

NAME.....

# KOGARAH HIGH SCHOOL



HSC (YEAR 12)

## COURSE AND ASSESSMENT

## INFORMATION

2023/2024

Year Advisors – Ms D. Blomkamp & Ms N. Stout  
Principal – Ms. V. Williams

## Kogarah High School ...

.. provides quality learning for life in an inclusive and supported environment. We value respect, responsibility, resilience and reflection. Our mission is to support students to become confident and lifelong learners through engaging learning experiences.

## At Kogarah High School we develop young people who are ...

- skilled learners
- responsible citizens
- prepared and confident about their future

## The values that underpin our school culture are ...

- respectful
- responsible
- resilient
- Reflective

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# COURSE DETAILS AND ASSESSMENT TASK INFORMATION FOR HIGHER SCHOOL CERTIFICATE COURSES

The following pages include important information about the courses you study. For each course you will find this information.

- **Course Outcomes**

These are the outcomes you are expected to achieve by studying the course. They come from the syllabus for each course.

- **Assessment Task Schedule**

The Assessment Task Schedules have been developed to meet syllabus requirements, according to the syllabus components and weightings recommended by the NSW Education Standards Authority (NESA) for each course.

Remember to follow the advice in this booklet for recording your assessment tasks in the calendar at the back of this booklet.

Your teachers will give you the exact time and date of each assessment task at least two weeks before you must submit it. Sometimes, due to unforeseen circumstances, the date of an assessment may be altered. In this case, your teacher will advise you in writing, in advance.

# KOGARAH HIGH SCHOOL ASSESSMENT POLICY FOR STUDENTS FOR HIGHER SCHOOL CERTIFICATE COURSES

## FOREWORD

This booklet contains important information about your Higher School Certificate (HSC) Course Assessment. It is your responsibility to familiarise yourself with each relevant course schedule and to seek clarification from your class teacher or the Head Teacher of that course **before** each task is attempted.

You are expected to attempt **ALL** assessment tasks as required and to be present for any test or examination timetabled as part of the assessment program. You are also required to complete other assigned work such as classwork, homework and revision that may not be part of the actual assessment program but is still vital for you to achieve the outcomes of each course.

The HSC Course is a difficult qualification to obtain. It is very important that you apply yourself to all the experiences of the course with diligence and sustained effort. In year 12, up to **THREE HOURS** each night is considered a **reasonable** amount of time to devote to your studies. This time will increase when assessment tasks and examinations occur. If you balance this with regular exercise, a good diet and moderate social activities, you should have an enjoyable and successful experience at school.

Your Year Adviser, the Deputy Principals, the Head Teachers, your class teachers and the Principal are there to assist you to achieve. Seek them out if you need to.

Be successful and enjoy your senior years at Kogarah High School.

# THE STRUCTURE AND PURPOSES OF THE ASSESSMENT PROGRAM

The Assessment procedure undertaken at school has two purposes: -

- It allows a wider range of skills, performance and knowledge to be tested than is possible at an external examination. (Examples will include oral work, practical skills and research abilities).
- It allows work to be assessed over an extended period of time rather than at a single examination.

In order for students to qualify for the Higher School Certificate the **NSW Education Standards Authority (NESA)** has divided all subjects into two courses – the Preliminary Course (usually taken in Year 11) and the Higher School Certificate Course (usually taken in Year 12).

All Preliminary Courses include specified tasks that are assessed. The rankings for each course will assist students, parents and teachers to understand the relative achievement levels attained by all students in the course. The Preliminary Course Assessments are **NOT INCLUDED** in the Higher School Certificate Course Assessments.

At this school it is expected that students will complete the requirements of their Preliminary Courses by the end of Term 3 in Year 11 except for students in VET courses.

Therefore, most Higher School Certificate Courses will commence in Term 4 of Year 11. The Higher School Certificate Assessment Program will commence at the same time.

***Satisfactory completion of the Preliminary Course is a prerequisite for entry into a Higher School Certificate Course.***

## HIGHER SCHOOL CERTIFICATE REQUIREMENTS

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the students have:

- Followed the course developed or endorsed course by NESAs: and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

For the satisfactory completion of a course, the NSW Education Standards Authority (NESA) does not mandate attendance requirements. As a guide, however, NESA states that if a student's attendance falls below 85% of a school's programmed lesson time for a course, a Principal may determine that, as a result of absence, the course completion criteria may not be met. Clearly absences will be regarded seriously.

Any student in danger of not satisfying course requirements will receive a warning letter. **Students who have not complied with the above requirements and have received at least two written warnings may be regarded as not having satisfactorily completed the course.** The Principal may then apply the 'N' determination. Where the 'N' determination is applied, it will appear on the student's Record of Achievement. Depending on the course, it will usually mean that the student has not satisfactorily completed the minimum pattern of courses required for the award of the Higher School Certificate.

At Kogarah High School, students may receive a NESA warning Letters for the following reasons:

- Unsatisfactory attendance resulting in lack of participation in course experiences
- Being ill-prepared or ill-equipped for class work preventing participation in course experiences
- Failure to complete set tasks
- Failure to complete assessment tasks
- Failure to complete practical tasks
- Being involved in malpractice/Plagiarism

When a teacher is concerned with a student's progress, the teacher will at first raise this with the student, verbally if possible. This is a courtesy to students and it is hoped that most students will remedy any deficiencies at this stage. If not, a NESA Warning Letter letter will be sent.

If, after the second NESA warning a student's performance does not improve, the school will place the student on an improvement program to enable the student to satisfactorily complete any outstanding work. If the improvement program does not resolve the issues stated on the warning letters, the school may start the process to issue an "N" determination and in some cases declare the students' place vacant. This could mean that the student will be asked to leave this school.

**Compulsory** parent interviews are required with the third warning letter so that parents, students and teachers are aware of what has to be done in order for the student to satisfy course outcomes.

If a student does not complete more than 50% of assessment tasks (as indicated by the weighting of tasks) in a subject, the Principal will NOT certify that the course has been satisfactorily studied and the student will be awarded an N (unsatisfactory) for the Assessment component of that subject. This means they would be deemed not to have met the Preliminary Course requirements for the award of the Higher School Certificate.

It needs to be clearly understood by all students that the award of the Higher School Certificate is dependent upon the student's satisfactory completion of all course requirements with regard to both Assessment and non-Assessment tasks.

Students should therefore appreciate that non-Assessment tasks are very important as preparation and practice for the assessment tasks and for the examination itself.



Please note the following:

1. You must make a serious attempt at each assessment task. Anything considered a “NON SERIOUS ATTEMPT” would initiate an official warning letter and interview with the Head Teacher.
2. Proven dishonesty including plagiarism will result in a zero award.
3. Students must attend all lessons before an assessment task.
4. Students who choose to use a computer must ensure that work is handed in on time. Computer/Internet failure will not be accepted as a reason for lateness.
5. Tasks may be single or multi-component. They can test a single area or several areas.
6. The dates shown for tasks may be varied in order to fit in with the school's schedule, but students will be given at least a two weeks' notice in writing of specific dates.
7. Students who fail to follow legitimate directions from staff, who bring inappropriate materials into assessment tasks including electronic translators, or who communicate with other students electronically or otherwise, without permission may receive a zero mark for the assessment task.
8. All work due on the day, unless it is to be done in class time, must be handed in before the bell rings at 8.40am of that day. Lateness to school will not be accepted as a reason for submitting work after 8.40am. It is suggested that work be submitted the day before it is due.
9. Absence from school on a day on which the task is set will not be considered an excuse for the failure to hand in work. It is the student's responsibility to check on whether any information was given out, or work set, during his/her absence.
10. Students who miss assessment tasks or fail to hand in tasks will automatically receive a non-attempt (zero) for the task. Students will need to complete a misadventure form when they return to school.
11. Students who hand in tasks late will receive zero for the task.
12. Malpractice and plagiarism are always unacceptable. Malpractice and plagiarism will result in a mark of zero with no opportunity to redo the task. If plagiarism is of another student's work, a decision will be made by the Head Teacher, after investigation into the degree of complicity, as to whether the student will be penalised. The Head Teacher will retain a copy of any material evidence of plagiarism or cheating.
13. Definitions of malpractice and plagiarism follows:

## **MALPRACTICE**

The NSW Education Standards Authority (NESA) defines malpractice as any activity undertaken by a student that allows him/her to gain an unfair advantage over others. It includes, but is not limited to:

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

If a student engages in malpractice, a penalty including a mark of zero may be awarded for the work. NSW Education Standards Authority (NESA) will also be notified of the malpractice. The final decision will be determined by the Principal.

## PLAGIARISM

Plagiarism is copying another person's work, implying that it is your own without acknowledgement. This includes words and text from books and websites, drawings, maps graphics and art; as well as ideas and thoughts.

Plagiarism is cheating. It is serious breach of the school's Code of Behaviour and will result in the student receiving a zero mark. The final decision will be determined by the Principal.

A student's work may be cited for plagiarism is he/she

- makes a direct copy of one or more sentences and/or paragraphs from a source document.
- copies sentences and/or paragraphs, though he/she has changed their order.
- makes cosmetic changes to sentences and/or paragraphs. This may include changing the tense, placing some synonyms, changing the order of adjectives and nouns or deliberately adding grammar and/or spelling mistakes.
- changes the order of phrases in the sentence.
- Uses information from a source that is not included in your bibliography.
- Using Artificial Intelligence platforms such as but not limited to Chat GPT.

Students need to be aware that summarizing and paraphrasing can also be considered plagiarism. Acceptable paraphrasing meant that the student expresses the ideas using original language and sentence structure. If he/she keeps even short phrases from the original source document, he/she must cite the source. He/she must take care to use only a limited amount of citing in his/her work.

Students who would like to learn more about acceptable paraphrasing and the use of quotes can access these web sites.

- [www.indiana.edu/-wts/pamphlets.html](http://www.indiana.edu/-wts/pamphlets.html)
- [www.hamilton.edu/academics/resource/wc/AvoidingPlagiarism.html](http://www.hamilton.edu/academics/resource/wc/AvoidingPlagiarism.html)
- [www.hamilton.edu/writing/style/plagiarism/plagiarism.html](http://www.hamilton.edu/writing/style/plagiarism/plagiarism.html)

## ASSESSMENT TASK PROCEDURES

The following procedures are designed to ensure that there is consistency in the implementation of the school's assessment practices and therefore equity for all students.

1. As far as possible, the majority of assessment tasks are to be completed under teacher supervision. However, some syllabus requirements necessitate that work be completed out of class, for example, research activities.
2. Students are to be informed in writing of the assessment requirements for the course at the commencement of the course in the relevant year Assessment Schedule.
3. Dates of assessment task are an indication only and are subject to change.
4. Students are to be advised to record assessment tasks in their calendar and to refer regularly to their copy of the Assessment Schedule.
5. Students are to be given adequate written notice of the nature and timing of assessment tasks. The Assessment Task Notification must be provided a minimum of two weeks before the date of the Assessment Task and include:
  - the nature of the task (or the task itself if this to be completed at home), including equipment required.
  - syllabus outcomes to be assessed.
  - the weighting of the task if applicable.
  - the marking criteria (optional for examinations or in exceptional circumstances).
  - The notification must include assessment criteria.

If a student is absent from class on the day that the Assessment Task Notification is issued, it is his/her responsibility to see the teacher to receive the notification. Students will know during which weeks a task is due/scheduled from the Assessment Schedule.

Students are to be provided with feedback on their performance in each assessment task in the form of a grade or a mark. In addition, written feedback is also to be provided.

### **IF THE STUDENT KNOWS THAT HE/SHE IS GOING TO BE AWAY ON THE DAY OF AN ASSESSMENT TASK.**

The student must advise the appropriate Deputy Principal in writing prior to the day or call as soon as they know they will be unable to attend or hand in the assessment task. This includes any student who intends to go overseas. One of the following decisions will then be made.

- The student will be permitted to do the task at the first opportunity before the set time or when he/she returns.
- The student will be given an alternative task.
- The student will be given an estimate based on his/her performance in similar tasks.
- The reason for absence will be deemed invalid. A zero mark will be awarded if the student is absent on the day of the task.

### **ASSESSMENT TASKS THAT ARE DUE ON A PARTICULAR DATE**

All tasks, except those to be done in timetabled lessons, are to be submitted before the bell rings at 8.40am.

If a student is absent for any part of the day on which an assessment task is due, he/she must make arrangements for the task to be delivered to the Classroom Teacher before the bell rings at 8.40am. If this is not possible, the student must ring the school and speak to the Deputy to make alternative arrangements.

If the student does not submit an assessment task before the bell rings at 8.40am on the due date, he/she must have either a medical certificate if the absence is due to illness or other documentary evidence for misadventure. These must be submitted to the appropriate Deputy Principal on the first day not covered by the documentation. Students will then be given a sickness and misadventure form, which must be completed and signed by both the student and the parent/guardian. This form must be handed in to the appropriate Deputy Principal on the next school day, unless prior arrangements are made.

Absences due to leave must be applied for in writing to the Principal. Permission for extended leave is rarely granted to Year 12 students. If you take leave without permission, you are putting your preliminary and HSC in serious risk. Any missed assessment tasks will be awarded a mark of ZERO and a warning letter issued.

## **ASSESSMENT TASKS SCHEDULED DURING SCHOOL TIME AND EXAMINATIONS**

If a student misses an in-class assessment task, he/she must have a medical certificate explaining the absence with a detailed description of illness or symptoms. This certificate must be submitted to the appropriate Deputy Principal before the bell rings at 8.40am on the first school day not covered by the certificate. The expectation will be that the task will be completed on that first day, in his/her own time if necessary. The task will be marked with the rest of the tasks but not returned to the student until the Panel has decided to accept the reason for absence as valid.

A student who misses an in-class assessment or examination without a valid reason and appropriate documentation will have a Warning of Non-Completion of a Higher School Certificate Course sent to the parent/caregiver. Students are required to be at school for their first timetabled lesson and attend all other timetabled lessons as normal. Students failing to do this will need to report to the Deputy Principal and justify their absence.

## **CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS**

Students must:

- follow the examination supervisor's instructions at all times.
- remain silent while in the examination room except if talking to a supervisor.
- behave in a way that will be not likely to disturb the work of any other student nor disrupt the conduct of the examination.
- make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material.
- All pencils, pens, rulers etc must be brought in a clear plastic sleeve into the examination hall.
- not take food into the examination room. Books, notes, paper, mobile phones are not to be taken into the examination room. The areas where bags are placed is not considered to be the examination room, but any mobile phone left in a bag in this area must be switched off.
- behave ethically. No attempt should be made to engage in malpractice, to cheat or to attempt to cheat.
- Remain in the examination room and not hand in their paper until the examination time has elapsed.

A penalty, including a zero mark may be applied if a student break any of the examination rules with no opportunity to redo the task. The final decision will be determined by the principal.

## **APPEALS**

### **PURPOSE OF APPEALS**

This process is to be followed when a student wishes to appeal a decision made by a Head Teacher because the student has not observed the requirements of Kogarah High School Assessment Policy.

### **PROCEDURE TO LODGE AN APPEAL BY A STUDENT**

- The student must lodge a written appeal stating the grounds on which he/she is appealing. All supporting documentation must be included.
- The written appeal must be submitted to the relevant Deputy Principal within 3 days of the task being submitted or completed.
- Only appeals submitted using the Assessment Task Appeal Form and completed by the student will be considered.

### **PROCEDURE TO CONSIDER AN APPEAL**

- The Head Teacher will gather the assessment task documentation issued to students and relevant information from staff where appropriate.
- The Head Teacher will photocopy the student's work and keep the originals where malpractice is involved.
- The Deputy Principal will convene the Appeals Panel consisting of the Head Teacher and the Deputy Principal.
- The panel will interview the student to enable the student to elaborate on his/her grounds for appeal.
- The panel will consider all other evidence put before it in an impartial manner.
- The Panel's role is to determine whether
  - the student had adhered to the rules of the Kogarah High School Assessment Policy.
  - The penalty is upheld or adjusted.
  -

The Deputy Principal will record the decision of the Appeal Panel on the student's records and notify the student.

# ANCIENT HISTORY

Component	Task 1	Task 2	Task 3	Task 4	WEIGHTING %
	<b>Source Analysis:</b> Cities of Vesuvius: Pompeii and Herculaneum (Core Study)	<b>Historical Analysis:</b> Sparta	<b>In-class Essay:</b> New Kingdom Egypt – Amenhotep III to the Death of Ramesses II	<b>Trial High School Certificate Exam:</b> Core Study, Sparta, New Kingdom Egypt, Akhenaten	
	Term 4, Week 9	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 5/6	
	<b>Outcomes</b> 12-10, 12-5, 12-6, 12-3	<b>Outcomes</b> 12-6, 12-9, 12-7, 12-1, 12-8, 12-2	<b>Outcomes</b> 12-1, 12-4, 12-6, 12-7, 12-9	<b>Outcomes</b> 12-3, 12-6, 12-9, 12-10	
Knowledge and understanding of course content	<b>10</b>	5	10	15	40
Historical skills in the analysis and evaluation of sources and interpretation	5	5	5	5	20
Historical inquiry and research	5	10	5		20
Communication of historical understanding in appropriate forms		5	5	10	20
	20	25	25	30	<b>100%</b>

## OBJECTIVES

## HSC COURSE OUTCOMES

### *Students:*

### *A student:*

- develop knowledge and understanding of a range of features people places, events and developments of the ancient world in their historical context
- develop an understanding of change and continuity over time
- undertake the process of historical inquiry
- use historical concepts and skills to examine the ancient past
- communicate an understanding of history, sources and evidence, and historical interpretations.

- AH 12-1 accounts for the nature of continuity and change in the ancient world
- AH 12-2 proposes arguments about the varying causes and effects of events and developments
- AH 12-3 evaluates the role of historical features , individuals and groups in shaping the past
- AH 12-4 analyses the different perspectives of individuals and groups in their historical context
- AH 12-5 assesses the significance of historical features, people, places, events and developments of the ancient world
- AH 12-6 analyses and interprets different types of sources of evidence to support an historical account or argument
- AH 12-7 discusses and evaluates differing interpretations and representations of the past
- AH 12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH 12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well structured forms
- AH 12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past.

# BIOLOGY

## BOARD ASSESSMENT COMPONENTS

Knowledge and Understanding	40%
Depth Study	30%
Scientific thinking, Problem Solving and Communication	30%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
1) Skills and Problem solving	BIO12-5, BIO12-6, BIO12-7, BIO12-12	Term 4 Weeks 8/10	20%
2) Depth Study	BIO12-1, BIO12-2, BIO12-3, BIO12-4 BIO12- 7, BIO12-13	Term 1 Week 9	25%
3) Practical task, data analysis and laboratory report	BIO12-2, BIO12-3, BIO12-4 BIO12-14	Term 2 Week 9	25%
4) Trial Higher School Examination	BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12 4-15	Term 3 Weeks 5/6	30%
<b>TOTAL</b>			<b>100%</b>

**SKILLS OBJECTIVES:** Student develops the skills in applying the process of Working Scientifically to:

**KNOWLEDGE AND UNDERSTANDING OBJECTIVES:**

*develop knowledge and understanding of heredity and genetic technologies*

*develop knowledge and understanding of the effects of disease and disorders.*

**SKILLS OUTCOMES**

**KNOWLEDGE AND UNDERSTANDING OUTCOMES**

**A Student:**

**A Student:**

**BIO11/12-1**

develops and evaluates questions and hypotheses for scientific investigation

**BIO12-12**

explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

**BIO11/12-2**

designs and evaluates investigations in order to obtain primary and secondary data and information

**BIO12-13**

explains natural genetic change and the use of genetic technologies to induce genetic change

**BIO11/12-4**

selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**BIO12-14**

analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

**BIO11/12-5**

analyse and evaluates primary and secondary data and information

**BIO12-15**

explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

**BIO11/12-6**

solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**BIO11/12-7**

communicates scientific understanding using suitable language and terminology for a specific audience or purpose

## BUSINESS STUDIES

### BOARD ASSESSMENT COMPONENTS

Knowledge and understanding of course content	40%
Stimulus-based skills	20%
Inquiry and research	20%
Communication of business information, ideas and issues in appropriate forms	20%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
1. Operations – <i>Extended Response using Case Studies/Contemporary Business Issues</i>	H2, H8, H10	Term 4 Week 8	20%
2. Finance – <i>Topic Test Operations</i>	H1, H2, H3, H5	Term 1 Week 8	25%
3. Marketing, Operations, Finance – <i>Business Report</i>	H4, H6, H7, H8, H9	Term 2 Week 8	25%
4. <i>Trial Higher School Certificate examination – All topics</i>	All outcomes	Term 3 Weeks 5/6	30%
<b>TOTAL</b>			<b>100%</b>

OBJECTIVES	HSC COURSE OUTCOMES
<b><i>The student develops knowledge and understanding about:</i></b>	<b><i>The student:</i></b>
1. The nature, role and structure of business	H1 critically analyses the role of business in Australia and globally
2. Internal and external influences on business	H2 evaluates management strategies in response to changes in internal and external influences. H3 discusses the social and ethical responsibilities of management.
3. The functions and processes of business activity	H4 Analyses business functions and processes in large and global businesses.
4. The impact of internal and external factors on business.	H5 explains management strategies and their impact on business H6 evaluates the effectiveness of management in the performance of business
<b>The student develops skills to</b>	
5. Investigate, synthesize and evaluate contemporary business issues and hypothetical and actual business situations	H7 plans and conducts investigations into contemporary business issues. H8 organizes and evaluates information for actual and hypothetical business situations
6. Communicate business information and information and issues using appropriate formats	H9 communicates business information, issues and concepts in appropriate formats
7. Apply mathematical concepts appropriate to business situations.	H10 applies mathematical concepts appropriately in business situations.



# CHEMISTRY

## BOARD ASSESSMENT COMPONENTS

Knowledge and Understanding	40%
Depth Study	30%
Scientific thinking, Problem Solving and Communication	30%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
1) Skills Test/ Practical Task	CH11/12-3, CH11/12- 4, CH11/12-5, CH11/12-6, CH11/12-12	Term 4 Weeks 8/10	30%
2) Depth Study	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-7, CH12-13	Term 1 Week 7	20%
3) Polymers Research Task	CH11/12-5, CH11/12-6, CH11/12-7, CH12-14	Term 2 Weeks 8	20%
4) Trial HSC Examination	CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH12-12, CH12-13, CH12-14, CH12-15	Term 3 Weeks 5/6	30%
<b>TOTAL</b>			<b>100%</b>
<b>SKILLS OBJECTIVES:</b> <i>Students develop skills in applying the processes of Working Scientifically</i>	<b>KNOWLEDGE AND UNDERSTANDING OBJECTIVES:</b> develop knowledge and understanding of equilibrium and acid reactions		
<b>SKILLS OUTCOMES</b> <b>A Student:</b>	<b>KNOWLEDGE AND UNDERSTANDING OUTCOMES</b> <b>A Student:</b>		
CH11/12-1 develop and evaluate questions and hypotheses for scientific investigation	CH12-12 explains the characteristics of equilibrium systems, and the forces that affect these systems.		
CH11/12-2 design and evaluate investigations in order to obtain primary and secondary data and information	CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models.		
CH11/12-3 conduct investigation to collect valid and reliable primary and secondary data and information	<b>KNOWLEDGE AND UNDERSTANDING OBJECTIVES:</b> develop knowledge and understanding of the applications of chemistry.		
	<b>KNOWLEDGE AND UNDERSTANDING OUTCOMES</b> <b>A Student:</b>		
CH11/12-4 select and processes appropriate qualitative and quantitative data and information using a range of appropriate media	CH12-14 analyses the structure of, and predicts reactions involving carbon compounds.		
CH11/12-5 analyse and evaluate primary and secondary data and information	CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes.		
CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes			
CH11/12-7 communicate scientific understanding using suitable language and terminology for a specific audience or purpose			

# COMMUNITY AND FAMILY STUDIES

## BOARD ASSESSMENT COMPONENTS

Research Methodology	20%
Groups in Context	25%
Parenting and Caring	25%
Individuals and Work	30%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
1. Research Methodologies	H4.1, H4.2	Term 4 Week 8	20%
2. Groups in Context Assignment	H2.2, H2.3, H3.3	Term 1 Week 8	25%
3. Parenting and Caring	H2.1, H2.2, H3.2, , H5.2	Term 2 Week 6	25%
4. Trial Higher School Certificate examination	H1.1 to H6.2	Term 3 Weeks 5/6	30%
<b>TOTAL</b>			<b>100%</b>

OBJECTIVES	HSC COURSE OUTCOMES
<i>Students will develop:</i>	<i>A student:</i>
1. knowledge and understanding about resource management and its role in ensuring individual, group, family and	H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
2. knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing	H2.1 analyses different approaches to parenting and caring relationships H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
3. knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities	H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups H3.2 evaluates networks available to individuals, groups and families within communities H3.3 critically analyses the role of policy and community structures in supporting diversity H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
4. knowledge and understanding about research methodology and skills in researching, analysing and communicating	H4.1 justifies and applies appropriate research methodologies H4.2 communicates ideas, debates issues and justifies opinions
5. skills in the application of management processes to meet the needs of individuals, groups, families and communities	H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
6. skills in critical thinking and the ability to take responsible action to promote wellbeing	H6.1 analyses how the empowerment of women and men influences the way they function within society H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
7. an appreciation of the diversity and interdependence of individuals, families, groups and communities	H7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society H7.2 develops a sense of responsibility for the wellbeing of themselves and others H7.3 appreciates the value of resource management in response to change H7.4 values the place of management in coping with a variety of role expectations

**CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE**

Preliminary Year 2023 - HSC 2024

QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) &amp; Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Training Package: CPC08 Construction, Plumbing and Services (version 6.5)

NB: The information may change in 2022 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.

NESA course code 2 U X 2 YR -  
26211 2022 HSC Exam: 26299  
**LMBR UI Code:**  
CPC20220126211B or  
CPC20120126211B

TERM	Unit Code	Units Of Competency	AQF CORE / ELEMENTS	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	<b>6 PRELIMINARY UOCs</b>						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	
Term 1	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M M	<b>20</b>	Cluster 2 – Work Safe Stay Safe	% Preliminary Exam
Term 2	CPCCCM1001	Undertake basic estimation and costing Carry out measurements and calculations	CP-C	M	35	Cluster 3 – Working it out	35 hrs. Work placement
	CPCCCOM1015		CP-C	M			
Term 3	CPPCCOM2001	Read and interpret plans and specifications Plan and organise work	C-C	M	35	Cluster 4 – Project Planning	
	CPCCPM1013		CP-C	M			
Terms 4/5 Option 1	<b>11 HSC UOCs</b>						35 hrs. Work placement  60% HSC trial exam
	CPCCB20001 CPCCB2002	Handle prepare bricklaying and block laying materials Use bricklaying and block laying tools and equipment	CP-E C-E	E E	30	Cluster 5 – Brick and Block laying	
Terms 4/5 Option 2	CPCCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	CP-E C-E	E E	35	Cluster 5 – Wall and Floor Tiling	The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. It should be derived from a minimum of two exams.
Terms 4/5 Option 3	CPCCCJN2001 CPCCCJN3004	Assemble components Manufacture and assemble joinery components	CP C- E	E E	40	Cluster 5 - Joinery	
Term 4/5/6/7	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	CP-E C CP-E	E M E	50	Cluster 6 – Tools, Equipment and Materials	
Term 4/5/6/7	CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	C CP-C	M M	55	Cluster 7 – Major Project	

**Note: Units of competency from the HSC focus areas will be included in the optional HSC examination.**

# EARTH & ENVIRONMENTAL SCIENCE

## BOARD ASSESSMENT COMPONENTS

Knowledge and Understanding	40%
Depth Study	25%
Scientific thinking, Problem Solving and Communication	30%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
1) Data analysis quiz	EES11/12-4, EES11/12-5, EES11/12-6, EES11/21-7, EES11/12-12	Term 4 Week 8	20%
2) Film review and analysis of technologies to predict geological and climatic disasters	EES11/12-1, EES11/12-5, EES11/12-6, EES11/12-7, EES11/12-13	Term 1 Week 10	20%
3) Depth Study	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-7, EES11/12-12, EES11/12-13, EES11/12-14, EES11/12-15	Term 3 Week 2	30%
4) Trial Higher School Certificate examination	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-7, EES11/12-12, EES11/12-13, EES11/12-14, EES11/12-15	Term 3 Weeks 5/6	30%
<b>TOTAL</b>			<b>100%</b>
<b>SKILLS OBJECTIVES:</b> Student develops the skills in applying the process of Working Scientifically to:	<b>KNOWLEDGE AND UNDERSTANDING OBJECTIVES:</b> Student develop knowledge and understanding of the evolving Earth		
<b>SKILLS OUTCOMES</b> <b>A Student:</b>	<b>KNOWLEDGE AND UNDERSTANDING OUTCOMES</b> <b>A Student:</b>		
<b>EES 11/12-1</b> develops and evaluates questions and hypotheses for scientific investigation	<b>EES 12-12</b> describes and evaluates the models that show the structure and development of the Earth over its history		
<b>EES 11/12-2</b> designs and evaluates investigations in order to obtain primary and secondary data and information	<b>EES 12-13</b> describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems		
<b>EES 11/12-3</b> conducts investigations to collect valid and reliable primary and secondary data and information	<b>KNOWLEDGE AND UNDERSTANDING OBJECTIVES:</b> Students develop knowledge and understanding of the impacts of living on the Earth.		
	<b>KNOWLEDGE AND UNDERSTANDING OUTCOMES</b> <b>A Student:</b>		
<b>EES 11/12-4</b> selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	<b>EES 12-14</b> analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate		
<b>EES 11/12-5</b> analyse and evaluates primary and secondary data and information	<b>EES 12 -15</b> describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems		
<b>EES 11/12-6</b> solves scientific problems using primary and secondary data, critical thinking skills and scientific processes			
<b>EES11/12-7</b> communicates scientific understanding using suitable language and terminology for a specific audience or purpose			

# ECONOMICS

## BOARD ASSESSMENT COMPONENTS

Knowledge and understanding	40%
Stimulus based skills	20%
Inquiry and research	20%
Communication of economic ideas	20%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
1. Global Economy – <i>Research writing</i>	H1- 5, 8, 11	Term 1 Week 1	20%
2. Global Economy AND Australia’s Place in the Global Economy – <i>Topic test</i>	H1, 2- 6, 8, 10	Term 1 Week 9	25%
3. Economic Issues – <i>Stimulus and skills</i>	H6-11	Term 2 Week 10	25%
4. ALL TOPICS – <i>Trial Higher School Certificate examination</i>	All outcomes	Term 3 Weeks 5/6	30%
<b>TOTAL</b>			<b>100%</b>

OBJECTIVES	HSC COURSE OUTCOMES
<b>A student will develop knowledge and understanding about:</b>	<b>A student:</b>
<ul style="list-style-type: none"> <li>• the economic behaviour of individuals, firms, institutions and governments</li> </ul>	H1 demonstrates understanding of economic terms, concepts and relationships H2 analyses the economic role of individuals, firms, institutions and governments
<ul style="list-style-type: none"> <li>• the function and operation of markets</li> </ul>	H3 explains the role of markets within the global economy
<ul style="list-style-type: none"> <li>• the operation and management of economies</li> </ul>	H4 analyses the impact of global markets on the Australian and global economies H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts
<b>A student develops skills to:</b>	
<ul style="list-style-type: none"> <li>• contemporary economic problems and issues facing individuals, firms and governments</li> </ul>	H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
<ul style="list-style-type: none"> <li>• investigate and engage in effective analysis, synthesis and evaluation of economic information from a variety of sources</li> </ul>	H9 selects and organises information from a variety of sources for relevance and reliability H10 communicates economic information, ideas and issues in appropriate forms H11 applies mathematical concepts in economic contexts
<ul style="list-style-type: none"> <li>• communicate economic information, ideas and issues in appropriate forms</li> </ul>	H12 works independently and in groups to achieve appropriate goals in set timelines

# ENGINEERING STUDIES

## BOARD ASSESSMENT COMPONENTS

Knowledge and Understanding of Course Content	60%
Knowledge and skills in research, problem solving and communication related to engineering practice	40%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
1. Bridge design and analysis	H3.1, H3.2, H3.3, H4.2, H5.1, H5.2,	Term 4 Week 8	25%
2. Problem solving and communication assessment	H1.2, H2.1, H3.1, H3.3	Term1 Week 8	20%
3. Aeronautical Engineering report	H1.1, H3.2, H4.1, H4.2, H5.1, H6.1	Term 2 Week 8	25%
4. Trial Higher School Certificate examination	H1.1, H1.2, H2.1, H3.1, H3.3, H4.3	Term 3 Weeks 5/6	30%
<b>TOTAL</b>			<b>100%</b>

OBJECTIVES	HSC COURSE OUTCOMES
<i>Students will develop:</i>	<i>A student:</i>
<ul style="list-style-type: none"> <li>understanding of the scope of engineering and the role of the engineer</li> </ul>	H1.1 describes the scope of engineering and critically analyses current innovations 1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
<ul style="list-style-type: none"> <li>knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society</li> </ul>	H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
<ul style="list-style-type: none"> <li>communication skills appropriate to engineering practices</li> </ul>	H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports H3.3 develops and uses specialised techniques in the application of graphics
<ul style="list-style-type: none"> <li>knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice</li> </ul>	H4.1 investigates the extent of technological change in engineering H4.2 applies knowledge of history and technological change to engineering-based problems H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
<ul style="list-style-type: none"> <li>management and problem-solving in engineering contexts</li> </ul>	H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports H5.2 selects and uses appropriate management and planning skills related to engineering
<ul style="list-style-type: none"> <li>skills in the application of engineering methodology</li> </ul>	H6.1 demonstrates skills in research and problem-solving related to engineering H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

## ENGLISH ADVANCED

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	<i>Common Module Texts and Human Experiences</i> Multimodal and Related Text	<i>Mod C: Craft of Writing</i> Imaginative Response	<i>Mod A: Textual Conversations</i> Extended Response	<b>Trial HSC Examination</b> <i>Common Module</i> <i>Module A</i> <i>Module B</i> <i>Module C</i>	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 7	Term 2, Week 5	Term 3, Weeks 5/6	
<b>Outcomes assessed</b>	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-8, EA12-9	EA12-1, EA12-3, EA12-5, EA12-6, EA12-7, EA12.8	All outcomes	
<b>Components</b>		<b>Weighting %</b>			
Knowledge and understanding of course content	10	10	15	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

Course Objectives	Outcomes
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:	<b>A student:</b>
<b>Objective A</b> communicate through speaking, listening, reading, writing, viewing and representing	<b>EA12-1</b> independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure <b>EA12-2</b> uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<b>Objective B</b> use language to shape and make meaning according to purpose, audience and context	<b>EA12-3</b> critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning <b>EA12-4</b> strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
<b>Objective C</b> think in ways that are imaginative, creative, interpretive and critical	<b>EA12-5</b> thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments <b>EA12-6</b> investigates and evaluates the relationships between texts
<b>Objective D</b> express themselves and their relationships with others and their world	<b>EA12-7</b> evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued <b>EA12-8</b> explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
<b>Objective E</b> learn and reflect on their learning through their study of English	<b>EA12-9</b> reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

ENGLISH STANDARD					
Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Common Module: <i>Texts and Human Experiences</i>  Multimodal and Related Text	<i>Module C Craft of Writing</i>  Imaginative Response	<i>Module B Close study of text</i>  Extended Response	<b>Trial HSC Examination</b> <i>Common Module</i> <i>Module A</i> <i>Module B</i> <i>Module C</i>	
<b>Timing</b>	Term 4, Week 9	Term 1, Week 7	Term 2, Week 5	Term 3, Weeks 5/6	
<b>Outcomes assessed</b>	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-7, EN12-8, EN12-9	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-7, EN12-8	All outcomes	
<b>Components</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
<b>Total %</b>	20	20	30	30	100

Course Objectives	Outcomes
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:	<b>A student:</b>
<b>Objective A</b> communicate through speaking, listening, reading, writing, viewing and representing	<b>EN12-1</b> independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure <b>EN12-2</b> uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<b>Objective B</b> use language to shape and make meaning according to purpose, audience and context	<b>EN12-3</b> analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning <b>EN12-4</b> adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
<b>Objective C</b> think in ways that are imaginative, creative, interpretive and critical	<b>EN12-5</b> thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments <b>EN12-6</b> investigates and explains the relationships between texts
<b>Objective D</b> express themselves and their relationships with others and their world	<b>EN12-7</b> explains and evaluates the diverse ways texts can represent personal and public worlds <b>EN12-8</b> explains and assesses cultural assumptions in texts and their effects on meaning
<b>Objective E</b> learn and reflect on their learning through their study of English	<b>EN12-9</b> reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner



ENGLISH EAL/D					
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	<i>Texts and Human Experiences</i>  Multimodal Task (inc Listening)	<i>Module C Close Study of text &amp; Module D Focus On Writing</i>  Imaginative Writing	<i>Module B Language, Identity and Culture</i>  Extended Response	<b>Trial HSC Examination</b> <i>Texts and Human Experience</i> Mod A Mod B Mod C Mod D <i>Including Listening</i>	
Timing	Term 4, Week 9	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 5/6	
Outcomes assessed	EAL12-1A, EAL12-1B, EAL12-2, EAL12-3, EAL 12-5, EAL12-6, EAL 12-7	EAL 12-1A, EAL 12-1B, EAL12-2, EAL12-3, EAL 12-4, EAL 12-5, EAL12-7, EAL 12-8 EAL 12-9	EAL 12-3, EAL 12-7, EAL 12-8	All outcomes	
Components	Weighting %				
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

Course Objectives	Outcomes
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:	<b>A student:</b>
<b>Objective A</b> communicate through speaking, listening, reading, writing, viewing and representing	<b>EAL12-1A</b> responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure <b>EAL12-1B</b> communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts <b>EAL 12-2</b> uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
<b>Objective B</b> use language to shape and make meaning according to purpose, audience and context	<b>EAL 12-3</b> identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning <b>EAL 12-4</b> applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
<b>Objective C</b> think in ways that are imaginative, creative, interpretive and critical	<b>EAL 12-5</b> thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts relationships between texts <b>EAL12-6</b> investigates and evaluates the relationships between texts
<b>Objective D</b> express themselves and their relationships with others and their world	<b>EAL 12-7</b> integrates understanding of the diverse ways texts can represent personal and public worlds <b>EAL 12-8</b> analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
<b>Objective E</b> learn and reflect on their learning through their study of English	<b>EAL 12-9</b> reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

## ENGLISH STUDIES

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Common Module Texts and Human Experiences</b> <i>Extended response and ORT</i>	<b>Module A: We Australian</b> Multimodal Assessment	<b>Module D: Digital Worlds</b> Portfolio of Work <i>All Modules</i>	<b>Module G: Local Heroes</b> <i>Examination</i>	
<b>Timing</b>	Term 4, Week 10	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 5/6	
<b>Outcomes assessed</b>	ES12-1, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8, ES12-9	ES12-1, ES12-3, ES12-4, ES12-5, ES12-8, ES12-9	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-8, ES12-9	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8, ES12-9, ES12-10	
<b>Components</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	10	10	15	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

Course Objectives	Outcomes
Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:	<b>A student:</b>
<b>Objective A</b> communicate through speaking, listening, reading, writing, viewing and representing	<b>ES12-1</b> comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes <b>ES12-2</b> identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts <b>ES12-3</b> accesses, comprehends and uses information to communicate in a variety of ways <b>ES12-4</b> composes proficient texts in different forms
<b>Objective B</b> use language to shape and make meaning according to purpose, audience and context	<b>ES12-5</b> develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences <b>ES12-6</b> uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
<b>Objective C</b> think in ways that are imaginative, creative, interpretive and critical	<b>ES12-7</b> represents own ideas in critical, interpretive and imaginative texts <b>ES12-8</b> understands and explains the relationships between texts
<b>Objective D</b> express themselves and their relationships with others & their world	<b>ES12-9</b> identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
<b>Objective E</b> learn and reflect on their learning through their study of English	<b>ES12-10</b> monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

**Trial Examination \*\*\* Students who are intending to obtain an ATAR will be invited to sit a PRACTICE Examination during the Trial Examination Week 5-6.**

## ENTERPRISE COMPUTING

### BOARD ASSESSMENT COMPONENTS

Project Management	20%
Information Systems and Databases	20%
Communications Systems	20%
Option Strands	40%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
Multimedia Task	H1.1, H1.2, H7.1, H7.2	Term 4 Week 9	25%
Project Management Task	H1.1, H2.1, H7.1, H7.2	Term 1 Week 9	20%
Information Systems and Databases Task	H3.1, H3.2, H4.1, H5.1	Term 2 Week 9	25%
Trial Higher School Certificate examination	H1.2, H5.1, H5.2, H6.1	Term 3 Weeks 5/6	30%
<b>TOTAL</b>			<b>100%</b>

OBJECTIVES	HSC COURSE OUTCOMES
<i>Students will develop:</i>	<i>A student:</i>
<b>1.</b> knowledge and understanding of the nature and function of information systems	H1.1 applies and explains an understanding of the nature and function of information technologies to a specific practical situation H1.2 explains and justifies the way in which information systems relate to information processes in a specific context
<b>2.</b> knowledge and understanding of interrelationships among information processes	H2.1 analyses and describes a system in terms of the information processes involved H2.2 develops and explains solutions for an identified need which address all of the information processes
<b>3.</b> an understanding and appreciation of social and ethical issues pertaining to information systems, technologies and processes	H3.1 evaluates and discusses the effect of information systems on the individual, society and the environment H3.2 demonstrates and explains ethical practice in the use of information systems, technologies and processes
<b>4.</b> an understanding and appreciation of the emerging nature of information systems, technologies and processes within a historical context	H4.1 proposes and justifies ways in which information systems will meet emerging needs
<b>5.</b> skills in the discriminatory selection and ethical use of appropriate resources and tools to support information systems	H5.1 justifies the selection and use of appropriate resources and tools to effectively develop and manage projects H5.2 assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices
<b>6.</b> skills and techniques to creatively and methodically plan, design and implement information systems to address needs	H6.1 analyses situations, identifies needs, proposes and then develops solutions H6.2 selects, justifies and applies methodical approaches to planning, designing or implementing solutions
<b>7.</b> skills in management, communication and teamwork in relation to individual and group activities	H7.1 implements and explains effective management techniques H7.2 uses methods to thoroughly document the development of individual and team projects

# FOOD TECHNOLOGY

## BOARD ASSESSMENT COMPONENTS

Knowledge and understanding of course content	40%
Knowledge and skills in designing, researching, analysing and evaluating	30%
Skills in experimenting with and preparing food by applying theoretical concepts	30%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
<b>1.</b> Australian Food Industry Task	H1.4, H3.1, H1.2	Term 4 Week 7	20%
<b>2.</b> Manufacturing and Processing Research Task	H1.1, H1.3, H4.2	Term 1 Week 7	20%
<b>3.</b> Food Product Experimentation and Development	H1.1, H1.2, H1.3, H4.1	Term 2 Week 7	30%
<b>4.</b> Trial HSC Examination	H1.1, H1.2, H1.4, H2.1, H3.1, H3.2	Term 3 Weeks 5/6	30%
<b>TOTAL</b>			<b>100%</b>

### OUTCOMES

#### HSC Course Outcomes

A student:

- H1.1 explains manufacturing processes and technologies used in the production of food products
- H1.2 examines the nature and extent of the Australian food industry
- H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
- H2.1 evaluates the relationship between food, its production, consumption, promotion and health
- H3.1 investigates operations of one organisation within the Australian food industry
- H3.2 independently investigates contemporary nutrition issues
- H4.1 develops, prepares and presents food using product development processes
- H4.2 applies principles of food preservation to extend the life of food and maintain safety
- H5.1 develops, realises and evaluates solutions to a range of food situations

# GEOGRAPHY

## BOARD ASSESSMENT COMPONENTS

Knowledge and understanding of course content	40%
Geographical tools and skills	20%
Geographical inquiry and research, including fieldwork	20%
Communication of geographical information, ideas and issues in appropriate forms	20%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
1. Fieldwork report – <i>Ecosystems at Risk</i>	H1, H2, H5, H8, H10	Term 4 Week 9	25%
2. Topic Test including skills – <i>Urban places</i>	H1, H3, H9, H10	Term 1 Week 9	25%
3. Research and extended response– <i>People and Economic Activity</i>	H1, H4, H5, H7, H13	Term 2 Week 9	25%
4. All topics – <i>Trial Higher School Certificate examination</i>	H6, H10, H11, H12	Term 3 Weeks 5/6	25%
TOTAL			100%

OBJECTIVES	HSC COURSE OUTCOMES
<b>Students:</b>	<b>A student:</b>
<p>The student will develop knowledge and understand about:</p> <ul style="list-style-type: none"> <li>▪ The characteristics and spatial distribution of environments</li> <li>▪ The processes that form and transform the features and patterns of the environment</li> <li>▪ The global and local forces which impact on people, ecosystems, urban places and economic activity</li> <li>▪ The contribution of a geographical perspective</li> </ul>	<p><b>H1</b> – explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity</p> <p><b>H2</b> – explains the factors which place ecosystems at risk and the reasons for their protection</p> <p><b>H3</b> – analyses contemporary urban dynamics and applies them in specific contexts</p> <p><b>H4</b> – analyses the changing spatial and ecological dimensions of an economic activity</p> <p><b>H5</b> – evaluates environmental management strategies in terms of ecological sustainability</p> <p><b>H6</b> – evaluates the impacts of, and responses of people to, environmental change</p> <p><b>H7</b> – justifies geographical methods applicable and useful in the workplace and relevant to a changing world</p>
<p>The student will develop skills to:</p> <ul style="list-style-type: none"> <li>▪ Investigate geographically</li> <li>▪ Communicate geographically</li> </ul>	<p><b>H8</b> – plans geographical inquiries to analyse and synthesise information from a variety of sources</p> <p><b>H9</b> – evaluates geographical information and sources for usefulness, validity and reliability</p> <p><b>H10</b> – applies maps, graphs, photographs and fieldwork to analyse and integrate data in geographical contexts</p> <p><b>H11</b> – applies mathematical ideas and techniques to analyse geographical data</p> <p><b>H12</b> – explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples</p> <p><b>H13</b> – communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms.</p>

Qualification: SIT20322 Certificate II in Hospitality Cohort 2023 - 2024  
Training Package SIT Tourism, Travel and Hospitality (version2.1)

School Name: Kogarah High School

Assessment Schedule Year 12 – 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2	Task 3	Task 4	Trial Exam 50%
		Week 2 Term 4 Date: 16/10/23	Week 2 Term 5 Date:5/02/23	Week 2 Term 7 Date:29/07/23	Week 4 Term 3 Date: August 2024 (Examweek week 5-6, term 3)
Code	Unit of Competency				
SITHIND006	Source and use information on the hospitality industry	X			
SITHFAB024	Prepare and serve non-alcoholic beverages		X		
SITHFAB025	Prepare and serve espresso coffee		X		
SITHFAB027	Serve food and beverages		X		
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills effectively			X	

Depending on the achievement of units of competency, the possible qualification outcome is **SIT20322 Certificate II in Hospitality**

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

\* Selected units only to be confirmed by your teacher.

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”. This means a course mark is not allocated.

## LEGAL STUDIES

### BOARD ASSESSMENT COMPONENTS

Knowledge and Understanding	40%
Analysis and Evaluation	20%
Inquiry and Research	20%
Communication	20%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
6. Human Rights – <i>Case Study</i>	H2, H3, H8	Term 4 Week 8	20%
7. Crime – <i>Topic Test</i>	H1, H6, H7	Term 1 Week 6	25%
8. Focus Study - FAMILY – <i>Research and extended response</i>	H4, H9, H7	Term 2 Week 7	25%
9. <i>Trial Higher School Certificate examination (all topics)</i>	H1, H5, H7, H9	Term 3 Weeks 5/6	30%
<b>TOTAL</b>			<b>100%</b>
<b>OBJECTIVES</b>	<b>HSC COURSE OUTCOMES</b>		
<b><i>A student develops knowledge and understanding about:</i></b>	<b><i>A student:</i></b>		
1. the nature and institutions of domestic and international law	H 1. identifies and applies legal concepts and terminology H 2. describes and explains key features of and the relationship between Australian and international law.		
2. the operation of the Australian and international legal systems and the significance of the rule of law	H 3. analyses the operation of domestic and international legal systems. H H4. evaluates the effectiveness of the legal system in addressing issues		
3. the interrelationship between law, justice and society and the changing nature of the law.	H 5. explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change. H 6. assesses the nature of the interrelationship between the legal system and society. H 7. evaluates the effectiveness of the law in achieving justice.		
<b><i>A student develops skills in:</i></b>	<b><i>A student:</i></b>		
4. investigating, analysing and communicating relevant legal information and issues.	H 8. locates, selects, organises, synthesises and analyses legal information from variety of sources including legislation, cases, media, international instruments and documents. H 9. communicates legal information using well-structured and logical arguments. H10. analyses differing perspectives and interpretations of legal information and issues.		

## MATHEMATICS STANDARD 2

### BOARD ASSESSMENT COMPONENTS

Understanding, fluency and communication    50%  
 Problem solving, reasoning and justification    50%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
1. In class assessment, MS-N2 NetworksMS-F1, F4 Interest & Depreciation, MS- F4, F5 Loans and Annuities.	MS2-12-5,8,9,10	Term 4 Week 8	25%
2. Investigation task. MS-A4 Equations & Linear Functions, MS-S4 Correlation & Regression + Validation test	MS2-12-1,2,6,7,9,10	Term 1 Week 8	20%
3. In class assessment. MS-M6 Sine & Cosine Rules, MS-N2, N3 Networks and MS-A5 Nonlinear Functions	MS2-12,3,4,8,9,10	Term 2 Week 9	25%
4. Trial Higher School Certificate examination	MS2-12-1 to 10	Term 3 Weeks 5/6	30%
<b>TOTAL</b>			<b>100%</b>

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



# MATHEMATICS ADVANCED

## BOARD ASSESSMENT COMPONENTS

Concepts, skills and techniques – 50%  
Reasoning and communications – 50%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
1. In class assessment. M1 Series and Sequence, F2 Transformation of functions, T3 Trigonometric functions and graphs.	MA12-1,2,4,5,9,10	Term 4 Week 8	25%
2. Investigation task. C3 Geometrical applications of differentiation + Validation test	MA12-3,6,8,9,10	Term 1 Week 8	20%
3. In class assessment. C4 Integration, S2 Correlation and regression, M1 Financial applications of sequence. (Investments, Annuities and Loans).	MA12-2,3,4,7,8,9,10	Term 2 Week 9	25%
4. Trial Higher School Certificate examination	MA12-1 to 10	Term 3 Weeks 5/6	30%
<b>TOTAL</b>			<b>100%</b>
OBJECTIVES	HSC COURSE OUTCOMES		
<i>Students will develop:</i>	<i>A student:</i>		
Develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques	<b>MA12-1</b> uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts <b>MA12-2</b> models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques <b>MA12-3</b> applies calculus techniques to model and solve problems		
Develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data and statistics and probability	<b>MA12-4</b> applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems <b>MA12-5</b> applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs <b>MA12-6</b> applies appropriate differentiation methods to solve problems <b>MA12-7</b> applies the concepts and techniques of indefinite and definite integrals in the solution of problems <b>MA12-8</b> solves problems using appropriate statistical processes		
develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations	<b>MA12-9</b> chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use		
develop the ability to communicate and interpret mathematics logically and concisely in a variety of forms	<b>MA12-10</b> constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context		

# MATHEMATICS EXTENSION 1

## BOARD ASSESSMENT COMPONENTS

Concepts, skills and techniques – 50%

Reasoning and communications – 50%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
1. In class assessment. ME-P1 Proof by induction, ME-T3 Trigonometric equations	ME12-1,3,6,7	Term 4 Week 9	25%
2. In class assessment. ME-V1 Vectors, ME-C2 Further Differentiation	ME12-1,2,4,6,7	Term 1 Week 5	25%
3. Investigation task. ME-V1 Further Vectors & Projectile Motion + Validation test	ME12-2,6,7	Term 2 Week 10	20% (15% + 5%)
4. Trial Higher School Certificate examination	ME12-1 to 7	Term 3 Weeks 5/6	30%
<b>TOTAL</b>			<b>100%</b>

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

## MATHEMATICS EXTENSION 2

### BOARD ASSESSMENT COMPONENTS

Concepts, skills and techniques – 50%  
Reasoning and communications – 50%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
1. In class assessment. MEX-N1 Complex Numbers, MEX-N2 Applying Complex Numbers	MEX12-1,4,7,8	Term 4 Week 10	25%
2. Investigation task. MEX-N2 Applying Complex Numbers, MEX-V1 Vectors + Validation test	MEX12-1,3,4,7,8	Term 1 Week 7	20%
3. In class assessment. MEX-V1 3D Vectors, MEX-P1 Mathematical Proof, MEX-P2 Further Mathematical Induction	MEX12-1,3,4,7,8	Term 2 Week 7	25%
4. Trial Higher School Certificate examination	MEX12-1 to 8	Term 3 Weeks 5/6	30%
<b>TOTAL</b>			<b>100%</b>

OBJECTIVES	HSC COURSE OUTCOMES
<i>Students will develop:</i>	<i>A student:</i>
Develop efficient strategies to solve complex problems using pattern recognition, generalisation, proof and modelling techniques	<b>MEX12-1</b> understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
Develop their knowledge, skills and understanding to model and solve complex and interconnected problems in the areas of proof, vectors and mechanics, calculus and complex numbers	<b>MEX12-2</b> chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings <b>MEX12-3</b> uses vectors to model and solve problems in two and three dimensions <b>MEX12-4</b> uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems <b>MEX12-5</b> applies techniques of integration to structured and unstructured problems <b>MEX12-6</b> uses mechanics to model and solve practical problems
Develop their problem-solving and reasoning skills to create appropriate mathematical models in a variety of forms and apply these to difficult unstructured problems	<b>MEX12-7</b> applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
Use mathematics as an effective means of communication and justification in complex situations	<b>MEX12-8</b> communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

## MODERN HISTORY

Component	Task 1	Task 2	Task 3	Task 4	WEIGHTING %
	Source Analysis Power and Authority	Historical Analysis In Class Essay with Sources: USA – 1919-1941	In class essay: Conflict in the Pacific 1937-1951 OR Conflict in Indochina 1954-1979	Trial Higher School Certificate: Power and Authority, USA 1919-41, Conflict in the Pacific 1937-1951. Civil Rights in the USA 1945- 1968. Conflict in Indochina	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 5/6	
	Outcomes 12-1, 12-2, 12-4, 12-6, 12-9	Outcomes 12-2, 12-4, 12-7, 12-8, 12-9, 12-3	Outcomes 12-8, 12-9, 12-2, 12-3, 12-5, 12-4, 12-7, 12-6	Outcomes 12-6, 12-9, 12-5, 12-3, 12-2, 12-1, 12-7, 12-4	
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretation	5	5	5	5	20
Historical inquiry and research	10	5	5		20
Communication of historical understanding in appropriate forms		5	5	10	20
	20	25	25	30	100%
<b>OBJECTIVES</b>		<b>HSC COURSE OUTCOMES</b>			
<i>Students</i>		<i>A student:</i>			
<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> <li>develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical context</li> <li>develop an understanding of continuity and change over time.</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>undertake the process of historical inquiry</li> <li>use historical concepts and skills to examine the modern past</li> <li>communicate their understanding of history, sources and evidence, and historical interpretations.</li> </ul> <p>Values and Attitudes</p> <ul style="list-style-type: none"> <li>appreciate the influence of the past on the present and the future</li> <li>value the contribution of the study of Modern History to lifelong learning, and active and informed citizenship.</li> </ul>		<p><b>MH12-1</b> accounts for the nature of continuity and change in the modern world</p> <p><b>MH12-2</b> proposes arguments about the varying causes and effects of events and developments</p> <p><b>MH12-3</b> evaluates the role of historical features, individuals, groups and ideas in shaping the past</p> <p><b>MH12-4</b> analyses the different perspectives of individuals and groups in their historical context</p> <p><b>MH12-5</b> assesses the significance of historical features, people, ideas, movements, events and developments of the modern world</p> <p><b>MH12-6</b> analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p><b>MH12-7</b> discusses and evaluates differing interpretations and representations of the past</p> <p><b>MH12-8</b> plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p><b>MH12-9</b> communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p>			

# MUSIC 1

BOARD ASSESSMENT COMPONENTS		INTERNAL ASSESSMENT	
Performance Core	10%	Written Examination	30%
Composition Core	10%	Core Performance	20%*
Musicology Core	10%	Electives	60%*
Aural Core	25%	*The marks for Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.	
Elective 1	15%		
Elective 2	15%		
Elective 3	15%		

ASSESSMENT TASK DESCRIPTION		OUTCOMES	DATE	WEIGHTING
Composition Portfolio and Aural Analysis	Topic 1 - Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic	H2, H4, H5, H6, H7, H8	Term 4 Week 8	10% 10%
Presentation of Performance and Viva Voce	Topic 2 - Solo or ensemble performance and in-class viva voce based on performance repertoire demonstrating an understanding of compositional techniques and features of the topic	H1, H2, H4, H5, H6	Term 1 Week 6	10% 10%
Presentation or Submission: Elective Option for Topics 1 and 2	Presentation of performance and/or composition portfolio and/or musicology outline and viva voce	H1-8*	Term 2 Week 6	15% 15%
Trial HSC Examination	Aural Skills Examination and Presentation of elective performance or elective composition portfolio or elective musicology outline and viva	H1-8*	Term 3 Weeks 5/6	15% 15%
*Teachers will select appropriate outcomes based on Elective options selected by each student			TOTAL	100%

OBJECTIVES	HSC COURSE OUTCOMES
<i>Students will develop:</i>	<i>Through activities in performance, composition, musicology and aural, a student:</i>
1. knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.	H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
2. the skills to evaluate music critically.	H5 critically evaluates and discusses performances and compositions H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
3. an understanding of the impact of technology on music	H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music
4. personal values about music	H9 performs as a means of self-expression and communication H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities H11 demonstrates a willingness to accept and use constructive criticism

# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

## BOARD ASSESSMENT COMPONENTS

Knowledge and understanding	40%
Skills in personal and community health and how to improve performance	30%
Skills in critical thinking, research and analysis	30%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
1. Sports Medicine	H8, H13, H17	Term 4 Week 8	20%
2. Health Priorities	H2, H3, H5, H15, H16	Term 1 Week 7	25%
3. Factors Affecting Performance	H7, H8, H11, H16, H17	Term 2 Week 6	25%
4. Trial Higher School Certificate examination	H1–H5, H7– H11, H14–H17	Term 3 Weeks 5/6	30%
<b>TOTAL</b>			<b>100%</b>

OBJECTIVES	HSC COURSE OUTCOMES
<i>A student develops:</i>	<i>A student:</i>
1. knowledge and understanding of the factors that affect health.	H1 describes the nature, and justifies the choice, of Australia’s health priorities H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk H3 analyses the determinants of health and health inequities.
2. a capacity to exercise influence over personal and community health outcomes.	H4 argues the case for health promotion based on the Ottawa Charter H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities H6 demonstrates a range of personal health skills that enables them to promote and maintain health
3. knowledge and understanding about the way the body moves.	H7 explains the relationship between physiology and movement potential H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity H9 explains how movement skill is acquired and appraised
4. an ability to apply the skills of critical thinking, research and analysis.	H10 designs and implements training plans to improve performance H11 designs psychological strategies and nutritional plans in response to individual performance needs H12 analyses the influence of socio cultural factors on the way people participate in and value physical activity and sport H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
5. values and attitudes that promote healthy active lifestyles and communities.	H14 argues the benefits of health-promoting actions and choices that promote social justice H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all. H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts. H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

# PHYSICS

## BOARD ASSESSMENT COMPONENTS

**Working Scientifically** **40%**

**Knowledge and Understanding** **60%**

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
1. Depth Study	PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-7, PH12-12	Term 4 Weeks 6/7	20%
2. Open Book Test	PH12-5, PH12-12, PH12-13	Term 1 Weeks 7/8	25%
3. Research Task/ In-class test	PH12-4, PH12-5, PH12-6, PH12-14, PH12-15	Term 2 Week 6/7	25%
4. Higher School Certificate Trial Examination	PH12-5, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15	Term 3 Weeks 5/6	30%
<b>TOTAL</b>			<b>100%</b>
<b>OBJECTIVES</b>	<b>YEAR 12 COURSE OUTCOMES</b>		
<i><b>A student develops the skills to:</b></i>	<i><b>A student develops knowledge and understanding about:</b></i>		
<ul style="list-style-type: none"> <li>• develop and evaluate questions and hypotheses for scientific investigation <b>PH11/12-1</b></li> </ul>	<ul style="list-style-type: none"> <li>• describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles <b>PH12-12</b></li> </ul>		
<ul style="list-style-type: none"> <li>• design and evaluate investigations in order to obtain primary and secondary data and information <b>PH11/12-2</b></li> </ul>	<ul style="list-style-type: none"> <li>• explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively <b>PH12-13</b></li> </ul>		
<ul style="list-style-type: none"> <li>• conduct investigation to collect valid and reliable primary and secondary data and information <b>PH11/12-3</b></li> </ul>	<ul style="list-style-type: none"> <li>• describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world <b>PH12-14</b></li> </ul>		
<ul style="list-style-type: none"> <li>• select and processes appropriate qualitative and quantitative data and information using a range of appropriate media <b>PH11/12-4</b></li> </ul>	<ul style="list-style-type: none"> <li>• explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom <b>PH12-15</b></li> </ul>		
<ul style="list-style-type: none"> <li>• analyse and evaluate primary and secondary data and information <b>PH11/12-5</b></li> </ul>			
<ul style="list-style-type: none"> <li>• solves scientific problems using primary and secondary data, critical thinking skills and scientific processes <b>PH11/12-6</b></li> </ul>			
<ul style="list-style-type: none"> <li>• communicate scientific understanding using suitable language and terminology for a specific audience or purpose <b>PH11/12-7</b></li> </ul>			

**PUBLIC SCHOOLS NSW ULTIMO RTO 90072**  
**RETAIL SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE**  
**Preliminary Year 2023 - HSC 2024**

QUALIFICATION: SIR30216 Certificate III in Retail (Release 4)  
 Training Package: Retail Services (Release 7.0)

**NESA course code**  
 2 U X 2 YR - 26911  
**HSC Exam:**  
 26999LMBR UI  
**Code: (11 OR**  
 12)  
 SIR30216126911B

TERM	Unit Code	Units Of Competency	AOFCORE/ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
Term 1	<b>7 PRELIMINARY UOCs</b>						240 Indicative Hours over 2 years
	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	CE	M E	15 10	<b>Cluster A: Safety and Spotless</b> Written task, online quiz, practical and teacher observation	
Term 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	CC	M M	20 15	<b>Cluster B: Working in the industry</b> Research, self/peer assessment, simulation, presentation	35 hrs Work placement
Term 2-3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	CC C	M E E	20 20 20	<b>Cluster C: Customer Service</b> Teacher observation, written task, portfolio of evidence	% Preliminary Exam
Term 4-5	<b>7 HSC UOCs</b>						35 hrs Work placement  % Trial HSC Exam
	SIRXSLS001 SIRXSLS002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures. Identify and respond to security risks	CEC	M M M	15 15 15	<b>Cluster D: Sales &amp; Security</b> Questioning, scenario, role play	
Term 5-6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	EE	S S	20 20	<b>Cluster E: Retail General Selling</b> Scenario, direct observation of practical work, written questioning	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	SIRRINV002 SIRRINV001	Control stock Receive and handle retail stock	EE	E E	20 15	<b>Cluster F: Stock Control</b> Written questioning, scenario, direct observation of practical work	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 245		Units of competency from the HSC focus areas will be included in the optional HSC examination.		



## SOCIETY AND CULTURE

### BOARD ASSESSMENT COMPONENTS

Knowledge and understanding of course content	50%
Application and evaluation of social and cultural research methods	30%
Communication of information, ideas and issues in appropriate forms	20%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
1. Core Study – <i>Social Cultural Continuity and Change (China)</i> Secondary Research Report	H1, 4-7, 9, 10	Term 4 Week 7	20%
2. Depth Study 1 – Belief Systems and Ideologies (Islam) – <i>Research and in class essay</i>	H1-3, 5, 7, 9, 10	Term 1 Week 8	25%
3. Depth Study 2 – Popular Culture (Cyber culture) <i>Oral task and written submission</i>	H2-5, 7-8, 10	Term 2 Week 8	25%
4. All topics – <i>Trial Higher School Certificate examination</i>	All outcomes	Term 3 Weeks 5/6	30%
<b>TOTAL</b>			<b>100%</b>
<b>PIP Due Dates for your diary:</b>	T4W4 – PIP Secondary research assignment – complete _____ T4W10 – PIP Proposal and introduction – complete _____ T1W3 – PIP Primary Research Schedule - complete _____ T2W8 – PIP Body Draft - complete _____ T3W1 – PIP Conclusion - complete _____		
OBJECTIVES	HSC COURSE OUTCOMES		
<i>Students will develop knowledge and understanding of</i>	<i>A student</i>		
1. personal, social and cultural identity	H1 explains the interaction between persons, societies, cultures and environments across time		
2. cultures shared by members of societies	H2 analyses relationships within and between social and cultural groups		
3. interactions of persons, societies, cultures and environments across time	H3 accounts for cultural diversity and commonality within societies and cultures		
4. continuity and change, personal and social futures and strategies for change	H4 evaluates continuity and change, and assesses social futures and strategies for change and the implications for societies and cultures		
5. the role of power, authority, gender and technology in societies and cultures	H5 evaluates the influence of power, authority, gender and technology on decision-making and participation in society		
6. the methodologies of social and cultural research	H6 applies and evaluates the methodologies of social and cultural research		
students will develop skills to:			
7. apply and evaluate social and cultural research	H7 applies appropriate language and concepts associated with society and culture		
8. investigate and engage in effective evaluation, analysis and synthesis of information from a variety of sources	H8 selects, organises and evaluates information and sources for usefulness, validity and bias H9 plans an investigation, analyses and synthesises information from a variety of perspectives and sources		

# SPORT LIFESTYLE AND RECREATION

## BOARD ASSESSMENT COMPONENTS

1. Healthy Lifestyle
2. Games & Sports Applications II
3. Coaching
4. First Aid

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
1. Aquatics	1.1, 1.3, 4.4, 4.5	Term 4 Week 8	20%
2. Sports Coaching and Training	2.2, 2.4, 2.5	Term 2 Week 2	30%
3. First Aid and Sport Injuries	1.3, 3.6, 4.5	Term 3 Weeks 5	20%
TOTAL			100%

OBJECTIVES	HSC COURSE OUTCOMES
<b><i>Students will develop:</i></b>	<b><i>A student:</i></b>
1. knowledge and understanding of the factors that influence health and participation in physical activity	<ul style="list-style-type: none"> <li>• applies the rules and conventions that relate to participation in a range of physical activities</li> <li>• explains the relationship between physical activity, fitness and healthy lifestyle</li> <li>• demonstrates ways to enhance safety in physical activity</li> <li>• investigates and interprets the patterns of participation in sport and physical activity in Australia</li> </ul>
2. knowledge and understanding of the principles and processes impacting on the realisation of movement potential	<ul style="list-style-type: none"> <li>• explains the principles of skill development and training</li> <li>• analyses the fitness requirements of specific activities</li> <li>• selects &amp; participates in physical activities that meet individual needs, interests &amp; abilities</li> <li>• describes how societal influences impact on the nature of sport in Australia</li> </ul>
3. the ability to analyse and implement strategies that promote health, physical activity and enhanced performance	<ul style="list-style-type: none"> <li>• selects appropriate strategies and tactics for success in a range of movement contexts</li> <li>• designs programs that respond to performance needs</li> <li>• measures and evaluates physical performance capacity</li> <li>• composes, performs and appraises movement</li> <li>• analyses personal health practices</li> <li>• assesses and responds appropriately to emergency care situations</li> <li>• analyses the impact of professionalism in sport</li> </ul>
4. a capacity to influence the participation and performance of self and others	<ul style="list-style-type: none"> <li>• plans strategies to achieve performance goal</li> <li>• demonstrates leadership skills and a capacity to work cooperatively in movement context</li> <li>• makes strategic plans to overcome the barriers to personal and community health</li> <li>• demonstrates competence and confidence in movement contexts</li> <li>• recognises the skills and abilities required to adopt roles that support health, safety and physical activity</li> </ul>
5. a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	Values and Attitudes <ul style="list-style-type: none"> <li>• accepts responsibility for personal and community health willingly</li> <li>• participates in regular physical activity</li> <li>• values the importance of an active lifestyle values the features of a quality performance</li> <li>• strives to achieve quality in personal performance</li> </ul>

# VISUAL ARTS

## BOARD ASSESSMENT COMPONENTS

INTERNAL ASSESSMENT	EXTERNAL EXAMINATION
Artmaking 50% Art criticism and art history 50%	Written Examination 50% Body of Work 50%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
Art making & Art criticism and art history	H1, H2, H3, H4, H8, H9	Term 4 Week 9	<b>AM</b> 10%  <b>CH</b> 10%
Art making & Art criticism and art history	H1, H2, H3, H4, H7, H8, H9	Term 1 Week 8	<b>AM</b> 10%  <b>CH</b> 10%
Art making	H1, H2, H3, H4, H5, H6	Term 3 Week 2	<b>AM</b> 30%
Art criticism and art history	H7, H8, H9, H10	Term 3 Weeks 5/6	<b>CH</b> 30%
<b>TOTAL</b>			<b>100%</b>

<b>OBJECTIVES</b>	<b>HSC COURSE OUTCOMES</b>
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<i>Students will develop:</i>	<i>A student:</i>
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CONTENT	ARTMAKING OUTCOMES	CRITICISM AND HISTORY OUTCOMES
	<i>A student:</i>	<i>A student:</i>
<b>Practice</b>	H1 initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions	H7 applies their understanding of practice in art criticism and art history.
<b>Conceptual Framework</b>	H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work	H8 applies their understanding of the relationships among the artist, artwork, world and audience.
<b>Frames</b>	H3 demonstrates an understanding of the frames when working	H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art.
<b>Representation</b>	H4 selects and develops subject matter and forms in particular ways as representations in art-making	H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts.
<b>Conceptual strength and meaning</b>	H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways	
<b>Resolution</b>	H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work	

## WORK STUDIES

### BOARD ASSESSMENT COMPONENTS

Knowledge and Understanding  
Skills

30%  
70%

ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHTING
1. Skills based take home task	1, 3, 4.	Term 4 Week 10	25%
2. Mid-Course Examination	2, 3, 4, 5.	Term 1 Week 9	25%
3. Group Work Research Task	6, 7, 8, 9.	Term 2 Week 10	25%
4. End of Course examination	2, 3, 5, 9.	Term 3 Week 5/6	25%
<b>TOTAL</b>			<b>100%</b>
OBJECTIVES	HSC COURSE OUTCOMES		
<b><i>A student develops knowledge and understanding about:</i></b>	<b><i>A student:</i></b>		
1. Knowledge and understanding of work, the work environment and skills for employment	1. Investigates a range of work environments		
2. Knowledge and understanding of employment options, career management, life planning and further education and training	2. Examines different types of work and skills for employment		
	3. Analyses employment options and strategies for career management		
	4. Assesses pathways for further education, training and life planning		
<b><i>A student develops skills in:</i></b>	<b><i>A student:</i></b>		
3. Skills for success in the workplace	5. communicates and uses technology effectively		
4. Skills in critically assessing personal and social influences on individuals and groups	6. applies self-management and teamwork skills		
	7. utilises strategies to plan, organise and solve problems		
	8. assesses influences on people's working lives		
	9. evaluates personal and social influences on individuals and groups		

## ATTENDANCE AND PUNCTUALITY

### REGISTERING ATTENDANCE

Attendance is recorded for the **school's attendance register at the start of the day at the beginning of period 1.**

### LATE START

If you have an authorised late start (ie after session 1) you must register your attendance by **signing on at the Administration Office** at least 10 minutes before the start of your first scheduled class.

### LATENESS

If you are late you must **report to the Student Administration Office to register your attendance and obtain a Late Arrival to School slip.** Do not attend classes without registering or you will be marked absent for that particular day. Punctuality is important and any lateness is recorded on your attendance record. Students who arrive late to school without a written explanation will be required to report to a lunch detention supervised by the Deputy Principal.

### TRUANCY

It is **your responsibility to attend each and every lesson.** If you do not, the fractional truancy will be recorded on your attendance record and result in faculty disciplinary action.

### EARLY LEAVE

1. Before school **you must take a note** requesting permission to leave school early **to the Deputy Principal.** (This will only be in very extreme cases)
2. The Administration Office will give you an **Early Leaver's Pass** to show your teacher when leaving. You must **keep** this pass to show to bus drivers or police or anyone else who has a right to know why you are not in school until 2.45 pm.

### COMPLETION OF TIMETABLED PERIODS

3. If you have an **Early Finish (session 6 only)** you must leave school when you have completed timetabled classes unless you are working in the library, in which case you must sign on in the library. You must have returned a signed **parental permission** to be allowed to leave the school.
4. Non timetable periods are shown on your **timetable** which can be shown to anyone who needs to know why you are not at school between 8.35 am and 2.45 pm.

## ABSENT TEACHER

5. If your teacher is absent **in your final timetabled lesson for the day you may go home** if you have returned a signed parental permission note allowing you to leave the school. Before leaving, students must **check with the relevant Head Teacher** that no replacement teacher has been allocated and to collect any work.

## LEAVE OF ABSENCE

6. When you are absent **you must apply for leave**. It is your responsibility to do so with a note or medical certificate **on the day of your return to School**. Otherwise your Attendance Record shows an unexplained absence.
7. Absences of less than four days.  
Hand in your note at the front Office.
8. Absences of four days or more.  
If you are sick a parent should contact the school to explain your absence. **A note will still be required when you return to school**.
9. The school's expectation is that you will not take extended leave eg for overseas holidays, during term time. Where extended leave is unavoidable, you must bring a note to the Principal requesting leave. You will not automatically be granted leave.
10. If you take extended leave without approval your position at the school may be **declared vacant**.

## STUDY PERIODS

11. **These are for private study and work. You must be in the Library**. When you go to the Library you must sign on when you enter.
12. If you have not returned a signed parental permission note you must be at school for the whole day.
13. If you have returned a signed parental permission note **you are to remain at school at all times between your first and last timetabled lesson**. You are **not** to leave the school, for example, to go to the shops – you will be recorded as truant if you go there. You will also be issued with an after school detention. The School is legally required to supervise you during the period you are timetabled to be at school.



SAMPLE Assessment Notification for all subjects except VET

# KOGARAH HIGH SCHOOL

## Notification of Assessment Task

**Subject:**

**Course:**

**Task Number:**

**Marks:**                      **Weighting:**

**Notification Date:**

**Outcomes to be assessed:**

**Topic:**

**Task:**

**Marking Guidelines and Rubric:**

1. *YOU MUST BE PRESENT ALL DAY for assessment tasks given in non-scheduled examination periods (such as in-class tests). You are required to register your attendance on the day in your first timetabled period ON TIME, and attend other timetabled lessons as normal.*
2. *This is a common task and will count towards your overall course mark*
3. *Equipment is your responsibility and will not be loaned If you fail to attend this task, you must follow the procedures set out in the assessment booklet*





SAMPLE ONLY – This page will be completed by the Principal/Deputy Principal

**Independent evidence of illness: to be completed by a medical practitioner**

Diagnosis of medical condition: \_\_\_\_\_

Date of onset of illness: \_\_\_\_\_

Date(s) and time(s) of all consultations/meetings relating to this illness: \_\_\_\_\_

Please describe how the student's condition/symptoms could affect their examination performance. (If the student was **unable to attend** an examination, it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)

Any other comments or information which may assist in the assessment of the student's appeal. (If there is

Please note that any fee for providing this report is the responsibility of the student.  
Name of doctor or other health professional providing this information: \_\_\_\_\_

Profession: \_\_\_\_\_

Place of work/organisation: \_\_\_\_\_

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

Contact phone: \_\_\_\_\_

Signed: \_\_\_\_\_

\_Date: \_\_\_\_\_

**Section B2**

**Independent evidence of misadventure: to be completed by a relevant person such as a police officer or counsellor**

Date of misadventure event: \_\_\_\_\_

Were you a witness to the event: Yes/ No \_\_\_\_\_

If No how did you obtain the evidence you are providing? \_\_\_\_\_

Are you known to the student? Yes / No. If Yes, nature of relationship: \_\_\_\_\_

Description of event: \_\_\_\_\_

Name: \_\_\_\_\_

Profession: \_\_\_\_\_

Place of work/organisation: \_\_\_\_\_

Address \_\_\_\_\_

Contact phone: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



**KOGARAH HIGH SCHOOL  
ILLNESS/MISADVENTURE –  
NOTIFICATION OF OUTCOME**

Name: \_\_\_\_\_ Year: \_\_\_\_\_  
\_\_\_\_\_

Date of assessment task: \_\_\_\_\_ Subject: \_\_\_\_\_  
\_\_\_\_\_

A panel (including a Head Teacher and member of the Senior Executive) has met and reviewed your application to be awarded marks or special consideration for the task listed above. This decision was made in line with our school assessment policy, which was provided to you at the beginning of your academic year.

Assessment requirements are explained to students when Assessment Booklets are issued at the Learning Conferences in Years 11 & 12.

Your application to be awarded marks or special consideration:

has been declined due to the reason(s) below

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

has been upheld for the reason(s) below

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

**Deputy Principal/Principal:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## GLOSSARY OF KEY TERMS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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

## ASSESSMENT TASK CALENDAR

Week	Term 4	Term 1	Term 2	Term 3
1		Economics		
2			SLR	Visual Art, Earth & Environmental Studies, SLR
3				
4				English Studies Portfolio
5		Mathematics Ext 1	English Advanced, English Standard,	HSC Trials
6	Physics	Music	CAFS, Physics, Music, PDHPE	HSC Trials
7	Society and Culture Physics, Food Technology, Japanese Beginners	Ancient History, Chemistry, Mathematics Ex 2, English Standard, English Advanced, Food Technology, PDHPE, Physics,	Mathematics Ext 2, Physics, Food Technology, Legal Studies	
8	Biology, Business Studies, Chemistry, Mathematics Standard, Mathematics Advanced, CAFS, Engineering Studies, Legal Studies, Earth & Environmental Studies. Music, SLR, PDHPE	Engineering Studies, Society and Culture, Business Studies, English EALD, English Studies, Visual Arts, Mathematics Advanced, Mathematics Standard, Modern History, Photography, Physics, PDHPE	PDHPE, Chemistry, Business Studies, Society and Culture, Engineering Studies, English Studies,	
9	Biology, Chemistry, Ancient History, English EALD, English Standard, English Advanced, Geography, Modern History, Mathematics Ext 1, Visual Arts, Enterprise Computing	Economics, Biology, Geography, IPT, Work Studies, Enterprise Computing	Ancient History, Modern history, Geography, Biology, Mathematics Standard, Advanced Mathematics, Enterprise Computing	
10	Mathematics Ext 2, Biology, Chemistry, English Studies, Work Studies	Earth & Environmental Studies	English EALD, Economics, Work Studies, Ext 1 Mathematics	

# KHS 2023- 2024 PERSONAL

## ASSESSMENT TASK CALENDAR

Wk			Term 4 2021		Term 1 2022		Term 2 2022		Term 3 2022	
1	M		9		29		29	School Dev Day	22	School Dev Day
	T	O	10	SCHOOL STARTS	J	30	School Dev Day	A	30	SCHOOL STARTS
	W	C	11		A	31	School Dev Day	P	1	
	T	T	12		N	1	School starts	R	2	
	F		13			2			3	
2	M		16		5		6		29	
	T	O	17		F	6		M	7	
	W	C	18		E	7		A	8	
	T	T	19		B	8		Y	9	
	F		20			9			10	
3	M		23		12		13		5	
	T	O	24		F	13		M	14	
	W	C	25		E	14		A	15	
	T	T	26		B	15		Y	16	
	F		27			16			17	
4	M		30		19		20		12	
	T	N	31		F	20		M	21	
	W	O	1		E	21		A	22	
	T	V	2		B	22		Y	23	
	F		3			23			24	
5	M		6		26		27		19	TRIAL EXAMS
	T	N	7		F	27		M	28	TRIAL EXAMS
	W	O	8		E	28		A	29	TRIAL EXAMS
	T	V	9		B	29		Y	30	TRIAL EXAMS
	F		10			1			31	TRIAL EXAMS
6	M		13		4		3		26	TRIAL EXAMS
	T	N	14		M	5		J	4	TRIAL EXAMS
	W	O	15		A	6		U	5	TRIAL EXAMS
	T	V	16		R	7		N	6	TRIAL EXAMS
	F		17			8			7	TRIAL EXAMS
7	M		20		11		10		2	
	T	N	21		M	12		J	11	
	W	O	22		A	13		U	12	KING'S BIRTHDAY
	T	V	23		R	14		N	13	
	F		24			15			14	
8	M		27		18		17		9	
	T	N	28		M	19		J	18	
	W	O	29		A	20		U	19	
	T	V	30		R	21		N	20	
	F		1			22			21	
9	M		4		25		24		16	
	T	D	5		M	26		J	25	
	W	E	6		A	27		U	26	
	T	C	7		R	28		N	27	
	F		8			29	Good Friday		28	
10	M		11		1	Easter Monday		1		23
	T	D	12		A	2		J	2	
	W	E	13		P	3		U	3	
	T	C	14		R	4		L	4	
	F		15			5			5	
11	M		18		A	8				
	T	D	19		P	9				
	W	E	20		R	10				
	T	C	21	School Dev Day		11				
	F		22	School Dev Day		12				