

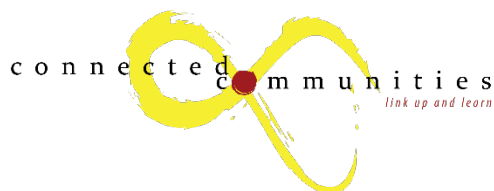
SHOALHAVEN HIGH SCHOOL

Providing Quality Education in a Caring, Supporting Environment



AIMING HIGHER

HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT POLICY 2023-2024



SHOALHAVEN HIGH SCHOOL

HSC ASSESSMENT POLICY 2023-2024

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 2024
- **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. You will also be required to show proof of your own work if there is any doubt.
- 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 2024 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:

Some senior students may have to sign a contract if they are to continue with their senior studies. To attend school, each student must comply with rules. A Student Code of Conduct will be signed by the student who is experiencing difficulties. 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 McNeil, 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 student
- 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, will depend on you.**

**If you have any questions or concerns about assessments please contact
Mr McNeil, 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 completed the minimum standard tests for reading, writing 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 2023-2024 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 2023-2024

Term 4, 2023 – 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, 2024 – 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, 2024 – 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, 2024 – 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, 2023-2024

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

ASSESSMENT PLANNER HSC COURSE 2023-2024

TERM 4 2023

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

Term 1, 2024

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

Term 2, 2024

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

Term 3, 2024

| 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

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|---|--|---|---|---|----------------------|
| | Extended Persuasive Response & Listening Task Week 8-9 Term 4 2023 | Multimodal Presentation: Research Project Week 9-10 Term 1 2024 | Writing Skills Week 7-8 Term 2 2024 | Collection of Work Week 5-6 Term 3 2024 | % |
| Outcomes | 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 | |
| Topic/Module | | | | | |
| Common Module: Texts and Human Experience | 20 | | | 7.5 | 27.5 |
| Elective Module: Option 1 | | 30 | | 7.5 | 37.5 |
| Elective Module: Option 2 | | | 20 | 7.5 | 27.5 |
| Elective Module: Option 3 | | | | 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

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|---|--|--|--|--|----------------------|
| | Extended Persuasive Response & Listening Task Week 8-9 Term 4 2023 | Multimodal Presentation & Reflection Week 9-10 Term 1 2024 | Creative Response & Author's Note Week 7-8 Term 2 2024 | Trial Examination Week 5-6 Term 3 2024 | % |
| Outcomes | 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 | |
| Topic/Module | | | | | |
| 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

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|---|--|--|--|--|----------------------|
| | Extended Persuasive Response & Listening Task Week 8-9 Term 4 2023 | Multimodal Presentation & Reflection Week 9-10 Term 1 2024 | Creative Response & Author's Note Week 7-8 Term 2 2024 | Trial Examination Week 5-6 Term 3 2024 | % |
| Outcomes | 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 | |
| Topic/Module | | | | | |
| 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

Line 2

| Component | Task 1 In-class test Week 8-9 Term 4 MS1-12-3, MS1-12-4 MS1-12-9, MS1-12-10 | Task 2 In-class test Week 9-10 Term 1 MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-9, MS1-12-10 | Task 3 Assignment Week 7-8 Term 2 MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7 MS1-12-9, MS1-12-10 | Task 4 Assignment Week 5-6 Term 3 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 | Assessment Weighting % |
|--|---|---|--|--|---------------------------|
| Outcomes | | | | | |
| Topic/Module | | | | | |
| M3 - Right-angled Triangles | 20 | | | | 20 |
| M4 - Rates | | | | | |
| A3.2 – Graphs of Practical Situations | | 20 | | | 20 |
| F3 - Depreciation & Loans | | | | | |
| A3.1 - Simultaneous Linear Equations | | | 30 | | 30 |
| F2 - Investment | | | | | |
| S3 – Further Statistical Analysis | | | | | |
| N1 – Networks & Paths | | | | 30 | 30 |
| M5 – Scale Drawings | | | | | |
| TOTAL | 20 | 20 | 30 | 30 | 100 |
| Assessment Components | | | | | |
| Understanding, Fluency and Communication | 10 | 10 | 15 | 15 | 50 |
| Problem-solving, Reasoning and Justification | 10 | 10 | 15 | 15 | 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*

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

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

| 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 2023 1.3, 2.3, 3.1, 3.2, 3.3, 3.4 | Design an Aquaculture System based on Module 11 Aquaculture Week 9-10 Term 1 2024 1.1, 1.3, 2.1, 2.3, 5.1, 5.3, 5.4 | Personal Interest Project and Presentation Selected by student based on individual interest Week 7-8 Term 2 2024 2.3, 3.2, 3.3, 3.4, 5.2, 5.3 | Trial Examination All modules studied during HSC course Week 5-6 Term 4 2024 All Outcomes | % |
| 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.

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|---------------------------------|---|---|---|---|----------------------|
| | Photographic Study Research Week 8-9 Term 4 2023 M 1 -6, CH 1 - 5 | Photographic Investigation Written & Verbal Presentation Week 9-10 Term 1 2024 M 1 -6, CH 1 - 5 | Resolved Images Photography Diary Research Task Week 7-8 Term 2 2024 M 1 -6, CH 1 - 5 | Practical Project Personal Research Trial Examination Week 5-6 Term 3 2024 M 1 -6, CH 1 - 5 | % |
| Outcomes | | | | | |
| 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

Line 3

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|---|--|--|--|--|----------------------|
| | Aquatics/ Practical Demonstration Week 8-9 Term 4 2023 | Sports Administration Carnival Organisation Week 9-10 Term 1 2024 | Games and Sports Applications 1 and 2 Week 7-8 Term 2 2024 | Aquatics/ Practical Demonstration/ Sports Week 5-6 Term 3 2024 | % |
| Outcomes | 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 assesses 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

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|------------------------------------|--|---|--|---|----------------------|
| | AFI Emerging Technologies Week 9-10 Term 4 2023 H1.2, H1.4, H3.1 | Food Manufacture Week 9-10 Term 1 2024 H1.4, H4.2 | Food Product Development Week 7-8 Term 2 2024 H1.3, H1.4, H4.1, H4.2 | Trial Examination Week 5-6 Term 3 2024 H1.3, H4.1 | % |
| Outcomes | | | | | |
| 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

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|------------------------------|---|---|--|---|----------------------|
| | Written Task based on Module 5: Advanced Mechanics Week 8-9 Term 4 2023 | Depth study based on Module 6: Electromagnetism Week 9-10 Term 1 2024 | Written task Based on Module 7: The Nature of Light Week 7-8 Term 2 2024 | Trial Examination Based on Modules 5-8 Week 5-6 Term 3 2024 | % |
| Outcomes | PHY12-1, PHY12-3, PHY12-4, PHY12-6, PHY12-7, PHY12-12 | 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

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|---|---|--|--|---|----------------------|
| | Research Proposal Week 8-9 Term 4 2023 H3, H4, H6, H7, H9 | Report Week 9-10 Term 1 2024 H1, H2, H3, H5, H10 | Essay Week 7-8 Term 2 2024 H2, H3, H8, H10 | Trial Examination Week 5-6 Term 3 2024 H4, H5, H6, H9 | % |
| Outcomes | | | | | |
| Assessment Components | | | | | |
| Knowledge & understanding of course content | 10 | 15 | 10 | 15 | 50 |
| Application & evaluation of social & cultural research methods | 10 | 5 | 10 | 5 | 30 |
| Communication of information, ideas & issues in appropriate forms | 5 | 5 | 5 | 5 | 20 |
| TOTAL | 25 | 25 | 25 | 30 | 100 |

**The Personal Interest Project (PIP) for Society & Culture is *marked externally by NESAs*. It is the *major body of work* for this subject and serves as *40% of the final HSC mark* as awarded by NESAs. 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

FACULTY: TAS

SUBJECT: HOSPITALITY

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 Hospitality Cookery.
- Will achieve Certificate II – Hospitality Cookery.
- 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 | | | | |
|-----------------|------------------|---|--|---|---|----------------|
| 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 | Work placement |
| Task 1 | 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 | |
| | SITXCCS011 | Interact with customers | X | | X | |
| | SITXCOM007 | Show social and cultural sensitivity | X | | X | |
| | SITHCCC025 | Prepare and present sandwiches | X | | X | |
| Task 2 | SITHKOP009 | Clean kitchen premises and equipment | X | | X | |
| | SITXINV006 | Receive, store and maintain stock | X | X | X | |
| Task 3 | SITHCCC026 | Package prepared foodstuffs | X | | X | |
| Task 4 | SITHCCC023 | Use food preparation equipment | X | | X | |
| | SITHCCC024 | Prepare and present simple dishes | X | | X | |
| Task 5 | SITHCCC027 | Prepare dishes using basic methods of cookery | X | | X | |
| | SITHCCC034 | Work effectively in a commercial kitchen | X | | X | X |

Line 4

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|--|--|---|---|--|----------------------|
| | Research Task Week 8-9 Term 4 2023 | Report/ In Class Task Week 9-10 Term 1 2024 | Practical/Presentation Week 7-8 Term 2 2024 | Trial Examination Week 5-6 Term 3 2024 | % |
| Outcomes | H3, H4, H5, H14, H15, H16 | H7, H8, H10, H16, H17 | H8, H13, H16, H17 | H1, H2, H4, H5, H8, H9, H10, H11, H17 | |
| Topic/Module | | | | | |
| Core 1 - Health Priorities in Australia | 20 | | | 5 | 25 |
| Core 2 - Factors affecting Performance | | 30 | | 5 | 35 |
| Option: | | | | 15 | 15 |
| Option: | | | 20 | 5 | 25 |
| 1. Improving Performance | | | | | |
| 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 | H11 | designs psychological strategies and nutritional plans in response |
| H2 | analyses and explains the health status of Australians in terms of current trends and groups most at risk | H13 | selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity |
| H3 | analyses the determinants of health and health inequities | H14 | argues the benefits of health-promoting actions and choices that promote social justice |
| H4 | argues the case for the new public health approach to health promotion | H15 | critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all |
| H5 | explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities | H16 | devises methods of gathering, interpreting and communicating information about health and physical activity concepts |
| H7 | explains the relationship between physiology and movement potential | H17 | selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation |
| 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 | | |

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|---|---|---|---|--|----------------------|
| Research Methodology | Research Methodology Week 9-10 Term 4 2023 | Parenting and Caring Week 9-10 Term 1 2024 | Groups In Context Week 7-8 Term 2 2024 | Trial Examination Week 5-6 Term 3 2024 | % |
| Outcomes | H4.1, H4.2 | H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.1 | H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2 | H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.2, H5.2, H6.1, H6.2 | |
| Topic/Module | | | | | |
| Research Methodology | 30 | | | 10 | 40 |
| Parenting and Caring | | 10 | | 10 | 20 |
| Groups In Context | | 5 | 15 | 10 | 30 |
| Individuals and Work | | | | 10 | 10 |
| TOTAL | 30 | 15 | 15 | 40 | 100 |
| Assessment Component | | | | | |
| Knowledge and understanding of course content | 15 | 10 | 10 | 35 | 70 |
| Research, Analysis & Communication | 15 | 5 | 5 | 5 | 30 |
| TOTAL | 30 | 15 | 15 | 40 | 100 |

KEY OUTCOMES:

A student:

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

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|------------------------------|--|---|---|--|----------------------|
| | Practical Based on Module 5: Earth's Processes Week 8-9 Term 4 2023 | Depth Study Based on Module 7: Climate Science Week 9-10 Term 1 2024 | Written Task Based on Module 8: Resource Management Week 7-8 Term 2 2024 | Trial Examination Based on all Modules studied during HSC course Week 5-6 Term 3 2024 | % |
| Outcomes | EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, 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, EES11/12-3, 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

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|--|--|---|--|---|----------------------|
| | Source Analysis Week 8-9 Term 4 2023 MH12-1, MH12-4, MH12-6 | Historical Analysis Week 9-10 Term 1 2024 MH12-3, MH12-5, MH12-8 | Research Presentation Week 7-8 Term 2 2024 MH12-2, MH12-7, MH12-9 | Trial Examination Week 5-6 Term 3 2024 MH12-1, MH12-2 MH12-4, MH12-9 | % |
| Outcomes | | | | | |
| 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

Line 5

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|------------------------------|--|--|--|--|----------------------|
| | Written Task Based on Module 5: Equilibrium Week 8-9 Term 4 2023 | Depth study practical and report Based on Module 6: Acid Based Reactions Week 9-10 Term 1 2024 | Written task Based on Module 7: Organic Chemistry Week 7-8 Term 2 2024 | Trial Examination Based on Modules 5-8 Week 5-6 Term 3 2024 | % |
| 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

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|---|--|--|---|--|----------------------|
| | Oral Presentation Week 8-9 Term 4 2023 H1.2, H3.1, H3.2, H3.3, H4.3 | Major Project Week 9-10 Term 1 2024 H4.1, H4.2 | In-Class Essay Week 7-8 Term 2 2024 H1.2, H2.3, H3.1, H3.2, H3.3 | Trial Examination Week 5-6 Term 3 2024 H1.1, H1.3, H2.1, H2.2, H4.1 | % |
| Outcomes | | | | | |
| 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

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|---|---|---|---|--|----------------------|
| | Source Analysis Week 8-9 Term 4 2023 AH12-6, AH12-8, AH12-9, AH12-10 | Research Task Week 9-10 Term 1 2024 AH12-2, AH12-5, AH12-6, AH12-8, AH12-9 | In-Class Extended Response Week 7-8 Term 2 2024 AH12-1, AH12-2, AH12-4, AH12-6, AH12-9 | Trial Examination Week 5-6 Term 3 2024 AH12-3, AH12-5, AH12-7, AH12-9 | % |
| Outcomes | | | | | |
| 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

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|---|---|--|--|--|----------------------|
| | Investigations towards Body of Works Week 8-9 Term 4 2023 H1 – H10 | Case Study Research and In Class Essay BOW Progress Week 9-10 Term 1 2024 H1 – H10 | BOW and documented process in VAPD with artistic influences Week 7-8 Term 2 2024 H1 – H10 | Body of Work (20%) Trial Examination (20%) Week 5-6 Term 3 2024 H1 – H10 | % |
| 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.

- 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 | | | | |
|-------------------|--|---|---|---|--|---|
| Task | 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, videos, logbooks | Questioning – written or oral related to knowledge e.g. quizzes, interviews |
| Task 1 | CPCWHS1001 | Prepare to work safely in the construction industry | ✓ | | | ✓ |
| Task 2 | CPCCWHS2001 | Apply WHS requirements, policies, and procedures in the construction industry | ✓ | ✓ | | ✓ |
| Task 3 | CPCCCM1011 CPCCOM1015 | Undertake basic estimation and costing Carry out measurements and calculations | ✓ | ✓ | | ✓ |
| Task 4 | CPCCOM2001 CPCCOM1013 | Read and interpret plans and specifications Plan and organise work | ✓ | ✓ | | ✓ |
| Task 5 – Option 2 | CPCCWF2002 CPCCCM2013 | Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles | ✓ | ✓ | | ✓ |
| Task 6 | CPCCCA2002 CPCCCM2005 CPCCCA2011 | Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials | ✓ | ✓ | ✓ | ✓ |
| Task 7 | CPCCVE1011 CPCCOM1012 | Undertake a basic construction project Work effectively and sustainably in the Construction Industry | ✓ | ✓ | | ✓ |

Line 6

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|------------------------------|--|---|--|--|----------------------|
| | Practical Based on Module 5: Hereditary Week 8-9 Term 4 2023 | Depth study report Based on Modules 5 and 6: Genetic Change Week 9-10 Term 1 2024 | Based on Module 7: Infectious Diseases Week 7-8 Term 2 2024 | Trial Examination Based on Modules 5-8 Week 5-6 Term 3 2024 | % |
| 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

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|---|---|---|---|---|----------------------|
| | Extended Response Week 8-9 Term 4 2023 H4, H6, H8, H9 | Research Task Week 9-10 Term 1 2024 H1, H5, H7, H8, H10 | Multimedia Presentation Week 7-8 Term 2 2024 H2, H3, H4, H8, H9 | Trial Examination Week 5-6 Term 3 2024 H1, H2, H3, H6, H7, H9 | % |
| Outcomes | H4, H6, H8, H9 | H1, H5, H7, H8, H10 | H2, H3, H4, H8, H9 | H1, H2, H3, H6, H7, H9 | |
| Assessment Components | | | | | |
| Knowledge & understanding of course content | 10 | 5 | 5 | 20 | 40 |
| Analysis and evaluation | 5 | 5 | 5 | 5 | 20 |
| Inquiry and research | 0 | 10 | 10 | 0 | 20 |
| Communication of legal information, ideas and issues in appropriate forms | 5 | 5 | 5 | 5 | 20 |
| TOTAL | 20 | 25 | 25 | 30 | 100 |

KEY OUTCOMES:

A student:

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

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|------------------------------|---|--|--|--|----------------------|
| | Performance and Written Essay Week 9-10 Term 4 2023 | Group Devised Verbatim and Essay Week 9-10 Term 1 2024 | Individual Project Submission Week 7-8 Term 2 2024 | Trial Week 5-6 Term 3 2024 | % |
| Outcomes | H1.1, H1.2, H1.3, H1.7, H2.3, H3.1, H3.3 | H1.2, H1.3, H1.4, H1.5, H1.8, H3.1, H3.4, H3.5 | H1.1, H1.2, H1.3, H1.7, H1.9, H2.1, H2.2, H2.3, H3.2 | H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3, H3.2, H3.3 | |
| Assessment Components | | | | | |
| Making | 10 | 10 | 10 | | 30 |
| Performing | 5 | 5 | | 20 | 30 |
| Critically Studying | 5 | 5 | 10 | 20 | 40 |
| TOTAL | 20 | 20 | 20 | 40 | 100 |

KEY OUTCOMES:

A student:

The student:

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

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|---|---|--|---|---|----------------------|
| | Civil Structures Week 9-10 Term 4 2023 | Personal & Public Transport Week 9-10 Term 1 2024 | Aeronautical Engineering Week 7-8 Term 2 2024 | Trial Examination Week 5-6 Term 3 2024 | % |
| Outcomes | 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

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|--|---|---|---|---|----------------------|
| | Plant/Animal Production Week 8-9 Term 4 2023 H1.1, H2.1, H2.2 | Farm Product Study Week 9-10 Term 1 2024 H3.1, H3.2, H3.3, H3.4 | Elective: Research Task Week 7-8 Term 2 2024 H1.1, H2.1, H2.2 H3.1, H3.2, H3.3, H3.4 | Trial Examination Week 5-6 Term 3 2024 H1.1, H2.1, H2.2 H3.1, H3.2, H3.3, H3.4, H4.1, H5.1 | % |
| Outcomes | | | | | |
| 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

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|---|---|--|--|---|----------------------|
| | Folio, Major Project & Skills Week 9-10 Term 4 2023 | Industry Study Week 9-10 Term 1 2024 | Folio, Major Project & Skills Week 7-8 Term 2 2024 | Trial Examination Folio and Major Project Week 5-6 Term 3 2024 | % |
| Outcomes | 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 | H4.2 | explores the need to outsource appropriate expertise where necessary to complement personal practical skills |
| H1.2 | identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry | H4.3 | critically applies knowledge and skills related to properties and characteristics of materials/components |
| H1.3 | identifies important historical developments in the focus area industry | H5.1 | selects and uses communication and information processing skills |
| H2.1 | demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques | H5.2 | examines and applies appropriate documentation techniques to project management |
| H3.1 | demonstrates skills in sketching, producing and interpreting drawings | H6.1 | evaluates the characteristics of quality manufactured products |
| H3.2 | selects and applies appropriate research and problem-solving skills | H6.2 | applies the principles of quality and quality control |
| H3.3 | applies and justifies design principles through the production of a Major Project | H7.1 | explains the impact of the focus area industry on the social and physical environment |
| H4.1 | demonstrates competency in a range of practical skills appropriate to the Major Project | H7.2 | analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment |

OFF-LINE

| Component | Task 1 | Task 2 | Task 3 | Assessment Weighting |
|---|--|--|---|----------------------|
| | Creative Response & Reflection Week 8-9 Term 1 2024 | Extended Critical Response Week 6-7 Term 2 2024 | Trial Examination Week 5-6 Term 3 2024 | % |
| Outcomes | EE12-1, EE12-2, EE12-5 | EE12-1, EE12-3, EE12-4 | EE12-1, EE12-2, EE12-3, EE12-4 | |
| Topic/Module | | | | |
| Common and Elective Modules: Literary Worlds Reimagined Worlds | 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

| Component | Task 1 | Task 2 | Task 3 | Assessment Weighting |
|--|--|--|--|----------------------|
| | Viva Voce (with written proposal) | Literature Review | Critique of Creative Process | % |
| Outcomes | Week 8-9 Term 4 2023 EEX12-1, EEX12-4, EEX12-5 | Week 9 Term 1 2024 EEX12-1, EEX12-2, EEX12-3, EEX12-4 | Week 9 Term 2 2024 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

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|---|---|--|---|---|----------------------|
| Outcomes | Assignment Week 8-9 Term 4 ME12-1, ME12-2 ME12-6, ME12-7 | In-class test Week 9-10 Term 1 ME12-1, ME12-2, ME12-3, ME12-4 ME12-6, ME12-7 | In-class test Week 7-8 Term 2 ME12-1, ME12-2, ME12-3, ME12-4 ME12-6, ME12-7 | Trial HSC Week 5-6 Term 3 ME12-1, ME12-2, ME12-3, ME12-4, ME12-5 ME12-6, ME12-7 | % |
| Topic/Module | | | | | |
| P1 - Proof by induction | 25 | | | | 25 |
| V1.1 - Intro to vectors | | | | | |
| V1.2 - Further operations with vectors | | 25 | | | 25 |
| T3 - Trigonometric equations | | | | | |
| C3.2 - Differential equations | | | | | |
| C2 - Further calculus skills | | | 20 | | 20 |
| C3.1 - Further area & volumes of solids of revolution | | | | | |
| V1.3 - Projectile motion | | | | 30 | 30 |
| S1 - The binomial distribution | | | | 30 | 100 |
| TOTAL | 25 | 25 | 20 | | |
| 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

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Assessment Weighting |
|---|--|---|--|--|----------------------|
| Outcomes | Assignment Week 8-9 Term 4 MEX12-1, MEX12-4, MEX12-7, MEX12-8 | In-class test Week 9-10 Term 1 MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8 | In-class test Week 7-8 Term 2 MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-7, MEX12-8 | Trial HSC Week 5-6 Term 3 MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8 | % |
| Topic/Module | | | | | |
| 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 | | | 25 | | 25 |
| N2 - Using complex numbers | | | | | |
| 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*