



R E S P E C T . R E S P O N S I B I L I T Y . P A R T I C I P A T I O N

# HIGHER SCHOOL CERTIFICATE

## ASSESSMENT POLICY & PROCEDURES

YEAR 12 - 2022

**NEWCASTLE HIGH SCHOOL**

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## KEY TERMS USED IN THIS BOOKLET

<b>AMOW</b>	<b>HSC: All My Own Work</b> <i>HSC: All My Own Work</i> is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.
<b>NESA</b>	<b>NSW Education and Standards Authority</b> NESA organises and conducts the Higher School Certificate Examinations in all NSW schools and are responsible for the awarding of the Higher School Certificate credential.
<b>RoSA</b>	<b>Record of School Achievement</b> The Certification students receive from NESA if they leave school prior to completing the HSC.
<b>HSC</b>	<b>Higher School Certificate</b> Highest level of certification in NSW high schools; usually completed in Year 12 of high school
<b>Preliminary HSC</b>	First stage of the HSC; usually completed in Year 11 of high school
<b>Stage</b>	A period of learning, typically of two years duration. Stage 5 refers to Years 9 & 10 and Stage 6 refers to Years 11 & 12
<b>Unit</b>	The amount of time involved in a course
<b>BDC</b>	<b>Board Developed Course</b> Courses developed by NESA that can be used in the calculation of an ATAR
<b>BEC</b>	<b>Board Endorsed Course</b> Courses endorsed by NESA that count towards the HSC but cannot be used in the calculation of an ATAR
<b>Category A/B</b>	Classification of Board Developed Courses. Only one Category B course can be counted in the calculation on an ATAR
<b>TAFE</b>	<b>Technical and Further Education</b>
<b>VET</b>	<b>Vocational Education &amp; Training</b>
<b>TVET</b>	TAFE delivered Vocational Education & Training courses
<b>UAC</b>	<b>University Admissions Centre</b>
<b>ATAR</b>	<b>Australian Tertiary Admission Rank</b> A rank calculated by UAC as a way of determining entry to University courses
<div style="text-align: right;"> <b>Useful websites:</b>  <a href="https://www.educationstandards.nsw.edu.au/">https://www.educationstandards.nsw.edu.au/</a>  <a href="http://www.uac.edu.au">www.uac.edu.au</a> </div>	

## COVID-19 PROCEDURES

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The global pandemic of COVID-19 has impacted school operations and the Higher School Certificate since 2020, with periods of Learning from Home being experienced for senior students.

Senior students at Newcastle High School will be supported through Learning from Home, should this occur in the following manner:

- (a) Any student without a device will be loaned a laptop computer if Learning from Home occurs.
- (b) All students will be notified of the illness, misadventure and special consideration processes, to ensure no student is disadvantaged due to COVID-19 impact.
- (c) All efforts will be made by the school to maintain continuity of learning by delivering curriculum and assessment remotely online.
- (d) The curriculum and assessment will continue online via Canvas.
- (e) Any modifications made to the curriculum, assessment or reporting will be determined as deemed necessary by the Principal, if the authority is given by NESA and the Department of Education.
- (f) Any modification required to assessment will be notified to students through Canvas.
- (g) N Determination processes will continue unaltered, while the HSC is deemed to be proceeding by authority of NESA.
- (h) All forms of data will be used to monitor and report on student engagement during Learning from Home, including Canvas online activity reports, teacher professional judgement and Department of Education student engagement software.

## RIGHTS AND RESPONSIBILITIES REGARDING ASSESSMENT

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### In Higher School Certificate assessment, students have the following rights:

- to be informed of the assessment policies of the school and the NSW Education and Standards Authority (NESA).
- to receive clear guidelines relating to the requirements of each assessment task.
- to be told in advance of the due date for each assessment task.
- to receive timely and appropriate feedback that assists them to review their work.
- to query the mark for an individual task at the time it is returned to them.
- to request a review of the calculation of the final assessment mark if they believe their final assessment rank is incorrect.

### Student Responsibilities

Students will:

- be familiar with and fulfil the requirements of the Newcastle HS School Assessment Procedures as set out in this handbook;
- be familiar with the [\*Rules and Procedures for Higher School Certificate Candidates\*](#) guide;
- understand NESA course requirements and procedures for each course of study;
- apply themselves with diligence and sustained effort to the set work and experiences provided in each course;
- attend all scheduled lessons, unless there is a valid reason they cannot;
- complete and submit all set tasks on the due date;
- make a serious attempt at each task and act on constructive feedback;
- follow up any concerns with tasks at the time they are marked and returned;
- provide written evidence to explain absence from, or late submission of, formal assessment tasks;
- not engage in behaviour which could be considered malpractice or cheating;
- submit work that is the student's own work, acknowledging sources which have been consulted and/or quoted;
- register with Students Online and ensure their personal details are correctly recorded with NESA;
- confirm their pattern of study by signing the Confirmation of Entry form; and
- communicate to their teacher any changes in their circumstances that may impact on their HSC performance.

### Staff Responsibilities

Staff will:

- provide quality teaching and learning experiences for all students enrolled in Years 11 and 12, establishing a culture of high expectations;
- ensure that teaching and learning programs address NESA syllabus requirements and the needs of individual students;
- make fair and reasonable adjustments to accommodate the needs of students of varying levels of ability;
- demonstrate knowledge and understanding of course content, objectives and outcomes;
- publish scope, sequence and timing details of all assessment tasks at the beginning of the assessment year;
- implement formal assessment procedures in accordance with school and NESA requirements;
- ensure that students are provided with copies of all relevant course documents;
- maintain comprehensive records of student achievement;
- provide parents/carers and students with information that provides a true indication of student achievement and progress;
- use assessment data and feedback to inform practice; and
- identify students causing concern and employ strategies to support them and communicate with parents.

# THE HIGHER SCHOOL CERTIFICATE ASSESSMENT OVERVIEW

School-based assessment tasks will contribute to 50% of the marks for the Higher School Certificate. The school assessment mark will be based on student performance in assessment tasks undertaken during each course. The other 50% of the marks will be based on student performance in the HSC examination for each subject.

The Higher School Certificate is a testamur document, issued by NESA, which states that a student has met all of the requirements and has been awarded a HSC.

On the satisfactory completion of the HSC, students will receive a portfolio containing:

- The Higher School Certificate Testamur – This shows that a student is eligible for the Higher School Certificate. It includes the student's name, school and date of the award. The HSC Testamur is delivered by post in January. Students are able to download their credentials via their Students Online account.
- Higher School Certificate Record of Achievement – The Higher School Certificate (HSC) Record of Achievement (RoSA) including Year 11 grades, and if applicable, Year 10 (Stage 5) grades.



Additional Information: The NESA publication, Rules and Procedures for Higher School Certificate Candidates, contains all the HSC rules and requirements you will need to know. This document is available at [Rules and Procedures for Higher School Certificate Candidates](#)

## The Higher School Certificate Record of Achievement

This provides formal recognition of a student's senior secondary school achievements. Stage 6 HSC results, Stage 6 Year 11 results and, if applicable, Stage 5 results will appear on separate pages.



**Assessment mark:**

School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course.

NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

For Board Endorsed Courses the HSC will record a single mark provided by the school at the conclusion of the course. This mark is not moderated. These marks will be determined in a similar way to BDC's and are not included in the ATAR.

**Examination mark:**

The examination mark for each course shows the student's performance in the HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

**HSC mark:**

The Higher School Certificate mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.

**Performance Bands:**

Student performance in the Higher School Certificate examinations is reported in relation to defined standards (or levels of achievement) using performance bands that have been developed for each course. For 2 Unit courses students receive a mark out of 100 and a place within one of the six performance bands. For Extension courses students receive a mark out of 50 and a place within one of four performance bands.

HSC marks for non-Extension courses are divided into 6 bands:

- Band 6 = 90 - 100 marks
- Band 5 = 80 - 89 marks
- Band 4 = 70 - 79 marks
- Band 3 = 60 - 69 marks
- Band 2 = 50 - 59 marks
- Band 1 = 0 - 49 marks

Each Extension course is divided into 4 bands:

- Band E4 = 45 - 50 marks
- Band E3 = 35 - 44 marks
- Band E2 = 25 - 34 marks
- Band E1 = 0 - 24 marks

Further information relating to standards-referenced assessment can be found at: <https://arc2.nesa.nsw.edu.au/page/faq/course>  
**Australian Tertiary Admission Rank (ATAR)**

To be eligible for an ATAR students must satisfactorily complete at least 10 units of NESA developed courses. These courses must include at least:

- 8 units from Board Developed courses
- 2 units of English
- no more than 2 units of Category B courses
- three (3) Board Developed courses of 2 units or greater
- four subjects.

Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry.

English Studies is a Category B course. Students who take English Studies and wish to qualify for an ATAR should note that only 2 units of Category B courses can be included in the ATAR calculation. At least 2 units of English must be included, therefore, English Studies students who wish to receive an ATAR are not able to include any other Category B units and will need at least 8 units of Category A courses.

NESA endorsed courses and Content Endorsed Courses, including Vocational Content Endorsed Courses do not satisfy requirements for the ATAR.

# GUIDELINES FOR HSC ASSESSMENT AT NEWCASTLE HIGH SCHOOL

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## 1. Meeting HSC eligibility requirements

To be eligible for the HSC, you must have:

- satisfactorily complete Years 9 and 10, or gain other qualifications that satisfy NESA;
- attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college;
- complete HSC: All My Own Work before you submit any work for Year 11 or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses;
- satisfactorily complete courses in the pattern of study detailed below;
- sit for, and make a serious attempt at, the required HSC examinations;
- met the HSC Minimum Standards in Literacy and Numeracy.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

## 2. Pattern of Study

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

- at least six (6) units from Board Developed Courses;
- at least two (2) units of a Board Developed Course in English;
- at least three (3) courses of two (2) units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four (4) subjects.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six(6) Year 11 units and seven (7) Year 12 units from courses in Science.

Students enrolled in Life Skills may study up to six units of Science Life Skills courses in Year 11 and Year 12. As with the study of all Board Developed Courses, exclusions apply to the study of Life Skills courses. Students may not study more than one 240-hour course in the same subject. For example, a student cannot include both Investigating Science and Investigating Science Life Skills in the pattern of study for the award of the Higher School Certificate.

Students are required to confirm their pattern of study and sign their *HSC Confirmation of Entry* form.

## 3. HSC Minimum Standard

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

The HSC minimum standard is set at the Australian Core Skills Framework (ACSF) Level 3. ACSF Level 3 describes the functional literacy and numeracy skills required for life after school, for work and further education. Students in Years 10 to 12 may demonstrate the HSC minimum standard by achieving Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.

School leavers in Years 10 to 12 may sit the NESA minimum standard online tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers.

Students will have five years after starting their first HSC course to meet the literacy and numeracy standard and receive an HSC.

Students will not be excluded from sitting for their HSC examinations if they have not met the standard. Students who sit for the HSC examinations without meeting the standard will have their results recorded on the Record of School Achievement (RoSA).

#### 4. HSC Pathways

While most students complete their HSC over two years during Years 11 and 12, there are other pathways that may suit a student's particular needs better. A student requires the Principal's approval to undergo either of these pathways.

**Accumulating** - You can take up to five consecutive years to finish your studies, starting from the first year you complete an HSC course. After five years, you must have met all HSC requirements.

**Repeating** - You can repeat one or more courses within the five years without penalty. Your Record of Achievement will show the results of all attempts. The Universities Admissions Centre (UAC) will calculate your ATAR from the results of your most recent attempt.

#### 5. Types of Courses

**Board Developed courses** are the courses set and examined by NESA that also contribute to the calculation of the ATAR.

**Board Endorsed courses** are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

**Special education (Life Skills)** - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with your Year Adviser or Careers Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

**Vocational Education and Training (VET)** - VET courses can be studied either at school or through TAFE NSW and other training providers. All VET courses involve a minimum number of hours in the work place. VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results can also count towards your ATAR.

#### 6. Students Online

It is essential that all students activate a Students Online account with NESA. Students will gain access to their HSC results and HSC Examination timetable via this account. Students can also update their personal details through this account. See the Transition Advisor if you require assistance with this process.

#### 7. Confirming your entry for the HSC

You will receive a printed Confirmation of Entry showing your personal details, courses entered and whether or not you are eligible for the HSC. You must check that all details are correct. If these details are not, you must notify the school immediately. You must then sign the declaration printed on the Confirmation of Entry and return it to the school. If you change your personal details during the year, you must notify the school immediately.

The school will support students complete this requirement.

## 8. School-based Disability Provisions

Some students have diagnosed conditions that result in challenges to their learning. These students need an equitable opportunity to demonstrate what they know and can do. As a result, students can apply for disability provisions to support their learning and assessments.

School based disability provisions for assessments may include:

- Extra time
- Separate supervision
- Rest Breaks
- Reader
- Writer/Scribe
- Use of assistive technology

If you believe you should be considered for disability provisions, please contact the Head Teacher Wellbeing. Students can also apply to NESAC for the implementation of disability provisions for the HSC examinations.

## 9. NESAC Course Completion Criteria

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that you have met the following Course Completion Criteria:

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

Students must make a genuine attempt at tasks that total **more than 50%** of the available school assessment marks for that course. The completion of tasks worth exactly 50% is not sufficient. While a task submitted after the due date may not receive its full value in marks, the student may be required to submit the task in order to avoid falling below the level required by this regulation.

While NESAC does not mandate attendance requirements, the Principal may determine that, as a result of absence, the course completion criteria are not being met.

Students undertaking VET courses may be deemed to have either completed, or not completed, requirements. The course completion criteria listed above form the basis for this decision. If a student fails to undertake any mandatory work placement component, it may be determined that the student has not made a genuine attempt to complete the course requirements and a Non-completion determination may be made.

## 10. Non-completion Warning

If the Principal determines that you are in danger of not meeting the course completion criteria, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements (see page 16 for sample letter).

If you complete the "Action Required by Student" detailed in the Course Warning Letter, then the issue is deemed to have been resolved once your teacher can verify you have addressed the requirements to a satisfactory level.

If you ignore the warning and do nothing, then this will be recorded as an unresolved warning.

## **11. Non-completion Determination**

If the Principal determines that you have not met the criteria for satisfactory completion of a course, the school will inform you in writing. A student must have at least two unresolved N-warnings, and/or have failed to complete over 50% of the assessment tasks, before the Principal may issue this determination.

You have the right to appeal to the school against this determination. If unsuccessful, you may appeal to NESA. Your Principal will advise you of this right and explain the appeal process.

If you do not satisfactorily complete a course, you will receive no results in that course, the course will not appear on your Record of Achievement, and the course will not count towards your pattern of study for the award of a Higher School Certificate, placing the award of the HSC credential at risk.

## **12. Subject assessment schedules**

Each faculty has prepared an assessment schedule for the courses it offers. These schedules are included in this handbook and indicate:

- the components which will be assessed
- the weightings of the components
- the specific tasks which make up the assessment schedule
- the number of tasks for each subject
- the approximate time when the tasks will be administered
- the relative values of each task

Any change to an assessment schedule must be approved by the Principal and given to the students in writing.

## **13. Notification of assessment tasks**

In addition to the information in this Year 12 Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of two weeks prior to the task that contains:

- The date and time of the task
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task
- The marking criteria used for the task
- Administrative procedures for the collection of the task
- The amount of time that will be allocated during lessons if applicable
- Feedback procedures

Additional information:

- The format of the notification must be on the agreed school proforma.
- Students are to sign that they have received the assessment task notification.
- The Head Teacher will sign the notification sheet to indicate the task assesses the outcomes of the syllabus and that it meets NESA requirements. This is counter signed by the Deputy Principal.
- A copy of the task notification is filed with the Deputy Principal.
- If a student is absent on the day that a notification for an assessment task is given to students, it is the responsibility of the student to speak to the teacher or Head Teacher to obtain a copy. Note: unless there are exceptional circumstances, an extension of time for the task will not be granted.

## 14. Maintaining honesty and integrity

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

You must be entirely honest when completing all your assessment tasks, exams and submitted works. You will be marked only on the quality and originality of the work you have produced.

You must acknowledge any part of your work that was written, created or developed by someone else. This includes any material from other sources like books, journals, electronic resources and the internet. You don't need to formally acknowledge material that you learned from your teacher in class.

## 15. Understanding malpractice

Behaving dishonestly to gain unfair advantage in assessments is malpractice, or cheating. Any form of malpractice, including plagiarism, is unacceptable, and NESA treats these allegations very seriously as any activity that allows you to gain an unfair advantage over other students.

Malpractice includes:

- copying part or all of someone else's work and presenting it as your own
- using material directly from books, journals, CDs or the internet without acknowledging its source
- building on someone else's ideas without giving their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, like a parent, coach or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an HSC examination
- using non-approved aids during an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice.

If you are suspected of malpractice, you will need to show that all unacknowledged work is entirely your own. You might need to:

- prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed
- answer questions about the assessment task, exam or submitted work being investigated, to show your knowledge, understanding and skills.

Students who are found to have conducted malpractice, will receive a zero mark on the relevant sections of the task, or the whole task if appropriate. This information will also be entered into a formal malpractice register with NESA.

## 16. Submission of tasks

In class assessment tasks must be handed in at the conclusion of the time allowed for the task.

Assessment tasks required to be submitted via Canvas, must be uploaded before **9:00am** on that day. Any task submitted after 9:00am will be deemed to be late and receive a ZERO MARK.

Assessment tasks required to be physically submitted on a specific date must be handed in at the location indicated on the Assessment Notification before **9:00am** on that day. Any task submitted after 9:00am will be deemed to be late and receive a ZERO MARK. If a student is unable to attend school on the day a task is due, they must arrange for someone else to submit the task on their behalf. If this is not possible, they should contact the school and an Appeal form will need to be submitted explaining the reason for non-submission. Failure to do so will result in a ZERO MARK being issued for that task.

## **17. Feedback**

Feedback should be received within two weeks of submitting the task. This feedback will include the assessment mark recorded, the course average, the student rank and any recommendations for student improvement.

If a student disputes the assessment mark provided, they should approach the class teacher in the first instance. This should be done immediately after the return of the task.

Where a student is dissatisfied with any aspect of the assessment process, or the response of the class teacher, they should appeal to the Principal who will convene a meeting of the School Appeals Panel.

## **18. Invalid or unreliable assessment tasks**

Where the Principal determines that an assessment task produces an invalid or unreliable result, the marks from that task will be discarded.

An alternative task will be set for all students in that subject to sit or submit at a mutually agreed date and time.

## **19. Courses conducted by TAFE or other schools**

Students are responsible for obtaining the assessment policy booklet from the delivering school for the subject in which they are enrolled. It is the student's responsibility to follow the policy procedures of the particular school and the tasks pertaining to the subject being studied.

Where tasks are not completed, the delivering school will send out warning letters to students. Copies of these warning letters will also be sent to the home school.

## **20. Student attendance prior to assessment tasks**

Students must not seek to gain an unfair advantage on an assessment task by choosing not to attend school in order to prepare for that task.

If a student is absent, without valid explanation, for any lessons on the day of an in class task, a zero mark will be issued for that task.

If a student is absent, without valid explanation, on the day immediately prior to the due date of an assessment task they are at risk of receiving a zero mark for that task if it is deemed that they sought to achieve an unfair advantage.

## **21. Non-serious attempt on a task**

Students are required to make a serious attempt on all assessment tasks. This includes attempting a range of questions throughout an examination paper. Attempting multiple-choice questions only is not sufficient. Frivolous or offensive responses are also considered a non-serious attempt.

If it is deemed that a student submitted a non-serious attempt on an assessment task, they will be issued with a ZERO MARK.

## **22. Failure to submit/complete a task on the due date**

Failure to submit or complete an assessment task on the due date will automatically result in a ZERO MARK being issued for that task.

### 23. Appealing a Zero Mark

If a student has a valid reason for failing to submit/complete a task on the due date they can submit an Appeal Form.

When a student knows in advance that they will be absent on the due date of a task, e.g. work placement or sporting event, they must submit the Appeal Form to the Deputy Principal PRIOR to the event.

When a student is unable to complete a task on the due date because of illness or misadventure, they must complete the following process:

- Contact the school on that morning to explain the absence.
- On the first day of return to school, see the Deputy Principal who will issue and date an Appeal Form.
- Complete Section A and return to the Deputy within two days of issue, along with any supporting documentation.

Failure to complete any part of this process will result in the Appeal being denied and the zero mark upheld.

### 24. Performance on task affected by Illness/Misadventure

If a student submitted/completed an assessment task on the due date but experienced illness or misadventure immediately before or during the task, and they believe this impacted on their performance on the task, they can submit an Appeal Form for consideration. This category of appeal will only be considered if the Appeal Form is submitted on, or before, the task due date.

If the appeal is successful, and the student's resulting rank on the task is significantly different to their established rank, then a rank order mark adjustment will be considered.

### 25. Grounds for Appeal

Grounds for an appeal must be serious and substantiated – students must be able to prove the reason for absence or late submission.

#### **Serious**

The reason for absence/lateness was of a serious nature and was significant enough to prevent the student from submitting/completing the task appropriately.

Illness – short term sickness or physical injuries suffered directly by the student.

Misadventure – an event beyond the student's control.

#### **Substantiated**

Independent documentation supporting the reason for absence/lateness must be provided with the Appeal Form e.g. medical certificate for illness or accident; a statutory declaration verifying the misadventure.

## **26. Limitations for Appeal**

Students can only apply in relation to circumstances that occur immediately before or during an assessment task.

You cannot submit an application on the basis of:

- Technology malfunction, eg. printer not working; no internet access
- Misreading the assessment notification
- The same grounds for which you receive disability provisions, unless your condition was exacerbated at the time of the task
- Long term illness, such as asthma or epilepsy, unless you experienced a significant flare up of your condition at the time of the task
- Alleged deficiencies in teaching
- Difficulties in preparation or loss of preparation time
- Absence due to suspension

## **27. Processing an Appeal Form**

The School Assessment Panel will consider the application and documentation provided. The panel will notify the student of the outcome of the appeal within two days of receiving the form.

## **28. Appealing the decision of the School Assessment Panel**

Where students are dissatisfied with the decision reached by the School Assessment Panel, they may appeal to the Principal, who will convene a meeting of the School Appeals Panel.

## **29. Assessment rank appeals**

After the final HSC examination, you can obtain your rank order for assessment in each course via your Students Online account. If you feel that your placement in any course is not correct, you should talk to your teacher immediately. If you are still not satisfied that the ranking is correct, you may apply to your Principal for a review.

You cannot appeal against the marks awarded for individual assessment tasks.

Reviews are limited to the assessment process.

The only matters that the school will consider are whether or not:

- (a) the weightings specified by the school in its assessment program conform with the NESA requirements, as detailed in the relevant syllabus
- (b) the procedures used by the school for determining the final assessment mark comply with its stated assessment program
- (c) computational or other clerical errors have been made in the determination of the assessment mark.

If you wish to apply for a review, you must do so by the date specified by NESA. The school will advise you of the outcome of its review, and will advise NESA of any changes to assessment marks.

If you are dissatisfied with the outcome of the school review, you may advise your Principal that you wish an appeal to be sent to NESA.

NESA will consider only whether:

- (a) the school review process was adequate for determining items (a), (b) and (c) above
- (b) the conduct of the review was proper in all aspects/areas.

NESA will not revise the assessment marks or rank order. If the appeal is upheld, NESA will direct the school to carry out a further review.

Further details about reviews and appeals are on the assessment appeal form, which can be obtained from your school. Appeals to NESA must be lodged at the school by the date on the form. No extension will be considered.

## NEWCASTLE HIGH SCHOOL - STAGE 6 APPEAL FORM

PART A – to be completed by STUDENT, then given to the DEPUTY			
<b>STUDENT NAME</b>		<b>LEVEL</b> <small>(circle one)</small>	<b>YEAR 11      HSC</b>
<b>SUBJECT</b>		<b>TEACHER</b>	
<b>TASK DETAILS</b>	(title)	(due date)	
<p>Did you contact the school on/before the due date notifying of your inability to submit/complete?      YES      NO</p> <p>Explain why you can't submit/didn't complete this task on the due date and time:</p> <p>.....</p> <p>.....</p> <p>What form of documentation are you providing to substantiate your appeal?</p> <p>.....</p> <p>Is there anything else we should take into consideration regarding this Appeal?</p> <p>.....</p> <p>.....</p> <p>Student signature:      .....      Parent/carer signature:      .....</p> <p>Date      .....      Date      .....</p> <p>If you have already submitted/completed this task, list the date and time this occurred:</p> <p>Date: .....      Time: .....      Teacher confirmation:      .....</p>			
PART B – to be completed by TEACHER/HEAD TEACHER, then returned to DEPUTY within 2 days of receipt			
<p>Comment:</p>		<p>Recommendation:</p> <p><input type="checkbox"/> Task rescheduled to: .....</p> <p><input type="checkbox"/> Late task accepted without penalty</p> <p><input type="checkbox"/> ZERO Mark to be upheld</p> <p><input type="checkbox"/> other</p>	
<p>CRT signature: .....      Date      .....</p> <p>HT signature: .....      Date      .....</p>			

PART C – to be completed by member of SCHOOL ASSESSMENT PANEL
---

Student contacted school on/before due date?	YES	NO	NA
Student submitted form within documented timeframe?	YES	NO	NA
Independent evidence provided?	YES	NO	NA
Student would gain an unfair advantage?	YES	NO	NA
<b>DECISION OF SCHOOL ASSESSMENT PANEL</b>			
<input type="checkbox"/> Task rescheduled (without penalty) to: .....			
<input type="checkbox"/> Late task accepted without penalty			
<input type="checkbox"/> ZERO Mark to be upheld			
<input type="checkbox"/> other .....			
Authorised by .....	Signature .....		
	Date .....		
Copy provided to Student	<input type="checkbox"/>		
Copy provided to Teacher	<input type="checkbox"/>		
<b>PART D – to be completed only if student wants to Appeal the decision of the School Assessment Panel</b>			
I wish to appeal the decision of the School Assessment Panel for the following reasons:			
.....			
.....			
.....			
Student signature .....	Parent/carer signature .....		
Date .....	Date .....		
<b>PART E – to be completed by PRINCIPAL if student is appealing decision of the School Assessment Panel</b>			
Decision of School Assessment Panel	<input type="checkbox"/> UPHELD	<input type="checkbox"/> OVERTURNED	
Principal's Decision:			
.....			
.....			
Principal's signature ..... Date .....			
Copy provided to Student	<input type="checkbox"/>		
Copy provided to Teacher	<input type="checkbox"/>		



## **OFFICIAL WARNING NON-COMPLETION OF A HSC COURSE**

---

I am writing to advise that your son/daughter \_\_\_\_\_  
Is in danger of not meeting the course completion criteria for the Higher School Certificate  
course \_\_\_\_\_

NESA requires schools to issue students with official warnings in order to give  
them the opportunity to redeem themselves.

Please regard this letter as the \_\_\_\_\_ (specify  
no.) official warning issued concerning

---

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a  
course.

### **Course Completion Criteria**

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

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of  
receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will  
not be listed on the student's Record of Achievement.

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.

To date, \_\_\_\_\_ has not satisfactorily met \_\_\_\_\_ (a/b/c)  
of the course completion criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a  
genuine attempt has not been made.

In order for \_\_\_\_\_ to satisfy the course completion criteria, the  
tasks, requirements or outcomes listed overleaf need to be satisfactorily completed/achieved.

Please discuss this matter with \_\_\_\_\_ and contact the school if  
further information or clarification is required.

Yours sincerely,

Class Teacher

Head Teacher

Principal

To satisfy course completion criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by

Task Name/Course requirements	Date Task(s) Course requirements initially due	Action Required by student	Date to be completed (if applicable)



PLEASE DETACH THIS SECTION AND RETURN TO THE SCHOOL

#### Requirements for the Satisfactory Completion of a Higher School Certificate Course

I have received the letter dated \_\_\_\_\_ indicating that my child  
\_\_\_\_\_ is in danger of not having satisfactorily completed the

Higher School Certificate course: \_\_\_\_\_

I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.

I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate.

STUDENT'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

PARENT/CARER'S SIGNATURE \_\_\_\_\_ DATE: \_\_\_\_\_

## GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate (HSC) documents. Using the Glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

ACCOUNT	Account for; state reasons for, report on. Give an account of. narrate a series of events or transactions
ANALYSE	Identify components and the relationship between them; draw out and relate implications
APPLY	Use, utilise, employ in a particular situation
APPRECIATE	Make a judgement about the value of
ACCESS	Make a judgment 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	Add a degree or level of accuracy depth, knowledge and understanding, logic, (analyse/evaluate) questioning, reflection and quality to (analysis/evaluation)
DEDUCE	Draw conclusions
DEFINE	State meaning and identify essential qualities
DEMONSTRATE	Show by example
DESCRIBE	Provide characteristics and features
DISCUSS	Identify issues and provide points for and/or against
DISTINGUISH	Recognise/note/indicate as being distinct or different from; 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, reasons why
EXTRACT	Choose relevant and/or appropriate details
IDENTIFY	Recognise and name
INTERPRET	Draw meaning from
INVESTIGATE	Plan, inquire into and draw conclusions about
JUSTIFY	Support an argument or conclusion
OUTLINE	Sketch in general terms; indicate the main features of
PREDICT	Suggest what may happen based on available information
PROPOSE	Put forward (point of view, idea, argument) 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

## TIMETABLED YEAR 12 LINES – 2022

LINE 1	LINE 2
12ENADV22.1 English Advanced	12MADV22.1 Maths Advanced
12ENSTA22.1 English Standard	12MADV22.2 Maths Advanced
12ENSTA22.2 English Standard	12MNUM22.1 Numeracy
12ENSTA22.3 English Standard	12MSTA22.1 Maths Standard 2
12ENSTA22.4 English Standard	12MSTA22.2 Maths Standard 2
12ENSTA22.5 English Standard	12MSTA22.3 Maths Standard 2
12ENSTU22.1 English Studies	12MSTA22.4 Maths Standard 2
12ENSTU22.2 English Studies	12MSTA22.5 Maths Standard 1
LINE 3	LINE 4
12BIO22.1 Biology	12BIO22.2 Biology
12FT22.1 Food Technology	12CON22.1 Construction
12FT22.2 Food Technology	12DRA22.1 Drama
12IAES22.1 Engineering Studies	12GEO22.1 Geography
12LEG22.2 Legal Studies	12MOD22.2 Modern History
12MOD22.1 Modern History	12MUS22.1 Music
12SDD22.1 Software Design & Dev	12PHY22.1 Physics
12VAR22.1 Visual Arts	12SAC22.1 Society & Culture
LINE 5	LINE 6
12AH22.1 Ancient History	12BIO22.3 Biology
12BIO22.4 Biology	12BUS22.1 Business Studies
12CFS22.1 Community & Family Studies	12HOSP22.1 Hospitality
12CH22.1 Chemistry	12ITT22.1 Industrial Technology
12DT22.1 Design & Technology	12LJP22.1 Japanese
12EES22.1 Earth & Enviro	12PDH22.1 PDHPE
12LEG22.1 Legal Studies	
12MAE22.1 Manufacturing&Engineering	
12SLR22.1 Sport, Lifestyle & Rec Studies	

## HSC ASSESSMENT CALENDAR 2021/2022

WEEK	TERM 4, 2021	TERM 1, 2022	TERM 2, 2022	TERM 3, 2022
1			ANCIENT HISTORY	Assessment Free Zone
2		ANCIENT HISTORY HISTORY EXT LEGAL STUDIES MATHEMATICS EXT 1	DRAMA MUSIC 1	
3		SOCIETY & CULTURE	INDUSTRIAL TECH-TIMBER	HSC TRIAL EXAMS
4			MATHEMATICS EXT 1 PHYSICS	
5		BUSINESS STUDIES PHYSICS	COMMUNITY & FAMILY STUDIES MATHEMATICS STANDARD 2	ENGLISH EXT 2 SLR VISUAL ARTS
6		MATHEMATICS EXT 2 MATHEMATICS STANDARD 1 MATHEMATICS STANDARD 2	DESIGN & TECHNOLOGY MATHEMATICS ADVANCED SOFTWARE DESIGN	
7	MATHEMATICS STANDARD 1 MATHEMATICS STANDARD 2	COMMUNITY & FAMILY STUDIES ENGINEERING STUDIES FOOD TECHNOLOGY INDUSTRIAL TECH-TIMBER MATHEMATICS ADVANCED PDHPE SOCIETY&CULTURE	BIOLOGY BUSINESS STUDIES EARTH SCIENCE JAPANESE MATHEMATICS EXT 2 MATHEMATICS STANDARD 1	
8	BIOLOGY CHEMISTRY DESIGN & TECHNOLOGY EARTH SCIENCE FOOD TECHNOLOGY INDUSTRIAL TECH-TIMBER INVESTIGATING SCIENCE JAPANESE SOFTWARE DESIGN VISUAL ARTS	BIOLOGY CHEMISTRY DESIGN & TECHNOLOGY EARTH SCIENCE ENGLISH STUDIES INVESTIGATING SCIENCE JAPANESE MUSIC 1 VISUAL ARTS	CHEMISTRY HISTORY EXT INVESTIGATING SCIENCE MODERN HISTORY MUSIC 1 PDHPE SOCIETY&CULTURE	
9	COMMUNITY & FAMILY STUDIES ENGINEERING STUDIES ENGLISH ADVANCED ENGLISH STANDARD ENGLISH STUDIES NUMERACY	DRAMA GEOGRAPHY MODERN HISTORY SLR	ANCIENT HISTORY ENGINEERING STUDIES LEGAL STUDIES NUMERACY SLR	
10	BUSINESS STUDIES DRAMA GEOGRAPHY MODERN HISTORY PDHPE PHYSICS SLR	ENGLISH ADVANCED ENGLISH STANDARD ENGLISH EXT 1 & 2 LEGAL STUDIES NUMERACY	ENGLISH ADVANCED ENGLISH STANDARD ENGLISH STUDIES ENGLISH EXT 1 & 2 FOOD TECHNOLOGY GEOGRAPHY VISUAL ARTS	
11	MATHEMATICS ADVANCED	FORMATIVE EXAM WEEK (to be confirmed)		

## ASSESSMENT SCHEDULES

### Ancient History – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Cities of Vesuvius Pompeii and Herculaneum: Source Analysis	Spartan Society to the Battle of Leuctra 371BC: Historical Analysis	The Greek World 500-440 BC: Essay	Trial HSC Examination
		Term 1, 2022 Week 2	Term 2, 2022 Week 1	Term 2, 2022 Week 9	Term 3, 2022 Week 3/4
		In Class	Submit	Submit & In Class	Trial HSC Exam
Knowledge and understanding of course content	40%	10%	5%	5%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%	5%		5%
Historical inquiry and research	20%		10%	10%	
Communicating of historical understanding in appropriate forms	20%	5%	5%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>
OUTCOMES		AH12-1, AH12-5, AH12-6, AH12-10	AH12-3, AH12-4, AH12-7, AH12-8	AH12-2, AH12-3, AH12-5, AH12-9	AH12-1, AH12-2, AH12-4, AH12-6, AH12-7, AH12-9

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

## Biology – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Model and Quiz	Research Task	Depth Study	Trial HSC Examination
		Term 4, 2021 Week 8	Term 1, 2022 Week 8	Term 2, 2022 Week 7	Term 3, 2022 Week 3/4
		In Class	Submit	Submit	Trial HSC Exam
Knowledge and understanding	40%	10%		5%	25%
Working Scientifically	60%	10%	25%	20%	5%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>
OUTCOMES		BIO12-6, BIO12-7, BIO12-12	BIO12-4, BIO12-5, BIO12-7, BIO12-13	BIO12-1, BIO12-2, BIO12-3, BIO12-7, BIO12-14	BIO12-4, BIO12-12, BIO12-13, BIO12-14, BIO12-15

Course 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

## Business Studies – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Marketing: Business Report: Hypothetical Business	Operations: Research Essay: Actual Business	Finance: Critical analysis and calculations	Trial HSC Examination
		Term 4, 2021 Week 10	Term 1, 2022 Week 5	Term 2, 2022 Week 7	Term 3, 2022 Week 3/4
		In Class	Submit	In Class	Trial HSC Exam
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Source-based skills	20%	5%		5%	10%
Inquiry and research	20%	5%	10%		5%
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>
OUTCOMES		H1, H2, H7, H8, H9	H2, H4, H7, H9	H3, H5, H6, H10	H1, H2, H4, H6, H8, H9, H10

Course 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

## Chemistry – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Second Hand Data	Practical Titration	Depth Study	Trial HSC Examination
		Term 4, 2021 Week 8	Term 1, 2022 Week 8	Term 2, 2022 Week 8	Term 3, 2022 Week 3/4
		Submit	In Class	Submit	Trial HSC Exam
Skills in working scientifically	60%	15%	15%	25%	5%
Knowledge and understanding of course content	40%	5%	5%	5%	25%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
OUTCOMES		CH12-4, CG12-5, CH12-6, CH12-7, CH12-12	CH12-1, CH12-2, CH12-3, CH12-5, CH12-13	CH12-1, CH12-2, CH12-3, CH12-6, CH12-7, Ch12-14	CH12-4, CH12-5, CH12-6, CH12-12, CH12-13, CH12-14, CH12-15

Course 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

## Community and Family Studies – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		IRP	Groups in Context Investigation	Parenting and Caring Research task and short response questions	Trial HSC Examination
		Term 4, 2021 Week 9	Term 1, 2022 Week 7	Term 2, 2022 Week 5	Term 3, 2022 Week 3/4
		Submit	Submit	In Class	Trial HSC Exam
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Skills in critical thinking, research methodology, analysing and communicating	60%	15%	15%	15%	15%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>
OUTCOMES		H4.1, H4.2	H2.2, H2.3, H3.1, H3.2, H3.3, H3.4 H5.1, H6.2	H1.1, H2.1, H2.2, H2.3, H3.4, H5.2	H1.1 to H6.2

Course 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

## Design and Technology – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Oral / Written Presentation M.D.P	Case Study Innovations	Project Realisation Practical & Evaluation Scaffold	Trial HSC Examination
		Term 4, 2021 Week 8	Term 1, 2022 Week 8	Term 2, 2022 Week 6	Term 3, 2022 Week 3/4
		Submit	Submit	Submit and In Class Presentation	Trial HSC Exam
Knowledge and understanding of course content	40%		20%		20%
Knowledge and skills in designing, managing, producing and evaluating a major design project	60%	30%		30%	
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>
OUTCOMES		H1.2, H4.1, H4.2, H5.1, H5.2	H2.2, H3.1, H5.2, H6.2	H1.1, H3.2, H4.2, H4.3, H5.2	H1.1, H2.1, H2.2, H3.2, H4.3, H5.2, H6.1, H6.2

Course 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 major design project
H5.2	selects and uses appropriate research methods and communication techniques
H6.1	justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
H6.2	critically assesses the emergence and impact of new technologies, and the factors affecting their development

## Drama – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Group Performance, Rationale + In-class essay Core Component 1 (Australian Drama & Theatre)	IP Proposal & Logbook Research Interview and/or progress performance Development of IP	Group Performance, Rationale + In-class Essay Core Component 2 (Studies in Drama & Theatre)	Trial HSC Examination Essays x 2 IP & Group Performance Trial
		Term 4, 2021 Week 10	Term 1, 2022 Week 9	Term 2, 2022 Week 2	Term 3, 2022 Week 3/4
		Submit & In Class	In Class	Submit & In Class	Trial HSC Exam
Performing	30%	10%		10%	10%
Making	40%	10%	15%	5%	10%
Critically studying	30%	10%		10%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>15%</b>	<b>25%</b>	<b>30%</b>
OUTCOMES		H1.2, H1.6, H2.1, H3.2	H1.1, H1.3, H1.5, H2.5	H1.7, H1.8, H2.2, H3.1, H3.3	H1.4, H1.9, H2.3, H2.4, H3.4, H3.5

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

## Earth and Environmental Science – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Secondary Data Investigation Task	Research Poster	Depth Study	Trial HSC Examination
		Term 4, 2021 Week 8	Term 1, 2022 Week 8	Term 2, 2022 Week 7	Term 3, 2022 Week 3/4
		In Class	In Class	Submit	Trial HSC Exam
Knowledge & Understanding	40%	10%	15%	0%	15%
Working Scientifically	60%	20%	5%	25%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>
OUTCOMES		EES12-1, EES12-2, EES 12-4, EES 12-5, EES 12-6, EES 12-13	EES12-3, EES12-4, EES12-5, EES12-7, EES 12-12	EES12-1, EES12-2, EES12-3, EES12-4, EES12-5, EES12-6, EES12-7, EES 12-14	EES12-2, EES12-5, EES12-6, EES12-7, EES12-12, EES12-13, EES12-14, EES12-15

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

## Engineering Studies – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Civil Engineering Report	Transport Engineering Investigation	Aeronautical Engineering Report	Trial HSC Examination
		Term 4, 2021 Week 9	Term 1, 2022 Week 7	Term 2, 2022 Week 9	Term 3, 2022 Week 3/4
		Submit	Submit	Submit	Trial HSC Exam
Knowledge and understanding of course content	60%	15%	10%	15%	20%
Knowledge and skills in research, problem solving and communication related to engineering practice	40%	15%	10%	5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>
OUTCOMES		H3.1, H3.2, H3.3, H5.1, H5.2, H6.2	H2.2, H3.1, H3.2, H3.3, H4.2, H4.3, H6.1	H1.1, H2.1, H3.2, H4.1, H4.3, H5.1, H5.2	H1.2, H2.1, H3.1, H3.3, H4.2, H6.1

Course Outcomes	
A student:	
H1.1	describes the scope of engineering and critically analyses current innovations
H1.2	differentiates between properties of materials and justifies the selection of materials, in engineering applications
H2.1	determines suitable properties, uses and applications of materials 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	appreciates social, environmental and cultural implications of technological change in engineering and applies them to the analysis of specific problems
H5.1	works individually and in teams to solve specific engineering problems and in the preparation of 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

## English Advanced – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Common Module: Texts and Human Experience Essay and reflection	Module A Multimodal	Module C Portfolio	Trial HSC Examination  Module C (5%)
		Term 4, 2021 Week 9	Term 1, 2022 Week 10	Term 2, 2022 Week 10	Term 3, 2022 Week 3/4
		In Class	Submit	Submit	Trial HSC Exam
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	10%	15%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>
OUTCOMES		EA12-1, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-2, EA12-6, EA12-8, EA12-9	EA12-1, EA12-4, EA12-5, EA12-9	ALL

Course 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

## English Standard – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Common Module: Texts and Human Experience Essay and reflection	Module A Multimodal	Module C Portfolio	Trial HSC Examination
		Term 4, 2021 Week 9	Term 1, 2022 Week 10	Term 2, 2022 Week 10	Term 3, 2022 Week 3/4
		In Class	Submit	Submit	Trial HSC Exam
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	10%	15%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>
OUTCOMES		EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-2, EN12-6, EN12-8	EN12-4, EN12-7, EN12-8, EN12-9	ALL

Course 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
N12-4	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	effects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

## English Studies – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Common Module: Texts and Human Experience Essay and reflection	Module F MiTunes and Text	Modules Portfolio On the Road	Trial HSC Examination  The Big Screen
		Term 4, 2021 Week 9	Term 1, 2022 Week 8	Term 2, 2022 Week 10	Term 3, 2022 Week 3/4
		In Class	Submit	Submit	Trial HSC Exam
Knowledge and understanding of course content	50%	15%	10%	15%	10%
Skills in: <ul style="list-style-type: none"> <li>Comprehending texts</li> <li>Communicating ideas</li> </ul> Using language accurately, appropriately and effectively	50%	10%	15%	15%	10%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>20%</b>
OUTCOMES		ES12-1, ES12-5, ES12-7, ES12-8	ES12-2, ES12-6, ES12-9	ES12-3, ES12-4, ES12-10	ALL

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

## English Extension 1 – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Common Module: Literary Worlds Writing Portfolio	Elective Module: Worlds of Upheaval Multimodal Presentation	Trial HSC Examination
		Term 1, 2022 Week 10	Term 2, 2022 Week 10	Term 3, 2022 Week 3/4
		Submit	Submit	Trial HSC Exam
Knowledge and understanding of complex texts and how and why they are valued	50%	15%	20%	15%
Skills in complex analysis, sustained composition and independent investigation	50%	20%	15%	15%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
OUTCOMES		EE12-2, EE12-4, EE12-5	EE12-1, EE12-3, EE12-4, EE12-5	All

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

## English Extension 2 – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Viva Voce	Literature Review	Critique of Creative Process
		Term 1, 2022 Week 10	Term 2, 2022 Week 10	Term 3, 2022 Week 5
		Submit & In Class	Submit	Submit/In Class
Skills in extensive independent research	50%	15%	20%	15%
Skills in sustained composition	50%	15%	20%	15%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
OUTCOMES		EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-3, EEX12-4, EEX12-5	All
IMPORTANT INFORMATION regarding HSC assessment in Extension 2: You are required to submit your Major Work Journal for monitoring with each assessment task.				

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

## Food Technology – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Australian Food Industry	Food Manufacture	Food Product Development & Contemporary Nutrition Issues	Trial HSC Examination
		Term 4, 2021 Week 8	Term 1, 2022 Week 7	Term 2, 2022 Week 10	Term 3, 2022 Week 3/4
		Submit	Submit	Submit	Trial HSC Exam
Knowledge and understanding of course content	40%			10%	30%
Knowledge and skills in designing, researching, analysing and evaluating	30%	15%	15%		
Skills in experimenting with and preparing food by applying theoretical concepts	30%	5%	5%	20%	
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
OUTCOMES		H1.2, H1.4, H3.1	H1.1, H4.2	H1.3, H2.1, H3.2, H4.1, H5.1	H1.1, H.2, H1.3, H1.4, H2.1, H3.1, H3.2, H4.2, H5.1

Course 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

## Geography – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Ecosystems at Risk: Test	Urban Places: Geography Research Task	People and Economic Activity: Research Essays	Trial HSC Examination
		Term 4, 2021 Week 10	Term 1, 2022 Week 9	Term 2, 2022 Week 10	Term 3, 2022 Week 3/4
		In Class	Submit	Submit & In Class	Trial HSC Exam
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Geographical Inquiry and research, including fieldwork	20%	5%	5%	5%	5%
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Geographical tools and skills	20%	5%	5%		10%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>
OUTCOMES		H2, H5, H10	H1, H6, H8, H12	H4, H9, H13	H2, H3, H4, H7, H11, H12

Course Outcomes	
A student:	
H1	explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
H2	explains the factors which place ecosystems at risk and the reasons for their protection
H3	analyses contemporary urban dynamics and applies them in specific contexts
H4	analyses the changing spatial and ecological dimensions of an economic activity
H5	evaluates environmental management strategies in terms of ecological sustainability
H6	evaluates the impacts of, and responses of people to, environmental change
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 data
H12	explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
H13	communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

## History Extension – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		History Project Historical Process Presentation	History Project: Essay	Trial HSC Examination
		<b>Term 1, 2022 Week 2</b>	<b>Term 2, 2022 Week 8</b>	<b>Term 3, 2022 Week 3/4</b>
		Submit & In Class	Submit	Trial HSC Exam
Knowledge and understanding of significant historical ideas and processes	40%	10%	10%	20%
Skills in designing, undertaking and communication historical inquiry and analysis	60%	20%	30%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
OUTCOMES		HE 12-1, HE12-2, HE 12-4	HE 12- 1, HE12-2, HE12-3, HE12-4	HE 12-1, HE12-3, HE12-4

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

## Industrial Technology – Timber Products and Furniture Technologies – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Design & Planning of Major Project	Selection and Justification of materials and processes – Project progress	Industry Study	Trial HSC Examination
		Term 4, 2021 Week 8	Term 1, 2022 Week 7	Term 2, 2022 Week 3	Term 3, 2022 Week 3/4
		Submit	Submit	Submit	Trial HSC Exam
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Knowledge and skills in the design, management, communication and production of a major project	60%	25%	10%	15%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>
OUTCOMES		H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1	H2.1, H3.2, H3.3, H4.1 H4.2, H4.3, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H7.1, H7.2	H1.1, H1.2, H2.1, H3.2, H4.3, H6.1, H6.2, H7.1, H7.2

Course Outcomes	
A student:	
H1.1	investigates industry through the study of businesses in one focus area
H1.2	identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
H1.3	identifies important historical developments in the focus area industry
H2.1	demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
H3.1	demonstrates skills in sketching, producing and interpreting drawings
H3.2	selects and applies appropriate research and problem-solving skills
H3.3	applies and justifies design principles through the production of a Major Project
H4.1	demonstrates competency in a range of practical skills appropriate to the Major Project
H4.2	explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H4.3	critically applies knowledge and skills related to properties and characteristics of materials/components
H5.1	selects and uses communication and information processing skills
H5.2	examines and applies appropriate documentation techniques to project management
H6.1	evaluates the characteristics of quality manufactured products
H6.2	applies the principles of quality and quality control
H7.1	explains the impact of the focus area industry on the social and physical environment
H7.2	analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

## Investigating Science – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Practical Task	Secondary Sourced Research Task	Depth Study	Trial HSC Examination
		Term 4, 2021 Week 8	Term 1, 2022 Week 8	Term 2, 2022 Week 8	Term 3, 2022 Week 3/4
		In Class	Submit	Submit	Trial HSC Exam
Knowledge and Understanding	40%	5%	5%	10%	20%
Skills in Working Scientifically	60%	15%	15%	20%	10%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
OUTCOMES		INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-12	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-7, INS12-13	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-14	INS11/12-2, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-12, INS12-13, INS12-14, INS12-15

Course Outcomes	
A student:	
INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS12-12	develops and evaluates the process of undertaking scientific investigations
INS12-13	describes and explains how science drives the development of technologies
INS12-14	uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS12-15	evaluates the implications of ethical, social, economic and political influences on science

## Japanese Beginners – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Response in English to spoken/visual texts/oral presentation Topic 4: Friends, recreation and pastimes	Response in English and Japanese to written texts/articles Topic 5: Holidays, travel and tourism	Response to written and spoken texts/multimodal presentation with teacher Q&A Topic 6: Future plans and aspirations	Trial HSC Examination and oral presentation Topics 1-6
		Term 4, 2021 Week 8	Term 1, 2022 Week 8	Term 2, 2022 Week 7	Term 3, 2022 Week 3/4
		In Class	In Class	In Class	Trial HSC Exam
Listening	30%	15%		10%	5%
Reading	30%		10%	10%	10%
Speaking	20%			15%	5%
Writing	20%		10%		10%
<b>TOTAL</b>	<b>100%</b>	<b>15%</b>	<b>20%</b>	<b>35%</b>	<b>30%</b>
OUTCOMES		2.1,2.2,2.3 2.4,2.5,2.6	2.1, 2.2, 2.3, 2.4, 2.5,2.6,3.1,3.2,3.3	1.1,1.2,1.3,1.4, 2.1,2.2,2.3,2.4,2.5,2.6	1.1,1.2,1.3,1.4, 2.1,2.2,2.3,2.4,2.5,2.6 3.1,3.2,3.3,3.4

Course Outcomes	
A student:	
1.1	establishes and maintains communication in Japanese
1.2	manipulates linguistic structures to express ideas effectively in Japanese
1.3	sequences ideas and information
1.4	applies knowledge of the culture of Japanese-speaking communities to interact appropriately
2.1	understands and interprets information in texts using a range of strategies
2.2	conveys the gist of and identifies specific information in texts
2.3	summarises the main points of a text
2.4	draws conclusions from or justifies an opinion about a text
2.5	identifies the purpose, context and audience of a text
2.6	identifies and explains aspects of the culture of Japanese-speaking communities in texts
3.1	produces texts appropriate to audience, purpose and context
3.2	structures and sequences ideas and information
3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
3.4	applies knowledge of the culture of Japanese-speaking communities to the production of texts.

## Legal Studies – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Crime: Research & Response	Human Rights: Analysis	Consumers: Research & Report	Trial HSC Examination
		Term 1, 2022 Week 2	Term 1, 2022 Week 10	Term 2, 2022 Week 9	Term 3, 2022 Week 3/4
		Submit & In Class	In Class	Submit	Trial HSC Exam
Knowledge and understanding of course content	40%	10%	10%	5%	15%
Analysis and evaluation	20%	5%	5%	5%	5%
Inquiry and Research	20%	5%	5%	10%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%		5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>
OUTCOMES		H7, H8, H9, H10	H1, H2, H3, H6	H4, H5, H6, H9	H1, H3, H4, H8, H9

Course 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.

## Mathematics Advanced – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Assignment/ Investigation	Topic Test	Topic Test	Trial HSC Examination
		Term 4, 2021 Week 11	Term 1, 2022 Week 7	Term 2, 2022 Week 6	Term 3, 2022 Week 3/4
		Submit & In Class	In Class	In Class	Trial HSC Exam
Concepts, skills and techniques	50%	15%	10%	10%	15%
Reasoning and communication	50%	15%	10%	10%	15%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>
OUTCOMES		MA12-2, MA12-4, MA12-9, MA12-10	MA12-1, MA12-3, MA12-6, MA12-9, MA12-10	MA12-3, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-10

Course 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

## Mathematics Extension 1 – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Investigation/Assignment	Topic Test	Trial HSC Examination
		Term 1, 2022 Week 2	Term 2, 2022 Week 4	Term 3, 2022 Week 3/4
		Submit	In Class	Trial HSC Exam
Concepts, skills and techniques	50%	15%	20%	15%
Reasoning and communication	50%	15%	20%	15%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
OUTCOMES		ME12-2, ME12-6, ME12-7	ME12-1, ME12-3, ME12-5, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-7

Course 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 context
ME12-7	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

## Mathematics Extension 2 – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Investigation/Assignment	Topic Test	Trial HSC Examination
		Term 1, 2022 Week 6	Term 2, 2022 Week 7	Term 3, 2022 Week 3/4
		Submit	In Class	Trial HSC Exam
Concepts, skills and techniques	50%	15%	20%	15%
Reasoning and communication	50%	15%	20%	15%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
OUTCOMES		MEX12-1, MEX12-2, ME12-7, MEX12-8	ME12-1, ME12-3, ME12-4, ME12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, ME12-7, MEX12-8

Course 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

## Mathematics Standard 1 – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Topic Test	Investigation Style Task	Investigation Style Task	Trial HSC Examination
		Term 4, 2021 Week 7	Term 1, 2022 Week 6	Term 2, 2022 Week 7	Term 3, 2022 Week 3/4
		In Class	Submit	Submit	Trial HSC Exam
Understanding, fluency and communication	50%	10%	15%	15%	10%
Problem solving, reasoning and justification	50%	10%	15%	15%	10%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>
OUTCOMES		MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-5, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10

Course 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

## Mathematics Standard 2 – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Topic Test	Investigation Style Task	Topic Test	Trial HSC Examination
		Term 4, 2021 Week 7	Term 1, 2022 Week 6	Term 2, 2022 Week 5	Term 3, 2022 Week 3/4
		In Class	Submit	In Class	Trial HSC Exam
Understanding, fluency and communication	50%	10%	15%	10%	15%
Problem solving, reasoning and justification	50%	10%	15%	10%	15%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>
OUTCOMES		MS2-12-1, MS2-12-6, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-5, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10

Course 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

## Modern History – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Core Study: Source analysis	National Study: Research Essay	Peace and Conflict: Essay	Trial HSC Examination
		Term 4, 2021 Week 10	Term 1, 2022 Week 9	Term 2, 2022 Week 8	Term 3, 2022 Week 3/4
		In Class	Submit	In Class	Trial HSC Exam
Knowledge and understanding of course content	40%	5%	5%	10%	20%
Source-based skills	20%	5%	5%	5%	5%
Historical inquiry and research	20%	5%	10%	5%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>
OUTCOMES		MH12-3, MH12-5, MH12-7, MH12-9	MH12-2, MH12-4, MH12-6, MH12-8	MH12-1, MH12-2, MH12-7, MH12-9	MH12-1, MH12-2, MH12-3, MH12-5, MH12-6, MH12-9

Course 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

## Music 1 – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Musicology and Elective 1	Composition and Elective 2	Elective 3 and Aural Examination	Trial HSC Examination
		Term 2, 2022 Week 2	Term 1, 2022 Week 8	Term 2, 2022 Week 8	Term 3, 2022 Week 3/4
		Submit	Submit	Submit & In Class	Trial HSC Exam
Performance	10%				10%
Composition	10%		10%		
Musicology	10%	10%			
Aural	25%			10%	15%
Electives	45%	15%	15%	15%	
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
OUTCOMES		Musicology: H4, H5, H6 Elective: H1-9 H11*	Composition: H3, H7, H8 Elective: H1-9, H11*	Aural: H2, H4, H6 Elective: H1-9, H11*	Aural: H4, H5, H6 Performance: H1, H7, H9

\* Teacher will select appropriate outcomes based on elective options selected by each student

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

## Numeracy – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Investigative Task New Job New Adventure	Investigative Task Festival	Investigative Task Parking Plan	Investigative Task Mission Possible
		Term 4, 2021 Week 9	Term 1, 2022 Week 10	Term 2, 2022 Week 9	Term 3, 2022 Week 5
		Submit	Submit	Submit	Submit
Concepts, skills and techniques	50%	12.5%	12.5%	12.5%	12.5%
Reasoning and communication	50%	12.5%	12.5%	12.5%	12.5%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
OUTCOMES		N6-2.3, N6-2.4, N6-2.5, N6-3.1	N6-2.2, N6-2.3, N6-2.5, N6-3.2	N6-2.2, N6-2.3, N6-2.5, N6-3.1	N6-1.3, N6-2.6, N6-3.2

Course Outcomes	
A student:	
N6-1.1	recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
N6-1.2	applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
N6-1.3	determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
N6-2.1	chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
N6-2.2	chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
N6-2.3	chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
N6-2.4	chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
N6-2.5	chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
N6-2.6	chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
N6-3.1	chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
N6-3.2	chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

## Personal Development, Health and Physical Education – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Critical Responses Sports Medicine	Research Core 1	Practical Analysis Core 2 & Improving Performance	Trial HSC Examination Core 1 Core 2 Option 3 & 4
		Term 4, 2021 Week 10	Term 1, 2022 Week 7	Term 2, 2022 Week 8	Term 3, 2022 Week 3/4
		Submit	Submit & In Class	Submit & In Class	Trial HSC Exam
Knowledge and understanding of course content	40%	5%	5%	15%	15%
Skills in critical thinking research, analysis and communicating	60%	10%	15%	20%	15%
<b>TOTAL</b>	<b>100%</b>	<b>15%</b>	<b>20%</b>	<b>35%</b>	<b>30%</b>
OUTCOMES		H13, H17	H5, H14, H15	H7, H8, H10, H11, H17	H1 – H17

Course 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 health promotion based on the Ottawa Charter
H5	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H6	demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
H7	explains the relationship between physiology and movement potential
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	explains how movement skill is acquired and appraised
H10	designs and implements training plans to improve performance
H11	designs psychological strategies and nutritional plans in response to individual performance needs
H12	analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
H14	argues the benefits of health-promoting actions and choices that promote social justice
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H16	devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

## Physics – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Practical Task	Modelling Task	Depth Study	Trial HSC Examination
		Term 4, 2021 Week 10	Term 1, 2022 Week 5	Term 2, 2022 Week 4	Term 3, 2022 Week 3/4
		In Class	Submit	Submit	Trial HSC Exam
Knowledge and Understanding	40%	5%	5%	5%	25%
Working Scientifically	60%	20%	15%	20%	5%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>
OUTCOMES		PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-12	PH12-2, PH12-4, PH12-5, PH12-6, PH12-7, PH12-13	PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-14	PH12-2, PH12-4, PH12-5, PH12-6, PH12-12, PH12-13, PH12-14, PH12-15

Course 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

## Society and Culture – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Social and Cultural Continuity and Change Futures Report	Personal Interest Project: Process and Progress Report	Popular Culture: Content Analysis and Research Essay	Trial HSC Examination
		Term 1, 2022 Week 3	Term 1, 2022 Week 7	Term 2, 2022 Week 8	Term 3, 2022 Week 3/4
		Submit	Submit	In Class	Trial HSC Exam
Knowledge and understanding of course content	50%	15%	10%	5%	20%
Application and evaluation of social and cultural research methodologies	30%	5%	10%	10%	5%
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>
OUTCOMES		H1, H5, H7, H10	H6, H8, H10	H2, H3, H6, H7	H1, H3, H4, H5, H9

\*N.B: Personal Interest Project major work = 40% of HSC external assessment (Due Week 2, Term 3). Student proposal (NESA form) due end of Term 4, 2021. Student's PIP progress diary will be reviewed once per term (T1 and T2) prior to the submission of the PIP.

Course 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

## Software Design and Development – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Research Task	Major Programming Project	Trial HSC Examination
		Term 4, 2021 Week 8	Term 2, 2022 Week 6	Term 3, 2022 Week 3/4
		Submit/In Class	Submit/In Class	Trial HSC Exam
Knowledge and understanding of course content	50%	20%	20%	10%
Knowledge and skills in the design and development of software solutions	50%	10%	20%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
OUTCOMES		H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H5.3, H6.2, H6.3	H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.3, H6.4	H1.3, H2.1, H2.3, H3.1, H3.2, H4.2, H4.3, H6.2

Course Outcomes	
A student:	
H1.1	explains the interrelationship between hardware and software
H1.2	differentiates between various methods used to construct software solutions
H1.3	describes how the major components of a computer system store and manipulate data
H2.1	explains the implications of the development of different languages
H2.2	explains the interrelationship between emerging technologies and software development
H3.1	identifies and evaluates legal, social and ethical issues in a number of contexts
H3.2	constructs software solutions that address legal, social and ethical issues
H4.1	identifies needs to which software solutions are appropriate
H4.2	applies appropriate development methods to solve software problems
H4.3	applies a modular approach to implement well structured software solutions and evaluates their effectiveness
H5.1	applies project management techniques to maximise the productivity of the software development
H5.2	creates and justifies the need for the various types of documentation required for a software solution
H5.3	selects and applies appropriate software to facilitate the design and development of software solutions
H6.1	assesses the skills required in the software development cycle
H6.2	communicates the processes involved in a software solution to an inexperienced user
H6.3	uses and describes a collaborative approach during the software development cycle
H6.4	develops and evaluates effective user interfaces, in consultation with appropriate people

## Sport, Lifestyle and Recreation – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Games & Sport Application II Practical Task	Social Perspectives of Games & Sports Written Task	Sports Administration Written Task	Individual Games Practical Task
		Term 4, 2021 Week 10	Term 1, 2022 Week 9	Term 2, 2022 Week 9	Term 3, 2022 Week 5
		In Class	In Class	In Class	In Class
Knowledge & Understanding	50%	10%	15%	15%	10%
Skills	50%	15%	10%	10%	15%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
OUTCOMES		3.1, 4.4	2.4, 3.7	1.3, 2.4	3.1, 4.4

Course Outcomes	
A student:	
1.1	applies the rules and conventions that relate to participation in a range of physical activities
1.2	explains the relationship between physical activity, fitness and healthy lifestyle
1.3	demonstrates ways to enhance safety in physical activity
1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5	critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	describes administrative procedures that support successful performance outcomes
2.1	explains the principles of skill development and training
2.2	analyses the fitness requirements of specific activities
2.3	selects and participates in physical activities that meet individual needs, interests and abilities
2.4	describes how societal influences impact on the nature of sport in Australia
2.5	describes the relationship between anatomy, physiology and performance
3.1	selects appropriate strategies and tactics for success in a range of movement contexts
3.2	designs programs that respond to performance needs
3.3	measures and evaluates physical performance capacity
3.4	composes, performs and appraises movement
3.5	analyses personal health practices
3.6	assesses and responds appropriately to emergency care situations
3.7	analyses the impact of professionalism in sport
4.1	plans strategies to achieve performance goal
4.2	demonstrates leadership skills and a capacity to work cooperatively in movement context
4.3	makes strategic plans to overcome the barriers to personal and community health
4.4	demonstrates competence and confidence in movement contexts
4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity

## Visual Arts – HSC Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Case Study: Essay Extended written research response. Account for the critical and historical interpretation(s) of a selected artist's practice.	Development of the Body of Work Submission of works in progress, VAPD with annotated research and critical evaluation of material and conceptual intention through the frames	Trial HSC Examination Art Criticism and Art History Written Examination	Resolving the Body of Work Submission of artworks under development, VAPD documenting experimentation, written reflections including explanation of intention and the links between material and conceptual practice
		Term 4, 2021 Week 8	Term 1, 2022 Week 8	Term 3, 2022 Week 3/4	Term 3, 2022 Week 5
		Submit	Submit	Trial HSC Exam	Submit
Art Criticism and Art History	50% Case Study & Examination	15%	15%	20%	
Art Making	50% BOW & VAPD		20%		30%
<b>TOTAL</b>	<b>100%</b>	<b>15%</b>	<b>35%</b>	<b>20%</b>	<b>30%</b>
OUTCOMES		H7, H8, H9, H10	H1, H2, H3, H4, H9	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6

Course Outcomes	
A student:	
H1	initiates and organizes artmaking practice that is sustained, reflective and adapted to suit particular conditions
H2	applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
H3	demonstrates an understanding of the frames when working independently in the making of art
H4	selects and develops subject matter and forms in particular ways as representations in 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