



# HSC ASSESSMENT STUDENT HANDBOOK 2020



Name:

Admin:

# *Student Agreement*

As a senior student of St Joseph's High School Aberdeen receiving this HSC Assessment Student Handbook I am undertaking the responsibility to follow the procedures outlined in this handbook.

- I have read and understood the HSC Assessment Student Handbook
- I understand that attendance is a requirement of NESAs to be eligible for a HSC.
- I understand that I must make a serious and diligent attempt at all Assessment Tasks
- Wherever possible, I am to complete and present all Assessment Tasks by the due date and time; and to be present for those Assessment Tasks held at school.
- I understand that Hand-in tasks are to be submitted by 8:45am on the due date. Tasks submitted after 9:00am will be considered **LATE**.
- If I am unable to attend school on the day of an Assessment Task, I will ensure my parents/guardians phone the school **by 8:45am** and explain my absence.
- If I am unable to attend or complete an assessment for reasons of ill-health, injury or misadventure, I will obtain relevant supporting documentary proof (medical certificate/police report etc.) and complete and **Extension/Illness/Misadventure Form** (available in this handbook).
- If I am absent for an assessment task **immediately** upon my return to school, I will report to the relevant Leader of Pedagogy and submit all supporting documents.
- In the event of a known absence from school on the due date of an assessment task, which prevents submission, I understand that it is **my responsibility** to inform the relevant Leader of Pedagogy at least 3 days prior to the due date of my absence and submit an Extension/Illness/Misadventure form.
- I understand that sporting, cultural events or family vacations should **not** prevent the submission of tasks on time.
- I understand all applications for Extension/Illness/Misadventure are subject to the approval of the Assessment Committee, and that by submitting the application there is no guarantee of it being endorsed or accepted by the Assessment Committee. The Assessment Committee must consider what is right and just for all students in the course.
- If I fail to hand in an Assessment Task by the due date, without reasonable explanation and supporting documentary evidence, I will be penalised with a **ZERO** mark. However, I understand that the task will still need to be completed to fulfil the requirements of the course and my eligibility to sit the HSC examination for that subject.
- I understand that technical issues are not an excuse for failure to submit a task. It is my responsibility to back-up all tasks.
- I understand that malpractice will not be tolerated, and I will only submit **ALL MY OWN WORK**



## Contact Staff 2020

School Executive		
Principal		Mr Robert Holstein ( <a href="mailto:robert.holstein@mn.catholic.edu.au">robert.holstein@mn.catholic.edu.au</a> )
Assistant Principal – Curriculum & Wellbeing		Mrs Veronica Rolfe ( <a href="mailto:veronica.rolfe@mn.catholic.edu.au">veronica.rolfe@mn.catholic.edu.au</a> )
Assistant Principal –Administration & Wellbeing		Mr Joel Bristow ( <a href="mailto:joel.bristow@mn.catholic.edu.au">joel.bristow@mn.catholic.edu.au</a> )
Ministry Coordinator		Mr Vince Cooper ( <a href="mailto:vince.cooper@mn.catholic.edu.au">vince.cooper@mn.catholic.edu.au</a> )
Leaders of Pedagogy		
Religion	Mrs Meagan Edwards ( <a href="mailto:meagan.obrien@mn.catholic.edu.au">meagan.obrien@mn.catholic.edu.au</a> )	Studies in Catholic Thought Studies of Religion 1 Unit Studies of Religion 2 Unit Aboriginal Studies
English	Mrs Nicole Taylor ( <a href="mailto:nicole.taylor@mn.catholic.edu.au">nicole.taylor@mn.catholic.edu.au</a> )	English Studies English Standard English Advanced English Extension 1
Mathematics	Mrs Melanie Ritter ( <a href="mailto:melanie.carrigan@mn.catholic.edu.au">melanie.carrigan@mn.catholic.edu.au</a> )	Mathematics Standard 1 Mathematics Standard 2 Advanced Mathematics Mathematics Extension 1
Science	Ms Lisa Bright ( <a href="mailto:lisa.bright@mn.catholic.edu.au">lisa.bright@mn.catholic.edu.au</a> )	Agriculture Biology Chemistry Earth & Environmental Science Investigating Science Physics
HSIE	Ms Emma Scott ( <a href="mailto:emma.scott@mn.catholic.edu.au">emma.scott@mn.catholic.edu.au</a> )	Ancient History Business Studies Economics Legal Studies Modern History Society & Culture
PDHPE	Mr Stefan Sokulsky ( <a href="mailto:steven.sokulsky@mn.catholic.edu.au">steven.sokulsky@mn.catholic.edu.au</a> )	Community & Family Studies PDHPE Sport Leisure and Recreation
TAS & VET	Mr Garry Scruton ( <a href="mailto:garry.scruton@mn.catholic.edu.au">garry.scruton@mn.catholic.edu.au</a> )	Information Processes & Technology Industrial Technology Hospitality Primary Industries Retail Metals & Engineering
CAPA & LOTE	Mrs Claire Dent ( <a href="mailto:claire.dent@mn.catholic.edu.au">claire.dent@mn.catholic.edu.au</a> )	Drama Music 1 Visual Arts Japanese
Distance Education	Mrs Veronica Rolfe ( <a href="mailto:veronica.rolfe@mn.catholic.edu.au">veronica.rolfe@mn.catholic.edu.au</a> )	Dance
Support Staff		
Leader of Wellbeing		Mrs Lesley Shipman ( <a href="mailto:lesley.shipman@mn.catholic.edu.au">lesley.shipman@mn.catholic.edu.au</a> )
Career’s Advisor		Ms Kylie Watkins ( <a href="mailto:kylie.watkins@mn.catholic.edu.au">kylie.watkins@mn.catholic.edu.au</a> )
Learning Support		Mrs Maree Beer ( <a href="mailto:maree.beer@mn.catholic.edu.au">maree.beer@mn.catholic.edu.au</a> )
Indigenous Support		Mr Vince Cooper ( <a href="mailto:vince.cooper@mn.catholic.edu.au">vince.cooper@mn.catholic.edu.au</a> )
School Counsellor		Mr Kaine Griffith ( <a href="mailto:kaine.griffith@mn.catholic.edu.au">kaine.griffith@mn.catholic.edu.au</a> ) Ms Melissa Brown ( <a href="mailto:melissak.brown@mn.catholic.edu.au">melissak.brown@mn.catholic.edu.au</a> )

# *Section 1 – General Information*

## **1.1 Welcome and Introduction**

Congratulations on the successful completion of the Year 11 Course and welcome to the HSC Course. To complete the HSC course, you must successfully complete at least 10 units of HSC subjects. This will require a diligent approach to your studies and the conscious completion of all relevant assessment tasks outlined in this handbook.

The key to academic success over the next year is a positive attitude and a committed approach. Constant reference should be made to this document as it contains the information you need for your approaching assessment tasks for each of your courses; the number, type, outcomes and weightings of each task. All of which should be references from this handbook in preparation for each task.

This handbook also contains an outline of your rights and responsibilities as set out by NESA, what to do if something goes wrong and what will happen if you fail to follow the guidelines set out. Also there are some useful documents that may assist you during the HSC course.

It is important that you read this handbook and ensure you understand the information it contains. Seek clarification on anything contained that you do not fully understand.

The staff at St Joseph's wish you the very best for the HSC year, and hope that your hard work enables you to achieve your potential

## *Section 2 – Assessment Requirements and Guidelines*

### **2.1 The Higher School Certificate**

Performance in Higher School Certificate Assessment is as important as your performance in the HSC Examination. The NSW Educational Standards Authority (NESA) has set requirements for both schools and students. (Syllabus and assessment information is available on NESA website: <http://syllabus.nesa.nsw.edu.au>) Students must ensure they are aware of these requirements.

To be eligible for the award of the Higher School Certificate, students must:

- have gained the Record of School Achievement or such other qualifications as the Board of Studies considers satisfactory
- have completed HSC: All My Own Work (or its equivalent)
- have satisfactorily completed courses that comprise the pattern of study required by the Board for the award of the Higher School Certificate
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Candidates for the Higher School Certificate must undertake a program of study consisting of at least 12 units of Preliminary Courses, and at least 10 units of HSC Courses.

Both the Preliminary and HSC patterns of study **MUST** include:

- at least six units of Board Developed courses,
- at least two units of a Board Developed course in English,
- at least three courses which are of two-unit value (or greater), and
- at least four subjects.

Note: To satisfy pattern of study requirements for the Higher School Certificate, a maximum of six Preliminary units and six HSC units can be counted from Science courses.

### **2.2 Satisfactory Completion**

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including such things as assignments, class participation and practical work. **Students are required to complete all set tasks, not only those for assessment.** For the Principal to deem them as satisfactorily completing the course, students must make a serious attempt at assessment tasks **more than 50%** of the available marks for a course.



## 2.3 Performance Bands

Six Performance Bands (Band 6 being the highest) give students an indication of their performance in a course in relation to stated syllabus outcomes, and relative to other students in NSW who completed the course.

For 2 Unit Courses, the maximum possible marks is 100, and:

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

Extension courses are of 1-unit value and have a maximum possible mark of 50, with the exception of Mathematics

Extension 2. Four bands are used in reporting extension courses:

- Band E4 corresponds to marks from 45 to 50
- Band E3 corresponds to marks from 35 to 44
- Band E2 corresponds to marks from 25 to 34
- Band 1 corresponds to marks from 0 to 24.

## 2.4 Scaling for the ATAR

Calculation of the Australian Tertiary Admission Rank (ATAR) is the responsibility of the Technical Committee on Scaling on behalf of the NSW Vice-Chancellors' Committee. NESA provides the HSC data (consisting of both the scaled Examination Marks and moderated Assessment Marks) from which the ATARs are calculated, and the Universities Admissions Centre (UAC) then advises individual students of their ATARs.

The ATAR is a number between 0.00 and 99.95 (with increments of 0.05). It provides a measure of overall academic achievement in the HSC, which assists universities in ranking applicants for university selection.

The marks awarded to each student in each course are re-adjusted considering the general ability level of the group of students doing each course. This general ability level of each group is calculated by considering their performance in all the courses taken by the group.

Only after this scaling process is it valid to add up the marks awarded to a student and use this total to calculate the ATAR. It is not possible to obtain the ATAR by a combination of the marks or percentile bands which appear on the Record of Achievement.

A candidate's ATAR is based upon the scaled aggregate of the marks in the best ten units of Board-Developed course, subject to the following conditions:

- 2.4.1 the best two units of English must be included in the ATAR
- 2.4.2 the best eight units from the remaining Board-Developed Courses are included
- 2.4.3 no more than two units of Category B courses may be included.

**The ATAR is a rank, not a mark.** The only purpose of the ATAR is to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose. Further information is available on the UAC website: [www.uac.edu.au](http://www.uac.edu.au)

## Section 3 – Assessment Procedure

### 3.1 Assessment Policy

A copy of the [Assessment Policy](#) can be found on Compass – School Documentation – School Policies.

### 3.2 Rights and Responsibilities

*The school is responsible for:*

- setting assessment tasks which will be used to measure student performance in each component of a course
- specifying a mark/weighting for each assessment task
- informing students of the requirements of each assessment task at least 3 weeks before the due date
- keeping records of each student's performance on each assessment task
- providing students with information on their progress.

*Students are responsible for:*

- meeting all course requirements, including attendance at classes
- applying themselves with diligence and sustained effort to the set work and experiences provided in each course

- being aware of assessment requirements and procedures
- making a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks more than 50% of the available marks may receive an 'N determination' for that course
- their personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged
- submitting all tasks on or before the due date
- being present for all 'in-class' tasks and examinations.

### 3.3 Notification of Assessment Tasks

The due date and details of an assessment task will be notified to students in writing, wherever possible, at least **THREE WEEKS** before the submission date.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for three weeks' notice provided the task is not being brought forward. ***Any changes of date will be notified in writing.*** Note that written notification has precedence over any information listed in the assessment schedules contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task.

The written notification of each task must include:

- the date and time of when the task will take place or when the task is due
- components and their weighting as specified in the syllabus package
- the general nature of the assessment task
- the weight value of the task in relation to the total weighted mark for the course.

Where appropriate, marking criteria/information about how the task will be assessed will also be included.

Dates for assessment tasks will be submitted to the Principal responsible for the School Calendar. The AP (Curriculum) will monitor the schedule of tasks to ensure that tasks are evenly spread, and clashes avoided. Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the Leader of Pedagogy responsible for their subject **at least 3 days before the date**

### 3.4 Absence for Notification

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit to the Leader of Pedagogy an ***Extension/Illness/Misadventure Form***. Submission of Hand-in Tasks

For assessment tasks which are completed outside the classroom:

- tasks are to be submitted on the due date by 8:45am to the Resource Centre, unless otherwise instructed on the assessment notification.
- tasks but contain a cover sheet (see section 5)
- tasks submitted after 9:00am will be deemed to be **LATE**.
- **LATE** tasks may receive **ZERO** marks (see 4.9 below)

### 3.5 Oral Tasks

Oral tasks usually consist of two components – a written submission and the oral presentation itself. The form of the written submission will be explained by your teacher when the task is distributed.

All written submissions must be handed in by the designated time on the due date. All written submissions handed in after this time will be deemed **LATE**, unless there are exceptional circumstances, and the student will receive **ZERO** for the written submission component of the task and may receive **ZERO** for the oral component.

In many cases, the actual oral presentations by students may take several periods over several days. On the specified time and day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students **MUST** attend class at the time indicated for their oral presentation. It is the student's responsibility to be ready to give their oral presentation at the designated time on the designated date. Any student that is not present to give their oral presentation at the designated time on the designated date will be deemed **LATE**, unless there are exceptional circumstances, and the student will receive **ZERO** for the oral presentation component of the task.

NB: In some circumstances, the written submission is the transcript of the oral presentation. If this transcript is not submitted by the designated time on the designated date, the student will receive **ZERO** for the task, unless there are



exceptional circumstances.

### 3.6 Excursions

Students must attend excursions and field trips, which are part of the HSC course assessment and complete the set work.

### 3.7 Examinations

The major examinations in the HSC Course are the Year 11 Term 3 HSC Assessment Days, the Year 12 Half Yearly and the Year 12 Trial Higher School Certificate.

### 3.8 Absent for an Assessment

It is the student's responsibility to ensure all assessment tasks are submitted by the due date or performed in class at the specified time. Unless an application for an extension has been approved the late submission or completion of a task will result in **ZERO** marks being awarded for that task.

It is expected that students must present for the start of the school day when handing in a prepared task, unless illness/misadventure applies. A student who is absent the day before an assessment task or arrives late to school/class must provide relevant documentation to demonstrate illness or misadventure otherwise the student may be deemed to have gained an advantage by taking extra time to complete the task and receive a zero mark. If this is proven, penalties may be applied.

Extensions for assessment tasks completed outside the classroom must be approved at least 3 days before **due date** of the task by the Leader of Pedagogy. If a student is unable to complete a task at the specified time, they must seek an extension. Extensions will only be granted in cases of severe illness or other exceptional circumstances. A medical certificate will be required in cases of illness. Holidays, routine medical or dental appointments, driving tests, part-time work commitments and routine sporting commitments are examples of grounds likely to be unsuccessful when applying for an extension.

If your extension is not granted, you must submit the incomplete task or complete the task on the designated date.

An extension of time for the submission or completion of tasks may only be granted after consultation with the Leader of Pedagogy. **Applications submitted after the due date (of task submission) or specified time (of completing the task) will not be considered.**

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, which includes being absent due to another school organised activity, the student must **NOTIFY THEIR CLASS TEACHER** and if required **at least 3 days before the due date** complete and submit an *Extension/Illness/Misadventure Form* to the relevant Leader of Pedagogy.

Students **MUST** either submit the task before the due date or make alternate arrangements for its submission on the due date. All tasks submitted after the designated time will be deemed **LATE**.

It is the student's responsibility to ensure all assessment tasks are submitted by the due date or performed in class at the specified time. Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the Assessment Committee).

**Note: The Assessment Committee may consist of the relevant Leader of Pedagogy, Curriculum Assistant Principal and Wellbeing Assistant Principal**

Students are advised to complete all assessment tasks to the best of their ability and to advise the school **IMMEDIATELY** if circumstances will prevent them from doing so.

1) A student who is absent from school for a valid reason on the day an assessment task is due to be handed in has the responsibility to ensure that the entire work is submitted to the relevant class teacher **by 8:45 am** on the due date, or to **ensure a parent notifies the school by telephone by 8:45 am** on the day the assessment task is due:

- to speak to the relevant Leader of Pedagogy to make alternate arrangements for the task to be submitted by fax or email on that day.
- to inform the Leader of Pedagogy that they will be unable to submit the task on that day, and give an anticipated date of when the task will be submitted

2) **On the day of their return to school**, the student must see the relevant Subject Teacher or Leader of Pedagogy to

submit an [Extension/Illness/Misadventure Form](#) and to provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** provide a medical certificate *for the relevant period*. **Medical certificates obtained after the event will not be accepted.**

A mark of **ZERO** will be recorded for the task if no [Extension/Illness/Misadventure Form](#) is submitted by the student to explain their absence.

3) If a student completes an assessment task but believes that **exceptional circumstances** adversely affected their performance, the student **MUST, on the day of the task**, see the Leader of Pedagogy or Curriculum Assistant Principal to obtain an **Assessment Task Appeal Form** and to provide an explanation as to why they feel their performance in the assessment task had been adversely affected. Note that exceptional circumstances do not include sickness. The student must return the completed **Assessment Task Appeal Form** to the Leader of Pedagogy or Curriculum Assistant Principal with the required independent evidence, with-in an agreed timeframe.

If the Assessment Task Appeal is not approved by the Assessment Committee, then the student will receive the mark they gained on the task. If the Assessment Task Appeal is approved, the Assessment Committee will advise the student of the course of action to be taken.

4) Steps to be taken if a student is sick DURING the completion of an assessment task at school:

(i) The student **MUST** notify the class teacher / exam supervisor who will offer the appropriate assistance and will immediately notify the relevant Leader of Pedagogy.

(ii) If the student chooses, they can continue with the completion of the task. **NO EXTRA TIME WILL BE GIVEN, AND THE RESULT ACHIEVED IN THE TASK WILL NOT BE ADJUSTED.**

(iii) If the student is unwell and unable to proceed with the completion of the assessment task, they will be signed out via the school Sick Bay and allowed to go home. The student will be advised to see a doctor immediately. The relevant Leader of Pedagogy will notify the Assessment Committee.

Upon **return to school**, the student must see the relevant Subject Teacher or Leader of Pedagogy to submit an [Extension/Illness/Misadventure Form](#) and must be prepared to sit for a substitute task. A medical certificate verifying the illness on the day of the assessment task **MUST** be provided. **Medical certificates obtained after the event will not be accepted.**

**Note: Appeals initiated after assessment task results have been issued will NOT be considered in any circumstances.**

5) Students will attend all timetabled lessons or scheduled school activities on the school **day prior** to an assessment task. Where a task is due later in the day, then students must attend all lessons **prior to the task on that day**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them being at school the day prior to the assessment task, or why they could not attend all lessons prior to the task on the day of the assessment task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** provide a medical certificate certifying the illness *occurred on the day prior to the assessment task, or on the day of the assessment task* (whichever is applicable). **Medical certificates obtained after the event will not be accepted.**

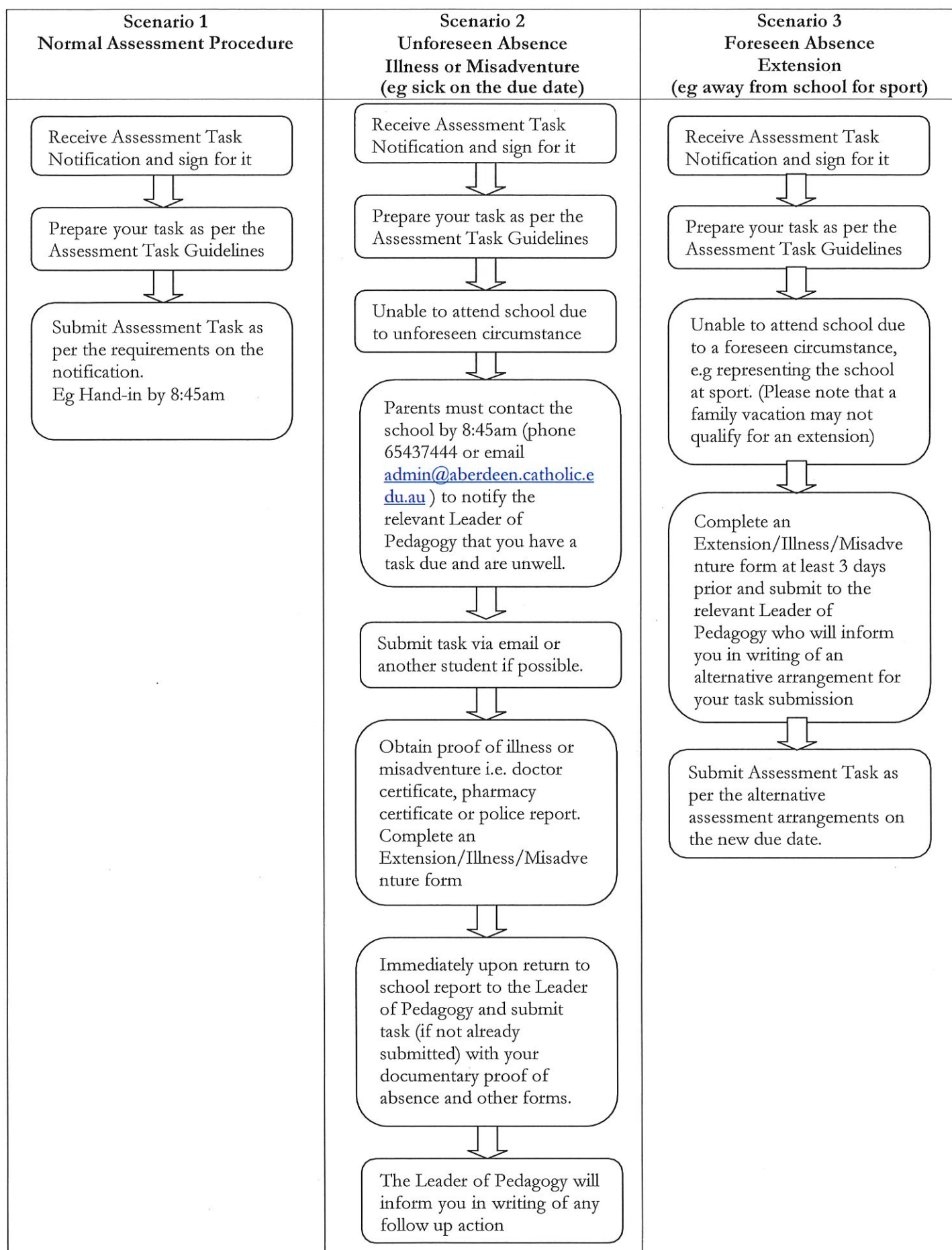
### 3.9 Extension/Illness/Misadventure Procedure

If an [Extension/Illness/Misadventure Form](#) has been approved by the Assessment Committee, then the Leader of Pedagogy will either:

- 3.9.1 authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return
- 3.9.2 authorise for an estimate to be given
- 3.9.3 grant an extension of time
- 3.9.4 determine an alternative procedure.

**Important Note:** Your application for an [Extension/Illness/Misadventure](#) is no guarantee that it will be approved.





**NB: Failure to follow the above may result in a ZERO mark for your Assessment Task**

### 3.10 Late Submission

All tasks are to be submitted/completed by/on the designated time on the specified date. All tasks submitted/completed after this time will be deemed to be LATE unless there are exceptional circumstances.

Unless the Leader of Pedagogy receives a completed [Extension/Illness/Misadventure Form](#) that provides an acceptable explanation for the late submission/completion of a task, the student will receive ZERO marks for that task.

### 3.11 Technology and Assessment Tasks

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date.

**Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in extreme circumstances.**

To minimise problems in relation to technology, students should adhere to the following protocols:

- continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive).
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data is not corrupted.
- save a copy of the final version of your task to an email address that can be accessed at school (such as yourname@mnstu.catholic.edu.au email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home. During busy times, you may have trouble accessing the school printers. If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. ***Note: printing at school must be completed well before the due hand in time.***

### 3.12 Non-Serious or Non-Attempt

Students will make a serious attempt at all assessment tasks. When a student does not attempt an assessment task, a mark of ZERO will be awarded.

Where the Assessment Committee deem a student to have made a non-serious attempt, a mark of ZERO will be awarded. A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete, or which contains frivolous or objectionable material. A serious attempt is the presentation of an assessment task which meets the requirements of the set task and which has been done to the best of the student's ability.

Students **MUST** satisfactorily complete more than 50% of all assessment tasks set for a course for the Principal to deem them as satisfactorily completing the course.

### 3.13 Malpractice

Each student's mark in an assessment task will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. Dishonest behaviour carried out to gain an unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable.

A student must be able to certify that:

- the planning, development, content and presentation of this assessment task is my own work in every respect
- this assessment task has not been copied from another person's work or from books or the internet or any other source
- they have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development



All work presented in assessment tasks must be a student's own or must be acknowledged appropriately.

Malpractice, including plagiarism, could lead to students receiving **ZERO** marks for that task and will jeopardise their Higher School Certificate.

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

- cheating, attempting to cheat, or assisting others to cheat
- 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 appropriate acknowledgement to the source
- building on the ideas of another person without appropriate acknowledgement 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 to the source
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting an assessment task in any way
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date.

### 3.14 Plagiarism

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

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

Any student found involved in malpractice in completing an assessment task will be awarded a mark of **ZERO** for that task.

The decision regarding malpractice having occurred will be taken by the class teacher, in consultation with the Leader of Pedagogy of the course involved and notified immediately to the Principal.

The Principal will ask the Assessment Committee to review any cases of suspected malpractice and recommend the appropriate action should malpractice be proven.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

If malpractice is proven, a mark of **ZERO** will be awarded.

### 3.15 'N' Determination

Students undertaking the HSC Course must make a genuine/serious attempt to satisfactorily complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, regardless of whether these tasks contribute to the final assessment mark. **Attendance is an integral part of satisfactorily completing a course.**

It is a matter for the class teacher's professional judgment to determine whether a student has made a genuine attempt to complete these requirements. Students must make a serious attempt at assessment tasks that contribute more than 50% of the total assessment mark.

**Students who are not meeting course and/or assessment requirements (including mandatory Workplace hours for VET course) at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course.** Students and parents/guardians will be informed in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student does not meet course and assessment requirements in an HSC course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Preliminary Courses and 10 units of HSC Courses which fulfil the NESA pattern of study requirements, they will not be eligible for the award of the HSC.

In the case of Extension Courses, students who do not meet the assessment requirements of the co-requisite 2 Unit course will not receive a result in either course.

The final decision regarding any 'N' determination recommendation will be made by the Principal. Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the Assessment Committee. The outcome of the appeal will be notified to the student, the parents and NESA.

### 3.16 Assessment Appeals

Each student has the right to ask the class teacher why a mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Leader of Pedagogy of the subject involved should be consulted.

**Disputes over an individual task must be resolved as soon as possible by the Assessment Committee.**

The Assessment Committee's decision is final. Where the class teacher is the Leader of Pedagogy, an alternate Leader of Pedagogy will take their place on the Assessment Committee.

**Note: The Assessment Committee will make recommendations to the Principal who is the final arbiter.**

Where circumstances arise in the administration of the assessment of HSC courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Principal for resolution.

### 3.17 Disability Provisions

Disability provisions are arrangements designed to help students who could not otherwise make a fair attempt to demonstrate their knowledge in an examination room. The disability provisions are intended to reduce disadvantage in an examination situation. The provisions granted are determined by how the student's examination performance is affected.

Any students with a disability recognised in the Disability Standards can apply for disability provisions. These provisions apply to student, who qualify on the grounds of a diagnosis of a recognised disability or learning difficulty, medical condition or injury. Students may be given Disability Provisions for assessment tasks prior to the HSC, based on evidence supplied to the Learning Support Coordinator, however, this is not automatically granted in the HSC examinations as the final decision for the granting of Disability Provisions can only be determined by NESA.

Students eligible to apply for Disability Provisions need to see Mrs Maree Beer or Mr James Whiting to ensure the completion and submission of the relevant forms by the due date.

### 3.18 Aboriginal Student Support

*St Joseph's High School Aberdeen would like to respectfully acknowledge the Wonnarua and Gamilaraay people who are the Traditional Custodians and First People of the land on which our school is built on. We pay our respects to the Elders past and present and we would like to extend our respect to the Aboriginal people, staff and students past and present of St Joseph's Aberdeen.*

St Joseph's High School Aberdeen has a vibrant Aboriginal student population who are supported and encouraged in their endeavours and studies by the High School. All students of the High School are educated in Aboriginal culture, spirituality and traditions.

St Joseph's High School, through funding provided by the Catholic Schools Office employs an Aboriginal Educational Teacher who works with students through an individual mentoring program and/or through provision of tutoring.

The Aboriginal Educational Teacher supports the senior students with HSC subject choices so as to find the right balance in their journey through their school life and to support the student through their various pathways after school such as:

- Career notifications-information and traineeships.
- University information camps and open days and alternative pathway entry.
- Scholarships and
- Post school support.

Aboriginal Student leaders are involved in a range of activities under the guidance of the Aboriginal Teacher in relation to the celebration of days of significance for example Reconciliation Week. Care is taken to encourage students, families and staff to immerse themselves in, an appreciation and understanding of our shared Aboriginal heritage.



Our School welcomes active participation by members of our Aboriginal community in the education of our students.

### **3.19 Course Changes, Dropping Subjects & Pathways Students**

For students changing courses, the Principal must be satisfied that they will be able to complete all course outcomes before the completion of the HSC course. NESA entrance and completion dates for courses must be adhered to. Students wishing to change courses or drop a subject must make an appointment to see the Assistant Principal to discuss the matter.

### **3.20 VET Courses and Assessment**

Vocational Education & Training (VET) courses are competency based and no internal assessment mark is required. However, if VET students intend to sit for the HSC VET examination, an estimate mark will need to be submitted to NESA based on the Trial Examination. Competencies are recorded and can be accessed using the Unique Student Identifier (USI).

There is no pass or fail in the VET system; students are either deemed competent or not yet competent for each unit. Hence assessment in VET is ongoing throughout the course and may consist of a combination of written, practical tasks or demonstrations. All units of competency will count towards the student's achievement of the AQF (Australian Qualification Framework) Certificate, which may be awarded at the end of the year provided all units of competency are achieved.

Whenever students are being formally assessed they need to follow the same guidelines set out in this handbook ie absence, illness, misadventure etc.

Assessments may be conducted for individuals or groups. Assessment tasks (written or practical) are required to be completed or demonstrated to a standard specified in the training package for that qualification to be deemed 'Competent'. If a student is assessed as being 'Not Yet Competent' in a unit of competency, they will be required to be reassessed. Students have 3 attempts to show they are competent in a Unit of Competency, up until a date determined by the teacher. A unit of work will not be reassessed after it has been delivered and THREE assessment opportunities provided.

Work Placement – as a part of the formal assessment for VET courses there is a compulsory work placement of 35 hours per year (70 hours in total). The rules for absence or misadventure as set out in this handbook apply as well.

HSC examinations for VET students – students wishing to use their VET course towards their ATAR (where the subject is deemed eligible) can choose to undertake the written NESA examination and will nominate this option during the HSC year. The written examination is independent of the competency-based assessment undertaken during the course. The marks achieved by students in the examination are used for the ATAR calculation only.

### **3.21 TAFE students**

Students enrolling in TAFE will need to liaise with the TAFE college they attend regarding assessment requirements for the course. It is the student's responsibility to be aware of the specific requirements for their course.

### **3.22 Distance Education students**

Students enrolling in Distance Education courses are responsible for ensuring they communicate regularly with their Distance Education Teacher via mobile phone or email. Assessments will be conducted as per the instructions provided by the Distance Education School.

## *Section 4 – Assessment Documentation*

### Referencing Guide

The **Harvard Reference Generator** tool is designed to create references for your bibliography in the correct form. The SJA Librarian recommends Neil's Tool Box: <http://www.neilstoolbox.com/> and for a Plagiarism Checker: <http://www.neilstoolbox.com/plagiarism-tester/index.htm>

#### HSC Key Terms

**Account** - Account for; state reasons for, report on. Give an account of; narrate a series of events or transactions

**Analyse** - Identify components and the relationship between them; draw out and relate implications

**Apply** - Use, utilise, employ in a particular situation

**Appreciate** - Make a judgement about the value of

**Assess** - Make a judgement of value, quality, outcomes, results or size

**Calculate** - Ascertain/determine from given facts, figures or information

**Clarify** - Make clear or plain

**Classify** - Arrange or include in classes/categories

**Compare** - Show how things are similar or different

**Construct** - Make; build; put together items or arguments

**Contrast** - Show how things are different or opposite

**Critically (analyse/evaluate)** - Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

**Deduce** - Draw conclusions

**Define** - State meaning and identify essential qualities

**Demonstrate** - Show by example

**Describe** - Provide characteristics and features

**Discuss** - Identify issues and provide points for and/or against

**Distinguish** - Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate** - Make a judgement based on criteria; determine the value of

**Examine** - Inquire into

**Explain** - Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract** - Choose relevant and/or appropriate details

**Extrapolate** - Infer from what is known

**Identify** - Recognise and name

**Interpret** - Draw meaning from

**Investigate** - Plan, inquire into and draw conclusions about

**Justify** - Support an argument or conclusion

**Outline** - Sketch in general terms; indicate the main features of

**Predict** - Suggest what may happen based on available information

**Propose** - Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

**Recall** - Present remembered ideas, facts or experiences

**Recommend** - Provide reasons in favour

**Recount** - Retell a series of events

**Summarise** - Express, concisely, the relevant details

**Synthesise** - Putting together various elements to make a whole

# Extension/Illness/Misadventure form



## St Joseph's High School Aberdeen

Segenhoe Street Aberdeen NSW 2336  
Phone (02) 65437444 Fax (02) 65437924  
Email: [admin@aberdeen.catholic.edu.au](mailto:admin@aberdeen.catholic.edu.au)  
[www.aberdeen.catholic.edu.au](http://www.aberdeen.catholic.edu.au)

### Extension/Illness/Misadventure Form

**NOTE:** This form should be handed to your Subject Teacher or relevant Leader of Pedagogy (LOP).  
If the illness/Misadventure is for an entire Examination Block, please submit to an Assistant Principal.

**DO NOT LEAVE THIS FORM AT STUDENT SERVICES**

Forms not fully completed may not be considered.

<b>Name:</b>		<b>Pastoral Class:</b>	
<b>Subject:</b>	<b>Teacher:</b>	<b>LOP:</b>	
<b>Task No.</b>	<b>Weighting:</b> %	<b>Task Type:</b>	<b>Due Date:</b>

Reason for Application – to be completed by the student	
<input type="checkbox"/>	Extension to submit / complete an Assessment Task
<input type="checkbox"/>	Absent from school for the submission date of a Hand in Assessment Task
<input type="checkbox"/>	Absent from school for an in-class Assessment Task
<input type="checkbox"/>	Exceptional Circumstances adversely affecting your ability to complete an Assessment task
<input type="checkbox"/>	Sick during an Assessment Task at school
<input type="checkbox"/>	Misadventure/Undue hardship
<input type="checkbox"/>	Other (explain):

Supporting Evidence – to be completed by the student		
Suggested Alternate Date for task submission:		
I have attached relevant supporting evidence:		
<input type="checkbox"/> Medical Certificate	<input type="checkbox"/> Legal Documents	<input type="checkbox"/> Letter from Guardian
<b>Student Signature:</b>		<b>Guardian Signature:</b>
<b>Date:</b>		<b>Date:</b>

Office Use Only: Leader of Pedagogy's recommendation	
<input type="checkbox"/> Application Accepted	<input type="checkbox"/> Application Rejected
Comment:	
<b>Leader of Pedagogy's signature:</b>	<b>Date:</b>

Alternate Arrangements to be logged on Sentral Copies to: Student File, Student/Guardian
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Office Use Only: Assessment Committee's recommendation if application is rejected.	
Comment:	
<b>Signature:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Date:</b>
<b>Signature:</b>	<b>Date:</b>



## **Procedure for Requesting an Extension/Illness/Misadventure Consideration**

### **Illness**

**STEP 1:** Parent/Guardian to telephone the school by 8:45am explaining the inability of the student to meet the requirements of the Assessment Task. Obtain a medical certificate to verify student's illness.

**STEP 2:** Download from the Compass School Documentation a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting medical evidence.

**STEP 3:** On the student's return to school submit the completed form to your subject teacher or the relevant Leader of Pedagogy.

**STEP 4:** Applications will be considered by the Leader of Pedagogy.

**STEP 5:** The decision to accept or reject the application will be communicated to the student in writing, with alternate arrangements if required.

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### **Extension**

**STEP 1:** Download from the Compass School Documentation a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting evidence.

**STEP 2:** Submit the completed form to the relevant Subject Teacher or Leader of Pedagogy at least three days prior to the due date.

**STEP 3:** Applications will be considered by the Leader of Pedagogy.

**STEP 4:** The decision to accept or reject the application will be communicated to the student in writing, with alternate arrangements if required.

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### **Misadventure**

**STEP 1:** After an assessment task has been completed in which the student believes they have experienced undue hardship and were disadvantaged, download from the Compass School Documentation a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting evidence.

**STEP 2:** Submit the completed for the relevant Subject Teacher or Leader of Pedagogy.

**STEP 3:** Applications will be considered by the Leader of Pedagogy.

**STEP 4:** The decision to accept or reject the application will be communicated to the student in writing.

# Appeals Application form



## St Joseph's High School Aberdeen

Segenhoe Street Aberdeen NSW 2336  
 Phone (02) 65437444 Fax (02) 65437924  
 Email: [admin@aberdeen.catholic.edu.au](mailto:admin@aberdeen.catholic.edu.au)  
[www.aberdeen.catholic.edu.au](http://www.aberdeen.catholic.edu.au)

### Appeals Application Form

**NOTE:** This form should be handed to your Subject Teacher or relevant Leader of Pedagogy (LOP).  
**DO NOT LEAVE THIS FORM AT STUDENT SERVICES**  
 Forms not fully completed may not be considered.

Name:		Admin:	
Subject:	Teacher:	LOP:	
Task No.	Weighting:	Task Type:	Due Date:

Task Description	
<input type="checkbox"/>	Test/Examination
<input type="checkbox"/>	Oral
<input type="checkbox"/>	Hand in task
<input type="checkbox"/>	Performance
<input type="checkbox"/>	Major Project
<input type="checkbox"/>	Video
<input type="checkbox"/>	Field work
<input type="checkbox"/>	Other:

Reason for Appeal – to be completed by the student			
I have attached relevant supporting evidence:			
<input type="checkbox"/> Medical Certificate	<input type="checkbox"/> Legal Documents	<input type="checkbox"/> Letter from Guardian	<input type="checkbox"/> Other
Student Signature:		Guardian Signature:	
Date:		Date:	

Office Use Only: Leader of Pedagogy's recommendation	
Action Taken:	
Comment:	
Leader of Pedagogy's signature:	Date:

Note: Actions and recommendations should be logged on Sentral for record keeping purposes

Office Use Only: Assessment Committee's recommendation	
Comment:	
Signature:	Date:
Signature:	Date:
Signature:	Date:



## **Procedure for Requesting an Appeal**

Students may appeal against decisions concerning aspects of an assessment on a number of bases. These may be summarised as follows:

1. Student appeals against an assessment ranking due to exceptional circumstances
2. Student appeals against a zero mark awarded for late or non-submission
3. Student appeals against 'N' determinations for non-completion of particular courses

Procedure:

**STEP 1:** After the submission or completion of an assessment task in which the student feels an appeal is warranted.

**STEP 2:** Download from the Compass School Documentation a copy of the Appeals Application form, complete the relevant sections, attaching all supporting evidence.

**STEP 3:** Submit the completed form to the relevant Teacher or Leader of Pedagogy.

**STEP 4:** Applications will be considered by the Assessment Committee.

**STEP 5:** The decision of the Assessment Committee to accept or reject the application will be communicated to the student in writing, with alternate arrangements if required.

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# Aboriginal Studies (ABS) – Year 12 Course Structure

[Syllabus link](#)

## HSC Course Outcomes

A Student:

- H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
- H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
- H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
- H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
- H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
- H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
- H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
- H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
- H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
- H4.2 undertakes community consultation and fieldwork and applies ethical research practices
- H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

## Aboriginal Studies – Assessment Program

Nature of task	Task 1 Major Project	Task 2 Research Essay, Comparative Study	Task 3 Trial HSC Examination	Weighting %
<b>Outcomes assessed</b>	H1.2, H1.3, H2.1, H2.2, H4.1, H4.2	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	H1.1, H1.2, H2.2, H3.1, H3.2, H3.3	
Knowledge and understanding content		20%	20%	40%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	20%	5%		25%
Research and inquiry methods	10%	5%	5%	20%
Communication of information, ideas and issues appropriate forms.	10%		5%	15%
<b>TOTAL</b>	<b>40%</b> <b>(including log book 15%)</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

## Agriculture (AGR) – Year 12 Course Structure

### [Syllabus link](#)

### HSC Course Outcomes

A Student:

- H1.1 explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production
- H2.1 describes the inputs, processes and interactions of plant production systems
- H2.2 describes the inputs, processes and interactions of animal production systems
- H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
- H3.2 critically assesses the marketing of a plant OR animal product
- H3.3 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
- H3.4 evaluates the management of the processes in agricultural systems
- H4.1 justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations
- H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

### Agriculture – Assessment Program

Task		Weighting	Outcomes	Knowledge and understanding of: the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems the impact of innovation, ethics and current issues on Australian agricultural systems	Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner • Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing	Skills in effective research, experimentation and communication
Task 1	Research task	20%	H1.1, H2.2, H3.4, H5.1	10%	5%	5%
Task 2	Topic Test	20%	H1.1, H2.1, H2.2 H4.1	10%	10%	
Task 3	Analysis of a research paper	30%	H3.3, H3.4, H4.1, H5.1	5%	10%	15%
Task 4	HSC Trial examination	30%	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H5.1	15%	15%	
	<b>Total</b>	<b>100%</b>		<b>40%</b>	<b>40%</b>	<b>20%</b>



# Ancient History (AH1) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

### A Student:

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

## Ancient History – Assessment Program

Task		Weighting	Outcomes	Knowledge and Understanding	Source Based Skills	Historical Inquiry	Communication of Hist. Understanding
Task 1	Society Study - In class essay	20 %	AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH 12-9	5%	5%		10%
Task 2	Historical Enquiry Hand in and in class	30%	AH1 12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9,	5%	5%	15%	5%
Task 3	Pompeii and Herculaneum Core: Hand in and in class	20%	AH12-5, AH12-6, AH12-7 AH12-8, AH12-9 AH12-10	5%	5%	5%	5%
Task 4	Trial HSC Examination	30%	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10	25%	5%		
	<b>Total</b>	<b>100%</b>		<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>

# Biology (BIO) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

- BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5 analyses and evaluates primary and secondary data and information
- 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
- BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change
- BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
- BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

## Biology – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Skills Task	Research Task	Depth Study	Trial HSC Examination	
Outcomes assessed	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-13	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-14	BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	<b>Weighting %</b>
<b>Components</b>					
Knowledge and Understanding	5%	10%	5%	20%	40%
Skills and Values	15%	10%	25%	10%	60%
<b>Total %</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

# Business Studies (BUS) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

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

## Business Studies – Assessment Program

Task		Weighting	Outcomes	Knowledge and Understanding	Stimulus-Based Skills	Inquiry and Research	Communication of business ideas, information, & issues
Task 1	Marketing Topic Test	20%	H2, H4, H5, H9	5%	10%		5%
Task 2	Operations Management Case Study	25%	H2, H4, H6, H7	10%		10%	5%
Task 3	Financial Analysis	25%	H5, H8, H9, H10	10%		10%	5%
Task 4	Trial HSC Examination	30%	H1, H3, H5, H8,	15%	10%		5%
	<b>Total</b>	<b>100%</b>		<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>



# Chemistry (CHE) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

- CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5 analyses and evaluates primary and secondary data and information
- CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models
- CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

## Chemistry – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Task	Titration Practical - Skills	Depth Study / Report	Trial HSC Examination	
Outcomes assessed	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-5, CH12-13	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-14	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14	Weighting %
Components	Weighting %				
Skills in Working Scientifically	10%	15%	20%	15%	60%
Knowledge and Understanding	10%	5%	15%	10%	40%
Total %	20%	20%	35%	25%	100%

# Community and Family Studies (CFS) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

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

## Community and Family Studies – Assessment Program

Date	Task	Weighting	Outcomes	Caring and Parenting	Groups in Context	Research Methodology	Option
Task 1	IRP	20%	H4.1, H4.2			20%	
Task 2	Research Task & in class	20%	H1.1, H2.2, H2.3, H3.1, H3.3, H4.2, H5.1, H6.2.		15%		5%
Task 3	Oral Presentation and Research	25%	H2.1, H2.2, H3.2, H3.4, H4.2, H5.2, H6.1	15%			10%
Task 4	HSC Trial Examination	35%	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	10%	10%	5%	10%
	Total	100%		25%	25%	25%	25%

### Construction CII (CON) – Year 12 Course Structure

**Syllabus link**

**Evidence Gathering Techniques:** A variety of methods will be used to gather evidence of competence.

The table identifies the techniques to be used.

Written / oral questioning will test underpinning knowledge.

Written / oral questioning will test underpinning knowledge.											
Key:	O Observation	T Topic Test	Q Oral Questioning				D Student Demonstration				
	P Project	WX Workplace Evidence	W Learner Workbook Activity				PF Portfolio				
	S Scenario										
Assessment Method and Units of Competency Code			O	T	Q	D	P	PF	W	WX	S
CPCCCM1012A	Work effectively and sustainably in the construction industry		✓			✓	✓		✓	✓	
CPCCCM1015A	Conduct workplace communication		✓	✓	✓						
CPCCOHS1001A.	Work safely in the construction industry		External Provider								
CPCCOHS2001A	Apply OHS requirements policies and procedures in the construction industry		✓	✓	✓				✓		
CPCCCM1003A	Plan and Organise Work		✓		✓						
CPCCCM2001A	Read & interpret plans & specification		✓		✓		✓				
CPCCCM1005A	Carry out measurements & calculations		✓		✓	✓	✓				
CPCCCA2002A	Use Carpentry Tools & Equipment		✓		✓			✓			
CPCCCA2001A	Handle carpentry materials		✓		✓						
CPCCCM2004A	Handle construction materials.		✓		✓	✓	✓				
CPCCCM2006B	Apply basic levelling procedures.		✓		✓		✓				
CPCCB12001A	Handle and Prepare bricklaying and block laying materials.		✓		✓		✓				
CPCCB12002A	Use bricklaying & block laying tools & equipment.		✓		✓		✓				
CPCCCO2012A	Use concrete tools & equipment		✓		✓		✓				
CPCCCO2013A	Carryout concreting to simple forms		✓		✓		✓				



# MN Diocesan Dance

<b>SUBJECT:</b>	<b>Dance</b>
<b>ASSESSMENT RECORD for 2019-2020</b>	
Teacher:	Miss S Purnell
Co-ordinator:	Carmel Tapley

**2019 – 2020 Year 12**

**HIGHER SCHOOL CERTIFICATE COURSE STAGE 6**

Course component	Syllabus weighting %	Task 1 2019	Task 2 2020	Task 3 2020	Task 4 2020
Date		Term 4 Week 8	Term 1 Week 7	Term 2 Week 4	Term 2 Week 10
Core Performance	20	10	—	—	10
Core Composition	20	—	—	10	10
Core Appreciation	20	10	10	—	—
Major Component	40	—	15	15	10
<b>TOTAL</b>	100	20	25	25	30
<b>Outcomes assessed</b>		H2.2 H2.3, H4.1, H4.2	H1.3, H4.3, H4.4 *	H1.2, H3.1, H3.3 *	H1.1, H2.1, H3.2 H4.5 *
<b>Type of Task</b>		Performance of dance including process diary with critical appraisal of Dance performance quality, using dance appreciation terminology, and informal interview	Submission/ Performance of student work in progress including process diary outlining intentions, research and investigation of initial ideas and analysis of prescribed work	Presentation Core Composition performance work in progress, process diary including record of research and analysis of problem solving and decision making specific to concept and intent. Major Study Submission/ Performance Presentation of Major Study Elective under development, formal interview and process diary.	HSC Trial (external marker to mark Practical components, mimicking HSC Examination style)

**\* Teachers will select the appropriate outcomes based on the Major Study option selected by each student**

## HSC Course outcomes

A student:

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

# Drama (DRA) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

### A Student:

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

## Drama – Assessment Program

Task	Task	Course Weighting	Outcomes	Making	Performing	Critically Studying
Task 1	Australian Drama and Theatre (Small ensemble work)	20%	H1.1 H1.2 H1.3 H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3, H3.1 H3.2 H3.3	5%	10%	5%
Task 2	Studies in Drama and Theatre (Group performance)	25%	H1.1 H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3	15%	10%	
Task 3	HSC Trial Examination (Written Paper)	20%	H3.1 H3.2 H3.3			20%
Task 4	Development of Group and Individual Project (Trial)	35%	H1.1 H1.3 H1.4 H1.5 H1.6 H2.1 H2.2 H2.3 H3.2	20%	10%	5%
Total		100%		40%	30%	30%

# Earth & Environmental Science (EES) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

- EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES11/12-5 analyses and evaluates primary and secondary data and information
- EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history
- EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
- EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
- EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

## Earth & Environmental Science – Assessment Program

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	In Class skills Analysis	In Class Skills Collect and Process data	Depth Study Hand In	HSC Trial Examination	
Outcomes	EES11/12-5, EES11/12-6, EES11/12-7, EES12-12	EES11/12-1, EES11/12-2, EES11/12-4, EES12-13	EES11/12-1, EES11/12-6, EES11/12-7, EES12-14	EES11/12-1, EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5, EES11/12-6, EES11/12-7, EES12-12, EES12-13, EES12-14, EES12-15	
<b>Components</b>	<b>Weighting %</b>				
Knowledge and Understanding	5%	5%	10%	20%	40%
Skills	15%	15%	20%	10%	60%
<b>Total %</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>



# English Advanced (ENA) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

- EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA12-6 investigates and evaluates the relationships between texts
- EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

## English Advanced – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	<b>Multimodal presentation</b> <i>Common Module - Texts and Human Experiences</i>	<b>Comparative Essay</b> <i>Module A - Textual Conversations</i> (10%)	<b>Critical Response &amp; Reflection</b> <i>Critical Study of Literature</i> <i>Craft of Writing</i> (10%)	<b>Trial HSC Examination</b> <i>Common Module / Module A / Module B /</i> <i>Craft of Writing</i> (5%)	<b>Weighting %</b>
Outcomes assessed	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-3, EA12-5, EA12-7, EA12-8, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
<b>Components</b>	<b>Weighting %</b>				
Knowledge and understanding of course content	10%	10%	20%	10%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10%	20%	10%	10%	50%
<b>Total %</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

# English Standard (ENS) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

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

## English Standard – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Speech Transcript <i>Common Module</i> – including related material <i>Texts and Human Experiences</i>	Multimodal – Viva Voce and Written Response to Stimulus <i>Language, Identity and Culture Craft of Writing (10%)</i>	Extended Response and reflection piece <i>Close Study of Literature Craft of Writing (5%)</i>	Trial HSC Examination <i>Common Module Module A Craft of Writing (10%)</i>	Weighting %
Outcomes assessed	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-4, EN12-5, EN12-7, EN12-8, EN12-	EN12-1, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	
Components	Weighting %				
Knowledge and understanding of course content	10%	15%	15%	10%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10%	15%	15%	10%	50%
Total %	20%	30%	20%	30%	100%

# English Studies (EST) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student

- ES12-1** comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES12-2** identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES12-3** accesses, comprehends and uses information to communicate in a variety of ways
- ES12-4** composes proficient texts in different forms
- ES12-5** develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
- ES12-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES12-7** represents own ideas in critical, interpretive and imaginative texts
- ES12-8** understands and explains the relationships between texts
- ES12-9** 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
- ES12-10** monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

## English Studies – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Multimodal presentation with related material <i>Common Module – including related material Texts and Human Experiences</i>	Research task Elective module	Portfolio All modules	Trial HSC Examination Mandatory module <i>Texts and Human Experiences</i> and Elective module	
Outcomes assessed	ES12-1, ES12-4, ES12-5 ES12-6, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	
<b>Components</b>					
Knowledge and understanding of course content	15%	10%	15%	10%	50%
Skills in: comprehending texts, communicating ideas, using language accurately, appropriately and effectively	10%	15%	15%	10%	50%
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>



## Hospitality CII (HOS) – Year 12 Course Structure

### Syllabus link

Evidence Gathering Techniques: A variety of methods will be used to gather evidence of competence.  
The table identifies the techniques to be used.

Written / oral questioning will test underpinning knowledge.

Key:	O Observation P Project S Scenario	T Topic Test WX Workplace Evidence	Q Oral Questioning W Learner Workbook Activity	D Student Demonstration PF Portfolio								
	Units of Competency	Assessment Method	O	T	Q	D	P	WX	PF	W	S	
Code	Unit of Competency title											
SITXFSA001	Use hygienic practices for food safety	✓	✓		✓							
SITHCCC001	Use food preparation equipment	✓	✓		✓							
SITXWHS001	Participate in safe work practices	✓	✓		✓							
SITHKOP001	Clean kitchen premises and equipment	✓	✓		✓							
SITHCCC003	Prepare and present sandwiches	✓			✓			✓				
SITHCCC002	Prepare and present simple dishes	✓			✓							
SITHIND002	Source and use information in the hospitality industry		✓			✓		✓				
SITHFAB004	Prepare and serve non-alcoholic beverages	✓	✓		✓							
SITHFAB204	Prepare and serve espresso coffee	✓			✓	✓						
SITXCCS003	Interact with customers		✓					✓	✓	✓		
BSBWOR203	Work effectively with others		✓						✓		✓	
SITHFAB007	Serve food and beverage		✓						✓	✓		
SITXCOM002	Show social and cultural sensitivity			✓				✓		✓		
SITHIND003	Use Hospitality skills Effectively*							✓	✓			

# Industrial Technology (Timber and Graphics) (ITT / ITG) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

### A Student:

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

## Industrial Technology (Timber and Graphics)– Assessment Program

Industrial Technology (Lumber and Graphics) – Assessment Program						
Task		Weighting	Outcomes		Knowledge and understanding of course content	Knowledge and skills in the design, management, communication and production of a major project
Task 1	Designing and Planning Presentation	20%	H3.1, H3.2, H3.3, H5.1	5%	15%	
Task 2	Industry Study	20%	H1.1, H1.2, H6.1, H6.2, H7.1, H7.2	5%	15%	
Task 3	3D modelling & skills video	30%	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1	10%	20%	
Task 4	Trial HSC Examination	30%	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	20%	10%	
	Total	100%		40%	60%	

# Information Processes and Technology (IPT) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

- 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
- 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
- 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
- H4.1 proposes and justifies ways in which information systems will meet emerging needs
- H5.1 justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
- H5.2 assesses the ethical implications of selecting and using specific resources and tools
- H6.1 analyses situations, identifies a need and develops solutions
- H6.2 selects, justifies and applies a methodical approach to planning, designing or implementing a solution
- H7.1 implements and explains effective management techniques
- H7.2 uses methods to thoroughly document the development of individual and/or group projects.

## Information Processes and Technology – Assessment Program

Task		Weighting	Outcomes	Knowledge and understanding of course content	Knowledge and skills in the design and development of information systems
Task 1	Database Project	25%	H1.1, H1.2, H2.2, H5.1, H6.2, H7.1, H7.2	15%	10%
Task 2	Multimedia Project	30%	H1.2, H2.2, H3.2, H5.1, H6.2, H7.1, H7.2	15%	15%
Task 3	Case Study	15%	H2.1, H3.1, H4.1, H7.1	10%	5%
Task 4	Trial HSC Examination	30%	H1.1, H1.2, H2.1, H3.1, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1	20%	10%
	<b>TOTAL</b>	<b>100%</b>		<b>60%</b>	<b>40%</b>

# Japanese Beginners (JNB) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

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

## Japanese Beginners – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Response to spoken/visual texts	Response to written texts in English and Japanese Education and Work	Oral interaction/Conversation/Personal World	HSC Trial Examination	
Outcomes assessed	Outcomes assessed 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Outcomes assessed 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	Outcomes assessed 1.1, 1.2, 1.3, 1.4	Outcomes assessed 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	Weighting %
Component	Weighting %				
Listening	20%			10%	30%
Reading		20%		10%	30%
Speaking			20%		20%
Writing		10%		10%	20%
Total %	20%	30%	20%	30%	100%



# Japanese Continuers (JNC) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

- 1.1 Uses a range of strategies to maintain communication.
- 1.2 Conveys information appropriate to context, purpose and audience.
- 1.3 Exchanges and justifies opinions and ideas.
- 1.4 Reflects on aspects of past, present and future experience.
- 2.1 Applies knowledge of language structures to create original text.
- 2.2 Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience.
- 2.3 Structures and sequences ideas and information.
- 3.1 Conveys the gist of texts and identifies specific information.
- 3.2 Summarises the main ideas.
- 3.3 Identifies the tone, purpose, context and audience.
- 3.4 Draws conclusions from or justifies an opinion.
- 3.5 Interprets, analyses and evaluates information.
- 3.6 Infers points of view, attitudes or emotions from language and context.
- 4.1 Recognises and employs language appropriate to difference social contexts.
- 4.2 Identifies values, attitudes and beliefs of cultural significance.
- 4.3 Reflects upon significant aspects of language and culture.

## Japanese Continuers – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Response in English to spoken texts Living and Travelling in Japan	Response in English and Japanese to written texts Education & Aspirations/World of Work/Current Issues	Conversation Personal World	HSC Trial Examination	
Outcomes assessed	2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3	Outcomes assessed 1.1, 1.2, 1.3, 1.4, 4.1	Outcomes assessed 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Component	Weighting %				Weighting %
Listening	20%			10%	30%
Reading		20%		10%	30%
Speaking			20%		20%
Writing		10%		10%	
Total %	20%	30%	20%	30%	100%

# Legal Studies (LEG) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

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

## Legal Studies – Assessment Program

Task	Weighting	Outcomes	Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, ideas and issues in appropriate forms
Task 1 Crime Research Task	20%	H1, H6, H7, H8	5%		10%	5%
Task 2 Research Task (Family)	25%	H4, H8, H9	10%	5%	5%	5%
Task 3 In-class Response (Shelter)	25%	H7, H9, H10	10%	5%	5%	5%
Task 4 HSC Trial Examination	30%	H1, H2, H3, H5, H10	15%	10%		5%
<b>Total</b>	<b>100%</b>		<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>

# Mathematics Advanced (MAD) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts  
 MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques  
 MA12-3 applies calculus techniques to model and solve problems  
 MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs  
 MA12-6 applies appropriate differentiation methods to solve problems  
 MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems  
 MA12-8 solves problems using appropriate statistical processes  
 MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use  
 MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

## Mathematics Advanced – Assessment Program

Mathematics Advanced – Assessment Program					
Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Research Task	Class Test	Reference Aided Task	HSC Trial Examination	
Outcomes assessed				MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10	
	TBA	TBA	TBA		
Components		Weighing %			
Understanding, Fluency and Communicating	10%	15%	10%	15%	50%
Problem Solving, Reasoning and Justification	10%	10%	15%	15%	50%
Total %	20%	25%	25%	30%	100%

# Mathematics Extension 1 (XMA) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

- ME12-1 applies techniques involving proof or calculus to model and solve problems
- ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems
- ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
- ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
- ME12-5 applies appropriate statistical processes to present, analyse and interpret data
- ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts
- ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

## Mathematics Extension 1 –Assessment Program

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Research Task	Reference Aided Task	HSC Trial Examination	
Outcomes assessed	TBA	TBA	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-9 MS2-12-10	
Components	Weighting %			100%
Understanding, Fluency and Communicating	15%	15%	20%	
Problem Solving, Reasoning and Justification	15%	15%	20%	
Total %	30%	30%	40%	



# Mathematics Standard 1 (MSS) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

- MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS1-12-2 analyses representations of data in order to make predictions and draw conclusions
- MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness
- MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems
- MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school
- MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms
- MS1-12-7 solves problems requiring statistical processes
- MS1-12-8 applies network techniques to solve network problems
- MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use
- MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

## Mathematics Standard 1 – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Reference Aided Task	Open Book Test	Research Task	Trial HSC Examination	
Outcomes assessed	MS1-12-2, MS1-12-5, MS1-12-6, MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	
Components	Weighting %				50%
Understanding, Fluency and Communicating	10%	10%	15%	15%	
Problem Solving, Reasoning and Justification	10%	10%	15%	15%	
Total %	20%	20%	30%	30%	
					100%

# Mathematics Standard 2 (MAS) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

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

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

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

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

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

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

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

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

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

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

## Mathematics Standard 2 – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Task	In class test	Reference Aided Task	HSC Trial Examination	Weighting %
Outcomes assessed	MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	
Components	Weighting %				
Understanding, Fluency and Communicating	10%	10%	15%	15%	50%
Problem Solving, Reasoning and Justification	10%	15%	10%	15%	50%
Total %	20%	25%	25%	30%	100%

## Metal & Engineering CI (MET) - Year 12 Course Structure

### Syllabus link

Evidence Gathering Techniques: A variety of methods will be used to gather evidence of competence.

The table identifies the techniques to be used.

Written / oral questioning will test underpinning knowledge.

Key:			O Observation	T Topic Test	Q Oral Questioning				D Student Demonstration				
			P Project	WX Workplace Evidence	W Learner Workbook Activity				PF Portfolio				
			S Scenario										
Assessment Method					O	T	Q	D	P	PF	W	WX	S
Units of Competency					✓			✓					✓
Code													
Induction													
MEM09002B						✓				✓	✓		
MEM12023A						✓		✓		✓			
MEM12024A						✓			✓		✓		
MEM13014A								✓			✓		✓
MEM14004A								✓	✓		✓		
MEM15002A								✓	✓		✓		
MEM15024A								✓	✓		✓		
MEM16007A					✓				✓	✓		✓	
MEM18001C					✓			✓	✓				
MEM18002B					✓			✓	✓				
MEM05006B								✓	✓	✓			
MEM05012C								✓	✓	✓			
MEM05050B								✓	✓	✓			
MEM05052A						✓		✓					✓
MEM12001B								✓	✓	✓			

# Modern History (MHI) – Year 12 Course Structure

## Syllabus link

### HSC Course Outcomes

A Student:

- MHI2-1 accounts for the nature of continuity and change in the modern world
- MHI2-2 proposes arguments about the varying causes and effects of events and developments
- MHI2-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MHI2-4 analyses the different perspectives of individuals and groups in their historical context
- MHI2-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- MHI2-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MHI2-7 discusses and evaluates differing interpretations and representations of the past
- MHI2-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MHI2-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

### Modern History – Assessment Program

Task		Weighting	Outcomes	Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry & research	Communication of historical understanding in appropriate forms
Task 1	Source Analysis: Power and Authority in the Modern World 1919–1946	20%	MHI12-1 MHI12-2 MHI12-3 MHI12-4 MHI12-5 MHI12-6 MHI12-7 MHI12-9	5%	5%		5%
Task 2	Research Task: Hand in/ In class National Study	25%	MHI12-2 MHI12-3 MHI12-4 MHI12-5 MHI12-8 MHI12-9	10%		10%	5%
Task 3	Historical Analysis – Peace and Conflict Oral/Multimodal	25%	MHI12-1 MHI12-2 MHI12-5 MHI12-7 MHI12-8	10%	5%	10%	5%
Task 4	HSC Trial Examination	30%	MHI12-3 MHI12-4 MHI12-5 MHI12-7 MHI12-9	15%	10%		5%
		100%		40%	20%	20%	20%



# Music (MUJ) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

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

## Music – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Composition Portfolio and Aural Analysis (of Composition, with reference to the Concepts of Music)	Presentation of (Core) Performance and Viva Voce (based on performance, demonstrating compositional & conceptual awareness)	Presentation of Electives 1, 2 & 3 (Performance, Composition, and/or Musicology)	HSC Trial Aural Examination and Presentation of Electives 1, 2 & 3 (Performance, Composition, and/or Musicology)	
Outcomes assessed	H2, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6	H1-8*	H1-8*	
Components	Weighting %				
Core Performance		10%			10%
Core Composition	10%				10%
Core Musicology		10%			25%
Core Aural	10%				15%
Elective 1			10%		15%
Elective 2			10%		15%
Elective 3			10%		15%
Total %	20%	20%	30%	30%	100%

\* Appropriate outcomes will be selected based on Elective options selected by each student

# PD/Health/PE (PDH) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

### A Student:

- H1 describes the nature, and justifies the choice, of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for the new public health approach to health promotion
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health problems
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity.
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of socio-cultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

## PD/Health/PE – Assessment Program

Date	Task	Weighting	Outcomes	Health priorities	Factors affecting performance	Sports Medicine Option	Improving Performance
Task 1	Research into Health Priorities	20%	H1, H2, H5, H14, H15, H16		20%		
Task 2	Factors Affecting Performance- Research	20%	H7, H8, H10, H17,	20%			
Task 3	Injury Analysis and Improving Performance	30%	H7, H8, H9, H11, H13, H17.			15%	15%
Task 4	HSC Trial Examination	30%	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17	10%	10%	5%	5%
	<b>Total</b>	<b>100%</b>		<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>

# Physics (PHY) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

- PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 analyses and evaluates primary and secondary data and information
- PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

## Physics Assessment Program:

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Mechanics Practical - Skills	Processing / Modelling	Depth Study – Review and Investigation	Trial HSC Examination	
Outcomes assessed	PH11/12-2, PH11/12-3, PH11/12-5, PH11/12-6, PH12-12	PH11/12-1, PH11/12-5, PH11/12-7, PH12-13	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH12-14	PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH12-12, PH12-13, PH12-14	
<b>Components</b>	<b>Weighting %</b>				
Knowledge and Understanding	5%	10%	10%	15%	40%
Skills in Working Scientifically	20%	15%	15%	10%	60%
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

## Primary Industries CII (PRI) - Year 12 Course Structure

### Syllabus link

Evidence Gathering Techniques: A variety of methods will be used to gather evidence of competence.

The table identifies the techniques to be used.

Written / oral questioning will test underpinning knowledge.

witten / oral questioning will test understanding knowledge.												
Key:	O Observation	T Topic Test	Q Oral Questioning				D Student Demonstration					
	P Project	WX Workplace Evidence	W Learner Workbook Activity				PF Portfolio					
	S Scenario											
Assessment Method												
Units of Competency												
Code	Unit of Competency title											
AHCCHM201A	Apply chemicals under supervision											
AHCOHS201A	Participate in OHS processes											
AHCWRK201A	Observe and report on weather											
AHCWRK204A	Work effectively in the industry											
AHCWRK209A	Participate in environmentally sustainable work practices											
AHCLSK202A	Care for health and welfare of livestock											
AHCWRK205A	Participate in workplace communications											
AHCLSK204A	Carry out regular livestock observations											
AHCLSK205A	Handle livestock using basic techniques											
AHCLSK211A	Provide feed for livestock											
AHCLSK316A	Prepare livestock for competition											
AHCLSK210A	Mustering and move livestock											
AHCINF201A	Install, maintain and repair fencing											
AHCMOM202A	Operate tractors											
AHCMOM203A	Operate basic machinery and equipment											
AHCPMG201A	Treat weeds											
AHCLSK207A	Load and unload livestock											
HLTFA201A	Provide basic emergency life support											
CREDIT TRANSFER												



## Retail Services CII (RET) – Year 12 Course Structure

### Syllabus link

Evidence Gathering Techniques: A variety of methods will be used to gather evidence of competence.  
The table identifies the techniques to be used.

Written / oral questioning will test underpinning knowledge.

Written / Oral questioning with test interpretations and marking															
Key:	O Observation P Project S Scenario	T Topic Test WX Workplace Evidence R Role Play	Q Oral Questioning W Learner Workbook Activity				D Student Demonstration PF Portfolio E Examination								
Assessment Method and Units of Competency			O	P	S	E	R	T	Q	D	W	WX	PF		
SIRWHS101	Apply safe work practices		✓					✓				✓	✓		
SIRXIND101	Work effectively in a customer service environment		✓	✓				✓				✓	✓		
SIRXCCLM101	Organise and maintain work areas.		✓					✓				✓	✓		
SIRXCOM101	Communicate in the Workshop to support team and customer outcomes		✓		✓			✓				✓	✓		
SIRXCCCS202	Interact with Customers		✓			✓		✓				✓	✓		
SIRXRSK201	Minimise loss		✓					✓					✓		
SIRXMER201	Merchandise products		✓	✓				✓	✓	✓	✓		✓		
SIRXINV001A	Perform stock control procedures		✓					✓				✓	✓		
SIRXSLS201	Sell products and services		✓					✓					✓		
SIRXINV002A	Maintain and order stock		✓					✓				✓	✓		
SIRXSLS002A	Advice on products and services			✓	✓			✓				✓	✓		
SIRXCCCS201	Apply point-of-sale handling procedures		✓										✓		
SIRXIND102	Plan a career in the retail industry		✓			✓							✓		
SIRXFIN201	Balance and secure point-of-sale terminal		✓		✓			✓							
SIRXMER202	Plan, create and maintain displays								✓	✓	✓				

# Sport, Lifestyle and Recreation (SLR) - Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

<p>1.1 applies the rules and conventions that relate to participation in a range of physical activities</p> <p>1.2 explains the relationship between physical activity, fitness and healthy lifestyle</p> <p>1.3 demonstrates ways to enhance safety in physical activity</p> <p>1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia</p> <p>1.5 critically analyses the factors affecting lifestyle balance and their impact on health status</p> <p>1.6 describes administrative procedures that support successful performance outcomes</p> <p>2.1 explains the principles of skill development and training</p> <p>2.2 analyses the fitness requirements of specific activities</p> <p>2.3 selects and participates in physical activities that meet individual needs, interests and abilities</p> <p>2.4 describes how societal influences impact on the nature of sport in Australia</p> <p>2.5 describes the relationship between anatomy, physiology and performance</p> <p>3.1 selects appropriate strategies and tactics for success in a range of movement contexts</p>	<p>3.2 designs programs that respond to performance needs</p> <p>3.3 measures and evaluates physical performance capacity</p> <p>3.4 composes, performs and appraises movement</p> <p>3.5 analyses personal health practices</p> <p>3.6 assesses and responds appropriately to emergency care situations</p> <p>3.7 analyses the impact of professionalism in sport</p> <p>3.8 plans strategies to achieve performance goal</p> <p>3.9 demonstrates leadership skills and a capacity to work coop movement context</p> <p>3.10 makes strategic plans to overcome the barriers to personal health</p> <p>3.11 demonstrates competence and confidence in movement co</p> <p>3.12 recognises the skills and abilities required to adopt roles th safety and physical activity</p> <p>3.13 accepts responsibility for personal and community health</p> <p>3.14 willingly participates in regular physical activity</p> <p>3.15 values the importance of an active lifestyle</p> <p>3.16 values the features of a quality performance</p> <p>3.17 strives to achieve quality in personal performance</p>
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## Sport, Lifestyle and Recreation – Assessment Program

Assessment Component	Task 1		
Nature of Task	Strength Training Program		
Outcomes	Weighting %	1.1, 1.3, 1.6, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.3, 2.5, 3.6, 4.2, 4.4, 4.5, 1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4
Knowledge and Understanding	50%	15%	20%
Skills	50%	20%	10%
<b>Total Weighting</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>

# Studies in Catholic Thought (CAH) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

SCT12-1	Analyses how Scripture and other relevant Church documents, with the integration of faith and reason continues to guide the Church.
SCT12-2	Describes the theology of the principal teachings and philosophy of the Catholic Church and key developments over time, which have shaped the Church's response to a range of issues.
SCT12-3	Describes the significance of historical features and developments of the Catholic Church with reference to key people and issues.
SCT12-4	Explains the contributions of the Catholic tradition to the understanding of what is good, true and beautiful in society, using a range of examples
SCT12-5	Analyses the role of the Catholic Church in guiding believers in facing the challenges of society.
SCT12-6	Synthesises and interprets a range of writings including Scripture and Church documents that inform Catholic theology.
SCT12-7	Explains and evaluates developments in the theological and philosophical traditions of the Catholic Church to support a religious understanding
SCT12-8	Explains and evaluates the human expression of Catholic faith in culture.
SCT12-9	Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources.
SCT12-10	Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms

## Studies in Catholic Thought – Assessment Program

Task number	Task 1	Task 2	Task 3	
Nature of task	Virtue, Vice & Salvation Source Analysis	The Good Works Presentation	The Common Good Trial HSC Examination	
Outcomes assessed	SCT12-1, SCT12-2, SCT12-4, SCT12-5, SCT12-7, SCT12-10	SCT12-1, SCT12-3, SCT12-4, SCT12-5, SCT12-6, SCT12-8, SCT12-9, SCT12-10	SCT12-1, SCT12-2, SCT12-4, SCT12-5, SCT12-6, SCT12-9, SCT12-10	Weighting %
Components	Weighting %			
Knowledge and understanding of course content	5%	5%	10%	20%
Religious skills in:				
● using Scripture and Catholic Church documents	5%		5%	10%
● analysis, synthesis and evaluation based on evidence from scripture, theology, philosophy and other relevant sources				
Inquiry and research	5%	5%		10%
Communication of religious ideas and understanding in appropriate forms		5%	5%	10%
Total %	15%	15%	20%	50%

# Studies of Religion 2 (SRE) – Year 12 Course Structure

## Syllabus link

### HSC Course Outcomes

A Student:

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

### Studies of Religion 2 – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Research Task Religious Tradition Depth Study 1 Judaism - Ethics	Investigation & Report Religious Tradition Depth Study Islam – Person	Source Analysis Religion and Peace	Trial HSC Examination	
Outcomes assessed	H4, H5, H6, H7, H8, H9	H6, H7, H8, H9	H1, H2, H3, H4, H5	H1, H2, H3, H6, H7	
<b>Components</b>					
<b>Weighting %</b>					
Knowledge and understanding of course content	5%	10%	10%	15%	40%
Source-based skills	10%	5%		5%	20%
Investigation and research	5%	5%	10%		20%
Communication of information, ideas and issues in appropriate forms		5%	5%	10%	20%
<b>Total %</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

# Studies of Religion 1 (SOR) – Year 12 Course Structure

[Syllabus link](#)

## HSC Course Outcomes

A Student:

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

## Studies of Religion 1 – Assessment Program

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Research Task Religious Tradition Christianity – JPII	Investigation Report Religious Tradition Depth Study Judaism - ethics	Trial HSC Examination	
Outcomes assessed	H1, H2, H3, H6	H1, H2, H4, H5, H6, H7	H2, H3, H6, H7, H8, H9	
Components	Weighting %			
Knowledge and understanding of course content	10%	10%	20%	40%
Source-based skills	5%	10%	5%	20%
Investigation and research	10%	10%		20%
Communication of information, ideas and issues in appropriate forms	5%	10%	5%	20%
Total %	30%	40%	30%	100%



# Visual Arts (VIS) – Year 12 Course Structure

## Syllabus link

## HSC Course Outcomes

A Student:

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

## Visual Arts – Assessment Program

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Presentation of research and own artists practice	BOW Progress 1 and Case Study	BOW Progress 2	HSC Trial Examination	
Outcomes assessed	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
Components	Weighting %				
Artmaking		20%	30%		50%
Art Critical and Historical	10%	20%		20%	50%
Total %	10%	40%	30%	20%	100%