

MURRAY HIGH SCHOOL

HSC

Course Assessment Procedure

2025



Kaitlers Rd, Lavington
Phone 02 6025 4711

CONTENTS

INTRODUCTION.....	3
WHAT TO DO IF.....	10
EXAMINATION RULES YEAR 12.....	16
AGRICULTURE.....	21
ANCIENT HISTORY.....	22
BIOLOGY.....	23
BUSINESS STUDIES.....	24
CHEMISTRY.....	25
COMMUNITY AND FAMILY STUDIES.....	26
DRAMA.....	27
ENGLISH ADVANCED.....	28
ENGLISH EXTENSION 1.....	29
ENGLISH STANDARD.....	30
ENGLISH STUDIES.....	31
EXPLORING EARLY CHILDHOOD.....	32
HISTORY EXTENSION.....	33
INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES.....	34
ITALIAN BEGINNERS.....	35
LEGAL STUDIES.....	36
MATHEMATICS ADVANCED.....	37
MATHEMATICS EXTENSION 1.....	38
MATHEMATICS EXTENSION 2.....	39
MATHEMATICS STANDARD 1.....	40
MATHEMATICS STANDARD 2.....	41
MATHEMATICS NUMERACY.....	42
MODERN HISTORY.....	43
MUSIC 1.....	44
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION.....	45
SOCIETY AND CULTURE.....	46
SOFTWARE ENGINEERING.....	47
SPORT LIFESTYLE AND RECREATION STUDIES.....	48
VISUAL ARTS.....	49
VISUAL DESIGN.....	50
WORK STUDIES.....	51
HSC ASSESSMENT ADVICE FOR VET COURSES.....	52
HSC ASSESSMENT SUMMARY FOR 24-25 SIT20421 CERTIFICATE II IN COOKERY (KITCHEN OPERATIONS).....	53
ASSESSMENT TASK SCHEDULE – YEAR 12 2025.....	54
GLOSSARY OF KEY WORDS.....	58

INTRODUCTION

To the student,

Welcome to Higher School Certificate Course Assessment. All schools are required to submit assessment of student achievement to NESA (NSW Education Standards Authority) at the end of the HSC Course whether it be a Board Developed Course or a Board Endorsed Course. These assessments are intended to measure your achievement and progress in each course in relation to syllabus standards.

In addition to the formal assessment program, you will also be required to attempt other tasks, e.g. tests, essays, assignments etc., which will provide you with opportunities to practise your skills and to provide you and your teachers with information about your progress. These tasks are important and if you consistently fail to attempt such tasks you may not satisfy the HSC requirements for a particular course.

Murray High School's Assessment Policy and specific course guidelines for your formal assessment program are contained in this booklet. However, students enrolled in courses with Distance Education and/or TAFE, or other schools/colleges **must also follow the assessment procedures established by these institutions.**

To be eligible for the award of the HSC you must satisfactorily complete at least 12 units in your preliminary study pattern and **at least 10 units in your HSC study pattern.**

Both study patterns must include:

- at least 2 units of a Board Developed course in English
- at least 6 units of Board Developed courses
- at least three courses of 2-unit (either Board Developed or Board Endorsed courses)
- at least four subjects

What Is an Assessment Mark?

The assessment mark is a measure of your achievement in more than a single examination. It will be calculated from results on a series of tasks, which assess your abilities in a wider range of course outcomes than is measured by the external examination. These outcomes, weightings and types of tasks are listed in the subject guidelines contained in this booklet. They are also in keeping with the rules established by NESA. The assessment requirements for each Board Developed course are set out in each syllabus. School-based assessment counts for 50% of your overall mark in each course and is reported on your HSC Record of School Achievement. You are required to complete school-based assessment tasks for the Board Developed and Board Endorsed HSC courses you study. (VET and Life Skills courses have different requirements).

What Will Happen to The Assessment Marks Submitted by The School?

The raw assessment marks provided by the school in any Board course are moderated. This means that the raw marks will be scaled so that they have the same mean and spread as the HSC exam marks scored by the school in that subject. However, the order of merit and the relative differences between students in the course will remain the same as that provided by the school.

Board Endorsed course (BEC) assessment marks will not be moderated. Your achievement in any BEC course in Year 12 is only measured against other students in the course at Murray High and your result will be the actual mark you obtained through the assessment process.

What Will Be on the HSC?

If you meet all the requirements, you will be awarded a Higher School Certificate. You will receive three documents, the HSC, the Record of School Achievement and the Course Report. The certificate shows your name and school. NESAs issues the HSC Record of School Achievement to students who have satisfactorily completed any Preliminary or HSC courses. Students accumulating their courses will receive a Record of Achievement for each calendar year of study. HSC results of courses satisfactorily completed appear on the **HSC Record of School Achievement** and on a **Course Report**.

Results of Board Developed Courses are recorded under the following headings on the **Record of Achievement**.

- A moderated Assessment Mark awarded for your assessment marks at school
- An Examination Mark awarded for the external examination.
- An HSC Mark - an average of the combined Examination Mark and the Assessment Mark
- A Performance Band - showing your level of achievement in that course.

This information will also be contained in a **Course Report**, which will be issued for each course completed. The report will include descriptions for each Performance Band which provide a summary of what students know and are able to do.

NB No assessment mark is shown for VET courses. For 240-hour VET courses an Examination Mark, HSC Mark and Performance Band will only be shown for students who have undertaken the optional HSC examination.

Students who satisfactorily complete VET HSC courses (including TAFE delivered Vet courses) will also receive an additional VET credential, which may be an AQF Certificate or a Statement of Attainment.

What About University Entrance?

Entry from Year 12 into University courses in Australia generally depends on your Australian Tertiary Admission Rank (ATAR). Some courses have additional selection methods such as an interview or portfolio.

The ATAR is calculated by University Admissions Centre (UAC), not NESAs, and is reported on a scale of 0 to 99.95. Your ATAR indicates your position relative to the students who started high school with you.

The ATAR:

- is for students wishing to gain a place at a university
- is a rank NOT a mark

- provides information about how a student performs overall in relation to other students
- is calculated by the University Admissions Centre (UAC)

UAC will only consider Board Developed Courses in the calculation of the ATAR.

The ATAR provides the discrimination required by universities for the selection process.

The ATAR is calculated on the student's best 10 units, which must include 2 units of English.

For further information about the ATAR, please go to <https://www.uac.edu.au>

When Will I Be Assessed?

For all Board courses, formal assessment will not begin until after Week 6, Term 4.

This booklet also contains a calendar which schedules the assessment tasks for different HSC course subjects.

Assessment tasks will not be set for completion in the week before the Trial Examinations.

What Will Be Assessed?

This booklet contains details about the assessment tasks for different courses that will measure your performance in each component of a course.

Information will be provided at least two weeks before the scheduled task, outlining:

- the components and their weightings
- when the assessment will take place
- the mark value of each task
- the nature of the assessment task e.g. test, assignment
- the task outcomes

When Will Assessment Tasks Be Handed In?

Assessment tasks which are completed at home **MUST** be handed to the Faculty concerned **by 9.00am on the due date**, which will usually be a Monday. Other assessment tasks, i.e., those undertaken during class time and examinations, will be handed in at the end of the allocated time.

What Must I Do When I Hand in An Assessment Task?

For each assessment task, except examinations and tasks undertaken during class time, you will need to complete a "**Submission of Assessment Work**" form. These forms are available from the Front Office. This form will be signed by your teacher and the tear off section should be kept by you as your record of the task having been submitted.

Will I Know How I Am Achieving in Assessment Tasks?

Each assessment task will be returned to you with a mark or grade on it. Your teacher will also be able to tell you your position in the group in that task and provide relevant feedback and marking guidelines used to assess the intended outcomes.

When you think about your position in any task you should also think about the weighting of that task and its influence on your ranking in that course.

It is important to note that you **will NOT** be informed about your final assessment mark awarded by the school in each subject. However, you will receive an assessment rank reported on your Year 12 Mid-Course Report and your Trial HSC Report.

Can I Question the Marking of An Assessment Task?

As a general rule the teachers' judgements of an individual assessment task are not subject to review. However, if it appears that marks have been added incorrectly on your task, or if you have questions about how the marks were allocated, then you must ask the teacher about it when the task is handed back to you. If there has been a mistake it can be corrected at this stage but not later.

How Am I Notified of Assessment Tasks?

You will be given written notification of assessment tasks at least two weeks before the date of the task. If you do not attend a lesson where an assessment task is notified, this will not give you an extension on the task. It is your responsibility to obtain any material, including assessment tasks, issued during the absence.

If you know that you will be absent, it your responsibility to check your HSC Course Assessment Booklet to see if you have any assessment tasks coming up and to see your teacher regarding notification for these tasks. It is your responsibility to follow this procedure if you are going to be absent for any reason, including school authorised, such as work placements, TAFE and school excursions.

If you experience an illness or misadventure on the day when notification is given of an assessment task, this does not automatically give you an extension for the task. It is your responsibility to contact your teacher and seek the notification of the task. If you feel that you have been disadvantaged by illness or misadventure, then you may submit an Absence from Assessment Task form applying for an extension, accompanied by supporting documentation such as a medical certificate.

What Happens If I Fail to Hand in An Assessment Task on Time?

LATE SUBMISSION OF TASKS

It should be clearly understood that responsibility for submitting required work by the due date rests with you. NESAs requires that, *"If there is no valid reason for failing to complete an assessment task, a zero mark must be awarded for that task."* (NESA website). Submission

or completion of tasks after the date due without legitimate reason will result in a student being awarded zero in that task and receiving an 'N' warning.

Where a student is absent on the day an assessment task is due either for medical reasons or for any other reason, a zero will be given initially and the student has the right to lodge an illness or misadventure appeal. If an illness or misadventure appeal is submitted and approved, the mark for the task will replace the zero.

For research tasks and/or projects that are completed over an extended period of time, every effort must be made to submit the task on the due date. This could include sending the completed task in by a parent or with a brother or sister, contacting the teacher directly to make a mutually suitable arrangement. Where you have been absent on the day the assessment task was due and the task was not handed in, due to illness or misadventure, the student must hand the task to their teacher on their **first** day of attendance.

SICKNESS

If you are absent for a task, you must bring in a medical certificate on the first day you return to school and give it to the Deputy Principal before roll call or signing in. If you fail to do this, you will receive a zero mark and an 'N' warning letter. When your sickness has been verified by a medical certificate, the Deputy Principal will arrange for you to sit for the missed task or an alternative task. Appeals due to illness only apply for illness that would affect your ability to complete the assessment task. They also do not cover long term illness, such as glandular fever, asthma or epilepsy – unless there is evidence of a sudden recurrence during the time of the assessment task. (Higher School Certificate Rules and Procedures)

MISADVENTURE

Where you claim a "misadventure" has caused you to miss doing a task you must get a misadventure claim form from the Deputy Principal, fill it in and return it to the Deputy with any relevant documentation. The Deputy Principal, along with the relevant Head Teacher, will decide on the outcome of your appeal. Once the decision is made, you have the right of final appeal to the Principal.

ACCEPTANCE OF EXCUSE FOR NON-COMPLETION OF ASSESSMENT TASK

A computer/printer failure will not be accepted as a valid excuse for failure to submit due work unless evidence of previous work can be substantiated. A doctor's certificate on the day of an assessment task that has a hand in component **must be supported by evidence of previous work on that task.**

Remember that the responsibility rests on you to get your work in on time.

What Happens If I Am Absent on The Day an Assessment Task Is Scheduled?

If you know that you are going to be away on the day of an assessment task, then you **MUST** advise the Deputy Principal in writing, **BEFOREHAND**. The appropriate form is available from the Deputy Principal. Applications for extensions must be completed at **least two school days** prior to the due date. Should an extension not be granted, the task must be submitted on or

before the due date. If the extension is declined and the task is submitted late, zero marks will be recorded for the task.

Holidays or attendance at family functions are not valid reasons to miss an assessment task. If you are away unexpectedly then it is **your responsibility** to contact the Deputy Principal, **BEFORE** the commencement of the task.

If the reason for your absence is unsatisfactory, as determined by the Deputy Principal, then a "non-attempt" will be recorded for you on that task. However, if the reason for your absence is valid (e.g., illness supported by a medical certificate or approved leave), then the Faculty Head in consultation with your teacher will decide whether to let you do the assessment task at an alternative time or, award a mark based on a substitute task or give you an estimate based on your performance in similar tasks.

Oral Tasks

You must be present for every lesson until your oral task has been delivered. If you do not attend a lesson without following the procedures in this policy for missing an assessment task, you will receive a mark of zero. This includes circumstances where you are aware beforehand of an absence. If you are aware that you will be absent for a lesson during oral presentations for any reason, including but not limited to appointments or excursions, it is your responsibility to arrange with the Head Teacher to complete your oral presentation before this absence.

AI Scales for students

Artificial Intelligence (AI) is a type of technology that can help students in different ways. It can provide support with learning and can even help with tests and assignments. For example, there are AI tools that can help generate answers or provide explanations for difficult concepts. This can be useful for studying and understanding new topics.

However, when using AI for tests and assignments, we need to be mindful of how it's used. It's important to make sure that the use of AI is fair and doesn't give an unfair advantage to some students. Teachers will consider if and how AI tools should be used in assessments. They might need to make changes to tests or assignments to make sure that they still accurately reflect a student's knowledge and skills.

In some cases, assessments may need to be modified to either avoid using generative AI tools or to use them in a way that ensures a fair and unbiased evaluation of students' performance. This means that teachers will need to think carefully about how to use AI in a way that does not advantage some students over others. The goal is to make sure that assessments continue to provide a fair and accurate measure of a student's abilities.

Therefore, the scales of AI have been produced to assist you in how you use AI in assessment tasks and assignments. Each task will be given a level. You can clarify this with your teacher when tasks are handed out.

Am I able to use AI on my assignment / assessment task?

Level 0	No AI	You do the assessment without using any AI help. You rely only on your own knowledge and skills. AI is not allowed.
Level 1	AI helps with ideas	You can use AI to brainstorm, organise your thoughts, and come up with ideas to improve your work. You cannot include any AI-generated content in your final submission. You must show how you have used AI to your teacher.
Level 2	AI helps with editing	You can use AI to improve the clarity or quality of your work, but you can't create new content using AI. If you use AI, you must show your original work without AI in an appendix. (Definition: An "appendix" is extra material added at the end of a book or document.) Any AI edited work must be cited and/or evidenced.
Level 3	AI completes specific tasks	You can use AI to complete certain parts of the task, but you must talk about and evaluate the AI-generated content. Any AI-created content must be cited and/or evidenced.
Level 4	Full AI	You can use AI throughout the assessment to support your own work. AI-created content must be cited and/or evidenced.

It is YOUR responsibility to follow the procedures outlined below.

WHAT TO DO IF

What to do if you know you are going to miss an Assessment Task

- 1) Report to the Deputy Principal with a note from parents/carers and any relevant documentation explaining the situation.
- 2) Complete the “Known Absence from an Assessment Task” form.
- 3) Return the “Known Absence from an Assessment Task” form to the DP.
- 4) Report to the Deputy Principal **before school on the day of your return** to school to organise the completion of their task.
- 5) Complete the task as instructed.

Failure to fulfil these requirements could result in a "non-attempt" being awarded to you for that task.

What to do if you are going to miss an Assessment Task due to illness or misadventure

- 1) Contact the school immediately or when practicable.
- 2) Organise a doctor’s certificate or appropriate documentation.
- 3) Report to the Deputy Principal with the appropriate documentation **before school on the day of your return** to school to organise the completion of your task.
- 4) Complete the “Illness and Misadventure Form” form.
- 5) Return the “Illness and Misadventure Form” form to the DP.
- 6) Complete the task as instructed on the day of returning to school.

Failure to fulfil these requirements could result in a "non-attempt" being awarded to you for that task.

Partial Absence or truancy on the date of an assessment task

If a student undertakes an in-class or examination assessment task but does not attend school that day until the time that the task is scheduled, or truants class for any or all of the lessons leading up until the time that the task is scheduled, this constitutes an unfair advantage over all of the other students in the course. In these circumstances, a zero will be given initially and the student has the right to lodge an illness or misadventure appeal. If an illness or misadventure appeal is submitted and approved, the mark for the task will replace the zero.

Suspension

Under no circumstances does a suspension from school entitle a student to submit a take home assessment after the due date. It remains the student's responsibility to ensure the task is submitted on the due date.

It is the student's responsibility to notify the Principal/Deputy Principal at the time of suspension that an assessment task is to be completed in class over the period of the assessment. Where appropriate, the student may be asked to complete the task on return from suspension.

What Happens If I Am Caught Cheating or Seeking to Gain an Unfair Advantage in An Assessment Task?

This is an extremely serious matter as all work done for the assessment is to be essentially your own. NESAs requires incidences of cheating to be recorded on the malpractice register.

If a student has not made a genuine attempt or does not have a valid reason for not completing a task, or an investigation shows that there is evidence of serious malpractice, such as plagiarism and cheating, the Principal will rule on the penalty to be imposed which could include a zero mark, a non-attempt or other sanctions.

HSC: All My Own Work

The **HSC: All My Own Work** program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

At Murray High School this program needs to be completed prior to the commencement of the Preliminary Course.

All Students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed **HSC: All My Own Work**.

It is then necessary for ***you to adhere to the principles*** addressed by this program.

What Happens If Tasks Are Not Attempted?

You are expected to complete the tasks that are part of the assessment program. If you fail to hand in an assessment task, both you and your parents will be advised.

If the school rules that you have made a "non-attempt" at assessment tasks in any subject, then it may be ruled that you are not eligible to present that subject for the HSC. In this case, the Principal will advise you of the school's decision, the consequences, and your subsequent rights.

To receive a result in each case, you must satisfactorily complete the course. This involves:

- following the course developed or endorsed by NESAS
- achieving some or all of the course outcomes
- applying yourself with diligence and sustained effort to the set school tasks.

Non-genuine attempt at assessment tasks

NESA states that its, "*minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute **in excess of 50 percent** of available marks in the course.*" (ACE website) A non-genuine attempt is a piece of work produced with little or no thought or effort, which is generally incomplete, or which has been answered frivolously. A genuine attempt is a piece of work that meets the requirements of the set task and has been done to the best of the student's ability.

If a non-genuine attempt is submitted:

- it will be marked and recorded in the assessment records of the course as a non-genuine attempt
- an 'N' Warning letter will be sent home
- parents/caregivers will be notified of the non-genuine attempt and sent a photocopy of the submitted assessment task by the Head Teacher. The task will need to be resubmitted or completed. The original mark will still be recorded.

MONITORING PROCEDURES – STUDENT PROGRESS

The Department of Education, Student Behaviour Procedures Kindergarten to Year 12, Implementation Document for the Student Behaviour Policy outlines the grounds on which students of post-compulsory age (17+) may be expelled from a particular school.

4.2 Grounds for Expulsion

- (only for students over 17 years of age) unsatisfactory participation in learning, where:
 - a student has received a minimum of 2 written 'N' warnings in the same course from the Principal because they are at risk of receiving an 'N' determination (non-completion of course requirements for this course)
 - the unsatisfactory participation in learning has a negative impact on the learning and/or wellbeing of other students.

NESA Policy

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- *followed the course developed or endorsed by the Board; and*
- *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and*
- *achieved some or all of the course outcomes.*
- *made a genuine attempt at assessment tasks, which contribute in excess of 50% of available marks, and*
- *[in a competency - based course] made a genuine attempt to complete the course.*

For individual subjects, specific warnings are issued. NESA requires principals to **issue a minimum of two warnings before a final 'N' determination is made**. If this occurs, then the subject will not appear on the Year 12 Record of Achievement. If a determination reduces the total number of units studied to less than ten, the student will not be eligible for the award of the HSC.

MONITORING PROCEDURES - ATTENDANCE

The NESA policy states that, "For **post-compulsory students**, Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. While NESA does not stipulate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. (ACE website).

Where your attendance becomes a concern, a written warning will be issued. If your attendance continues to be unsatisfactory, the Principal will issue a final warning. If after a period of time, typically two weeks, your attendance has not shown improvement, the Principal, in following the guidelines of the Department of Education, may expel you. You have the right to appeal this expulsion decision.

All students are expected to attend school between the hours of 9:00am and 3:25pm, Monday to Friday. It is expected that students will attend study, on site, on Wednesday afternoons as referred to in the Murray High School Students Study Policy 2022.

Work Placement in Vocational Education and Training Courses

Work placement is a mandatory component of VET Industry Curriculum Framework courses. For each 120 hours of course studied students must complete 35 hours of work placement. Failure to complete mandatory work placement will mean that a student will receive an "N" Determination for the VET course where the hours have not been completed.

PROCEDURES TO BE FOLLOWED IF IT'S CONSIDERED THAT YOU ARE NOT MEETING NESA REQUIREMENTS.

THE 'N' - WARNING PROCESS

An 'N' warning letter lets you know that your performance is unsatisfactory in a particular course. The process is designed to identify if you are an "at risk" student and to provide solutions in the form of school support. It is aimed at helping you rather than excluding you.

You will have two weeks to "redeem" yourself by completing the work which is listed on the 'N' warning letter. If the work is done in the time the warning is redeemed. If you do not complete the work the warning remains "live" and counts towards an 'N Determination' in the course. If you end up with two "live" 'N' letters in any one course, you may receive the 'N Determination'. This means you have unsatisfactorily completed the course. You may appeal the 'N Determination'.

In some cases, the student may then not meet the necessary pattern of study requirements to be eligible for the award of the HSC that year.

Note that an 'N' warning letter will include:

- the course
- whether it's the first or second warning for that course
- the task that was not completed
- the date when the task was initially due
- what you must now do
- when the task is to be done (if that is applicable you may also be told if a zero mark has been awarded)
- a section which should be returned to the Head Teacher.

Note: Only one warning letter is issued for each task. The new due date is final.

Can I Seek A Review of a Rank Awarded to Me Within A Course?

Based on feedback from individual assessment tasks and from formal reports, you will have an expectation as to what your rank should be within a course. If the rank for a particular subject differs significantly from the expected rank, then you can seek a review.

If you are seeking a review, you must apply to the Principal who will then inform you about the procedures.

What Happens in The School Review?

The review committee, consisting of a Head Teacher, Deputy Principal and Principal, will meet to decide on any matters relating to your HSC Assessment and especially when a review has been requested. All reviews will be based on whether the assessment program conformed

with NESA requirements, whether the school's procedures conformed with its stated program, and whether there were computational or clerical errors.

A Final Note

In order to provide flexibility in dealing with unusual circumstances, the Principal **MAY**, after ensuring that no student is unduly advantaged or disadvantaged by so doing, vary the conditions and requirements in this policy.

MURRAY HIGH SCHOOL

EXAMINATION RULES YEAR 12

Attendance at Trial HSC Year 12 examinations is **compulsory**. Students do not attend roll call. Attendance will be monitored at all examinations.

If you have an illness or misadventure:

- and cannot attend an exam
 - follow the procedure set out in the Assessment Booklet under “What to do if you are going to miss an Assessment Task due to illness or misadventure”
 - Contact the Deputy Principal immediately on 026025 4711
- before the exam but you can still attend
 - tell Deputy Principal when you arrive
- during an exam and it may have affected your performance
 - tell the Supervising Teacher.

An Absence from Assessment Task form (see Deputy Principal) will need to be completed and alternative arrangements made to complete examinations missed.

Students are to be at school 20 minutes prior to the start of their examinations.

No paper is to be taken into the examination room. All paper required will be issued.

Students are to use black or blue pen to answer questions. Pencils are to be used for diagrams and multiple-choice questions only.

Students are not to have phones/programmable watches/fit bits (or similar devices) in the examination room.

Students may leave equipment at the back of the examination room. No folders, notes or unauthorised electronic devices are to be taken to desks.

Students are to follow all written and verbal instructions from the supervisor.

Students are to bring all of their own equipment (e.g. calculators, rulers, pencils, pens). Borrowing of equipment will not be permitted during examinations.

Students must remain in the examination room until the scheduled completion of the examination.

FULL SCHOOL UNIFORM MUST BE WORN.

When not required for examinations, students may elect to study at home. The library will also be available for this purpose.

SAMPLE ONLY

**MURRAY HIGH SCHOOL
SUBMISSION OF ASSESSMENT WORK**

NAME: CLASS:

SUBJECT: TEACHER:

DATE DUE:

ASSIGNMENT:

.....

This assessment task must be given to your teacher by 9.00 am on the due date.

If it is not submitted on time for a valid reason, you must:

1. Ring or contact the Deputy Principal Curriculum.
2. Get an illness or misadventure appeal form from the Deputy Principal Curriculum immediately on your return to school.
3. Complete all paperwork and obtain medical certificate as required.

Late assessment tasks receive a zero score, subject to the appeal process.

This assessment task has been prepared by me in accordance with the school assessment guidelines and is my own work.

.....

Student signature

.....

Date

----- TEAR HERE -----

TO BE COMPLETED BY STUDENT:

NAME: CLASS:

SUBJECT: TEACHER:

DATE DUE:

ASSIGNMENT:

.....

TO BE COMPLETED BY TEACHER:

I have received assignment.

SIGNATURE:

DATE:

SAMPLE ONLY

**MURRAY HIGH SCHOOL
KNOWN ABSENCE FROM AN ASSESSMENT TASK**

NAME: YEAR:

SUBJECT:

DATE OF ASSESSMENT TASK:.....

TIME OF ASSESSMENT TASK:

REASON FOR INABILITY TO ATTEND:

.....

.....

SIGNED: (Student)

TO BE COMPLETED BY DEPUTY PRINCIPAL

DATE RECEIVED:..... TIME RECEIVED:

REASON: Satisfactory / Unsatisfactory

SIGNED: (Deputy Principal)

TO BE COMPLETED BY HEAD TEACHER:

DATE RECEIVED: TIME RECEIVED:

OUTCOME:

SIGNED: (Head Teacher)

CLASS TEACHER NOTIFIED:

SIGNED: (Class Teacher)

**MURRAY HIGH SCHOOL
ILLNESS AND MISADVENTURE APPEAL FORM**

Name: -----

Teacher: -----

Assessment Task Title:

.....
.....
.....

Describe in detail, the nature of the issue that affected your ability to complete and/or submit the assessment task to the best of your ability.

.....
.....
.....
.....

How did this affect your ability to complete the task to the best of your ability or submit the task?

.....
.....
.....

Medical Certificate attached YES / NO

Other evidence: YES / NO (specify) -----

Student Signature:----- Date: -----

Supporting statement from another person:

.....
.....

Support Person----- Relationship to Person-----

Result of Application-----

Date Received----- Deputy Principal-----

Decision: -----

Copy to

- Student
- File
- Relevant HT

Courses

The following assessment information is provided for each of the Year 12 HSC courses listed below. Please look carefully at each course currently being studied for the HSC.

Board Developed Courses	
Agriculture	2 Unit
Ancient History	2 Unit
Biology	2 Unit
Business Studies	2 Unit
Chemistry	2 Unit
Community and Family Studies	2 Unit
Drama	2 Unit
English Advanced	2 Unit
English Extension 1	1 Unit
English Standard	2 Unit
English Studies	2 Unit
History Extension	1 Unit
Industrial Technology – Timber Products and Furniture Technologies	2 Unit
Italian Beginners	2 Unit
Legal Studies	2 Unit
Mathematics Advanced	2 Unit
Mathematics Extension 1	2 Unit
Mathematics Extension 2	2 Unit
Mathematics Standard 1	2 Unit
Mathematics Standard 2	2 Unit
Modern History	2 Unit
Music 1	2 Unit
Personal Development, Health and Physical Education	2 Unit
Society and Culture	2 Unit
Software Engineering	2 Unit
Visual Arts	2 Unit
Board Endorsed	
Exploring Early Childhood	2 Unit
Mathematics Numeracy	2 Unit
Sport, Lifestyle and Recreation Studies	2 Unit
Visual Design	2 Unit
Work Studies	2 Unit
Board Developed VET Courses (If examination is undertaken)	
Hospitality-Certificate II in Cookery (Kitchen Operations)	2 Unit

AGRICULTURE

	Task 1	Task 2	Task 3	
COMPONENTS	In Class/ Research Task Plant/Animal Production	Research Report Farm Product Study	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 8	T 2 Wk 5	T3 Wk 4-5	
Knowledge and understanding of course content	10	15	15	40
Knowledge, understanding and skills required to manage agricultural production systems	15	15	10	40
Skills in effective research, experimentation and communication	10	5	5	20
TOTAL WEIGHT	35	35	30	100
OUTCOMES	H1.1, H2.1, H2.2	H3.1, H3.2, H3.3, H3.4	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	

H1.1 explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production

H2.1 describes the inputs, processes and interactions of plant production systems

H2.2 describes the inputs, processes and interactions of animal production systems

H3.1 assesses the general business principles and decision making processes involved in sustainable farm management and marketing of farm products

H3.2 critically assesses the marketing of a plant or animal product

H3.3 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products

H3.4 evaluates the management of the processes in agricultural systems

H4.1 justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations

H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

ANCIENT HISTORY

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	Ancient Societies	Module: Historical periods	Cities of Vesuvius: Pompeii and Herculaneum	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 10	T1 Wk 8	T2 Wk 6	T3 Wk 4-5	
Knowledge and understanding of course content	5	5	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations		5	5	10	20
Historical Inquiry and research	10	10			20
Communication of historical understanding in appropriate forms	5	5	10		20
TOTAL WEIGHT	20	25	25	30	100
OUTCOMES	AH12.2 AH12.3 AH12.5 AH12.9	AH12.3 AH12.4 AH12.5 AH12.8 AH12.9	AH12.15 AH12.3 AH12.4 AH12.6 AH12.9	AH12.3 AH12.4 AH12.6 AH12.7	

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

BIOLOGY

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	Protein Synthesis Model	Research task Genetic Technologies	Depth Study (15 hours) Infectious Disease	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 10	T1 Wk 9	T2 Wk 8	T3 Wk 4-5	
Skills in working Scientifically	15	10	25	10	60
Knowledge and understanding	5	10	5	20	40
TOTAL WEIGHT	20	20	30	30	100
OUTCOMES	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-7 BIO12-12	BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-14	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	

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

BUSINESS STUDIES

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	Operations Test	Research Task Marketing	Case Study Analysis Finance	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 10	T1 Wk 9	T2 Wk 9	T3 Wk 4-5	
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills	10			10	20
Inquiry and research		10	10		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
TOTAL WEIGHT	20	25	25	30	100
OUTCOMES	H2 H4 H5 H9	H4 H6 H7 H8 H9	H5 H8 H9 H10	H1 H6 H2 H8 H3 H9 H4 H10 H5	

- H1 critically analyses the role of business in Australia
- 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 business
- 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 forms
- H10 applies mathematical concepts appropriately in business situations

CHEMISTRY

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	Research Task Equilibriums	Practical Task Acids and Bases	Depth Study Organic Chemistry	HSC Trial Exam	TOTAL WEIGHT
	T4 Wk 7	T1 Wk 8	T2 Wk 10	T3 Wk 4-5	
Skills in working Scientifically	5	15	20	20	40
Knowledge and Understanding	15	5	10	10	60
TOTAL WEIGHT	20	25	25	30	100
OUTCOMES	CH12-3,4,5,6,7,12	CH12-1,2,3,4,5,6,7,13	CH12-3,4,5,7,14,15	CH12-4,5,6,7,12,13,14,15	

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

COMMUNITY AND FAMILY STUDIES

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	Research Methodology Independent Research Project	Groups in Context Presentation	Parenting and Caring Report	HSC Trial Exam	TOTAL WEIGHT
	T4 Wk 10	T1 Wk 8	T2 Wk 6	T3 Wk 4-5	
Knowledge and Understanding of course content	5	15	10	10	40
Skills in critical thinking, research methodology, analysing and communicating	15	10	15	20	60
TOTAL WEIGHT	20	25	25	30	100
OUTCOMES	H4.1, H4.2	H1.1, H2.2, H3.1, H3.2, H4.2 H5.1	H2.2, H3.2, H5.1, H5.2	ALL	

- 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 influence the way they function with society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

DRAMA

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	Contemporary Australian Theatre Practice Scene Performance and analysis (in-class essay)	Studies in Drama and Theatre Workshop/ Performance Logbook Essay	Individual Project Planning and development Oral presentation and log book including preliminary drafts and research	HSC Trial Exam Written examination Presentation of Group Performance Log Book submitted	TOTAL WEIGHT
	T4 Wk 10	T1 Wk 9	T2 Wk 2	T3 Wk 4-5	
Making	10	10	10	10	40
Performing	10		10	10	30
Critically Studying	10	10		10	30
TOTAL WEIGHT	30	20	20	30	100
OUTCOMES	All	1.3, 3.1, 3.2, 3.3, 3.5	1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.4	All	

- 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 performances work in appropriate form
- H1.7 demonstrates skills in using the elements of production
- H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9 values innovation and originality in group and individual work
- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media
- H2.4 appreciates the dynamics of drama as a performing art
- H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance
- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written response
- H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
- H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements.

ENGLISH ADVANCED

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	Multimodal task Texts and Human Experiences	Comparative Essay Textual Conversations	Extended Writing Task Craft of Writing	Trial HSC Exam Common Module Modules A & B Craft of Writing (5%)	TOTAL WEIGHT
	T4 Wk 9	T1 Wk 8	T2 Wk 7	T3 Wk 4-5	
Knowledge and understanding of course content	12.5	12.5	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	12.5	12.5	10	15	50
TOTAL WEIGHT	25	25	20	30	100
OUTCOMES	EA12-1 EA12-2 EA12-3 EA12-5 EA12-6 EA12-7	EA12-1 EA12-3 EA12-5 EA12-6 EA12-8	EA12-2 EA12-3 EA12-4 EA12-5 EA12-7 EA12-9	EA12-3 EA12-4 EA12-5 EA12-6 EA12-8	

- 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 way texts can represent personal and public worlds and recognises how they are valued
- EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

ENGLISH EXTENSION 1

	Task 1	Task 2	Task 3	
COMPONENTS	Imaginative Response and Reflection	Critical Response with Related Text	Trial HSC Exam	TOTAL WEIGHT
	T1 Wk 10	T2 Wk 9	T 3 Wk 4-5	
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
TOTAL WEIGHT	30	40	30	100
OUTCOMES	EE12-1, EE12-2, EE12-4, EE12-5	EE12-1, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	

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

ENGLISH STANDARD

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	Texts and Human Experiences	Language, Identity and Culture	Craft of Writing	Trial HSC Exam All Modules Craft of Writing 5%	TOTAL WEIGHT
	T4 Wk 9	T1 Wk 8	T2 Wk 7	T3 Wk 4-5	
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
TOTAL WEIGHT	25	25	20	30	100
OUTCOMES	EN12-1 EN12-3 EN12-6 EN12-7	EN12-1 EN12.2 EN12-3 EN12.4 EN12-7	EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-9	EN12-1 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7	

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

ENGLISH STUDIES

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	Extended Writing Mandatory module: Texts and Human Experiences	Multimodal Presentation	Collection of Classwork All Modules	Trial HSC/Final Exam	TOTAL WEIGHT
	T4 Wk 9	T1 Wk 8	T2 Wk 7	T3 Wk 4-5	
Knowledge and understanding of course content	15	10	15	10	50
Skills in: •comprehending texts •communicating ideas • using language accurately, appropriately and effectively	10	15	15	10	50
TOTAL WEIGHT	25	25	30	20	100
OUTCOMES	ES12-1 ES12-4 ES12-5 ES12-8	ES12-3 ES12-6 ES12-7 ES12-9	ES12-1 ES12-4 ES12-5 ES12-7 ES12-10	ES12-2 ES12-3 ES12-4 ES12-5 ES12-9	

- 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, multi-modal and digital texts that have been composed for different purposes and contexts
- ES12-3 assesses, comprehends and uses information to communicate in a variety of ways
- ES12-4 composes proficient texts in different forms
- ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
- ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES12-7 represents own ideas in critical, interpretive and imaginative texts
- ES12-8 understands and explains the relationships between texts
- ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
- ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

EXPLORING EARLY CHILDHOOD

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Name of Unit	Children's Literature Optional Module	Food and Nutrition	Young Children with Special Needs	Play and the Developing Child
Concepts	Examines a wide range of literature for children. Literature can be shared with young children for learning and for leisure.	The importance of healthy Feeding practices and their relationship to optimum development in the child.	Consider some of those special needs, while at all times remembering that children are individuals.	Developmental themes and trends within this time are considered, as are the implications for interacting with, and caring for, children at different points in their development
	T4 Wk 10	T1 Wk 9	T2 Wk 9	T3 Wk 6
Assessments Weightings Outcomes	Task 1 - Children's Story Book 30%	Task 2 - Food Intolerances 20%	Task 3 - Investigate 20%	Task 4- Toy 30%
Nature of assessment task	Students are to develop their own story book for a specific aged child.	Research one common food allergy and adapt a recipe to support the food intolerance	Visit PDU, investigate how they cater for children with special needs.	Produce a toy/play item to develop a skill e.g. language skills & trial at playgroup. Submit written report including e.g. suitable age group, safety, improvements, etc.
Report Outcomes	1.2, 1.3, 4.1	1.3,1.4,1.5,6.1,6.2	1.1,1.4,1.5,2.1,2.2,2.3,4.2,6.2	1.3,1.4,2.1,2.2,2.3,2.4,4.2.6.2

- 1.2 examines physical, social-emotional, behavioural, cognitive and language development
- 1.3 examines the nature of different periods in childhood: infant, toddler, preschool and the early school years
- 1.4 examines the ways in which family, community and culture influence the growth and development of young children
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others
- 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

HISTORY EXTENSION

COMPONENTS	Task 1	Task 2	Task 3	TOTAL WEIGHT
	Historical Process (proposal, process log, annotated sources)	Essay History Project	Trial HSC Examination	
	History Project			
	T3 Wk 1	T3 Wk 1	T3 Wk 4-5	
Knowledge and understanding about significant historiographical ideas and processes	10	10	20	40
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	60
TOTAL WEIGHT	30	40	30	100
OUTCOMES	HE12-2 HE12-3 HE12-4	HE12-1 HE12-2 HE12-3 HE12-4	HE12-1 HE12-3 HE12-4	

- 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

INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	Designing and Planning Presentation	Industry Study	Project Development and Management Report	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 7	T1 Wk 7	T3 Wk 1	T3 Wk 4-5	
Knowledge and understanding of course content	5	5	10	20	40
Knowledge and skills in the design management, communication and production of a major project	15	15	20	10	60
TOTAL WEIGHT	20	20	30	30	100
OUTCOMES	H3.1 H3.2 H3.3 H5.1	H1.1 H1.2 H6.2 H7.1 H7.2 H6.1	H2.1 H3.3 H4.1 H5.1 H5.2 H6.2	H1.1 H7.1 H1.2 H7.2 H1.3 H3.1 H4.3 H6.1	

- 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
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques.
- H3.1 is skilled in sketching, producing and interpreting drawings.
- H3.2 selects and applies appropriate research and problem-solving skills.
- H3.3 applies design principles effectively through the production of projects.
- H4.1 demonstrates competence in 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 selects and applies appropriate documentation techniques to project management.
- H6.1 evaluates the characteristics of quality manufactured goods.
- H6.2 applies the principles of quality and quality control.
- H7.1 evaluates the impact of the focus area industry on the social and physical environment.
- H7.2 analyses the impact of existing new and emerging technologies

ITALIAN BEGINNERS

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	Response in Italian to a prompt	Response in English to written and audio texts in Italian	Response in Italian to written and audio texts (multimodal presentation)	Trial HSC	TOTAL WEIGHT
	T4 Wk 8	T1 Wk 10	T3 Wk 1	T3 Wk 4-5	
Speaking			10	10	20
Listening		15	5	10	30
Reading		15	5	10	30
Writing	10			10	20
TOTAL WEIGHT	10	30	20	40	100
OUTCOMES	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	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	

- 1.1 establishes and maintains communication in Italian
- 1.2 manipulates linguistic structures to express ideas effectively in Italian
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Italian-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 Italian-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 Italian
- 3.4 applies knowledge of the culture of Italian-speaking communities to the production of texts.

LEGAL STUDIES

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	Topic Test Human Rights	Case Study Analysis Crime	Research Task	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 8	T1 Wk 7	T2 Wk 9	T3 Wk 4-5	
Knowledge & Understanding of course content	10	5	5	20	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research		10	10		20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
TOTAL WEIGHT	20	25	25	30	100
OUTCOMES	H1,H2,H3, H4,H7,H8, H9	H1,H2,H3, H4,H7,H8, H9	H1,H3,H4, H5,H8,H9, H10	H1,H2,H3,H4, H5,H7,H9	

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

MATHEMATICS ADVANCED

COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL WEIGHT
				Trial HSC Exam	
	T4 Wk 8	T1 Wk 10	T2 Wk 8	T3 Wk 4-5	
Understanding, Fluency and Communication	10	12.5	12.5	15	50
Problem solving, Reasoning and Justification	10	12.5	12.5	15	50
TOTAL WEIGHT	20	25	25	30	100
OUTCOMES	Notification of outcomes being assessed will be given prior to the assessment task				

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

MATHEMATICS EXTENSION 1

COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL WEIGHT
				Trial HSC Exam	
	T4 Wk 10	T1 Wk 6	T2 Wk 9	T3 Wk 4-5	
Understanding, Fluency and Communication	12.5	10	12.5	15	50
Problem solving, Reasoning and Justification	12.5	10	12.5	15	50
TOTAL WEIGHT	25	20	25	30	100
OUTCOMES	Notification of outcomes being assessed will be given prior to the assessment task				

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

MATHEMATICS EXTENSION 2

COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL WEIGHT
				Trial HSC Exam	
	T1 Wk 2	T2 Wk 3	T2 Wk 10	T3 Wk 4-5	
Understanding, Fluency and Communication	12.5	10	12.5	15	50
Problem solving, Reasoning and Justification	12.5	10	12.5	15	50
TOTAL WEIGHT	25	20	25	30	100
OUTCOMES	Notification of outcomes being assessed will be given prior to the assessment task				

- 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

MATHEMATICS STANDARD 1

COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL WEIGHT
				Trial HSC Exam	
	T4 Wk 8	T1 Wk 6	T2 Wk 8	T3 Wk 4-5	
Understanding, Fluency and Communication	12.5	10	12.5	15	50
Problem solving, Reasoning and Justification	12.5	10	12.5	15	50
TOTAL WEIGHT	25	20	25	30	100
OUTCOMES	Notification of outcomes being assessed will be given prior to the assessment task				

- MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness
- MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems
- MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school
- MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms
- MS1-12-7 solves problems requiring statistical processes
- MS1-12-8 applies network techniques to solve network problems
- MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use
- MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

MATHEMATICS STANDARD 2

COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL WEIGHT
				Trial HSC Exam	
	T4 Wk 8	T1 Wk 6	T2 Wk 8	T3 Wk 4-5	
Understanding, Fluency and Communication	12.5	10	12.5	15	50
Problem solving, Reasoning and Justification	12.5	10	12.5	15	50
TOTAL WEIGHT	25	20	25	30	100
OUTCOMES	Notification of outcomes being assessed will be given prior to the assessment task				

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

MATHEMATICS NUMERACY

COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL WEIGHT
	T4 Wk 8	T1 Wk 10	T2 Wk 8	T3 Wk 7	
Understanding Fluency and Communication	12.5	12.5	12.5	12.5	50
Problem Solving, Reasoning and justification	12.5	12.5	12.5	12.5	50
TOTAL WEIGHT	25	25	25	25	100
OUTCOMES	Notification of outcomes being assessed will be given prior to the assessment task				

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

MODERN HISTORY

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	Source Analysis Power and Authority in the Modern World 1919-1946	Historical Analysis National Study	Essay Peace and Conflict	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 7	T1 Wk 7	T2 Wk 7	T3 Wk 4-5	
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations		5	5	10	20
Historical inquiry and research	10	5	5		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
TOTAL WEIGHT	20	25	25	30	100
OUTCOMES	MH12-3 MH12-4 MH12-6 MH12-7 MH12-9	MH12-2 MH12-3 MH12-4 MH12-5 MH12-8	MH12-2 MH12-5 MH12-7 MH12-8 MH12-9	MH12-3 MH12-4 MH12-5 MH12-7 MH12-9	

- 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.

MUSIC 1

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	Musicology and Performance	Composition & Elective	Electives x 2	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 10	T1 Wk 8	T2 Wk 7	T3 Wk 4-5	
Core Performance	10				10
Core Musicology	10				10
Core Composition		10			10
Electives		15	30		45
Aural		5		20	25
TOTAL WEIGHT	20	30	30	20	100
Outcomes	H1, H2, H4, H6, H9, H10	H3, H5, H6, H7, H8, H11	H1-8*	H1-8*	

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

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	Research report and test. Application of Health Priorities In Australia	Research Essay and test. Applications of Factors Affecting Performance	Case study report on Improving Performance	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 9	T1 Wk 9	T2 Wk 6	T3 Wk 4-5	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research and analysis	15	15	10	20	60
TOTAL WEIGHT	25	25	20	30	100
OUTCOMES	H7 H8 H9 H10 H11 H16 H17	H1 H2 H3 H4 H5 H14 H15 H16	H8 H13 H16 H17	H1 H2 H3 H4 H5 H7 H8 H9 H10 H11 H13 H14 H15 H16 H17	

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

SOCIETY AND CULTURE

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	PIP Proposal Oral Presentation	Core-Social and cultural Continuity and Change	Depth Studies Essays	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 8	T1 Wk 7	T2 Wk 9	T3 Wk 4-5	
Knowledge and understanding of course content		10	10	15	35
Application and evaluation of social and cultural research methods	15		5	15	35
Communication of information, ideas and issues	5	10	5	10	30
TOTAL WEIGHT	20	20	20	40	100
OUTCOMES	H1,H3,H4,H5, H6,H7,H8	H1,H3,H5,H9, H10	H2,H3,H5,H6, H10	H1,H2,H3,H4, H5,H6,H7,H8, H9,H10	

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

SOFTWARE ENGINEERING

	Task 1	Task 2	Task 3	
COMPONENTS	Practical project with folio	Real world project and presentation	Trial HSC Exam	TOTAL WEIGHT
	T1 Wk 7	T2 Wk 10	T3 Wk 4-5	
Knowledge and understanding of course content	10	20	20	50
Knowledge and understanding in the design and development of software solutions	20	20	10	50
TOTAL WEIGHT	30	40	30	100
OUTCOMES	SE-12-04 SE-12-06	SE-12-02 SE-12-07 SE-12-08 SE-12-09	SE-12-01 SE-12-03 SE-12-05	

SE-11-01: Describes methods used to plan, develop, and engineer software solutions

SE-11-02: Explains how structural elements are used to develop programming code

SE-11-03: Describes how current hardware, software, and emerging technologies influence the development of software engineering solutions

SE-11-04: Applies safe and secure practices to collect, use, and store data

SE-11-05: Describes the social, ethical, and legal implications of software engineering on the individual, society, and the environment

SE-11-06: Applies tools and resources to design, develop, manage, and evaluate software

SE-11-07: Implements safe and secure programming solutions

SE-11-08: Applies language structures to refine code

SE-11-09: Manages and documents the development of a software project

SPORT LIFESTYLE AND RECREATION STUDIES

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	Sport Injuries Presentation	Designing and Implementing a Sports Coaching and Training Session	Individual Games, Sports Applications	Sports Administration	TOTAL WEIGHT
	T4 Wk 10	T1 Wk 10	T2 Wk 7	T3 Wk 7	
1. Knowledge and understanding of the factors that influence health and participation in physical activity	10	5	10	5	30
2. Knowledge and understanding of the principles and processes impacting on the realisation of movement potential		5	5	10	20
3. The ability to analyse and implement strategies that promote health, physical activity and enhanced performance	5	5	10	10	30
4. A capacity to influence the participation and performance of self and others.	5	10	5		20
TOTAL WEIGHT	20	25	30	25	100
OUTCOMES	SR 1.1,1.3,1.4, 3.6, 4.1,4.2	SR 2.1,2.2,3.1,3.2, 4.2,4.5	SR 1.4,1.5,3.5,4. 3	1.1,1.6,4.4	

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 4.1 plans strategies to achieve performance goals
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

VISUAL ARTS

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	Processes of Body of Work	Mid-Course exam	Processes of Body of Work	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 9	T1 Wk 9	T3 Wk 1	T3 Wk 4-5	
Development of the Body of Work	20		30		50
Art Criticism and Art History		20		30	50
TOTAL WEIGHT	20	20	30	30	100
OUTCOMES	H1 H5 H2 H6 H3 H4	H7 H8 H9 H10	H1 H5 H2 H6 H3 H4	H7 H8 H9 H10	

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

VISUAL DESIGN

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	GD2: Illustration & Cartooning	IE02: Stage Sets and Props	IED1: Structures and Environments	PD1: Packaging	TOTAL WEIGHT
	T4 Wk 8	T1 Wk 10	T2 Wk 5	T3 Wk 7	
Knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment.	15	15	20	20	70
Knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.	5	10	5	10	30
TOTAL WEIGHT	20	25	25	30	100
Outcomes	DM1, DM2, DM3, DM4, DM5 CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5 CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5 CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5 CH1, CH2, CH3, CH4	

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

WORK STUDIES

	Task 1	Task 2	Task 3	Task 4	
COMPONENTS	Module 6 Budget Task	Module 4 Teamwork Testing	Module 7 Performance Appraisal	Module 5 Work-Life Balance Schedule & Analysis	TOTAL WEIGHT
	T4 Wk 10	T1 Wk 9	T2 Wk 8	T3 Wk 6	
Knowledge and understanding	5	10	10	5	30
Skills	20	15	15	20	70
TOTAL WEIGHT	25	25	25	25	100
OUTCOMES	5,8,9	2,6,7	2,7,9	5,6,8	

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

HSC ASSESSMENT ADVICE FOR VET COURSES

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

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

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

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

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

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

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

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

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

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

Work placement advice from NESA in response to COVID <https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

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

- Optional for students completing the 240-hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency-based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

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

HSC ASSESSMENT SUMMARY FOR 24-25 SIT20421 CERTIFICATE II IN COOKERY (KITCHEN OPERATIONS)

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Year 12: Term 2 Week 3
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Year 12: Term 3 Weeks 4-5

Assessment Plan			Evidence gathering techniques			
Assessment Task	Competency codes	Units of competency	Direct observation – real time/simulated environment	Product based method – structured activities e.g. role plays, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	3 rd Party Reports Work placement Booklet
Task 1 Safety in the kitchen	SITXWHS005	Participate in safe work practices	X	X	X	
	SITXFSA005	Use hygienic practices for food safety	X		X	
	SITXFSA006	Participate in safe food handling practices	X	X	X	
	SITXCCS011	Interact with customers	X	X	X	
Task 2 Service please	SITXCOM007	Show social and cultural sensitivity	X	X	X	
	SITHCCC025	Prepare and present sandwiches	X		X	
Task 3 Let's start cooking and cleaning	SITHKOP009	Clean kitchen premises and equipment	X	X	X	
	SITXINV006	Receive, store and maintain stock	X	X	X	
Task 4 Pack it up	SITHCCC026	Package prepared foodstuffs	X	X	X	
Task 5 Plate it up	SITHCCC023	Use food preparation equipment	X		X	
	SITHCCC024	Prepare and present simple dishes	X		X	
Task 6 There's no i in team	SITHCCC027	Prepare dishes using basic methods of cookery	X		X	
	SITHCCC034	Work effectively in a commercial kitchen	X		X	X

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20421 Certificate II in Cookery. The Statement of Attainment towards SIT20421 Certificate II in Hospitality will only be the possible AQF outcome if at least one UoC has been achieved.

ASSESSMENT TASK SCHEDULE – YEAR 12 2025

Term Four (2024)	Assessment Task	Line
Week 1 Beginning 14 Oct		
Week 2 Beginning 21 Oct		
Week 3 Beginning 28 Oct		
Week 4 Beginning 4 Nov		
Week 5 Beginning 11 Nov		
Week 6 Beginning 18 Nov		
Week 7 Beginning 25 Nov	Chemistry: Task 1-Research Task Equilibriums	3
	Industrial Tech-Timber Products: Design & Planning Presentation	6
	Modern History: Task 1-Source Analysis	6
Week 8 Beginning 2 Dec	Agriculture: In class/research task	4
	Italian Beginners: Task 1-Response in Italian to prompt	2
	Legal Studies: Task 1-Topic Test	4
	Mathematics Advanced: Task 1	2
	Mathematics Numeracy: Task 1	2
	Mathematics Standard 1&2: Task 1	2
	Society & Culture: Task 1-PIP Proposal Oral Presentation	4
	Visual Design: Task 1-Illustration & Cartooning	2
Week 9 Beginning 9 Dec	English Advanced: Task 1- Texts & Human experience	1
	English Standard: Task 1- Texts & Human experience	1
	English Studies: Task 1- Extended Writing	1
	PD Health PE: Task 1-Research report and test	6
	Visual Arts: Processes of Body of Work	6
Week 10 Beginning 16 Dec	Ancient History: Task 1	3
	Biology: Task 1-Protein Synthesis Model	5
	Business Studies: Task 1-Operations Test	5
	Community & Family Studies: Methodology Independent Research Project	3
	Drama: Contemporary Australian Theatre Practice	5
	Exploring Early Childhood: Task 1-Children’s Literature	5
	Mathematics Extension 1: Task 1	7
	Music 1: Task 1-Musicology & Performance	3
	Sport, Lifestyle and Recreation Studies: Task 1-Sport Injuries Presentation	3
Work Studies: Task 1-Budget task	5	

Term One (2025)	Assessment Task	Line
Week 1 Beginning 4 Feb		
Week 2 Beginning 10 Feb	Mathematics Extension 2: Task 1	7
Week 3 Beginning 17 Feb		
Week 4 Beginning 24 Feb		
Week 5 Beginning 3 Mar		
Week 6 Beginning 10 Mar	Mathematics Extension 1: Task 2	7
	Mathematics Standard 1&2: Task 2	2
Week 7 Beginning 17 Mar	Industrial Tech-Timber Products: Industry study	6
	Legal Studies: Task 2-Case Study Analysis	4
	Modern History: Task 2	6
	Society & Culture: Task 2	4
	Software Engineering: Practical project with folio	4
Week 8 Beginning 24 Mar	Ancient History: Task 2	3
	Chemistry: Task 2-Practical Task, Acids & Bases	3
	Community & Family Studies: Presentation, Groups in Context	3
	English Advanced: Task 2-Comparative Essay	1
	English Standard: Task 2-Language Identity and Culture	1
	English Studies: Task 2-Multimodal Presentation	1
	Music 1: Task 2-Composition & Elective	3
Week 9 Beginning 31 Mar	Biology: Task 2-Research task Genetic Technologies	5
	Business Studies: Task 2-Research Task	5
	Drama: Studies in Drama and Theatre	5
	Exploring Early Childhood: Task 2-Food and Nutrition	5
	PD Health PE: Task 2-Research Essay and test	6
	Visual Arts: Mid-Course Exam	6
	Work Studies: Task 2-Teamwork testing	5
Week 10 Beginning 7 Apr	English Extension 1: Task 1	7
	Italian Beginners: Task 2-Response in English to written & audio texts	2
	Mathematics Advanced: Task 2	2
	Mathematics Numeracy: Task 2	2
	Sport, Lifestyle and Recreation Studies: Task 2-Sports coaching & training session	3
	Visual Design: Task 2-Stage Sets & Props	2

Term Two (2025)	Assessment Task	Line
Week 1 Beginning 30 Apr		
Week 2 Beginning 5 May	Drama: Individual Project	5
Week 3 Beginning 12 May	Mathematics Extension 2: Task 2	7
	Hospitality 1 & 2 VET Certificate II in Cookery (Kitchen Operations): Work placement	4,6
Week 4 Beginning 19 May		
Week 5 Beginning 26 May	Agriculture: Research Report	4
	Visual Design: Task 3-Structures and Environments	2
Week 6 Beginning 2 June	Ancient History: Task 3	3
	Community & Family Studies: Parent and Caring Report	3
	PD Health PE: Task 3-Case Study Report	6
Week 7 Beginning 9 June	English Advanced: Task 3-Extended Writing Task	1
	English Standard: Task 3-Craft of Writing	1
	English Studies: Task 3-Collection of Classwork	1
	Modern History: Task 3-Essay	6
	Music 1: Task 3-Electives x 2	3
	Sport Lifestyle and Recreation Studies: Task 3-Individual games	3
Week 8 Beginning 16 June	Biology: Task 3-Depth Study (15 hours) Infectious Disease	5
	Mathematics Advanced: Task 3	2
	Mathematics Standard 1&2: Task 3	2
	Mathematics Numeracy: Task 3	2
	Work Studies: Task 3-Performance Appraisal	5
Week 9 Beginning 23 June	Business Studies: Case Study Analysis Finance	5
	English Extension 1: Task 2	7
	Exploring Early Childhood: Task 3-Young children with special needs	5
	Legal Studies: Task 3: Research Task	4
	Mathematics Extension 1: Task 3	7
	Society & Culture: Task 3-Depth Studies Essays	4
Week 10 Beginning 30 June	Chemistry: Task 3-Depth Study, Organic Chemistry	3
	Mathematics Extension 2: Task 3	7
	Software Engineering: Real world project and presentation	4

Term Three (2025)	Assessment Task	Line
Week 1 Beginning 22 July	History Extension: Task 1-Historical process	7
	History Extension: Task 2-Essay	7
	Industrial Tech-Timber Products: Project Development & Management Report	6
	Italian Beginners: Task 3-Response in Italian to written & audio texts	2
	Visual Arts: Processes of body of work	6
Week 2 Beginning 28 July	Assessment Free Period	
Week 3 Beginning 4 Aug	Assessment Free Period	
Week 4 Beginning 11 Aug	Trial HSC exams	
Week 5 Beginning 18 Aug	Trial HSC exams	
Week 6 Beginning 25 Aug	Exploring Early Childhood: Task 4-Play and the developing child	5
	Work Studies: Task 4-Work-life balance	5
Week 7 Beginning 1 Sept	Mathematics Numeracy: Task 4	2
	Sport Lifestyle and Recreation Studies: Task 4-Sports administration	3
	Visual Design: Task 4-Packaging	2
Week 8 Beginning 8 Sept		
Week 9 Beginning 15 Sept		
Week 10 Beginning 22 Sept		

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, narrate a series of events or transactions.
Analyse	Identify components and the relationship between, 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, or put together items or arguments.
Contrast	Show how things are different or opposite.
Critically	Add a degree or level of accuracy, depth, knowledge and understanding, logic, (analyse/questioning, reflection and quality to (analysis/evaluation) 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 difference 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 (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole