



**YEAR 12 2022**

**GUIDELINES AND  
ASSESSMENT SCHEDULES**

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2022 Year 12 Assessment Guidelines and Schedules (word) (2)

*Disclaimer: While every effort was made to ensure the accuracy of details at the time of publication, assessment details and time frames may change due to unforeseen circumstances. For any and all questions students and parents are advised to contact the classroom teacher, Head Teacher or Deputy Principal.*

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## A MESSAGE TO ALL YEAR 12 STUDENTS

Dear Year 12 students and parents or carers,

The Higher School Certificate (HSC) school-based assessment program is an opportunity for students to demonstrate what they have learnt and how they are able to apply that knowledge in a variety of different situations across their courses. This booklet provides outlines for the school-based assessment procedures in every course delivered at Sylvania High School, along with the procedural guidelines that govern the running of the school-based assessment program. This booklet does not address the external assessment program (the HSC examinations) although many of our procedures mirror the procedures used by the New South Wales Educational Standards Authority (NESA).

The school publishes this assessment booklet to facilitate thorough preparation. One of the keys to success for students is forward planning and the appropriate allocation of time. The most successful students will map all of their commitments on a calendar and start their preparation for assessment tasks many weeks in advance. There are times when students may begin to feel overwhelmed during their HSC course. In these instances, we advise students to use the services of our school counsellor or social worker to help them deal with stress throughout the year. The teaching staff, Head Teachers and Deputy Principals are also available to support students throughout their HSC journey.

The assessment schedules indicate a term and week in which the assessment task will take place. The staff will provide a separate written assessment notification at least two weeks prior to the task.

Questions relating to specific courses should be directed in the first instance to the teacher of the course. Further clarification can be sought from the Head Teacher of the subject and for all matters relating to the procedures outlined in this booklet, students should see the Deputy Principal responsible for Year 12.

It is imperative that every student and their parents or carers review the procedures in this booklet as they make up the assessment rules every student is expected to follow. Students may be disadvantaged if these rules are not followed.

I wish you all the best in your pursuit of excellence in your HSC studies over the next four terms. At the completion of the HSC course, the students who have planned ahead, worked consistently to meet deadlines and strived to extend themselves by producing work of the highest quality will achieve results of which they can be justly proud.

I look forward to watching all students take control of their destiny and pursue achievement that is equal to their potential.

Mrs Renee Holz

Principal

## REQUIREMENTS OF STUDENTS

### PATTERN OF STUDY

To qualify for the Higher School Certificate (HSC) students must satisfactorily complete a minimum of 12 units in Year 12 and a minimum of 10 units in the HSC course (Year 12). 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 HSC a student may count a maximum of six units from courses in Science in each study pattern.

### SATISFACTORY COMPLETION OF COURSES

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

1. followed the course developed or endorsed by the Board; and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

To achieve the outcomes above, students must:

**a) satisfactorily complete classwork**

There is an expectation that all work set by teachers, regardless of whether it is related to an assessment task or not, must be completed.

**b) satisfactorily complete assessment tasks**

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute **in excess of 50 percent** of available marks in courses where internal assessment marks are submitted. Students must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.

**c) attend school regularly.**

Regular attendance at school is essential to assist students to maximise their potential. Under the rules set by the Department of Education students must attend a minimum of 85% of lessons. If attendance is unsatisfactory a warning letter will be sent. The Department's document "Suspension and Expulsion of School Students – Procedures 2012" details the circumstances in which students of post-compulsory age [17+] **may be expelled from a school because of unsatisfactory participation in learning.** This will be evident in a documented pattern of any one (or combinations) of the following:

- non-satisfactory completion of work
- non-serious attempts to meet course objectives
- non-compliance with NESAs requirements for the award of an HSC.

If a student fails to complete tasks, (made a serious attempt), in a course to the value of more than 50% of that course's total assessment they will be deemed unsatisfactory in that course. This may mean that they are ineligible to receive the HSC.

Help for students who find themselves in difficulty is always available from their Year Advisor, the Careers Advisor, School Counsellor or Deputy Principal.

The publication from the NSW Education Standards Authority (NESA) "Rules and Procedures for Higher School Certificate Candidates" covers most of the things you need to know about the HSC.

## ASSESSMENT

Student performance, application and the achievement of course outcomes in the HSC course will be measured through an assessment program. Assessment seeks to give credit for the mastery of skills and for achievements which may not be adequately evaluated in a single examination.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

NESA uses a standards-referenced approach to reporting student achievement in the HSC.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

## YEAR 12 ASSESSMENT AND THE HSC MARK

### How the HSC mark is achieved

With the exception of VET courses and non-ATAR (Australian Tertiary Admissions Rank) courses, the HSC will record two marks for each Board Developed course studied: an examination mark and a scaled, school-based assessment.

The examination marks will be determined from the individual student's performance in the HSC examinations, which include written papers and externally marked student Major Projects and Performances. The written examinations are held in October/November of Year 12. Major Projects include performance and major projects (Design and Technology, Music, Languages, Drama, Society and Culture, Visual Arts, English Extension 2 and Science Extension) have due dates published by NESA which start from early August.

In each VET course, students may choose to sit for a written HSC examination paper and marks can be shown on the student's HSC. Marks can also contribute to ATAR calculations provided only one category B course is included in the ten best units being studied for the HSC. No assessment mark is awarded in VET subjects as performance is based on competencies achieved. Schools are required to submit an estimated examination mark for

all students entered for the examination. The Trial HSC Examination mark may be used to assist in determining this estimate.

HSC Assessment marks will be derived from tasks set by the school between October of Term 4, 2021, and the end of Term 3 of Year 12, 2022/.

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## AUSTRALIAN TERTIARY ENTRANCE RANK

If students apply for an ATAR, both the examination marks and the moderated school assessments are used to determine the rank. This is issued by the University Admissions Centre (UAC) in December.

Each tertiary institution sets its own entrance requirements. Virtually all of them will use the ATAR when choosing the students they will admit. For advice about entrance levels and other requirements, students should consult the school's Careers Adviser, Ms Stanton. Note that the inclusion of 2 units of English is compulsory in the calculation of an ATAR.

## ASSESSMENT TASKS

Assessment tasks allow students to show what they know, understand, and can do in ways that may not be possible in a written examination. Tasks may include tests such as examinations, written assignments, practical activities, fieldwork and projects.

Final assessment marks will reflect a variety of components depending upon the requirements of each course. These assessment components are usually the skills and knowledge which students are expected to acquire. The student's success in mastering the components is measured by his/her performance in the assessment tasks set. An assessment task may be designed to test a single component or a combination of components.

The assessment components will not all necessarily have the same importance or weighting. Similarly, assessment tasks will have different marking schemes. The assessment mark allows for performance over a range of activities to be judged. The mark represents a measure of achievement against a pre-set standard (standards reference).

Each course has an individual assessment program. Assessment tasks may vary between and within subjects.

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## VARIATION OR CANCELLATION OF TASKS

Circumstances may arise which may necessitate the variation or cancellation of tasks.

Variations of tasks in relation to content, process or timing will be determined as a result of consultation between Head Teacher and Deputy Principal. In such cases, students will receive a revised assessment notification responsive to the nature and timing of changes in the specific context.

Should the Principal determine the cancellation of a task is warranted in exceptional circumstances then the cancellation of an assessment item may occur. In such cases the

Principal will consider the academic, wellbeing, integrity and equity dimension of the circumstances. Parents and students will be informed in writing in such instances.

## NOTIFICATION OF ASSESSMENT

Students will be given prior notice in writing of every assessment task. A ***“minimum” of two weeks advance warning*** will be given prior to the date of completion of each assessment task.

It is the student’s responsibility if they are absent on the day an assessment notification is handed out to obtain any material from the teacher issued during the absence.

## SUBMISSION OF WORK

For hand-in assessment tasks, students are to submit their work to their class teacher (or if the class teacher is absent, to the Head Teacher) during the normal period for that subject on the day the work is due, unless they are told otherwise.

## LATE SUBMISSION OF TASKS

Responsibility for submitting required work by the due date rests with students. Submission/completion of tasks after the date due without a legitimate reason will result in a student being awarded zero in that task and receiving an ‘N’ warning.

For research tasks and/or projects which are completed over an extended period of time, every effort must be made to submit the task on the due date. This could include sending the completed task in by a parent or with a brother or sister, contacting the teacher directly to make a mutually suitable arrangement for its collection or express posting it to arrive at the school by the due date.

A computer / printer failure will not be accepted as a valid excuse for failure to submit due work unless evidence of previous work can be substantiated.

## HONESTY IN ASSESSMENT

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the HSC. Throughout the assessment process, the highest level of honesty is required.

Each student’s mark will be determined by the quality of the work produced by the student only. Any component of a student’s work that has been written, created or developed by others must be acknowledged in accordance with NESAs subject-specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will limit a student’s marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission Against Corruption.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an HSC examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- taking time off before an assessment task to study.

Students may be asked to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Malpractice will be penalised as follows:

- cheating or attempting to cheat = 0 marks awarded for the task.
- copying or using the works of other students = 0 marks awarded for the task.

In all cases of malpractice, parents/caregivers will be notified and 'N' warning letters issued. NSW schools are required to maintain a register of all instances where a student is found to have engaged in malpractice in a school-based assessment task, including information about the subject concerned, the nature of the offence and the penalty applied. This information must then be reported to NESAs.

## NON-SERIOUS ATTEMPTS/NON ATTEMPTS

HSC students who do not make a serious attempt at an HSC examination may not receive an award in the course concerned. This may render some students ineligible for the award of the HSC. NESAs considers a student's paper to be a non-attempt if there is no evidence of academic engagement with the paper. Students are required to attempt a range of question types throughout the examination paper. It is insufficient to answer multiple-choice questions only. Merely rewriting the question is not considered to be an adequate attempt at the paper.

Non-serious attempts include frivolous or objectionable material written in response to examination questions, as well as answers to examination questions in a language other than English (unless specifically instructed to do so).

Any student identified as making a non-serious attempt or a non-attempt in an HSC examination will be asked by NESAs to justify why they should receive a result in the course concerned. NESAs will advise the student and the school Principal of its decision at the time of the release of HSC results.

In school assessment, a non-serious attempt at an assessment task may lead to being awarded a zero mark as per NESAs's guidelines. The Head Teacher, in consultation with the teachers involved, shall determine whether the attempt is non-serious.

## ILLNESS/MISADVENTURE

Students may lodge an Illness/Misadventure application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their examination performance.

The responsibility to submit an Illness/Misadventure application and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness.

If a student is unable to attend school on the day of an assessment task or the day a hand-in assessment task is due because of illness they must:

1. email or ring the school and leave a message for the teacher or Head Teacher on the day of the task explaining why they are not attending or unable to hand in their task.
2. go to the doctor's and get a valid medical certificate. A valid medical certificate may refer to 'medical condition' or identify a medical condition. Certificates simply stating 'unfit for school' do not meet NESAs requirements and will not be accepted.
3. download the school's Illness/Misadventure form from this document (or ask their Deputy Principal for one the morning of their return to school) and complete it attaching the medical certificate.
4. hand the **completed** Illness/Misadventure form with the medical certificate to the relevant Deputy Principal the **morning** of the first day they return to school after their illness. All paperwork must be handed to the Deputy Principal **within two days of their return to school**. If the paperwork is not handed in on time a zero mark will be recorded for the task and an 'N' warning letter will be sent.

When their sickness has been verified by a medical certificate, the Head Teacher will arrange for them to sit an alternative task.

If the Head Teacher decides that the student should do the original or a substitute task, the student can be required to sit for the task IMMEDIATELY. For example, if they are sick on Friday when an assessment task is due and they return to school on Monday, they must submit or attempt the task as soon as practicable on the Monday.

Illness/Misadventure at school does not cover:

- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- misreading of the timetable
- misreading of examination instructions
- failure to enter for the examination in the correct course

- long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the assessment period
- conditions for which they have been granted disability provisions, unless they experience further difficulties
- courses that are undertaken as a self-tuition student.

A panel will be convened to decide on the outcome of an appeal. The panel will consist of the relevant Deputy Principal and two Head Teachers. Once the decision is made, students have the right of final appeal to the Principal.

The Illness/Misadventure form, as well as the flowchart of the Illness/Misadventure Process, is in the back of this booklet. [Appendix A](#)

## THE 'N' WARNING PROCESS

The 'N' warning process is designed to identify students 'at risk' of not satisfactorily completing course requirements and to provide solutions in the form of school support. An 'N' warning letter may be issued to students if they are 'at risk' for the following reasons:

- non-completion of classwork and/or homework,
- not applying themselves with diligence and sustained effort to tasks,
- attendance issues; and/or
- non/unsatisfactory completion of assessment tasks.

The 'N' warning letter will advise the student of the tasks or actions to be undertaken in time for the problem to be corrected. Students will typically be given two weeks to complete the work listed in the letter. If the work is completed and handed in to the teacher by the specified time, the issue will be considered 'resolved'. However, if they do not complete the work, a second 'N' warning letter will be issued.

If students receive two 'N' warnings in any one course they may be declared unsatisfactory for the HSC. The Principal can make an 'N' determination which could mean they may not be eligible for the HSC in that course.

Note that the 'N' warning letters indicate:

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

There is a section which should be signed by parents/carers and returned to the Head Teacher.

A sample 'N' warning letter can be found in [Appendix B](#)

## ZERO AWARDS

If students fail to hand in an assessment task on the due date, or fail to complete a task on the due date, and don't complete an Illness/Misadventure form with a valid medical certificate attached, they will be awarded a zero mark and an 'N' warning letter will be sent to parents/carers. They will be given two weeks to complete the task. However, the zero mark will remain.

## ASSESSMENT APPEALS

Marks awarded in assessment tasks are not subject to review. If students feel that the **process** of marking was unfair, they may take their concerns to the Head Teacher for that subject and/or their Deputy Principal.

Students have a right to appeal on assessment rankings. By the direction of NESAs and the Department of Education they are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as a part of this process.

In conducting an assessment review, it is necessary for the school to ascertain whether:

- assessment tasks were carried out in conditions that were fair to all students
- the weightings specified by the school in its assessment program conform with NESAs guidelines
- the procedures used by the school for determining the final assessment mark conform with its stated assessment program, and
- there were computational or other clerical errors in the determination of the assessment mark.

## 'N' DETERMINATIONS

An 'N' determination is the decision made by the Principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course.

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The Principal may then apply the 'N' determination.

A Principal's Determination form should be completed, and a copy given, together with the Student Appeal form, to any student issued with an 'N' determination in any course or sent to the student's home address. The Principal will also advise the student's parents or guardians (if the student is under 18 years of age) in writing of their right to appeal against the Principal's determination.

If a Determination reduces the total number of units studied to less than 10, the student will not be eligible for an ATAR.

## DISABILITY PROVISIONS

The Department of Education makes disability provisions available for those students who have specific learning and/or disabilities which are likely to affect their results at the HSC. These difficulties include hearing deficiencies, sight impairment as well as diagnosed learning difficulties.

To claim disability provisions, students must speak to the Head Teacher -Teaching and Learning or a School Counsellor (referral through Head Teacher Welfare). In the HSC year, an application form for NESAs must be completed, including documents required by NESAs. The closing date for the submission of applications is usually late March. It is the responsibility of the student/parent/carer to make an application for disability provisions through the school.

## ATTENDANCE PRIOR TO ASSESSMENT DUE DATE – EQUITY PRINCIPLE

Students must be present at school the day prior to any assessment task. In the case of the Trial examination period, students must be in classes for the whole week prior to the examination period. Students absent prior to a task could be seen as gaining an advantage as they have additional time to complete the assessment or study for an in-class assessment task. This inequity could adversely affect the rankings for other students who are following policy requirements.

Absenteeism the day before an assessment task is due, or any day in the week prior to an examination period, will not be accepted unless a valid medical certificate is provided to the Head Teacher of the course immediately upon return to school. Attendance all day on the day of a task is also compulsory for equity reasons. Failure to comply with attendance expectations may result in a zero award for the task.

## USE OF ELECTRONIC DEVICES INCLUDING DICTIONARIES, CALCULATORS AND OTHER ELECTRONIC LANGUAGE DEVICES

Only NESAs-approved calculators may be used in examinations. NESAs provides a list of approved calculators that may be used in the HSC. Electronic dictionaries, translators, mobile phones, programmable watches, including smartwatches, and other devices that can contain formulae or can be used to assist in accessing an examination or assessment task are not permitted under any circumstances.

If students are found to have used such a device in an assessment task or examination, the task or examination will be cancelled, a mark of zero awarded and an 'N' warning letter sent.

## GLOSSARY OF KEY WORDS AS SPECIFIED BY NESAs FOR USE IN HSC COURSES

These are key words that appear frequently in NESAs syllabuses, performance descriptions and examinations.

The Glossary can be found in [Appendix C](#)

## YEAR 12 INTERNAL ASSESSMENT SCHEDULE

Specific assessment information will be found in the following pages for each of the Year 12 courses running in 2021 - 2022. Students should read these carefully and ensure they are familiar with all assessment responsibilities and due dates.

### **Key Date to remember:**

### **Trial Examination: Term 3, 2022, Weeks 4-5**

A specific examination schedule will be published closer to these events. Again, students are responsible for ensuring they know their examination timetable and all permitted materials. Any questions, students should ask the relevant classroom teacher, Head Teacher or Deputy Principal.

Students are encouraged to view the [Assessment Calendar](#) summary in planning their assessment revision and completion.

**Syllabus Outcomes:**

A student:

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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 9	Term 1 Week9	Term 2 Week 8	Term 3 Week 4-5	
<b>Nature of task</b>	Skills task	Depth Study	Practical assessment task	Trial HSC Examination	
<b>Outcomes Assessed</b>	12.4, 12.5, 12.6, 12.7	12.1, 12.4, 12.5, 12.7, 12.13	12.4, 12.5, 12.7, 12.13	12.5, 12.7, 12.12, 12.13, 12.14, 12.15	
Knowledge and Understanding	5%	5%	5%	25%	<b>40</b>
Skills in Working Scientifically	15%	20%	20%	5%	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Syllabus Outcomes

A student:

- H1** critically analyses the role of business in Australia and globally
- H2** evaluates management strategies in response to changes in internal and external influences
- H3** discusses the social and ethical responsibilities of management
- H4** analyses business functions and processes in large and global businesses
- H5** explains management strategies and their impact on businesses
- H6** evaluates the effectiveness of management in the performance of businesses
- H7** plans and conducts investigations into contemporary business issues
- H8** organises and evaluates information for actual and hypothetical business situations
- H9** communicates business information, issues and concepts in appropriate formats
- H10** applies mathematical concepts appropriately in business situations

### Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 6	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4-5	
<b>Nature of task</b>	Case Study	Research Task	Financial Ratios	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1, H4, H6, H7, H8, H9	H2, H3, H7, H9	H5, H9, H10	H1- H10	
Knowledge and understanding of course content	10%	10%	10%	10%	<b>40</b>
Stimulus-based skills	10%		10%		<b>20</b>
Inquiry and research		5%	5%	10%	<b>20</b>
Communication of business information, ideas and issues in appropriate forms		10%		10%	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Syllabus Outcomes

A student:

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

### Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 8	Term 1 Weeks 8-9	Term 2 Weeks 8-9	Term 3 Week 4-5	
<b>Nature of Task</b>	Skills Task	Depth Study	Depth Study	Trial HSC Examination	
<b>Outcomes Assessed</b>	CH12-4 CH12-5 CH12-7 CH12-12	CH12-1 CH12-3 CH12-4 CH12-5 CH12-7 CH12-13	CH12-1 CH12-2 CH12-3 CH12-5 CH12-7 CH12-15	CH12-12 CH12-13 CH12-14 CH12-15	
Knowledge and Understanding	5%	5%	5%	25%	<b>40</b>
Skills in Working Scientifically	15%	20%	20%	5%	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

A student:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
- H7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- H7.2 develops a sense of responsibility for the wellbeing of themselves and others
- H7.3 appreciates the value of resource management in response to change
- H7.4 values the place of management in coping with a variety of role expectations

**Assessment Program**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Timing</b>	Term 4 Week 10	Term 1 Week 9	Term 2 Week 6	Term 3 Week 4-5	
<b>Nature of Task</b>	Groups Report	Independent Research Project	Research Task	Trial HSC Examination	
<b>Outcomes Assessed</b>	H2.2, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1	H4.1, H4.2	H1.1, H2.1, H2.2, H3.2, H5.1	H1.1 - H6.2	
Knowledge and understanding	5%	5%	10%	20%	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	20%	15%	15%	10%	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>15</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

A student:

- H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2 performs, composes and appreciates dance as an artform
- H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H1.4 acknowledges and appreciates the relationship of dance and other media
- H2.1 understands performance quality, interpretation and style relating to dance performance
- H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
- H2.3 values the diversity of dance performance
- H3.1 identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent
- H3.2 demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent
- H3.3 recognises and values the role of dance in achieving individual expression
- H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
- H4.1 understands the concept of differing artistic, social and cultural contexts of dance
- H4.2 recognises, analyses and evaluates the distinguishing features of major dance works
- H4.3 utilises the skills of research and analysis to examine dance as an artform
- H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
- H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

**Assessment Program**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Timing</b>	Term 4 Week 9-10	Term 1 Week 8	Term 2 Week 5	Term 2 Week 10	
<b>Nature of Task</b>	Core composition & Core appreciation	Major study	Core performance & Core appreciation	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H3.4, H4.5	H1.2, H1.2, H1.3, H2.1, H2.2, H4.5	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H4.2, H4.5	H1.1, H1.2, H1.3, H4.1, H4.2, H4.3, H4.4, H4.5	
Performance			10%	10%	<b>20</b>
Composition	10%			10%	<b>20</b>
Appreciation	10%		10%		<b>20</b>
Major Study		30%		10%	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

A student:

- H1.1 critically analyses the factors affecting design and the development and success of design projects
- H1.2 relates the practices and processes of designers and producers to the major design project
- H2.1 explains the influence of trends in society on design and production
- H2.2 evaluates the impact of design and innovation on society and the environment
- H3.1 analyses the factors that influence innovation and the success of innovation
- H3.2 uses creative and innovative approaches in designing and producing
- H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2 selects and uses resources responsibly and safely to realise a quality major design project
- H4.3 evaluates the processes undertaken and the impacts of the major design project
- H5.1 manages the development of a quality MDP
- H5.2 selects and uses appropriate research methods and communication techniques
- H6.1 justifies technological activities undertaken in the MDP and relates these to industrial and commercial practices
- H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development.

**Assessment Program**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Timing</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 2	Term 3 Week 4-5	
<b>Nature of Task</b>	Project Proposal, Management & Development Presentation	Innovation and Emerging Technology Case Study	Project Evaluation & Promotion Presentation	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1.1, H3.1, H3.2, H4.1, H5.2	H2.2, H3.1, H3.2, H6.2	H1.2, H4.3, H5.1, H6.2	H1.1 - H6.2	
Knowledge and understanding of course content		15%	10%	20%	<b>45</b>
Knowledge and skills in designing, managing, producing and evaluation a major design project	20%		25%	10%	<b>55</b>
<b>Total (%)</b>	<b>20</b>	<b>15</b>	<b>35</b>	<b>30</b>	<b>100</b>

**Syllabus 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.

**Assessment Program**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Timing</b>	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 4-5	
<b>Nature of Task</b>	Civil Engineering Solution and Report	Transport Engineering Problem Solving	Aeronautical Engineering Report	Trial HSC Examination	
<b>Outcomes Assessed</b>	H2.1, H3.1, H4.1, H4.2, H5.1	H1.1, H2.2, H3.1, H3.2, H6.2	H3.2, H3.3, H5.1, H5.2, H6.1, H6.2	H1.1 - H6.2	
Knowledge and understanding of course content	10%	15%	15%	20%	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	10%	10%	10%	10%	<b>40</b>
<b>Total (%)</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Syllabus 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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8	Term 1 Week 8	Term 2 Week 4	Term 3 Week 4-5	
Nature of Task	Analytical Response	Writing Comparative Essay	Multimodal Task	Trial HSC Examination	
Outcomes Assessed	EA12-2 EA12-3 EA12-5 EA12-6 EA12-8	EA12-1 EA12-3 EA12-6 EA12-7	EA12-2 EA12-4 EA12-5 EA12-6 EA12-9	EA12-1 EA12-3 EA12-4, EA12-5 EA12-6 EA12-7 EA12-8 EA12-9	
Knowledge and understanding of course content	10%	15%	10%	15%	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10%	10%	15%	15%	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Syllabus 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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 5	Term 3 Week 4-5	
<b>Nature of Task</b>	Analytical Response	Writing Extended response	Multimodal Task	Trial HSC Examination	
<b>Outcomes Assessed</b>	EN12-1 EN12-3 EN12-5 EN12-6 EN12-7	EN12-1 EN12-3 EN12-3 EN12-7 EN12-8	EN12-2 EA12-3 EN12-4 EN12-6 EN12-9	EA12-1 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8 EA12-9	
Knowledge and understanding of course content	10%	15%	10%	15%	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10%	10%	15%	15%	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Syllabus 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 to a range of food situations

**Assessment Program**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Timing</b>	Term 4 Week 8	Term 1 Week 7	Term 2 Week 9	Term 3 Week 4-5	
<b>Nature of Task</b>	Food Industry Report	Preservation Investigation	Food Product Development Marketing Strategy In Class Task	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1.2, H1.4, H3.1	H1.1, H4.2	H1.3, H4.1, H5.1	H1.1 - H5.1	
Knowledge and understanding of course content		5%	5%	30%	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	15%	10%	5%		<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts		20%	10%		<b>30</b>
<b>Total %</b>	<b>15</b>	<b>35</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

A student:

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

**Assessment Program**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Timing</b>	Term 4 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Week 4-5	
<b>Nature of Task</b>	Oral Presentation	Extended Response	Research Task	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1, H3, H7, H8, H9, H10, H12, H13	H1, H4, H7, H8, H9, H10, H12, H13	H1, H2, H5, H6, H7, H9, H10, H11, H12, H13	H1-H13	
Knowledge and understanding of course content	5%	10%	5%	20%	<b>40</b>
Geographical tools and skills	5%	10%		5%	<b>20</b>
Geographical inquiry and research, including fieldwork	10%		10%		<b>20</b>
Communication of geographical information, ideas and issues in appropriate forms	5%	5%	5%	5%	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Syllabus 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
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 is skilled in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies design principles effectively through the production of projects
- H4.1 demonstrates competency in practical skills appropriate to the major project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.1 selects 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 evaluates the impact of the focus area industry on the social and physical environment

**Assessment Program**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Timing</b>	Term 4 Week 5	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4-5	
<b>Nature of Task</b>	Design & Planning Presentation	Industry Study	Project Development & Management Report	Trial HSC Examination	
<b>Outcomes Assessed</b>	H3.1, H3.2, H4.2, H5.1	H1.1, H1.2, H1.3	H2.1, H3.3, H4.1, H5.2, H6.1	H1.1 - H7.1	
Knowledge and understanding of course content	5%	5%	10%	20%	<b>40</b>
Knowledge and skills in the design, management, communication and production of a major projects	15%	15%	20%	10%	<b>60</b>
<b>Total (%)</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

A student:

- H1.1** applies an understanding of the nature and function of information technologies to a specific practical situation.
- H1.2** explains and justifies the way in which information systems relate to information processes in a specific context.
- H2.1** analyses and describes a system in terms of the information processes involved.
- H2.2** develops solutions for an identified need which address all of the information processes
- H3.1** evaluates the effect of information systems on the individual, society and the environment
- H3.2** demonstrates ethical practice in the use of information systems, technologies and processes
- H4.1** proposes ways in which information systems will meet emerging needs
- H5.1** justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
- H5.2** assesses the ethical implications of selecting and using specific resources and tools
- H6.1** analyses situations, identifies a need and develops solutions
- H6.2** selects and applies a methodical approach to planning, designing or implementing a solution
- H7.1** implements effective management techniques
- H7.2** uses methods to thoroughly document the development of individual and/or group projects

**Assessment Program**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Timing</b>	Term 4 Week 7	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 4-5	
<b>Nature of Task</b>	Transaction Processing system Report	Database Project	Multimedia Project	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1.1, H1.2, H2.1, H3.1, H3.2, H4.1	H1.1, H1.2, H2.1, H2.2, H3.2, H5.1, H6.2	H1.1, H5.1, H5.2, H6.2, H7.2	H1.1 -H6.2	
Knowledge and understanding of course content	15%	20%	5%	20%	<b>60</b>
Knowledge and skills in the design and development of information systems	5%	10%	15%	10%	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Syllabus 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

**Assessment Program**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Timing</b>	Term 4 Week 9	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4-5	
<b>Nature of Task</b>	In class test	In class test	Research Task	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1, H2, H5, H9	H3, H6, H7, H9	H4, H8, H10	H1-H10	
Knowledge and understanding of course content	10%	5%	10%	15%	<b>40</b>
Inquiry and research		10%	10%		<b>20</b>
Communication of Legal Studies information, issues and ideas in appropriate forms		10%		10%	<b>20</b>
Analysis and evaluation	10%		5%	5%	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

A student:

**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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8-9	Term 1 Week 8-9	Term 2 Week 6-7	Term 3 Weeks 4-5	
Nature of task	Investigative Task	In-class Task	In-class Task	Trial HSC Examination	
Outcomes Assessed	MA12-8, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	MA12-1 to 10	
Understanding, Fluency and Communicating	10%	12%	13%	15%	<b>50</b>
Problem Solving, Reasoning and Justification	10%	13%	12%	15%	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

A student:

**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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 9-10	Term 1 Week 9-10	Term 2 Week 6-7	Term 3 Weeks 4-5	
<b>Nature of task</b>	In-class Task	Investigation Task	In-class Task	Trial HSC Examination	
<b>Outcomes Assessed</b>	ME12-1, ME12-3, ME12-6, ME12-7	ME12-5, ME12-6, ME12-7	ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	ME12-1 to 7	
Understanding, Fluency and Communicating	12%	10%	13%	15%	<b>50</b>
Problem Solving, Reasoning and Justification	13%	10%	12%	15%	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

A student:

**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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 9-10	Term 1 Week 8-9	Term 2 Week 6-7	Term 3 Weeks 4-5	
Nature of task	In-class Task	In-class Task	Investigation Task	Trial HSC Examination	
Outcomes Assessed	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-7, MEX12-8	MEX12-1 to 8	
Understanding, Fluency and Communicating	13%	12%	10%	15%	<b>50</b>
Problem Solving, Reasoning and Justification	12%	13%	10%	15%	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

A student:

- 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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 8-9	Term 1 Week 8-9	Term 2 Week 6-7	Term 3 Weeks 4-5	
<b>Nature of task</b>	Investigation Task	In-class Task	In-class Task	Trial HSC Examination	
<b>Outcomes Assessed</b>	MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-5, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1 to 10	
Understanding, Fluency and Communicating	10%	13%	12%	15%	<b>50</b>
Problem Solving, Reasoning and Justification	10%	12%	13%	15%	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

A student:

**MS2-12-1** uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

**MS2-12-2** analyses representations of data in order to make inferences, predictions and draw conclusions

**MS2-12-3** interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

**MS2-12-4** analyses two-dimensional and three-dimensional models to solve practical problems

**MS2-12-5** makes informed decisions about financial situations, including annuities and loan repayments

**MS2-12-6** solves problems by representing the relationships between changing quantities in algebraic and graphical forms

**MS2-12-7** solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

**MS2-12-8** solves problems using networks to model decision-making in practical problems

**MS2-12-9** chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

**MS2-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8-9	Term 1 Week 8-9	Term 2 Week 6-7	Term 3 Weeks 4-5	
Nature of task	Investigation Task	In-class Task	In-class Task	Trial HSC Examination	
Outcomes Assessed	MS2-12-4, MAS2-12-9, MS2-12-10	MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-5, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1 to 10	
Understanding, Fluency and Communicating	10%	13%	12%	15%	<b>50</b>
Problem Solving, Reasoning and Justification	10%	12%	13%	15%	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Syllabus 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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4-5	
<b>Nature of task</b>	Source Analysis	Research & Presentation	Essay	Trial HSC Examination	
<b>Outcomes Assessed</b>	MH12.1, MH12.2, MH12.3, MH12.6, MH12.9	MH12.5, MH12.7, MH12.8, MH12.9	MH12.4, MH12.5, MH12.8 MH12.9	MH12.1- MH12.10	
Knowledge and understanding of course content	10%	5%	10%	15%	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5%		5%	10%	<b>20</b>
Historical inquiry and research	5%	10%	5%		<b>20</b>
Communication of historical understanding in appropriate forms	5%	5%	5%	5%	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

A student:

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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4-5	
<b>Nature of Task</b>	Composition Elective 1	Aural Elective 2	Musicology Elective 3	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1, H3, H9, H10, H11	H1, H4, H5, H6, H7, H8,	H1, H5, H6, H9, H10	H1, H4, H6, H7, H9, H10	
Performance				10%	<b>10</b>
Composition	10%				<b>10</b>
Musicology			10%		<b>10</b>
Aural		10%		15%	<b>25</b>
Elective 1,2 and 3	10%	10%	10%	15%	<b>45</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

## Syllabus 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
- H6** demonstrates a range of health skills that enable them to promote and maintain health
- H7** explains the relationship between physiology and movement potential
- H8** explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** explains how movement skill is acquired and appraised
- H10** designs and implements training plans to improve performance
- H11** designs psychological strategies and nutritional plans in response to performance needs
- H12** analyses the influence of Sociocultural factors on the way people participate in and value physical activity and sport
- H13** selects and applies strategies for the management of injuries and the promotion of safety in sport and Physical activity
- H14** argues the benefit 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

## Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Timing</b>	Term 4 Week 8-9	Term 1 Week 7-8	Term 2 Week 8-9	Term 3 Week 4-5	
<b>Nature of task</b>	Option 3: Case Study & In Class Task	Core 2: Written Report	Core 1: Research & In Class Task	Trial HSC Examination	
<b>Outcomes Assessed</b>	H8, H13, H16, H17	H8, H11, H10, H16, H17	H2, H3, H4, H5, H14, H15, H16	H1-H17	
Knowledge and understanding of course content	10%	10%	10%	10%	<b>40</b>
Skills in critical thinking, research and analysing and communicating	10%	15%	15%	20%	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

A student:

- PH12-1** develops and evaluates questions and hypotheses for scientific investigation
- PH12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- PH12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- PH12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH12-5** analyses and evaluates primary and secondary data and information
- PH12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH12-7** 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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Week 4-5	
Nature of Task	Practical Task	Processing and Modelling Task	Depth Study	Trial HSC Examination	
Outcomes Assessed	PH12-3, PH12-4, PH12-6, PH12-7, PH12-12	PH12-1, PH12-2, PH12-6, PH12-7, PH12-13	PH12-1, PH12-2, PH12-4, PH12-5, PH12-7, PH12-14	PH12-4, PH12-5, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15	
Knowledge and Understanding	5%	10%	10%	15%	<b>40</b>
Skills in Working Scientifically	20%	15%	15%	10%	<b>60</b>
<b>Total%</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Syllabus 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

**Assessment Program**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Timing</b>	Term 4 Week 7	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4-5	
<b>Nature of Task</b>	Research Task	Stimulus Research Task	In-class Essay	Trial HSC Examination	
<b>Outcomes Assessed</b>	H3, H5, H6, H7, H8, H10	H1, H3, H4, H6, H9	H1, H2, H5, H9,	H1- H10	
Knowledge and understanding of course content	10%	10%	10%	20%	<b>50</b>
Application and evaluation of social and cultural research methods	5%	10%	10%	5%	<b>30</b>
Communication of information, ideas and issues in appropriate forms	5%	5%	5%	5%	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

A student:

- H1** initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2** applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3** demonstrates an understanding of the frames when working independently in the making of art works
- 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

**Assessment Program**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Timing</b>	Term 4 Week 10	Term 2 Week 2	Term 3 Week 3-4	Term 3 Week 5	
<b>Nature of Task</b>	Body of Work Investigations (VAPD) and Research Essay	Exploring & Developing Body of Work and Essay	Trial HSC Examination	Body of Work Final Submission	
<b>Outcomes Assessed</b>	H1, H2, H5, H7	H3, H4, H8, H10	H6, H9	H1, H2, H5, H6	
Artmaking	10%	10%		30%	<b>50</b>
Art Criticism and Art History	10%	10%	30%		<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

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

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students

wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

## CONSTRUCTION AND HOSPITALITY

The following applies to all Industry Curriculum Framework (ICF) courses delivered at Sylvania High School.

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### DUAL ACCREDITATION

Assessment for the Higher School Certificate VET Course within industry curriculum frameworks has two purposes:

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### AUSTRALIAN QUALITY FRAMEWORK (AQF) QUALIFICATIONS

To achieve an AQF qualification, students are assessed on their achievement of competencies.

Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors. Some forms of assessment will be ongoing, integrated or holistic.

Students must also complete Cluster tasks (as supplied by the Registered Training Organisation –Ultimo containing both written and practical work.

To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry.

A student's record of their Units of Competency will be stored electronically at the school and distributed to students during each reporting period.

At the conclusion of the course, a student who fulfils the requirements of an AQF VET qualification will receive the relevant Certificate and an accompanying Transcript of Competencies Achieved. Students who have achieved partial completion of an AQF VET qualification will receive a Statement of Attainment, which lists all units of competency achieved towards the qualification.

## ASSESSMENT FOR HIGHER SCHOOL CERTIFICATE (HSC)

### WORK PLACEMENT

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To be eligible for a HSC in a VET course, students must complete a mandatory work placement in both the Preliminary and HSC courses. A total of 70 hours for a 240 hour 2 unit course must be completed in the industry relevant to their VET course by the conclusion of Term 3 of their HSC year.

Students who can provide evidence of recent or relevant experience in the industry relevant to their course can apply for Recognition of Prior Learning (RPL). These students should seek the advice of their VET teacher or VET Coordinator.

Students who do not attend work placement due to illness or misadventure must notify the school and produce appropriate evidence on return to school. Non-completion of work placement is grounds for withholding the course and students will be issued an 'N' determination.

### HSC EXAMINATION

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The HSC examination is optional for all Industry Curriculum Framework (240 hours) courses. It consists of a written examination made up of multiple-choice items, short answers and extended response items.

Students wishing to achieve an ATAR **must** complete the written HSC examination.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

### REFUND POLICY

If a student intends to leave the course, please contact the School Office for details of the refund policy.



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072  
 CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2021 - HSC 2022

QUALIFICATION: CPC20211 Certificate II in Construction Pathways  
 Training Package: CPC08 Construction, Plumbing and Services (version 9.7)

NESA course code  
 2 U X 2 YR - 26201  
 2021 HSC Exam: 26299  
 LMBR UI Code:  
 12  
 CPC20211526201B

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>7 PRELIMINARY UOCs</b>							240 Indicative Hours over 2 years
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	<b>Cluster A – SafeWork NSW WHS Induction</b> Written Test	
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	<b>Cluster B - Small project, Oil Stone Case or Concrete Float Practical</b> , Teacher observations and written test.	40% Preliminary Exam
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	<b>Cluster C - Tool box, Saw Horse or BBQ table</b> Practical, Teacher observations and written test.	35 hrs. Work placement
Term 2/3 Work placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	<b>Cluster D – Skills in Action</b> Observations, portfolio and written test	
<b>7 HSC UOCs</b>							
Terms 4/5	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	<b>Cluster E - School Project – Concreting</b> Practical, Teacher observations and written test.	35 hrs. Work placement
	CPCCCM2006B	Apply basic levelling procedures	E	E	15	* Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	60% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	CPCCCM1015A	Carry out measurements and calculations	C	M	20		
	CPCCCO2013A	Carry out concreting to simple forms	E	E	20		
	CPCCCM2001A	Read and interpret plans and specifications	C	M	20		
Terms 6/7	CPCCBL2001A CPCCBL2002A	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	E E	E E	20 10	<b>Cluster F – Bricklaying (subject to teacher qual)</b> Practical, teacher observation and written test	
	NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235-245	Units of competency from the HSC focus areas will be included in the optional HSC examination.



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072  
 HOSPITALITY- KITCHEN OPERATIONS CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE  
 Preliminary Year 2021 - HSC 2022

QUALIFICATION: SIT20416 Certificate II in Kitchen Operations  
 Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

NESA course code  
 2 U X 2 YR - 26511  
 HSC Exam: 26587  
 LMBR code 12  
 SIT20416126511B

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%	
Term 1	<b>9 PRELIMINARY UOCs</b>					Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i>		240 Indicative Hours over 2 years
	SITXFSA001	Use hygienic practices for food safety	C	M	10	<b>Cluster A: Getting Ready for Work</b> Written task/scenario, case study & observation of practical work	40% Prelim Yearly Exam	
	SITXWHS001	Participate in safe work practices	C	M	15			
SITHCCC003	Prepare and present sandwiches	E	E	20				
Term 2	SITXFSA002	Participate in safe food handling practices	E	S	15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, Written task, Observation of practical work	35 hrs Work placement	
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	15			
Term 3	SITHCCC002	Prepare and present simple dishes	E	E	20	<b>Cluster C: Maintain a Clean &amp; Safe Kitchen</b> Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	60% Trial HSC Exam	
	SITHKOP001	Clean kitchen premises and equipment	C	S	10			
	SITHCCC001	Use food preparation equipment	C	S	20			
Terms 4 - 6	SITXINV002	Maintain the quality of perishable items	C	E	5	<b>Cluster D: Quality Café Meals</b> Written task & observation of practical work Portfolio of evidence including service periods. NOTE: person with THREE years' Industry Experience must be involved in assessment.	35 hrs Work placement	
	<b>5 HSC UOCs</b>							<b>Cluster E: Working in the Hospitality Industry</b> Written task and reflection
	SITHCCC005	Prepare dishes using basic methods of cookery	C	S	40			
SITHCCC006	Prepare appetisers and salads	E	E	25				
Terms 6 & 7	SITHCCC011	Use cookery skills effectively	C	E	20		The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.	
	BSBWOR203	Work effectively with others	C	M	15			
	SITHIND002	Source and use information on the hospitality industry	E	M	20			
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 240		Units of competency from the HSC focus areas will be included in the optional HSC examination.			

## APPENDIX A

### HSC ASSESSMENT: ILLNESS/MISADVENTURE APPLICATION

This form must be completed then taken to the relevant Deputy Principal **within two days of returning to school**.

SURNAME: .....

GIVEN NAME: .....

YEAR: .....

DATE OF APPEAL: .....

Please indicate the subject/s for which this appeal is being lodged.

Subject	Date of Task	Nature of Task	Teacher

NATURE OF APPEAL (Illness or Misadventure):

.....

*Add additional pages and documents to provide sufficient details to support your case for consideration to sit for the task or substitute task or to gain an extension of time.*

SUBSTANTIATING EVIDENCE ATTACHED (attached letter or documents): YES NO

SIGNED: .....  
(student)

DATE: ...../...../.....

SIGNED: .....  
(parent)

DATE: ...../...../.....

HEAD TEACHER'S COMMENT:

.....

Rescheduled task date: ...../...../.....

SIGNED: .....

DATE: ...../...../.....

DEPUTY PRINCIPAL:

.....

FORM RETURNED TO DP : Form received: ...../...../.....

BY: .....

APPEAL PANEL'S DECISION: UPHELD  NOT UPHELD  DATE: ...../...../.....

Extension given  Task Rescheduled  Marks Adjusted

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*Disclaimer: While every effort was made to ensure the accuracy of details at the time of publication, assessment Details and time frames may change due to unforeseen circumstances. For any and all questions students and parents are advised to contact the classroom teacher, Head Teacher or Deputy Principal*

.....  
SIGNED: DP ..... HT ..... HT .....

## ILLNESS/MISADVENTURE PROCESS

1. Student gets form from DP or downloads from Guidelines and Assessment Schedules document on the school's website. Student completes the form with relevant details and attaches documentation (medical certificate). Student must discuss with relevant DP.



2. Student takes form to HT for comment **within two school days upon return to school.**



3. Student takes completed form to DP.  
DP signs receipt of form and enters information into spreadsheet.  
HT to inform DP when task completed/handed in in cases of extension.  
For complex Illness/Misadventure cases, DP holds panel to make a decision.  
Panel members: DP, two HT's.



4. After panel is held, DP informs student and HT of decision and appeal process if necessary.

## APPENDIX B

### SAMPLE N WARNING LETTER

Dear Parent / Carer

#### **OFFICIAL WARNING: Non-completion of a Higher School Certificate Course**

I am writing to advise that your son / daughter \_\_\_\_\_ is in danger of not meeting the requirements for satisfactory completion of the HSC course in «subject».

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the <first/second/third> official warning we have issued notifying you that <Student first name> is at risk of not completing the above course. [Delete the following sentence if this is the first warning] Previous warning(s) were sent to you on <Insert dates>.

#### **Criteria for satisfactory completion of a course**

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if he/she has not satisfactorily completed the Preliminary Course. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

<Student first name> is not currently meeting one or more of these requirements. In particular, he/she <Insert brief description of the problem(s)>.

#### **Opportunity to correct the problem**

The following tasks or requirements need to be completed by <Student first name> to correct the problem.

Task or course requirement	Original due date (if applicable)	Action required by student	Date for completion

#### **Action by parent/guardian**

To support <Student first name> in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact <Insert contact details>.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

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## APPENDIX C

### GLOSSARY OF KEY WORDS AS SPECIFIED BY NESA FOR USE IN HSC COURSES

#### GENERIC DIRECTIVE TERMS FROM THE ASSESSMENT SUPPORT DOCUMENT

Key words that appear frequently in NESA syllabuses, performance descriptions and examinations.

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

**ASSESSMENT TASK PLANNER: TERM**

<b>Week</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					
<b>8</b>					
<b>9</b>					
<b>10</b>					
<b>11</b>					