SHOALHAVEN HIGH SCHOOL

Providing Quality Education in a Caring, Supportive Environment

HIGHER SCHOOL CERTIFICATE COURSE

ASSESSMENT POLICY

2022-2023

SHOALHAVEN HIGH SCHOOL
HSC ASSESSMENT POLICY 2022-2023

In order to participate in the HSC course provided by the school, students have to complete the Preliminary HSC course and receive a satisfactory Preliminary Record of School Achievement.

Assessment for HSC Courses

Your HSC will show two marks that indicate your achievements:

- **Examination Mark** - the mark awarded for your performance in the HSC exams in October/November 2023
- **Assessment Mark** - the mark awarded for your school based assessment tasks. Your mark will be derived from your performance in the school based assessment tasks set in each course.

The Assessment Program determines your expected positioning relevant to all students in your course at Shoalhaven High School. This assists the examiners in distributing final marks in the HSC examinations.

The School's Responsibilities

The school has developed an assessment program for each course. This means the school:

- sets tasks that will be used to measure performance in each component of a course
- specifies the mark and weighting of each task
- informs you via the assessment booklet of the components and their weightings; when assessment tasks will take place, the mark value of each task, the nature of each assessment task and the administrative details associated with each task (absence, late submission etc)
- provides adequate notice of the timing of each assessment task (minimum TEN school days)
- keeps records of your performance
- provides feedback on your performance

Your Responsibility

Your responsibility as HSC students:

- be aware of the requirements of your courses, making reference to your assessment booklet
- attend **all classes** and complete **all course requirements** including both formal and in-class course work
- complete **all tasks** that are part of the assessment program
- all work presented in an assessment must be your own; gaining an unfair advantage or plagiarism could lead to a zero mark being given
- must complete the required documentation for each assessment task such as signing for assessment notifications and receipt acknowledging submission and return of assessment tasks.

In 2023 each student is **expected** to have a **Learning Partner (LP)** for each subject. This person should be someone with whom you share a common purpose i.e. maximizing learning. Most importantly, you and the **LP** will assist each other to maintain focus. In the best circumstances you will be part of a **Learning Circle** in each subject, 3-5 people with whom you will strive to achieve excellence. Reading each other's essays before completion, testing, brainstorming, taking notes and collecting hand-outs during absences are just some of the strategies that Learning Circles can implement. Completing a Personal Assessment Planner will assist in organising your time and study (an example is included in this booklet).

Adherence to School Rules:

Senior students have to sign a contract if they are to gain privileges. To attend school, each student must comply with rules. A Student Code of Conduct will be signed by each student. Serious infractions of these rules will lead to the implementation of the processes of Expulsion of Post Compulsory School Age, as set down by the Department of Education.

Assessment Tasks:

All assessment tasks are compulsory and thus should be regarded as a major priority at school.
Where an unforeseen event such as a representative sporting event impacts on a set assessment task, changes can be negotiated by the student affected by submitting a Special Circumstances Appeal form.

The student who seeks to re-arrange the timing of a task must take the initiative. If a student thinks that she/he has been disadvantaged by any circumstance she/he should see the Deputy Principal.

Attendance at the school's **Homework and Tutorial Centre** is strongly recommended - Mondays and Wednesdays 2.46pm - 5.00pm in the School Library. One-to-one and small group support can be negotiated with Mrs Jennings.

The Rules:

The assessment system has a major impact on final HSC results. The rules are:

- students must sign for a copy of the HSC Course Assessment Policy Booklet
- students must be familiar with and understand their rights and responsibilities
- if in doubt, see the Head Teacher or Deputy Principal

Failure to Undertake Course Work:

Successful completion of a course does not depend solely on the assessment program. Where a student has clearly failed to demonstrate the acquisition of skills or knowledge - by not attending lessons or not doing set work, in class or outside it - the teacher may require the student to do supplementary work. It is only when a student has made an attempt to reach the outcomes of a course to the best of his/her ability that a teacher or Head Teacher will certify that the student has completed the course. This helps maintain the integrity of the Higher School Certificate.

Schedule of Assessments for Each Subject:

The Assessment Task Schedules for each course are set down in this booklet. **These should be transferred to your diary; planning the orderly completion of all tasks is a key challenge of being an HSC student.** Students who have not already established a systematic approach to completing assessments MUST do so now.

Suggestions:

- get organised
- find a good place to study
- use a study planner
- understand your tasks and assessments
- break the tasks down into manageable chunks
- do one thing at a time
- use 'To Do' Lists
- prepare revision and summary notes
- try to stick to your study plan
- take a break and reward yourself

Notice of Assessment Tasks:

Students will be given adequate notice of the *specific nature* of an impending task, at least ten (10) school days. On receipt of an assessment task, students will be required to sign and date acknowledging they have been issued the task and supporting documentation.

Submission of Assessment Tasks:
Students are required to sign and date documentation indicating the submission of their assessment.

Special Circumstances and Adjustments:
An extension of time for submission of a task normally **will not be granted**, because it may be giving an advantage to one student over others. Where an extension is granted, it is only done on the assumption that all students have similar opportunities to do the task.

The only clear circumstances in which a student will be excused from handing in or doing an assessment at the specified time involves illness that is testified to by a Doctor's Certificate. General ill health is unfortunate and deserves sympathy, but it normally does not provide grounds for extensions or special privileges.

Students who feel that they cannot give their best, for serious reasons outside their control should seek help and advice. This is more likely to allow some adjustment to the assessment process if it is sought ***in advance***. Similarly, a student who anticipates that a planned assessment task coincides with a school representation at Regional or State level at sport, must inform the appropriate teacher, Head Teacher or Deputy as soon as possible. Attending a Driver's Licence appointment is not a reasonable excuse! All extensions must be negotiated with the Deputy Principal, Mr Hunter, in discussion with the course teacher. Application proformas are in this booklet.

Failure to Complete Assessment Tasks and Class Work
Students **must** fulfill NESA (NSW Education Standards Authority) requirements that individuals attends **all** classes. The student who does not attend or does not attempt work runs the risk of being deemed to have not satisfactorily completed the course.

If a student attempting a course does not make an honest attempt at a set task, **an "N" Award warning letter** will be issued. If the combined value of missed assessment tasks exceeds 50% of the marks set down for the course, then that student will be deemed not to have satisfactorily completed the course; ***ie will be issued with an 'N' Award.*** NESA affords the school no discretion in this regard.

Recording and Reporting
Accurate records of student marks and rankings for each task, both raw scores and statistically adjusted scores, are kept by the teacher and Head Teacher. Students may only query marks before they are formally recorded. The best time is when tasks [and marks] are returned.

Students will be provided with as much information as possible throughout their assessment. Please note that individuals will not be told the "final" assessment mark. The reason NESA forbids the release of this final mark is due to the fact that the mark is subject to statistical adjustment and in its "raw" state it is misleading.

'N' Award Warnings are given:

- once a student is falling behind in attendance or application
- if a student misses an assessment task, or makes a non-serious attempt
- to inform students specifically what needs to be done to redeem themselves

NESA may refuse to grant a HSC to a student whose attendance or application at school has been of an unsatisfactory nature that the award of the certificate would not, in the opinion of NESA, be justified.

Malpractice in Assessment Tasks and/or Formal Examinations:
Students are subject to the normal rules of the school during the undertaking of assessment tasks and examinations.

In an assessment or examination, no student may:

- speak to anyone other than a teacher
- behave in a way that may disturb another
- copy another student's work
- attend while under the influence of alcohol or drugs
- break any applicable school rule
- leave the location of the task without permission
- bring into the location of the task information in any form
- have a mobile phone or smart watch in the examination room

Appeals:
Formal appeals may be made to the Deputy Principal. Students are advised to try to solve such problems through negotiation and personal dealings before recourse to appeal. Reviews or appeals over grades or marks may be applied for, only on the grounds that:

- The marks awarded for the assessment tasks are not consistent with those published in the school's HSC Course Assessment Policy
- There has been a clerical error

There is an opportunity for a final formal appeal after NESA returns the recorded assessment position. Such an appeal must be heard by a properly constituted Review Panel, consisting of the Principal, the Head Teacher and a teacher ***not involved*** with the subject. Appeal forms are included in this booklet.

Teachers will try to ensure that you meet your assessment obligations. Ultimately your success, both in meeting the requirements of the course and achieving your aims, <u>will depend on you</u>.

If you have any questions or concerns about assessments please contact Mr Hunter, the Deputy Principal for the HSC Year.

The Eligibility Requirements for the New South Wales Higher School Certificate

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

a. have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
b. have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
c. have completed HSC: All My Own Work (or its equivalent)
d. have demonstrated a minimum standard of literacy and numeracy (see ACE 4060)
e. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
f. sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the HSC: All My Own Work program or its equivalent.

Note: Exemptions may apply to the minimum standard of literacy and numeracy (see ACE 4061)

Pattern of Study for the 2022-2023 Higher School Certificate

To qualify for the Higher School Certificate, students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

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

HSC Dates 2022-2023

Term 4, 2022 – Assessment Task One

Weeks 8/9

** Lines 1-6 will be assessed during this period

** These dates subject to change with written notification

Term 1, 2023 – Assessment Task Two

Weeks 9/10

** Lines 1-6 will be assessed during this period

** These dates subject to change with written notification

Term 2, 2023 – Assessment Task Three

Weeks 7/8

** Lines 1-6 will be assessed during this period

** These dates subject to change with written notification

Term 3, 2023 – Assessment Task Four

Week 5/6

**Trial HSC Examinations

Penalties for Late Submission of an Assessment Task

- Unless a Special Circumstances Appeal has been negotiated with the Deputy Principal prior to the due date 0% will be recorded
- All Assessment Tasks must be submitted or your non-attempt will be recorded as possible grounds for an 'N' Award
- See your teacher and /or the Deputy Principal if you feel you are going to be unable to meet the deadline

HSC Subject Lines, 2022-2023

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
Mathematics - Standard	English - Studies	Sport, Life, Recreation	Visual Arts	Photography	Biology
Mathematics - Advanced	English - Standard	Industrial Technology - Multimedia	Industrial Technology – Timber	PDHPE	Construction
Marine Studies	English - Advanced	Physics	Engineering Studies	Hospitality VET	Chemistry
		Modern History	Society and Culture	Ancient History	Food Technology
		Earth and Environmental Science	Skills for Work	Agriculture	Aboriginal Studies

ASSESSMENT PLANNER HSC COURSE 2022-2023

TERM 4 2022

Week	Due Date	Subject	Task	Handed In
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Term 1, 2023

Week	Due Date	Subject	Task	Handed In
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Term 2, 2023

Week	Due Date	Subject	Task	Handed In
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Term 3, 2023

Week	Due Date	Subject	Task	Handed In
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

PRELIMINARY YEAR / HSC YEAR
EXAMINATION and ASSESSMENT TASK

SPECIAL CIRCUMSTANCES APPEAL FORM

1. Collect form from Deputy
2. Complete form, attach relevant Doctor's Certificate or Statement
3. Take the form to the subject Head Teacher and have them make a comment
4. Return the form to the Deputy for approval
5. Once approved, the form is kept on file with the relevant Head Teacher.

NAME: _____ DATE: _____

SUBJECT/SUBJECTS: _____

_____

TEACHER/TEACHERS: _____

_____

TYPE OF ASSESSMENT TASK: _____

_____ DATE DUE: _____

REASONS FOR MISSING ASSESSMENT TASK/S:

_____

_____

_____

_____

Doctor's Certificate attached from: _____

I have attached a statement from: _____

Head Teacher's Comment _____

_____

_____

the Deputy Principal was notified on _____ by

_____

[Signature of Student] _____

THIS APPEAL HAS - BEEN APPROVED / NOT BEEN APPROVED

Signature of Deputy Principal: _____

APPLICATION FOR EXTENSION APPROVAL

Name: _____

Subject: _____

Task No: _____ **Task Name:** _____

Due Date: _____

Extension Date Applied For: _____

Reason/s for Extension:

- _____
- _____
- _____

Teacher Comment: _____

Signature: _____

Deputy Principal Approval: _____

APPLICATION FOR EXTENSION APPROVAL

Name: _____

Subject: _____

Task No: _____ **Task Name:** _____

Due Date: _____

Extension Date Applied For: _____

Reason/s for Extension:

- _____
- _____
- _____

Teacher Comment: _____

Signature: _____

Deputy Principal Approval: _____

LINE 1

FACULTY: Mathematics

SUBJECT: MATHEMATICS NUMERACY CEC

HEAD TEACHER: I Woods

Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Assessment Weighting**
	In-class test **Week 8-9 Term 4 2022**	Assignment **Week 9-10 Term 1 2023**	In-class test **Week 7-8 Term 2 2023**	Assignment **Week 5-6 Term 3 2023**	%
Outcomes **Topic/Module**	NRMT: N6-1.1, N6-1.2, N6-1.3 Content: N6-2.1, N6-2.6 Tech: N6-3.1, N6-3.2	NRMT: N6-1.1, N6-1.2, N6-1.3 Content: N6-2.1, N6-2.2, **N6-2.4, N6-2.5**, N6-2.6 Tech: N6-3.1, N6-3.2	NRMT: N6-1.1, N6-1.2, N6-1.3 Content: N6-2.1, N6-2.2, N6-2.4, N6-2.5, N6-2.6 Tech: N6-3.1, N6-3.2	NRMT: N6-1.1, N6-1.2, N6-1.3 Content: N6-2.1, N6-2.2, N6-2.4, N6-2.5, N6-2.6 Tech: N6-3.1, N6-3.2	
3.1 - Percentages **3.2** - Operations with numbers	20				20
3.3 - Finance **3.4** - Location, time and temperature		20			20
3.5 - Space and design **4.1** - Rates and ratios **4.2** - Statistics and probability			30		30
4.3 - Exploring with NRMT				30	30
TOTAL	20	20	30	30	100
Assessment Components					
Knowledge and Understanding	8	12	10	20	50
Skills	12	8	20	10	50
TOTAL	20	20	30	30	100

KEY OUTCOMES:

NRMT: All aspects of **Numerical Reasoning and Mathematical Thinking** (NRMT), as described within the syllabus, are integral to the outcomes of the Mathematics Numeracy course.

- 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

Content: Other outcomes reflect specialist skills or understanding within individual topics

- 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**
- N6-2.6 chooses and applies appropriate **numeracy operations and techniques** to analyse and resolve everyday situations

Tech: Use of appropriate **technology** to identify, interpret, analyse, evaluate and communicate numerical understanding are built into aspects of the course

- 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

FACULTY: Mathematics

SUBJECT: MATHEMATICS STANDARD PATHWAY 1

HEAD TEACHER: I Woods

Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Assessment Weighting**
	In-class test **Week 8-9 Term 4 2022**	In-class test **Week 9-10 Term 1 2023**	Assignment **Week 7-8 Term 2 2023**	Assignment **Week 5-6 Term 3 2023**	%
Outcomes **Topic/Module**	**MS1-12-1**, **MS1-12-3, MS1-12-4, MS1-12-5**, MS1-12-9, MS1-12-10	*MS1-12-1*, MS1-12-3, MS1-12-4, MS1-12-5, **MS1-12-6**, MS1-12-9, MS1-12-10	*MS1-12-1*, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, **MS1-12-7, MS1-12-8**, MS1-12-9, MS1-12-10	*MS1-12-1*, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	
M3 - Right-angled Triangles **M4** - Rates	20				20
A3.2 – Graphs of Practical Situations **F3** - Depreciation & Loans		20			20
A3.1 - Simultaneous Linear Equations **F2** - Investment **S3** – Further Statistical Analysis			30		30
N1 – Networks & Paths **M5** – Scale Drawings				30	30
TOTAL	20	20	30	30	100
Assessment Components					
Understanding, Fluency and Communication	8	12	10	20	50
Problem-solving, Reasoning and Justification	12	8	20	10	50
TOTAL	20	20	30	30	100

KEY OUTCOMES:

All aspects of Working Mathematically, as described in the syllabus, are integral to the outcomes of the Mathematics Standard Stage 6 course, in particular outcomes MS12-9 and MS12-10.

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

FACULTY: Mathematics

SUBJECT: MATHEMATICS STANDARD PATHWAY 2

HEAD TEACHER: I Woods

Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Assessment Weighting**
	Assignment **Week 8-9 Term 4 2022**	In-class test **Week 9-10 Term 1 2023**	In-class test **Week 7-8 Term 2 2023**	Trial HSC **Week 5-6 Term 3 2023**	%
Outcomes **Topic/Module**	**MS2-12-1**, **MS2-12-3, MS2-12-4, MS2-12-5**, MS2-12-9, MS2-12-10	*MS2-12-1*, MS2-12-3, MS2-12-4, MS2-12-5, **MS2-12-6**, MS2-12-9, MS2-12-10	*MS2-12-1*, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, **MS2-12-7, MS2-12-8**, MS2-12-9, MS2-12-10	*MS2-12-1*, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	
M6 - Non-right triangle trigonometry **M7** - Rates and Ratio	20				20
A4.2 - Non-linear relationships **F4** - Investment & Loans		20			20
A4.1 - Simultaneous equations **F5** - Annuities **S4** - Bivariate Data			30		30
C1 - Intro to networks **S5** - The normal distribution				30	30
TOTAL	20	20	30	30	100
Assessment Components					
Understanding, Fluency and Communication	8	12	10	20	50
Problem-solving, Reasoning and Justification	12	8	20	10	50
TOTAL	20	20	30	30	100

KEY OUTCOMES:

All aspects of Working Mathematically, as described in the syllabus, are integral to the outcomes of the Mathematics Standard Stage 6 course, in particular outcomes MS12-9 and MS12-10.

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**
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

FACULTY: Mathematics

SUBJECT: ADVANCED MATHEMATICS

HEAD TEACHER: I Woods

Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Assessment Weighting**
	Assignment **Week 8-9 Term 4 2022**	In-class test **Week 9-10 Term 1 2023**	In-class test **Week 7-8 Term 2 2023**	Trial HSC **Week 5-6 Term 3 2023**	%
Outcomes **Topic/Module**	**MA12-2, MA12-4,** MA12-9, MA12-10	**MA12-1**, MA12-2, **MA12-3**, MA12-4, **MA12-5, MA12-6, MA12-7**, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, **MA12-8**, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	
M1 - Modelling financial situations	20				20
T3 - Trigonometric functions & graphs **C2** - Differential calculus **C3** - Applications of differentiation		20			20
C4 - Integral calculus **F2** - Graphing techniques **S2.1** - Data & summary statistics			30		30
S2.2 - Bivariate data analysis **S3** - Random variables				30	30
TOTAL	20	20	30	30	100
Assessment Components					
Understanding, Fluency and Communication	8	12	10	20	50
Problem-solving, Reasoning and Justification	12	8	20	10	50
TOTAL	20	20	30	30	100

KEY OUTCOMES:

All aspects of Working Mathematically, as described in the syllabus document, are integral to the outcomes of the Mathematics Advanced Stage 6 course, in particular outcomes MA12-9 and MA12-10.

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

FACULTY: Science

SUBJECT: MARINE STUDIES

HEAD TEACHER: J Newport (R)

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Sea Bird Research Assignment Based on Module 9: Seabirds of our Coast **Week 8-9 Term 4 2022**	Design an Aquiculture System based on Module 11 Aquaculture **Week 9-10 Term 1 2023**	Personal Interest Project and Presentation Selected by student based on individual interest **Week 7-8 Term 2 2023**	Trial Examination All modules studied during HSC course **Week 5-6 Term 3 2023**	%
Outcomes	1.3, 2.3, 3.1, 3.2, 3.3, 3.4	1.1, 1.3, 2.1, 2.3, 5.1, 5.3, 5.4	2.3, 3.2, 3.3, 3.4, 5.2, 5.3	All Outcomes	
Assessment Components					
Knowledge and Understanding	10	10	15	15	50
Skills associated with Practical Activities	15	15	10	10	50
TOTAL	25	25	25	25	100

KEY OUTCOMES:

A student:

1.1 relates with a respectful and caring attitude to the ocean and its life forms
1.2 identifies the roles of individuals or groups involved in maritime activities
1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
1.4 recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
1.5 demonstrates an awareness of the value of the ocean as a source of historical information
2.1 appreciates the importance of effective management practice
2.2 works effectively within a group
2.3 communicates information by writing reports, giving short talks and contributing to discussion
3.1 evaluates information, situations, equipment manuals and written or manual procedures
3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
3.3 generates information from data by calculating, inferring, interpreting and generalising
3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skill
4.1 identifies marine vocations and a range of leisure pursuits
4.2 appreciates marine environments as sources of employment and leisure
5.1 values the rules and operating principles of marine equipment and applies them
5.2 applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
5.3 interprets and follows instructions, with accuracy
5.4 selects, organizes, assembles, dismantles, cleans and returns equipment.

LINE 2

FACULTY: English

SUBJECT: ENGLISH (STUDIES)

HEAD TEACHER: L Bailey

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Extended Persuasive Response & Listening Task **Week 8-9 Term 4 2022**	Multimodal Presentation: Research Project **Week 9-10 Term 1 2023**	Writing Skills **Week 7-8 Term 2 2023**	Collection of Work **Week 5-6 Term 3 2023**	%
Outcomes / **Topic/Module**	ES12-1, ES12-5, ES12-7, ES12-8, ES12-9	ES12-2, ES12-3, ES12-6, ES12-10	ES12-4, ES12-6, ES12-7, ES12-10	ES12-1, ES12-2, ES12-4, ES12-6, ES12-7	
Common Module: Texts and Human Experience	20			7.5	27.5
Module A: Language, Identity and Culture		30		7.5	37.5
Module B: Close Study of Literature			20	7.5	27.5
Module C: Craft of Writing				7.5	7.5
TOTAL	20	30	20	30	100
Assessment Components					
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding and communicating	10	15	10	15	50
TOTAL	20	30	20	30	100

KEY OUTCOMES:

A student:

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

FACULTY: English

SUBJECT: ENGLISH (STANDARD)

HEAD TEACHER: L Bailey

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Extended Persuasive Response & Listening Task **Week 8-9 Term 4 2022**	Multimodal Presentation & Reflection **Week 9-10 Term 1 2023**	Creative Response & Author's Note **Week 7-8 Term 2 2023**	Trial Examination **Week 5-6 Term 3 2023**	%
Outcomes / **Topic/Module**	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-2, EN12-3, EN12-4, EN12-8, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-7	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	
Common Module: Texts and Human Experience	25			10	35
Module A: Language, Identity and Culture		20		5	25
Module B: Close Study of Literature				15	15
Module C: Craft of Writing			25		25
TOTAL	25	20	25	30	100
Assessment Components					
Knowledge and understanding of course content	12.5	10	12.5	15	50
Skills in responding and communicating	12.5	10	12.5	15	50
TOTAL	25	20	25	30	100

KEY OUTCOMES:

A student:

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

FACULTY: English

SUBJECT: ENGLISH (ADVANCED)

HEAD TEACHER: L Bailey

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Extended Persuasive Response & Listening Task **Week 8-9 Term 4 2022**	Multimodal Presentation & Reflection **Week 9-10 Term 1 2023**	Creative Response & Author's Note **Week 7-8 Term 2 2023**	Trial Examination **Week 5-6 Term 3 2023**	%
Outcomes / **Topic/Module**	EA12-1, EA12-3, EA12-5, EA12-6, EA12-7	EA12-2, EA12-3, EA12-4, EA12-6, EA12-9	EA12-1, EA12-3, EA12-4, EA12-5, EA12-7	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	
Common Module: Texts and Human Experience	25			10	35
Module A: Textual Conversations		20		5	25
Module B: Critical Study of Literature				15	15
Module C: Craft of Writing			25		25
TOTAL	25	20	25	30	100
Assessment Components					
Knowledge and understanding of course content	12.5	10	12.5	15	50
Skills in responding and communicating	12.5	10	12.5	15	50
TOTAL	25	20	25	30	100

KEY OUTCOMES:

A student:

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

FACULTY: English

SUBJECT: ENGLISH (EAL/D)

HEAD TEACHER: L Bailey

Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Assessment Weighting**
	Extended Persuasive Response & Listening Task **Week 8-9 Term 4 2022**	Multimodal Presentation (with compulsory listening mode) **Week 9-10 Term 1 2023**	Creative Response & Reflection **Week 7-8 Term 2 2023**	Trial Examination **Week 5-6 Term 3 2023**	%
Outcomes / **Topic/Module**	EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7	EAL12-1B, EAL12-2, EAL12-3, EAL12-4, EAL12-8, EAL12-9	EAL12-1A, EAL12-3, EAL12-4, EAL12-5, EAL12-7	EAL12-1A, EAL12-3, EAL12-4, EAL12-5, EAL12-6, EAL12-7, EAL12-8	
Module A: Texts and Human Experience	25			10	35
Module B: Language, Identity and Culture		20		5	25
Module C: Close Study of Text				15	15
Focus on Writing			25		25
TOTAL	25	20	25	30	100
Assessment Components					
Knowledge and understanding of course content	12.5	10	12.5	15	50
Skills in responding and communicating	12.5	10	12.5	15	50
TOTAL	25	20	25	30	100

KEY OUTCOMES:

A student:

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

LINE 3

FACULTY: PDHPE

SUBJECT: HSC SLR

HEAD TEACHER: E Fakhoury (R)

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Aquatics/ Practical Demonstration **Week 8-9 Term 4 2022**	Sports Administration Carnival Organisation **Week 9-10 Term 1 2023**	Games and Sports Applications 1 and 2 **Week 7-8 Term 2 2023**	Aquatics/ Practical Demonstration/ Sports **Week 5-6 Term 3 2023**	%
Outcomes / **Topic/Module**	H1.2, H1.3, H2.2, H3.2, H3.3, H4.4	H1.2, H2.1, H2.2, H2.3, H2.5, H3.2, H3.3, H4.4	H1.1, H1.3, H2.1, H2.2, H3.1, H3.2, H4.2, H4.5	H1.1, H1.3, H2.1, H3.1, H3.2, H4.1, H4.4	
Aquatics and Fitness	25				25
Sports Administration		25			25
Games and Sports Application 1			25		25
Games and Sports Application 2 and Aquatics				25	25
TOTAL	25	25	25	25	100
Assessment Components					
Knowledge and understanding	10	15	15	10	50
Skills	15	10	10	15	50
TOTAL	25	25	25	25	100

As this is a practical based subject, ongoing assessments during class time will occur

KEY OUTCOMES:

A student:

H1.1 applies the rules and conventions that relate to participation in a range of physical activities
H1.2 explains the relationship between physical activity, fitness and healthy lifestyle
H1.3 demonstrates ways to enhance safety in physical activity
H1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
H1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
H1.6 describes administrative procedures that support successful performance outcomes
H2.1 explains the principles of skill development and training
H2.2 analyses the fitness requirements of specific activities
H2.3 selects and participates in physical activities that meet individual needs, interests and abilities
H2.4 describes how societal influences impact on the nature of sport in Australia
H2.5 describes the relationship between anatomy, physiology and performance
H3.1 selects appropriate strategies and tactics for success in a range of movement contexts
H3.2 designs programs that respond to performance needs
H3.3 measures and evaluates physical performance capacity
H3.4 composes, performs and appraises movement
H3.5 analyses personal health practices
H3.6 asses and responds appropriately to emergency care situations
H3.7 analyses the impact of professionalism in sport
H4.1 plans strategies to achieve performance goal
H4.2 demonstrates leadership skills and a capacity to work co-operatively in movement context
H4.3 makes strategic plans to overcome the barriers to personal and community health
H4.4 demonstrates competence and confidence in movement contexts
H4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
H5.1 accepts responsibility for personal and community health
H5.2 willingly participates in regular physical activity
H5.3 values the importance of an active lifestyle
H5.4 values the features of a quality performance
H5.5 strives to achieve quality in personal perform

FACULTY: TAS

SUBJECT: INDUSTRIAL TECHNOLOGY Multimedia

HEAD TEACHER: J Foster

Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Assessment Weighting**
	Folio, Major Project & Skills **Week 8-9 Term 4 2022**	Industry Study **Week 9-10 Term 1 2023**	Folio, Major Project & Skills **Week 7-8 Term 2 2023**	Trial Examination Folio and Major Project **Week 5-6 Term 3 2023**	%
Outcomes **Topic/Module**	H1.2, H1.3, H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H5.1	H1.1, H1.3, H3.2, H5.1, H7.1, H7.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	All Outcomes	
Industry Study		20		5	25
Design, Management & Communication (Folio)	5		5	5	15
Production (Major Project)	5		20	5	30
Industry Related Manufacturing Technology (Skills & Knowledge)	5	5	10	10	30
TOTAL	15	25	35	25	100
Assessment Components					
Knowledge and understanding of course content	5	5	15	15	40
Knowledge and skills in the design, management, communication and production of a major project	5	20	20	15	60
TOTAL	10	25	35	30	100

KEY OUTCOMES:

A student:

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

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

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

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

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

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

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

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

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

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

H5.1 selects and uses communication and information processing skills

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

H6.1 evaluates the characteristics of quality manufactured products

H6.2 applies the principles of quality and quality control

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

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

FACULTY: Science

SUBJECT: PHYSICS

HEAD TEACHER: J Newport (R)

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Written Task based on Module 5: Advanced Mechanics **Week 8-9 Term 4 2022**	Depth study based on Module 6: Electromagnetism **Week 9-10 Term 1 2023**	Written task Based on Module 7: The Nature of Light **Week 7-8 Term 2 2023**	Trial Examination Based on Modules 5-8 **Week 5-6 Term 3 2023**	%
Outcomes	PHY12-1, PHY12-3, PHY12-4, PHY12-6, PHY12-7, PH12-12	PHY12-1, PHY12-2, PHY12-3, PHY12-4, PHY12-5, PHY12-6, PHY12-7, PHY12-13	PHY12-1, PHY12-4, PHY12-5, PHY12-6, PHY12-7, PHY12-14	PHY12-1-7, PHY12-12-15	
Assessment Components					
Skills	15	15	15	15	60
Knowledge and Understanding		15	10	15	40
TOTAL	15	30	25	30	100

KEY OUTCOMES:

A student:

PHY11/12-1 Questioning and predicting: develops and evaluates questions and hypotheses for scientific investigation

PHY11/12-2 Planning investigations: designs and evaluates investigations in order to obtain primary and secondary data and information

PHY11/12-3 Conducting investigations: conducts investigations to collect valid and reliable primary and secondary data and information

PHY11/12-4 Processing data and information: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PHY11/12-5 Analysing data and information: analyses and evaluates primary and secondary data and information

PHY11/12-6 Problem solving: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PHY11/12-7 Communicating: communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles

PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

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

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

FACULTY: HSIE

SUBJECT: MODERN HISTORY

HEAD TEACHER: J Forbes (R)

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Source Analysis **Week 8-9 Term 4 2022**	Historical Analysis **Week 9-10 Term 1 2023**	Research Presentation **Week 7-8 Term 2 2023**	Trial Examination **Week 5-6 Term 3 2023**	%
Outcomes	MH12-1, MH12-4, MH12-6	MH12-3, MH12-5, MH12-8	MH12-2, MH12-7, MH12-9	MH12-1, MH12-2 MH12-4, MH12-9	
Assessment Components					
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources	5	5		10	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
TOTAL	20	25	25	30	100

KEY OUTCOMES:

A student:

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

FACULTY: Science

SUBJECT: Earth and Environmental Science

HEAD TEACHER: J Newport (R)

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Practical Based on Module 5: Earth's Processes **Week 8-9 Term 4 2022**	Depth Study Based on Module 7: Climate Science **Week 9-10 Term 1 2023**	Written Task Based on Module 8: Resource Management **Week 7-8 Term 2 2023**	Trial Examination Based on all Modules studied during HSC course **Week 5-6 Term 3 2023**	%
Outcomes	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-7, EES12-12	EES11/12-1, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-14	EES11/12-1, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-15	EES11/12-1-7, EES12-12-15	
Assessment Components					
Knowledge and understanding	5	10	10	15	40
Skills	15	15	15	15	60
TOTAL	20	25	25	30	100

KEY OUTCOMES:

EES11/12-1 Questioning and predicting: develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2 Planning investigations: designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3 Conducting investigations: conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4 Processing data and information: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5 Analysing data and information: analyses and evaluates primary and secondary data and information
EES11/12-6 Problem solving: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7 Communicating: communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history
EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's

LINE 4

FACULTY: Creative and Performing Arts **SUBJECT: VISUAL ARTS** **HEAD TEACHER:** J Flugler (R)

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Investigations towards Body of Works **Week 8-9 Term 4 2022**	Case Study Research and In Class Essay BOW Progress **Week 9-10 Term 1 2023**	BOW and documented process in VAPD with artistic influences **Week 7-8 Term 2 2023**	Body of Work Trial Examination **Week 5-6 Term 3 2023**	%
Outcomes	H1 – H10	H1 – H10	H1 – H10	H1 – H10	
Assessment Components					
Art-making including conceptual framework and frames	5	10	15	20	50
Art criticism/art history including conceptual framework and frames	5	15	10	20	50
TOTAL	10	25	25	40	100

KEY OUTCOMES:

A student:

- H1 initiates and organises Art-marking practice that is sustained, reflective and adapted to suit particular conditions
- H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3 demonstrates an understanding of the frames when working independently in the making of Art
- H4 selects and develops subject matter and forms in particular ways as representations in 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.

FACULTY: TAS

SUBJECT: INDUSTRIAL TECHNOLOGY Timber

HEAD TEACHER: J Foster

Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Assessment Weighting**
	Folio, Major Project & Skills **Week 8-9 Term 4 2022**	Industry Study **Week 9-10 Term 1 2023**	Folio, Major Project & Skills **Week 7-8 Term 2 2023**	Trial Examination Folio and Major Project **Week 5-6 Term 3 2023**	%
Outcomes **Topic/Module**	H1.2, H1.3, H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H5.1	H1.1, H1.3, H3.2, H5.1, H7.1, H7.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	All Outcomes	
Industry Study		20		5	25
Design, Management & Communication (Folio)	5		5	5	15
Production (Major Project)	5		20	5	30
Industry Related Manufacturing Technology (Skills & Knowledge)	5	5	10	10	30
TOTAL	15	25	35	25	100
Assessment Components					
Knowledge and understanding of course content	5	5	15	15	40
Knowledge and skills in the design, management, communication and production of a major project	5	20	20	15	60
TOTAL	10	25	35	30	100

KEY OUTCOMES:

A student:

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

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

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

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

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

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

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

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

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

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

H5.1 selects and uses communication and information processing skills

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

H6.1 evaluates the characteristics of quality manufactured products

H6.2 applies the principles of quality and quality control

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

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

FACULTY: TAS

SUBJECT: ENGINEERING STUDIES

HEAD TEACHER: J Foster

Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Assessment Weighting**
	Civil Structures **Week 8-9 Term 4 2022**	Personal & Public Transport **Week 9-10 Term 1 2023**	Aeronautical Engineering **Week 7-8 Term 2 2023**	Trial Examination **Week 5-6 Term 3 2023**	%
Outcomes **Topic/Module**	H1.2, H2.2, H3.2, H4.1, H4.2, H4.3, H5.2, H6.2	H1.2, H2.1, H3.1, H3.2, H3.3, H5.1, H6.1	H1.1, H1.2, H2.2, H3.2, H4.1, H4.3, H5.2, H6.2	All Outcomes	
Engineering Apps. Module 1	25			10	35
Engineering Apps. Module 2		20		10	30
Engineering Focus Module 3			25	10	35
TOTAL	25	20	25	30	100
Assessment Components					
Knowledge and understanding of course content	15	10	15	20	60
Knowledge and skills in research, problem solving and communication related to engineering practice	10	10	10	10	40
TOTAL	25	20	25	30	100

KEY OUTCOMES:

A student:

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

FACULTY: HSIE

SUBJECT: SOCIETY & CULTURE

HEAD TEACHER: J Forbes (R)

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Research Project **Week 8-9 Term 4 2022**	Report **Week 9-10 Term 1 2023**	Essay **Week 7-8 Term 2 2023**	Trial Examination **Week 5-6 Term 3 2023**	%
Outcomes	H3, H4, H5, H9, H10	H1, H6, H7, H10	H2, H3, H8, H10	H4, H5, H6, H9	
Assessment Components					
Knowledge & understanding of course content	15	10	10	15	50
Application & evaluation of social & cultural research methods	5	10	10	5	30
Communication of information, ideas & issues in appropriate forms	5	0	5	10	20
TOTAL	25	20	25	30	100

**The Personal Interest Project (PIP) for Society & Culture is *marked externally by NESA*. It is the *major body of work* for this subject and serves as *40% of the final HSC* mark as awarded by NESA. This allows for a shorter exam time of 2 hours, which is weighted at 60% of the final HSC mark.

KEY OUTCOMES:

A student:

H1 evaluates and effectively applies social and cultural concepts
H2 explains the development of personal, social and cultural identity
H3 analyses relationships and interactions within and between social and cultural groups
H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
H5 analyses continuity and change and their influence on personal and social futures
H6 evaluates social and cultural research methods for appropriateness to specific research tasks
H7 selects, 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

NSW GOVERNMENT Education Public School

FSK20113 Certificate II in Skills for Work and Vocational Pathways

Wagga Wagga RTO 90333

TRAINER NAME: E O'Neile, S Rosskelly	DELIVERY SITE: Shoalhaven High School	YEAR:2023

Terms 1-4	**Activity** **Relevant training or experience that demonstrates vocational competence**	**FSKDIG03-** Use digital technology for routine workplace tasks	**FSKWTG09-** Write routine workplace texts	**FSKLRG09-** Use strategies to respond to routine workplace problems	**FSKOCM07-** Interact effectively with others at work	**FSKRDG10-** Read and respond to routine workplace information	**FSKNUM15-** Estimate, measure and calculate routine metric measurements for work	**FSKLRG11-** Use routine strategies for work-related learning	**FSKNUM14-** Calculate with whole numbers and familiar fractions, decimals and percentages for work	**FSKLRG10** – Use routine strategies for career planning	**FSKOCM04** - Use oral communication skills to participate in workplace meetings	**FSKRDG09** – Read and respond to routine standard operating procedures	**FSKWTG07** – Write routine formal workplace texts	**BSBITU211** – Produce digital text documents	**BSBWOR204** – Use business technology	**BSBITU212** – Create and use spreadsheets	**FNSFLT202** – Develop and use a savings plan
	Foundation skills of learning, numeracy, writing, reading and oral communication on a regular basis.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

LINE 5

FACULTY: Creative and Performing Arts

SUBJECT: PHOTO, VIDEO AND DIGITAL IMAGING

HEAD TEACHER: J Flugler (R)

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Photographic Study Research **Week 8-9 Term 4 2022**	Photographic Investigation Written & Verbal Presentation **Week 9-10 Term 1 2023**	Resolved Images Photography Diary Research Task **Week 7-8 Term 2 2023**	Practical Project Personal Research Trial Examination **Week 5-6 Term 3 2023**	%
Outcomes	M 1 -6, CH 1 - 5	M 1 -6, CH 1 - 5	M 1 -6, CH 1 - 5	M 1 -6, CH 1 - 5	
Assessment Components					
Making	10	20	20	20	70
Critical and Historical Studies	10	5	5	10	30
TOTAL	20	25	25	30	100

KEY OUTCOMES:

A student:

M1 generates a characteristic style that is increasingly self-reflective in their photographic practice

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

M3 investigates different points of view in the making of photographs

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

M5 technical accomplishment incorporating the development of different techniques suited to artistic intentions in the making of photographs

M6 takes into account issues of occupational health and safety in the making of photographs

CH1 generates in their critical and historical practice ways to interpret and explain photography

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

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

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

CH5 recognises how photography is used in various fields of cultural production

FACULTY: PDHPE

SUBJECT: HSC PDHPE

HEAD TEACHER: E Fakhoury (R)

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Research Task **Week 8-9 Term 4 2022**	Report/ In Class Task **Week 9-10 Term 1 2023**	Practical/Presentation **Week 7-8 Term 2 2023**	Trial Examination **Week 5-6 Term 3 2023**	%
Outcomes / **Topic/Module**	H3, H4, H5, H15, H16	H7, H8, H10, H16, H17	H8, H13, H16, H17	H1, H2, H4, H5, H8, H9, H10, H11, H12, H17	
Core 1- Health Priorities in Australia	20			5	25
Core 2 - Factors affecting Performance		30		5	35
Option: 1. Improving Performance				15	15
Option: 2. Sports Medicine			20	5	25
TOTAL	20	30	20	30	100
Assessment Components					
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking research, analysis and communication	10	20	10	20	60
TOTAL	20	30	20	30	100

KEY OUTCOMES:

A student:

H1 describes the nature, and justifies the choice, of Australia's health priorities

H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk

H3 analyses the determinants of health and health inequities

H4 argues the case for the new public health approach to health promotion

H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities

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

H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity

H14 argues the benefits of health-promoting actions and choices that promote social justice

H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all

H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts

H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

FACULTY: TAS

SUBJECT: HOSPITALITY

HEAD TEACHER: J Foster

Assessment Plan			**Evidence gathering techniques**			
Cluster	**Competency codes**	**Title of competency**	**Direct observation** – real time, simulated environment	**Product based method** – structured activities e.g. role plays, work	**Portfolio** – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples,	**Questioning** – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 – Getting Along	BSBWOR203	Work effectively with others				X
Cluster 2 – Safe and hygienic food preparation	SITXFSA001 SITHCCC001 SITXFSA002	Part A Use hygienic practices for food safety Part B Use food preparation equipment Participate in safe food handling practices	X X X	 X X		X X X
Cluster 3 – Safe and Sustainable work practices	SITXWHS001 BSBSUS201	Participate in safe work practices Participate in environmentally sustainable work practices	X	X		X X
Cluster 4 – Preparing quality simple dishes	SITHCCC002 SITXINV002	Prepare and present simple dishes Maintain the quality of perishable items	X	X		X
Cluster 5 – Producing menu Items	SITHCCC005	Prepare dishes using basic methods of cookery	X	X	X	X
Cluster 6 – Cleaning the kitchen	SITHKOP001	Clean kitchen premises and equipment	X	X		X
Cluster 7 – Preparing appetisers and salads	SITHCCC006	Prepare appetisers and salads	X	X	X	X
Cluster 8 – Sandwich preparation	SITHCCC003	Prepare and present sandwiches	X	X		X
Cluster 9 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X
Cluster 10 – Use cookery skills effectively	SITHCCC011	Use cookery skills effectively	X	X	X	X

KEY OUTCOMES:

A student:

- Must have completed 70 hours work placement (best completed in Year 11). Failure to complete work placement will result in an 'N' award in Hospitality Operations
- Will achieve a Statement of Attainment towards Certificate II
- This course is based on achieving competencies which are marked as "Competent" or “Non-competent".
- Each competency involves a number of tasks which must be fully completed to be deemed competent
- Assessment in this course is an ongoing and inter-related process throughout the course and not the result of passing an exam or one task
- NOTE - All practical lessons are to be considered Assessment Tasks. They provide the opportunity for students to display competence in various areas e.g. Principles and Methods of Cookery
- All core competencies are revisited in HSC Year

FACULTY: HSIE

SUBJECT: ANCIENT HISTORY

HEAD TEACHER: J Forbes (R)

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Source Analysis **Week 8-9 Term 4 2022**	Research Task **Week 9-10 Term 1 2023**	In-Class Extended Response **Week 7-8 Term 2 2023**	Trial Examination **Week 5-6 Term 3 2023**	%
Outcomes	AH12-6, AH12-8, AH12-9, AH12-10	AH12-2, AH12-5, AH12-6, AH12-8, AH12-9	AH12-1, AH12-2, AH12-4, AH12-6, AH12-9	AH12-3, AH12-5, AH12-7, AH12-9	
Assessment Components					
Knowledge and understanding of course content	10	7.5	7.5	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10		5	5	20
Historical inquiry and research	5	15			20
Communication of historical understanding in appropriate forms		2.5	7.5	10	20
TOTAL	25	25	20	30	100

KEY OUTCOMES:

A student:

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

FACULTY: Science

SUBJECT: AGRICULTURE

HEAD TEACHER: J Newport (R)

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Plant/Animal Production **Week 8-9 Term 4 2022**	Farm Product Study **Week 9-10 Term 1 2023**	Elective: Research Task **Week 7-8 Term 2 2023**	Trial Examination **Week 5-6 Term 3 2023**	%
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	H1.1, H2.1, H2.2 H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	
Assessment Components					
Knowledge and understanding of course content	15		10	15	40
Knowledge, understanding and skills required to manage agricultural production systems		25	6	9	40
Skills in effective research, experimentation and communication			14	6	20
TOTAL	15	25	30	30	100

KEY OUTCOMES:

A student:

H1.1 explains the influence of the 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 applies appropriate experimental techniques, technologies, research by 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

LINE 6

FACULTY: Science

SUBJECT: BIOLOGY

HEAD TEACHER: J Newport (R)

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Practical Based on Module 5: Heredity **Week 8-9 Term 4 2022**	Depth study report Based on Modules 5 and 6: Genetic Change **Week 9-10 Term 1 2023**	Based on Module 7: Infectious Diseases **Week 7-8 Term 2 2023**	Trial Examination Based on Modules 5-8 **Week 5-6 Term 3 2023**	%
Outcomes	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-7 BIO12-12	BIO12-1, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13	BIO12-1, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-14	BIO12-1-7, BIO12-12-15	
Assessment Components					
Skills	20	10	15	15	60
Knowledge and Understanding	5	10	10	15	40
TOTAL	25	20	25	30	100

KEY OUTCOMES:

A student:

BIO11/12-1 Questioning and predicting: develops and evaluates questions and hypotheses for scientific investigation

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

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

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

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

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

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

BIO12-12: explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO12-13:explains natural genetic change and the use of genetic technologies to induce genetic change

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

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

FACULTY: TAS

SUBJECT: CONSTRUCTION (FRAMEWORK)

HEAD TEACHER: J Foster

- Must have completed 70 hours work placement (completed over two years). Failure to complete will result in an 'N' Award in Construction Pathways.
- Will achieve Certificate II – Construction Pathways.
- This course is based upon achieving unit competencies which are marked as *'Competent'* or *'Not-yet Competent'.*
- Each unit competency contains a number of learning tasks and activities which must be fully completed to achieve competency.
- Assessment in this course is an ongoing and inter-related process throughout the course and is not the result of passing one exam or task.

Note: All practical activities constitute Assessment Tasks. They provide the opportunities for students to demonstrate competence.

Assessment Plan			**Evidence gathering techniques**			
Cluster	**Competency codes**	**Title of competency**	**Direct observation** – real time, simulated environment	**Product based method** – structured activities e.g. role plays, work samples, presentation, reports	**Portfolio** – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos,	**Questioning** – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1	CPCCWHS1001	Prepare to work safely in the construction industry	✓			✓
Cluster 2	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓	✓		✓
Cluster 3	CPCCCM1011 CPCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	✓	✓		✓
Cluster 4	CPCCOM2001 CPCCOM1013	Read and interpret plans and specifications Plan and organise work	✓	✓		✓
Cluster 5 – Option 1	CPCCBL2001 CPCCBL2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	✓	✓		✓
Cluster 5 – Option 2	CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	✓	✓		✓
Cluster 5 – Option 3	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	✓	✓		✓
Cluster 6	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	✓	✓	✓	✓
Cluster 7	CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	✓	✓		✓

FACULTY: Science

SUBJECT: CHEMISTRY

HEAD TEACHER: J Newport (R)

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Written Task Based on Module 5: Equilibrium **Week 8-9 Term 4 2022**	Depth study practical and report Based on Module 6: Acid Based Reactions **Week 9-10 Term 1 2023**	Written task Based on Module 7: Organic Chemistry **Week 7-8 Term 2 2023**	Trial Examination Based on Modules 5-8 **Week 5-6 Term 3 2023**	%
Outcomes	CHE12-1, CHE12-2, CHE12-3, CHE12-4, CHE12-6, CHE12-7, CHE12-12	CHE12-1, CHE12-4, CHE12-5, CHE12-6, CHE12-7, CHE12-13	CHE12-1, CHE12-4, CHE12-5, CHE12-6, CHE12-7, CHE12-14	CHE12-1-7, CHE12-12-15	
Assessment Components					
Skills	15	15	15	15	60
Knowledge and Understanding	10	5	10	15	40
TOTAL	25	20	25	30	100

KEY OUTCOMES:

A student:

CHE11/12-1 Questioning and predicting: develops and evaluates questions and hypotheses for scientific investigation

CHE11/12-2 Planning investigations: designs and evaluates investigations in order to obtain primary and secondary data and information

CHE11/12-3 Conducting investigations: conducts investigations to collect valid and reliable primary and secondary data and information

CHE11/12-4 Processing data and information: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CHE11/12-5 Analysing data and information: analyses and evaluates primary and secondary data and information

CHE11/12-6 Problem solving: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CHE11/12-7 Communicating: communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems

CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models

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

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

FACULTY: TAS

SUBJECT: FOOD TECHNOLOGY

HEAD TEACHER: J Foster

Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Assessment Weighting**
	AFI Emerging Technologies **Week 8-9 Term 4 2022**	Food Manufacture **Week 9-10 Term 1 2023**	Food Product Development **Week 7-8 Term 2 2023**	Trial Examination **Week 5-6 Term 3 2023**	%
Outcomes	H1.2, H1.4, H3.1	H1.4, H4.2	H1.3, H1.4, H4.1, H4.2	H1.3, H4.1	
Assessment Components					
Knowledge and Understanding				20	20
Research, Analysis & Communication	20	10			30
Experimentation & Preparation		10	20		30
Design Implementation		5	15		20
TOTAL	20	25	35	20	100

KEY OUTCOMES:

A student:

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

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

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

H1.4 evaluates the impact of the operation of an organisation within the Australian food industry on the individual, society and environment

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

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

H3.2 independently investigates contemporary nutrition issues

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

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

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

FACULTY: HSIE

SUBJECT: ABORIGINAL STUDIES

HEAD TEACHER: J Forbes (R)

Component	Task 1	Task 2	Task 3	Task 4	Assessment Weighting
	Oral Presentation **Week 8-9 Term 4 2022**	Major Project **Week 9-10 Term 1 2023**	In-Class Essay **Week 7-8 Term 2 2023**	Trial Examination **Week 5-6 Term 3 2023**	%
Outcomes	H1.2, H3.1, H3.2, H3.3, H4.3	H4.1, H4.2	H1.2, H2.3, H3.1, H3.2, H3.3	H1.1, H1.3, H2.1, H2.2, H4.1	
Assessment Components					
Knowledge and understanding of course content	10	5	10	15	40
Investigation, analysis, synthesis & evaluation of information from a variety of sources & perspectives		10	5	10	25
Research and inquiry methods, including aspects of the Major Project		20			20
Communication of information, ideas & issues in appropriate forms	5	5		5	15
TOTAL	15	40	15	30	100

KEY OUTCOMES:

A student:

H1.1 Identifies different viewpoints about invasion and colonization including the concept of shared histories between Aboriginal and non-Aboriginal peoples

H1.2 Explains the consequences of invasion and colonization for Aboriginal and other Indigenous peoples on social justice and human rights

H1.3 Explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures

H2.1 Explains the meaning of the Dreaming to Aboriginal peoples

H2.2 Explains the importance of Country and the inter-relationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples

H2.3 Describes Aboriginal social systems and explains the impact of invasion and colonization on Aboriginal cultural, social and economic life

H3.1 Describes government policies, legislation and legal decisions in relation to racism and discrimination

H3.2 Explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, heritage and identity

H3.3 Explains the responses and initiative of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions

H4.1 Plans, investigates, organizes and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives

H4.2 Undertakes community consultation and fieldwork and applies ethical research practices

H4.3 Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

OFF-LINE

FACULTY: English

SUBJECT: ENGLISH EXTENSION 1

HEAD TEACHER: L Bailey

Component	**Task 1**	**Task 2**	**Task 3**	**Assessment Weighting**
	Creative Response & Reflection **Week 8-9 Term 1 2023**	Extended Critical Response **Week 6-7 Term 2 2023**	Trial Examination **Week 5-6 Term 3 2023**	%
Outcomes / **Topic/Module**	EE12-1, EE12-2, EE12-5	EE12-1, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4	
Common and Elective Modules: Literary Worlds Worlds of Upheaval	40	30	30	100
TOTAL				100
Assessment Components				
Knowledge and understanding of course content	20	15	15	50
Skills in responding and communicating	20	15	15	50
TOTAL	40	30	30	100

KEY OUTCOMES:

A student:

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

FACULTY: English

SUBJECT: ENGLISH EXTENSION 2

HEAD TEACHER: L Bailey

Component	Task 1	Task 2	Task 3	Assessment Weighting
	Viva Voce (with written proposal) **Week 8-9 Term 4 2022**	Literature Review **Week 9 Term 1 2023**	Critique of Creative Process **Week 9 Term 2 2023**	%
Outcomes / **Topic/Module**	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Working towards the Major Work	30	40	30	100
TOTAL				100
Assessment Components				
Skills in extensive independent research	20	20	10	50
Skills in sustained composition	10	20	20	50
TOTAL	40	30	30	100

Note: Some English Extension 2 assessments may not align with school determined assessment periods due to NESA requirements for this subject.

KEY OUTCOMES:

A student:

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

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

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

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

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

FACULTY: Mathematics

SUBJECT: MATHEMATICS EXTENSION 1

HEAD TEACHER: I Woods

Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Assessment Weighting**
	Assignment **Week 8-9 Term 4 2022**	In-class test **Week 9-10 Term 1 2023**	In-class test **Week 7-8 Term 2 2023**	Trial HSC **Week 5-6 Term 3 2023**	%
Outcomes **Topic/Module**	**ME12-1, ME12-2, ME12-3,** ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, **ME12-4**, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, **ME12-5**, ME12-6, ME12-7	
V1.1 - Intro to vectors **V1.2** - Further operations with vectors **P1** - Proof by induction	25				25
T3 - Trigonometric equations **C3.2** - Differential equations		25			25
C2 - Further calculus skills **C3.1** - Further area & volumes of solids of revolution			20		20
V1.3 - Projectile motion **S1** - The binomial distribution				30	30
TOTAL	25	25	20	30	100
Assessment Components					
Understanding, Fluency and Communication	13	12	10	15	50
Problem-solving, Reasoning and Justification	12	13	10	15	50
TOTAL	25	25	20	30	100

KEY OUTCOMES:

All aspects of Working Mathematically, as described in the syllabus, are integral to the outcomes of the Mathematics Extension 1 Stage 6 course, in particular outcomes ME12-6 and ME12-7.

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

FACULTY: Mathematics

SUBJECT: MATHEMATICS EXTENSION 2

HEAD TEACHER: I Woods

Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Assessment Weighting**
	Assignment **Week 8-9 Term 4 202**	In-class test **Week 9-10 Term 1 2023**	In-class test **Week 7-8 Term 2 2023**	Trial HSC **Week 5-6 Term 3 2023**	%
Outcomes **Topic/Module**	**MEX12-1, MEX12-4,** MEX12-7, MEX12-8	MEX12-1, **MEX12-2, MEX12-3,** MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4**, MEX12-5, MEX12-6**, MEX12-7, MEX12-8	
N1 – Intro to complex numbers	20				20
P1 - The nature of proof **P2** - Further proof by mathematical induction		25			25
V1 - Further work with vectors **N2** - Using complex numbers			25		25
C1 - Further integration **M1** - Applications of calculus to mechanics				30	30
TOTAL	20	25	25	30	100
Assessment Components					
Understanding, Fluency and Communication	10	12	13	15	50
Problem-solving, Reasoning and Justification	10	13	12	15	50
TOTAL	20	25	25	30	100

KEY OUTCOMES:

All aspects of Working Mathematically, as described in the syllabus, are integral to the outcomes of the Mathematics Extension 2 Stage 6 course, in particular outcomes MEX12-7 and

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

FACULTY: HSIE

SUBJECT: EXTENSION HISTORY

HEAD TEACHER: J Forbes (R)

Component	Task 1	Task 2	Task 3	Assessment Weighting
	Historical Process • Proposal • Process log • Annotated sources **Term 1, Week 4**	**Essay** History Project **Term 3, Week 1**	**Trial HSC Exam** **Term 3, Week 5 & 6**	%
Outcomes	HE12-2	HE12-1, HE12-2, HE12-3, HE12-4	HE12-3, HE12-4	
Assessment Components				
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	30	40	30	100

KEY OUTCOMES:

A student:

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