



# YEAR 12 ASSESSMENT BOOKLET

Please refer to the online version of this booklet for your subject relevant tasks and dates.

[stives-h.schools.nsw.gov.au/learning-at-our-school/hsc-and-preliminary-information.html](https://stives-h.schools.nsw.gov.au/learning-at-our-school/hsc-and-preliminary-information.html)

November 2024

# 2025

**ST IVES HIGH SCHOOL  
HIGHER SCHOOL CERTIFICATE ASSESSMENT RULES & PROCEDURES 2024-2025  
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**ST IVES HIGH SCHOOL (SIHS)  
HIGHER SCHOOL CERTIFICATE (HSC) ASSESSMENT RULES & PROCEDURES**

### **Introduction**

This booklet outlines the assessment schedules for the cohort of students at SIHS undertaking HSC courses in 2024 - 2025. Dates included for each course are correct at the time of printing, however unforeseen circumstances may result in changes over the year. Students will be notified in advance if a change is required. These schedules indicate: the number of assessment tasks for each course, the nature of the tasks, the weighting of the tasks, the areas of content each task will assess and when the tasks will be conducted.

## **1. Patterns of Study**

### **Certain patterns of study and course requirements apply**

You must satisfactorily complete:

- a Preliminary pattern of study that includes at least 12 units
- an HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses (Board Developed Courses are NSW Educational Standards Authority (NESA) Developed Courses).
- 2 units of a Board Developed Course in English, or English Studies.
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses).
- 4 subjects.
- There are also specific eligibility rules for some Languages courses, such as Beginners and Language in Context, to ensure your course is at the appropriate level for your experience.
- Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for.
- Further information can be found here <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

### **Australian University Admissions Rank (ATAR)**

The University Admissions Centre (UAC) uses the raw HSC examination marks (marks before aligning to band statements) and moderated school assessment marks to calculate an ATAR for all HSC students who are eligible and elect to receive one. The ATAR is essentially a rank used to offer HSC students' university places. Scaling is used to make comparisons between different students studying different courses.

To be eligible for an ATAR a student must satisfactorily complete at least 10 units of Board Developed courses for which there are formal examinations conducted by NESA. These courses are referred to as ATAR courses (and are categorised as either Category A or Category B courses).

- The ATAR courses must include at least eight units from Category A courses, two units of English, three courses of two units or greater, and at least four subjects.
- The ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising the best two units of English and the best eight units from the remaining units.

### **Non-ATAR Students**

Students who do not meet the requirements for an ATAR but do meet the requirements for an HSC are considered non-ATAR students. Non-ATAR students can choose from a wider range of courses and need not sit the HSC examination in a course of study if the examination is optional.

## **2. Assessment**

### **School-based Assessment**

School-based assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. These may include tests, written or oral assignments, practical activities, fieldwork, folios, and projects.

School-based assessment is also used to:

- assist student learning by providing quality feedback
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in relation to syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course.

School-based assessments focus on outcomes and the marking guidelines used are expressed in terms of performance standards.

At the end of each HSC course the school will submit the school-based assessment mark to NESAs, for every student in the course. The school-based assessment marks, provide a rank order of students in the course and show the relative differences between students.

### **Moderation of School-based Assessment Marks**

NESA moderates the school-based assessment marks to allow a fair comparison of school-based assessment marks between schools. The HSC examination marks are used to moderate the school-based assessment marks in each course. Therefore, if all students in a course perform to the best of their ability in the HSC examination in that course, this will have a positive impact on the school-based assessment marks in the moderation process.

### **The HSC Mark**

The final HSC mark for a course is a 50:50 combination of a student's HSC examination mark and their moderated school-based assessment mark. The examination mark for each course shows the student's performance in the external HSC examination. The examination consists of a written paper and, for some courses, speaking and listening examinations, practical examinations, or major works that are submitted for external marking.

### **The School-based Assessment Appeals Process**

Students who wish to appeal or seek a review of a school-based assessment result should firstly discuss their concern with the Key Learning Area (KLA) Head Teacher of the subject. If not resolved a written request with details should be given to either the Principal or the Deputy Principal within 3 days of the student becoming aware of the issue. A panel consisting of the Deputy Principal, KLA Head Teacher and course teacher will determine the outcome of the appeal / review and provide reasons for their decisions. Students are only entitled to appeal or seek a review of the procedures followed for a school-based assessment task, not the professional judgement of the teacher marking the school-based assessment.

Students who consider that their placement in the order of merit (Rank) for any course is not correct, based on feedback on their performance during the course from their teacher, have a right to appeal and may seek a school review. After students have completed their final HSC exam they are able to access the NESAs website via an individual PIN number to check that the assessment ranks are correct. Students are also provided with their overall rank in a course in their school reports.

### **Advice for major examination periods (Trial exams)**

Students are responsible for ensuring they attend all their scheduled exams and for the following:

- carefully check their exam timetable and the venue of their exams
- organise themselves to arrive on time for the start of each exam
- have the correct, approved equipment for each exam in a clear plastic bag
- wear full school uniform
- behave in a manner that does not interfere with the performance of others
- remain for the full time allotted for each exam
- leave mobile phones out of the exam room and switched to silent if in the proximity of the exam room
- leave any electronic or digital device out of the exam room unless approved
- refrain from eating in the exam room (unless approved e.g. for medical reasons). Water in a clear container is allowed.

If absent from an examination students must follow the Illness/Misadventure procedures on page vi. The school will make efforts to reschedule the examination where feasible.

Students who cheat in an exam will be given a zero mark and may face other consequences.

## Disability Provisions

The school will provide Disability Provisions to students approved by the Head Teacher of Inclusive Education for school-based assessments. Year 12 students are required to make a formal application to NESAs for Disability Provisions for the HSC examinations. This application is done in consultation with the Head Teacher of Inclusive Education who ensures the provisions being administered at the school are appropriate given the student's diagnosis and additional learning needs.

No earlier than Term 4 of the year prior to the HSC exams, students are required to submit updated documentation from medical practitioners and specialists, pertaining to the diagnosed need. The Head Teacher of Inclusive Education will liaise with identified students and their families in the first term of Year 12, detailing the process for student applications.

For further information, students and/or families should contact Head Teacher of Learning & Support.

## SIHS Responsibilities

In relation to school-based assessment, SIHS staff will:

- inform students of the assessment requirements for each course
- provide students with notice of the nature, weighting and timing of assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks and provide an overall assessment rank position on school reports for each course
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- design assessment tasks that provide all students in the course similar conditions to ensure fairness
- advise students in writing when they are not meeting sufficient outcomes in a course and indicate what is necessary to meet the requirements satisfactorily
- ensure students know how they can collect their Assessment Rank Order for each course at the end of the HSC examinations and understand its purpose
- notify parents if an assessment task is not completed and any penalties imposed.

## NOTE:

- I. The School reserves the right to change the date or conditions of an assessment task if necessary to be fair to all students or because of unforeseen circumstances.
- II. The School reserves the right to set a substitute task if for any reason the initial task fails to discriminate or is found to be invalid.
- III. If a problem occurs during the performance of an assessment task, the student should complete the task and notify the Deputy Principal who will determine its validity in consultation with the KLA Head Teacher and Course Teacher.

## Students must make a reasonable attempt at more than 50% of assessments in a course.

This "greater than 50% of the assessments" cannot include any marks that are estimates. Failure to sit for more than 50% of the assessments will make the student ineligible to sit the HSC Examination. This is a NESAs requirement.

## Illness or Misadventure

Students who are unwell on the day of an assessment task or believe exceptional circumstances have significantly hindered their ability to complete a task must, without delay, complete an **Illness/Misadventure Application** (page ix - xii) and submit to the relevant **KLA Head Teacher immediately upon return to school if unwell or as soon as possible after experiencing a misadventure.**

In dealing with illness/misadventure **there can be no consideration for:**

- Unapproved leave from school during term time
- Difficulties in preparation or general loss of preparation time eg. Due to an earlier/pre-existing illness
- Long term illness, such as glandular fever, asthma and epilepsy - unless there is evidence of a flare-up during the assessment period
- The same grounds for which you receive disability provisions, except for other difficulties during an examination
- Alleged deficiencies in teaching eg. Extended teacher absences
- Loss of study time or facilities
- Misreading of the timetable or examination instructions
- Other commitments, such as participation in entertainment, family holiday or work, or attendance at a sporting or cultural event (unless prior approval has been given by the Principal)
- Matters that could have been avoided by the student.

### Important information about FORM A - Independent Evidence of Illness

- When possible, a medical professional will complete Form A - Independent Evidence of Illness.
- When this is not possible, alternative independent evidence of illness may include a standard medical certificate **which is dated on the day of the assessment task or on an earlier date with coverage to the day of the assessment task**. In this circumstance, the medical certificate must be stapled to page 2 of the Illness/Misadventure form.
- Backdated forms/medical certificates will not be accepted.
- Medical certificates from pharmacies or purchased online will not be accepted.

### Important information about HSC examinations

If a student is unwell during an HSC examination, NESAs will require their Form - Independent Evidence of Illness - to be completed by a medical professional. **NESA paperwork clearly states that “A medical certificate that merely states that the student was unfit for work/study is unacceptable.”**

#### A student's next steps:

Students should approach the relevant KLA Head Teacher on **the day they return to school** to make arrangements for the missed task or an alternative task to be completed. *Failure to do so will result in a zero mark. Students absent from an Assessment Task without an acceptable reason will be awarded zero.*

#### Submitting tasks performed outside School

Students may be awarded a zero mark for tasks, which have not been submitted on time, unless there is a student's **Illness/Misadventure Application** is accepted. Computer failure is very unlikely to be accepted as exceptional circumstance when work is not handed in on time as it is the student's responsibility to ensure backups of work are made. Absent students should arrange for the task (completed or incomplete) to be emailed or delivered to the teacher on the due date.

backups of work are made. Absent students should arrange for the task (completed or incomplete) to be emailed or delivered to the teacher on the due date.

Assessment tasks must be handed in to the class teacher before or *during* the subject period on the due date unless otherwise stated by the teacher. Tasks submitted *after* the period may not be accepted. The decision to accept the task after the designated time will be at the discretion of the Assessment Review Team (Deputy Principal, KLA Head Teacher and Course Teacher).

#### Vacations/leave during term time

**Vacations/leave taken outside normal school holidays will not be accepted as a valid reason for absence from assessment tasks, unless the student is granted written permission from the Principal, due to exceptional circumstances.** In these circumstances, the task/s should be handed in or completed *before* the due date.

#### Students must not seek an unfair advantage

Students are not permitted to be absent from school for any lesson on the day before an assessment task is due and are not permitted to miss lessons prior to an assessment task (on the day of the task). If this occurs for reasons beyond the control of the student a medical certificate or other documentation acceptable to the Principal must be provided. Students may receive a reduced mark or zero for the assessment task if this rule is violated.

#### NOTE:

Only in exceptional circumstances (eg: the completion of a substitute task is not feasible, would be unreasonable, or when a task is too difficult to duplicate) the Principal may authorise an estimate for a task that has not been completed by the student. The estimate will be calculated in consultation with a Deputy Principal, Head Teacher KLA and Course Teacher. In all other cases, when a candidate fails to complete an assessment task by the due date, a zero may be recorded for that task.

### 3. Attendance

If away from school on any school day, it is the student's responsibility to speak with their teacher/s about the work that was missed. Thus, students are expected to actively seek out missed work by making immediate contact with their teachers after returning to school.

#### Suspension

Unless forbidden by the Principal a suspended student is required to **attend school during the time in which the Assessment Task is being conducted**. If the Assessment Task is in the form of a written submission, the student must arrange for it to be emailed, faxed or handed to the class teacher or relevant KLA Head Teacher and recorded in the subject period on the due date. Failure to comply with the above may result in a zero (0) mark being awarded for the task.

## 4. Malpractice

Any behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including **plagiarism**, is unacceptable. NESAs treat allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC.

Examples of malpractice include, but are not limited to, the following:

- Speaking to any person other than a supervisor during an examination/assessment task
- Behaving in any way likely to disturb the work of any other candidate or upset the conduct of an examination / assessment task
- Attending an examination / assessment task while under the influence of alcohol or illegal drugs
- Taking into an examination room any books, notes, any paper, or any equipment other than the aids specified in the Course Requirements. A list of specific aids will be issued before each examination / assessment task
- Taking mobile phones, electronic dictionaries or other electronic devices, except an approved calculator into the examination room
- 'Plagiarism is when a candidate submits in whole or part work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.' (NESAs)

### The use of Artificial Intelligence (AI) in assessments

The unauthorised or unacknowledged use of AI in assessments is a form of cheating and **will be considered plagiarism**. Students must never copy work generated by AI tools and submit it as their own work. When unauthorised use of AI in assessments is determined, this may result in a zero (0) mark being awarded for the task. Note - many writing assistance tools (eg Grammarly) are AI-based and are to be avoided. Using these can lead to your work being flagged by our AI detection software. Please use Word/Google Docs spelling and grammar checking tool instead.

You may only use artificial intelligence and writing assistance tools in assessment tasks if you are explicitly permitted and/or instructed to do so to by the Course teacher. When this occurs, you must also acknowledge this in your work, either in a footnote or an acknowledgement section.

Students should anticipate submitting all research and hand-in tasks via Turnitin, and that such tasks will be subject to Turnitin's AI detection tool. If unauthorised use of AI is suspected, it is the student's responsibility to prove the originality of their work. In doing so, they may be asked to:

- Provide drafts of your work.
- Meet with the Assessment Review Team to explain how you prepared your assignment.

Therefore, it is the student's responsibility to keep a record of the ongoing work they have completed on hand-in assessment tasks. As such, it is highly recommended that students work in a cloud-based platform (e.g. Google Docs) should they be required to produce evidence of the originality of their work.

**Proven malpractice, plagiarism and/or dishonesty will result in the AWARD OF ZERO for that task, and subject to the Principal's recommendation could jeopardise the student being awarded an HSC.**

**If the Principal is convinced that a student has attempted to gain an unfair advantage over other students by not completing or performing an assessment task at the due time and date, a zero will be awarded irrespective of the excuse or the submission of a Doctor's Certificate.**

## 5. Non-Completion of Course Criteria

### N-Warning Letters

Students may be issued with an N-Warning letter if not applying themselves with **diligence and sustained effort**. At SIHS, students are expected to complete homework, engage in lessons and respond to teacher feedback. This letter will explain what the student must do to meet the requirements of the course and the date by which the required work is to be submitted. Students who receive a second N-Warning letter in a course may receive an N-Determination. Students who receive an N-Warning letter should do the required work to their ability and submit it by the due date. Parents are invited to contact the school to discuss the issue with the teacher.

### N-Determination

Students who receive TWO or more N-Warning letters may be N-Determined for a course. If this happens the student will be told near the end of Term 3 of their Year 12 year that they will not be given credit for completing that course (or courses).

### Review of N-Determination

Students will be notified in writing of an N-Determination decision. SIHS will follow the NESAs procedures for N-Determinations including the NESAs appeals process. Appeal forms will be issued to students when notified of an N-Determination. An N-Determination that is not successfully appealed will lead to the student not achieving that course and may result in the student being ineligible for the HSC or ATAR in that year. This may lead to the student having too few units to be credited with an HSC Certificate.

It is recommended that a student with an N-Determination in a course sit the HSC examination in that course especially if the N-Determination decision is being appealed.

### Non-Attempts and Non-Serious Attempts at Tasks

A non-attempt is given a zero mark. An attempt considered as non-serious may be regarded as a non-completed task, and a zero mark may be given. This may result in an N-warning letter.

### Unsatisfactory Progress and Attendance

Poor attendance and unsatisfactory progress are closely linked. Where attendance in a course falls below 85% without satisfactory explanation or when progress is not commensurate with ability N-Warning letters may be issued and/or an Improvement Program may be initiated. ***Continued unsatisfactory progress or attendance may lead to the student being withdrawn from a course or from the school.***



## FREQUENTLY ASKED QUESTIONS

### **Absent on the day of notification of an assessment task**

Following all absences from school the onus is on the student to find out what work and what notifications they missed.

### **Late arrival on the day of an assessment task**

School records must show that a student attended all lessons prior to the task on the day the assessment task is due. This is to ensure that no student is trying to get an unfair advantage. Failure to attend classes on the day of an assessment task prior to the task may result in a zero being awarded.

### **Late arrival to a task**

Students who arrive late to a task will not be given additional time. It is the responsibility of students to ensure they get to the assessment task on time. This may mean catching earlier transport to avoid delays.

### **Handing in “At Home” tasks**

Unless otherwise stated by the teacher, “At-Home” tasks must be handed in at the start of the lesson for that course on the due date.

### **Absence on the day of an In-class assessment task due to illness or other unforeseen circumstances**

The student must, without delay, complete an **Illness/Misadventure Application** (*page ix*) and submit to the relevant **KLA Head Teacher immediately upon return to school if unwell or as soon as possible after experiencing a misadventure.**

### **Illness / Misadventure on the day of an assessment task**

The student must, without delay, complete an **Illness/Misadventure Application** (*page ix*) and submit to the relevant **KLA Head Teacher immediately upon return to school if unwell or as soon as possible after experiencing a misadventure.**

### **Requesting leave of absence on the day of an in-class assessment task**

Should special circumstances arise where a student is aware they will be absent on the day of an assessment task, they must request leave from the Principal and if granted, must notify the KLA Head Teacher as soon as possible so that arrangements can be made for the task or an alternative task to be done. Under exceptional circumstances the Principal may authorise the use of an estimated mark.

### **Absence on the day of a Hand-In Assessment Task**

If a student is away from school on the day of a hand-in task, it is their responsibility to arrange for someone to email or deliver their work to the school. Their work should be accompanied with the completed **Illness/Misadventure Application**

If the absence is due to a medical condition that prevented them from the task, they must hand in what has been completed on the due date. The balance of the task (if completed while absent) should be handed to the KLA Head Teacher as soon as the student returns to school with the **Illness/Misadventure Application**

If the student **is not able to** complete any of the task, due to the nature of their illness, they must submit an **Illness/Misadventure Application** to the KLA Head Teacher at the start of their first day back to school and make arrangements to do the task or alternative task.

### **Long Term Illness**

In certain circumstances, select long-term illnesses may qualify for Disability Provisions. This depends on the individual student circumstances and the functional evidence provided. Eligibility for Disability Provisions should be sought from the Head Teacher Learning and Support. Students can also apply for special consideration when they applying for university courses.

### **Querying the mark given for an assessment task**

An appeal or review will look at the procedures used in the assessment but will not question the judgement of the teacher. Students may ask the KLA Head Teacher for clarification of the mark awarded.

### **Work on assessment tasks during class time**

Students must not miss classes to complete assessment tasks and major works for other courses without prior approval.

**Do you have non-assessment assignments and homework?**

**YES.** One of the conditions of completing a course satisfactorily is that the student “must apply themselves with diligence and sustained effort to the set tasks and experiences in the course provided by the school”. Failure to complete homework and assignments may lead to N-warnings being given for unsatisfactory participation.

**Disability Provisions for assessment tasks**

Students who believe they could be eligible for special provisions (eg rest breaks, writer etc) should apply to the Learning and Support Teacher. Students with Disability Confirmations from a medical professional should provide a copy with their application. I think I may be eligible for Disability Provisions. Students and families should refer to Page 4 of this document for further information on Disability Provisions process. If students and families require further information around eligibility, they should contact the Head Teacher Learning and Support.

**Year 11 and 12 TAFE assessment – A message from the Careers Adviser**

At some stage in your Year 12 studies you may start to reassess your chosen course of study from ATAR to non ATAR and vice versa. This could be because you have changed your career choice, are struggling with a school subject or simply want to try out a TAFE course.

It is possible for Year 12 students to do a 1-year TAFE course that counts 2 units towards the HSC. You attend TAFE on Tuesday afternoon from 2-6pm. If it is a TAFE course run at St Leonards TAFE on 1 evening per week from 5.30-9.30pm then it is possible to have those units counted towards the ATAR and the HSC (since the Preliminary and HSC is combined into 3 terms). Students should keep in touch with the Careers Adviser if at any time you are seeking to drop or pick up a subject.

TAFE is an adult learning environment and attendance, performance and behaviour at TAFE is strictly monitored, so if you are not fully committed to your TAFE course you may be issued with N-award warnings followed by an N-Determination, which means you will be unable to continue in that course and will lose the associated units. This could mean you are ineligible to obtain the HSC.

If you are unable to attend TAFE for any reason it is your responsibility to notify your TAFE teacher and seek a doctor's certificate. The school will not inform the TAFE teacher on your behalf. All matters concerning attendance and assessment at TAFE need to be negotiated by students and parents directly with TAFE. The Careers Adviser can provide you with details of the relevant TAFE contact person.

Any student who is not yet 17 years of age and wishes to leave school, either to work or study or start an apprenticeship or traineeship, will need to follow the school clearance procedures. This means you will need a letter from your employer or course provider to say you will be working or studying at least 25 hours per week.

Note: This option is not open to International Students. TAFE will have their own assessment rules.

### Illness/Misadventure Application

A student who was absent from an assessment task or believes that circumstances occurring immediately prior to or on the day of an assessment task, and which were beyond their control, leading to a possible diminished result in the task, should complete this application and give it to the **KLA Head Teacher** of the subject affected.

#### PART 1 - Eligibility Check

The following circumstances are not eligible reasons for an illness/misadventure application. Please check and confirm that none of these circumstances are the reason for your application.

- Unapproved leave from school during term time
- Difficulties in or loss of preparation time, e.g. due to an earlier/pre-existing illness
- Long-term illnesses, e.g. glandular fever, unless you suffer a flare-up during the exam
- The same grounds for which you received disability provisions, except for other difficulties during the exam
- Alleged deficiencies in teaching, e.g. extended teacher absences
- Loss of study time or facilities throughout the year
- Misreading assessment details or instructions
- Other commitments, such as participation in entertainment, family holiday or work, or attendance at exams conducted by other education organisations.

**I confirm:**

None of the circumstances listed above are the reason for this application.

\* Students with a long-term illness should apply to the Learning and Support Teacher for disability provisions. This illness/misadventure application can be completed for unexpected relapses of a long-term condition.

#### PART 2 - Student and Assessment Details

Student's name: _____	Roll Call: _____
Assessment task/s affected: _____	
Date of assessment task/s: _____	
Was the task completed? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, when did you submit or sit the assessment? _____	
What is the reason for this application?	
<input type="checkbox"/> Illness (complete FORM A)	<input type="checkbox"/> Misadventure (complete FORM B)
Student's signature: _____	Date: ___/___/___
Parent's signature: _____	Date: ___/___/___

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**FORM A - Independent Evidence of Illness**

**This form is to be completed by a medical professional, when possible. Alternative independent evidence of illness may include a standard medical certificate which is dated the day of the assessment task or on an earlier date with coverage to the date of the assessment task. Please staple the certificate to this page.**

Doctor's Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Address: \_\_\_\_\_

I certify that on the above date I examined \_\_\_\_\_  
(Patient's name)

- The patient is suffering from \_\_\_\_\_  
(Diagnosis provided with patient's consent where possible)
- The patient is suffering from a medical condition of a confidential nature.

**In my opinion this condition will affect the completion of the following: (please tick)**

	In minor way	Moderately	Severely
Class attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the period: \_\_\_\_\_ to \_\_\_\_\_

**Examinations:** The student is unable to sit for examinations on: \_\_\_\_\_

How may this illness affect the student's performance:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of medical practitioner

*Doctor stamp (include provider number)*

### FORM B - Other Evidence of Misadventure

This form should be completed by a student who has experienced an unexpected circumstance that has led to absence from an assessment or believes that circumstances immediately prior or during the examination have led to a diminished result. Eg. Death in the family.

<b>Student name:</b>	
<b>Date of misadventure:</b>	
<b>Please describe in your own words, the misadventure that has been experienced. Include as much detail about the circumstances, answering the questions: what, where, how, and why the event or situation (as per prompts below) has affected their assessment performance or ability to complete.</b>	
What happened?	
Where and when did it occur?	
How did this impact your ability to complete the task?	
<b>Student's signature:</b>	
<b>Parent's signature:</b>	

**PART 3 - Outcome (Head Teacher use ONLY)**

Date application received: \_\_\_/\_\_\_/\_\_\_

Application outcome:

Approved                       Not approved

Additional notes and/or next steps:

  
  
  
  
  
  
  
  
  
  

Date: \_\_\_/\_\_\_/\_\_\_                      Date student informed: \_\_\_/\_\_\_/\_\_\_

Appeal to the SIHS Review Team requested by student:  Yes     No

***KEY LEARNING AREA***

**CREATIVE ARTS**

***Subject***

Drama

Music Course 1

Music Course 2

Music Extension

Visual Arts

**KEY LEARNING AREA: CREATIVE ARTS****SUBJECT: DRAMA****COURSE DESCRIPTION**

The HSC Drama course comprises:

- **Australian Drama and Theatre** (core component): Dramatic Traditions in Australia – *Norm & Ahmed* by Alex Buzo & *The Removalists* by David Williamson
- **Studies in Drama and Theatre**: Black Comedy – *The Shape of Things* by Neil LaBute & *The Lieutenant of Inishmore* by Martin McDonagh
- **Group Performance** (core component)
- **Individual Project**

**ASSESSMENT SCHEDULE**

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Workshop and Essay	Performance and Essay	Individual Project submission & Logbooks	Trial HSC: Group Performance Written Examination	
<b>Module</b>	Australian Drama and Theatre	Studies in Drama and Theatre	Individual Project	The Group Performance Australian Drama & Theatre Studies in Drama & Theatre	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 10	Term 2, Week 1	Term 3, Week 1 & Weeks 3-4	
<b>Outcomes assessed</b>	H: 1.1, 1.2,1.7, 2.4, 3.1, 3.2, 3.4, 3.5	H:1.1, 1.3, 1.5, 1.7, 1.9, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5	H:1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5 3.2, 3.3, 3.5	H:1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, H3.2, 3.3, 3.4, 3.5	
<b>Components</b>					<b>Weighting</b>
Making	5	10	15	10	<b>40</b>
Performing		5	15	10	<b>30</b>
Critically Studying	15	5		10	<b>30</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

Note: Assessment dates subject to change



**KEY LEARNING AREA: CREATIVE ARTS**

**SUBJECT: MUSIC COURSE 1**

**COURSE DESCRIPTION**

This course provides students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context, and to emerge as musically sensitive and capable individuals.

**ASSESSMENT SCHEDULE**

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	<p><b>Composition Task and Aural Analysis: Topic 1</b></p> <p>Submission of an arrangement for a small ensemble featuring their instrument and a conceptual analysis of their musical decision making</p>	<p><b>Musicology Task</b></p> <p>Submission of a written response using concept-based analysis of performances of TWO pieces from their HSC performance repertoire</p> <p><b>Topic 1 elective</b> Presentation or Submission</p>	<p><b>Half-Yearly Examination</b></p> <p>Aural Skills Examination</p> <p>Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce</p>	<p><b>Core Performance Presentation and Elective Options for Topics 2 and 3</b></p> <p>Presentation of core performance plus 2 electives: performance and/or composition portfolio and/or musicology outline and viva voce</p>	<p><b>Trial HSC Examination</b></p> <p>Aural Skills Examination</p> <p>Presentation of core performance and elective performance or elective composition portfolio or elective musicology outline and viva voce</p>	
	Term 4, Week 8	Term 1, Week 6	Term 1 – Exam Block	Term 2, Week 7	Term 3, Week 3/4	
	<b>Outcomes assessed</b> H3, H7, H4	<b>Outcomes assessed</b> H4, H6, H8	<b>Outcomes assessed</b> H1-8*	<b>Outcomes assessed</b> H1-8*	<b>Outcomes assessed</b> H1-8*	
Performance				5	5	<b>10</b>
Composition	10					<b>10</b>
Musicology		10				<b>10</b>
Aural	5		10		10	<b>25</b>
Electives		5	15	10	15	<b>45</b>
<b>Total %</b>	<b>15</b>	<b>15</b>	<b>25</b>	<b>15</b>	<b>30</b>	<b>100</b>

\*Teachers will select appropriate outcomes based on Elective options selected by each student

Note: Assessment dates subject to change

**KEY LEARNING AREA: CREATIVE ARTS**

**SUBJECT: MUSIC COURSE 2**

**COURSE DESCRIPTION**

The study of music within this course will involve an integrated approach that explores the relationships between Performance, Composition, Musicology and Aural. In the HSC Course, students study the mandatory topic Music of the Last 25 Years (Australian Focus) plus one additional topic of their choice.

**ASSESSMENT SCHEDULE**

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	<p><b>Composition Draft and Aural Skills Test</b></p> <p>Mandatory Topic: Music of the last 25 Years (Australian Focus)</p> <p>Submit composition portfolio work in progress including stylistic awareness and analysis of TWO inspiration pieces.</p> <p>In class aural assessment</p>	<p><b>Half-Yearly Examination</b></p> <p>Core Performance of Mandatory Topic</p> <p>Musicology and Aural Skills Examination</p> <p>Presentation of elective performances or elective composition portfolio or elective musicology portfolio</p>	<p><b>Presentation of Core Performance and composition</b></p> <p>Mandatory Topic: Music of the last 25 Years (Australian Focus)</p> <p>Solo / ensemble performance and sight singing</p> <p>Submit composition portfolio work in progress</p>	<p><b>Presentation or Submission</b></p> <p>Additional Topic</p> <p>Presentation of elective performances or elective composition portfolio or elective musicology portfolio</p>	<p><b>Trial HSC Examination</b></p> <p>Musicology and Aural Skills Examination</p> <p>Melodic and rhythmic notation exercise, short responses to aural excerpts and unseen scores with reference to compositional techniques and stylistic features and an extended response</p> <p>Presentation/performance of mandatory and elective topics.</p>	
	Term 1, Week 5	Term 1 – Exam Block	Term 2, Week 2	Term 2, Week 8	Term 3, Week 3/4	
	<b>Outcomes assessed</b> H2, H4, H5	<b>Outcomes assessed</b> H1-8	<b>Outcomes assessed</b> H1	<b>Outcomes assessed</b> H1–8*	<b>Outcomes assessed</b> H1–8*	
Performance		5	10		5	<b>20</b>
Composition	10		10			<b>20</b>
Musicology		10			10	<b>20</b>
Aural	5	5			10	<b>20</b>
Elective		5		10	5	<b>20</b>
<b>Total</b>	<b>15</b>	<b>25</b>	<b>20</b>	<b>10</b>	<b>30</b>	<b>100</b>

\*Teachers will select appropriate outcomes based on Elective options selected by each student.

Note: Assessment dates subject to change

**KEY LEARNING AREA: CREATIVE ARTS****SUBJECT: MUSIC EXTENSION****COURSE DESCRIPTION**

Students **specialise** in either Performance, Composition or Musicology providing an opportunity to pursue excellence in a particular area of interest and expertise as well as expanding their aural awareness and musical understanding. Tasks may be negotiated with the teacher to allow for individual interest and areas of specialisation.

**ASSESSMENT SCHEDULE**

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	<b>Description</b> Viva Voce on interpretation of TWO pieces from your selected repertoire/similar repertoire from composer/topic.	<b>Description</b> Presentation of repertoire and reflection of own concert practice	<b>Trial HSC Examination</b> Performance of full extension program	
	Term 1, Week 4	Term 2, Week 5	Term 3, Week 3/4	
	<b>Outcomes assessed</b> Ext 3	<b>Outcomes assessed</b> Ext 6	<b>Outcomes assessed</b> Ext 1	
Performance	20	40	40	100
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

This has been compiled on the basis of PERFORMANCE extension.

**KEY LEARNING AREA: CREATIVE ARTS**

**SUBJECT: VISUAL ARTS**

**COURSE DESCRIPTION :**

This course builds on the knowledge, understanding and skills of the Preliminary HSC course providing opportunities for students to build on their understanding through deeper, sustained investigations of artist’s practice, the agencies of the art world and the structural, subjective, cultural and post-modern frames. Students develop informed points of view in increasingly independent ways and they develop their own practice in art making and critical and historical studies.

**ASSESSMENT SCHEDULE**

Compon -ents	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	<p><b>In class essay</b> <b>Case Study</b> Researched Case Study of an influential artist, applied to an essay question from one of the focus areas</p>	<p><b>Development of the Body of Work</b> Visual Diary documentation of student planning through experimentation and investigation of conceptual and material practice, including interview</p>	<p><b>Half -Yearly Examination</b></p>	<p><b>In-class essay</b> Researched Case Study of a Postmodern artist, applied to an essay question from one of the focus areas</p>	<p><b>Trial HSC Examination</b> Theory and Practical Submission of the <b>Body of Work</b> Art Criticism and Art History <b>Examination</b></p>	
	Term 4, Week 8	Term 1, Week 2	Term 1, Week 10	Term 2 Week 8	Term 3, Week 1 Term 3, Week 4	
	H7, H8, H9	H1, H2, H3, H7	H7, H8, H9	H7, H8, H9, H10	H4, H5, H6 H7, H8, H9	
Artmaking		15			35	<b>50</b>
Art Criticism Art History	5		10	10	25	<b>50</b>
<b>Total %</b>	5	15	10	10	60	<b>100</b>

*Note: Assessment dates subject to change*

## ***KEY LEARNING AREA***

### **ENGLISH**

#### ***Subjects***

English Studies

English Standard

English Advanced

English Extension Course 1

English Extension Course 2

English as a Language and/or Dialect (EAL/D)

**KEY LEARNING AREA:** ENGLISH

**SUBJECT:** ENGLISH STUDIES

**COURSE DESCRIPTION**

This course consists of a Mandatory Module and two additional Modules:

**Mandatory Module: Texts and Human Experiences** - Film: Billy Elliot

**Module C: On the Road – English and the experience of travel**

**Module B: Telling us all about it – English and the Media**

**ASSESSMENT SCHEDULE**

*Students should check with the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher.*

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Description</b>	Assessment 1: Multimodal Presentation	Assessment 2: Research Task	Assessment 3: Portfolio Task	Assessment 4: Trial HSC	
<b>Module</b>	Mandatory Module: Text and Human Experiences	Module C: On the Road – English and the Experience of Travel	Mandatory Module: Text and Human Experiences  Module C: On the Road – English and the Experience of Travel  Module B: Telling us all about it – English and the Media	Mandatory Module: Text and Human Experiences  Module C: On the Road – English and the Experience of Travel  Module B: Telling us all about it – English and the Media	
<b>Timing</b>	Term 1 Week 2	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3-4	
<b>Outcomes</b>	ES12-5, ES12-8	ES12-1, ES12-3	ES12-6, ES12-7, ES12-10	ES12-2, ES12-4, ES12-9	
<b>Weighted Marks</b>	25%	25%	30%	20%	100

*Note: Assessment dates subject to change*

**KEY LEARNING AREA: ENGLISH****SUBJECT: ENGLISH STANDARD**

This course consists of a Common Module and three additional Modules:

**Common module – Texts and Human Experiences** - Film: “Billy Elliot” (Stephen Daldry)

**Module A: Language, Identity and Culture** - Prose Fiction: Henry Lawson Short Stories ‘The Drover’s Wife’; ‘The Union Buries its Dead’; ‘Shooting the Moon’; ‘Our Pipes’; ‘The Loaded Dog’

**Module B: Close Study of Literature** - Poetry: Noonuccal, Oodgeroo: ‘The Past’; ‘China Woman’; ‘Reed Flute Cave’; ‘Entombed Warriors’; ‘Visit to Sun Yat-Sen Memorial Hall’; ‘Sunrise on Huampu River’; ‘A Lake Within a Lake’

**Module C: The Craft of Writing** – Selected model texts from the Prescriptions List.

**ASSESSMENT SCHEDULE**

*Students should check the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher.*

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Description</b>	Assessment 1: Multimodal Presentation	Assessment 2: Essay	Assessment 3: Writing Portfolio	Assessment 4: Trial HSC	
<b>Module</b>	Common Module: Text and Human Experiences	Module A: Language, Identity and Culture	Module C: The Craft of Writing	Paper 1: Common Module (Section 1: Short Answer Questions - 5% and Section 2: Sustained Response - 5%) Paper 2: Module A and B (Section 1: Module A Sustained Response - 5%, Section 2: Module B Sustained Response - 20% and Section 3: Module C response - 5%)	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 6	Term 2, Week 4	Term 3, Week 3-4	
<b>Outcomes</b>	EN12-1, EN12-2, EN12-3	EA12-6, EA12-8	EA12-4, EA12-9	EA12.5, EA12.7	
<b>Weighted Marks</b>	20%	20%	20%	40%	100

**KEY LEARNING AREA: ENGLISH****SUBJECT: ENGLISH ADVANCED**

This course consists of a Common Module and three additional Modules:

**Common module** – Texts and Human Experiences - Novel: “Nineteen Eighty Four” by George Orwell OR Novel: “All the Light We Cannot See” by Anthony Doerr

**Module A: Textual conversations** - Poetry: Ted Hughes “Birthday Letters” and Sylvia Plath “Ariel” (Selected Poems)

**OR Shakespearean Drama:** “Richard III” and Film: Al Pacino “Looking for Richard”

**Module B: Critical study of literature** - Shakespearean Drama: “King Henry IV Part 1” OR Poetry: T.S. Eliot (Selected Poems)

**Module C: The Craft of Writing** – Selected model texts

**ASSESSMENT SCHEDULE**

*Students should check the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher.*

Task Number	Task 1	Task 2	Task 3	Task 4	Total Weighting
<b>Task Description</b>	Assessment 1: Critical essay	Assessment 2: Comparative Essay	Assessment 3: Writing Portfolio	Assessment 4: Trial HSC	
<b>Module</b>	Common Module: Text and Human Experiences	Module A: Textual conversations	Module C: The Craft of Writing	Paper 1: Common Module (Section 1: Short Answer Questions - 5% and Section 2: Sustained Response - 5%) Paper 2: Module A and B (Section 1: Module A Sustained Response - 5%, Section 2: Module B Sustained Response - 20% and Section 3: Module C response - 5%)	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 6	Term 2, Week 4	Term 3, Week 3-4	
<b>Outcomes</b>	EA12-1, EA12-2, EA12-3	EA12-6, EA12-8	EA12-4, EA12-9	EA12.5, EA12.7	
<b>Weighted Marks</b>	20%	20%	20%	40%	100

*Note: Assessment dates subject to change*



**KEY LEARNING AREA: ENGLISH****SUBJECT: ENGLISH EXTENSION COURSE 1****COURSE DESCRIPTION****Common Module: Literary Worlds**

In this module students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Students evaluate how ideas and ways of thinking are shaped by personal, social, historical and cultural contexts. They extend their understanding of the ways that texts contribute to their awareness of the diversity of ideas, attitudes and perspectives evident in texts.

Students explore, analyse and critically evaluate textual representations of the experiences of others, including notions of identity, voice and points of view; and how values are presented and reflected in texts. They deepen their understanding of how texts construct private, public and imaginary worlds that can explore new horizons and offer new insights.

**Elective 3: Reimagined Worlds**

In this elective, students explore and evaluate the textual representations of a variety of re-imagined worlds that challenge or confirm the known, question the unknown and explore the possibilities of different realities. They analyse the ways texts invite responders to re-evaluate understandings and perceptions of their own world, and the ways texts can offer creative, provocative and other insights into humanity. Students consider the potential of texts to push the boundaries of the imagination in creating new worlds and alternative experiences. Students critically evaluate how texts challenge and reflect the cultural contexts in which they have been composed and how values and assumptions, both their own and those of composers, shape meaning.

**Prescribed Texts:**

*Samuel Taylor Coleridge: The Complete Poems*: “The Rime of the Ancient Mariner” (1834); “The Eolian Harp”, “Kubla Khan”; and “Christabel”

Le Guin, Ursula, *The Left Hand of Darkness*

Smith, Tracy K., *Life on Mars*: “Sci-Fi”; “My God, It’s Full of Stars”; “Don’t You Wonder, Sometimes?”; “The Universe: Original Motion Picture Soundtrack”; and “The Universe as Primal Scream”

**ASSESSMENT SCHEDULE**

*Students should check the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher.*

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Description</b>	Imaginative Response	Critical Response	Trial HSC Exam	
<b>Timing</b>	Term 4, Week 10	Term 2, Week 7	Term 3 Weeks 3-4	
<b>Outcomes</b>	EE12-2, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	
<b>Weighted Marks</b>	30%	40%	30%	100%

*Note: Assessment dates subject to change*

**COURSE DESCRIPTION**

In the English Extension 2 course students are required to complete a Major Work. This involves students undertaking extensive independent investigation involving a range of complex texts during the composition process. Students document their process in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative non-fiction
- poetry
- critical response
- script – short film, television, drama
- podcasts – drama, storytelling, speeches, performance poetry
- multimedia

**ASSESSMENT SCHEDULE**

*Students should check the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher.*

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>FINAL SUBMISSION</b>	<b>Total Weighting</b>
<b>Task Description</b>	Viva Voce	Literature Review	Critique of creative process	Final Submission: Major Work and Reflection Statement	
<b>Timing</b>	Term 4 Week 10	Term 1 Week 9	Term 2 Week 8	Term 3 Week 5	
<b>Outcomes</b>	EEX12-1, EEX12-4, EEX12-5	EEX12-2, EEX12-3, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5	
<b>Weighted Marks</b>	30%	40%	30%		

**KEY LEARNING AREA:** ENGLISH

**SUBJECT:** ENGLISH AS AN ADDITIONAL LANGUAGE AND/OR DIALECT (EAL/D)

**ASSESSMENT SCHEDULE**

Task number	Task 1 - 2023	Task 2 - 2024	Task 3 - 2024	Task 4 - 2024	
<b>Nature of task</b>	<p><b>Speech</b></p> <p>Written Transcript</p> <p>Presentation</p>	<p><b>Half Yearly Examination</b> 1 written paper</p> <p>Listening paper</p> <p>Self-reflection</p>	<p><b>Design your own exam paper</b> Design your own paper including texts and questions based on research of requirements for Paper 1 of HSC. Provide sample answers to this paper.</p>	<p><b>Trial Examination</b></p> <p>2 written papers</p> <p>Listening paper</p>	
<b>Module</b>	<p><b>Module A:</b> Human Experience 'Past the Shallows'</p>	<p><b>Module C:</b> Close Study of Text 'Wasteland'</p> <p><b>Module D:</b> Focus on Writing</p>	<p><b>Module B:</b> Language Identity and Culture 'Shafana and Aunt Sarrinah' and</p> <p><b>Module D:</b> Focus on Writing</p>	<p><b>All modules</b></p>	
<b>Timing</b>	<p>Draft Transcript: T4, Week 7</p> <p>Final Transcript: T4, Week 9</p> <p>Presentation: T4, Week 10</p> <p><b>In class task</b></p>	<p>Term 1, Exam period</p> <p><b>Examination</b></p>	<p>Term 3, Week 1</p> <p><b>Hand in task</b></p>	<p>Term 3, Exam period</p> <p><b>Examination</b></p>	
<b>Outcomes assessed</b>	1B, 3, 7	2, 8	1A, 4, 9	5, 6, 8	
	<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	5	10	20	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

*Note: Assessment dates subject to change*

## ***KEY LEARNING AREA***

### **HUMAN SOCIETY & ITS ENVIRONMENT (HSIE)**

#### ***Subjects***

Ancient History  
Business Studies  
Economics  
Extension History  
Geography  
Legal Studies  
Modern History  
Society and Culture  
Studies of Religion  
Work Studies

**KEY LEARNING AREA:** HSIE

**SUBJECT:** ANCIENT HISTORY

***COURSE DESCRIPTION***

Through a study of Ancient Rome and Egypt, students acquire knowledge and understanding of historical skills, analyse values and attitudes essential to an appreciation of the ancient world, hopefully develop a lifelong interest and enthusiasm for ancient history and are better prepared for informed active citizenship in the contemporary world.

***ASSESSMENT SCHEDULE***

<b>Components (Syllabus)</b>	<b>Weightings (Syllabus) %</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		<b>Date:</b> Week 9, Term 4	<b>Date:</b> Weeks 9, Term 1	<b>Date:</b> Week 8, Term 2	<b>Date:</b> Exam Block, Term 3
		<b>Description</b> In-Class Research Essay (50 min)	<b>Description</b> Historical Analysis (hand-in)	<b>Description:</b> Source Analysis & Presentation	<b>Description</b> Trial HSC Exam (3 hours)
		<b>Outcomes:</b> AH12-1, AH12-2, AH12-3, AH12-9	<b>Outcomes:</b> AH12-4, AH12-5, AH12-8, AH12-9	<b>Outcomes:</b> AH12-4, AH12-5, AH12-6, AH12-9	<b>Outcomes:</b> AH12-1, AH12-3, AH12-5, AH12-6, AH12-7, AH12-9,
Knowledge and understanding of course content	20	5			15
Historical skills in the analysis and evaluation of sources and interpretations	45	15	10	10	10
Historical inquiry and research	20	5	10	5	
Communication of historical understanding in appropriate forms	15		5	5	5
<b>Marks</b>	100	25	25	20	30

*Note: Assessment dates subject to change*

**KEY LEARNING AREA:** HSIE

**SUBJECT:** BUSINESS STUDIES

**COURSE DESCRIPTION**

This course attempts to achieve an understanding of the functioning of business in Australia. It examines operations, marketing, finance and Human Resources.

**ASSESSMENT SCHEDULE**

<b>Components (Syllabus)</b>	<b>Weightings (Syllabus) [Actual]</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		<b>Date:</b> Week 8, Term 4	<b>Date:</b> As per exam schedule, Term 1	<b>Date:</b> Week 8, Term 2	<b>Date:</b> Exam weeks, early Term 3,
		<b>Description</b> Operations: In class topic- test, MC questions and extended response	<b>Description</b> Half-yearly topic test. Operations and Finance topics. Multiple Choice, short answer questions and Business Report.	<b>Description</b> Human resources: in- class task. Short answer and extended response.	<b>Description</b> Trial HSC – full paper, all sections.
		<b>Outcomes:</b> H2, H4, H8, H9	<b>Outcomes:</b> H1, H2, H3, H4, H5, H6, H8, H9, H10	<b>Outcomes:</b> H1, H2, H3, H4, H5, H6, H7	<b>Outcomes:</b> H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Knowledge and understanding of course content	40	10	10	5	15
Stimulus-based skills	20		10		10
Inquiry and research	20	5	10	5	
Communication of business information, ideas and issues in appropriate forms	20	5		10	5
<b>Marks</b>	100	20	30	20	30

*Note: Assessment dates subject to change*

**KEY LEARNING AREA: HSIE****SUBJECT: ECONOMICS****COURSE DESCRIPTION**

The study of Economics can help individuals, groups and societies make choices that assist them to improve their quality of life. Economic issues dominate the media and politics and by understanding economic issues, students can make informed judgment about contemporary issues and policies that can be used to address them, e.g. issues include globalisation, unemployment, inflation, foreign debt, tax reform, world trade, environmental protection.

**ASSESSMENT SCHEDULE**

<b>Components (Syllabus)</b>	<b>Weightings (Syllabus) %</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		<b>Date:</b> Week 9, Term 4	<b>Date:</b> as per exam period Term 1	<b>Date:</b> Week 9, Term 2	<b>Date:</b> Term 3, School Exam Period
		<b>Description</b> Research and related in- class extended response: The Global Economy	<b>Description</b> Half-Yearly topic test	<b>Description: Research Task</b> Economic policies and management: Research, interpretation, application and communication	<b>Description</b> Trial HSC Exam
		<b>Outcomes:</b> H2, H4, H5, H9, H10	<b>Outcomes:</b> H1, H2, H3, H4, H10	<b>Outcomes:</b> H6, H7, H8, H9, H10	<b>Outcomes:</b> H1, H2, H3, H4, H5, H6 H7, H8, H10
Knowledge and understanding of course content	40	4	12	5	19
Stimulus-based skills	20		7	6	7
Inquiry and research	20	10		10	
Communication of economic information, ideas and issues in appropriate terms	20	6	4	6	4
<b>Marks</b>	100	20	23	27	30

Note: Assessment dates subject to change

**KEY LEARNING AREA: HSIE****SUBJECT: EXTENSION HISTORY****COURSE DESCRIPTION**

Extension History enables students to evaluate the ideas and processes used by historians to produce history and to apply what they have learned to enquire into areas of historical interest with increasing independence. They have an open choice for their major historical research work. They also complete one case study.

**ASSESSMENT SCHEDULE**

<b>Components (Syllabus)</b>	<b>Weightings (Syllabus) %</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		<b>Date:</b> Term 1, Week 3	<b>Date:</b> Term 2, Week 5	<b>Date:</b> Term 3, As per exam timetable
		<b>Description</b> Historical Process (proposal and process log History Project)	<b>Description</b> History Project (Essay and Annotated Bibliography)	<b>Description</b> HSC Trial Exam
		<b>Outcomes:</b> HE12-2, HE12-3	<b>Outcomes:</b> HE12-1, HE12-2 HE12-3, HE12-4	<b>Outcomes:</b> HE12-1 HE12-3 HE12-4
Knowledge and understanding about significant historiographical ideas and processes	40	10	10	20
Skills in designing, undertaking and communicating historical inquiry and analysis	60	10	30	20
<b>Marks</b>	100	20	40	40

Note: Assessment dates subject to change



**KEY LEARNING AREA: HSIE****SUBJECT: GEOGRAPHY****COURSE DESCRIPTION**

Geography is an investigation of the world, both its varied physical characteristics and its people. Students study both physical and human geography by investigating contemporary issues and exploring effective management. With a strong grasp of geography, students will be well-prepared to explore issues as informed citizens of a changing world.

**ASSESSMENT SCHEDULE**

<b>Components (Syllabus)</b>	<b>Weightings (Syllabus) %</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		<b>Date:</b> Term 4, Week 8	<b>Date:</b> Term 1, As per half-yearly exam timetable	<b>Date:</b> Term 2, Week 8/9	<b>Date:</b> Term 3, examination period
		<b>Description</b> Global sustainability (MC and SA topic test)	<b>Description</b> Rural and Urban Places and Global Sustainability topic test (Geographic Skills and Section III)	<b>Description</b> Ecosystems and Global Biodiversity (In-class essay)	<b>Description</b> Trial HSC Exam
		<b>Outcomes:</b> GE-12-01, GE-12-05, GE-12-07, GE-12-08, GE-12-09	<b>Outcomes:</b> GE-12-01, GE-12-02, GE-12-04, GE-12-07, GE-12-08	<b>Outcomes:</b> GE-12-01, GE-12-07, GE-12-05, GE-12-08, GE-12-09	<b>Outcomes:</b> GE-12-01, GE-12-03, GE-12-04, GE-12-07, GE-12-08, GE-12-09
Knowledge and understanding of course content	40	10	10	10	10
Geographical tools and skills	20	5	5		10
Geographical inquiry and research, including fieldwork	20		5	10	5
Communication of geographical information, ideas and issues in appropriate forms	20	5	5		10
<b>Marks</b>	100	20	25	20	35

Note: Assessment dates subject to change

**KEY LEARNING AREA: HSIE****SUBJECT: LEGAL STUDIES*****COURSE DESCRIPTION***

Legal Studies is designed to equip the student with a knowledge and understanding of the legal system so they can become a more involved member of society. There is a domestic and international component of the course, that involves focus studies such as crime and human rights.

***ASSESSMENT SCHEDULE***

<b>Components (Syllabus)</b>	<b>Weightings (Syllabus) %</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		<b>Date:</b> Term 4 Week 9	<b>Date:</b> Term 1 Examination Period	<b>Date:</b> Term 2 Week 8	<b>Date:</b> Term 3 Examination Period
		<b>Description</b> Crime - Report	<b>Description</b> Half Yearly topic test - Crime Essay & World Order Essay	<b>Description</b> Media File	<b>Description</b> Trial HSC Exam
		<b>Outcomes:</b> H1, H4, H5, H6, H7, H8, H9, H10	<b>Outcomes:</b> H1, H2, H3, H4, H5, H6, H7, H9, H10	<b>Outcomes:</b> H1, H2, H3, H4, H5, H6, H7, H9, H10	<b>Outcomes:</b> H1, H2, H3, H4, H5, H6, H7, H9, H10
Knowledge and understanding of course content	55	10	15	10	20
Research	30	10		20	
Communication	15		5		10
<b>Marks</b>	100	20	20	30	30

*Note: Assessment dates subject to change*

**KEY LEARNING AREA: HSIE****SUBJECT: MODERN HISTORY****COURSE DESCRIPTION**

Modern History is a course designed to enable students to acquire knowledge and understanding, the skills of critical analysis and synthesis, and values and attitudes essential to an appreciation of the forces that have shaped the modern world.

**ASSESSMENT SCHEDULE**

<b>Components (Syllabus)</b>	<b>Weightings (Syllabus) %</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		<b>Date:</b> Week 7 Term 4	<b>Date:</b> Week 8 Term 1	<b>Date:</b> Week 10 Term 2	<b>Date:</b> As per exam timetable Term 3
		<b>Description</b> Core: Power and Authority: Source Analysis test	<b>Description</b> National Study: In class extended essay	<b>Description</b> Conflict Study: Historical Analysis	<b>Description</b> Trial HSC Exam All topics
		<b>Outcomes:</b> MH12-2, MH12-3 MH12-4, MH12-6	<b>Outcomes:</b> MH12-1, MH12-2, MH12-5, MH12-9	<b>Outcomes:</b> MH12-7, MH12-3, MH12-8, MH12-9	<b>Outcomes;</b> MH12-1, MH12-5 MH12-6, MH12-9
Knowledge and understanding of course component	40	10	10	5	15
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5		5
Historical inquiry and research	20			20	
Communication of historical understanding in appropriate forms	20		5	5	10
<b>Marks</b>	100	20	20	30	30

*Note: Assessment dates subject to change*

**KEY LEARNING AREA:** HSIE

**SUBJECT:** SOCIETY AND CULTURE

***COURSE DESCRIPTION***

The focus of this study is the interactions between societies, cultures and environments both in contemporary societies and societies across time.

***ASSESSMENT SCHEDULE***

<b>Components (Syllabus)</b>	<b>Weightings (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		<b>Date:</b> Term 4, Week 8	<b>Date:</b> Term 1, Week 10 As per exam timetable	<b>Date:</b> Term 1, Week 8	<b>Date:</b> Term 3, Week 3/4
		<b>Description</b> PIP proposal & Annotations	<b>Description</b> Continuity and Change – Multiple Choice and Short Answer	<b>Description</b> In-class assessment (Belief Systems and Ideologies + Social conformity and non-conformity)	<b>Description</b> Trial Examination
		<b>Outcomes</b> H1, H4, H5, H6, H7, H9	<b>Outcomes</b> H1, H2, H3, H4, H5, H6, H7, H9, H10	<b>Outcomes</b> H1, H2, H3, H5, H7, H9, H10	<b>Outcomes</b> H1, H2, H3, H4, H5, H6, H7, H10
Knowledge and understanding of course content	50	5	10	15	20
Application and evaluation of social and cultural research methods	30	10	10	5	5
Communication of information, ideas and issues in appropriate forms	20	5	5	5	5
<b>Marks</b>	<b>100%</b>	20	25	25	30

*Note: Assessment dates subject to change*

**KEY LEARNING AREA:** HSIE

**SUBJECT:** STUDIES OF RELIGION

***COURSE DESCRIPTION***

Studies of Religion emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective life-long learners.

***ASSESSMENT SCHEDULE***

<b>Components (Syllabus)</b>	<b>Weightings (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		<b>Date:</b> Term 4, Week 10	<b>Date:</b> Term 1, Week 6	<b>Date:</b> Term 1, Week 9	<b>Date:</b> Term 3, as per exam timetable
		<b>Description</b> Religion and Non- Religion Group Presentation	<b>Description</b> Christianity in Australia In-Class Topic Test	<b>Description</b> Sexual Ethics Essay Across Depth Studies	<b>Description</b> Trial Examination
		<b>Outcomes</b> H1, H2, H4, H6, H7, H8, H9	<b>Outcomes</b> H1, H2, H3, H6, H8, H9	<b>Outcomes</b> H1, H2, H4, H5, H6, H7, H8, H9	<b>Outcomes</b> H1, H2, H4, H5, H7, H8, H9
Knowledge and understanding of course content	40		10	10	20
Source -based skills	20		5	5	10
Investigation and research	20	5		15	
Communication of information, ideas and issues in appropriate forms	20	10			10
<b>Marks</b>	<b>100%</b>	15	15	30	40

*Note: Assessment dates subject to change*

**KEY LEARNING AREA:** HSIE

**SUBJECT:** WORK STUDIES

***COURSE DESCRIPTION***

The aim of the Work Studies syllabus is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

***ASSESSMENT SCHEDULE***

<b>Components (Syllabus)</b>	<b>Weightings (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		<b>Date:</b> Term 4, week 9	<b>Date:</b> Term 1, week 6	<b>Date:</b> Term 2, week 10 Work Experience module
		<b>Description</b> Teamwork and Enterprise skills	<b>Description</b> Budgeting and planning	<b>Description</b> Workplace booklet.
		<b>Outcomes:</b> 1, 2, 3, 4, 5	<b>Outcomes:</b> 3, 4, 7, 9	<b>Outcomes:</b> 1, 2, 3, 4, 5, 8
Knowledge and understanding of course content	35	10	15	10
Inquiry and research	30	10	20	
Communication of careers pathways	10	10		
Workplace skills	25		5	20
<b>Marks</b>	<b>100%</b>	30	40	30

*Note: Assessment dates subject to change*

***KEY LEARNING AREA***

**LANGUAGES OTHER THAN ENGLISH (LOTE)**

***Subjects***

French Beginners

Korean Beginners

Japanese / Korean Continuers

Persian Continuers

Spanish Beginners

NSW School of Languages and the Secondary College of Languages

**KEY LEARNING AREA:** LOTE (Languages Other than English)**SUBJECT:** FRENCH BEGINNERS**COURSE DESCRIPTION**

The Year 12 French Beginners course provides an accelerated path to learning French. It is for students who have no or little prior knowledge of learning French and provides students with the opportunity to develop their appreciation of the target culture and language. They will develop a basic ability to communicate in that language. Areas of assessment are listening, speaking, reading and writing.

Students will review the focus areas of Year 11 and focus on the HSC content: School and future aspirations, daily routines, past events, holidays/ travel and tourism.

**ASSESSMENT SCHEDULE**

Outcomes	Syllabus components	Syllabus weightings in percentages	Task 1	Task 2	Task 3	Task 4
			Date: Term 4 Week 8	Date: Term 1 Week 7	Date: Term 3 Week 1	Date: Term 3 Weeks 3 and 4
			Description: Listening and viewing in French and responding in English and target language	Description: Timed preparation with stimulus material and then a speaking conversation with the teacher	Description: Design and HSC examination paper	Description: Trial examination: Speaking in Target Language (1 paper) Listening and reading in Target Language, answering in English: Writing in Italian (1 paper)
1.1, 1.2, 1.3, 1.4	Speaking	20		10		10
2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Listening and responding	30	10		10	10
2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Reading and responding	30	10	10	10	10
3.1, 3.2, 3.3, 3.4	Writing	20				10
	<b>Marks</b>	<b>100</b>	20	20	20	40

All Year 12 LOTE students will do their HSC Oral examinations in term 3. Notifications are provided to them on Schools online and through their LOTE teachers. NSW School of Languages and Secondary College of Languages students should see Mrs Rojas for these documents.

*Note: Assessment task requirements are subject to change*

*Note: Assessment dates subject to change*



**KEY LEARNING AREA:** LOTE (Languages Other than English)**SUBJECT:** KOREAN BEGINNERS**COURSE DESCRIPTION**

The Year 12 Korean Beginners course provides an accelerated path to learning Korean. It is for students who have no or little prior learning of Korean and provides students with the opportunity to develop their appreciation of the target culture and language. They will develop a basic ability to communicate in that language. Areas of assessment are listening, speaking, reading and writing.

Students address the following focus areas in the Year 12 course as well as reviewing Year 11 focus areas which are included in their HSC assessable content. School and Future Aspirations; Home and Neighbourhood; Holidays/Travel & Tourism; Future Plans and Aspirations.

**ASSESSMENT SCHEDULE**

Outcomes	Syllabus components	Syllabus weightings in percentages	Task 1	Task 2	Task 3	Task 4
			Date: Term 4 Week 7	Date: Term 1 Week 7	Date: Term 3 Week 1	Date: Term 3 Weeks 3 / 4
			Description: Viewing and responding in English and target language	Description: Speaking task- Conversation with teacher with stimulus material and reading comprehension question on stimulus	Description: Design an exam paper task.	Description: Trial examination: Listening, Speaking, Reading and writing (responding in language)
1.1, 1.2, 1.3, 1.4	Speaking	20		10		10
2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Listening and responding	30	10		10	5
2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Reading and responding	30	10	10	10	5
3.1, 3.2, 3.3, 3.4	Writing	20	5		5	10
	<b>Marks</b>	<b>100</b>	25	20	25	30

All Year 12 LOTE students will do their HSC Oral examinations in term 3. Notifications are provided to them on Schools online and through their LOTE teachers. NSW School of Languages and Secondary College of Languages students should see Mrs Rojas for these documents.

*Note: Assessment task requirements are subject to change*

*Note: Assessment dates subject to change*

**KEY LEARNING AREA:** LOTE (Languages Other than English)

**SUBJECT:** JAPANESE / KOREAN CONTINUERS

**COURSE DESCRIPTION**

The Year 12 Japanese / Korean Continuers course builds on the knowledge developed in the junior school. The course will enable students to develop knowledge and understanding of and skills in the target language, linked to cultural values, attitudes and practices and is designed to provide and extend each student's knowledge of language and their ability to communicate in it. Areas of assessment include: Speaking, Reading, Writing and Listening.

The HSC course will cover: School and Future Aspirations; Past Events; Holidays/Travel & Tourism; Current Affairs and Personal Opinions/Reviews

**ASSESSMENT SCHEDULE**

Outcomes	Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2		Task 3	Task 4
			Date: Term 4 Week 8	Date: Term 1 Week 6 or 7		Date: Term 3 Week 1	Date: Term 3 Weeks 3/4
			Description Viewing and responding in English and target Language.	Description Speaking task – Impromptu speech responding to written stimulus with prep time		Description Design an exam paper task.  (Exam sections- not the whole paper)	Description Trial Exam - Listening Speaking Reading Writing (responding in language)
1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	Speaking	20		10			10
3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Listening and responding	30	10			10	10
1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Reading and Responding	30	10	10		5	5
1.2, 2.1, 2.2, 2.3, 4.1, 4.2	Writing	20				15	5
	<b>Marks</b>	<b>100%</b>	20	20		30	30

All Year 12 LOTE students will do their HSC Oral examinations in term 3. Notifications are provided to them on Schools online and through their LOTE teachers. NSW School of Languages and Secondary College of Languages students should see Mrs Rojas for these documents.

Note: Assessment task requirements are subject to change

Note: Assessment dates subject to change

**KEY LEARNING AREA:** LOTE (Languages Other than English)

**SUBJECT:** PERSIAN CONTINUERS

**COURSE DESCRIPTION**

The Year 12 Persian Continuers course builds on the knowledge developed in junior school. The course will enable students to develop knowledge and understanding of and skills in the target language, linked to cultural values, attitudes and practices and is designed to provide and extend each students knowledge of their language and their ability to communicate in it. Areas of assessment include: Speaking, Reading, Writing and Listening.

**ASSESSMENT SCHEDULE**

<b>Components (Syllabus)</b>	<b>Weightings (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		<b>Date:</b> Term 4 Week 8	<b>Date:</b> Term 1 Week 7	<b>Date:</b> Term 2 Week 7	<b>Date:</b> Term 3 Weeks 3/4
		<b>Multimodal presentation and discussion</b> Legacy: Innovation or Persian speaking culture / History and traditions	<b>Literature review for responses in English<sup>1</sup> / Persian</b> Sustainability: Natural environment or Global trends	<b>Survey and report in Persian</b> Responsibility: <i>Youth</i>	<b>Trial Examination</b>
		1.2, 3.2, 3.3	2.2, 2.3, 2.4	2.1, 2.3, 3.1	1.1, 2.1, 3.1, 3.2
Interacting in Target Language	20	10			10
Analysing Target Language	50		30	10	10
Creating meaning in Target Language	30	5		15	10
<b>Marks</b>	<b>100%</b>	15	30	25	30

All Year 12 Language students will do their HSC Oral examinations in term 3. Notifications are provided to them on Schools online and through their Language teachers. NSW School of Languages and Secondary College of Languages students should see Mrs Rojas for these documents.

<sup>1</sup> Literature review options include films, play scripts or short stories

*Note: Assessment task requirements are subject to change*

*Note: Assessment dates subject to change*

**KEY LEARNING AREA:** LOTE (Languages Other than English)

**SUBJECT:** SPANISH BEGINNERS

**COURSE DESCRIPTION**

The Year 12 Spanish Beginners course provides an accelerated path to learning each language. It is for students who have no or little prior learning of Spanish and provides students with the opportunity to develop their appreciation of the target culture; language; and develop a basic ability to communicate in that language. Areas of assessment include: Speaking, Reading, Writing and Listening.

Students will address four focus areas: School and Future Aspirations; Daily Routines; Past Events; Holidays/Travel & Tourism;

**ASSESSMENT SCHEDULE**

Outcomes	Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3	Task 4
			Date: Term 4 Week 8	Date: Term 1 Week 7	Date: Term 3 Week 1	Date: Term 3 Weeks 3/4
			Description Viewing and responding in English and target Language.	Description Speaking task –  Conversation with teacher with stimulus material	Description Design an exam paper task.	Description Trial Exam - Listening Speaking Reading Writing (responding in language)
1.1, 1.2, 1.3, 1.4,	Speaking	20		10		10
2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Listening and responding	30	15		10	5
2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Reading and Responding	30	10	5	10	5
3.1, 3.2, 3.3, 3.4	Writing	20	5		5	10
	<b>Marks</b>	<b>100%</b>	30	15	25	30

All Year 12 LOTE students will do their HSC Oral examinations in term 3. Notifications are provided to them on Schools online and through their LOTE teachers. NSW School of Languages and Secondary College of Languages students should see Mrs Rojas for these documents.

*Note: Assessment task requirements are subject to change*

*Note: Assessment dates subject to change*

**KEY LEARNING AREA:** LOTE (Languages Other than English)

**NSW SCHOOL OF LANGUAGES and THE SECONDARY COLLEGE OF LANGUAGES**

Ms Rojas is the St Ives High School Liaison teacher for the NSW School of Languages and the Secondary College of Languages.

Students will be provided with their assessment schedules through these two institutions.

These students are responsible for informing Ms Rojas, the St Ives High School liaison teacher and the Head Teacher LOTE, Mrs Joynes about their schedules at the beginning of their HSC studies. This will enable their assessments to be placed on the school calendar and rooming provisions provided for their assessment tasks in a timely and efficient manner.

**All Year 12 LOTE students will do their HSC Oral examinations in term 3 and notifications are provided to them on Schools online and through their LOTE teachers. NSW School of Languages and Secondary College of Languages students should see Mrs Rojas or contact their language teacher directly for these documents.**

*Note: Assessment task requirements are subject to change*

*Note: Assessment dates subject to change*

## ***KEY LEARNING AREA***

### **MATHEMATICS**

#### ***Subjects***

Mathematics Standard 1  
Mathematics Standard 2  
Mathematics Advanced  
Mathematics Extension 1  
Mathematics Extension 2

**KEY LEARNING AREA: MATHEMATICS**

**SUBJECT: MATHEMATICS STANDARD 1**

**ASSESSMENT SCHEDULE**

*Students should check the calendar for any changes to the dates of assessment schedules and with their teacher for and changes in topics to be tested.*

Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3	Task 4
		<b>Date:</b> Term 4, 2024 Week 7 to 10	<b>Date:</b> Term 1, 2025 Week 7 to 10	<b>Date:</b> Term 2, 2025 Week 7 to 10	<b>Date:</b> Term 3, 2025 Assessment period
		<b>Description:</b> <b>Test:</b> 60 minutes 5 multiple choice questions and written questions.	<b>Description:</b> <b>Test:</b> 60 minutes 5 multiple choice questions and written questions.	<b>Description</b> <b>Test:</b> 60 minutes. 5 multiple choice questions and written questions.	<b>Description:</b> Trial HSC Examination 2 hours (for those doing the HSC exam) 60 minute class test (for those not doing the HSC exam)
		<b>Topics:</b> Perimeter, Area, Volume, Right-Angled Triangles (Trigonometry), Scale Diagrams	<b>Topics:</b> Simultaneous Equations, Practical Graphs Bivariate Data Analysis (S3.2)	<b>Topics:</b> Rates, Investments, Depreciation, Loans	<b>Topics:</b> All topics covered, including Networks, Surveys and year 11 topics
<b>Outcomes:</b> MS11-3, MS11-4, MS11-9, MS11-10, MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	<b>Outcomes:</b> MS1-12-1, MS1-12-2, MS1-12-6, MS1-12-7, MS1-12-9, MS1-12-10	<b>Outcomes:</b> MS1-12-3, MS1-12-5, MS1-12-9, MS1-12-10	<b>Outcomes:</b> Year 11 outcomes plus MS1-12-1 to MS1-12-10		
Understanding, fluency and communication	<b>50</b>	10	13	12	15
Problem solving, reasoning and justification	<b>50</b>	10	12	13	15
<b>Marks</b>	<b>100%</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

**KEY LEARNING AREA: MATHEMATICS**

**SUBJECT: MATHEMATICS STANDARD 2**

**ASSESSMENT SCHEDULE**

*Students should check the calendar for any changes to the dates of assessment schedules and with their teacher for and changes in topics to be tested.*

Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3	Task 4
		<b>Date:</b> Term 4, 2024 Week7 to 10	<b>Date:</b> Term 1, 2025 Assessment period	<b>Date:</b> Term 2, 2025 Week 7 to 10	<b>Date:</b> Term 3, 2025 Assessment period
		<b>Description</b> <b>Test:</b> 60 minutes 5 multiple choice questions and written questions.	<b>Description</b> Half Yearly Examination 2 hours 10 multiple choice questions and written questions.	<b>Description</b> <b>Test:</b> 60 minutes. 5 multiple choice questions and written questions.	<b>Description:</b> Trial HSC Examination 2.5 hours 15 multiple choice and written questions worth 85 marks.
		<b>Topics:</b> Probability, Area, Volume, Non-Right-Angled Triangles including Right-Angled Triangles (Trigonometry), Scale Diagrams	<b>Topics:</b> All Year 11 topics plus Trigonometry, Perimeter, Area, Volume, Rates, Ratios, Scale, Simultaneous Equations, Bivariate Data	<b>Topics:</b> Bivariate Data, Non-Linear Relationships, Investments, Depreciation, Loans, Annuities	<b>Topics:</b> All topics studied in Year 11 and 12.
		<b>Outcomes:</b> MS11-3, MS11-4, MS11-8, MS11-10, MS2-12-3, MS2-12- 4, MS2-12-9, MS2-12-10	<b>Outcomes:</b> Previous outcomes plus MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10	<b>Outcomes:</b> MS2-12-10, MS2-12-2, MS2- 12-7, MS2-12-9, MS2-12-5	<b>Outcomes:</b> MS2-12-1 to MS2-12-10
Understanding, fluency and communication	<b>50</b>	10	13	12	15
Problem solving, reasoning and justification	<b>50</b>	10	12	13	15
<b>Marks</b>	<b>100%</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

*Note: Assessment dates subject to change*



**ASSESSMENT SCHEDULE**

<b>Components (Syllabus)</b>	<b>Weightings (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		<b>Date:</b> Term 4, 2024 Week 7 to 10	<b>Date:</b> Term 1, 2025 Assessment period	<b>Date:</b> Term 2, 2025 Week 7 to 10	<b>Date:</b> Term 3, 2025 Assessment period
		<b>Description Test:</b> 60 minutes 5 multiple choice questions and written questions.	<b>Description Test:</b> Half Yearly Examination 2 hours 10 multiple choice questions and written questions	<b>Description: Test</b> 60 minutes. 5 multiple choice questions and written questions.	<b>Description: Trial HSC</b> 3 Hours 10 multiple choice and written questions worth 90 marks.
		<b>Topics:</b> Sequences and Series, Transformation of functions, Trigonometric Functions and Further differentiation	<b>Topics:</b> All topics taught to date. Includes: Geometric Applications of Differentiation, Integration and Year 11 topics.	<b>Topics:</b> Integration, Investments, Annuities, Loans, Statistical Analysis	<b>Topics:</b> All topics covered in Year 11 and 12. Includes recent topic: Correlation & Regression, Continuous Probability Distribution
		<b>Outcomes:</b> MA12-1, MA12-2, MA12-3, MA12- 4, MA12-5, MA12-6, MA12-9, MA12-10	<b>Outcomes:</b> Year 11 outcomes, plus task 1 outcomes, plus MA12-7	<b>Outcomes:</b> MA12-2, MA12-3, MA12- 4, MA12-7, MA12-8, MA12-9, MA12-10,	<b>Outcomes:</b> Year 11 outcomes plus MA12-1 to MA12-10
Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.	<b>50</b>	10	13	12	15
Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.	<b>50</b>	10	12	13	15
<b>Marks</b>	<b>100%</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

**KEY LEARNING AREA: MATHEMATICS**

**SUBJECT: MATHEMATICS EXTENSION 1**

**ASSESSMENT SCHEDULE**

Students should check the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher.

Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3	Task 4
		<b>Date:</b> Term 4, 2024 Week 7 to 10	<b>Date:</b> Term 1, 2025 Assessment period	<b>Date:</b> Term 2, 2025 Week 7 to 10	<b>Date:</b> Term 3, 2025 Assessment period
		<b>Description</b> <b>Test:</b> 60 minutes 5 multiple choice and written questions.	<b>Description</b> Half Yearly Examination 2 hours 10 multiple choice questions and written questions.	<b>Description</b> <b>Test</b> 60 minutes 5 multiple choice questions and written questions.	<b>Description</b> Trial HSC Examination 2 hours 10 multiple choice questions and written questions worth 15 marks each.
		<b>Topics:</b> Permutations and Combinations, Mathematical Induction, Trigonometric Functions & Equations, Further Differentiation,	<b>Topics:</b> All topics taught in Year 11, topics from Task 1, plus Vectors, Further Vectors, Integration	<b>Topics:</b> Further Vectors, Statistics, Correlation and Regression	<b>Topics:</b> All topics studied in Year 11 and 12.
		Outcomes: ME11-5, ME-P1, ME-T3, ME-C2	Outcomes: All year 11 outcomes, previous Year 12 outcomes, plus ME-V1, ME-C2, ME-C3	Outcomes: ME-V1, ME-T3, ME-C3 ME-C2, ME-S1	Outcomes: All year 11 and 12 outcomes
Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.	<b>50</b>	10	13	12	15
Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.	<b>50</b>	10	12	13	15
<b>Marks</b>	<b>100%</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

Note: Assessment dates subject to change

**KEY LEARNING AREA: MATHEMATICS**

**SUBJECT: MATHEMATICS EXTENSION 2**

**ASSESSMENT SCHEDULE**

*Students should check the calendar for any changes to the dates of assessment schedules and with their teacher for and changes in topics to be tested.*

Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3	Task 4
		<b>Date:</b> Term 4, 2024 Week 7 to 10	<b>Date:</b> Term 1, 2025 Assessment Period	<b>Date:</b> Term 2, 2025 Week 7 to 10	<b>Date:</b> Term 3, 2025 Assessment period
		<b>Description</b> <b>Test</b> 60 minutes 5 multiple choice and written questions.	<b>Description:</b> Half Yearly Examination 2 Hours 10 multiple choice and written questions.	<b>Description:</b> <b>Test</b> 60 minutes. 5 multiple choice and Written questions.	<b>Description</b> Trial HSC 3 Hours 10 multiple choice / 6 Written questions worth 15 marks each
		<b>Topics:</b> Complex Numbers Nature of Proof	<b>Topics:</b> All topics studied to date: includes Vectors, Nature of Proof, Further Work on Vectors, Integration and some harder Extension 1 work.	<b>Topics:</b> Further Induction Further Integration Vectors Applying Complex Numbers	<b>Topics:</b> Mechanics +all previous topics covered.
<b>Outcomes:</b> MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	<b>Outcomes Include:</b> MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8.	<b>Outcomes:</b> MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-7, MEX12-8	<b>Outcomes:</b> All outcomes tested: MEX12-1 to MEX12-8		
Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.	<b>50</b>	10	13	12	15
Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.	<b>50</b>	10	12	13	15
<b>Marks</b>	<b>100%</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

*Note: Assessment dates subject to change*

***KEY LEARNING AREA***

**PERSONAL DEVELOPMENT, HEALTH AND  
PHYSICAL EDUCATION**

***Subject***

Community and Family Studies  
Personal Development, Health and Physical Education (PDHPE)

**KEY LEARNING AREA:** PDHPE**SUBJECT:** COMMUNITY AND FAMILY STUDIES***COURSE DESCRIPTION***

Contemporary society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Developing understanding about society and living in society requires a comprehensive knowledge of its complex nature. Consequently, Community and Family Studies is an interdisciplinary course drawing up selected components of family studies, sociology, developmental psychology and students' general life experiences. Community and Family Studies develops in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.

***ASSESSMENT SCHEDULE***

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Nature of Task</b>	<b>Research Methodology</b> IRP Report & Diary	<b>Parenting and Caring</b> Research Report	<b>Group in Context</b> Stimulus Response	<b>Social Impact of Technology</b> Trial Examination	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Term 3, Week 4	
<b>Outcomes</b>	H4.1, H4.2	H1.1, H2.2, H3.2	H2.3, H4.2, H5.1	All HSC Outcomes	
<b>Knowledge and understanding of course content</b>	10	10	15	20	<b>55</b>
<b>Skills in collaboration, analysis, communication, creative thinking, problem-solving and research</b>	10	15	10	10	<b>45</b>
<b>Task Total</b>	20	25	25	30	<b>100</b>

*Note: Assessment dates subject to change*

**KEY LEARNING AREA:** PDHPE

**SUBJECT:** PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

**ASSESSMENT SCHEDULE**

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	<b>Topic Test</b>  Core 1: Health Priorities in Australia	<b>Half Yearly Examination</b>  Core 2: Factors Affecting Performance	<b>Stimulus Response</b>  Option 3: Sports Medicine	<b>Trial Examination</b>  Equity and Health	
<b>Timing</b>	Term 1, Week 2	Term 1, Week 10	Term 2, Week 6	Term 3, Week 3/4	
<b>Outcomes assessed</b>	H1-H5, H7-H11, H14-H17	H7-H10, H16, H17	H8, H13, H16, H17	H1-H5, H7-H11, H14-H17	
<b>Component</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	15	15	10	20	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

*Note: Assessment dates subject to change*

***KEY LEARNING AREA***

**SCIENCE**

***Subjects***

Biology

Chemistry

Earth and Environmental Science

Investigating Science

Physics

**ASSESSMENT SCHEDULE**

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of task</b>	<b>Depth Study</b> Module 7	<b>Practical and Skills Test</b> Modules 5, 7	<b>Topic Test</b> Module 6	<b>Trial HSC Examination</b> All studied content	
<b>Timing</b>	Term 4, Week 8 Wednesday 4th December	Term 1, Week 9/10 Examination Block	Term 2, Week 7	Term 3, Weeks 4/5 Examination Block	
<b>Outcomes Assessed</b>	BIO12-1, BIO12-3, BIO12-5, BIO12-6, BIO12-7, BIO12-14	BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-12, BIO12-14	BIO12-4, BIO12-5, BIO12-6, BIO12-13	BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	<b>Weighting %</b>
<b>Skills in working scientifically</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>10</b>	<b>60</b>
<b>Knowledge and understanding</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>20</b>	<b>40</b>
<b>Total Value %</b>	<b>30</b>	<b>25</b>	<b>15</b>	<b>30</b>	<b>100</b>

In addition to the formal assessment tasks, there will be **informal** topic tests and quizzes to monitor student progress and for reporting purposes.

Practical work is an important component of this course and may be examined upon.



## ASSESSMENT SCHEDULE

<i>Task Number</i>	<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>	<i>Task 5</i>	
<b>Nature of task</b>	<b>Topic Test</b> Module 5	<b>Depth Study</b> Module 6	<b>Half Yearly Examination</b> Modules 5&6	<b>Practical and Skills Test</b> Module 7	<b>Trial HSC Examination</b> All studied content	
<b>Timing</b>	Term 4 Week 10 Monday 16th December	Term 1 Week 8 Monday 17th March	Term 1 Week 10/11 Examination Block	Term 2 Week 9	Term 3 Weeks 4/5 Examination Block	
<b>Outcomes Assessed</b>	CH12-4, CH12-5, CH12-6, CH12-12	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-7, CH12-13	CH12-4, CH12-5, CH12-6, CH12-12, CH12-13	CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-14	CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15	<b>Weighting %</b>
<b>Skills in working scientifically</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>20</b>	<b>10</b>	<b>60</b>
<b>Knowledge and understanding</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>	<b>40</b>
<b>Total Value %</b>	<b>10</b>	<b>25</b>	<b>10</b>	<b>25</b>	<b>30</b>	<b>100</b>

In addition to the formal assessment tasks, there will be **informal** topic tests and quizzes to monitor student progress and for reporting purposes.

Practical work is an important component of this course and may be examined upon.

**ASSESSMENT SCHEDULE**

Students should check the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of task</b>	<b>Depth Study</b> Module 6	<b>Half Yearly</b> Module 5&6	<b>Working Scientifically Skills</b> Module 5,6,7	<b>Trial HSC Examination</b> All studied content	
<b>Timing</b>	Term 4, Week 7 Monday 25 <sup>th</sup> November	Term 1 Week 10/11 Examination Block	Term 2 Week 7	Term 3 Weeks 4/5 Examination Block	
<b>Outcomes Assessed</b>	EES12-1, EES12-3, EES12-4, EES12-5, EES12-6, EES12-7, EES12-13	EES12-5, EES12-6, EES12-7, EES12-12, EES12-13	EES12-3, EES12-4, EES12-5, EES12-6, EES12-7, EES12-12, EES12-13, EES12-14	EES12-4, EES12-5, EES12-6, EES12-7, EES12-12, EES12-13, EES12-14, EES12-15	<b>Weighting %</b>
<b>Skills in working scientifically</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>60</b>
<b>Knowledge and understanding</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>20</b>	<b>40</b>
<b>Total Value %</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

In addition to the formal assessment tasks, there will be **informal** topic tests and quizzes to monitor student progress and for reporting purposes.

**ASSESSMENT SCHEDULE**

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of task	Topic Test	Practical Exam	Topic Test	Depth Study	Trial HSC Examination	
Module	Module 5	Working Scientifically Skills	Module 6	Module 7	All modules	
Timing	Term 4 Week 9, Monday 9th December 2024	Term 1 Week 4	Term 1 Examination Block	Term 2 Week 8	Term 3 Examination Block	
Outcomes Assessed	INS12-5, INS12-6, INS12-7, INS12-12	INS12-1, INS12-2, INS12-4, INS12-5, INS12-7, INS12-12	INS12-5, INS12-6, INS12-7, INS12-13	INS12-1, INS12-2, INS12-4, INS12-5 INS12-6, INS12-7, INS12-15	INS12-6, INS12-12, INS12-13, INS12-14, INS12-15	<b>Weighting %</b>
Skills in working scientifically	5	20	5	20	10	60
Knowledge and understanding	5	5	5	5	20	40
Total Value %	10	25	10	25	30	100

In addition to the formal assessment tasks, there will be **informal** topic tests and quizzes to monitor student progress and for reporting purposes.

Practical work is an important component of this course and may be examined upon.

**ASSESSMENT SCHEDULE**

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of task	Depth Study	Practical Test	Half-Yearly Examination	Topic Test	Trial Examination	
Module	Module 5	Module 5/6	Module 5/6	Module 7	All Modules	
Timing	Term 4 Week 8 2024	Term 1 Week 4	Term 1 Week 10 Examination Block	Term 2 Week 8	Term 3 Week 3/4 Examination Block	
Outcomes assessed	PH12-1, PH12-2, PH12-3, PH12-5, PH12-6, PH12-7, PH12-15	PH12-2, PH12-3, PH12-4, PH12-5, PH12-7	PH12-4, PH12-5, PH12- 6, PH12-13	PH12-4, PH12-6, PH12-12	PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15	
Skills in Working Scientifically	20	15	10	5	10	60
Knowledge and understanding	5	5	5	5	20	40
Weighting %	25%	20%	15%	10%	30%	100%

In addition to the formal assessment tasks, there will be **informal** topic tests and quizzes to monitor student progress and for reporting purposes.

Practical work is an important component of this course and may be examined.

***KEY LEARNING AREA***

**TECHNOLOGICAL AND APPLIED STUDIES  
(TAS)**

***Subjects***

Engineering Studies  
Enterprise Computing  
Food Technology  
Industrial Design – Timber and Furniture Industries  
Software Engineering  
Textiles and Design

**ASSESSMENT SCHEDULE**

*Students should check the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher.*

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	<b>Civil Engineering Solution and Report*</b>	<b>Half Yearly Examination</b>	<b>Materials Modification Research</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4 Week 8	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 3–4	
<b>Outcomes assessed</b>	H2.1, H3.1, H3.2, H5.1	H3.1, H3.3, H4.3, H6.1	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1	
<b>Component</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	15	15	20	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	10	15	5	10	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

**\*Mandatory Task**

**KEY LEARNING AREA: TAS****SUBJECT: ENTERPRISE COMPUTING****ASSESSMENT SCHEDULE**

*Students should check the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher*

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of tasks</b>	Data Analysis Task Data Science – Database Practical Test	Design Task Data Visualisation	Enterprise Project	Trial HSC Examination	
<b>Timing</b>	Term 4, Week 9 (Wednesday 11 December)	Term 1, Week 11 (TBA)	Term 3, Week 1 (TBA)	Term 3, Weeks 3–4	
<b>Outcomes assessed</b>	EC-12-02, EC-12-04, EC-12-05	EC-12-01, EC-12-06, EC-12-11	EC-12-01, EC-12-03, EC-12-08, EC-12-09, EC-12-10	All outcomes	
<b>Component</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	10	10	15	15	<b>50</b>
Knowledge and skills in the practical application of the content	15	5	15	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>15</b>	<b>30</b>	<b>30</b>	<b>100</b>

*Note: Assessment dates subject to change*

**KEY LEARNING AREA: TAS**

**SUBJECT: FOOD TECHNOLOGY**

**ASSESSMENT SCHEDULE**

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Contemporary Nutrition Issues	Australian Food Industry Case Study	Food Product Development	Trial HSC Examination	
Timing	Term 4, Week 8 2/12 P1 In class hand in	Term 1, Week 8 (during ½ yearly test) written response.	Term 2, Week 9  Hand in and sensory testing.	Term 3, Weeks 3–4	
Outcomes assessed	H2.1, H3.2, H5.1	H1.4, H3.1	H1.3, H4.1	H1.1, H4.2	
Component					Weighting %
Knowledge and understanding of course content	5	10	5	20	40
Knowledge and skills in designing, researching, analysing and evaluating	5	10	5	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10		20		30
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



***COURSE DESCRIPTION***

This course provides students with the opportunity to develop their knowledge and understanding of a selected industry and its related technologies. Through a process of observing and analysing industry practice and through personal practical experiences, students develop a broad range of skills and knowledge related to the focus area chosen for the course. The course highlights the importance of design, management, and production through the production of practical projects. Students select and apply appropriate design, management, and production skills in the development of a Major Project and supporting documentation. The HSC course of 120 indicative hours consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to the focus area of study.

***ASSESSMENT SCHEDULE***

Assessment Component	Syllabus	1	2	3	4
		Major Project Proposal	Industry Study Written Response	Record of Production	Trial HSC Examination
		Term 4, Week 7 Friday 29th November 2024	Term 1, Week 9 2025 TBC	Term 2, Week 3 2025 TBC	Term 3 2025 TBC
Weighting	H3.1, H3.2, H3.3, H5.1, H5.2	H3.1, H3.2, H3.3, H5.1, H5.2, H1.3, H7.1, H7.2	H2.1, H4.1, H5.1	H4.3, H7.1, H7.2	
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area	<b>40</b>	10	5	5	20
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project	<b>60</b>	20	15	15	10
	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>

**KEY LEARNING AREA:** TAS

**SUBJECT:** SOFTWARE ENGINEERING

**ASSESSMENT SCHEDULE**

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	<b>Web Development Assessment</b>	<b>Secure Software Architecture Presentation</b>	<b>Software Engineering Project</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 10	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 3–4	
<b>Outcomes assessed</b>	SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08	SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08, SE-12-09	All outcomes	All outcomes	
<b>Component</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	10	20	<b>50</b>
Knowledge and skills in the practical application of the content	10	10	20	10	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

*Note: Assessment dates subject to change*

***KEY LEARNING AREA***

**VOCATIONAL EDUCATION AND TRAINING  
(VET)**

***Subjects***

Construction  
Hospitality – Kitchen Operations  
Sport Coaching (VET)

**KEY LEARNING AREA: VET**

**SUBJECT: CONSTRUCTION**

**Macquarie Park RTO 90222**

**Student Competency Assessment Schedule 2025**

Assessment Tasks for CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 - Certificate II in Construction		Cluster 5	Cluster 6	Cluster 7	Trial Exam
		Option Topic (Choose Topic)	Tools & Equipment	Major Project	
Assessment due		Week: Six Term: One	Week: Five Term: Three	Week: Ten Term: Three	Week: Three/Four Term: Three
Code	Unit of Competency				
CPCCB20001	Handle prepare bricklaying and blocklaying materials	X			
CPCCB2002	Use bricklaying and blocklaying tools and equipment	X			
CPCCA2002	Use carpentry tools and equipment		X		
CPCCM2005	Use construction tools and equipment		X		
CPCCA2011	Handle carpentry materials		X		
CPCCV1011	Undertake a basic construction project			X	
CPCCOM1012	Work effectively and sustainably in the Construction Industry			X	

Depending on the achievement of units of competency, the possible qualification outcome is CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction.

**Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

*Note: Assessment dates subject to change*

*2024-2025 HSC Assessments: Page 54*

**Student Competency Assessment Schedule**

**Macquarie Park RTO 90222**

**2025**

<b>Assessment Tasks for SIT20421 Certificate II in Cookery</b> <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3	Task 4	Task 5	HSC TRIAL EXAM
		Let's start cooking and cleaning	Pack it up	There's no I in team	
		Week 10	Week 10	Week 6	Week 3
		Term 4	Term 4	Term 3	Term 3
<b>Code</b>	<b>Unit of Competency</b>	Date	Date	Date	Date
SITHKOP009	Clean kitchen premises and equipment	X			
SITXINV006	Receive, store and maintain stock	X			
SITHCCC026	Package prepared foodstuffs		X		
SITHCCC023	Use food preparation equipment			X	
SITHCCC024	Prepare and present simple dishes			X	
SITHCCC027	Prepare dishes using basic method of cookery			X	
SITHCCC034	Work effectively in a commercial kitchen			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

**\* HSC Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

**KEY LEARNING AREA: VET**

**SUBJECT: SPORT COACHING**

**Student Competency Assessment Schedule**

**Macquarie Park RTO 90222**

**2025**

<b>Assessment Tasks for SIS30521 Certificate III in Sport Coaching</b> <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Task 6</b>	
		Task 3c – Strength and Conditioning SISXCAI009	Coaching the Individual	Next Level Coaching	First Aid	
<b>Code</b>	<b>Unit of Competency</b>	Week 1 Term 4 2024	Week 1 2025 Term 1-2	Week 1 Term 2	Week 10 Term 2 2024 done	
SISXCAI009	Instruct strength and conditioning techniques	X				
SISSCO003	Meet participant coaching needs		X			
BSBOPS403	Apply business risk management processes		X			
SISSCO012	Coach sport participants up to an intermediate level			X		
HLTAID011	Provide first aid				X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30521 Certificate III in Sport Coaching or a Statement of Attainment towards a SIS30521 Certificate III in Sport Coaching.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.