



Dulwich High School  
of Visual Arts & Design

Year 12

HSC

**Assessment  
Information**

2025



# Year 12: The HSC

Year 12 is the culmination of your secondary studies at Dulwich High School of Visual Arts and Design. In successfully completing your studies you will be awarded the Higher School Certificate (HSC).

Throughout Year 12, you will complete school-based assessments, which together contribute 50% of your final HSC mark for a course. School-based assessment tasks allow you to show what you know, understand, and can do in ways that may not be possible in a written examination. This booklet outlines the school-based procedures and assessment information in every course delivered at Dulwich High School of Visual Arts and Design.

It is essential that you understand and adhere to the assessment procedures published in this booklet as they make up the assessment requirements that every student is expected to follow, students may be impacted if these rules are not followed.

The key to success for students is commitment to learning. This means attending **all** lessons, investing time in planning and preparation. Allocate time to work and study so that you are ready for your assessments. The most successful students will map all their assessment tasks on a calendar and start their preparation weeks in advance of their due dates. To assist you, the Homework club is available: staff can help you with tasks, time management and study skills.

We wish you all the best in your HSC endeavours over the next 4 terms. At the completion of the HSC year, those of you who attend all lessons, planned, worked consistently, and strived to extend themselves by producing work of the highest quality will achieve results which you can be proud of.

I look forward to seeing you all mature as young adults taking control of your learning, your future, becoming active participants in school and society, and enjoying the journey.

*Mr L. Raskall*  
*Principal*

## Subject Assessment Programs

Subjects develop an assessment program for each course. This means the teacher will:

- Identify the student tasks, which best measure, each component of the syllabus.
- Specify the weighting for each of task to reflect the relative value of each course assessment.
- Schedule the various tasks throughout the course:
  - 2-unit courses: 4 task maximum
  - 1-unit (extension) courses: 3 task maximum
  - VET: according to competency requirements
- Prepare a statement for students showing the requirements in each course before the commencement of the assessment program.

For courses undertaken external to the school, the assessment program is the responsibility of that course provider.

## Adjustments for Students with Disability

If a student has an identified disability, Dulwich High School of Visual Arts and Design will follow NESAs procedures to ensure the student is able to participate on an equal basis. The Learning and Support Team will manage all adjustments and accommodations entitlements for identified students. It is the teacher's responsibility to implement the approved accommodations and adjustments for identified students.

HSC disability provisions will be managed by the learning support team acting upon NESAs advice. Additional information is available on the NESAs website: [Disability Provisions](#).

## Assessment Task Notification

Assessment advice includes: the type of task, the components and weights for each course and the week the tasks are due.

Dulwich High School of Visual Arts and Design will provide students undertaking the HSC with:

- An assessment booklet at the beginning of the HSC course
- Assessment notifications at least two weeks before an assessment task is due.

The written assessment notice contains information on the nature of the task, the weightings and course components specified, such as outcomes to be assessed from the relevant syllabus. Any changes to assessment dates will be given in writing to students as approved by the principal.

If a student is absent when information about an assessment task is given out, it is their responsibility to request the task notification information. Students have received prior information about the time an assessment task, so they know when tasks are due.

## **Absence When an Assessment Task is Notified**

Whenever a student is absent from school, it is their responsibility to ensure that they find out what work has been missed and to catch up on that work. The same conditions apply if the student is absent when an assessment task is notified.

Students are not entitled to an extension of time for the task if they are absent on the day that the task notification was distributed to the class.

## **Leave**

Extended leave from school can only be granted by the Principal. Students must return an 'Application for Extended Leave - Travel' form to the Principal stating the nature and duration of the leave to be taken. Only in exceptional circumstances will leave be granted during an assessment week or when a task is due.

If leave is granted by the Principal, class teachers, Year Adviser and the Deputy Principal will be notified prior to the leave. The assessment task, in most cases, will be due on the day prior to the leave. The granting of leave and a possible concession is always at the discretion of the Principal.

If a family wishes to apply for extended leave, email the school with your leave request, our school email address is: [dulwich-h.school@det.nsw.edu.au](mailto:dulwich-h.school@det.nsw.edu.au) and the school will provide the family with the Department of Education 'Application for Extended Leave - Travel' form, this will need to be filled out and returned to the school as soon as possible.

## **Submission of Tasks**

All hand-in tasks, major works and assessments must be given to the class teacher in the lesson at the specified time and date. If the teacher is absent on the due date, the Head Teacher of the subject will collect the assessment task.

If the class teacher is away for an in-class task the Head Teacher will arrange for the task to be done at the set time.

Late submissions must follow the illness/misadventure process outlined on page 7/8. If you do not submit

Tasks submitted without a satisfactory explanation will result in a zero mark. For hand-in tasks, students should always submit their work to date, even if it is unfinished, pending the outcome of an illness/misadventure application.

**Note:** students who do not attempt the task, are absent on the day of the task or do not submit the task at the specified time order to complete a task may also be given a mark of zero.

## Notification of Assessment Results

Students are provided with clear feedback on their performance in each task including a task mark.

## Technology and Assessment Tasks

Some assessment tasks will require students to use technology while others may require tasks to be submitted in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to ensure the handing in of a task by the due date at the beginning of the period. The library printer is only available before school, recess, and lunch for student printing (not during class time).

Technology failure is **NOT** a valid reason for failure to submit a task on time.

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

- When working at home: continually backing up all work on a hard drive on their computer and on an external storage device such as flash drive or email.
- When working at school: Save the latest version of their work to their personal file on the school server whenever possible.

**Note:** students should keep evidence such as notes and rough drafts of assessment tasks.

## Trial HSC Examination

The Trial HSC Examinations are undertaken in **Weeks 3 & 4 of Term 3**. These exams are a culmination of the HSC course and provide an HSC examination type experience. Further information on the schedule examination dates will be provided in Term 2.

## Satisfactory Completion (over 50%) of the total assessment within a subject

Students studying an HSC course must complete and make a genuine attempt to complete all assessment tasks (including examinations). As a minimum, students must attempt tasks that make up more than 50% of the total marks for the course, to successfully complete the course undertaken.

If this is not the case, the Principal will certify that the course has not been satisfactorily completed. The Principal will warn the student (and their parents/caregivers) in advance if they are in danger of not meeting the assessment requirements of the course.

A zero mark is awarded for a task submitted after the due date with no approved reason, not submitting a task at all, a non-serious attempt or malpractice.

## Trial HSC Examination Rules

The day-to-day rules of the school apply during all examinations. Failure to comply can result in exclusion from the exam and zero marks. Students are expected to be in the correct uniform and always behave in a polite and courteous manner towards exam supervisors and other students. Students are also expected to:

- Be seated in the examination room *5 minutes* before the start of the examination.
- Not have phones, smartwatches, bags, or notes in the exam room – students must hand it to staff to be collected at the end of the exam. Students must leave all bags and notes outside the door or in the allocated area for bags.
- Bring only clear water bottles, pencil cases or plastic bags with pens, pencils are to be brought into the exam room. Students need to provide their own calculator and ruler for relevant exams. They may not borrow equipment from other students during the exam. They cannot have geometry sets in a tin. No correction tape is allowed.
- Use pen and the provided examination booklets. They should not write outside the lines on each page of the writing booklet.
- Make a serious attempt at the examination. For example, only attempting one section of multiple-choice questions is not sufficient for an attempt to be considered serious.
- Adhere to toilet break procedures, NESA permits toilet breaks only in an emergency. A staff member will accompany students to the designated toilet and wait outside for the student.
- Remain for the duration of the exam. No student is allowed to leave the examination room. Students with Disability Provisions may leave before the end of their extra time.

Any breaches of examination rules **MUST** be reported to the Deputy Principal. Students may receive zero for the examination and the incident recorded on the school's Malpractice Register.

## Illness or Misadventure

If a student is sick or has a significant reason why they cannot do their best in an assessment task, they can ask for special consideration - this is called an illness or misadventure claim.

If a student attempts an assessment task, the mark obtained in that task will stand until the matter is resolved. If a student does not attempt an assessment, they must contact the Deputy Principal or the Head Teacher of the subject as soon as possible if they wish to be considered for an illness or misadventure claim. (Please refer to the required steps outlined on the following page for illness or misadventure).

If a student does not complete an assessment task their mark for the task will be a zero pending the outcome of an illness/misadventure application. The task must still be attempted to satisfy the requirements of the course.

An application form is available at the back of this booklet and is available from Head Teachers and the Deputy Principals.

The application form asks students to provide independent evidence of illness or misadventure. The student must return that documentation (e.g., medical certificate) to the Head Teacher of the subject on the first day of their return to school. The Deputy Principal will determine the validity of each illness/misadventure application.

If the school accepts the illness or misadventure claim, the student through the Head Teacher of the subject must arrange a new time for an alternative task that is within two days of their return to school. Every student is expected to sit for every assessment task. An alternate task will be arranged as soon as possible after the student has returned to school.

Only in exceptional circumstances will a student be granted an estimate rather than completing an alternative task. In this circumstance the Deputy Principal will determine, after consultation with the Head Teacher of the subject, if the student is unable to complete another appropriate task. The Head Teacher of the subject will provide a mark that supports the student's current rank in that subject.

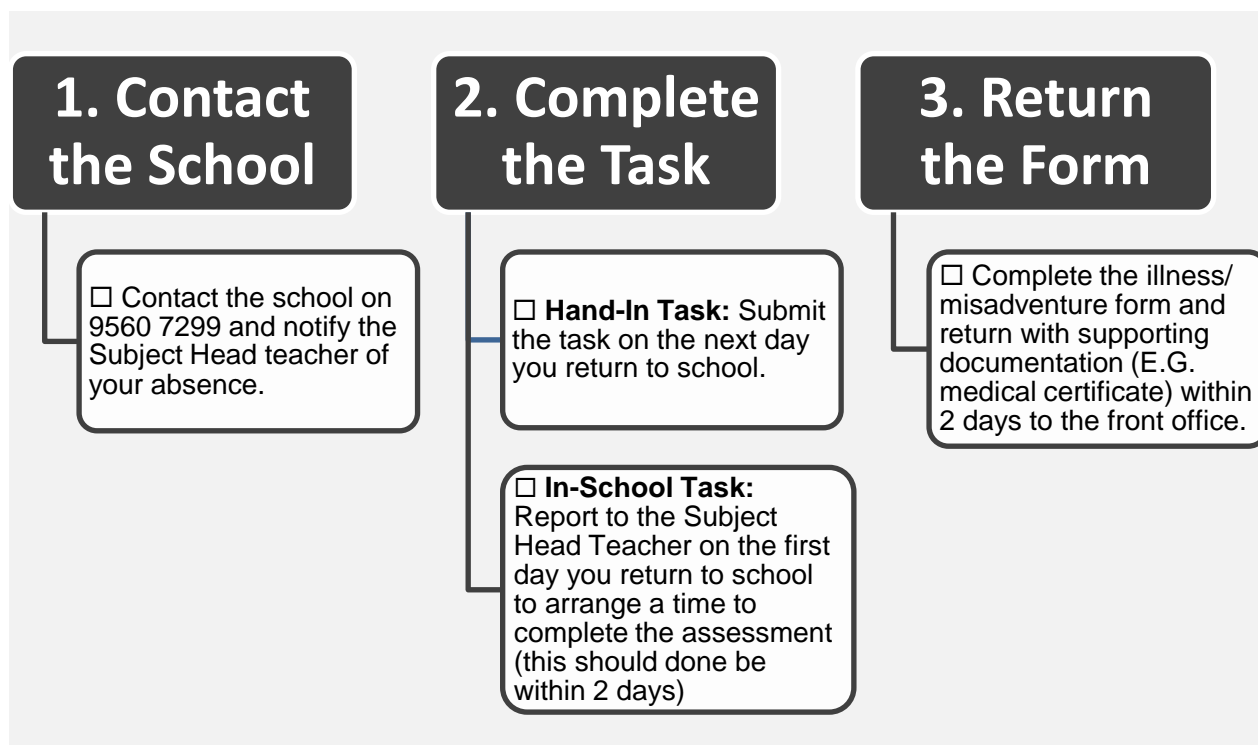
In the case of an illness or misadventure occurring during an assessment, the student should immediately notify the Head Teacher of the subject and obtain a doctor's certificate as soon as possible after the assessment. The certificate needs to be handed to the Head Teacher of that subject on the day the student returns to school. Other appropriate documentation needs to be supplied in the case of misadventure.

Illness or misadventure protocols apply to all assessment tasks including oral presentations, viva voces, exams, individual and group or individual performances.

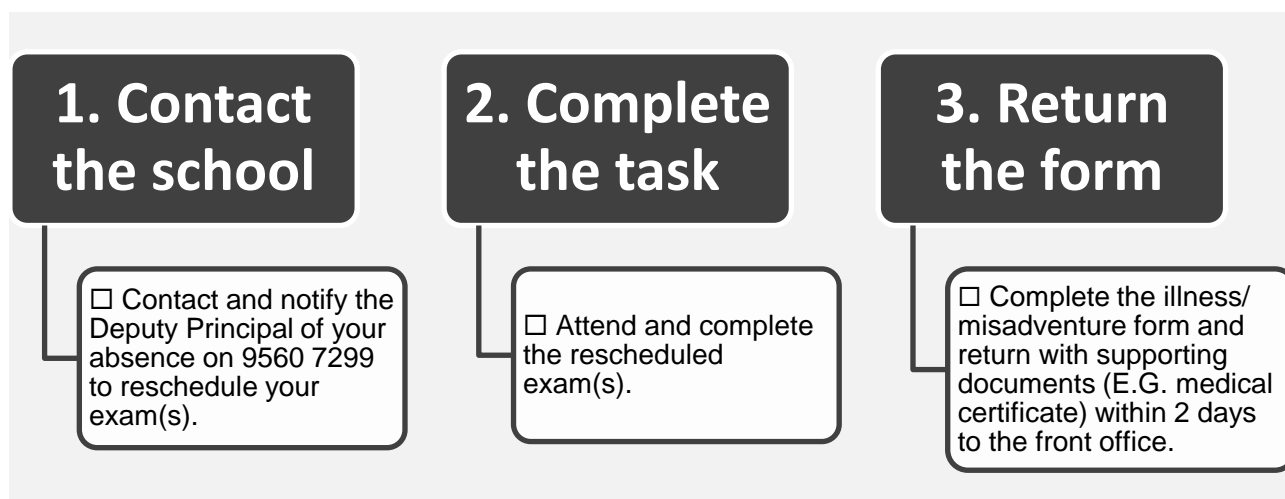


## The Illness/Misadventure Process Checklist

If you are absent due to illness/misadventure when a task is due:



If you are absent due to illness/misadventure during examinations:



### Note:

- 1) It's the student's responsibility to follow these procedures and to complete all assessment tasks. The Head Teacher will retain the form and file in the subject folder for the course.
- 2) Students who don't follow these procedures and provide appropriate documentation will receive a zero mark and may be issued with an 'N' determination course warning letter.
- 3) In some circumstances, the Head Teacher will require students to complete an alternative equivalent task.
- 4) If you are feeling unwell don't sit the task, notify your teacher and follow the illness/misadventure process.
- 5) Technology failure or printer breakdown will not be accepted for late submission or absence.

## 'N' Determinations

Students and their parents/carers will be notified when students are in danger of receiving an 'N' determination. Official warnings will be issued when students have not:

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

*This may include, but not be limited to:*

- Making a genuine attempt at assessment tasks.
- Submitting the task on time, consequently being awarded zero.
- Non-completion of class, homework, or coursework

Official warnings are issued to give students the opportunity to resolve the identified issues and fulfill the requirements of the course.

**Reminder:** If a student is sick or has a reason for not completing the task it is their responsibility to complete an illness or misadventure form and hand it to the Head Teacher of the subject as soon as they return to school.

A zero mark is awarded for a task submitted after the due date, not submitting a task at all, a non-genuine attempt or plagiarism.

**Note:** To meet course requirements, students must complete more than 50% of the course assessment. Students must complete assessment tasks even if they miss the due date without explanation.

## Appeals Against an Assessment Task Grade

Students wishing to appeal against the grade(s) or rank(s) in any subject(s) awarded to them should submit a written appeal, together with evidence, to the Deputy Principal. In order to be successful in such appeals, students need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the assessment procedures from the school.

The school review panel will consist of the Deputy Principal, the Head Teacher concerned and the Year Adviser. The Year Adviser will act as student advocate.

Please note contesting the marks awarded by the teacher for assessment tasks will not be subject to review.

Where students are appealing their final mark and the appeal for a HSC mark is upheld, the deputy principal will send notification of the new mark(s) to NESAs. Where possible, all reviews of the marks(s) awarded in any subject will be resolved within the school.

However, provision has been made for subsequent appeals to the principal and then NESAs. For additional reference see: <https://ace.nesa.nsw.edu.au/appeals>

## **Invalid and Unreliable Tasks**

In rare circumstances, a task might not adequately discriminate between students (E.G. all students receiving the same mark).

Sometimes a task might become invalid due to problems associated with its administration (such as noise and other disruptions). These tasks would be determined invalid if there was evidence that students, compared to other students, were disadvantaged.

When tasks are determined to be invalid, the class teacher/s in consultation with the Head Teacher may replace the original assessment task with an alternative task. Sufficient notice will be provided for any additional tasks and if necessary, weightings will be adjusted accordingly.

## **Honesty in Assessment**

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.

Malpractice is dishonest behaviour carried out for the purpose of gaining unfair advantage. It includes the following activities:

- Plagiarism, which is the act of passing off another's work as one's own or the act of copying without permission.
- Cheating is deliberately copying someone else's work and claiming it as one's own.
- Giving work to other people to copy and claim as their own is also malpractice.

Proven plagiarism or cheating may incur the following penalties when any student:

- Deliberately plagiarise someone else's work, the student may receive a mark of zero for the assessment task.
- Cheats in an examination or in any other assessment situation, may receive a mark of zero.
- Gives their work from an assessment task or knowingly allows their work to be copied, may receive a mark of zero.

Any student who feels that they have been wrongly accused of plagiarism or cheating may appeal against the zero-assessment allocated by writing a full account to the Deputy Principal, who will decide on the merits of the appeal.

Students who attempt to gain unfair advantage over other students by actions such as plagiarism or cheating, or who abet such activities will be subject to disciplinary action. This may take the form of:

- A written reprimand, providing the student does not gain any unfair advantage.
- Making alternative arrangements for assessment.
- Cancellation of the result in the component of the assessment concerned.

Any action taken will relate only to the assessment item concerned.

The penalty will be determined the Deputy Principal in consultation with the Head Teacher of the subject. The Year Adviser and Principal will be informed of the offence and the action taken. The parent/caregiver of the student must also be advised, and the incident entered into the student's school record.

Subsequent or more serious breaches of discipline such as an attempt to gain access to, or alter, computer records of student assessments, may lead to:

- Cancellation of the total assessment in the unit or course concerned.
- Cancellation of all the candidate's results for a period of study, with that period being determined by the school.

All instances of alleged malpractice will be reported to the Deputy Principal. Where the Deputy Principal is satisfied there is clear evidence of malpractice, the award of zero will be recorded for the assessment task. The outcome in such cases will be conveyed in writing to parents and the students will be issued a warning letter.

### **Use of AI Technologies for Assessment**

The use of AI software such as ChatGPT is a form of academic malpractice and severely limits students' personal engagement with course content and mastery of subject-specific skills.

Students that are found using AI technologies will receive an N Award warning for the piece of work in question which also means they will receive a mark of 0 for that task. This can have serious implications for their internal HSC Assessment Mark and will adversely affect their course rank

# Assessment Calendar 2024-2025

Week	TERM 4 2024				
<b>5</b>	Design and Technology	Textiles and Design		Industrial Technology – Timber	
<b>6</b>				Legal Studies	
<b>7</b>	Chemistry				Modern History
<b>8</b>	Sport, Lifestyle and Recreation Studies	Ancient History	Physics	Mathematics Advanced	Mathematics Extension 1
		Geography	PDHPE	Earth and Environmental Science	Music 1
<b>9</b>	Business Studies	Society and Culture	PDHPE	Drama	Visual Arts
	English Advanced	Biology	Japanese Continuers	Mathematics Extension 2	English Studies
	Ceramics	English Standard	Photography, Video and Digital Imaging	Industrial Technology – Timber	English Extension 2
<b>10</b>	Community and Family Studies	Mathematics Standard 1 & 2			
<b>11</b>					

Week	TERM 1				
<b>1-2</b>					
<b>3</b>		History Extension			
<b>4</b>		Society and Culture	English Extension 1		
<b>5</b>					
<b>6</b>				Legal Studies	Music 1
<b>7</b>			Physics	Mathematics Extension 2	Modern History
<b>8</b>	Sport, Lifestyle and Recreation Studies	Chemistry	English Standard	Earth and Environmental Science	English Studies
	English Advanced	Geography	Japanese Continuers		
		Mathematics Standard 1 & 2		Mathematics Advanced	PDHPE
<b>9</b>	Business Studies	Textiles and Design	Photography, Video and Digital Imaging	Drama	PDHPE
				English Extension 2	Visual Arts
<b>10</b>	Community and Family Studies	Biology	Ceramics	Ancient History	Mathematics Extension 1
<b>11</b>					

Week	TERM 2				
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>	English Advanced	English Standard			English Studies
<b>5</b>			Industrial Technology – Timber	Legal Studies	
<b>6</b>		Mathematics Standard 1 & 2	English Extension 1	Mathematics Advanced	
<b>7</b>	Business Studies	Design and Technology	Physics	Ancient History	
	Sport, Lifestyle and Recreation Studies			Society and Culture	
<b>8</b>	PDHPE	Biology	Japanese Continuers	Mathematics Extension 2	Modern History
		Textiles and Design	Earth and Environmental Science	Geography	Music 1
<b>9</b>	PDHPE	Chemistry	Photography, Video and Digital Imaging	English Extension 2	Mathematics Extension 1
	Ceramics				
<b>10</b>		History Extension		Drama	

Week	TERM 3				
<b>1</b>					Visual Arts
<b>2</b>					Music 1
<b>3-4</b>			HSC Trial Examination		
<b>5</b>					
<b>6-7</b>			Community and Family Studies		English Studies (Due Week 6)

# 2024-2025 HSC Major Works Checkpoint Schedule

Term 4 2024		
4	<b>Visual Arts – BOW</b> BOW: Concept and Diary 1	
5	<b>Drama – IP</b> Viva Voce	<b>Community and Family Studies – IRP</b> Draft 1
6	<b>Music 1 – E1</b> Concert Practice	<b>Society and Culture – PIP</b> Proposal and Annotations
7		<b>English Extension 2</b> Draft Project Proposal
8	<b>Visual Arts – BOW</b> Concept and Diary 2	<b>Society and Culture – PIP</b> Progress Report and Completion Plan
9		<b>Community and Family Studies – IRP</b> Draft 2
10	<b>Drama – IP</b> Viva Voce	<b>History Extension – HP</b> Historical Process Checkpoint 1
11		<b>Community and Family Studies – IRP</b> Final Submission
Term 1 2025		
1		<b>Society and Culture – PIP</b> Research Method One: Plan Due
2	<b>Visual Arts – BOW</b> BOW: Presentation and Diary Feedback 3	<b>English Extension 2 – MW</b> First Draft
3	<b>History Extension – HP</b> Historical Process Checkpoint 2	
4	<b>Drama – IP</b> Progress Check	<b>History Extension – HP</b> Historical Process Checkpoint 3
5	<b>Music 1 – CP</b> Concert Practice	<b>Society and Culture – PIP</b> Research Method 2 and 3 Plan Due
6		<b>English Extension 2 – MW</b> Formal Check-In and Resubmission of Draft
7	<b>Visual Art – BOW</b> BOW: Diary Feedback 4	
8		<b>History Extension – HP</b> Essay and Research Progress Checkpoint 1
9		
10		
11		<b>History Extension – HP</b> Essay First Draft checkpoint 2

Year 12 Assessment Schedule 2025

Term 2 2025			
1	<b>Visual Arts – BOW</b> Diary and Feedback 5	<b>Society and Culture – PIP</b> PIP: Log Draft	<b>English Extension 2 – MW</b> Revised Draft and Reflection Statement
2		<b>Society and Culture – PIP</b> Final Report Plan	
3	<b>Music 1 – E2</b> Concert Practice	<b>History Extension – HP</b> Checkpoint 3	
4	<b>History Extension – HP</b> Checkpoint 4		
5			
6	<b>Drama – IP</b> Progress Check	<b>Music – E3</b> Concert Practice	<b>English Extension 2 – MW</b> Formal Check-In and Resubmission of Draft
7	<b>History Extension – HP</b> Checkpoint 5	<b>Society and Culture – PIP</b> Central Material Drafts Submitted	
8	<b>Visual Arts – BOW</b> Refinement and Diary Feedback 6 Draft Artist Statement		
9		<b>Society and Culture – PIP</b> Central Material Draft Submitted	<b>Design and Technology</b> Submission of Project: Internal
10	<b>Music 1 – CP and E1-3</b> Concert Practice	<b>Society and Culture – PIP</b> Final Draft Submitted	<b>English Extension 2 – MW</b> Final Draft and Reflection Statement

Term 3 2025			
1	<b>VAD Major Work Exhibition</b> <i>Design and Technology</i> <i>Industrial Technology Timber</i>	<i>Textiles and Design</i> <i>Visual Arts</i>	
2			
3	<b>Trial HSC Examinations</b>	<b>Society and Culture – PIP</b> HSC Submission	
4	<b>Trial HSC Examinations</b>	<b>ITT – MP</b> HSC Submission	
5	<b>Drama – IP and GP</b> HSC Major Work Showcase	<b>Textiles and Design</b> HSC Submission	<b>English Extension 2 – MW</b> HSC submission
6	<b>Drama – IP and GP</b> HSC Submission		<b>Design and Technology</b> HSC Submission
7			
8	<b>Music 1</b> HSC Submission – Composition and Performances		

Note: all HSC submission details are provided by NESA and are confirmed prior to Term 3.

**Key**

Visual Arts	Drama	Society and Culture	Community and Family Studies	English Extension 2	History Extension
<b>BOW:</b> Body of Work	<b>IP:</b> Individual Project <b>GP:</b> Group Performance	<b>PIP:</b> Personal Interest Project	<b>IRP:</b> Individual Research Project	<b>MW:</b> Major Work	<b>HP:</b> History Project

# **Year 12**

# **Assessment Schedule**

# **2025**





# Ancient History

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	<b>Term 4, Week 8</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 7</b>	<b>Term 3, Weeks 3-4</b>	
<b>Nature of Task</b>	<b>Source Study</b> Cities of Vesuvius: Pompeii and Herculaneum  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Research and Essay</b> Historical Periods  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Historical Analysis</b> Personalities in their Times  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>HSC Trial Examination</b> All Topics  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	AH12-6, AH12-8, AH12-9, AH12-10	AH12-1, AH12-2, AH12-3, AH12-9	AH12-5, AH12-6, AH12-8, AH12-9	AH12-3, AH12-4, AH12-6, AH12-7	
Knowledge and understanding of course content.	5	10	5	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations.	5		5	10	<b>20</b>
Historical inquiry and research.	5	5	10		<b>20</b>
Communication of historical understanding in appropriate forms.	5	10	5		<b>20</b>
<b>Task Weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Ancient History Course Outcomes

### **A Student:**

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

# Biology

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	<b>Term 4, Week 9</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 8</b>	<b>Term 3, Weeks 3-4</b>	
<b>Nature of Task</b>	<b>Practical Investigation</b>	<b>Depth Study Presentation</b>	<b>Research Task</b>	<b>HSC Trial Examination</b>	
	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO12-12	BIO11/12-1, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-13	BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO12-14	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14	
Skills in Working Scientifically.	15	20	15	10	<b>60</b>
Knowledge and Understanding of Course Content.	5	10	5	20	<b>40</b>
<b>Task Weighting %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Biology Course Outcomes

### A Student:

- BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation.
- BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information.
- BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information.
- BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- BIO11/12-5 analyses and evaluates primary and secondary data and information.
- BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species.
- BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change.
- BIO12-14 analyses infectious disease in terms of cause, transmission, management, and the organism's response, including the human immune system.
- BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease.

# Business Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 3-4	
<b>Nature of Task</b>	<b>Extended Response</b> Operations  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Business Report</b> Marketing  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Financial Analysis</b> Finance  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>HSC Trial Examination</b> All Topics  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	H4, H6, H7	H2, H5, H8, H9	H5, H8, H10	H1, H3, H8, H9, H10	
Knowledge and understanding of course content.	10	10	10	10	<b>40</b>
Stimulus-based skills.		5	5	10	<b>20</b>
Inquiry and research.	10		5	5	<b>20</b>
Communication of business information and issues in appropriate forms.	5	5	5	5	<b>20</b>
<b>Task Weighting %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Business Studies Course Outcomes

### A Student:

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

# Ceramics

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 4, Week 9	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 3-4	
<b>Nature of Task</b>	<b>Throwing</b>	<b>Casting</b>	<b>Sculptural Forms</b>	<b>HSC Trial Examination</b>	
<b>Outcomes</b>	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
	M2, M5	M4, M6	M1, M3, CH2, CH4	CH1, CH3, CH5	
Making.	30	20	20		<b>70</b>
Critical Study/ Historical Study.			10	20	<b>30</b>
<b>Task Weighting %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>



## Ceramics Course Outcomes

### A Student:

- M1 generates a characteristic style that is increasingly self-reflective in their ceramic practice.
- M2 explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works.
- M3 investigates different points of view in the making of ceramic works.
- M4 explores ways of generating ideas as representations in the making of ceramic works.
- M5 engages in the development of different techniques suited to artistic intentions in the making of ceramic works.
- M6 takes into account issues of Work Health and Safety in their practice.
- CH1 generates in their critical and historical investigations ways to interpret and explain ceramic works and practices.
- CH2 investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations.
- CH3 distinguishes between different points of view in their critical and historical studies.
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics.
- CH5 recognises how ceramic works are used in various fields of cultural production.

# Chemistry

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Timing	Term 4, Week 7	Term 1, Week 8	Term 2, Week 9	Term 3, Weeks 3-4	
Nature of Task	<p><b>Open Ended/Practical Investigation</b></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Practical Investigation Task</b></p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Depth Study Presentation</b></p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>HSC Trial Examination</b></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-5, CH11/12-6, CH12-12	CH11/12-2, CH11/12-3, CH11/12-5, CH12-13	CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7, CH12-14	CH11/12-5, CH11/12-6, CH12-12, CH12-13, CH12-14	
Skills in working scientifically.	15	15	20	10	60
Knowledge and understanding.	5	5	10	20	40
<b>Task Weighting %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Chemistry Course Outcomes

### A Student:

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

# Community and Family Studies (CaFS)

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 4, Week 10	Term 1, Week 10	Term 3, Week 3-4	Term 3, Weeks 6-7	
<b>Nature of Task</b>	<p><b>Independent Research Project</b></p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>Groups in Context Investigation</b></p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>HSC Trial Examination</b></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Parenting and Caring Practical Task</b></p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	H4.1, H4.2	H1.1, H4.2, H5.1	H2.1, H3.1, H3.4, H4.1, H6.1, H6.2	H2.2, H2.3, H3.2, H5.2	
Knowledge and understanding of course content.	5	5	25	5	<b>40</b>
Skills in critical thinking, research methodology, analysing and communication.	20	20	5	15	<b>60</b>
<b>Task Weighting %</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>

## Community and Family Studies Course Outcomes

### A Student:

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

# Design and Technology

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 4, Week 5	Term 4, Week 9	Term 2, Week 7	Term 3, Weeks 3-4	
<b>Nature of Task</b>	<b>Case Study of an Innovation</b>	<b>Project Proposal</b>	<b>Project Presentation</b>	<b>HSC Trial Examination</b>	
	<input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	H2.2, H3.1, H6.2	H3.2, H4.1, H5.2	H4.2, H4.3, H5.1	H1.1, H1.2, H2.1, H2.2, H3.1, 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.		25	35		<b>60</b>
<b>Task Weighting %</b>	<b>20</b>	<b>25</b>	<b>35</b>	<b>20</b>	<b>100</b>

## Design and Technology Course Outcomes

### A Student:

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

# Drama

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 4, Week 9	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 3-4	
<b>Nature of Task</b>	<b>Contemporary Australian Theatre Practice</b> <i>Group Performance and Written Response</i>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Multidiscipline Theatre</b> <i>Performance Essay</i>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Progress Check</b> <i>Group Performance (GDP)</i> <i>Individual Project (IP)</i>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>HSC Trial Examination</b> <i>Contemporary Australian Theatre Practice and Multidiscipline Theatre</i>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	H1.1, H1.2, H1.3	H1.5, H1.6, H3.2	H1.5, H2.1, H2.2	H1.1, H1.2, H1.3	
Making.	10	15	15		<b>40</b>
Performing.	10	5	15		<b>30</b>
Critically Studying.	5	5		20	<b>30</b>
<b>Task Weighting %</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>



## Drama Course Outcomes

### A Student:

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

# Earth and Environment Science

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 3-4	
<b>Nature of Task</b>	<b>Research Task</b>  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	<b>Depth Study Presentation</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Data Analysis Case Study</b>  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	<b>HSC Trial Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	EES11/12-4, EES11/12-5, EES11/12-7, EES12-12	EES11/12-1, EES11/12-5, EES11/12-6, EES11/12-7, EES12-13	EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-14	EES11/12-6, EES11/12-7, EES12-12, EES12-13, EES12-14	
Skills in Working Scientifically.	15	20	15	10	<b>60</b>
Knowledge and Understanding of Course Content.	5	10	5	20	<b>40</b>
<b>Task Weighting %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Earth and Environment Science Course Outcomes

### A Student:

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

# English Advanced

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 4, Week 9	Term 1, Week 8	Term 2, Week 4	Term 3, Weeks 3-4	
<b>Nature of Task</b>	<b>Multimodal Presentation</b> Common Module  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	<b>Extended Response</b> Critical Study of Literature  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Extended Response and Reflection</b> Craft of Writing  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>HSC Trial Examination</b> All modules  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	EA12-1, EA12- 2, EA12-5, EA12-6, EA12-7	EA12-3, EA12-5, EA12-6, EA12-8	EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	
Knowledge and understanding of course content.	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes.	15	10	10	15	<b>50</b>
<b>Task Weighting %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## English Advanced Course Outcomes

### A Student:

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

# English Extension 1

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	<b>Term 1, Week 4</b>	<b>Term 2, Week 6</b>	<b>Term 3, Weeks 3-4</b>	
<b>Nature of Task</b>	<b>Creative Response and Critical Reflection</b> Common Module  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	<b>Critical Response with Student Selected Related Material</b> Elective Module  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	<b>HSC Trial Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, 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 independent investigation.	15	20	15	<b>50</b>
<b>Task Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## English Extension 1 Course Outcomes

### A Student:

- EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience, and context, across a range of modes, media, and technologies.
- EE12-2 analyses and experiments with language forms, features, and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences, and contexts.
- EE12-3 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.
- EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts.
- EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes.

# English Extension 2

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	
<b>Nature of Task</b>	<p><b>Viva Voce</b> <i>(including written proposal)</i></p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Literature Review</b></p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>Critique of the Creative Process with Draft of Major Work</b></p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	
<b>Outcomes</b>	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Skills in extensive independent research.	15	20	15	<b>50</b>
Skills in sustained composition.	15	20	15	<b>50</b>
<b>Task Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



## English Extension 2 Course Outcomes

### A Student:

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

# English Standard

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	<b>Term 4, Week 9</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 4</b>	<b>Term 3, Weeks 3-4</b>	
<b>Nature of Task</b>	<p><b>Multimodal Presentation</b> Common Module</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>Extended Response</b> Close Study of Literature</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Extended Response and Reflection</b> Craft of Writing</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>HSC Trial Examination</b> All Modules</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	EN12-1, EN12-2, EN12-5, EN12-6, EN12-7	EN12-3, EN12-4, EN12-5, EN12-7	EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	
Knowledge and understanding of course content.	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes.	15	10	10	15	<b>50</b>
<b>Task Weighting %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## English Standard Course Outcomes

### A Student:

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

# English Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	<b>Term 4, Week 9</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 4</b>	<b>Term 3, Week 6</b>	
<b>Nature of Task</b>	<b>Multimodal Presentation</b> Common Module  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	<b>Creative Writing Task</b> Module L: Who Do I Think I Am?  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	<b>Persuasive Response</b> Module C: On the Road  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	<b>Collection of Classwork</b> All Modules  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	
<b>Outcomes</b>	ES12-2, ES12-5, ES12-6	ES12-1, ES12-4, ES12-8	ES12-3, ES12-6	ES12-1, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8, ES12-9	
Knowledge and understanding of course content.	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15	10	10	15	<b>50</b>
<b>Task Weighting %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## English Studies Course Outcomes

### A Student:

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

# Geography

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	<b>Term 4, Week 8</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 8</b>	<b>Term 3, Weeks 3-4</b>	
<b>Nature of Task</b>	<b>Fieldwork and In-Class Response</b> Ecosystems and Global Biodiversity  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	<b>Stimulus-Based Response Task</b> Global Sustainability  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Research Task</b> Rural and Urban Places  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>HSC Trial Examination</b> All Topics  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-06, GE-12-07, GE-12-08, GE-12-09	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-07, GE-12-08, GE-12-09	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-06, GE-12-07, GE-12-08, GE-12-09	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-06, GE-12-07, GE-12-08, GE-12-09	
Knowledge and understanding of course content.	10	5	5	20	
Geographical tools and skills.	5	5	5	5	20
Geographical inquiry and research including fieldwork.	10	5	5		20
Communication of geographical information, ideas, and issues in appropriate forms.	5	5	5	5	20
<b>Task Weighting %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Geography Course Outcomes

### A Student:

- GE-12-01 analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time.
- GE-12-02 analyses geographical processes and influences, at a range of scales, that form and transform places and environments.
- GE-12-03 assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management.
- GE-12-04 evaluates responses and management strategies, at a range of scales, for sustainability.
- GE-12-05 synthesises and evaluates relevant geographical information from a variety of sources.
- GE-12-06 justifies geographical methods used in geographical inquiry and their relevance in the contemporary world.
- GE-12-07 selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments.
- GE-12-08 applies mathematical ideas and techniques to analyse complex geographical data.
- GE-12-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms.

# History Extension

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 3	Term 2, Week 10	Term 3, Weeks 3-4	
<b>Nature of Task</b>	<b>Historical Process (Proposal, Process Log, Annotated Sources)</b> History Project  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Essay</b> History Project  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>HSC Trial Examination</b> All Topics  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	HE12-2, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4	
Knowledge and understanding of significant historical ideas and processes.	10	10	20	<b>40</b>
Skills in designing, undertaking, and communicating historical inquiry and analysis.	20	30	10	<b>60</b>
<b>Task Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



## History Extension Course Outcomes

### **A Student:**

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

# Industrial Technology

## *Timber Products and Furniture Technologies*

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Timing</b>	Term 4, Week 5	Term 4, Week 9	Term 2, Week 5	Term 3, Weeks 3-4	
<b>Nature of Task</b>	<b>Industry Study</b>	<b>Project Plan</b>	<b>MTP Presentation</b>	<b>HSC Trial Examination</b>	
	<input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	H1.1, H1.3	H3.1, H3.2, H3.3, H4.2, H5.1, H5.2	H4.1, H4.3, H5.1, H6.1, H6.2	H1.1, H1.2, H2.1, H3.1, H7.1, H7.2	
Knowledge and understanding of course content.	20			20	<b>40</b>
Knowledge and skills in the design, management, communication, and production of a major project.		25	35		<b>60</b>
<b>Task Weighting %</b>	<b>20</b>	<b>25</b>	<b>35</b>	<b>20</b>	<b>100</b>

## Industrial Technology Course Outcomes

### A Student:

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

# Japanese Continuers

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	<b>Term 4, Week 9</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 8</b>	<b>Term 3, Week 3-4</b>	
<b>Nature of Task</b>	<b>Reading Task</b>	<b>Listening and Writing Task</b>	<b>Speaking Task</b>	<b>HSC Trial Examination</b>	
<b>Outcomes</b>	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Listening.		20		10	30
Reading.	20			10	30
Speaking.			20		20
Writing.		10		10	20
<b>Task Weighting %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Japanese Continuers Course Outcomes

### A Student:

- 1.1 uses a range of strategies to maintain communication.
- 1.2 conveys information appropriate to context, purpose, and audience.
- 1.3 exchanges and justifies opinions and ideas.
- 1.4 reflects on aspects of past, present, and future experience.
- 2.1 applies knowledge of languages structures to create original text.
- 2.2 composes informative, descriptive, reflective, persuasive, or evaluative texts appropriate to context, purpose and/ or audience.
- 2.3 structures and sequences ideas and information.
- 3.1 conveys the gist of texts and identifies specific information.
- 3.2 summarises the main ideas.
- 3.3 identifies the tone, purpose, context, and audience.
- 3.4 draws conclusion from or justifies an opinion.
- 3.5 interprets, analyses, and evaluates information.
- 3.6 infers points of views, attitudes or emotions from language and context.
- 4.1 recognises and employs language appropriate to different social contexts.
- 4.2 identifies values, attitudes, and beliefs of cultural significance.
- 4.3 reflects upon significant aspects of language and culture.

# Legal Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 4, Week 6	Term 1, Week 6	Term 2, Week 5	Term 3, Weeks 3-4	
<b>Nature of Task</b>	<b>Contemporary Human Rights Issue Report</b> Human Rights  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Research and Extended Response</b> Family  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Stimulus-based Extended Response</b> World Order  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	<b>HSC Trial Examination</b> All Topics  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	H1, H2, H3, H5, H8	H4, H6, H7, H9, H10	H3, H4, H5, H8, H10	H1, H4, H5, H6, H7, H9, H10	
Knowledge and understanding of course content.	5	5		30	<b>40</b>
Analysis and evaluation.	5	5	10		<b>20</b>
Inquiry and research.	10	5	5		<b>20</b>
Communication of legal information, issues, and ideas in appropriate forms.		10	10		<b>20</b>
<b>Task Weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Legal Studies Course Outcomes

### A Student:

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

# Mathematics Advanced

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	<b>Term 4, Week 8</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 6</b>	<b>Term 3, Weeks 3-4</b>	
<b>Nature of Task</b>	<b>In-Class Task</b>	<b>In-Class Test</b>	<b>Open-Book Test</b>	<b>HSC Trial Examination</b>	
<b>Outcomes</b>	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task  MA12-1, MA12-5, MA12-8, MA12-9, MA12-10	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task  MA12-3, MA12-6, MA12-8, MA12-9, MA12-10	<input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task  MA12-3, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task  MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	
Understanding, Fluency and Communicating.	10	12	13	15	<b>50</b>
Problem Solving, Reasoning and Justification.	10	13	12	15	<b>50</b>
<b>Task Weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



## Mathematics Advanced Course Outcomes

### A student:

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

# Mathematics Extension 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 4, Week 8	Term 1, Week 10	Term 2, Week 9	Term 3, Week 3-4	
<b>Nature of Task</b>	<b>In-Class Task</b>	<b>Open-Book Test</b>	<b>In-Class Test</b>	<b>HSC Trial Examination</b>	
	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	ME12-1, ME12-2, ME12-6, ME12-7	ME12-1, ME12-2, ME12-5, ME12-6, ME12-7	ME12-1, ME12-3, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	
Understanding, Fluency and Communication.	10	12	13	15	<b>50</b>
Problem Solving, Reasoning and Justification.	10	13	12	15	<b>50</b>
<b>Task Weighting %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Mathematics Extension 1 Course Outcomes

### A Student:

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

# Mathematics Extension 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 4, Week 9	Term 1, Week 7	Term 2, Week 8	Term 3, Week 3-4	
<b>Nature of Task</b>	<b>In-Class Test</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>In-Class Task</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Open-Book Test</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>HSC Trial Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	MEX12-1, MEX12-2, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-7, MEX12-8	
Understanding, Fluency and Communication.	13	10	12	15	<b>50</b>
Problem Solving, Reasoning and Justification.	12	10	13	15	<b>50</b>
<b>Task Weighting %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Mathematics Extension 2 Course Outcomes

### A Student:

- MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts.
- MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings.
- MEX12-3 uses vectors to model and solve problems in two and three dimensions.
- MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems.
- MEX12-5 applies techniques of integration to structured and unstructured problems.
- MEX12-6 uses mechanics to model and solve practical problems.
- MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured, and multi-step problems.
- MEX12-8 communicates and justified abstract ideas and relationships using appropriate language, notation, and logical argument.

# Mathematics Standard 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 4, Week 9	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 3-4	
<b>Nature of Task</b>	<b>In-Class Task</b>	<b>In-Class Test</b>	<b>Open-Book Test</b>	<b>HSC Trial Examinations</b>	
	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	MS1-12-3, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS2-12-5, MS1-12-6, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	
Understanding, Fluency and Communication.	8	15	12	15	<b>50</b>
Problem Solving, Reasoning and Justification.	7	15	13	15	<b>50</b>
<b>Task Weighting %</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Mathematics Standard 1 Course Outcomes

### A Student:

- MS2-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts.
- MS2-12-2 analyses representations of data in order to make predictions and draw conclusions.
- MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness.
- MS2-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems.
- MS2-12-5 makes informed decisions about financial situations likely to be encountered post-school.
- MS2-12-6 represents the relationships between changing quantities in algebraic and graphical forms.
- MS2-12-7 solves problems requiring statistical processes.
- MS2-12-8 applies network techniques to solve network problems.
- MS2-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use.
- MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.

# Mathematics Standard 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	<b>Term 4, Week 9</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 6</b>	<b>Term 3, Weeks 3-4</b>	
<b>Nature of Task</b>	<b>In-Class Task</b>	<b>In-Class Test</b>	<b>Open-Book Test</b>	<b>HSC Trial Examination</b>	
	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	
Understanding, Fluency and Communication.	8	15	12	15	<b>50</b>
Problem Solving, Reasoning and Justification.	7	15	13	15	<b>50</b>
<b>Task Weighting %</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>100</b>



## Mathematics Standard 2 Course Outcomes

### A Student:

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

# Modern History

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 4, Week 7	Term 1, Week 7	Term 2, Week 8	Term 3, Weeks 3-4	
<b>Nature of Task</b>	<b>Source Study</b> Power and Authority in the Modern World 1919–1946  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Historical Analysis</b> Core and National Studies  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Stimulus-Based Response</b> Peace and Conflict  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>HSC Trial Examination</b> All Topics  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	MH12-2, MH12-4, MH12-6, MH12-7	MH12-1, MH12-3, MH12-5, MH12-7, MH12-8	MH12-2, MH12-3, MH12-7, MH12-9	MH12-1, MH12-2, MH12-5, MH12-6, MH12-9	
Knowledge and understanding of course content.	5	10	10	15	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations.	5		5	10	<b>20</b>
Historical inquiry and research.		15	5		<b>20</b>
Communication of historical understanding in appropriate forms.	5	5	5	5	<b>20</b>
<b>Task Weighting %</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Modern History Course Outcomes

### A Student:

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

# Music 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 4, Week 8	Term 1, Week 6	Term 2, Week 8	Term 3, Weeks 2-4	
<b>Nature of Task</b>	<b>Composition &amp; Performance</b> Music of the 20 <sup>th</sup> and 21 <sup>st</sup> Centuries (Composition)  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Viva Voce &amp; Performance</b> Music of the 20 <sup>th</sup> and the 21 <sup>st</sup> Centuries (Aural/Musicology)  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Presentation of Elective</b> An instrument and it's Repertoire and Student Selected Elective  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>HSC Trial Examination</b> Performance & Aural Skills Exam  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	H2, H3, H7, H8	H1, H4, H5, H6	H1, H2, H3, H4, H6, H7	H1, H2, H3, H4, H6, H7	
Performance.		5		5	
Composition.	10				<b>10</b>
Musicology.		10			<b>10</b>
Aural.		15		10	<b>25</b>
Electives.	10		20	15	<b>45</b>
<b>Task Weighting %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Music 1 Course Outcomes

### Through activities in performance, composition, musicology and aural, a student:

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

# Personal Development, Health, and Physical Education (PDHPE)

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 4, Week 8/9	Term 1, Week 8/9	Term 2, Week 8/9	Term 3, Weeks 3-4	
<b>Nature of Task</b>	<b>Health Priorities in Australia Report</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Factors Affecting Performance Report</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Sport and Physical Activity in Australian Society Test</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>HSC Trial Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	H1, H2, H3, H5, H14, H16	H7, H8, H9, H10, H11	H12, H16	H1, H3, H7, H8, H9, H10 H12, H16	
Knowledge and understanding of course content.	10	15	15	25	
Skills in critical thinking, research analysis and communicating.	15	10	5	5	<b>35</b>
<b>Task Weighting %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Personal Development, Health, and Physical Education Course Outcomes

### A Student:

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

# Photography, Video and Digital Imaging (PVDI)

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 3-4	
<b>Nature of Task</b>	<b>Studio Practice Research</b>  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	<b>Photographic Genres</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Time-Based Task</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>HSC Trial Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	M1, M4, CH1, CH4	M2, M5	M3, M4	CH2 CH3, CH4, CH5	
Making.	20	20	30		<b>70</b>
Critical and historical studies.	10			20	<b>30</b>
<b>Task Weighting %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>



## Photography, Video and Digital Imaging Course Outcomes

### A Student:

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice.
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works.
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images.
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images.
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images.
- M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works.
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging.
- CH2 investigates the roles and relationships among the concepts of artist, work, world, and audience in critical and historical investigations.
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies.
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging.
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production.

# Physics

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 4, Week 8	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 3-4	
<b>Nature of Task</b>	<p><b>Practical Investigation</b></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Research Task and Poster Presentation</b></p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Depth Study</b></p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>HSC Trial Examination</b></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	PH11/12-3, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12	PH11/12-3, PH11/12-5, PH11/12-7, PH12-13	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-15	PH11/12-6, PH11/12-7, PH12-12, PH12-13, PH12-14 (T2 CONTENT), PH12-15	
Skills in working scientifically.	15	10	25	10	<b>60</b>
Knowledge and understanding of course content.	5	10	5	20	<b>40</b>
<b>Task Weighting %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Physics Course Outcomes

### A Student:

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

# Society and Culture

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 4, Week 9	Term 1, Week 4	Term 2, Week 7	Term 3, Weeks 3-4	
<b>Nature of Task</b>	<b>Content Analysis and Written Response</b> Popular Culture  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Research Planning and Progress Report</b> Personal Interest Project  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>In-Class Written Response</b> Social Inclusion and Exclusion  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>HSC Trial Examination</b> All Topics  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	H2, H5, H7, H9, H10	H1, H4, H5, H6, H8	H2, H3, H7, H9, H10	H1, H3, H4, H5, H6, H9, H10	
Knowledge and understanding of course content.	10		20	20	
Application and evaluation of social and cultural research methods.	10	15		5	<b>30</b>
Communication of information, ideas, and issues in appropriate forms.	10		5	5	<b>20</b>
<b>Task Weighting %</b>	<b>30</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Society and Culture Course Outcomes

### A Student:

- H1 evaluates and effectively applies social and cultural concepts.
- H2 explains the development of personal, social, and cultural identity.
- H3 analyses relationships and interactions within and between social and cultural groups.
- H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy.
- H5 analyses continuity and change and their influence on personal and social futures.
- H6 evaluates social and cultural research methods for appropriateness to specific research tasks.
- H7 selects, organises, synthesises, and analyses information from a variety of sources for usefulness, validity and bias.
- H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex.
- H9 applies complex course language and concepts appropriate for a range of audiences and contexts.
- H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

# Sport, Lifestyle and Recreation Studies (SLR)

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 3-4	
<b>Nature of Task</b>	<p><b>Sports Administration Task</b></p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>Fitness Testing Task</b></p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>Coaching Design Task</b></p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>HSC Trial Examination</b></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	1.1, 1.3, 1.6, 3.2, 4.2, 4.5	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.3, 2.1, 3.1, 3.2, 4.2, 4.5	1.1, 1.6, 2.1, 2.2, 3.2	
Knowledge and Understanding.	10	10	10	20	<b>50</b>
Skills.	15	15	15	5	<b>50</b>
<b>Task Weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Sport, Lifestyle and Recreation Studies Course Outcomes

### A Student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities.
- 1.2 explains the relationship between physical activity, fitness, and healthy lifestyle.
- 1.3 demonstrates ways to enhance safety in physical activity.
- 1.6 describes administrative procedures that support successful performance outcomes.
- 2.1 explains the principles of skill development and training.
- 2.2 analyses the fitness requirements of specific activities.
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts.
- 3.2 designs programs that respond to performance needs.
- 3.3 measures and evaluates physical performance capacity.
- 4.1 plans strategies to achieve performance goal.
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context.
- 4.3 makes strategic plans to overcome the barriers to personal and community health.
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

# Textiles and Design

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 4, Week 5	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 3-4	
<b>Nature of Task</b>	<b>Case Study</b>	<b>Project Plan</b>	<b>MTP Presentation</b>	<b>HSC Trial Examination</b>	
	<input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	H6.1	H1.1, H1.2, H2.1, H2.3	H3.1, H4.1, H4.2	H1.3, H3.1, H3.2, H4.1, H4.2	
Knowledge and understanding of course content.	20			30	50
Skills and knowledge in the design, manufacture, and management of a major textiles project.		20	30		50
<b>Task Weighting %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



## Textiles and Design Course Outcomes

### A Student:

- H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project.
- H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements.
- H1.3 identifies the principles of colouration for specific end-uses.
- H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences.
- H2.2 demonstrates proficiency in the manufacture of a textile item/s.
- H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion.
- H3.1 explains the interrelationship between fabric, yarn, and fibre properties.
- H3.2 develops knowledge and awareness of emerging textile technologies.
- H4.1 justifies the selection of fabric, yarn, fibre, and fabric finishing techniques for specific end-uses.
- H4.2 selects and justifies manufacturing techniques, materials, and equipment for a specific end-use.
- H5.1 investigates and describes aspects of marketing in the textile industry.
- H5.2 analyses and discusses the impact of current issues on the Australian textiles industry.
- H6.1 analyses the influence of historical, cultural, and contemporary developments on textiles.

# Visual Arts

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Timing	Term 4, Week 9	Term 1, Week 9	Term 3, Week 1	Term 3, Weeks 3-4	
Nature of Task	<b>Body of Work Development &amp; VAPD</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Section 2 Extended Response</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Resolving BOW</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>HSC Trial Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
Outcomes	H1, H2, H4	H7, H8, H9	H3, H5, H6	H7, H8, H9, H10	
Artmaking.	20		30		50
Art criticism and art history.		20		30	50
Task Weighting %	20	20	30	30	100

## Visual Arts Course Outcomes

### **A Student:**

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



Education

ULTIMO RTO 90072

VET COURSE ASSESSMENT SCHEDULES

Preliminary 2024 – HSC 2025

## Vocational Education and Training (VET) Courses

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

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment. Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

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

Competency-based training is based on performance standards that have been set by industry, assessments in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "*competent*" or "*not yet competent*" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

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

If a student has completed a unit of competency with another Registered Training Organisation (RTO) and the student can supply evidence of the same or an equivalent competency, credit transfer can be awarded for that student. Common examples include – White Card Course, First Aid Certificate or Barista Course.

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and only one can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.


Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESAs.


Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course, it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge, and skills.

The following table is a guide to the appropriate outcome to be recorded for each student:

NESA Outcome	NCVER Outcome	Explanation
<b>Achieved</b>	Competency Achieved/Pass	Student has been assessed and satisfies all the requirements for the unit of competency.
<b>Not Achieved</b>	Competency Not Achieved/Fail	Student has attempted all requirements for the assessment and has been assessed as not competent in one or more of the requirements of the competency.
<b>Continuing</b>	Continuing Enrolment	The student has engaged in learning activity but has not completed all the training and assessment criteria by the end of the collection period.
<b>Withdrawn</b>	Withdrawn/Discontinued	(a) The student has engaged in some learning activity, then notified the Registered Training Organisation (RTO) of their withdrawal before completing all of the assessment criteria.  (b) The student has engaged in some learning activity then stopped attending or submitting assessments without notifying the Registered Training Organisation (RTO).
<b>RPL</b>	Recognition of Prior Learning Granted	The student has been assessed and Recognition of Prior Learning (RPL) has been granted.
<b>Credit Transfer</b>	Credit Transfer/ National Recognition	The student can supply evidence of the same or an equivalent competency, and credit transfer is awarded. This is used where there is no delivery of training or assessment of the student's knowledge.
<b>Did Not Start</b>	NIL	Student was enrolled in the unit of competency, but no training or assessment occurred. <b>WILL NOT BE REPORTED OR APPEAR ON THE USI.</b>

 <b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>ENTERTAINMENT INDUSTRY CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2024 - HSC 2025</b> QUALIFICATION: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services Training Package: CUA Creative Arts and Culture (version 4.1)							<b>NESA code</b> 2 U X 2 YR - 26401 <b>2025 HSC Exam: 26499</b> <b>LMBR UI Code:</b> (11 OR 12) CUA30415326401B
TERM	Unit Code	Units Of Competency	AQF CORE/ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>6 PRELIMINARY UOCs</b>							
Term 1	CPCCOHS1001A	Work safely in the construction industry	C	M	10	<b>Cluster A – Work Safely</b> Written Test, Structured Activity Site Inspection and Oral Report	240 Indicative Hours over 2 years
Term 1/2	CUAWHS302 CUASOU301	Apply work health and safety practices Undertake live audio operations	C E	M M	15 25	<b>Cluster B – Safe and Sound</b> Audio Practical and Portfolio and Written Task	35 hrs Work placement
Term 3	SITXCCS303 CUAVSS302 CUAIND301	Provide services to customers Operate vision systems Work effectively in the creative arts industry	C E C	M M M	20 25 20	<b>Cluster C – Let’s See It!</b> Written Questioning, Direct Observation of Practical Work and Evaluation, Portfolio of Evidence and Research Task	50 % Preliminary Exam
<b>6 HSC UOCs</b>							
Term 4/5	CUASOU306 CUASTA301 CUALGT301	Operate sound reinforcement systems Assist with production operations for live performances Operate basic lighting	E E E	E M M	20 25 25	<b>Cluster D – Setting the Scene</b> Written Questioning, Direct Observation of Practical Work, Portfolio of Evidence	35 hrs Work placement  50 % Trial HSC Exam
Term 6/7	CUASTA202 CUASMT301 BSBCMM201	Assist with bump in and bump out of shows Work effectively backstage during performances Communicate in the workplace	E E E	E E E	20 25 15	<b>Cluster E – Behind the Scenes</b> Written Questioning, Portfolio of Evidence, Direct Observation of Practical Work	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
<b>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</b>			<b>Total Hours: 245</b>			<b>Units of competency from the HSC focus areas will be included in the optional HSC examination.</b>	

 <b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>ENTERTAINMENT INDUSTRY SPECIALISATION STUDY (60 Indicative hours) ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2024 or HSC 2025</b> QUALIFICATION: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services Training Package: CUA Creative Arts and Culture (version 4.1)							<b>NESA code</b> 1 U X 1 YR - 26403 <b>LMBR UI Code:</b> (11 OR 12) CUA30415226403B
TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIV E Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements
Term 5/6	<b>3 HSC UOCs</b>					<b>Cluster F: The Event</b> Practical Observation, Son Et Lumière, Written Questioning, Evaluations and Portfolio	<b>Students enrolled in the 60-hour specialisation course must also be enrolled in the 240-hour course.</b> The HSC examination is based on content from the 240-hour course.  <i>No additional work placement is required.</i>
	BSBWOR301	Organise personal work priorities and development	C	E	20		
	CUAPPR304	Participate in collaborative creative projects	C	E	20		
	CUALGT304	Install and operate follow spots	E	E	20		
<b>NESA requires students to study a minimum of 60 hours to meet HSC requirements.</b>			<b>Total Hours: 60</b>			<b>No Units of Competency from the 60-hour specialisation study are examinable in the HSC exam. The HSC examination will be based on the 240-hour course only.</b>	





