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## Forward

Please read in conjunction with **Koorringal High School Stage 6 Assessment Procedures Booklet**. This can be found at <http://www.koorringal-h.schools.nsw.edu.au/> – “Curriculum & Activities” – “Assessment & Reporting”.

The Assessment Procedures are located on the school’s website above as well as through the Year Advisor and Deputy Principal.

Dear Student and Parent/Carer,

Please ensure that you read this booklet, in conjunction with the Koorringal High School Assessment Procedures Booklet. Your child/ward will be asked to sign as acknowledgment of the receipt of this booklet and agree to adhere to its contents.

The NSW Education Standards Authority (NESA) Higher School Certificate rules and requirements are covered in the Assessment, Certification and Examination (ACE) Manual. This and many other NESA publications, including syllabi, can be found on the NESA's website:

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

### The New South Wales Higher School Certificate

The Higher School Certificate is the highest educational award you can gain in New South Wales schools. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

**For most HSC NESA Board Developed Courses, they comprise of a moderated school-based assessment mark (50% of the total mark in each course) and the external HSC examination mark (the other 50%). The combined mark is reported on your Higher School Certificate Record of Achievement. School based assessment is the focus of this booklet.**

### Scheduling of Assessment Tasks

Assessment in the HSC uses a variety of tasks. Assessment tasks, therefore, might occur at different times in different courses. Listed below are the periods available within the school year when assessments occur.

Time	Scheduled Assessment Periods
TERM 4, 2023	Assessment according to a published schedule
TERM 1, 2024	Assessment according to a published schedule
TERM 2, 2024	Assessment throughout the term – according to a published schedule
TERM 3, 2024	THE TRIAL HSC EXAMINATIONS - Weeks 4 – 5 (12 <sup>th</sup> – 23 <sup>rd</sup> August)

This booklet outlines the nature of the assessment tasks within Koorringal High School for each course, and includes the following information:

- The assessment components and their weightings for each course
- When assessment tasks will take place
- The nature of each assessment task (e.g. assignment, test, project, etc.)

A detailed description including outcomes to be assessed will be issued and marking criteria or guidelines for a task will be issued at least two weeks before the task is to be completed.



## Koorringal High School Planner – Term Four – 2023 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 A</b>	9-Oct	10-Oct	11-Oct	12-Oct	13-Oct
<b>Week 2 B</b>	16-Oct	17-Oct	18-Oct	19-Oct	20-Oct
<b>Week 3 A</b>	23-Oct	24-Oct	25-Oct	26-Oct	27-Oct
<b>Week 4 B</b>	30-Oct	31-Oct	1-Nov	2-Nov	3-Nov
<b>Week 5 A</b>	6-Nov	7-Nov	8-Nov	9-Nov	10-Nov
<b>Week 6 B</b>	13-Nov	14-Nov	15-Nov	16-Nov	17-Nov
<b>Week 7 A</b>	20-Nov	21-Nov	22-Nov	23-Nov	24-Nov
<b>Week 8 B</b>	27-Nov	28-Nov	29-Nov	30-Nov	1-Dec
<b>Week 9 A</b>	4-Dec	5-Dec	6-Dec	7-Dec	8-Dec
<b>Week 10 B</b>	11-Dec	12-Dec	13-Dec	14-Dec	15-Dec
<b>Week 11 A</b>	<u>Staff Development Day</u> 18-Dec	<u>Staff Development Day</u> 19-Dec			



## Koorringal High School – Planner – Term One – 2024 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 A</b>		<u>Staff Development Day</u> 30-Jan	<u>Staff Development Day</u> 31-Jan	1-Feb	2-Feb
<b>Week 2 B</b>	5-Feb	6-Feb	7-Feb	8-Feb	9-Feb
<b>Week 3 A</b>	12-Feb	13-Feb	14-Feb	15-Feb	16-Feb
<b>Week 4 B</b>	19-Feb	20-Feb	21-Feb	22-Feb	23-Feb
<b>Week 5 A</b>	26-Feb	27-Feb	28-Feb	29-Feb	1-Mar
<b>Week 6 B</b>	4-Mar	5-Mar	6-Mar	7-Mar	8-Mar
<b>Week 7 A</b>	11-Mar	12-Mar	13-Mar	14-Mar	15-Mar
<b>Week 8 B</b>	18-Mar	19-Mar	20-Mar	21-Mar	22-Mar
<b>Week 9 A</b>	25-Mar	26-Mar	27-Mar	28-Mar	<u>Public Holiday</u> 29-Mar
<b>Week 10 B</b>	<u>Public Holiday</u> 1-Apr	2-Apr	3-Apr	4-Apr	5-Apr
<b>Week 11 A</b>	8-Apr	9-Apr	10-Apr	11-Apr	12-Apr





## Koorringal High School Planner – Term Two – 2024 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 A</b>	<u>Staff Development Day</u> 29-Apr	30-Apr	1-May	2-May	3-May
<b>Week 2 B</b>	6-May	7-May	8-May	9-May	10-May
<b>Week 3 A</b>	13-May	14-May	15-May	16-May	17-May
<b>Week 4 B</b>	20-May	21-May	22-May	23-May	24-May
<b>Week 5 A</b>	27-May	28-May	29-May	30-May	31-May
<b>Week 6 B</b>	3-June	4-June	5-June	6-June	7-June
<b>Week 7 A</b>	<u>Public Holiday</u> 10-June	11-June	12-June	13-June	14-June
<b>Week 8 B</b>	17-June	18-June	19-June	20-June	21-June
<b>Week 9 A</b>	24-June	25-June	26-June	27-June	28-June
<b>Week 10 B</b>	1-July	2-July	3-July	4-July	5-July



## Koorungal High School Planner – Term Three – 2024 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 A</b>	<u>Staff Development Day</u>  22-Jul	23-Jul	24-Jul	25-Jul	26-Jul
<b>Week 2 B</b>	29-Jul	30-Jul	31-Jul	1-Aug	2-Aug
<b>Week 3 A</b>	5-Aug	6-Aug	7-Aug	8-Aug	9-Aug
<b>Week 4 B</b>	12-Aug	13-Aug	14-Aug	15-Aug	16-Aug
<b>Week 5 A</b>	19-Aug	20-Aug	21-Aug	22-Aug	23-Aug
<b>Week 6 B</b>	26-Aug	27-Aug	28-Aug	29-Aug	30-Aug
<b>Week 7 A</b>	2-Sep	3-Sep	4-Sep	5-Sep	6-Sep
<b>Week 8 B</b>	9-Sep	10-Sep	11-Sep	12-Sep	13-Sep
<b>Week 9 A</b>	16-Sep	17-Sep	18-Sep	19-Sep	20-Sep
<b>Week 10 B</b>	23-Sep	24-Sep	25-Sep	26-Sep	27-Sep



## Koorringal High School's Assessment Policy for the 2024 Higher School Certificate

### HSC Results

NESA Developed Courses have an external HSC examination and your achievement will be reported against standards that clearly describe the level of knowledge, skills and understanding you have reached. In December, your HSC results will be available via your NESA Students Online account and SMS. If you are eligible for an HSC, your HSC testamur will be available in January.

Results of NESA Developed Courses are recorded under the following headings on the Record of Achievement:

- *An Assessment Mark* - a moderated mark calculated from the marks awarded for your assessment tasks at school.
- *An Examination Mark* - the mark awarded for the external examination.
- *The HSC Mark* - the average of the Examination Mark and the moderated Assessment Mark.
- *A Performance Band* - your level of achievement in that course as measured against the published course standards.

The Course Report will include descriptors for each Performance Band. These provide a summary of what students know and are able to do. The mark gained by students in the course is shown next to the relevant Performance Band.

### Requirements for the Award of an HSC and Satisfactory Completion of a Course

It is expected that:

- the student's attendance, conduct and progress will be satisfactory;
- the student will follow a pattern of study that makes him/her eligible for the award of the HSC;
- the student will study appropriate courses as approved by the NESA NSW;
- the student will complete all the requirements of each course including any necessary oral, aural, practical, field work, project work, class work;
- the student will have completed, and made a genuine attempt at, all tasks required as part of the assessment program;
- the student will avoid behaviour which could be considered cheating, including plagiarism, and ensure that all assessment work is their own or acknowledges the contribution of others; and
- the student will sit for, and make a genuine attempt at, any examination set as part of the course including the Higher School Certificate examination.

### The Courses

Two types of courses are approved for study in the Higher School Certificate:

- NESA Board Developed Courses - are the courses for which the NESA develops a syllabus, setting out the objectives, outcomes, structure and content. NESA also sets Higher School Certificate examinations for most of these courses.
- NESA Content Endorsed Courses - all of which form part of an approved HSC program of study and are listed on your Record of Achievement. Content Endorsed Courses don't have a HSC examination, so therefore, cannot be used in the calculation of the ATAR.

Extension study is available in English, Mathematics, History, Music, Science and some language courses. Extension courses build on the content of the 2-unit course and require students to study beyond the 2-unit course. A second unit of Extension English and Mathematics may also be studied.





## Extension 2 Requirements

A student withdrawing from Extension 2 must continue with a minimum of 11 units until the final assessment before the trial is completed and it is determined that the student will achieve 10 units. At the point of withdrawal from a course the student must have completed more than 50% of the course assessments. The student must seek approval from the head teacher of the extension course(s) prior to discontinuing another course which will result in the student completing a pattern of study with 10 units only.

## Allocation of Marks

Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 to 100 will correspond to the highest level of achievement (Band 6). Marks are based on the standard of achievement reached, not based on set distributions of marks.

## Assessment Marks

Your school submits your assessment marks for each NESA Board Developed Course studied to the NESA. These marks are calculated from your results on each assessment task you undertake as part of your HSC course and outlined in this booklet.

In the case of VET courses studied at school, there is no assessment mark. A student record of achievement for the competencies for each module is kept as a soft copy. **VET course competencies and outcomes are included in this booklet.**

## School-Based Assessment

The assessment marks submitted by a school for each course are intended to indicate students' achievements relative to each other and the standards of the course. The assessment marks will be based on achievements measured at points throughout the course. This measure of students' achievements is based upon:

- *A wider range of syllabus outcomes than may be measured by the external examination, although it must cover all the outcomes measured by the examination.*
- *Multiple measures and observations made throughout the HSC course rather than at a single, final examination.*

Measuring achievement at points during the course provides a better indication of student achievement than a single examination. It increases the accuracy of the final assessment of each student's achievement by using multiple measures. It caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment.

## School based assessment comprises 50% of the overall mark in each course, and is reported on your Higher School Certificate Record of Achievement.

Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each NESA Board Developed Course are set out in each syllabus. This information may be accessed through NESA's website:

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

The final HSC assessment mark will be moderated by the NESA using HSC examination marks to ensure that students are not advantaged or disadvantaged by the pattern of marks used by their school. This process will retain the school's measurement of the order of merit of its students and the relative differences between them.

## Plagiarism

Plagiarism is when you present work or create work as yours that is the work or creation of someone else. Students should particularly note the definition and application of the rules found in the Koorringal High School Assessment Policy and in the NESA publication "All My Own Work" found at:

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



## Honesty in Assessment – the Standard

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

Each student's mark will be determined by the quality of the work produced by the student only. Any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the NESA subject-specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

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

Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, students will be reported further. These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. Details can be found on the NESA website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

## NESA's Responsibilities

For each course, NESA produces a syllabus, a statement of subject rules, a list of prescribed texts (if applicable), works and projects and an assessment guide. The NESA Higher School Certificate rules and requirements are covered in the Assessment, Certification and Examination (ACE) Manual. This and many other NESA publications, including syllabi, can be found on the NESA website:

[www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au). It is recommended that students regularly access this site.

## Review of Final Assessment Ranks

Following submission of assessment marks from the school in each HSC course and the completion of the HSC examinations, NESA will provide students with their relative position in each course, through their NESA Students Online account.

If the position assigned by the school differs significantly from what was expected by a student, based on information provided during the course, the student may seek a review in that course. The teacher's professional judgement of the achievement level in individual assessments as reflected in the marks or grades awarded, will not be considered in any part of the review.

## Number of Assessment Tasks

It is not the intention of the NESA to distort the normal learning processes by the introduction of these assessments. For this reason, schools are advised to use the least number of measures possible to arrive at a fair assessment. It is deemed by NESA that up to 4 tasks should be sufficient for assessment.

Teachers will use other activities for diagnostic purposes and to establish success in the teaching/learning of a particular concept, topic or unit. These are essential parts of the course and should be carried out by all students. It should further be noted that not all tasks are weighted equally and a poor level of achievement in a major task may have significant consequences. At the same time, it should be recognised that significant variation in a student's rank may occur during the HSC year as a consequence of relatively small mark differences.

Students, therefore, who take lightly their responsibility to submit their best work in all tasks, do so at serious risk. A pattern of non-serious attempt or non-attempt might well prejudice such student's eligibility to receive a Higher School Certificate.



## Non-Assessment Tasks

Not all homework, assignments and tests provide assessment marks. The purpose of non-assessment tasks is to give you practice and so help you improve your result. You need to complete all your assigned work in order to have satisfactorily completed the course – not just the tasks specified for assessment. As these tasks are part of a course, their completion is required for you to meet course requirements.

## Concerns

If you are experiencing any difficulty in assessments for a course you should seek help from your teacher, Year Advisor or the Head Teacher responsible for that course.

## Satisfactory Completion of a Course

### Course Completion Criteria

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

- (a) **followed** the course developed or endorsed by NESA; and
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes.
- (d) VET Courses only – **completed** mandatory work placement of 70 hours.

While the NESA does not mandate attendance requirements, Principals may determine that, as a result of absence or lack of sustained effort, the course completion criteria may not be met. Clearly, absences and lack of application will be regarded seriously by Principals who must give students early warning of the consequences of such circumstances. Warning letters must relate to students' meeting the completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the Principal must warn the student as soon as possible and advise the parent or carer (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the 'N' determination.

**"For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks which contribute in excess of 50 per cent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 per cent is not sufficient; tasks worth in excess of 50 per cent must be attempted. Furthermore, the student must fulfil the course completion criteria. It is only when both of these conditions are met that the course is listed on the Record of Achievement.**

**Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Preliminary courses and 10 units of HSC courses which satisfy the NESA pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate."** (ACE Manual).

## University Admission

The Australian Tertiary Admission Rank (ATAR) is based on an aggregate of scaled marks in ten units of NESA Board Developed Courses and the highest rank of an ATAR is 99.95.

The Australian Tertiary Admission Rank (ATAR) is calculated for the Universities Admissions Centre (UAC). Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry. The NESA passes this information to UAC. For further information, visit the UAC website at [www.uac.edu.au](http://www.uac.edu.au) or call 1300 275 822.





## Disability Provisions

The NESA assesses applications from students with special assessment needs in order to provide eligible students with practical support in NESA assessments and examinations. Applications may be made by students for the RoSA, Preliminary HSC and Higher School Certificate according to procedures determined by the NESA. The coordinators of these applications are the Head Teacher Wellbeing and the Learning Support Teacher. They will be able to provide Year 9 - 12 students with Disabilities Provisions Application forms and Information Guides. Students who wish to apply for disabilities provisions should see a member of the Learning Support Team.

Parents are encouraged to contact the Head Teacher Wellbeing or the Learning Support Teacher with any questions regarding the process. Parents will also be provided with the part of the form to be completed by any relevant specialists. It is most important that parents carry out this request in order to support the application with statements from medical professionals. The due date is always the last day of Term 1 for pre-existing conditions, except for applications based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever, which should be submitted in July of the examination year, with teacher comments and medical documentation also dated July.

For more details, refer to the NESA website on <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions> or contact the school.

When an application is submitted, evidence must be included indicating the precise nature of the disability and the consequent effect on examination performance. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication. Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA only determines disability provisions for the Higher School Certificate examinations. Students and parents should be aware that there is no guarantee NESA will grant the same provisions as those given at school. Supporting documents, e.g. medical reports that confirm diagnosis of a particular condition; hearing and vision tests; timed essays should be submitted with the application. Supporting documentation should be less than 12 months old except where an existing medical condition/ diagnosis will not change with time, e.g. permanent vision loss, diabetes. Provisions for emergencies (e.g. a broken arm) may be sought up to the day of the examination. If all the necessary information is not provided, some requested provisions will be declined due to insufficient evidence.

Where a student has a condition that may or may not occur during an examination, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/misadventure appeals, not disability provisions. Also, disability provisions cannot compensate students for difficulties in undertaking a course or for lost preparation time. However, if there are identifiable factors known to contribute to or trigger a particular condition, an application can be submitted on this basis; for example, separate supervision in a room with natural light if bright lighting frequently results in a migraine.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.

Where a student has a condition that might manifest itself during an examination session (e.g. epilepsy or asthma), the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.

Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.



# **Individual HSC Course Assessment Schedules**

## **Board Developed Courses**



## Agriculture

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 9	Term 2 Week 2	Term 3 Week 3	Term 3 Week 4/5	
<b>Task Description</b>	Farm Product Study	Biometry Report	Elective Research Task	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1.1 H3.1 H3.2 H3.3 H3.4	H4.1 H2.2	H4.1 H5.1	H1.1 H2.1 H2.2 H3.1 H3.2 H3.3 H3.4 H4.1 H5.1	
Knowledge and understanding of course content.	10	5	10	15	<b>40%</b>
Knowledge, understanding and skills required to manage agricultural production systems.	10	10	10	10	<b>40%</b>
Skills in effective research, experimentation and communication		10	5	5	<b>20%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Mr Andrew Upton**

## Ancient History

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4/5	
<b>Topic</b>	Spartan Society to the Battle of Leuctra 371 B.C	Xerxes	Augustan Age	Cities of Vesuvius	
<b>Task Description</b>	Historical Podcast Analysis	Essay	Essay	Trial HSC Examination	
<b>Outcomes Assessed</b>	AH12-1, 3, 4, 6, 7-9	AH12-1, 3, 7-9	AH12-1, 3, 4, 7-9	AH12-1-4, 6, 7, 9	
Knowledge and understanding of course content	5	5	10	20	<b>40%</b>
Source-based skills	5	10		5	<b>20%</b>
Historical inquiry and research	5	5	10		<b>20%</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

### Explanation of Outcomes

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

**Head Teacher contact: Mr Mitchell Read**

## Biology

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4/5	
Task Description	Secondary Research	Extended Response	Depth Study Microbiology	Trial HSC Examination	
Outcomes Assessed	BIO11/12-5-7 and 12	BIO11/12-2, 5, 6, 7 and 13	BIO11/12-1 – 7, 14	BIO11/12-1-7 and 12-15	
Working Scientifically skills	10	20	20	10	<b>60%</b>
Knowledge and understanding	5	10	5	20	<b>40%</b>
<b>Total</b>	<b>15%</b>	<b>30%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Mr Hamish Ryan**

## Business Studies

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 10	Term 3 Week 4/5	
<b>Topic</b>	Operations	Marketing	Human Resource Management		
<b>Task Description</b>	Short Answer Questions	Marketing Plan	Extended Response	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1 H2 H5 H7	H3 H5 H6 H7 H8 H9	H2 H3 H4 H5 H6 H7 H8 H9	H2 H3 H4 H5 H6 H9 H10	
Knowledge and understanding of course content	5	5	10	20	<b>40%</b>
Stimulus-based skills	5	5	5	5	<b>20%</b>
Inquiry and research	5	10	5		<b>20%</b>
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	<b>20%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<b>H1</b>	Critically analyses the role of business in Australia and globally	<b>H6</b>	Evaluates the effectiveness of management in the performance of businesses
<b>H2</b>	Evaluates management strategies in response to changes in internal and external influences	<b>H7</b>	Plans and conducts investigation into contemporary business issues
<b>H3</b>	Discusses the social and ethical responsibilities of management	<b>H8</b>	Organises and evaluates information for actual and hypothetical business situations
<b>H4</b>	Analyses business functions and processes in large and global businesses	<b>H9</b>	Communicates business information, issues and concepts in appropriate formats
<b>H5</b>	Explains management strategies and their impact on businesses	<b>H10</b>	Applies mathematical concepts appropriately in business situations

**Head Teacher contact: Mr Mitchell Read**



## Chemistry

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 10	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4/5	
Task Description	Secondary Research Report	Extended Response Task	Organic Chemistry Depth Study	Trial HSC Examination	
Outcomes Assessed	CH12-1-7 and 12	CH12-4-7 and 13	CH12-1-7, and 14	CH12-1-7 and 12-15	
Working Scientifically Skills	15	20	15	10	<b>60%</b>
Knowledge and understanding	5	10	5	20	<b>40%</b>
<b>Total</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
Working Scientifically Skills		Knowledge and Understanding	
CH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation	CH12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems
CH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information	CH12-13	describes, explains and quantitatively analyses acids and bases using contemporary models
CH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information	CH12-14	analyses the structure of, and predicts reactions involving, carbon compounds
CH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	CH12-15	describes and evaluates chemical systems used to design and analyse chemical processes
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		

**Head Teacher contact: Mr Hamish Ryan**



## Community and Family Studies

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	2023 Term 4 Week 10	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4/5	
<b>Task Description</b>	Independent Research Project	Case Study: Groups in Context	Individuals and Work	Trial HSC Examination	
<b>Outcomes Assessed</b>	H4.1 H4.2	H1.1 H2.2 H2.3 H3.1 H3.3 H5.1	H3.2 H3.4 H5.1 H5.2 H6.1 H6.2	H1.1 to H6.2	
Knowledge and understanding of course content	5	10	5	20	<b>40%</b>
Skills in critical thinking, research methodology, analysing and communicating	15	15	20	10	<b>60%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Mrs Rachael Macri**

## Design and Technology

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 8	Term 1 Week 3	Term 2 Week 7	Term 3 Week 4/5	
<b>Task Description</b>	Innovation Case Study	Presentation and Report on Project Proposal	Project Development and Realisation Report	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1.1 H2.1 H2.2 H3.1 H3.2 H5.2 H6.2	H1.1 H1.2 H2.1 H3.2 H4.1	H4.2 H4.3 H5.2 H6.1	H1.1 H1.2 H2.1 H2.2 H3.1 H4.2 H4.3 H5.1 H6.2	
Knowledge and understanding of course content.	20			20	<b>40%</b>
Knowledge and skills in designing, managing, producing and evaluating a major design project.		30	20	10	<b>60%</b>
<b>Total</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<b>H1.1</b>	Critically analyses the factors affecting design and the development and success of design projects	<b>H4.2</b>	Selects and uses resources responsibly and safely to realise a quality major design project
<b>H1.2</b>	Relates the practices and processes of designers and producers to the major design project	<b>H4.3</b>	Evaluates the processes undertaken and the impacts of the major design project
<b>H2.1</b>	Explains the influence of trends in society on design and production	<b>H5.1</b>	Manages the development of a quality major design project
<b>H2.2</b>	Evaluates the impact of design and innovation on society and the environment	<b>H5.2</b>	Selects and uses appropriate research methods and communication techniques
<b>H3.1</b>	Analyses the factors that influence innovation and the success of innovation	<b>H6.1</b>	Justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
<b>H3.2</b>	Uses creative and innovative approaches in designing and producing	<b>H6.2</b>	Critically assesses the emergence and impact of new technologies, and the factors affecting their development
<b>H4.1</b>	Identifies a need or opportunity and researches and explores ideas for design development and production of the major design project		

**Head Teacher contact: Mr Andrew Upton**

## Drama

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3, Week 2	
Task Description	<b>Research Task and Workshop Performance: Studies in Drama and Theatre, Dramatic Traditions in Australia</b>  Written response to research question (in-class essay) and performance, based on workshop activities	<b>Individual Project: Submission/ Performance of Work Under Development</b>  Presentation of work(s) in progress, logbook including preliminary drafts and research	<b>Group Devising Work in Progress</b>  Presentation of group devised performance, logbook with critical analysis of role and character, development of effective performance skills and use of theatrical elements to engage an audience	<b>Trial HSC Examination</b>  Written Examination  Presentation of group devised performance demonstrating ongoing refinement, formal interview and reflection statement	
Outcomes Assessed	H1.3 H1.6 H3.1 H3.2	H1.2 H1.5 H3.3	H1.1 H1.2 H1.4 H1.5 H2.1 H2.2	H1.4 H1.5 H2.2 H2.3 H3.1 H3.2 H3.3	
Making	10	10	20		40%
Performing			20	10	30%
Critically Studying	10	10		10	30%
<b>Total</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>	<b>20%</b>	<b>100%</b>

Explanation of Outcomes			
H1.1	Uses acting skills to adopt and sustain a variety of characters and roles	H2.1	Demonstrates effective performance skills
H1.2	Uses performance skills to interpret and perform scripted and other material	H2.2	Uses dramatic and theatrical elements effectively to engage an audience
H1.3	Uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works	H2.3	Demonstrates directorial skills for theatre and other media
H1.4	Collaborates effectively to produce a group-devised performance	H3.1	Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H1.5	Demonstrates directorial skills	H3.2	Analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H1.6	Records refined group performance work in appropriate form	H3.3	Demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

**Head Teacher contact: Mr Joel Lowrie**

## Engineering Studies

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4/5	
<b>Task Description</b>	Civil Engineering Report	Personal and Public Transport Engineering Report	Aeronautical Engineering Report	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1.2 H2.1 H3.1 H4.1 H4.2 H5.1 H6.1	H2.1 H3.1 H3.2 H4.2 H4.3 H6.2	H1.1 H1.2 H2.2 H3.2 H3.3 H4.1 H5.2 H6.1	H1.1 H1.2 H2.1 H2.2 H3.1 H3.2 H3.3 H4.1 H4.2 H4.3	
Knowledge and understanding of course content.	15	15	15	15	<b>60%</b>
Knowledge and skills in research problem solving and communication related to engineering practice	10	10	10	10	<b>40%</b>
<b>Total</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

Explanation of Outcomes			
<b>H1.1</b>	Describes the scope of engineering and critically analyses current innovations	<b>H4.1</b>	Investigates the extent of technological change in engineering
<b>H1.2</b>	Differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications	<b>H4.2</b>	Applies knowledge of history and technological change to engineering-based problems
<b>H2.1</b>	Determines suitable properties, uses and applications of materials, components and processes in engineering	<b>H4.3</b>	Applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
<b>H2.2</b>	Analyses and synthesises engineering applications in specific fields and reports on the importance of these to society	<b>H5.1</b>	Works individually and in teams to solve specific engineering problems and prepare engineering reports
<b>H3.1</b>	Demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice	<b>H5.2</b>	Selects and uses appropriate management and planning skills related to engineering
<b>H3.2</b>	Uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports	<b>H6.1</b>	Demonstrates skills in research and problem-solving related to engineering
<b>H3.3</b>	Develops and uses specialised techniques in the application of graphics as a communication tool	<b>H6.2</b>	Demonstrates skills in analysis, synthesis and experimentation related to engineering

**Head Teacher contact: Mr Andrew Upton**



## English Advanced

Task number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4/5	
<b>Task Description</b>	Common Module: Texts and Human Experiences  Analytical response using prescribed text and related material	Module A: Textual Conversations  Analytical response, written task using prescribed text	Module B: Multimodal  Response and reflection	Trial HSC Examination Paper 1 – Texts and Human Experiences and Paper 2 Modules	
<b>Outcomes Assessed</b>	EA12-1 EA12-3 EA12-5 EA12-6	EA12-1 EA12-3 EA12-7 EA12-8	EA12-1 EA12-2 EA12-4 EA12-9	EA12-1 EA12-3	
Knowledge and understanding of course content	15	10	10	15	<b>50%</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	<b>50%</b>
<b>Total</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Mrs Marie Speer**



## English Extension 1

Task Number	Task 1	Task 2	Task 3	Weighting
<b>Date</b>	2023 Term 4 Week 10	Term 1 Week 9	Term 3 Weeks 4/5	
<b>Task Description</b>	Portfolio and Reflection	Analytical Essay  Prescribed and Related Texts	Trial HSC Examination  Section 1 – Common Module Section II - Elective	
<b>Outcomes Assessed</b>	EE12-1 EE12-2 EE12-5	EE12-2 EA12-3 EE12-4	EA12-1 EA12-2 EE12-5	
Knowledge and understanding of complex texts and of how and why they are valued.	15	20	15	<b>50%</b>
Skills in complex analysis, sustained composition and investigation	15	20	15	<b>50%</b>
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<b>EE12-1</b>	Demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technology.	<b>EE12-4</b>	Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts.
<b>EE12-2</b>	Analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts.	<b>EE12-5</b>	Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes.
<b>EE12-3</b>	Independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts.		

**Head Teacher contact: Mrs Marie Speer**



## English Extension 2

Task Number	Task 1	Task 2	Task 3	Weighting
<b>Date</b>	2023 Term 4 Week 10	Term 1 Week 10	Term 2 Week 10	
<b>Task Description</b>	Viva Voce (including written proposal)  Conceptualisation and Inspiration.  Presentation and explanation of proposed major work.	Literature Review  Investigation and Creation of Major Work.  Evaluate and critically examine literature related to their major work.	Critique  Creation and Reflection.  Major Work Journal, including information on the revising and editing of the major work.	
<b>Outcomes Assessed</b>	EEX12-1 EEX12-3	EEX12-2 EEX12-4	EEX12-2 EEX12-5	
Skills in extensive independent research	15	20	15	<b>50%</b>
Skills in sustained composition	15	20	15	<b>50%</b>
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<b>EEX12-1</b>	Demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology.	<b>EEX12-4</b>	Undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea.
<b>EEX12-2</b>	Strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context.	<b>EEX12-5</b>	Reflects on and evaluates the composition process and the effectiveness of their own published composition.
<b>EEX12-3</b>	Applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition.		

**Head Teacher contact: Mrs Marie Speer**

## English Standard

Task number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4/5	
<b>Task Description</b>	Common Module: Texts and Human Experiences  Analytical response using prescribed text and related material	Module A: Language, Identity and Culture  Analytical response, written task using prescribed text.	Module B: Multimodal  Response and reflection	Trial HSC Examination Paper 1 – Texts and Human Experiences and Paper 2 - Modules	
<b>Outcomes Assessed</b>	EN12-1 EN12-3 EN12-5 EN12-6	EN12-1 EN12-3 EN12-7 EN12-8	EN12-1 EN12-2 EN12-4 EN12-9	EN12-1 EN12-3	
Knowledge and understanding of course content	15	10	10	15	<b>50%</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	<b>50%</b>
<b>Total</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Mrs Marie Speer**



## English Studies

Task number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Week 1	
<b>Task Description</b>	Common Module: Texts and Human Experiences Analytical response using prescribed text and related material	Module: A We Are Australians  Multimodal response	Module: L Who Do I Think I Am  Reading and written response	Module: H Part of a Family  Collection of classwork demonstrating student learning across all of the modules studied.	
<p><i>Students studying English Studies do have the option of sitting an HSC exam in order to be awarded an ATAR. However, the academic rigour of this course does not align itself with the expectations of tertiary study.</i></p> <p><i>The English Studies HSC exam will include the Common module: Texts and Human Experiences; a response to a module of the student's choice; and a section to assess writing skills.</i></p>					
<b>Outcomes Assessed</b>	ES12-1 ES12-4 ES12-5 ES12-7	ES12-2 ES12-3 ES12-4 ES12-6 ES12-9	ES12-1 ES12-2 ES12-5 ES12-6 ES12-10	ES12-1 ES12-3 ES12-5 ES12-6 ES12-7 ES12-8	
Knowledge and understanding of course content	10	15	10	15	<b>50%</b>
Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively	10	15	10	15	<b>50%</b>
<b>Total</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Mrs Marie Speer**

## History Extension

Task Number	Task 1	Task 2	Task 3	Weighting
<b>Date</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4/5	
<b>Task Description</b>	History Project- Proposal, process log, annotated sources	History Project - Essay	Trial HSC Examination	
<b>Outcomes Assessed</b>	HE12-2	HE12-3 HE12-4	HE12-1 HE12-2 HE12-3 HE12-4	
Knowledge and understanding about significant historiographical ideas and processes	10	20	10	<b>40%</b>
Skills in designing, undertaking and communicating historical inquiry and analysis	20	10	30	<b>60%</b>
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

Explanation of Outcomes			
<b>HE12.1</b>	Analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations	<b>HE12.3</b>	Communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
<b>HE12.2</b>	Plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches	<b>HE12.4</b>	Constructs a historical position about an area of historical inquiry and discusses and challenges other positions

**Head Teacher contact: Mr Mitchell Read**

## Industrial Technology - Multimedia

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 6	Term 1 Week 5	Term 2 Week 8	Term 3 Week 4/5	
<b>Topic</b>	HSC Project Proposal and Management	Industrial Related Manufacturing Technology	Project Development and Management Report	Trial HSC Examination	
<b>Task Description</b>	<b>Pre-production</b> Design, planning and pitch presentation	<b>Production</b> Research, development and prototyping of techniques and processes	<b>Post-Production</b> Report on WHS, working process and evaluation of project	<b>Formal Written Exam</b>	
<b>Outcomes Assessed</b>	H1.2, H3.1, H5.2	H3.2, H4.1	H2.1, H6.12	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
Knowledge and understanding of course content		15		25	<b>40%</b>
Knowledge and skills in the design, management, communication and production of a major project	25	10	25		<b>60%</b>
<b>Total</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

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

**Head Teacher contact: Mr Joel Lowrie**



## Industrial Technology – Timber Products and Furniture Industries

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 6	Term 1 Week 2	Term 2 Week 7	Term 3 Week 4/5	
<b>Task Description</b>	Project proposal and management – Preproduction design & planning pitch	Report highlighting the design and practical development for the major project. Include evaluation methods used.	Industry Study Written report	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1.2 H3.1 H5.2	H2.1 H3.2 H3.3 H4.1 H4.2 H5.1 H5.2 H6.2 H7.1	H1.1 H1.2 H1.3 H7.1 H7.2	H1.3 H3.1 H5.1 H6.1 H7.1 H7.2	
Knowledge and understanding of course contents	10		20	10	<b>40%</b>
Knowledge and skills in the design, management, communication and production of a major project	10	30		20	<b>60%</b>
<b>Total</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Mr Andrew Upton**

## Investigating Science

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4/5	
Task Description	Depth Study Practical Investigation	Secondary Source Research Task	Testing Claims Analysis	Trial HSC Examination	
Outcomes Assessed	INS11/12-1 – 7 and INS12-12	INS11/12-1 – 7 and INS12-13	INS11/12-1, 5 – 6 and INS12-14 - 15	INS11/12-1 – 7 and INS12- 12 - 15	
Skills in working scientifically	25	20	5	10	<b>60%</b>
Knowledge and understanding	5	5	10	20	<b>40%</b>
<b>Total</b>	<b>30%</b>	<b>25%</b>	<b>15%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<b>INS11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation	<b>INS11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>INS11/12-2</b>	Designs and evaluates investigation in order to obtain primary and secondary data and information	<b>INS12-12</b>	Develops and evaluates the process of undertaking scientific investigations
<b>INS11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information	<b>INS12-13</b>	Describes and explains how science drives the development of technologies
<b>INS11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	<b>INS12-14</b>	Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
<b>INS11/12-5</b>	Analyses and evaluates primary and secondary data and information	<b>INS12-15</b>	Evaluates the implications of ethical, social, economic and political influences on science
<b>INS11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		

**Head Teacher contact: Mr Hamish Ryan**

## Legal Studies

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5	
<b>Topic</b>	Crime	Human Rights	Family Law	Trial HSC Examination	
<b>Task Description</b>	In class response	Article analysis	Research task	Written paper	
<b>Outcomes Assessed</b>	H1 H2 H3 H4 H6 H7	H1 H2 H3 H4 H5 H6 H7	H1 H4 H7 H8 H9 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10	
Knowledge and understanding of course content	10	10	5	15	<b>40%</b>
Analysis and evaluation		10		10	<b>20%</b>
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	<b>20%</b>
Inquiry and research	5		15		<b>20%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Mr Mitchell Read**

## Mathematics Advanced

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 4/5	
<b>Task Description</b>	Open Book Test: Graphs and equations; Curve sketching	Question Bank Test: Integration; Trigonometric; Exponential and logarithmic functions	In Class Exam: Sequences and series; Series and finance	Trial HSC Examination	
<b>Outcomes Assessed</b>	MA12-1, 4, and 10	MA12-1, 3, 6 and 7	MA12-1, 5, 9 and 10	MA12-1-10	
Understanding, fluency and communication	10	15	10	15	<b>50%</b>
Problem-solving, reasoning and justification	10	10	15	15	<b>50%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<b>MA12-1</b>	Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts	<b>MA12-6</b>	Applies appropriate differentiation methods to solve problems
<b>MA12-2</b>	Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques	<b>MA12-7</b>	Applies the concepts and techniques of indefinite and definite integrals in the solution of problems
<b>MA12-3</b>	Applies calculus techniques to model and solve problems	<b>MA12-8</b>	Solves problems using appropriate statistical processes
<b>MA12-4</b>	Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems	<b>MA12-9</b>	Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
<b>MA12-5</b>	Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs	<b>MA12-10</b>	Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

**Head Teacher contact: Mrs Liz Davies**



## Mathematics Standard 1

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 7	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4/5	
<b>Task Description</b>	In Class Examination: Linear relationships; Simultaneous equations	Open Book Test: Scale drawings; Right angled trigonometry; Rates	In Class Examination: Investments; Depreciation and loans; Graphs of practical situations	Trial HSC Examination	
<b>Outcomes Assessed</b>	MS1-11-1, 2, 6, 9 and 10 MS1-12-1, 6, 9 and 10	MS1-12-3, 4, 9 and 10	MS1-12-1, 5, 6, 9 and 10	MS1-12-1-10	
Understanding, fluency and communication	10	10	10	20	<b>50%</b>
Problem-solving, reasoning and justification	15	10	15	10	<b>50%</b>
<b>TOTAL</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Mrs Liz Davies**

## Mathematics Standard 2

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 7	Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 4/5	
<b>Task Description</b>	In-class Examination: Linear relationships; Simultaneous linear equations	Open Book Test: Rates and ratios; Non-right angled trigonometry	In-class Examination: Investment and loans; Annuities; Non-linear relationships	Trial HSC Examination	
<b>Outcomes Assessed</b>	MS-11-1, 2, 6, 9 and 10 MS2-12-1, 6, 9 and 10	MS2-12-3, 4, 9 and 10	MS2-12-1, 5, 6, 9 and 10	MS2-12-1-10	
Understanding, fluency and communication	10	10	10	20	<b>50%</b>
Problem-solving, reasoning and justification	15	10	15	10	<b>50%</b>
<b>Total</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<b>MS2- 12-1</b>	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts	<b>MS2- 12-6</b>	Solves problems by representing the relationships between changing quantities in algebraic and graphical forms
<b>MS2- 12-2</b>	Analyses representations of data in order to make inferences, predictions and draw conclusions	<b>MS2- 12-7</b>	Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
<b>MS2- 12-3</b>	Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate	<b>MS2- 12-8</b>	Solves problems using networks to model decision-making in practical problems
<b>MS2- 12-4</b>	Analyses two-dimensional and three-dimensional models to solve practical problems	<b>MS2- 12-9</b>	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
<b>MS2- 12-5</b>	Makes informed decisions about financial situations, including annuities and loan repayments	<b>MS2- 12-10</b>	Uses mathematical argument and reasoning to evaluate conclusions communicating a position clearly to others and justifying a response

**Head Teacher contact: Mrs Liz Davies**

## Mathematics Extension 1

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 8	Term 1 Week 10	Term 2 Week 10	Term 3 Week 4/5	
<b>Task Description</b>	Open Book Test: Proof by Induction; Binomial theorem	In-class Examination: Vectors; Projectile motion; Trigonometric equations	Question Bank Test: Further calculus; Differential equations	Trial HSC Examination	
<b>Outcomes Assessed</b>	ME-11-5, 6 and 7 ME-12-1, 6 and 7	ME12-2, 3, 6 and 7	ME12-1, 4, 6 and 7	ME12-1 - 7	
Understanding, fluency and communications	10	10	15	15	<b>50%</b>
Problem-solving, reasoning and justification	10	15	10	15	<b>50%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Mrs Liz Davies**

## Mathematics Extension 2

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 7	Term 1 Week 7	Term 2 Week 10	Term 3 Week 4/5	
<b>Task Description</b>	Open Book Test: Complex numbers	In-class Examination: Proof	Question Vectors; Integration mechanics	Trial HSC Examination	
<b>Outcomes Assessed</b>	MEX12-1, 4, 7 and 8	MEX12-1, 2, 7 and 10	MEX12-1, 3, 5, 7 and 8	MEX12-1 - 8	
Understanding, fluency and communications	10	10	10	20	<b>50%</b>
Problem-solving, reasoning and justification	10	15	15	10	<b>50%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes	
<b>MEX12-1</b>	Understands and uses different representations of numbers and functions to model, prove results and find solution to problems in a variety of contexts
<b>MEX12-2</b>	Chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
<b>MEX12-3</b>	Uses vectors to model and solve problems in two and three dimensions
<b>MEX12-4</b>	Uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
<b>MEX12-5</b>	Applies techniques of integration to structured and unstructured problems
<b>MEX12-6</b>	Uses mechanics to model and solve practical problems
<b>MEX12-7</b>	Applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
<b>MEX12-8</b>	Communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

**Head Teacher contact: Mrs Liz Davies**



## Modern History

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5	
Topic	Core: Power and Authority	Peace and Conflict	National Study	Change in the Modern World	
Task Description	Source Analysis	Historical Analysis - Podcast	Essay and Annotated Bibliography	Trial HSC Examination	
Outcomes Assessed	MH12-1 MH12-2 MH12-6 MH12-7 MH12-8 MH12-9	MH12-3 MH12-6 MH12-8 MH12-9	MH12-3 MH12-4 MH12-5 MH12-8 MH12-9	MH12-1 MH12-2 MH12-7 MH12-8 MH12-9	
Knowledge and understanding of course content	5	10	5	20	<b>40%</b>
Source-based skills	10	5		5	<b>20%</b>
Historical inquiry and research		5	15		<b>20%</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Mr Mitchell Read**

## Music 1

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 8	Term 1 Week 9	Term 2 Week 10	Term 3 Week 4/5	
Topic	Musicology/ Composition	Mid-Course Presentation of Core performance and Elective 1	Presentation of elective options	Trial HSC Examination	
Task Description	Presentation of a composition portfolio and a Viva Voce involving a scaffolded discussion using concept-based analysis and appropriate musical evidence selected from within Topic 1.	Delivery of Core Performance and Elective 1 which could include performance, composition, or viva voce.	Students are assessed on 2 of the following options: performance, composition, or viva voce for Elective 2 and 3.	Aural skills examination Responses to aural excerpts in relation to the concepts of music.	
Outcomes Assessed	H3 H5 H6 H7	H1 H9	H8 H10 H11	H2 H4	
Performance		10			10%
Composition	10				10%
Musicology	10				10%
Aural				25	25%
Electives		15	30		45%
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>25%</b>	<b>100%</b>

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

Head Teacher contact: Mr Joel Lowrie

## Numeracy

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	Term 4 Week 10	Term 1 Week 9	Term 2 Week 5	Term 3 Week 7	
<b>Task Description</b>	Investigative Task Percentages & Finance	Investigative Task Location, Time & Temperature	Investigative Task Space and Design	Investigative Task Statistics & Probability	
<b>Outcomes Assessed</b>	N6-1.1, 2, 3 N6-2.1, 4, 5 N6-3.1, 2	N6-1.1, 2, 3 N6-2.1, 2, 5 N6-3.1, 2	N6-1.1, 2 N6-2.1, 5 N6-3.1, 2	N6-1.1, 2, 3 N6-2.3 N6-3.1, 2	
Understanding, fluency and communication	15	15	10	10	<b>50%</b>
Problem-solving, reasoning and justification	10	10	15	15	<b>50%</b>
<b>Total</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

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

**Head Teacher contact: Mrs Liz Davies**

## Personal Development, Health and Physical Education

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	2023 Term 4 Week 8	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4/5	
<b>Task Description</b>	Core 1 Research Task	Core 2 Sports Analysis	Option: Case Study	Trial HSC Examination	
<b>Outcomes Assessed</b>	H1 H2 H3 H4 H5 H14 H15 H16	H7 H8 H10 H11	H7 H8 H9 H10 H16 H17	H1 - H13	
Knowledge and understanding of course content	10	10	10	10	<b>40%</b>
Skills in critical thinking, research, analysis and communicating	15	15	10	20	<b>60%</b>
<b>Total</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<b>H1</b>	Describes the nature and justifies the choice of Australia's health priorities	<b>H10</b>	Designs and implements training plans to improve performance
<b>H2</b>	Analyses and explains the health status of Australians in terms of current trends and groups most at risk	<b>H11</b>	Designs psychological strategies and nutritional plans in response to individual performance needs
<b>H3</b>	Analyses the determinants of health and health inequities	<b>H12</b>	Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
<b>H4</b>	Argues the case for health promotion based on the Ottawa Charter	<b>H13</b>	Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
<b>H5</b>	Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities	<b>H14</b>	Argues the benefits of health-promoting actions and choices that promote social justice
<b>H6</b>	Demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)	<b>H15</b>	Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
<b>H7</b>	Explains the relationship between physiology and movement potential	<b>H16</b>	Devises methods of gathering, interpreting and communicating information about health and physical activity concepts
<b>H8</b>	Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity	<b>H17</b>	Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation
<b>H9</b>	Explains how movement skill is acquired and appraised		

**Head Teacher contact: Mrs Rachael Macri**



## Physics

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 7	Term 1 Week 10	Term 2 Week 7	Term 3 Week 4/5	
Task Description	Practical Task	Processing / Modelling Task	Depth Study Report	Trial HSC Examination	
Outcomes Assessed	PH11/12- 2, 3, 5, 6, 12	PH11/12-1, 5, 7, 13	PH11/12- 1-7 and 14	PH11/12- 2-6 and 12-15	
Working Scientifically Skills	20	15	15	10	<b>60%</b>
Knowledge and understanding	5	10	10	15	<b>40%</b>
<b>Total</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

Explanation of Outcomes					
Working Scientifically Skills			Knowledge and Understanding		
PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation	PH12-12	Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles		
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information	PH12-13	Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively		
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information	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		
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	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		
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				

**Head Teacher contact: Mr Hamish Ryan**

## Science Extension

Task Number	Task 1	Task 2	Task 3	Weighting
<b>Date</b>	Term 1 Week 2	Term 2 Week 3	Term 3 Week 1	
<b>Task Description</b>	Research Proposal and Annotated Journal	Statistical Analysis Test	Research Report	
<b>Outcomes Assessed</b>	SE-1 SE-3 SE-7	SE-2 SE-4 SE-5 SE-7	SE-1 SE-3 – SE-7	
Communicating Scientifically SE-6 and SE-7	15	5	10	<b>30%</b>
Gathering, recording, analysing and evaluating data SE-3, SE-4 and SE-5	5	15	10	<b>30%</b>
Application of scientific research skills SE-1 and SE-2	10	10	20	<b>40%</b>
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

Explanation of Outcomes	
<b>SE-1</b>	Refines and applies the Working Scientifically processes in relation to scientific research.
<b>SE-2</b>	Analyses historic and cultural observations, ethical considerations, and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry.
<b>SE-3</b>	Interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan.
<b>SE-4</b>	Uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets.
<b>SE-5</b>	Analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research.
<b>SE-6</b>	Analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets.
<b>SE-7</b>	Communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report.

**Head Teacher contact: Mr Hamish Ryan**

## Society and Culture

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 6	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4/5	
Task Description	Personal Interest Project Portfolio	Social Inclusion and Exclusion	Essay – Popular Culture	Trial HSC Examination Written Paper	
Outcomes Assessed	H1 H3 H5 H6 H7	H1 H2 H3 H4 H9 H10	H1 H2 H3 H7 H10	H1 H2 H3 H4 H5 H6 H7 H9 H10	
Knowledge and understanding of course content		20	10	20	<b>50%</b>
Application and evaluation of social and cultural research methodologies	10		10	10	<b>30%</b>
Communication of information, ideas and issues in appropriate forms	10		10		<b>20%</b>
<b>Total</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<b>H1</b>	Evaluates and effectively applies social and cultural concepts	<b>H6</b>	Evaluates social and cultural research methods for appropriateness to specific research tasks
<b>H2</b>	Explains the development of personal, social and cultural identity	<b>H7</b>	Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
<b>H3</b>	Analyses relationships and interactions within and between social and cultural groups	<b>H8</b>	Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
<b>H4</b>	Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy	<b>H9</b>	Applies complex course language and concepts appropriate for a range of audiences and contexts
<b>H5</b>	Analyses continuity and change and their influence on personal and social futures	<b>H10</b>	Communicates complex information, ideas and issues using appropriate written, oral and graphic forms

**Head Teacher contact: Mr Mitchell Read**

## Visual Arts

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
Date	Term 4 Week 10	Term 1 Week 8	Term 3 Week 1	Term 3 Week 4/5	
Task Description	Development of BOW- investigations of artmaking practice in VAPD, experiments, reflections, explanations and research about related artist' practice	Critical/ Historical In-class essay based on case study content	Submission of BOW and VAPD	Critical/ Historical Trial HSC Exam	
Outcomes Assessed	H1 H2 H3 H4	H7 H8 H9	H1 H2 H3 H4 H5 H6	H7 H8 H9 H10	
Art Making	15		35		<b>50%</b>
Art History Art Criticism		20		30	<b>50%</b>
<b>Total</b>	<b>15%</b>	<b>20%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Mr Joel Lowrie**





# **Individual HSC Course Assessment Schedules**

## **Content Endorsed Courses**

## Exploring Early Childhood

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Date</b>	2023 Term 4 Week 4	2023 Term 4 Week 6-9	Term 1 Week 7	Term 2 Week 10	
<b>Task Description</b>	Pregnancy and Childbirth Research Task	Pregnancy and Childbirth Practical Task (Realcare babies)	Food and Nutrition Analysis	Historical and Cultural Contexts of Childhood Investigation	
<b>Outcomes Assessed</b>	1.1 5.1	1.4 6.1	1.3 1.4 6.1 6.2	2.2 2.3 6.2	
Knowledge and understanding of course content	10	5	10	10	<b>35%</b>
Skills in communication, research, decision making, reflective thinking, analysis and evaluation	15	10	20	20	<b>65%</b>
<b>Total</b>	<b>25%</b>	<b>15%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
<b>1.1</b>	analyses prenatal issues that have an impact on development	<b>2.5</b>	examines strategies that promote safe environments
<b>1.2</b>	examines major physical, social-emotional, behavioural, cognitive and language development of young children	<b>3.1</b>	evaluates strategies that encourage positive behaviour in young children
<b>1.3</b>	examines the nature of different periods in childhood – infant, toddler, preschool and the early school years	<b>4.1</b>	demonstrates appropriate communication with children and/or adults
<b>1.4</b>	analyses the ways in which family, community and culture influence the growth and development of young children	<b>4.2</b>	interacts appropriately with children and adults from a wide range of cultural backgrounds
<b>1.5</b>	examines the implications for growth and development when a child has special needs	<b>4.3</b>	demonstrates appropriate strategies to resolve group conflict
<b>2.1</b>	analyses issues relating to the appropriateness of a range of services for different families	<b>5.1</b>	analyses and compares information from a variety of sources to develop an understanding of child growth and development
<b>2.2</b>	critically examines factors that influence the social world of young children	<b>6.1</b>	demonstrates an understanding of decision making processes
<b>2.3</b>	explains the importance of diversity as a positive issue for children and their families	<b>6.2</b>	critically examines all issues including beliefs and values that may influence interactions with others
<b>2.4</b>	analyses the role of a range of environmental factors that have an impact on the lives of young children		

**Head Teacher contact: Mrs Rachael Macri**

## Sport, Lifestyle and Recreation

Task Number	Task 1	Task 2	Task 3	Weighting
<b>Date</b>	2023 Term 4 Week 5	Term 1 Week 10	Term 2 Week 5	
<b>Task Description</b>	Outdoor Recreation Research Task and Practical Task	Games and Sport Application Practical Assessment	Sports Administration Case Study	
<b>Outcomes Assessed</b>	1.1 1.3 1.4 4.2 4.4	1.1 1.3 3.1 4.1 4.4	1.6 4.5	
Knowledge and understanding of course content	15	10	20	<b>45%</b>
Movement Application	15	25		<b>40%</b>
Process		5	10	<b>15%</b>
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

Explanation of Outcomes			
1.1	applies the rules and conventions that relate to participation in a range of physical activities	3.4	composes, performs and appraises movement
1.2	explains the relationship between physical activity, fitness and healthy lifestyle	3.5	analyses personal health practices
1.3	demonstrates ways to enhance safety in physical activity	3.6	assesses and responds appropriately to emergency care situations
1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia	3.7	analyses the impact of professionalism in sport
1.5	critically analyses the factors affecting lifestyle balance and their impact on health status	4.1	plans strategies to achieve performance goal
1.6	describes administrative procedures that support successful performance outcomes	4.2	demonstrates leadership skills and a capacity to work cooperatively in movement context
2.1	explains the principles of skill development and training	4.3	makes strategic plans to overcome the barriers to personal and community health
2.2	analyses the fitness requirements of specific activities	4.4	demonstrates competence and confidence in movement contexts
2.3	selects and participates in physical activities that meet individual needs, interests and abilities	4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity
2.4	describes how societal influences impact on the nature of sport in Australia	5.1	accepts responsibility for personal and community health
2.5	describes the relationship between anatomy, physiology and performance	5.2	willingly participates in regular physical activity
3.1	selects appropriate strategies and tactics for success in a range of movement contexts	5.3	values the importance of an active lifestyle
3.2	designs programs that respond to performance needs	5.4	values the features of a quality performance
3.3	measures and evaluates physical performance capacity	5.5	strives to achieve quality in personal performance

**Head Teacher contact: Mrs Rachael Macri**

## Work Studies

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Weighting</b>	Term 4 Week 8	Term 1 Week 6	Term 2 Week 10	Term 3 Week 4/5	
	Planning a budget task	Portfolio	Career plan	Trial HSC Examination	
<b>Outcomes Assessed</b>	4, 5, 7, 8 and 9	2, 5, 6, 7, 8 and 9	1, 2, 3, 4, 5, 6, 7, 8 and 9	1, 2, 3, 4, 5, 7, 8 and 9	
Knowledge and understanding	5	5	5	15	<b>30%</b>
Skills	15	20	20	15	<b>70%</b>
<b>Total</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

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

**Head Teacher contact: Mr Mitchell Read**





# Individual HSC VET Information

School Name: Koorringal High School

Assessment Schedule Year 12 - 2024

Assessment due	Code	Unit of Competency	Task 4		Task 5		Task 6		Task 7		HSC Trial Examination
			Wellbeing	Mastering document design	Sharing is caring	Thinking critically					
			Week: To be advised Term: To be advised	Week: To be advised Term: To be advised	Week: To be advised Term: To be advised	Week: To be advised Term: To be advised	Week: To be advised Term: To be advised	Week: To be advised Term: To be advised	Week: To be advised Term: To be advised		As per Examination Timetable
	<a href="#">BSBPEF201</a>	Support personal wellbeing in the workplace	X								
	<a href="#">BSBPEF301</a>	Organise personal work priorities		X							
	<a href="#">BSBTEC301</a>	Design and produce business documents		X							
	<a href="#">BSBSUS211</a>	Participate in sustainable work practices				X					
	<a href="#">BSBTWK301</a>	Use inclusive work practices				X					
	<a href="#">BSBTEC303</a>	Create electronic presentations				X					
	<a href="#">BSBCRT311</a>	Apply critical thinking skills in a team environment							X		
	<a href="#">BSBOPS301</a>	Maintain business resources							X		

Depending on the achievement of units of competency, the possible qualification outcome is **Certificate III in Business BSB30120** or a **Statement of Attainment towards Certificate III in Business BSB30120**.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentonline.nsw.edu.au/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESA directly for additional copies of their transcript.

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

The assessment components in this course are competency based. Students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competency. Competency assessment is graded as "not yet competent" or "competent". A course mark is not allocated.

**School Name: Koorringal High School**

**Assessment Schedule Year: 12 - 2024**

Code	Assessment Events  (Remove Task 5 Options not being delivered – refer to TAS)	Task 5			Task 6			Task 7			Trial HSC Examination
		Week: To be advised	Term: To be advised	Date: To be advised	Week: To be advised	Term: To be advised	Date: To be advised	Week: To be advised	Term: To be advised	Date: To be advised	
	Unit of Competency										
CPCCBL2001 CPCCBL2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	X									
CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials				X						
CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the construction industry							X			

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction  
**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESAs reporting requirements.**

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nsw.edu.au/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESAs directly for additional copies of their transcript.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". This means a course mark is not allocated.



Qualification: CUA30420 Certificate III in Live Production and Technical Services

Cohort 2023 - 2024

Education

Training Package CUA Creative Arts and Culture (version 6.0)

School Name: Koorringal High School

Assessment Schedule Year 12 2024

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services (Release 1)		Task 8	
		Specialisation Study	
		Week: To be advised	Term: To be advised
Code	Unit of Competency		
CUAPPR314	Participate in collaborative creative projects		X
BSBPEF301	Organise personal work priorities		X
CUALGT314	Install and operate follow spots		X

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Live Production and Services CUA30420.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nsw.edu.au/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESAs directly for additional copies of their transcript.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”.



School Name: Koorringal High School

Assessment Schedule Year 12 - 2024

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		Task 4	Task 5	Task 6	Task 6a	Trial HSC Examination
Assessment Due	Unit of Competency	Working in the Industry	To Project and Serve	Showtime	Plan a Career	
Code	Unit of Competency	Week: To be advised Term: To be advised	Week: To be advised Term: To be advised	Week: To be advised Term: To be advised	Week: To be advised Term: To be advised	As Per Examination Timetable
CUAIND311	Work effectively in the Creative Arts Industry	X				HSC Examinable Units of Competency
SITXCCS014	Provide service to customers	X				
CUASOU306	Operate sound reinforcement systems	X				
CUAVSS312	Operate vision systems	X				
CUASTA311	Assist with production operations for live performances			X		
CUASMT311	Work effectively backstage during performances			X		
CUAIND314	Plan a career in the creative arts industry				X	

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards CUA30420 Certificate III in Live Production and Services**.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nsw.edu.au/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESAs directly for additional copies of their transcript.

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

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. A course mark is not allocated.

School Name: Koorringal High School

Assessment Schedule Year 12 – 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 2	Task 3	Task 4	Trial Examination
Code	Unit of Competency	Week: To be advised Term: To be advised Date: To be advised	Week: To be advised Term: To be advised Date: To be advised	Week: To be advised Term: To be advised Date: To be advised	As Per Examination Timetable
<b>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</b>					
SITHIND006	Source and use information on the hospitality industry	X			
SITHFAB024	Prepare and serve non-alcoholic beverages		X		
SITHFAB025	Prepare and serve espresso coffee		X		
SITHFAB027	Serve food and beverages		X		
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills effectively			X	

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

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

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nsw.edu.au/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESA directly for additional copies of their transcript.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. This means a course mark is not allocated.

Qualification: MEM10119 Certificate I in Engineering & MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways

Cohort 2023 – 2024 59732 2 Units x 2 Years

Training Package MEM05 Metal and Engineering (version 11.1) & MEM - Manufacturing and Engineering (Release 2.1)

**School Name: Koorringal High School Assessment Schedule Year: 12 - 2024**

Code	Unit of competency	Assessment events	Task 4	Task 5	Task 6
			Week: To be advised Term: To be advised	Week: To be advised Term: To be advised	Week: To be advised Term: To be advised
MEMPE006A	Undertake a basic engineering project				
MEMPE001A	Use engineering workshop machines		X		
MEMPE002A	Use electric welding machines				
MEMPE004A	Use fabrication equipment			X	
MEMPE005A	Develop a career plan for the engineering and manufacturing industry				X

**\* Students must complete 35 hours of work placement during the course.**

Depending on the achievement of units of competency, the possible qualification outcome is a **MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent".

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nsw.edu.au/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESAs directly for additional copies of their transcript.