decision.

Student name: _____ Course: _____ Teacher : _____

Head teacher: _____ Title of the affected assessment task: _____

Outline reasons for this application and attach all relevant documentation

Student signature: _____ Date: _____

Parent/caregiver signature: _____ Date: _____

ASSESSMENT REVIEW PANEL

ARP members: _____ Date: _____

Issues discussed:

Decision reached: ☐

Refer to principal: ☐

Resolution:

ARP members signatures: _____ Date: _____

Inform of decision in writing to:

Student/Parent/Caregiver: ☐ Relevant head teacher: ☐ Student file: ☐ Stage deputy principal: ☐

APPROVED LEAVE – SCHOOL BUSINESS



This application must be completed by the relevant teacher and approved by the head teacher.

Teacher making request: _____ Faculty: _____

Reasons for the request: _____

Educational outcome: _____

Head teacher approved: ☐ Yes ☐ No Date: _____

Student's name: _____ Year: _____

First day of leave: _____ Date: _____

Last day of leave: _____ Date: _____

Approval given by principal: ☐ Yes ☐ No Principal signature: _____

Upon principal's approval the student must ensure an alternative assessment time has been negotiated with the class teacher and faculty head teacher and approved by the relevant stage deputy principal.

Course	Assessment task	Due date	NEW due date	Class teacher	Signature	Head teacher	Signature

Once the form is completed forward copies to:

Student/Parent/Caregiver: ☐

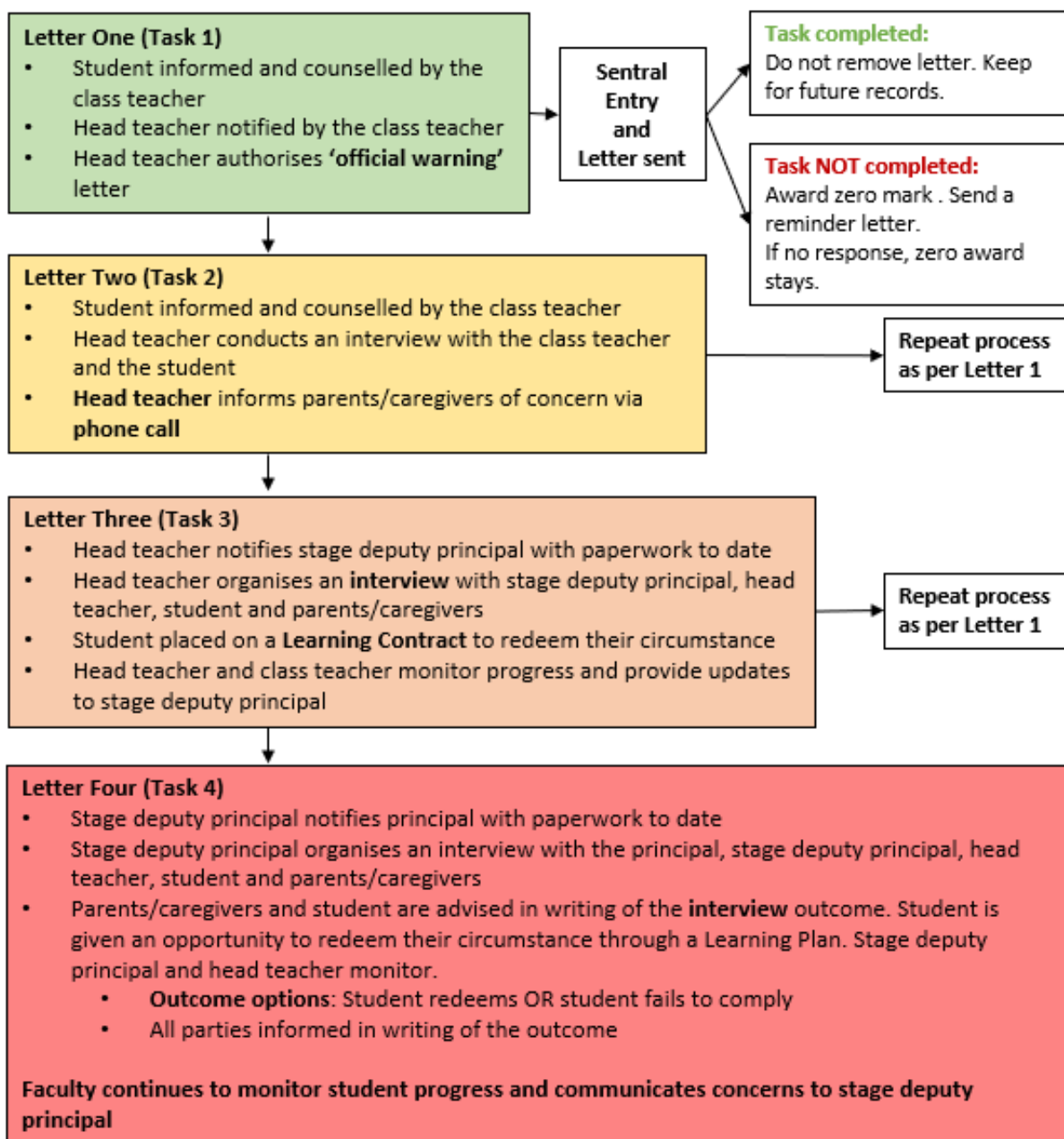
Faculty head teacher: ☐

Student file: ☐

ASQUITH GIRLS HIGH SCHOOL PROCESS FOR OFFICIAL WARNINGS PRIOR TO 'N' DETERMINATION FOR THE HSC COURSE

To be eligible for a Record of School Achievement (RoSA) and a Higher School Certificate (HSC) students must have:

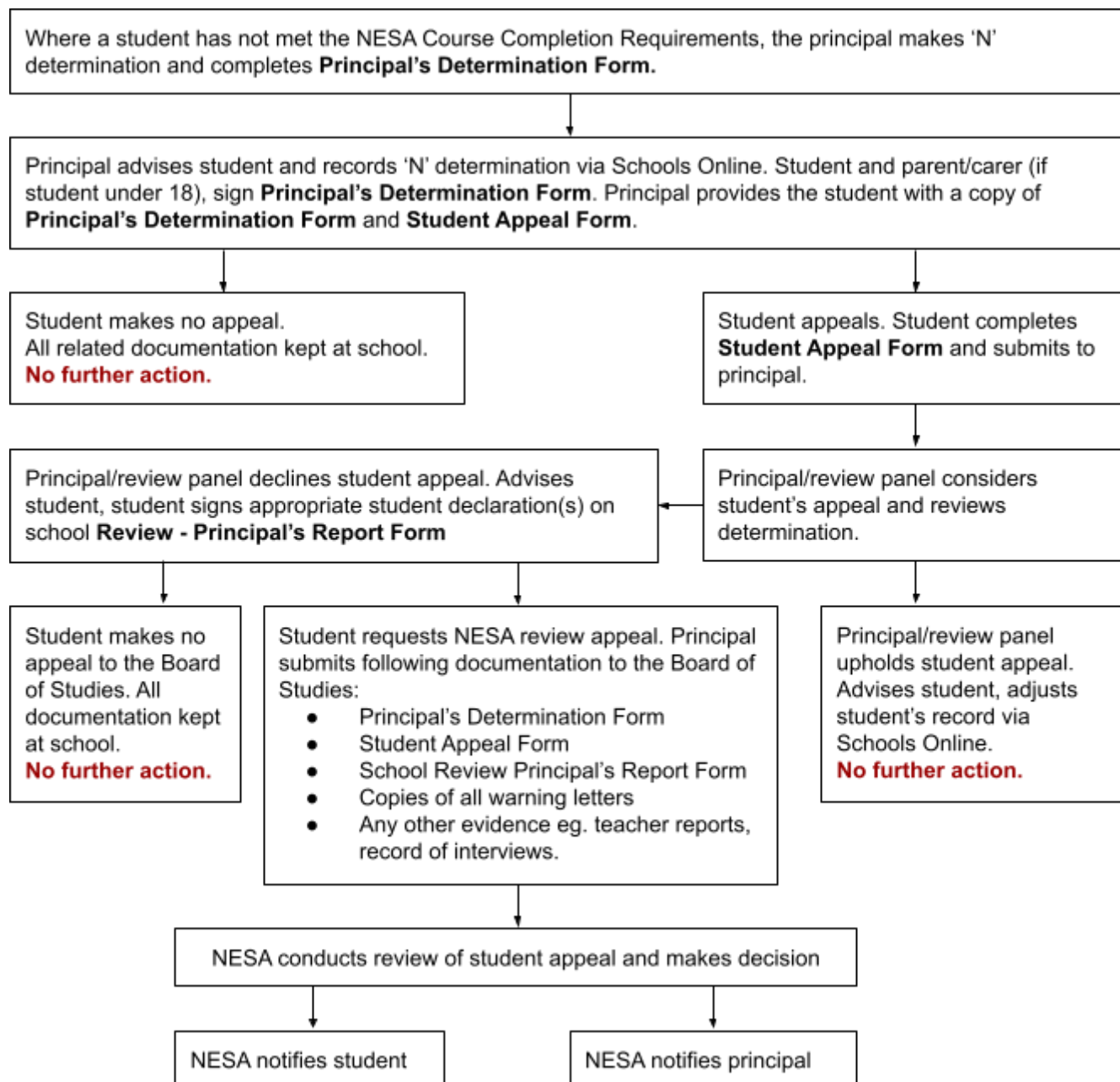
- a) followed the course developed or endorsed by NESA; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.



'N' Determination process begins at the end of the course

* A 'task' may indicate an assessment task, or a substantial portion of coursework

NESA PROCEDURES AGAINST 'N' DETERMINATION FOR NON-COMPLETION OF HSC COURSE REQUIREMENTS



VOCATIONAL EDUCATION COURSES

Vocational Education courses are taught and assessed through competencies in Stage 6, this should reflect the acceleration of Asquith Girls High School students, Year 11 and HSC and in the HSC years. Vocational Education courses focus on the achievement of workplace competence. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as industry specific skills.

Assessment for VET courses within industry curriculum frameworks has two distinct purposes:

- A. Assessment for ASQA (Australian Skills Quality Authority) VET qualifications – competency based assessment.
- B. Assessment for the ATAR if it is a Board Developed Course.

Assessment for ASQA Certification is competency based. Tasks may be holistic to demonstrate the acquired skills, knowledge and attitudes. Students are given the opportunity to develop skills over time and are required to demonstrate competence to qualified assessors. All competencies and work placement must be completed for NESA in the allocated time. Students withdrawing from optional VET examinations must do so at this time by completing the appropriate form.

A variety of assessment strategies are employed to assess the competence of students. Competency Standards are the benchmarks for this assessment.

Assessment evidence gathering techniques and events include practical tasks, observation, questioning, written activities and may also involve third party reports from work placement. Assessment may be conducted at the delivery site, in simulated work environments, through work placement, or through a combination of these modes.

Compulsory assessment tasks called Cluster Tasks are mandated by the RTO and must be completed as part of the assessment requirements.

THE YEAR 11 AND HSC AND HSC EXAMINATION

The examination for 240 hour VET courses only is independent of competency based assessment requirements for ASQA qualifications.

INTERNAL ASSESSMENT TASKS

In order to ensure that students at Asquith Girls High School are equipped to exercise this option, all 240 hour VET Framework students will be required to practise appropriate written skills by completing examinations in the usual examination periods.

WORK PLACEMENT

Work Placement is a mandatory requirement for each course within the VET frameworks and forms an essential part of the total course assessment. Indicative hours have been assigned and must be addressed. Work Placement will occur in Year 10, 11 and Year 12, at times to be advised. Each course requires Work Placement for 35 hours per year. Failure to complete Work Placement in the allotted time will render the student ineligible for the award of a Year 11 and HSC credential in the VET course.

OTHER COURSE REQUIREMENTS

VET courses have an underlying premise that each lesson is an opportunity for assessment. Attendance at every lesson is vital because aspects of competency will be tested.

SCHOOL BASED 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 HSC qualifications.
- Competencies which can lead to a Statement of Attainment, Certificate 1, 2 or 3 which is awarded under the Australian Qualifications Framework (AQF).

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

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 competency skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a 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 the “competency achieved” or “not achieved”.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards.

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 the 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:

- H&S requirement
- cost
- time frame
- supervision required
- resource availability

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

HIGHER SCHOOL CERTIFICATE (HSC)

Students will be awarded units towards their Year 11 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 Australian Tertiary Admission Rank (ATAR).

As with all HSC courses, NESA procedures apply to all VET Courses.

VET courses will be listed on the Year 11 Certificate Record of Achievement. No mark will be listed for competency achieved.

WORK PLACEMENT

Work placement is a **mandatory HSC requirement** of curriculum framework VET courses. Appropriate hours are as follows:

- 120 hour course – a minimum of 35 hours in a workplace
- 240 hour course – a minimum of 70 hours in a workplace

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled the NESA course requirements and will therefore not be able to be accredited with the 2 units of study.

Learning in the workplace will enable students:

- progress towards the achievement of industry competencies
- develop appropriate attitude towards work
- learn a range of behaviours appropriate to the industry
- practice skills acquired off the job in a classroom or workshop
- develop additional skills and knowledge, including key competencies

ASSESSMENT SCHEDULE

Information regarding mandatory assessment tasks, called 'Cluster Tasks', will be set out in an assessment schedule. These tasks will be used as evidence of competency.

APPEALS PROCEDURE

Normal school assessment appeals procedures will apply for VET courses.

RPL: RECOGNITION OF PRIOR LEARNING

Students who have had **previous work or life experiences** will need to produce **evidence** to enable their teacher to assess their skills to ensure they are at **industry standard**.

RPL will only be granted for competencies where a student is able to demonstrate achievement of all of the learning outcomes and performance criteria for that unit of competency. A student would then be exempt from undertaking the training and assessment for that unit of competency only.

WHAT IS CREDIT TRANSFER?

If you have already completed content and learning for all or part of a similar unit/s of competency that is deemed equivalent, you may be eligible for credit transfer. Credit transfer will be granted where you provide a transcript, a result notice, a certificate or a competency record, e.g. White Card NSW.

EXTERNAL VET COURSES (EVET)

External VET courses are 2 unit courses that are part of the HSC. Successful completion requires attention to attendance and assessment.

ATTENDANCE

Students are expected to attend every scheduled TAFE class, or scheduled lesson with an external provider, even during examination periods. Classes last for up to 4 hours and learning is sequential. Students missing a lesson may find it difficult to follow what is being taught when they return to class. Courses are made up of modules. A module might be of four hours duration. Missing the lesson may result in the student missing the module.

Missing a TAFE or external provider course day is the same as missing a school day (or part of a day) in that a parent note and Doctor's Certificate **MUST** be supplied to the school explaining the absence. The absence will be recorded on the school roll and appear on the school reports.

When students miss a TAFE class they must:

- Tell the EVET coordinator at school (Careers Adviser) and supply an explanation note – if you went to a doctor bring a doctor's certificate.
- Talk to the EVET teacher on return to find out how to catch up on the missed work.
- Students on a compulsory school activity must tell the school's EVET coordinator and he or she will write an explanation note for the EVET teacher.

Students must be ready to start on time and not expect to leave class early.

ASSESSMENT

- The EVET teacher will give students an assessment schedule on the first day.
- Similar to HSC subjects at school, assessments are a compulsory requirement for successful completion of EVET courses.
- Missing an assignment task due to illness will require a doctor's certificate, and an alternative time will be organised. Students will be notified if they are in danger of not satisfying EVET (and HSC) requirements with regard to any aspect of their course through NESA letters warning of unsatisfactory completion of a course. Students should reply via the return slip and take steps to resolve the problem.

NOTE: The student's EVET course may be part of the units necessary to successfully complete Year 11/HSC requirements.

Remember the school's EVET coordinator (careers adviser) is the first contact for any problems associated with TAFE Delivered VET courses.

BOARD ENDORSED COURSES

Students studying Board Endorsed Courses are reminded that unsatisfactory progress in these courses (as outlined in this assessment guide) may lead to an 'N' determination. This may result in a student not being eligible for a Record of Achievement for a Year 11 and HSC Course and receiving only a Certificate of Attainment.

Students not fulfilling the requirements of the course (e.g. unattempted assignments) will be warned, as will their parents/caregivers, that they may be deemed unsatisfactory.

STUDENTS STUDYING OUTSIDE COURSES

A student's pattern of study may include studying courses outside of the school. These include courses studied:

- at Saturday School of Community Languages
- at TAFE Colleges and external providers
- with an outside tutor
- at the Open High School

Each of these alternatives have different requirements for attendance and assessment. It is the responsibility of the student to:

- Notify the principal of her intention to study outside courses.
- Meet the requirements of these bodies.
- Ensure they notify the stage deputy principal, and careers adviser/course coordinator of any variation to their study of the courses.

Students studying with an outside tutor must see the stage deputy principal with the necessary documentation for course endorsement and NESA entry.

Failure to complete a course studied outside school may reduce the number of units being studied to less than the minimum acceptable. This could mean the student may not qualify for a Preliminary HSC or HSC Course.

DISCONTINUATION OF A COURSE

Students are reminded that they must have the written approval of the stage deputy principal before discontinuing the study of any course, to ensure that they have sufficient units to satisfy requirements for the Year 11 Course, the HSC or an ATAR. This approval is subject to parent/caregiver request and head teacher consent. Students must ensure all assessment tasks for this course are completed prior to this request. This discontinuation of a preliminary HSC course must be completed by the published timeline. This is necessary to ensure a student has demonstrated successfully the minimum achievement for the course of study.

CONCERNS

It is the responsibility of a student experiencing any difficulty in assessment for a course to seek help from the head teacher in charge of that course.

Any clarification of this policy should be sought from the Assessment Review Panel chairperson (stage deputy principal).

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Year 11 Stage 6 courses and grades, and participation in any uncompleted Stage 6 courses. It is of specific use to students leaving school prior to the HSC. Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

ELIGIBILITY FOR THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

To qualify for the RoSA, a student must have:

- completed the mandatory curriculum requirements for course of study in Years 7 to 10
- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy NESA curriculum and assessment requirements for the RoSA
- complied with the requirements of the Education Act 1990.

Students must continue to attend until the final day of Year 10 at their school.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

A CREDENTIAL FOR SCHOOL LEAVERS

- While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.
- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through [‘Students Online’](#).
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

LIFE SKILLS

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA. The Profile of Student Achievement provides details on Life Skills syllabus outcomes achieved by students.

‘N’ DETERMINATIONS

‘N’ determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an ‘N’ determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an ‘N’ determination was given. The words ‘Not completed’ will appear next to each ‘N’ determined course.
- If a student is given an ‘N’ determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.
- A principal with appropriate delegation by NESA may determine that a student undertaking Stage 6 courses who was ineligible for the RoSA at the end of Year 10 because of failure to meet the requirements has subsequently met the requirements and is therefore eligible for the RoSA.

HSC PERFORMANCE BAND DESCRIPTORS

The typical band descriptors for individual subjects are available via the links below. It is very important for students to familiarise themselves with the HSC Performance Band Descriptors as they outline the required skills, knowledge and understanding in order to meet the next threshold.

English

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english>

Mathematics

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics>

Science

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science>

Technologies

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies>

HSIE

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie>

Creative Arts

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts>

PDHPE

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe>

Languages

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages>

VET

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/ evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

BOARD

DEVELOPED

COURSES

Ancient History

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Ancient Societies	Historical Periods	Personalities in Their Times	Trial HSC Examination
Nature of task	Research Task	Research Extended Response	Research Task	Formal Written Examination
Due date (Week, Term)	Week 7, Term 4 2022	Week 7, Term 1 2023	Week 6, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Knowledge and understanding of course content, 40%	5%	10%	5%	20%
Historical skills in the analysis and evaluation of sources and interpretations, 20%	5%	5%	5%	5%
Historical inquiry and research, 20%	5%	5%	10%	
Communication of historical understanding in appropriate forms, 20%	5%	5%	5%	5%
Task weight	20%	25%	25%	30%
Outcomes assessed	AH12-5, AH12-6, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-7, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-8	AH12-1, AH12-2, AH12-3, AH12-4, AH12-6, AH12-7, AH12-9, AH12-10

Biology

Syllabus Outcomes

	Skills Outcomes
BIO11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	Analyses and evaluates primary and secondary data and information
BIO11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
	Knowledge and Understanding Outcomes
BIO12-12	Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	Explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Module	Heredity	Genetic Change	Infectious Disease	Trial HSC Examination
Nature of task	Modelling	Depth Study	Skills	Formal Written Examination
Due date (Week, Term)	Week 7, Term 4 2022	Week 7, Term 1 2023	Week 7, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Skills in working Scientifically 60%	15%	15%	20%	10%
Knowledge and Understanding 40%	5%	10%	5%	20%
Task weight	20%	25%	25%	30%
Outcomes assessed	BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12	BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-13	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-5, BIO11/12-14	BIO11/12-1, BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15

Business Studies

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Operations	Finance	Marketing	Trial HSC Examination
Nature of task	Research Business Report	Stimulus Task	Extended Response	Formal Written Examination
Due date (Week, Term)	Week 8, Term 4 2022	Week 9, Term 1 2023	Week 7, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Knowledge and understanding of course content, 40%	10%	10%	5%	15%
Stimulus-based skills, 20%	5%	5%		10%
Inquiry and Research, 20%	5%	5%	10%	
Communication of business information, ideas and issues in appropriate forms, 20%	5%	5%	5%	5%
Task weight	25%	25%	20%	30%
Outcomes assessed	H4, H5, H6, H7, H8	H2, H4, H5, H8, H9	H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9, H10

Chemistry

Syllabus Outcomes

	Skills Outcomes
CH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	Analyses and evaluates primary and secondary data and information
CH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
	Knowledge and Understanding Outcomes
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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Module	Organic Chemistry	Equilibrium and Acid reactions	Acid/Base reactions	Trial HSC Examination
Nature of task	Investigation	Depth Study	Skills	Formal Written Examination
Due date (Week, Term)	Week 10, Term 4 2022	Week 9, Term 1 2023	Week 6, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Skills in Working Scientifically 60%	10%	20%	15%	15%
Knowledge and Understanding 40%	15%	5%	5%	15%
Task weight	25%	25%	20%	30%
Outcomes assessed	CH11/12-1, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH12-14	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH12-12	CH11/12-2, CH11/12-3, CH11/12-5, CH11/12-6, CH12-13	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15

Community and Family Studies

Syllabus 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
H7.1	Appreciates differences among individuals, groups and families within communities and values their contributions to society
H7.2	Develops a sense of responsibility for the wellbeing of themselves and others
H7.3	Appreciates the value of resource management in response to change
H7.4	Values the place of management in coping with a variety of role expectations

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Parent and Caring	Groups In Context	Research Methodology	Trial HSC
Nature of task	Investigative Task	Research Task	Independent Research Project	Formal Written Examination
Due date (Week, Term)	Week 7, Term 4 2022	Week 6, Term 1 2023	Week 8, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Knowledge and understanding, 40%	5%	10%	5%	20%
Skills in critical thinking, research, analysis and communicating 60%	20%	15%	15%	10%
Task weight	25%	25%	20%	30%
Outcomes assessed	H2.1, H2.2, H3.2, H3.4, H6.1	H1.1, H2.2, H2.3, H3.1, H3.3, H5.1, H5.2	H4.1, H4.2	H1.1 - H7.4

Dance

Syllabus Outcomes

H1.1	Understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
H1.2	Performs, composes and appreciates dance as an artform
H2.1	Understands performance quality, interpretation and style relating to dance performance
H2.2	Performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
H3.1	Identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent
H3.2	Demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent
H3.4	Explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
H4.1	Understands the concept of differing artistic, social and cultural contexts of dance
H4.2	Recognises, analyses and evaluates the distinguishing features of major dance works
H4.3	Utilises the skills of research and analysis to examine dance as an artform
H4.4	Demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgements about dance

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Core Appreciation Core Performance	Major Study	Core Composition	Trial HSC
Nature of task	Hand in Task, Core Performance and Interview	Presentation of Major Study and Interview	Presentation of Composition, Interview and CPJ	Presentation of all practical components, interview and a formal written examination
Due date (Week, Term)	Week 9, Term 4 2022	Week 7, Term 1 2023	Week 10, Term 1 2023	Practical Component in Week 9, Term 2 2023 and Trial HSC during Examination Period
Core performance 20%	15%			5%
Core composition 20%			15%	5%
Core appreciation 20%	15%			5%
Major study 40%		25%		15%
Task weight	30%	25%	15%	30%
Outcomes assessed	H1.1, H1.2, H3.1, H3.2, H4.1, H4.2, H4.3, H4.4	H1.1, H2.1, H2.2, H4.4	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.4, H4.2, H4.3, H4.4	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.4, H4.1, H4.2, H4.3, H4.4

Design and Technology

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Project Development	Industry Study	Project Management	Trial HSC Examination
Nature of task	Presentation & Written Report	Research Task	Written Report	Formal Written Examination
Due date (Week, Term)	Week 8, Term 4 2022	Week 6, Term 1 2023	Week 4, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Knowledge and understanding of course content, 40%		20%		20%
Knowledge and skills in designing, managing, producing and evaluating a major design project, 60%	20%		30%	10%
Task weight	20%	20%	30%	30%
Outcomes assessed	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2

Drama

Syllabus 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	Records refined group performance work in appropriate form
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
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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Studies in Drama & Theatre: Black Comedy	Individual Project	Australian Drama & Theatre	Trial HSC Examination Group Performance Individual Project Written Examination
Nature of task	Performance Essay	Presentation	Performance and Written Essay	Group Performance, Individual Project, Written Exam
Due date (Week, Term)	Week 9, Term 4 2022	Week 5, Term 1 2023	Week 1, Term 2 2023	Weeks 2-5, Term 3 2023 during Trial HSC Examination Period
Making, 30%	10%	20%		
Performing, 30%			10%	20%
Critically Studying, 40%	10%		10%	20%
Task weight	20%	20%	20%	40%
Outcomes assessed	H1.5, H1.7, H3.1, H3.2	H1.3, H2.3, H3.2	H1.5, H1.7, H3.1, H3.2	H1.1, H1.2, H1.3, H1.4, H1.6, H2.1, H2.2, H3.2, H3.2, H3.3

Economics

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	The Global Economy	Australia's Place in the Global Economy	Economic Issues	Economic Policies and Management
Nature of task	Research Task	Stimulus Task	Research Task	Formal Written Examination
Due date (Week, Term)	Week 9, Term 4 2022	Week 10, Term 1 2023	Week 8, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Knowledge and understanding of course content, 40%	5%	15%	5%	15%
Stimulus based skills, 20%		10%		10%
Inquiry and research, 20%	10%		10%	
Communication of economic information, ideas and issues in appropriate forms, 20%	5%		10%	5%
Task weight	20%	25%	25%	30%
Outcomes assessed	H5, H6, H7, H8	H2, H4, H5, H11	H2, H4, H7, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11

English Advanced

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	The Common Module: Texts and Human Experiences	Module B: Critical Study of Literature	Module C: The Craft of Writing	All Modules
Nature of task	Short Answers and Extended Response	Multimodal Presentation	Extended Written Response	Trial HSC Examination
Due date (Week, Term)	Week 10, Term 4 2022	Week 8, Term 1 2023	Week 5, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Knowledge and understanding of course content, 50%	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes, 50%	10%	15%	10%	15%
Task weight	25%	25%	20%	30%
Outcomes assessed	EA12-1, EA12-3, EA12-6, EA12-7, EA12-8	EA12-2, EA12-4, EA12-5, EA12-7	EA12-1, EA12-2, EA12-4, EA12-6, EA12-9	EA12-1, EA12-3, EA12-4 EA12-5, EA12-6, EA12-8, EA12-9

English Standard

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	The Common Module: Texts and Human Experiences	Module B: Close Study of Text	Module C – The Craft of Writing	All Modules
Nature of task	Short Answers and Extended Response	Multimodal Presentation	Extended Written Response	Trial HSC Examination
Due date (Week, Term)	Week 10, Term 4 2022	Week 8, Term 1 2023	Week 5, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Knowledge and understanding of course content, 50%	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes, 50%	10%	15%	10%	15%
Task weight	25%	25%	20%	30%
Outcomes assessed	EN12-1, EN12-3, EN12-6, EN12-7, EN12-8	EN12-2, EN12-4, EN12-5, EN12-7	EN12-1, EN12-2, EN12-4, EN12-6, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-8, EN12-9

English Studies

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	The Common Module: Texts and Human Experiences	Digital Worlds	MiTunes + other Modules	'We Are Australians' + other Modules
Nature of task	Extended Composition	Multimodal Composition	Portfolio of Work	In-school test OR Trial HSC Examination (as determined by HT)
Due date (Week, Term)	Week 10, Term 4 2022	Week 11, Term 1 2023	Week 9, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Knowledge and understanding of course content, 50%	10%	15%	15%	10%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes, 50%	15%	10%	15%	10%
Task weight	25%	25%	30%	20%
Outcomes assessed	ES12-1, ES12-4, ES12-5, ES12-8, ES12-9, ES12-10	ES12-1, ES12-2, ES12-4, ES12-5, ES12-6, ES12-7	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-9	ES12-1, ES12-2, ES12-3, ES12-5, ES12-6, ES12-7, ES12-9

English as an Additional Language or Dialect

Syllabus 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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Module A: Texts and Human Experiences	Focus on Writing and Module B: Language, Identity and Culture	Module C: Close Study of Text	All Modules
Nature of task	Multimodal Presentation	Extended Written Response	Extended Written Response	Formal Written Examination
Due date (Week, Term)	Week 10, Term 4 2022	Week 8, Term 1 2023	Week 8, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Knowledge and understanding of course content, 50%	10%	15%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes, 50%	5%	25%	5%	15%
Task weight	15%	40%	15%	30%
Outcomes assessed	EAL12-2A, EAL12-1B, EAL12-4, EAL12-5, EAL12-7, EAL12-9	EAL12-2, EAL12-3, EAL12-5, EAL12-6, EAL12-8, EAL12-9	EAL12-2, EAL12-3, EAL12-4, EAL12-5, EAL12-7, EAL12-8	EAL12-1A, EAL12-1B, EAL12-3, EAL12-4, EAL12-5, EAL12-6

English Extension 1

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Literary Worlds	Elective - Literary Mindscapes	Common Module and Elected Module
Nature of task	Creative Writing and Reflection	Extended Response	Formal Written Examination
Due date (Week, Term)	Week 9, Term 4 2022	Week 7, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Knowledge and understanding of complex texts and how and why they are valued, 50%	15%	20%	15%
Skills in: - Complex analysis - Sustained composition - Independent investigation, 50%	15%	20%	15%
Task weight	30%	40%	30%
Outcomes assessed	1, 2, 4	1, 2, 3	1, 2, 3

English Extension 2

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Concept, scope and form of Major Work	Research, Review and Reflection	Major Work Evaluation
Nature of task	Viva Voce	Literature Review	Critique of the Creative Process
Due date (Week, Term)	Week 9, Term 4 2022	Week 5, Term 2 2023	Week 2, Term 3 2023
Knowledge and understanding of complex texts and how and why they are valued, 50%	15%	20%	15%
Skills in: - Complex analysis - Sustained composition - Independent investigation, 50%	15%	20%	15%
Task weight	30%	40%	30%
Outcomes assessed	1, 4, 5	1, 2, 3, 4	2, 3, 5

Food Technology

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Australian Food Industry	Food Product Development	Nutrition	Trial HSC
Nature of task	Research Task	Portfolio & Practical	Research Task & Practical	Formal Written Examination
Due date (Week, Term)	Week 8, Term 4 2022	Week 10, Term 1 2023	Week 10, Term 2 2023	Week 4-5, Term 3 2023 during Trial HSC Period
Knowledge and understanding of course content, 40%	10%		5%	25%
Knowledge and skills in designing, researching, analysing and evaluating, 30%	15%	10%	5%	
Skills in experimenting with and preparing food by applying theoretical concepts, 30%		15%	15%	
Task weight	25%	25%	25%	25%
Outcomes assessed	H1.1, H1.4, H3.1	H1.1, H1.3, H4.1	H2.1, H3.2, H5.1	H1.1, H1.4, H2.1, H3.1, H4.2

French Beginners

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Response in English and French to spoken texts	Response in English and French to a written text	Response in English to spoken texts + French conversation	Trial HSC Examination
Nature of task	Listening and Speaking	Reading and Writing	Listening and Speaking	Listening, Reading & Writing
Due date (Week, Term)	Week 9, Term 4 2022	Week 9, Term 1 2023	Week 8, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Listening, 30%	10%		10%	10%
Reading, 30%		15%		15%
Speaking, 20%	10%		10%	
Writing, 20%		15%		5%
Task weight	20%	30%	20%	30%
Outcomes assessed	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4

Geography

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Urban Places	People and Economic Activity	Ecosystems at Risk	Trial HSC Examination
Nature of task	Fieldwork and Research Task	Research Task	Research and Stimulus Based Task	Formal Written Examination
Due date (Week, Term)	Week 7, Term 4 2022	Week 7, Term 1 2023	Week 8, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Knowledge and understanding of course content, 40%	5%	10%	10%	15%
Geographical tools and skills, 20%	5%	5%	5%	5%
Geographical inquiry and research, including fieldwork, 20%	5%	5%	5%	5%
Communication of geographical information, ideas and issues in appropriate forms, 20%	5%	5%	5%	5%
Task weight	20%	25%	25%	30%
Outcomes assessed	H1, H3, H8, H9, H11, H13	H4, H6, H7, H8, H10, H12, H13	H1, H2, H5, H6, H9, H12, H13	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13

History Extension

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Part A: History Project	Part B History Project:	Trial HSC Examination
Nature of task	Historical Process: Proposal, Process Log, Annotated Sources	Essay, Bibliography	Formal Written Examination
Due date (Week, Term)	Week 5, Term 1 2023	Week 9, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Knowledge and understanding of significant historical ideas and processes, 40%	10%	15%	15%
Skills in designing, undertaking and communicating historical inquiry and analysis 60%	20%	25%	15%
Task weight	30%	40%	30%
Outcomes assessed	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4

Industrial Technology: Multimedia

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Project Development	Multimedia & Design	Industry Study	Trial HSC Examination
Nature of task	Report	Product Analysis	Report	Formal Written Examination
Due date (Week, Term)	Week 2-3, Term 1 2023	Week 7, Term 1 2023	Week 5, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Knowledge and understanding of course content, 40%	5%	5%	10%	20%
Knowledge and skills in the design, management, communication and production of a major project, 60%	15%	20%	15%	10%
Task weight	20%	25%	25%	30%
Outcomes assessed	H3.1, H3.2, H5.2, H6.1	H1.2, H5.1	H1.3, H7.1, H7.2	H1.2, H1.3, H4.3, H6.1, H7.1, H7.2

Japanese Beginners

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Response in English and Japanese to spoken texts	Response in English and Japanese to a written text	Response in English to spoken texts + Japanese conversation	Trial HSC Examination
Nature of task	Listening and Speaking	Reading and Writing	Listening and Speaking	Listening, Reading & Writing
Due date (Week, Term)	Week 10, Term 4 2022	Week 9, Term 1 2023	Week 8, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Listening 30%	10%		10%	10%
Reading 30%		15%		15%
Speaking 20%	10%		10%	
Writing 20%		15%		5%
Task weight	20%	30%	20%	30%
Outcomes assessed	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4

Legal Studies

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Crime	Human Rights	Family Law	Trial HSC Examination
Nature of task	Research Task	Project	Research Task	Formal Written Examination
Due date (Week, Term)	Week 7, Term 4 2022	Week 8, Term 1 2023	Week 8, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Knowledge and understanding of course content 40%	5%	5%	10%	20%
Analysis and evaluation, 20%	5%		10%	5%
Research and Inquiry, 20%	10%	10%		
Communication of legal information, issues and ideas in appropriate forms, 20%	5%	5%	5%	5%
Task weight	25%	20%	25%	30%
Outcomes assessed	H1, H7, H8, H9, H10	H2, H3, H4, H8, H9	H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10

Mathematics Advanced

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	*S1.1&S1.2 Probability M1.2 Arithmetic Series M1.3 Geometric Series M1.1 Modelling Investments and Loans	MA-F2 Graphing Techniques MA-T3 Trigonometric Functions & Graphs C2.1 Differentiation of Trigonometric, Exponential and Logarithmic Functions C2.2 Rules of differentiation	C3.1 First and Second Derivatives C3.2 Applications of the derivative C4.1 The Anti-Derivative C4.2 Areas and the definite integral	Trial HSC Examination
Nature of task	Investigative style task on one or more of the above	In class test	In class test	Formal Written Examination
Due date	Term 4, Week 7 2022	Term 1, Week 6 2023	Term 2, Week 6 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Understanding, Fluency and Communication 50%	8%	10%	17%	15%
Problem-Solving, Reasoning and Justification 50%	12%	15%	8%	15%
Task weight	20%	25%	25%	30%
Outcomes assessed	MA12-2, MA12-4, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6 MA12-9, MA12-10	MA12-3, MA12-6, MA12-7 MA12-9, MA12-10	All course outcomes except MA12-9

Mathematics Extension 1

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	*A1.1 Permutations & Combinations *A1.2 The Binomial Theorem expansion & Pascal's Triangle ME-P1-Proof by Induction V1.1 Introduction to vectors-part1	V1.1 Introduction to vectors-part2 V1.2 Further operations with vectors ME-T3 Trigonometric Equations	ME-C2 Further calculus skills C3.1-Further Area & volumes of solids of revolution V1.3 Projectile motion-Part1	Trial HSC Examination
Nature of task	Investigative style Task on one or more of the above	In class assessment	In class assessment	Formal Written Examination
Due date	Week 6, Term 4 2022	Week 5, Term 1 2023	Week 10, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Understanding, Fluency and Communication, 50%	9%	10%	16%	15%
Problem-Solving, Reasoning and Justification, 50%	11%	15%	9%	15%
Task weight	20%	25%	25%	30%
Outcomes assessed	ME12-1, ME12-2, ME12-6, ME12-7	ME12-2, ME12-3, ME12-6, ME12-7, ME12-9	ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	All course outcomes except MA12-9

Mathematics Extension 2

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	MEX-P1 The Nature of Proof MEX-P2 Further Proof by Mathematical Induction N1.1 Arithmetic of Complex Numbers N1.2 Geometric Representation of a Complex Number	N1.3 Other Complex Number Representations N2.1 Solving Complex Number Equations N2.2 Geometrical Implications of Complex Numbers V1.1 Introduction to 3-Dimensional Vectors V1.2 Further 3D Vector Operations	V1.3 Vector and Vector Equations of lines MEX-C1 Further Integration MEX-M1 Applications of Calculus to Mechanics	Trial HSC Examination
Nature of task	In class test	Investigative style Task on one or more of the above	In class test	Formal Written Examination
Due date (Week, Term)	Week 10, Term 4 2022	Week 11, Term 1 2023	Week 10, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Understanding, Fluency and Communication, 50%	8%	10%	17%	15%
Problem-Solving, Reasoning and Justification, 50%	12%	15%	8%	15%
Task weight	20%	25%	25%	30%
Outcomes assessed	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-5, MEX12-6, MEX12-7, MEX12-8	All course outcomes

Mathematics Standard 2

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	MS-F1 Money Matters MS-M7 Rates and Ratios MS-N2 Network Concepts	MS-F4 Investments and Loans MS-M6 Non-Right Angled Trigonometry	MS-A4 Types of relationships MS-S4 Bivariate Data Analysis MS-F5 Annuities	Trial HSC Examination
Nature of task	Investigative style task on one or more of the above topics	In class test	In class test	Formal Written Examination
Due date	Week 7, Term 4 2022	Week 6, Term 1 2022	Week 6, Term 2 2022	Weeks 4-5, Term 3 2022 during Trial HSC Examination Period
Understanding, Fluency and Communication, 50%	8%	13%	14%	15%
Problem-Solving, Reasoning and Justification, 50%	12%	12%	11%	15%
Task weight	20%	25%	25%	30%
Outcomes assessed	MS12-1, MS12-3, MS12-5, MS12-6, MS12-8, MS12-9, MS12-10	MS12-1, MS12-3, MS12-4, MS12-5, MS12-9, MS12-10	MS12-1, MS12-2, MS12-5, MS12-6, MS12-7, MS12-9, MS12-10	All course outcomes except MS12-9

Modern History

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Russia and the Soviet Union 1917-1941	Power and Authority in the Modern World 1919-1946	The Cold War 1945-1991	Trial HSC Examination
Nature of task	Research Task	Source Based Task	Project	Formal Written Examination
Due date (Week, Term)	Week 8, Term 4 2022	Week 9, Term 1 2023	Week 10, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Knowledge and understanding of content, 40%	10%	10%	5%	15%
Historical skills in the analysis and evaluation of sources and interpretations, 20%		5%	5%	10%
Historical inquiry and research, 20%	5%	5%	10%	
Communication of historical understanding in appropriate forms, 20%	5%	5%	5%	5%
Task weight	20%	25%	25%	30%
Outcomes assessed	MH12-5, MH12-7, MH12-8, MH12-9	MH12-4, MH12-6, MH12-7, MH 12-8, MH12-9	MH12-2, MH12-5, MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9

Music 1

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Instrument and its Repertoire	Music of the 20th and 21st Centuries	Popular Music	Trial HSC Examination
Nature of task	Presentation of Core Performance and Aural Research Task	Core Composition Project and Viva Voce	Presentation or Submission of Elective 1 & 2 Components	Presentation or Submission of Elective 3 and Formal Written Aural Examination
Due date (Week, Term)	Week 10, Term 4 2022	Week 9, Term 1 2022	Week 6, Term 2 2022	Weeks 4-5, Term 3 2022 during Trial HSC Examination Period
Performance, 10%	10%			
Composition, 10%		10%		
Musicology, 10%		10%		
Aural, 25%	10%			15%
Electives, 45%			30%	15%
Task weight	20%	20%	30%	30%
Outcomes assessed	H2, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6	H1, H2, H3, H4, H5, H6, H7, H8	H1, H2, H3, H4, H5, H6, H7, H8

Music 2

Syllabus Outcomes

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

H1	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
H2	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
H3	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
H4	Stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
H5	Analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
H6	Discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
H7	Critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
H8	Understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
H9	Identifies, recognises, experiments with, and discusses the uses and effects of technology in music

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Mandatory Topic: Music of the last 25 years (Australian Focus)	Mandatory Topic: Music of the last 25 years (Australian Focus)	Additional Topic: Student Choice	Trial HSC Examination
Nature of task	Submission of Draft Composition and Research Analysis of Core Performance	Presentation of Core Performance and Sight Singing	Presentation of Two Elective Performances	Formal Written Musicology and Aural Examination
Due date (Week, Term)	Week 5, Term 1 2022	Week 9, Term 1 2022	Week 5, Term 2 2022	Weeks 4-5, Term 3 2022 during Trial HSC Examination Period
Performance 20%		20%		
Composition 20%	20%			
Musicology 20%	10%			10%
Aural 20%				20%
Elective 20%			20%	
Task weight	30%	20%	20%	30%
Outcomes assessed	H3, H5, H6, H7, H9	H1-H9	H1-H9	H2, H4, H5, H6, H8

Personal Development, Health and Physical Education

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Sports Medicine	Core 1	Core 2	Trial HSC Examination
Nature of task	Sport Analysis	Research Task	Extended Response Task	Formal Written Examination
Due date (Week, Term)	Week 8, Term 4 2022	Week 8, Term 1 2023	Week 7, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Knowledge and understanding 40 %	5%	10%	10%	15%
Skills in critical thinking, research, analysis and communicating 60%	15%	15%	15%	15%
Task weight	20%	25%	25%	30%
Outcomes assessed	H8, H13 ,H16, H17	H1-H5, H14-H16	H7-H11, H16-H17	H1-H16

Physics

Syllabus Outcomes

	Skills Outcomes
PH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	Analyses and evaluates primary and secondary data and information
PH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
	Knowledge and Understanding Outcomes
PH12-12	Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	Describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	Explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Module	Electromagnetism	Advanced Mechanics	The Nature of Light	Trial HSC Examination
Nature of task	Investigation	Skills	Depth Study	Formal Written Examination
Due Date (Week, Term)	Week 9, Term 4 2022	Week 10, Term 1 2023	Week 9, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Skills in Working Scientifically 60%	10%	20%	20%	10%
Knowledge and Understanding 40%	10%	5%	5%	20%
Task Weight	20%	25%	25%	30%
Outcomes assessed	PH11/12 1-7, PH12-13	PH11/12-2, PH11/12-3, PH11/12-4 PH11/12-5, PH11/12-6, PH12-12	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH12-14	PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7PH12-12, PH12-13, PH12-14, PH12-15

Science Extension

Syllabus Outcomes

	<i>Communicating Scientifically</i>
SE-2	Analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
SE-3	Interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
SE-5	Analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
SE-7	Communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report
	<i>Gathering, recording, analysing and evaluating data</i>
SE-4	Uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
SE-5	Analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
SE-7	Communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report
	<i>Application of scientific research skills</i>
SE-1	Refines and applies the Working Scientifically processes in relation to scientific research
SE-2	Analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
SE-3	Interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
SE-4	Uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
SE-5	Analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
SE-6	Analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
SE-7	Communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3
Nature of task	Proposal	Statistical Case Study	Scientific Research Report
Due date (Week, Term)	Week 9, Term 4 2022	Week 6, Term 2 2022	Week 6, Term 3 2022
Communicating scientifically (30%)	15%	5%	10%
Gathering, recording, analysing and evaluating data (30%)	10%	10%	10%
Application of scientific research skills (40%)	5%	15%	20%
Task weight	30%	30%	40%
Outcomes assessed	SE-2, SE-3, SE-5, SE-7	SE-4, SE-5, SE-7	SE-1 – SE-7

Society and Culture

Syllabus Outcomes

H-1	Evaluates and effectively applies social and cultural concepts
H-2	Explains the development of personal, social and cultural identity
H-3	Analyses relationships and interactions within and between social and cultural groups
H-4	Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
H-5	Analyses continuity and change and their influence on personal and social futures
H-6	Evaluates social and cultural research methods for appropriateness to specific research tasks
H-7	Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
H-8	Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
H-9	Applies complex course language and concepts appropriate for a range of audiences and contexts
H-10	Communicates complex information, ideas and issues using appropriate written, oral and graphic forms

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Core: Social and Cultural Continuity and Change	Depth Study 1: Popular Culture	Trial HSC Examination
Nature of task	Research Task	Research Extended Response	Formal Written Examination
Due date (Week, Term)	Week 10, Term 4 2022	Week 2, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Knowledge and Understanding of Course Content 50%	15%	15%	20%
Application and evaluation of social and cultural research methods 30%	15%	15%	
Communication of information, ideas and issues in appropriate forms 20%		10%	10%
Task weight	30%	40%	30%
Outcomes assessed	H1, H2, H3, H5, H7, H8	H3, H4, H7, H9, H10	H1,H2, H3, H4, H5, H6, H9 , H10

Studies of Religion 2

Syllabus Outcomes

H1	Explains aspects of religion and belief systems
H2	Describes and analyses the influence of religion and belief systems on individuals and society
H3	Examines the influence and expression of religion and belief systems in Australia
H4	Describes and analyses how aspects of religious traditions are expressed by their adherents
H5	Evaluates the influence of religious traditions in the life of adherents
H6	Organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
H7	Conducts effective research about religion and evaluates the findings from the research
H8	Applies appropriate terminology and concepts related to religion and belief systems
H9	Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Religious Tradition: Christianity	Religious Traditions: Buddhism and Islam	Religion and Peace	Trial HSC Examination
Nature of task	Research Extended Response	Research Task	Research Task	Formal Written Examination
Due date (Week, Term)	Week 9, Term 4 2022	Week 11, Term 1 2023	Week 9, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Knowledge and understanding of course content, 40%	5%	10%	10%	15%
Source-based skills, 20%	5%	5%	5%	5%
Investigation and research, 20%	5%	5%	10%	
Communication of information, ideas and issues in appropriate forms, 20%	5%	5%		10%
Task weight	20%	25%	25%	30%
Outcomes assessed	H1, H2, H4, H5, H8	H1, H4, H6, H7, H8, H9	H2, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H8

Textiles & Design

Syllabus Outcomes

H1.1	Critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
H1.2	Designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
H1.3	Identifies the principles of colouration for specific end uses
H2.1	Communicates design concepts and manufacturing specifications to both technical and non-technical audiences
H2.2	Demonstrates proficiency in the manufacture of a textile item/s
H2.3	Effectively manages the design and manufacture of a Major Textiles Project to completion
H3.1	Explains the interrelationship between fabric, yarn and fibre properties
H3.2	Develops knowledge and awareness of emerging textile technologies
H4.1	Justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end uses
H4.2	Selects and justifies manufacturing techniques, materials and equipment for a specific end use
H5.1	Investigates and describes aspects of marketing in the textile industry
H5.2	Analyses and discusses the impact of current issues on the Australian textiles industry
H6.1	Analyses the influence of historical, cultural and contemporary developments on textiles

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Design	Major Textiles Project	Properties & Performance of Textiles	Trial HSC
Nature of task	Designer Case Study	Project Presentation	Innovation Study	Formal Written Examination
Due date (Week, Term)	Week 8, Term 4 2022	Week 3, Term 1 2023	Week 8, Term 2 2023	Week 4-5, Term 3 2023 within Trial HSC Exam period
Knowledge and understanding of course content, 50%	15%		5%	30%
Skills and knowledge in the design, manufacture and management of a major textiles project, 50%		20%	30%	
Task weight	15%	20%	35%	30%
Outcomes assessed	H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H6.1	H3.1, H3.2, H4.1, H6.1	H1.3, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1

Visual Arts

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Body of Work Investigations and Written Research Task	Art Criticism and Art History	Development of a BOW and VAPD	Resolving the Body of Work & Trial HSC Examination
Nature of task	Artmaking intentions, research, experimentations and progress presentation and written research task	Research and in-class Written Essay	Practical artmaking Assessment	Practical artmaking component & Formal Written Examination
Due date (Week, Term)	Week 9, Term 4 2022	Week 8, Term 1 2023	Week 5, Term 2 2023	Weeks 4-5, Term 3 2023 during Trial HSC Examination Period
Artmaking, 50%	10%		20%	20%
Art Criticism and Art History, 50%	F10%	20%		20%
Task weight	20%	20%	20%	40%
Outcomes assessed	H1, H2, H3, H4, H7, H8, H9	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10

BOARD DEVELOPED VOCATIONAL EDUCATION AND TRAINING COURSES (VET)

Hospitality Kitchen Operations



Macquarie Park RTO 90222

School Name: Asquith Girls High School

Student Competency Assessment Schedule

COURSE: HSC Hospitality - Kitchen Operations Stream

2022-2023

Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster D Food Glorious Food Week: 9 Term: 4, 2022	Cluster E Working in Industry Week: 10 Term: 1, 2023	Cluster F Cooking in the Commercial Kitchen Week: 10 Term: 2, 2023	Trial HSC Exam Week: 4-5 Term: 3, 2023
Code	Unit of Competency				
SITHCCC003	Prepare and present sandwiches	X			HSC Examinable Units of Competency
SITHCCC006	Prepare appetisers and salads	X			
BSBWOR203	Work effectively with others				
SITHIND002	Source and use information on the hospitality industry				
BSBSUS201	Participate in environmentally sustainable work practices		X		
SITHCCC005	Prepare dishes using basic methods of cookery		X	X	
SITHCCC011	Use cookery skills effectively			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416 or a Certificate II in Kitchen Operations SIT20416.

Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

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". A course mark is not allocated.

SIT20416 Kitchen Operations HSC Assessment Schedule July 2022

School Name: Asquith Girls High School
COURSE: HSC Retail Services

Macquarie Park RTO 90222

Student Competency Assessment Schedule 2023

Assessment Tasks for Certificate III in Retail SIR30216		Date Due:		Cluster D	Cluster E	Cluster F	Cluster G	Trial HSC Exam
		Code	Unit of Competency	Working in the Industry Week: 6 Term: 4, 2022	Handling Stock Week: 6 Term: 1, 2023	Merchandising to Sell Week: 6 Term: 2, 2023	Sales and Security Week: 8 Term: 3, 2023	Week: 4 & 5 Term:
		SIRXIND001	Work effectively in a service environment	X				HSC Examinable Units of Competency
		SIRXIND002	Organise and maintain a store environment	X				
		SIRXINV001	Receive and handle retail stock		X			
		SIRXINV002	Control stock		X			
		SIRXMER001	Produce visual merchandise displays			X		
		SIRXDPK001	Advise on products and services			X		
		SIRXRSK001	Identify and respond to security risks				X	
		SIRXSLS001	Sell to the retail customer				X	
		SIRXSLS002	Follow point-of-sale procedures				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Retail SIR30216 or a Statement of Attainment towards a Certificate III in Retail SIR30216.

Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

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". A course mark is not allocated.

SIR30216 Retail HSC Assessment Schedule August 2022

CONTENT

ENDORSED

COURSES

Exploring Early Childhood

Syllabus Outcomes

1.1	Analyses prenatal issues that have an impact on development outcome here
1.2	Examines major physical, social-emotional, behavioural, cognitive and language development of young children
1.3	Examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
1.4	Analyses the ways in which family, community and culture influence growth and development of young children
1.5	Examines the implications for growth and development when a child has special needs
2.1	Analyses issues relating to the appropriateness of a range of services for different families
2.2	Critically examines factors that influence the social world of young children
2.3	Explains the importance of diversity as a positive issue for children and their families
2.4	Analyses the role of a range of environmental factors that have an impact on the lives of young children
2.5	Examines strategies that promote safe environments
3.1	Evaluates strategies that encourage positive behaviour in young children
4.1	Demonstrates appropriate communication skills with children and/or adults
4.2	Interacts appropriately with children and adults from a wide range of cultural backgrounds
4.3	Demonstrates appropriate strategies to resolve group conflict
5.1	Analyses and compares information from a variety of sources to develop an understanding of child growth and development
6.1	Demonstrates an understanding of decision making processes
6.2	Critically examines all issues including beliefs and values that may influence interactions with others
V1.1	Displays a willingness to respond to the individual needs of young children and families
V1.2	Interacts with children and adults in a positive non-judgemental and accepting manner
V2.1	Appreciates the importance of facilitating responsible and supportive interactions with young children

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Children's Literature	Children's Services	Children with Special Needs	Final Assessment
Nature of task	Design Task	Report	Research Task	In-class written task
Due date (Week, Term)	Week 7, Term 4 2022	Week 7, Term 1 2023	Week 7, Term 2 2023	Week 3, Term 3 2023
Knowledge and Understanding 50%	15%	10%	10%	15%
Skills 50%	10%	15%	10%	15%
Task weight	25%	25%	20%	30%
Outcomes assessed	1.2, 1.3, 1.4, 4.1	1.4, 2.1, 2.4, 4.1, 6.1	1.1, 1.4, 1.5, 2.1, 2.2, 2.3, 4.2, 6.2	1.2, 1.3, 1.4, 2.1, 2.4, 3.1, 5.1, 6.2

Photography, Video and Digital Imaging

Syllabus Outcomes

M1	Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
M2	Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
M3	Investigates different points of view in the making of photographs and/or videos and/or digital images
M4	Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
M5	Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
M6	Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
CH1	Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
CH2	Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
CH3	Distinguishes between different points of view and offers interpretive accounts in critical and historical studies
CH4	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
CH5	Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Module 1: Temporal Accounts - Moment to Memento	Module 2: The Arranged Image - Wordplay	Module 3: Manipulated Forms - Fluid Vision	Module 4: Traditions, Conventions, Genres - Chameleon
Nature of task	Making Task	Making Task Critical and Historical Interpretations Task	Making Task	Making Task Critical and Historical Interpretations Task
Due date (Week, Term)	Week 10, Term 4 2022	Week 8, Term 1 2023	Week 6, Term 2 2023	Week 6, Term 3 2023
Making, 70%	15%	15%	20%	20%
Critical and Historical interpretations 30%		10%		20%
Task weight	15%	25%	20%	40%
Outcomes assessed	M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5

Sport, Lifestyle and Recreation

Syllabus Outcomes

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

2022-2023 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Aquatics	Outdoor Recreation	Healthy Lifestyle	Sports Coaching and Training
Nature of task	Theory	Practical/ Theory	Theory	Practical/ Theory
Due date (Week, Term)	Week 8, Term 4 2022	Week 9, Term 1 2023	Week 6, Term 2 2023	Week 3, Term 3 2023
A lifelong commitment to an active, healthy lifestyle and the achievement of movement potential 15%		10%		5%
Knowledge and understanding of the factors that influence health and participation in physical activity 20%	10%	5%	5%	
Knowledge and understanding of the principles and processes impacting on the realisation of movement potential 15%	5%		5%	5%
The ability to analyse and implement strategies that promote health, physical activity and enhanced performance 20%	10%	5%	10%	5%
A capacity to influence the participation and performance of self and others 20%		5%	5%	10%
Task weight	25%	25%	25%	25%
Outcomes assessed	1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5	1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	1.5, 2.3, 3.5, 4.3	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5