



Semper Optime  
Always the Best

# Year 12 Assessment Booklet 2024





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# Policy and Procedures for Assessment HSC 2024

This document provides information about the policy and procedures that apply to Assessment for the Higher School Certificate 2024.

## HSC Assessment

- Measures the achievement of HSC candidates relative to other candidates doing the same course.
- An HSC assessment mark is calculated based on a student's performance in assessment tasks for each course.
- To get an assessment mark in any course, students must complete assessment tasks that are worth more than 50% of the weighting for that course.
- HSC assessment marks are used by the school to determine a student's rank within a course, which is submitted to NESA upon the completion of the student's school-based assessments.
- Students are informed of their assessment rank for each course in their final school report and by their course teacher.

## Assessment adjustments for students with a disability

Some students with a disability will require adjustments to assessments in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

It is a requirement under the Disability Standards for Education 2005 for schools to ensure that assessment tasks are accessible to students with a disability. Schools are responsible for any decisions made at the school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments should be made in the context of collaborative curriculum planning. Providing an adjustment does not restrict a student's access to the full range of grades or marks.

## HSC and assessment disability provisions

The Department of Education makes disability provisions available for those students who have specific learning and/or disabilities which are likely to affect their results at the HSC. These difficulties include hearing deficiencies, sight impairment, diagnosed anxiety, medical issues affecting the ability to sit or write for long periods, as well as diagnosed learning difficulties. To claim disability provisions, students must speak to the Learning and Support Teacher. In the HSC year, an application form for NESA must be completed by the end of Term 1, including documents required by NESA. It is the responsibility of the student/parent/carer to make an application for disability provisions through the school.

## Responsibilities of the School

Each faculty will develop an assessment program for each course they offer. This means the faculty will:

- Set tasks that will be used to measure student performance in each component of a course.
- Provide students with a schedule showing what tasks will be set, when these tasks will be carried out and the relative weighting of these tasks.
- Provide a hard copy of assessment notifications no later than two weeks before the due date for each assessment task. The assessment notification will provide details of the task, outcomes being assessed, marking criteria, date issued, due date and weighting. A soft copy can be sent via email to students who are absent on the day an assessment notification is issued.

- Maintain assessment records; “Course Documentation Receipt Register” and “Assessment Task Register”.
- Provide meaningful feedback to each student indicating:
  - Students’ attainments in the task relative to the outcomes
  - Students’ relative positions within the school group.
- Maintain records of marks awarded for each task identified as part of the assessment. In terms of marks awarded for a task, the school’s decision is final.
- Use the NESA syllabus to program for the HSC course.
- Record marks on the Sentral student management system.
- Notify the student, using Faculty 'Letters of Concern', if the student is failing to meet requirements.
- Notify the student, using 'NESA N-Warning Letters', if the student is in danger of an “N” Determination.

## Head Teacher Checkpoint Interviews

In term 1, all year 12 students will meet with each Head Teacher for the courses they study.

During this checkpoint meeting, a review will be undertaken of class attendance and course work.

Students who meet the requirements of the checkpoint interviews will have a letter sent home to indicate that they are currently meeting the requirements of their courses.

Students who do not meet the requirements for adequate completion of course work will have an “N” Warning letter issued. Students who do not meet the satisfactory attendance requirements will have a Letter of Concern for Attendance issued.

In cases where a student does not meet either coursework or attendance requirements in at least two subjects a referral to the Deputy Principal will be made which may result in a phone call to parents or a parent interview request.

Students who are absent on the day of their checkpoint interview will need to provide a medical certificate to justify their absence.

## Commencement and completion of assessment tasks

- Assessment must not commence for the HSC before Term 4, 2023.
- Assessment will finish for the HSC a week after the Trial HSC exams. (Excepting practical tasks, LOTE speaking tasks and culmination of practical projects.)

## Notification of assessment results

Students are provided with information on their performance in each task (mark, feedback and ranks).

HSC students are not told their final school assessment mark but will be given their progressive ranking.

Students may collect the final Assessment Rank Order Notice on completion of their HSC exams through NESA Schools online [www.NESA.nsw.edu.au](http://www.NESA.nsw.edu.au)

## Student Responsibilities

It is the student’s responsibility to be familiar with the policies and procedures set out in this document.

Students are required to complete all assessment tasks and classwork to ensure that they meet the outcomes for the course.

Students are required to attend school, be aware of the due dates for assessment tasks and complete all tasks on time.

If a student is absent from school the student must, on returning to school, check with her teachers to see if any assessment tasks have been issued.

## Submission of Tasks

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

Students are required to take responsibility for their learning and ensure that they complete all tasks as set out in the assessment schedule for each course. It is expected that all students will make a genuine attempt at every assessment task assigned. This means that all sections of the task need to be attempted and show the students' knowledge and skills in relation to the outcomes set for the task.

If at any time a student is having trouble understanding the requirements of the task or they are struggling with the task, they are to speak to their teacher and/or the Head Teacher of the course to resolve any issues and ensure they can submit or complete the task on time. Doing this as early as possible once an issue is identified can make it easier to assist students, however, leaving it to the last minute when a task is due is not acceptable.

Students may jeopardise the award of the Higher School Certificate by non-completion of assessment tasks.

All tasks are to be submitted at the due time and date as specified on the assessment notification.

The minimum requirement is that students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks in the course.

## Electronic submission of work

In cases where a student is permitted to submit their work electronically, they need to follow the instructions provided at the time of notification to ensure that the task is submitted correctly. If their task is not received it will be regarded as a non-submission.

In cases where a student is to submit a task to a teacher via email, they are required to use the correct email address by the due date and time provided on the assessment task notification.

If a task is not received at the specified email address it will be regarded as a late submission and those procedures will need to be adhered to.

## Arrangements of VET Work Placement

Prior to going on work placement students are to see the Head Teacher for any course they study and make alternate arrangements for any assessment tasks that are due while they are on work placement.

Work placement is a mandatory requirement for VET course and is supported at the school under alternative arrangements.

## Submission of Major Works

Students must hand in major projects before 9.00 am on the date notified for submission of the project. If an alternate time has been set, students must be in class for all scheduled lessons on the day of submission.

## Illness on the day of an exam or an assessment task

If a student feels sick on the day of an exam or in-class assessment task and they still come to school to do the task, they are to:

- i. See the Head Teacher on the day of the task and inform them of the illness.
- ii. Collect an illness/misadventure appeal form from the Deputy Principal.
- iii. Report to the supervisor of the task and inform them of the illness.
- iv. Complete the task to the best of their ability.
- v. See a doctor and obtain a medical certificate.
- vi. Complete the illness/misadventure appeal form and get a parent to sign it.
- vii. Hand the Head Teacher the completed illness/misadventure appeal form with the doctor's certificate attached on the day of their return to school.

## Late submission of assessment tasks

If a student does not complete or submit a task by the due date and time they are required to notify the Head Teacher on the day the task is due to explain the issue.

All tasks must be submitted by the due time and date in order to be awarded a mark for the task. No extensions will be given for a task. If a task is submitted late the student will be awarded a mark of Zero and an "N" Award warning letter will be sent home. In order for a mark to be awarded for a task submitted late, the student is required to:

- i. Collect an illness/misadventure form from the Deputy Principal or download one from the school website. Acceptable reasons for late submission of a task are illness or injury that have inhibited the student's capacity to complete the task; unforeseen misadventure on the day of the task (eg a car accident); and family bereavement.
- ii. Complete the illness/misadventure form with all relevant information and get a parent to sign the form.
- iii. Submit the appeal form and supporting documentation/evidence to the Head Teacher of the subject.

The Head Teacher will:

- Review the appeal form and decide to either support the appeal and award a mark, or decline the appeal and record a mark of zero in the faculty markbook. The Head Teacher will notify the student of the decision.
- File a copy of any documentation relevant to the assessment task and, where an appeal has been upheld, that student will be awarded the mark for their submitted work or an estimate (for the task appealed) at the end of the course based on the student's performance in all completed assessment tasks relative to those in their course. (Please note that the student will be required to complete the task when they are able, to satisfy course requirements and avoid N-Determination.)
- Where an appeal has been declined, the Deputy Principal and Principal are to be notified of the circumstances and documentation.

## Failure to attend school on the day of an assessment task or submission date

If a student is absent on a due date for an assessment task due to illness or misadventure the student must:

- Call the school and inform the Head Teacher of that subject, or the Deputy Principal, on the due date of the task of their absence.
- Explain why they are absent, give an estimated date of return and if possible arrange for an alternate time for the task to be completed. Failure to do so will result in a non-attempt being recorded for the task.
- Provide an expected date for return to school.



Where a student does not contact the Head Teacher or Deputy Principal, the student it will be awarded a mark of Zero and an “N” Warning letter will be sent home.

On the first day of the students return to school the student is required to:

- Arrange with the Head Teacher a time to complete the assessment or exam.
- Be prepared to do the exam, or hand-in the assessment task, on the first day of return to school.
- Collect an illness/misadventure form from the Deputy Principal, or download one from the school website.
- Complete the illness/misadventure form with all relevant information and have a parent to sign the form.
- Submit the appeal form and supporting documentation (a medical certificate in the case of the appeal being for illness; a funeral notice for bereavement) to the Head Teacher of the subject. The Head Teacher will:
- Review the appeal documentation and decide to either support the appeal or decline the appeal.
- Notify the student of the decision and record a mark of zero in the Sentral markbook, if the appeal was declined.
- File a copy of any documentation relevant to the assessment task and appeal.
- Where an appeal has been upheld, that student will either be awarded an estimate (for the task appealed) at the end of the course based on the student’s performance in all completed assessment tasks relative to those in their course, or be awarded the mark received based on their completed task, as appropriate. (Please note that the student will be required to complete the task when they are able, to satisfy course requirements and avoid N-Determination.)
- Where an appeal has been declined the Deputy Principal and Principal are to be notified of the circumstances and documentation.

## Technology Issues

It is the student’s responsibility to ensure that they submit an assessment task by the due time and date. If you experience computer or technology failure it will not be accepted as a reasonable excuse for failing to submit a task on time.

Students are advised to implement a backup plan to ensure that their work is submitted. Students have access to cloud-based software that automatically backs-up documents, such as Google Drive and One Drive. Alternatively, organising a document file structure to store and save their school-based documents using USB/flash drives and other external drives to save copies of work-in-progress is encouraged. Copies of important documents can be emailed to their school email address. This will ensure that students have something to submit for marking.

## Requests for extension to due dates for assessment tasks

Assessment task due dates are used to ensure fairness for all students completing an assessment task and no request for an extension will be approved.

If a student is experiencing difficulty with an assessment task they are to speak to their teacher, or the Head Teacher of the course, as soon as an issue becomes apparent. **Do not leave this to the last few days before a task is due.**

If a student is unable to submit a task by the due date they will be regarded as not having completed the task, nor followed the appropriate procedure.

If a student submits a task late and wishes to have their result included in their assessment mark, they are to submit an illness/misadventure appeal and follow the procedures outlined for a late submission.

Acceptable reasons for late submission of a task are:

- illness or injury that have inhibited the student’s capacity to complete the task;
- unforeseen misadventure on the day of the task (eg a car accident);
- family bereavement.

## Illness / Misadventure Appeals

Students can submit an Illness / misadventure appeal in circumstances where illness or misadventure has impacted an assessment task. Each appeal will be assessed on its merits and there is no guarantee that an appeal will be upheld. It is important that a clear and well documented appeal is submitted with supporting documentation.

Students who develop a pattern of submitting illness / misadventure appeals for tasks in one or a number of courses will be interviewed by the Principal to determine if the appeal will be upheld or if further documentation will be required.

In all instances it is at the school's discretion to accept or decline an appeal regardless of documentation supplied.

Refer to the flowchart on page 12 for timeframes for completion of the illness / misadventure process.

A copy of the illness / misadventure form is shown on page 13 for reference only.

## HSC: All My Own Work

HSC: All My Own Work 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.

Students are required to complete the program and in doing so will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

## Assessment malpractice

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be a student's own or must be appropriately acknowledged.

Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their ability to be awarded their Higher School Certificate.

Malpractice is any activity that allows students to gain an unfair advantage.

It includes, but is not limited to:

- Copying (plagiarising) someone else's work, in part or whole, and presenting it as their own.
- Using material directly from books, journals, CDs or the internet without reference to the source.
- Using Artificial Intelligence (AI) in any capacity when creating and reviewing their assessment work.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as their own.
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Paying someone to write or prepare material.

- Breaching school examination rules.
- Using non-approved aides during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.
- Speaking to or communicating with other students during an examination.
- Taking into an examination room any books, notes, paper or equipment other than the equipment allowed.
- Taking into an examination room a mobile phone or any other electrical or electronic device unless approved by the NESAs.
- The non-attending of timetabled classes on the day a task is due.

In cases where it is identified that a student may be in breach of these guidelines, the classroom teacher will send an “N” Warning letter to the parent/guardian.

- The Head Teacher will provide the supervising Deputy Principal with a report and evidence outlining the breach.
- The Deputy Principal will interview the student and if not provided in the evidence will take a statement from the student.
- The Deputy Principal will inform the Principal to arrange an interview with the student and where necessary the student’s parents.
- If it is concluded that the student did breach assessment guidelines and committed an act of malpractice the student will:
  - be awarded a mark of Zero for that task
  - make a genuine attempt on the task to redeem the “N” Warning
  - in the case of Year 12 students will have the malpractice recorded on the NESAs Malpractice register.

## Assessment malpractice appeals

Should a student wish to lodge an appeal against a decision of assessment malpractice, they must do so in writing to the Deputy Principal, within 7 days after the Principal’s decision has been provided to the student. This letter must clearly outline the reasons why the student believes they are not committing assessment malpractice. The Principal will review the appeal and finalise a decision that will be notified to the student.

## Review of malpractice guidelines

The BGHS policy on malpractice and non-serious attempts reflect NESAs policy and may be updated or changed according to advice from the NESAs.

## Non-serious attempts

A non-serious attempt includes but is not limited to:

- Writing frivolous, offensive or objectionable material.
- Writing answers in a language other than English (unless specifically instructed to do so).
- Not attempting a substantial portion of the exam or task (this includes only attempting the multiple-choice section of exams that include multiple-choice questions). Students must make a genuine attempt at every section of the exam or assessment task.

## “N” determinations

An “N” determination is issued when a student does not meet the mandatory requirements for satisfactory completion of a course.

Students and their parents will be notified if a student is not meeting course requirements through “N” Warning letters throughout the course. These warnings are sent for students who do not complete assessment tasks, classwork or course outcomes and in the case of VET courses for not meeting competencies.

Students are required to follow the course developed or endorsed by NESAs and have:

- Applied themselves with diligence and sustained effort to set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.
- Made a genuine attempt at assessment tasks that contribute to in excess of 50% of assessment marks for the course.

Failure to do so can result in an “N” determination, which may make a student ineligible for the award of the Higher School Certificate.

A zero mark will be awarded when:

- A task submitted after the due time and date.
- Not submitting a task at all.
- Non-serious attempt.
- Malpractice.

## Students who transfer to another school

Should a student transfer to a new school the HSC school-based assessment marks recorded at BGHS will be forwarded to the new school. Head Teachers will send these assessment marks to the Deputy Principal to be forwarded to the new school.

## Assessment appeals

In the event that a student makes a claim that an assessment task has not followed the correct process, they may lodge an appeal.

The appeal process has the following requirements:

- It is the student’s responsibility to clearly outline how the assessment task did not follow the process and this must be delivered, in writing, within 7 days of receipt of the returned assessment task.
- The BGHS School Assessment and Review panel will convene to investigate the appeal.
- If the appeal is upheld, the task will be deleted, a new assessment schedule will be issued for the subject and a new task (the same type of task with the same outcomes) will be devised and administered.
- All documentation in relation to the appeal will be filed with the Principal.
- The BGHS School Assessment and Review panel will consist of the Principal, Deputy Principal, the faculty Head Teacher and one other Head Teacher. In the event that the panel is unable to decide, the Principal, as Chairperson, will make the final determination.
- The Year Advisor may act as a student advocate in these cases.
- The student will be notified of the outcome of the review panel within 7 days of the decision.
- A student who is dissatisfied with the school’s review procedures may appeal to NESAs.

## Senior Student Review Panel

The purpose of the Senior Student Review Panel is to encourage and support all senior students to achieve their full potential and meet the requirements for the award of a Higher School Certificate.

The panel will monitor a student's application, effort and achievement, as all of these must be satisfied if a student is to achieve their full potential. The panel will provide help and counselling to students and thus facilitate the achievement of successful outcomes.

The panel may consist of:

- Deputy Principals
- Head Teachers
- Careers Advisor
- Student Advisor

Their role will be to interview students who receive "N" Warning letters and determine strategies for remediation. They will also recommend Principal interviews for "N" determinations. In cases where poor attendance is identified, expulsion on the basis of non-participation in learning can be the recommendation to the Principal.

## Reviews of Final Assessment Rank

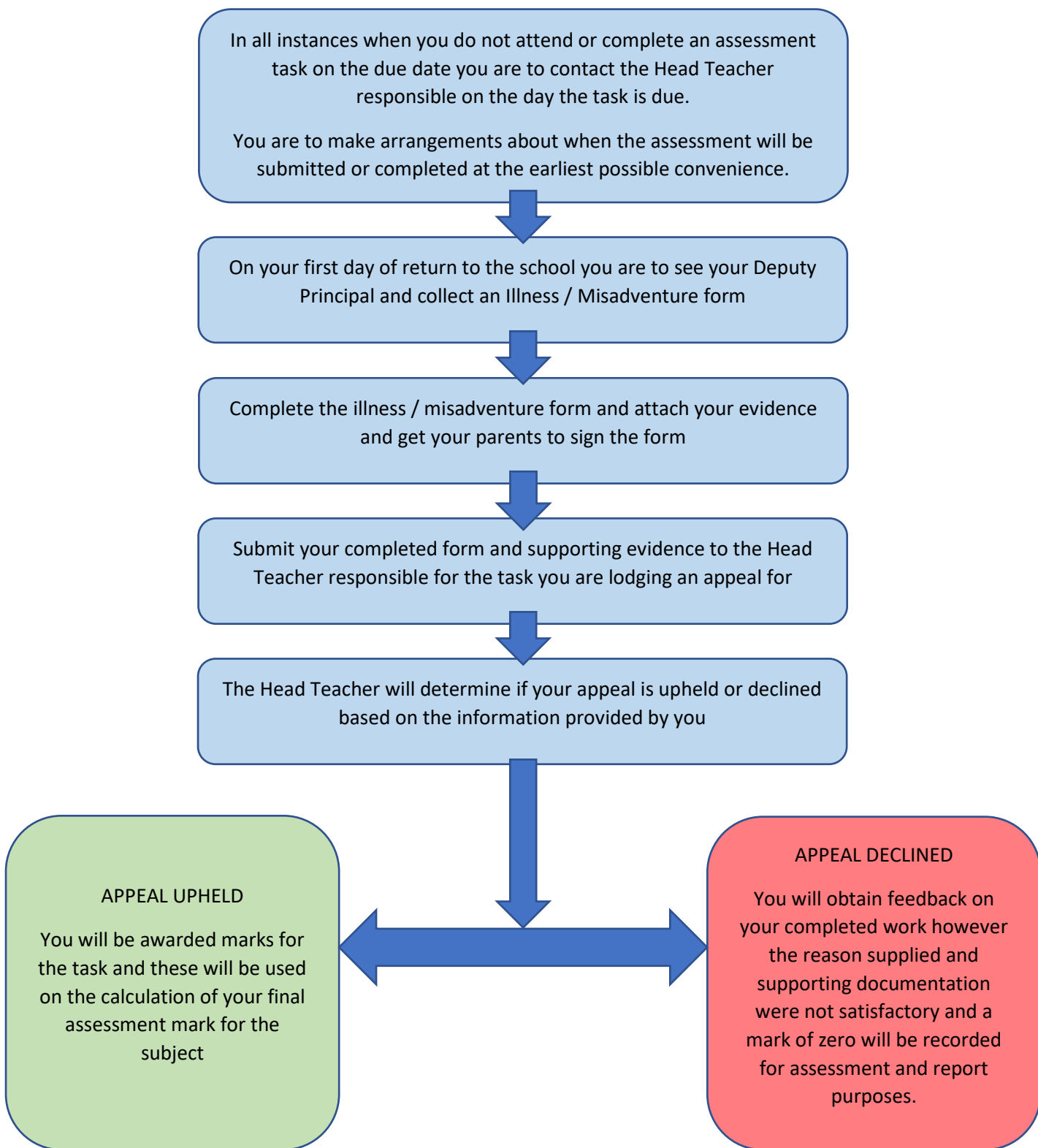
Students may request a school review of their final HSC assessment rank if:

- They believe their final rank (as issued by NESAs) is different from the position obtained in the course.
- They believe that the school did not follow the procedures stated in the BGHS Policy and Procedures for Assessment HSC 2023-2024 for that course.

The request for review must be made within three (3) days of the issue of assessment ranks.

The method used by the teacher for the awarding of marks for assessment tasks will not be subject to review.

# Illness / Misadventure Appeal Process Flowchart



# Illness / misadventure form

## Bankstown Girls High School

### ILLNESS/MISADVENTURE APPEAL

To be completed by student who is unable to attend/submit an assessment task on the due date. **This form must be submitted to the Head Teacher the first day back at school immediately after the assessment task or due date for an assessment task. If Head Teacher is absent, this must be submitted to the Deputy Principal.**

**Student Name:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Head Teacher:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Assessment Title and Number :** \_\_\_\_\_

(State whether Examination, Topic or Unit Test, Assignment, Research Activity, Practical Exercise, Practical Test, Field Work, Other)

**Date of Notification:** \_\_\_\_\_ **Due Date:** \_\_\_\_\_

**Date appeal submitted :** \_\_\_\_\_

**Details of Appeal:**

(State sufficient detail to support your case for consideration.)

\_\_\_\_\_  
\_\_\_\_\_

(Attach all necessary medical and other certificates and refer to the BGHS Assessment policy)

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Head Teacher and Principal Recommendation:**

\_\_\_\_\_  
\_\_\_\_\_

**Head Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# 2023 – 2024 Assessment Schedules

The assessment schedules contained in this booklet were correct at the time of publication. If a faculty changes or makes adjustments to a schedule students will be issued with a new schedule by their teacher, and it will take precedence over the ones contained in this booklet.

Students will be given any changed or adjusted assessment schedule at least two weeks before any affected assessment task.

Assessment schedules are listed by faculty

- English
- Mathematics
- Science
- Human Society and its Environment
- Personal Development, Health and Physical Education
- Technology and Applied Studies
- Creative and Performing Arts
- Vocational Education and Training



## English

- English Advanced
- English Standard
- English Studies
- English EAL/D
- Drama



## English Advanced HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>In-class Essay</b>  Human Experience Concepts of how the human experience is represented in your text. (20%)	<b>Module A</b>  Textual Conversations (10%)  Craft of Writing Hand in Task (15%)	<b>Multimodal Task</b>  Module B Critical Study of Literature	<b>Trial HSC</b>  Human Experience	
<b>Timing</b>	Term 1 Week 2	Term 2 Week 1	Term 2 Week 9	Term 3 Weeks 4/5	
<b>Outcomes assessed</b>	EA12-1 EA12-2 EA12-3 EA12-4 EA12-5 EA12-9	EA12-1 EA12-3 EA12-4 EA12-5 EA12-9	EA12-3 EA12-4 EA12-8	EA12-1 EA12-6 EN12-7 EA12-8 EA12-9	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding of course content.	10	12.5	12.5	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	10	12.5	12.5	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Outcomes

A student;

<b>EAL12-1</b>	independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<b>EAL12-2</b>	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<b>EAL12-3</b>	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
<b>EAL12-4</b>	strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
<b>EAL12-5</b>	thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
<b>EAL12-6</b>	investigates and evaluates the relationships between texts
<b>EAL12-7</b>	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
<b>EAL12-8</b>	explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
<b>EAL12-9</b>	reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner



## English Standard HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>In-class Essay</b>  Human Experience - concepts of how the human experience is represented in your text.	<b>Multimodal Task</b>  Module A Language Identity and Culture	<b>Close Study of Literature</b>  Module B	<b>Trial HSC</b>  Human Experience Craft of Writing	
<b>Timing</b>	Term 1 Week 2	Term 2 Week 1	Term 2 Week 9	Term 3 Week 4/5	
<b>Outcomes assessed</b>	EN12-3 EN12-4	EN12-1 EN12-5 EN12-8	EN12-1 EN12-2 EN12-9	EN12-1 EN12-6 EN12-7	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding of course content.	10	12.5	12.5	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	10	12.5	12.5	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Outcomes

A student;

<b>EN12-1</b>	independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<b>EN12-2</b>	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<b>EN12-3</b>	analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
<b>EN12-4</b>	adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
<b>EN12-5</b>	thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
<b>EN12-6</b>	investigates and explains the relationships between texts
<b>EN12-7</b>	explains and evaluates the diverse ways texts can represent personal and public worlds
<b>EN12-8</b>	explains and assesses cultural assumptions in texts and their effects on meaning
<b>EN12-9</b>	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner



## English Studies HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Writing Portfolio</b>  Common Unit Representations of human experiences in texts	<b>Current Affairs episode Film</b>  Module A We Are Australian	Module F  MiTunes and text English and the language of song + Lyrics + Analysis	<b>Trial HSC</b>  Texts & Human Experiences	
<b>Timing</b>	Term 1 Week 2	Term 2 Week 1	Term 2 Week 9	Term 3 Week 4/5	
<b>Outcomes assessed</b>	ES12-1 ES12-3 ES12-4 ES12-5 ES12-6 ES12-7 ES12-8 ES12-9 ES12-10 ES12-11	ES12-2 ES12-3 ES12-4 ES12-5 ES12-6 ES12-7 ES12-9 ES12-10 ES12-11 ES12-12	ES12-4 ES12-5 ES12-6 ES12-7 ES12-8 ES12-9 ES12-12	ES12-1 ES12-2 ES12-3 ES12-4 ES12-5 ES12-7 ES12-8 ES12-10	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding of course content.	10	12.5	12.5	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	10	12.5	12.5	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Outcomes

A student;

<b>ES12-1</b>	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
<b>ES12-2</b>	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
<b>ES12-3</b>	accesses, comprehends and uses information to communicate in a variety of ways
<b>ES12-4</b>	composes proficient texts in different forms
<b>ES12-5</b>	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
<b>ES12-6</b>	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
<b>ES12-7</b>	represents own ideas in critical, interpretive and imaginative texts
<b>ES12-8</b>	understands and explains the relationships between texts
<b>ES12-9</b>	identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
<b>ES12-10</b>	monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner



## English EAL/D HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Multimodal Task</b>  Part A Vlog 15% Part B 2 Online Comments 10% Module A Texts & Human Experiences	<b>Interview</b>  Part A Interview Transcript 15%. Part B Podcast 10% (Focus on Writing) Module B Language, Identity & Culture	<b>In-Class Essay</b>  Module C Close Study of Literature	<b>Trial HSC</b>  Human Experience	
<b>Timing</b>	Term 1 Week 2	Term 2 Week 1	Term 2 Week 9	Term 3 Week 4/5	
<b>Outcomes assessed</b>	EAL12-1A EAL12-2 EAL12-3 EAL12-4 EAL12-5 EAL12-6 EAL12-7	EAL12-2 EAL12-3 EAL12-4 EAL12-5 EAL12-8	EAL12-2 EAL12-3 EAL12-5 EAL12-6 EAL12-9	EAL12-1A EAL12-3 EAL12-5 EAL12-7 EAL12-8	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding of course content.	12.5	12.5	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	12.5	12.5	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>



# Outcomes

A student;

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



## Drama HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Area of Study</b>  Written response to research question and performance based on workshop activities.	<b>Individual Project</b>  Submit / present work in progress including logbook with ongoing drafts, research, investigation of ideas and reflection.	<b>Presentation of Group Performance</b>  Presentation of group performance under development, logbook with research and planning with reflection.	<b>Trial HSC</b>  Written examination Performance	
<b>Timing</b>	Term 1 Week 2	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4/5	
<b>Outcomes assessed</b>	H1.1 H1.2 H1.3 H3.1 H3.2 H3.3	H1.3 H1.5 H1.7	H1.1 H1.2 H1.3 H1.4 H2.1 H2.2 H2.3	H1.1 H1.2 H1.3 H1.4 H1.5 H1.6 H1.7 H 2.1 H2.2 H2.3	
<b>Components</b>					<b>Weighting</b>
Making		10	10	10	<b>30</b>
Performing	10	10		10	<b>30</b>
Critically Studying	10	10	10	10	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

# Outcomes

A student;

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

## Mathematics

- Mathematics Advanced
- Mathematics Standard
- Mathematics Extension 1



## Mathematics Advanced HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Class Task (Open Book)</b>  Differential Calculus & Trig Functions and Graphs	<b>Class Task</b>  Applications of Differentiation & Integral calculus	<b>Investigation/Assignment</b>  Statistical Analysis	<b>Trial HSC</b>	
<b>Timing</b>	Term 4 Week 8	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4/5	
<b>Outcomes assessed</b>	MA12-1 MA12-3 MA12-6 MA12-9 MA12-10	MA12-3 MA12-6 MA12-7 MA12-9 MA12-10	MA12-8 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-10	
<b>Components</b>					<b>Weighting</b>
<b>Concepts, skills and techniques</b>	15	10	10	15	<b>50</b>
<b>Reasoning and communication</b>	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

# Outcomes

A student;

1. Students will develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques. The student:	
<b>MA12-1:</b>	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
<b>MA12-2</b>	models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
<b>MA12-3</b>	applies calculus techniques to model and solve problems
2. Students will develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data and statistics and probability.	
<b>MA12-4</b>	applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
<b>MA12-5:</b>	applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
<b>MA12-6</b>	applies appropriate differentiation methods to solve problems
<b>MA12-7</b>	applies the concepts and techniques of indefinite and definite integrals in the solution of problems
<b>MA12-8</b>	solves problems using appropriate statistical processes
3. Students will develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations.	
<b>MA12-9</b>	chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
4. Students will develop the ability to communicate and interpret mathematics logically and concisely in a variety of forms.	
<b>MA12-10</b>	constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context



## Mathematics Standard 2 HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Class Task Open Book</b>  Financial Mathematics & Measurement	<b>Investigation/ Assignment</b>  Networks	<b>Class Task</b>  Measurement & Algebra	<b>Trial HSC</b>	
<b>Timing</b>	Term 4 Week 8	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4/5	
<b>Outcomes assessed</b>	MS11-2 MS11-5 MS11-6 MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6 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 MS2-12-10	
<b>Components</b>					<b>Weighting</b>
<b>Concepts, skills and techniques</b>	15	10	10	15	<b>50</b>
<b>Reasoning and communication</b>	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

# Outcomes

A student;

1. Students develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts.	
<b>MS12-1</b>	uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
<b>MS12-2</b>	analyses representations of data in order to make inferences, predictions and draw conclusions
2. Students develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks.	
<b>MA12-3</b>	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
<b>MS12-4</b>	analyses two-dimensional and three-dimensional models to solve practical problems
<b>MS12-5</b>	makes informed decisions about financial situations, including annuities and loan repayments
<b>MS12-6</b>	solves problems by representing the relationships between changing quantities in algebraic and graphical forms
<b>MS12-7</b>	solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
<b>MS2-12-8</b>	solves problems using networks to model decision-making in practical problems
3. Students develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations.	
<b>MS12-9</b>	chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
4. Students develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs.	
<b>MS12-10</b>	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response





## Mathematics Extension 1 HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Investigation/ Assignment</b>  VECTORS	<b>Class Task (Open Book)</b>  Proofs by Mathematical Induction & Trigonometric Equations	<b>Class task</b>  CALCULUS	<b>Trial HSC</b>	
<b>Timing</b>	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4/5	
<b>Outcomes assessed</b>	ME12-2 ME12-6 ME12-7	ME12-1 ME12-3 ME12-6 ME12-7	ME12-1 ME12-4 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-7	
<b>Components</b>					<b>Weighting</b>
<b>Concepts, skills and techniques</b>	10	15	10	15	<b>50</b>
<b>Reasoning and communication</b>	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

# Outcomes

A student;

1. Students will develop efficient strategies to solve problems using pattern recognition, generalisation, proof and modelling techniques.	
<b>ME12-1</b>	applies techniques involving proof or calculus to model and solve problems
2. Students will develop the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors and statistical analysis.	
<b>ME12-2</b>	applies concepts and techniques involving vectors and projectiles to solve problems
<b>ME12-3</b>	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
<b>ME12-4</b>	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
<b>ME12-5</b>	applies appropriate statistical processes to present, analyse and interpret data
3. Students will use technology effectively and apply critical thinking to recognise appropriate times for such use.	
<b>ME12-6</b>	chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
4. Students will develop the ability to interpret, justify and communicate mathematics in a variety of forms.	
<b>ME12-7</b>	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical form

## Science

- Biology
- Chemistry
- Investigating Science
- Physics



## Biology HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Pedigree Assessment Task - DS</b> Module 5	<b>Depth Study Genetic Diseases &amp; Biotechnology</b> Modules 5, 6, 8	<b>Practical In-class Task</b> Module 7-8	<b>Trial HSC</b> Modules 5, 6, 7 and 8	
<b>Timing</b>	Term 4 Week 9	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 4/5	
<b>Outcomes assessed</b>	W/S: 1, 5, 6, 7 KU: 12	W/S: 1,2,3,4,5,6,7 KU: 12-15	W/S: 2,3,6 KU: 14-15	W/S: 2-7 KU: 12-15	
<b>Components</b>					<b>Weighting</b>
Working Scientifically	15	20	15	10	<b>60</b>
Knowledge & Understanding	10	5	5	20	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

# Outcomes

A student;

<b>Skills</b>	
<b>BIO12-1</b>	Questioning and predicting: develops and evaluates questions and hypotheses for scientific investigation.
<b>BIO12-2</b>	Planning investigations: designs and evaluates investigations in order to obtain primary and secondary data and information
<b>BIO12-3</b>	Conducting investigations: conducts investigations to collect valid and reliable primary and secondary data and information
<b>BIO12-4</b>	Processing data and information: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>BIO12-5</b>	Analysing data and information: analyses and evaluates primary and secondary data and information
<b>BIO12-6</b>	Problem solving: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>BIO12-7</b>	Communicating: communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>Knowledge &amp; Understanding</b>	
<b>BIO12-12</b>	Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species (Module 5)
<b>BIO12-13</b>	Explains natural genetic change and the use of genetic technologies to induce genetic change (Module 6)
<b>BIO12-14</b>	Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system (Module 7)
<b>BIO12-15</b>	Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease (Module 8)



## Chemistry HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Practical Investigation (4 hours)</b> Module 5	<b>Titration Practical - DS (11 hours)</b> Module 6	<b>Topic Test</b> Module 7	<b>Trial HSC</b> Modules 5, 6, 7 and 8	
<b>Timing</b>	Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 4/5	
<b>Outcomes assessed</b>	W/S: 4, 5, 7 KU: 12	W/S: 2, 3, 6 KU: 13	W/S: 1, 2, 3, 4, 7 KU: 14	W/S: 2-7 KU: 12-15	
<b>Components</b>					<b>Weighting</b>
Working Scientifically	15	20	10	15	<b>60</b>
Knowledge & Understanding	5 (5% Topic Test)	10 (5% Topic Test)	10	15	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

# Outcomes

A student;

<b>Skills</b>	
<b>CH12-1</b>	Questioning and predicting: develops and evaluates questions and hypotheses for scientific investigation.
<b>CH12-2</b>	Planning investigations: designs and evaluates investigations in order to obtain primary and secondary data and information
<b>CH12-3</b>	Conducting investigations: conducts investigations to collect valid and reliable primary and secondary data and information
<b>CH12-4</b>	Processing data and information: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>CH12-5</b>	Analysing data and information: analyses and evaluates primary and secondary data and information
<b>CH12-6</b>	Problem solving: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>CH12-7</b>	Communicating: communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>Knowledge &amp; Understanding</b>	
<b>CH12-12</b>	Explains the characteristics of equilibrium systems, and the factors that affect these systems (Module 5)
<b>CH12-13</b>	Describes, explains and quantitatively analyses acids and bases using contemporary models (Module 6)
<b>CH12-14</b>	Analyses the structure of, and predicts reactions involving, carbon compounds (Module 7)
<b>CH12-15</b>	Describes and evaluates chemical systems used to design and analyse chemical processes (Module 8)



## Investigating Science HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Open ended investigation</b>  Module 5	<b>Data Analysis Working Scientifically Skills associated with</b>  Modules 5,6,7,8	<b>Depth Study</b>  Module 7-8	<b>Trial HSC</b>  Modules 5, 6, 7 and 8	
<b>Timing</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 4/5	
<b>Outcomes assessed</b>	W/S: 1,2, 3, 5, 7 KU: 12	W/S:1, 2, 3, 4, 5, 6, 7	W/S: 1, 3, 6, 7 KU: 14	W/S: 2-7 KU: 12-15	
<b>Components</b>					<b>Weighting</b>
Working Scientifically	10	20	20	10	<b>60</b>
Knowledge & Understanding	10	0	10	20	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



# Outcomes

A student;

<b>Skills</b>	
<b>INS12-1</b>	Questioning and predicting: develops and evaluates questions and hypotheses for scientific investigation.
<b>INS12-2</b>	Planning investigations: designs and evaluates investigations in order to obtain primary and secondary data and information
<b>INS12-3</b>	Conducting investigations: conducts investigations to collect valid and reliable primary and secondary data and information
<b>INS12-4</b>	Processing data and information: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>INS12-5</b>	Analysing data and information: analyses and evaluates primary and secondary data and information
<b>INS12-6</b>	Problem solving: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>INS12-7</b>	Communicating: communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>Knowledge &amp; Understanding</b>	
<b>INS12-12</b>	Develops and evaluates the process of undertaking scientific investigations (Module 5)
<b>INS12-13</b>	Describes and explains how science drives the development of technologies (Module 6)
<b>INS12-14</b>	Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis (Module 7)
<b>INS12-15</b>	Evaluates the implications of ethical, social, economic and political influences on science (Module 8)



## Physics HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Depth Study</b> (15 hours) Module 5 Projectile Motion	<b>Practical Task</b>  Module 6 Electric Motors	<b>Examination</b> Module 7 The Nature of Light	<b>Trial HSC</b> Modules 5-8	
<b>Timing</b>	Term 1 2024 Week 1	Term 2 Week 5	Term 2 Week 9	Term 3 Weeks 4/5	
<b>Outcomes assessed</b>	W/S: 1, 2, 3, 5, 7 KU: 12	W/S: 2, 3, 4, 6 KU: 13	W/S: 5, 6, 7 KU: 14	W/S: 4, 5, 6, 7 KU: 12-15	
<b>Components</b>					<b>Weighting</b>
Working Scientifically	15	15	15	15	<b>60</b>
Knowledge & Understanding	10	5	10	15	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Outcomes

A student;

<b>Skills</b>	
<b>PH11/12-1</b>	develops and evaluates questions and hypotheses for scientific investigation
<b>PH11/12-2</b>	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>PH11/12-3</b>	conducts investigations to collect valid and reliable primary and secondary data and information
<b>PH11/12-4</b>	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>PH11/12-5</b>	analyses and evaluates primary and secondary data and information
<b>PH11/12-6</b>	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>PH11/12-7</b>	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>Knowledge &amp; Understanding</b>	
<b>PH12-12</b>	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
<b>PH12-13</b>	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
<b>PH12-14</b>	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
<b>PH12-15</b>	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

## HSIE

- Ancient History
- Business Studies
- Economics
- Legal Studies
- Modern History
- Studies of Religion
- Work Studies

## Ancient History HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Topic Test</b> Cities of Vesuvius: Pompeii and Herculaneum	<b>Multi-modal presentation</b> Ancient Societies	<b>Historical analysis</b> Personalities in their Times	<b>Trial HSC</b>	
<b>Timing</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 4/5	
<b>Outcomes assessed</b>	AH12-5 AH12-6 AH12- 9 AH12-10	AH12-1 AH12-2 AH12- 3 AH12-8 AH12-9	AH12-5 AH12-6 AH12- 7 AH12-8 AH12-9	AH12-3 AH12-4 AH12- 6 AH12-7 AH12-10	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding of course content.	5	10	5	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations.	5		5	10	<b>20</b>
Historical inquiry and research.	5	5	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	10	5		<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Outcomes

A student;

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



## Business Studies HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Finance</b>  Topic Test	<b>Human Resources</b>  Stimulus Report (in class)	<b>Operations</b>  Extended Response (hand in)	<b>Trial HSC</b>	
<b>Timing</b>	Term 4 Week 9	Term 1 Week 6	Term 2 Week 9	Term 3 Weeks 4/5	
<b>Outcomes assessed</b>	H5 H8 H9 h10	H1 H4 H7 H8 H9	H5 H8 H9 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding of course content	15	10		15	<b>40</b>
Stimulus-based skills	5	5		10	<b>20</b>
Inquiry and research		5	10	5	<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	5	10		<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

# Outcomes

A student;

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





## Economics HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Case Study</b>  The Global Economy	<b>Essay</b>  Australia's Place in the Global Economy	<b>Topic Test</b>  Economic Skills	<b>Trial HSC</b>	
<b>Timing</b>	Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 4/5	
<b>Outcomes assessed</b>	H2 H3 H4 H5 H9 H11	H1 H4 H7 H8 H9	H5 H8 H9 H10 H11	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Stimulus-based skills			10	10	<b>20</b>
Inquiry and research	10	10			<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	5		5	10	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Outcomes

A student;

<b>H1</b>	demonstrates understanding of economic terms, concepts and relationships
<b>H2</b>	analyses the economic role of individuals, firms, institutions and governments
<b>H3</b>	explains the role of markets within the global economy
<b>H4</b>	analyses the impact of global markets on the Australian and global economies
<b>H5</b>	discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
<b>H6</b>	analyses the impact of economic policies in theoretical and contemporary Australian contexts
<b>H7</b>	evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
<b>H8</b>	applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
<b>H9</b>	selects and organises information from a variety of sources for relevance and reliability
<b>H10</b>	communicates economic information, ideas and issues in appropriate forms
<b>H11</b>	applies mathematical concepts in economic contexts
<b>H12</b>	works independently and in groups to achieve appropriate goals in set timelines.



## Legal Studies HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Oral, Multimedia &amp; In Class Task</b>  Human Rights	<b>Case Study &amp; In class task</b>  Crime	<b>Research Task Essays</b>  Options  Family	<b>Trial HSC</b>	
<b>Timing</b>	Term 1 Week 2	Term 2 Week 3	Term 3 Week 2	Term 3 Weeks 4/5	
<b>Outcomes assessed</b>	H1 H3 H4 H5 H6 H7 H9 H10	H1 H2 H7 H9 H10	H1 H2 H4 H5 H7 H8 H9 H10	H1 H2 H3 H4 H5 H6 H7 H9	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding of course content	5	5	10	20	<b>40</b>
Analysis and evaluation	5	5	5	5	<b>20</b>
Inquiry and research	5	10	5		<b>20</b>
Communication of legal information, ideas and issues in appropriate forms	5		10	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# Outcomes

A student;

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



## Modern History HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Research/oral presentation</b>  Power and Authority in the Modern World 1919-1946	<b>Historical Analysis Source analysis</b>  National Study Russia and the Soviet Union 1917-1941	<b>Research Essay Structured Response</b>  Change in the Modern World - Apartheid in South Africa 1960-1994	<b>Trial HSC</b>	
<b>Timing</b>	Term 4 Week 9	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 4/5	
<b>Outcomes assessed</b>	MH12-3 MH12-4 MH12-6 MH12-7 MH12-9	MH12-2 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9	MH12-2 MH12-5 MH12-7 MH12-8	MH12-3 MH12-4 MH12-5 MH12-7 MH12-9	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding of	5	10	10	15	<b>40</b>
Historical skills in the analysis of		5	5	10	<b>20</b>
Historical Inquiry and research	10	5	5		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Outcomes

A student;

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

## Studies of Religion HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Research task – Essay using sacred text</b>  Christianity	<b>Research / Inquiry Task</b>  Judaism - Practices	<b>Research &amp; Multimedia</b>  Islam - Significant person and ideas	<b>Trial HSC</b>	
<b>Timing</b>	Term 2 Week 7	Term 4 Week 9	Term 1 Week 10	Term 3 Weeks 4/5	
<b>Outcomes assessed</b>	H1 H2 H5 H6 H7 H8 H9	H1 H2 H3 H5 H6 H9	H1 H2 H3 H5 H6 H7 H8 H9	H1 H2 H3 H5 H6 H7 H8 H9	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding of course content	10	10	5	15	<b>40</b>
Source-based skills		5	5	10	<b>20</b>
Investigation and research	5	5	10		<b>20</b>
Communication of information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Outcomes

A student;

<b>H1</b>	explains aspects of religion and belief systems
<b>H2</b>	describes and analyses the influence of religion and belief systems on individuals and society
<b>H3</b>	examines the influence and expression of religion and belief systems in Australia
<b>H4</b>	describes and analyses how aspects of religious traditions are expressed by their adherents
<b>H5</b>	evaluates the influence of religious traditions in the life of adherents
<b>H6</b>	organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
<b>H7</b>	conducts effective research about religion and evaluates the findings from the research
<b>H8</b>	applies appropriate terminology and concepts related to religion and belief systems
<b>H9</b>	coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.





## Work Studies HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Holiday Budget Activity</b>  Module 6	<b>Work-Life Balance Schedule and Analysis</b>  Module 5	<b>Effective Team Member Booklet</b>  Module 4	<b>Exam</b>	
<b>Timing</b>	Term 4 Week 9	Term1 Week 9	Term 2 Week 9	Term 3 Weeks 4/5	
<b>Outcomes assessed</b>	5 8 9	5 6 8	2 5 6	2 7 9	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding	5	5	20	5	<b>35</b>
Skills	20	20	5	20	<b>65</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Outcomes

A student;

1.	investigates a range of work environments
2.	examines different types of work and skills for employment
3.	analyses employment options and strategies for career management
4.	assesses pathways for further education, training and life planning
5.	communicates and uses technology effectively
6.	applies self-management and teamwork skills
7.	utilises strategies to plan, organise and solve problems
8.	assesses influences on people's working lives
9.	evaluates personal and social influences on individuals and groups

## Personal Development, Health and Physical Education

- Community and Family Studies
- Exploring Early Childhood
- PDHPE



## Community and Family Studies HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Independent Research Project</b>	<b>Extended in-class response</b>  Parenting and Caring	<b>Investigation Task</b>  Groups in Context	<b>Trial HSC</b>	
<b>Timing</b>	Term 4 Week 10	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 4/5	
<b>Outcomes assessed</b>	H4.1 H4.2	H1.1 H2.1 H2.2 H3.2 H5.2	H1.1 H2.2 H2.3 H3.1 H3.3 H4.1 H4.2	H1.1 H2.2 H2.3 H3.2 H4.1 H4.2	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding of the impacts on wellbeing		15	15	15	<b>45</b>
Skills in:  Applying management processes to meet the needs of individuals, groups, families and communities  Planning to take responsible action to promote wellbeing		10	10	10	<b>30</b>
Knowledge and understanding about research methodology	20			5	<b>25</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Outcomes

A student;

<b>H1.1</b>	analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
<b>H 1.2</b>	analyses different approaches to parenting and caring relationships
<b>H2.2</b>	evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
<b>H 2.3</b>	critically examines how individual rights and responsibilities in various environments contribute to wellbeing
<b>H 3.1</b>	analyses the sociocultural factors that lead to special needs of individuals in groups
<b>H 3.2</b>	evaluates networks available to individuals, groups and families within communities
<b>H 3.3</b>	critically analyses the role of policy and community structures in supporting diversity
<b>H 3.4</b>	critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
<b>H4.1</b>	justifies and applies appropriate research methodologies
<b>H4.2</b>	communicates ideas, debates issues and justifies opinions
<b>H5.1</b>	proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
<b>H 5.2</b>	develops strategies for managing multiple roles and demands of family, work and other environments
<b>H 6.1</b>	analyses how the empowerment of women and men influences the way they function within society
<b>H6.2</b>	formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments.



## Exploring Early Childhood HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3		
<b>Nature of Task</b>	<b>Food &amp; Nutrition</b> Lunch Box Analysis	<b>Starting School</b> Powerpoint Presentation	<b>Young Children &amp; The Media</b> Play School Production		
<b>Timing</b>	Term 4 Week 9	Term 1 Week 10	Term 2 Week 10		
<b>Outcomes assessed</b>	1.3 1.4 1.5 6.1 6.2	1.3 1.4 2.2 2.4 6.1 6.2	1.4 2.1 2.2 2.4 6.1		
<b>Components</b>					<b>Weighting</b>
	<b>30%</b>	<b>35%</b>	<b>35%</b>		<b>100</b>

# Outcomes

A student;

1.1	demonstrates a willingness to accept and use constructive criticism
1.2	examines major physical, social-emotional, behavioural, cognitive and language development of young children
1.3	examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
1.4	analyses the ways in which family, community and culture influence the growth and development of young children
1.5	examines the implications for growth and development when a child has special needs
2.1	analyses issues relating to the appropriateness of a range of services for different families
2.2	critically examines factors that influence the social world of young children
2.3	explains the importance of diversity as a positive issue for children and their families
2.4	analyses the role of a range of environmental factors that have an impact on the lives of young children
2.5	examines strategies that promote safe environments
3.1	evaluates strategies that encourage positive behaviour in young children
4.1	demonstrates appropriate communication skills with children and/or adults
4.2	interacts appropriately with children and adults from a wide range of cultural backgrounds
4.3	demonstrates appropriate strategies to resolve group conflict
5.1	analyses and compares information from a variety of sources to develop an understanding of child growth and development
5.2	demonstrates an understanding of decision-making processes
6.1	critically examines all issues including beliefs and values that may influence interactions with others



Personal Development Health and Physical Education  
HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Sports Medicine Task</b>	<b>Health Priorities Research Report</b>	<b>Factors Affecting Performance Training Program</b>	<b>Trial HSC</b>	
<b>Timing</b>	Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4/5	
<b>Outcomes assessed</b>	H8 H13 H16 H17	H1 H2 H3 H4 H5	H7 H8 H10 H11 H16 H17	H1 H2 H7 H10 H13 H16	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding of: Factors that affect health & the way the body moves	5	5	10	10	<b>30</b>
Skills in: Influencing personal and community health, taking action to improve participation and performance in physical activity	5	15	10	10	<b>40</b>
Skills in critical thinking, research and analysis	10	5	5	10	<b>30</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



# Outcomes

A student;

<b>H1</b>	describes the nature and justifies the choice of Australia's health priorities
<b>H2</b>	analyses and explains the health status of Australians in terms of current trends and groups most at risk
<b>H3</b>	analyses the determinants of health and health inequities
<b>H4</b>	argues the case for health promotion based on the Ottawa Charter
<b>H5</b>	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
<b>H6</b>	demonstrates a range of personal health skills that enables them to promote and maintain health
<b>H7</b>	explains the relationship between physiology and movement potential
<b>H8</b>	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
<b>H9</b>	explains how movement skill is acquired and appraised
<b>H10</b>	designs and implements training plans to improve performance
<b>H11</b>	designs psychological strategies and nutritional plans in response to individual performance needs
<b>H12</b>	analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
<b>H13</b>	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
<b>H14</b>	argues the benefits of health-promoting actions and choices that promote social justice
<b>H15</b>	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
<b>H16</b>	devises methods of gathering, interpreting and communicating information about health and physical activity concepts

## Technology and Applied Studies

- Design & Technology

## Design & Technology HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Project Proposal Presentation</b>	<b>Innovations and Emerging Technology Case Study</b>	<b>MDP Management of development, realisation and evaluation</b>	<b>HSC Trial Examination</b>	
<b>Timing</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 5 Checkpoint 1 20th May Checkpoint 2 27th June	Term 3 Weeks 4/5	
<b>Outcomes assessed</b>	H2.1 H4.1 H4.2	H2.2 H3.1 H3.2 H6.2	H4.3 H5.1 H5.2 H6.1	H1.1 H1.2 H2.1 H2.2 H3.1 H6.2	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding of course content		20		20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating a major design project	25		25	10	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Outcomes

A student;

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

## Creative and Performing Arts

- Music
- Visual Arts



## Music HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Presentation of Performance and Viva Voce Topic 1</b>	<b>Composition Portfolio and Aural Analysis</b>	<b>Presentation of Submission: Elective Option for Topics 1 &amp; 2</b>	<b>Trial HSC</b>	
<b>Timing</b>	Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4/5	
<b>Outcomes assessed</b>	H1 H2 H4 H5 H6	H2 H4 H5 H6 H7 H8	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11	
<b>Components</b>					<b>Weighting</b>
Performance	10				<b>10</b>
Composition		10			<b>10</b>
Musicology	10				<b>10</b>
Aural		10		15	<b>25</b>
Electives			30	15	<b>45</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# Outcomes

A student;

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



## Visual Arts HSC Assessment Schedule 2023 - 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Conceptual Framework and Practices</b>	<b>Body of work Progress</b>	<b>In-depth critical and historical Case Study</b>	<b>Trial HSC Exam/BOW Completion</b>  Art Criticism and Art History	
<b>Timing</b>	Term 4 Week 8	Term 2 Week 6	Term 2 Week 8	Term 3 Weeks 4/5	
<b>Outcomes assessed</b>	H7 H8	H1 H2 H3 H4 H5	H7 H8 H9 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10	
<b>Components</b>					<b>Weighting</b>
Knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.		30		20	<b>50</b>
Knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.	15		20	15	<b>50</b>
<b>Total %</b>	<b>15</b>	<b>30</b>	<b>20</b>	<b>35</b>	<b>100</b>



# Outcomes

A student;

<b>H1</b>	initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
<b>H2</b>	applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
<b>H3</b>	demonstrates an understanding of the frames when working independently in the making of art
<b>H4</b>	selects and develops subject matter and forms in particular ways as representations in artmaking
<b>H5</b>	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
<b>H6</b>	demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
<b>H7</b>	applies their understanding of practice in art criticism and art history
<b>H8</b>	applies their understanding of the relationships among the artist, artwork, world and audience
<b>H9</b>	demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
<b>H10</b>	constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

## Vocational Education and Training

- Vocational Education and Training VET Courses Information
- Hospitality Food and Beverage
- Retail Services

## Vocational Education and Training (VET) Courses

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

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

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

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

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

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


Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.


Competency-based training is based on performance standards that have been set by industry. Competency-based assessment materials are designed to determine if each learner has achieved all the outcomes (skills and knowledge). Students will receive documentation showing the competencies achieved for the VET course undertaken. Students in VET courses must be able to demonstrate competence regardless of disability. The principles of *HSC: All My Own Work* apply to all Stage 6 VET courses, including early commencement in Stage 5.

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

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

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements

 <b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> Preliminary Year 2023 - HSC 2024 QUALIFICATION: SIT20322 Certificate II in Hospitality (Release 1) Training Package: SIT – Tourism, Travel and Hospitality (Release 2.1) <b>Education</b> The information may change in 2023 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.							NESA Course Code 2 IIL X 2 YR – 26511 2022 HSC Exam: 26589 LMBRL UI Code (11 OR 12) SIT20316126511B	
Term	Unit Code	Units Of Competency	AGR CORE/ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%	
<b>9 PRELIMINARY UOCs</b>								
Term 1	SITXFA005 SITXWHS005 SITHCCC025	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	15 15 20	<b>Cluster A: Getting Ready for Work (as a Sandwich Artist)</b> Scenario, written task, case study, observation of practical work	240 Indicative Hours over 2 years  35 hrs Work placement 40% Prelim Yearly Exam	
Term 2 & 3	SITHCCC024 BSBSUS211	Prepare and present simple dishes Participate in sustainable work practices	E E	E E	20 15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, written task, case study, observation of practical work		
Term 3	SITHFAB024 SITXCOM007	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity	E C	S E	15 10	<b>Cluster C: Working Relationships</b> Scenario, written task, case study, role play, observation of practical work <b>NOTE: person with THREE years' Industry Experience must be involved in assessment.</b>		
<b>6 HSC UOCs</b>								
Term 4 – 6	SITXCCS011 SITHFAB025 SITHFAB027 SITHIND007	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	20 25 40 20	<b>Cluster D: Café Culture</b> Role play, written questioning, observation of practical work, student reflection, portfolio of evidence <b>NOTE: person with THREE years' Industry Experience must be involved in assessment.</b> *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	35 hrs Work placement 60% HSC Trial Exam  The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.	
Term 7	BSBTWK201 SITHIND006	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	<b>Cluster E: Working in the Hospitality Industry</b> Written questioning, student reflection		
					Total Hours	250		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.							Units of competency from the HSC focus areas will be included in the optional HSC examination.	

		<b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>RETAIL SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> Preliminary Year 2023 - HSC 2024 QUALIFICATION: SIR30216 Certificate III in Retail (Release 4) Training Package: Retail Services (Release 7.0)					<b>NESA course code</b> 2U X 2 YR - 26911 HSC Exam: 26999 LMBR UI Code: (11 OR 12) SIR30216126911B	
TERM	Unit Code	Units Of Competency	APR CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%	
<b>7 PRELIMINARY UOCs</b>								
Term 1	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M E	15 10	<b>Cluster A: Safety and Spotless</b> Written task, online quiz, practical and teacher observation	240 Indicative Hours over 2 years	
Term 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	C C	M M	20 15	<b>Cluster B: Working in the industry</b> Research, self/peer assessment, simulation, presentation	35 hrs Work placement	
Term 2-3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	C C C	M E E	20 20 20	<b>Cluster C: Customer Service</b> Teacher observation, written task, portfolio of evidence	40% Preliminary Exam	
<b>7 HSC UOCs</b>								
Term 4-5	SIRXSL001 SIRXSL002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	C E C	M M M	15 15 15	<b>Cluster D: Sales &amp; Security</b> Questioning, scenario, role play	35 hrs Work placement 60% Trial HSC Exam	
Term 5-6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	<b>Cluster E: Retail General Selling</b> Scenario, direct observation of practical work, written questioning	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.	
Term 7	SIRRIINV002 SIRRIINV001	Control stock Receive and handle retail stock	E E	E E	20 15	<b>Cluster F: Stock Control</b> Written questioning, scenario, direct observation of practical work		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.					Total hours	245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

## Assessment Planner 2023 -2024

	<b>Term 4 2023</b>	<b>Term 1 2024</b>
<b>Week 1</b>		
<b>Week 2</b>		
<b>Week 3</b>		
<b>Week 4</b>		
<b>Week 5</b>		
<b>Week 6</b>		
<b>Week 7</b>		
<b>Week 8</b>		
<b>Week 9</b>		
<b>Week 10</b>		
<b>Week 11</b>		

	<b>Term 2 2024</b>	<b>Term 3 2024</b>
<b>Week 1</b>		
<b>Week 2</b>		
<b>Week 3</b>		
<b>Week 4</b>		
<b>Week 5</b>		
<b>Week 6</b>		
<b>Week 7</b>		
<b>Week 8</b>		
<b>Week 9</b>		
<b>Week 10</b>		