

# HSC ASSESSMENT PROCEDURES

2024



**Finigan**

School of Distance Education

# Table of Contents

---

Common Terms and Meanings	1
Requirements of the Higher School Certificate	2
Eligibility requirements for the HSC	2
Satisfactory Completion	3
Student Responsibilities	4
The Award - The Higher School Certificate	4
School-Based Assessment: Board Developed Courses	5
School-Based Assessment: Board Endorsed Courses	5
School-Based Assessment: VET	5
Life Skills Courses	7
Course Assessment Schedules	7
Changes to Course Assessment Schedules	7
Timing of Assessment Tasks	7
Assessment Task Notification Information	8
Submission of Drafts	9
Assessment Tasks	9
Late Submission of Tasks	9
Failure to Submit a Task	9
Failure of Technology	10
Teacher Absent on the Day of a Due Task	10



Keeping Copies of Assessment Tasks	10
Invalid Tasks	10
Illness/Misadventure Applications	12
Appealing: Declined Illness and Misadventure	13
Non-Serious or Non-Attempts	15
Malpractice	15
Malpractice Procedure	16
Consequences of Malpractice	16
Student Appeals: Malpractice	17
Trial Examinations	17
Appeals: School-Based Assessments	19
Non-Completion of Course Requirements: N Warning Letters	21
Non-Completion of Course Requirements: N Determination	21
HSC Minimum Standards	21
Disability Provisions	22
Assessment Schedules	23
How to activate Students Online	81
APPENDIX 1	86
<b>Illness/Misadventure Application Form</b>	<b>86</b>
APPENDIX 2	88
<b>Malpractice Appeal Form</b>	<b>88</b>
APPENDIX 3	90
<b>Task/Result Appeal Form</b>	<b>90</b>



# Common Terms and Meanings

---

## **NESA**

New South Wales Education Standards Authority

## **ATAR**

Australian Tertiary Admission Rank

## **BDC**

Board Developed Courses

## **BEC**

Board Endorsed Courses

## **VET**

Vocational Education and Training

## **RTO**

Registered Training Organisation

## **RoSA**

Record of School Achievement

## **AQF**

Australian Qualification Framework

## **HSC**

Higher School Certificate

## **RPL**

Recognition of Prior Learning



# Requirements of the Higher School Certificate

---

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

It is important that students, parents and teachers read this booklet, understand it and follow the procedures within it. It ensures a consistent approach to practice and process at Finigan School of Distance Education.

**It needs to be noted, however, that the principal has the discretion to make rulings/decisions in special cases or exceptional circumstances and not all of these situations are outlined in this booklet as it would be impossible to do so.**

## Eligibility requirements for the HSC

---

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

- satisfactorily complete Years 9 & 10 or gain other qualifications that satisfy NESA
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college or TAFE
- have completed HSC: All My Own Work (or its equivalent) unless you have only entered for Year 11 and Year 12 Life Skills courses
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate
- sit for and make a serious attempt at the requisite Higher School Certificate examinations
- meet the minimum standard of literacy and numeracy within five years of starting your HSC course.

**If a student is ineligible for the award of the Higher School Certificate at the end of Stage 6, the student (in exceptional circumstances) may, with the approval of the Principal:**

- repeat some or all Stage 6 courses
- accumulate new Stage 6 courses to meet the eligibility requirements for the HSC
- complete the requirements for the HSC within 5 years of the first HSC examination being sat.



## Satisfactory Completion

---

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

- **followed** the course developed or endorsed by NESAs
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- **achieved** some or all of the course outcomes.

Where internal assessment marks are submitted, a student must complete tasks that contribute in excess of 50% of the available marks in the course.

Students who have not met the above requirements **cannot** be regarded as having satisfactorily completed a course. Courses deemed not to have been completed satisfactorily (meaning, an **N Determination** has been given by the principal) **will not** appear on the Higher School Certificate. Students who fail to meet the requirements for the HSC will receive a Transcript of Study or Record of Achievement. They will not be eligible for a HSC.



# Student Responsibilities

## The Award - The Higher School Certificate

~ Course Completion Criteria ~

### You need to show evidence of ...

a) Following the course developed by the NSW Education Standards Authority

- ✓ In each of your subjects
- ✓ The syllabus details
- ✓ The content or information of e Learning
- ✓ Completed all e Learning and assessments

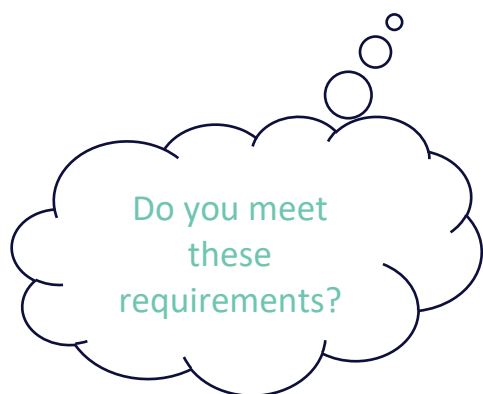
b) Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school

- ✓ Diligence means hard work and applying yourself to all of your work all of the time
- ✓ Sustained effort means keeping working continuously
- ✓ Set tasks = coursework activities and assessments
- ✓ Experiences = excursions and all activities

c) Achieving the course out comes

### Academic Integrity

Students need to ensure all work is their own.



- ✓ Following the teacher's guidance in what is required in the course
- ✓ Succeed in completing classwork
- ✓ Completing all assessments, tasks successfully
- ✓ Work is handed in ON TIME



## School-Based Assessment: Board Developed Courses

---

In Year 12 students will complete school-based assessments as part of their HSC, which contribute 50% of their final HSC mark for a course (except VET and Life Skills courses).

Assessment in Year 12 will be based on **Mandatory Weightings and Components** as set out in the syllabus for each HSC course being studied. Each task is linked to syllabus outcomes and students are given the opportunity to demonstrate their level of achievement of the outcomes. Values and attitudes are NOT measured.

Assessment may include research projects, portfolios, performances, oral presentations, viva voce, essays and extended responses, tests and examinations, practical investigations, experiments and fieldwork to name a few. The nature of tasks varies from subject to subject.

Students must **follow the principles set out in HSC: All My Own Work** and make a **genuine and serious attempt in all tasks. Formal Assessment Tasks MUST be completed and submitted** by the published due dates. A **ZERO** result will be given for **ALL LATE** Assessment Tasks. Students will have access to an Illness and Misadventure process to cover genuine illness and misadventure which results in late submission.

At the end of each course, and based only on formal assessment tasks, the school will submit to NESA an overall school-based assessment mark for each student in each Board Developed Course (Except VET and Life Skills Courses, English Studies and Mathematics Standard 1). This mark equates to a **rank** (a student's position in relation to other students) in a course. This is a **mark out of 100 for 2 Unit courses** and a **mark out of 50 for 1 Unit** (and Extension 1) courses. The mark is moderated by NESA based on a student's performance in the HSC examination for that course. Moderation takes account of how an assessment mark given by one school compares with marks given to students doing the same course/s in a different school.

For English Studies and Mathematics Standard 1 students will be awarded a result based on their school assessment according to the Achievement Level Descriptions for each subject.

## School-Based Assessment: Board Endorsed Courses

---

All requirements for the assessment of Board Developed courses apply to the assessment of Board Endorsed courses.

Schools are required to submit internal assessment marks, in accordance with the Performance Description for Reporting Achievement in Stage 6 Board Endorsed courses, for students undertaking these courses. These marks are reported on the Record of Achievement but are not moderated by NESA.

## School-Based Assessment: VET

---

Assessment in VET courses is competency based. This means that the student needs to demonstrate that they have gained, and can apply, the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.





The student may be deemed Competent if performance in all required assessment activities is to industry standard or Not Yet Competent, if they are still developing skills and/or their performance is not to industry standard. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when students have developed the necessary skills, and underpinning knowledge to demonstrate competency.

The teacher (trainer) will keep a record of units of competency achieved. Students may request to see this record at any time to determine their progress. Students are entitled to seek advice about options for further training and assessment for competencies assessed as not yet competent. Students will also receive a report from the school each semester indicating competencies achieved to date.

**The achievement of units of competency**, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be made available by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333.

**Recognition of Prior Learning (RPL)** is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment, prior to the commencement of the course.

**Credit Transfer** may be given for units of competency previously achieved with another RTO.

**Work placement is a mandatory HSC component in some courses** and must be completed during the course.

Note:

- Students will not be permitted to participate in a work placement if they are not deemed work ready by their trainer.
- an N determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards their HSC pattern of study. However, students will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.

**HSC examination is only available in some VET courses.**

The examination is optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only.

The HSC examination is independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If a student intends to use their VET course towards the calculation of the ATAR, the school must submit an estimated mark of their likely performance in the HSC examination. This will only be used in the case of an illness/misadventure appeal. Students who are planning on sitting the HSC examinations for ATAR eligibility, must sit the trial exam.

Students need to be aware that all NESA requirements for satisfactory completion of courses, AMOW, applications for illness/misadventure, examination disability provision applications apply to VET courses.



## Life Skills Courses

---

Life Skills courses have been developed by NESA for the small percentage of students with special education needs, in particular, those with an **intellectual disability** for whom the regular outcomes and content of Board Developed and/or Board Endorsed Courses are not appropriate. Students enrolling in any Stage 6 Life Skills courses **will usually have completed** Years 7–10 Life Skills outcomes and content in one or more courses.

Students undertaking a Stage 6 Life Skills course will be **assessed on their achievement** of the Life Skills outcomes identified in the planning process for the individual student. Students can demonstrate achievement of outcomes in a number of ways, and across a range of environments, including the school, community and workplace.

Evidence of achievement of outcomes can be gathered through ongoing **assessment**. There is no requirement for formal assessment of Life Skills outcomes. The Profile of Student Achievement lists all the Life Skills outcomes achieved by the student in each Life Skills course completed. Students need to be aware that NESA requirements for satisfactory completion of courses apply to Life Skills Courses.

Students entered for Life Skills courses may achieve the designated outcomes either independently or with support. **Stage 6 Life Skills courses have no HSC examinations** and results **cannot** be used in the calculation of an ATAR.

## Course Assessment Schedules

---

Course Assessment Schedules provide students with the general nature, weighting and timing of formal tasks. Students are issued with the assessment schedule at the commencement of the HSC course.

## Changes to Course Assessment Schedules

---

In exceptionally rare circumstances, a change to a course assessment schedule may need to be made. The Head Teacher of the course, after consulting with the Deputy Principal, will inform all students affected in writing of the change. Sufficient time will be given to students to complete their work by the new due date/s. All care will be taken to minimise clashes and heavy work load periods, but this cannot always be guaranteed.

## Timing of Assessment Tasks

---

Assessment schedules for each course set out the timing of each task. Course teachers will advise in writing the precise timing and nature of the task, at **least two weeks** before the task is to be administered or is due.

It is the **student's responsibility to be alert to the notification** and **due date** of tasks by reference to the Assessment Schedule. If uncertain about a task, students should communicate directly with their Course Teacher or course Head Teacher.



In the event of a student being unable to complete an assessment task for an approved reason, a substitute task or estimated assessment may be given.

## Assessment Task Notification Information

---

Students must be informed in writing of:

- the assessment components of the course
- the outcomes being assessed in each task
- the date due at least two weeks prior to the task being due
- the task and what is required
- the assessment criteria for marking that will be used in each task.

Students must receive adequate feedback in relation to the task and their performance.

### Why a School Assessment?

The school assessment allows for the measuring of ALL of the stated aims of the HSC courses as contained in the syllabus documents and not just those which are easily examined in an external(public) examination. The assessment allows for the assessing of a student's progress in Year 12 and is therefore not a guess of a student's performance in the final examination, the HSC. In particular it allows for the assessing of practical and oral skills, so important yet so difficult to examine.

### What should Student Know about the Assessment

- The assessment will measure the student's achievements of the course outcomes.
- the assessment will measure examinable and non-examinable course outcomes.
- The assessment will be moderated against school's performance in the external (public) examination.
- The weightings for the components parts of the course will vary from subject to subject, but not class to class.
- Student in 2-Unit and Extension courses with a 'common component' (the same basic course) will be assessed as a single unit i.e. as a 2-Unit student, then as an Extension.
- VET subjects will be assessed as competencies as defined in the syllabus. These courses are based on National Training Packages that allow articulation into further education and are assessed to industry standards.
- School-based assessment tasks will contribute to 50% of the HSC mark. The school assessment mark will be based on student performance in assessment tasks undertaken during the course. The other 50% will come from the HSC Examination.

The HSC mark for 2-Unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If a student achieves the minimum standard expected in a course, they will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 - 100 will correspond to the highest level of achievement.

- On satisfactory completion of the HSC, students will receive a portfolio containing; -
  - The HSC Testamur (this document lists the courses studied and reports of all requirements for the award)



- The Record of Achievement (this document lists the courses studied and reports the marks and bands the student had achieved).
- Course Reports: For every HSC Board Developed Course (except VET courses), students will receive a Course Report showing their marks, the Performance Scale and the Band Descriptors for that course. A graph showing the state-wide distribution of marks in the course is also shown.

## Submission of Drafts

---

Students are encouraged to submit draft work for teacher review and feedback in a HSC course. One draft per task may be submitted, a minimum of five school days before the task is due. Students must be aware, however, that if draft work is submitted and recommended improvements are made, the student results may not necessarily or automatically increase. Students should be aware of the course outcomes and marking guideline when reviewing their work and results.

## Assessment Tasks

---

It is a student's responsibility to ensure that all assessment tasks are completed and submitted by the due date and time (AEST) specified on the Assessment Task Notification.

Assessment tasks must be submitted in the format outlined on the Assessment unless otherwise specified. All assessment tasks are to be submitted to the appropriate drop bin on elearning. The work will then be assessed for academic integrity, it hasn't been generated by AI or is not plagiarised before the teacher marks the task. Other tasks such as practical items may need to be sent to Finigan School of Distance Education for marking.

## Late Submission of Tasks

---

A submitted assessment task will be deemed late, if it is not submitted on or by the day it is due.

If a student is unable to submit a task on/by the due date, it is the responsibility of the student to contact the Course Teacher who, in consultation with the Head Teacher of the course, will verify the task's completion/submission date and determine precisely when it will be submitted and advise the student of any process they may need to follow (e.g. Illness/misadventure application).

## Failure to Submit a Task

---

Where there is no valid or acceptable reason for not completing an assessment task, a **Non Attempt and a ZERO result** will be recorded for the task and a **Warning Letter (N Warning letter) will be generated**. The task/s will still need to be submitted, in order for the **N Warning letter** to be redeemed. (Feedback on the task will be provided by the teacher, but A ZERO result must still be recorded, as required by NESAs).



## Failure of Technology

---

Failure of technology is not considered acceptable grounds for late submission or non-submission of assessment tasks. Where tasks have been produced digitally, it is the student's responsibility to save work at regular intervals, copy or back-up, and/or produce progressive print-outs or drafts. Should failure of computer equipment result in late work, the same penalties apply, as for other late submissions.

Electronically submitted work should be compatible with school technology. It is the student's responsibility to check with their teacher that submitted work is compatible with Department of Education's technology before submission.

## Teacher Absent on the Day of a Due Task

---

If a teacher is absent on the day an **oral or performance task** is to be administered, the Head Teacher of the faculty will determine if the task is able to proceed, or whether it will need to be rescheduled. In some circumstances, the task will be re-scheduled. Students will be informed verbally, and in writing, of the revised date.

## Keeping Copies of Assessment Tasks

---

Students must keep a copy of all assessment tasks in the rare eventuality that the task is misplaced before submission or the student fails to follow the correct processes for submission of a task. This copy can be in the form of a saved file, photocopy, scanned digital images (jpg files), or digital photographs taken on a camera or mobile phone and stored in a suitable place and format. This copy will:

1. provide the student with the opportunity to submit a replacement task
2. provide proof to the teacher that they have attempted/completed the task.

A task that is lost/misplaced should be capable of being re-submitted **without** being re-done. It should **not** be assumed that an illness and misadventure application will be upheld, or even applicable, in the rare case that a task is lost/misplaced.

Tasks that are completed on electronic devices should be appropriately saved and should **not** be deleted, until you have the marked task back from your teacher. It is also recommended that students **back-up** assessment tasks on a thumb drive, or other external device, in the event of hard drive failure. It is the responsibility of students to follow submission of task processes as directed by the school.

## Invalid Tasks

---

In exceptionally rare circumstances, often due to situations and circumstances beyond the control of the school, formal assessment tasks may be deemed invalid. In these cases, students will be informed in writing by the Head Teacher of the course. One or more of the following will occur, where appropriate:

- only part of the task will be marked
- the weighting of the task may be reduced and additional weighting added to a future task



- a new task and due date will be issued.

The first preference of Finigan School of Distance Education is that actual student work is used in determining a student's understanding of course content, the achievement of outcomes, and their rank order in the course.

Any student failing to complete 50% of the assessment tasks will have their name submitted to NESAs, which may result in the subject being deleted from their Higher School Certificate.



## Illness/Misadventure Applications

---

Students may be eligible for Illness/Misadventure if, immediately prior to, or during an assessment task, an unforeseen or beyond a student's control, illness or misadventure occurs.

If a student believes they are eligible for **Illness/Misadventure**, then the student must contact the Course Teacher or Head Teacher of the course **immediately** and have ready (where possible), independent evidence to support their application (e.g. medical certificate, police report, hospital admission form, etc). The illness/misadventure form (Appendix 1) at the back of this document, must be completed and submitted within 2 school days of the illness/misadventure. The Head Teacher of the course will then determine if the application is successful.

The Illness/Misadventure appeals process **does not** cover, and is not limited, to:

- attendance at a sporting or cultural event, or family holiday/event or excursion;
- clashes with external commitments eg., sporting competitions, training commitments or non Finigan School of Distance Education Examinations;
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities;
- disabilities for which disability provisions have already been granted, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic attack suffered by a diabetic student) or further difficulties occur;
- long-term illness such as glandular fever, asthma, epilepsy, anxiety, depression – unless the student suffers a 'flare-up' of the condition immediately before, or during, the assessment task;
- matters avoidable by the student (e.g. sleeping in, misreading the instructions on the task, misreading the assessment schedule and due date, misinterpretation of the task questions, failure to back up work on a regular basis on several devices, choosing to do other things not related to the task);
- computer malfunction or disruption, or corruption of technology, such as a damaged thumb drive or disk; internet issues
- long-term domestic issues; and/or
- pregnancy.

If an application is successful, **one or more** of the following may occur:

1. A new due date will be provided by which to submit the same task.
2. A new due date will be provided by which to submit an alternative task that is a **like task** and assesses the same outcomes, has the same weightings and components.
3. In exceptional circumstances and at the direction of **the principal only** – students will be exempt from the submission of a task. (In this rare event, the student's result for the missed task will be provided at the end of the course, when all other assessment items have been completed. The result will be based on the student's rank and relative differences to students above and below them at the end of the course and completion of the assessment program. It will also be dependent on whether the student has completed the required in excess of 50% of weightings for already completed tasks. The principal will have the discretion to make a decision based on all factors and individual case by case facts and circumstances. The principal's decision will be final in this situation.)

**Please note: The Illness and Misadventure process is based on the NESA process for HSC exams and it DOES NOT compensate students by giving additional marks or reducing task expectations.**



## Appealing: Declined Illness and Misadventure

---

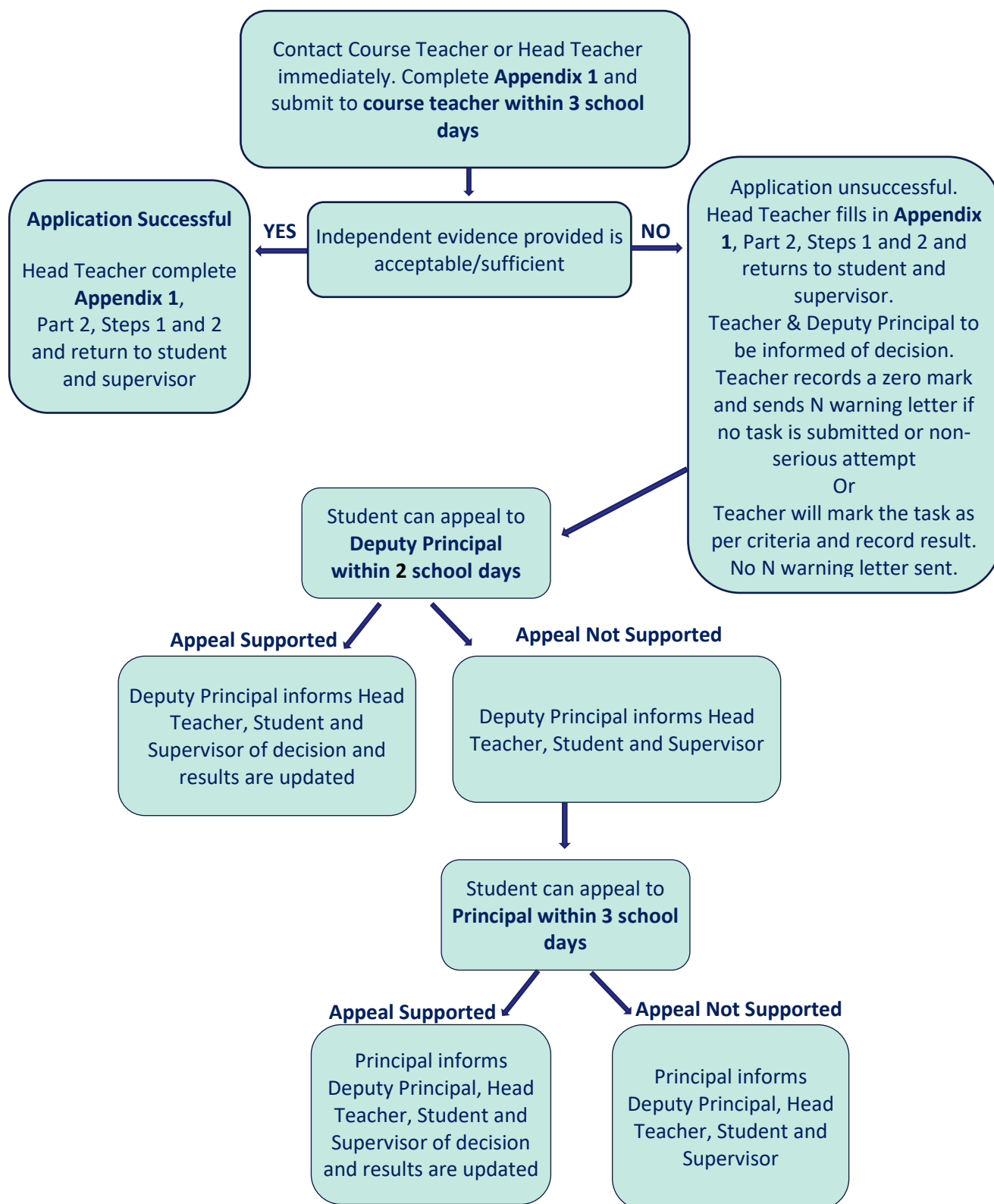
A student has the right to appeal the decision **NOT to support an Illness/Misadventure** application. To appeal the decision, the student must present a written application to the Deputy Principal, providing any new evidence/support material and stating the explicit grounds for the appeal, within 3 school days of being notified of the original decision. (Appendix 1- Illness and Misadventure Application form)

Students have the right to appeal the decision of the Deputy Principal to the Principal, but this can only be done under circumstances where **NEW** evidence can be provided and is within 3 school days of the Deputy Principal's decision. The principal's decision will be final.





## ILLNESS/MISADVENTURE PROCEDURE FOR STUDENTS





## Non-Serious or Non-Attempts

---

An assessment task may be deemed a non-serious or non-attempt if, in the professional judgment of the Course Teacher and in consultation with the Head Teacher, the student has not made a reasonable or serious attempt when completing all sections/aspects of a task.

A non-serious attempt may include things such as, but is not limited to:

- only multiple choice questions completed in a task or an examination paper
- repeating the question as the answer
- malpractice in some or all of the task
- inappropriate/offensive comments or diagrams drawn in response to a question or section.

The penalty for a non-serious or non-attempt, will be determined by the Head Teacher in line with the procedures outlined for Malpractice. Students have the right of appeal to the Deputy Principal and should do so within **3 school days** of being informed by the Course Teacher or Head Teacher.

## Malpractice

---

All work presented in assessment tasks must be the students own work or be acknowledged appropriately, with reference to the source or author. Malpractice is taken very seriously as it enables students to gain an advantage over other students, which is unfair and inequitable.

Malpractice can include, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the Internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, friend, tutor or course expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in a school based task, such as a test or exam
- cheating in Major Works
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- faking an illness or injury to prevent the completion or submission of work
- assisting another student to engage in malpractice
- AI generated/assisted answers.

These issues are addressed directly by NESAs in **HSC: All My Own Work**.



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

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

Students work will be checked for malpractice activities through the 'Turnitin' and other platforms. Teachers and students will be able to receive reports outlining the percentage of work that is the students own work and the percentage of work that could be considered plagiarised and the source of the original work.

## Malpractice Procedure

---

If malpractice is suspected, the Course Teacher must inform the Head Teacher of the course. The Course Teacher, will provide to the Head Teacher evidence to support the malpractice (eg, the Internet page copied, other student work that is the same, the Turnitin report etc). The Head Teacher with the Course Teacher will determine the extent of the malpractice.

In cases where malpractice is **suspected** or has been **proven** the following procedures will be applied:

- The student, designated supervisor will be informed (in writing) by the Course Teacher or Head Teacher, of the suspected or proven malpractice and be presented with the evidence, in a timely manner
- An N Warning letter will be generated by the Course Teacher or Head Teacher to officially inform the student/supervisor of the malpractice and what the student needs to do to redeem the N Warning letter
- The student will be given the opportunity to present any evidence or information to support their position (drafts of work, witness statements, etc) to the Course Teacher and Head Teacher. Notes/records of any discussions/interviews will be taken by the Course Teacher or Head Teacher and kept securely
- Head Teacher to inform Deputy Principal (Year 11/12) of malpractice for updating of the NESA Malpractice register
- The student will be informed of their right of appeal and the appeal process. Appeals must be lodged to the Deputy Principal within 3 school days of verbal/written notification of an incidence of malpractice
- Confidentiality will be maintained at all times by all parties.

## Consequences of Malpractice

---

Proven malpractice will limit a student's marks, or result in a zero mark being given. It will impact their overall final assessment mark and rank. Proven malpractice **MUST** be registered with NESA in the Malpractice Register in Schools Online. This will be done by Deputy Principal (Year 12) with information supplied by the Head Teacher.

One or more of the following consequences may be applied to proven malpractice:

- reduced marks for all or part of the assessment task



- zero marks for part or all of the assessment task
- an N Warning letter sent to the student/supervisor
- withdrawal from a course/s.

## Student Appeals: Malpractice

---

After being informed of the consequence of proven Malpractice, students have **3 school days to appeal** a decision made by the Head Teacher of the course, to the Deputy Principal (Appendix 2 needs to be completed).

The Deputy Principal will review the evidence and inform the student and supervisor of their decision verbally or in writing. Notes of any discussion/interview will be made and retained.

If the student, parent/caregiver is not satisfied with the decision of their appeal to the Deputy Principal, a final appeal can be made to the principal. This appeal **MUST** be made within **2 school days** of being informed of the Deputy Principal's decision. The appeal must be made to the principal in writing and any **new** evidence provided. The principal's decision will be final.

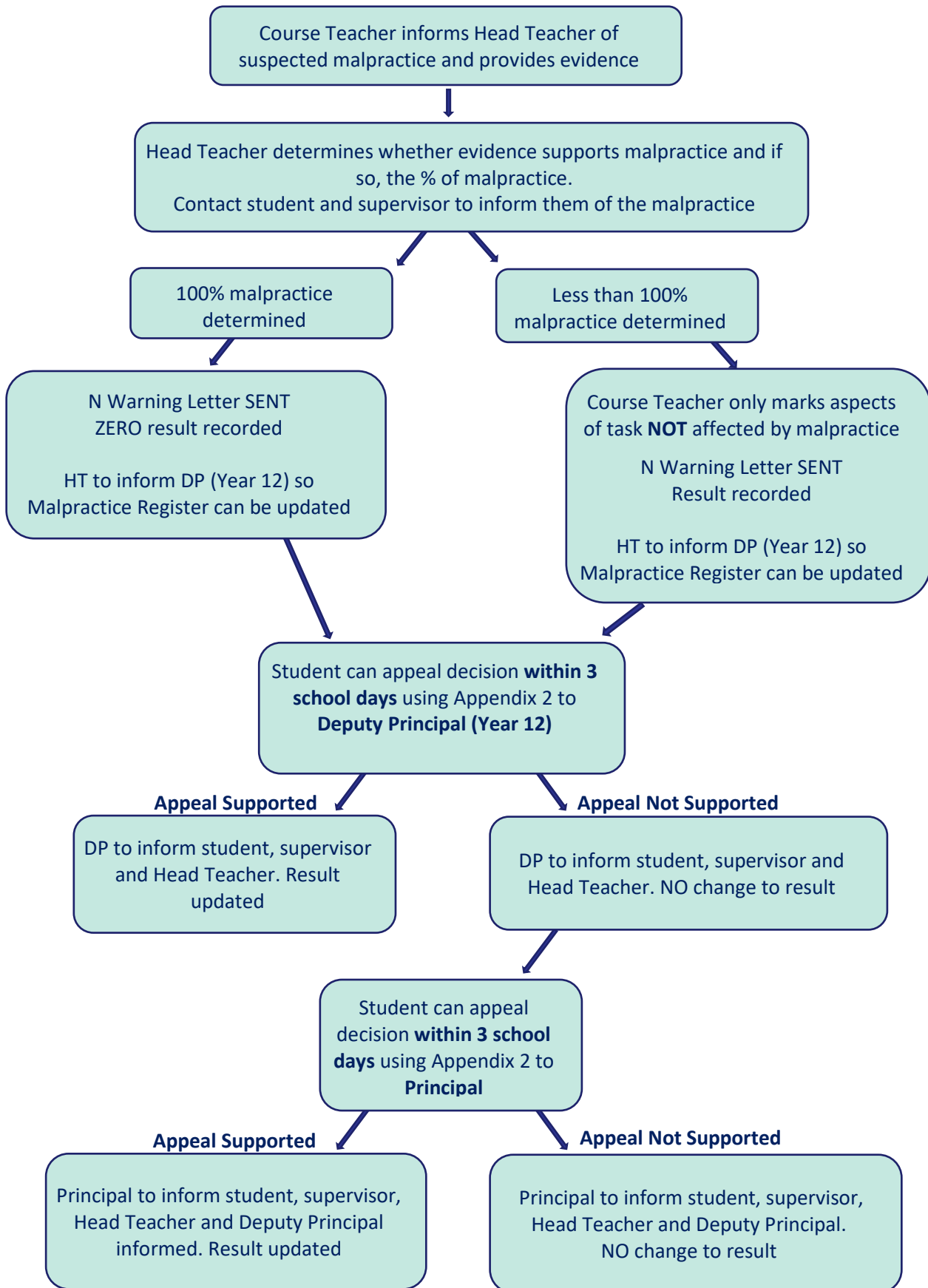
## Trial Examinations

---

Trial examinations should mirror HSC examination practice. This will ensure students get practice before sitting the HSC in Term 4. All students will be required to do their trial examinations supervised by school representatives or independent invigilators. This means that students in NSW will have to attend designated exam centres and students overseas will have to make arrangements to be examined by an independent invigilator.



# SUSPECTED MALPRACTICE





## Appeals: School-Based Assessments

---

All care is taken to ensure that assessment processes and procedures are fair and equitable at all times and that the administration and conduct of tasks occurs appropriately and without advantage or disadvantage to the cohort. Thus, student work is assessed on **actual performance, not potential performance**. Assessment results **cannot**, and **will not**, be modified to take into account possible effects of illness, misadventure or disability.

Students *do*, however, have the right to appeal an assessment result, if evidence of a break down in process or procedure in the administration of the task or the marking processes can be supported with explicit independent evidence. (e.g. performance in a task and subsequent result does not correspond with marking guidelines).

Before a student appeals to a Head Teacher, the student must discuss their concerns with the course teacher.

Students have **3 school days** after receiving their results to inform the course Head Teacher of their wish to appeal a result. This must be done in writing using Appendix 3. Appeals must be supported, by making clear reference/s to specific aspects of the breach of process or administration of the task, or show how the result does not reflect the marking guidelines provided with the task. If at this point, a result is to be changed, the Head Teacher will inform the course teacher, student, and supervisor, and document reasons for the result change.

If the student remains dissatisfied, an appeal may be made within **3 school days** of receiving the Head Teacher's decision to the Deputy Principal (use Appendix 3). The appeal must be made in writing and clearly outline specific concerns/issues related to the task and the marking guidelines. The student, supervisor and head teacher will be informed of the result of the appeal.

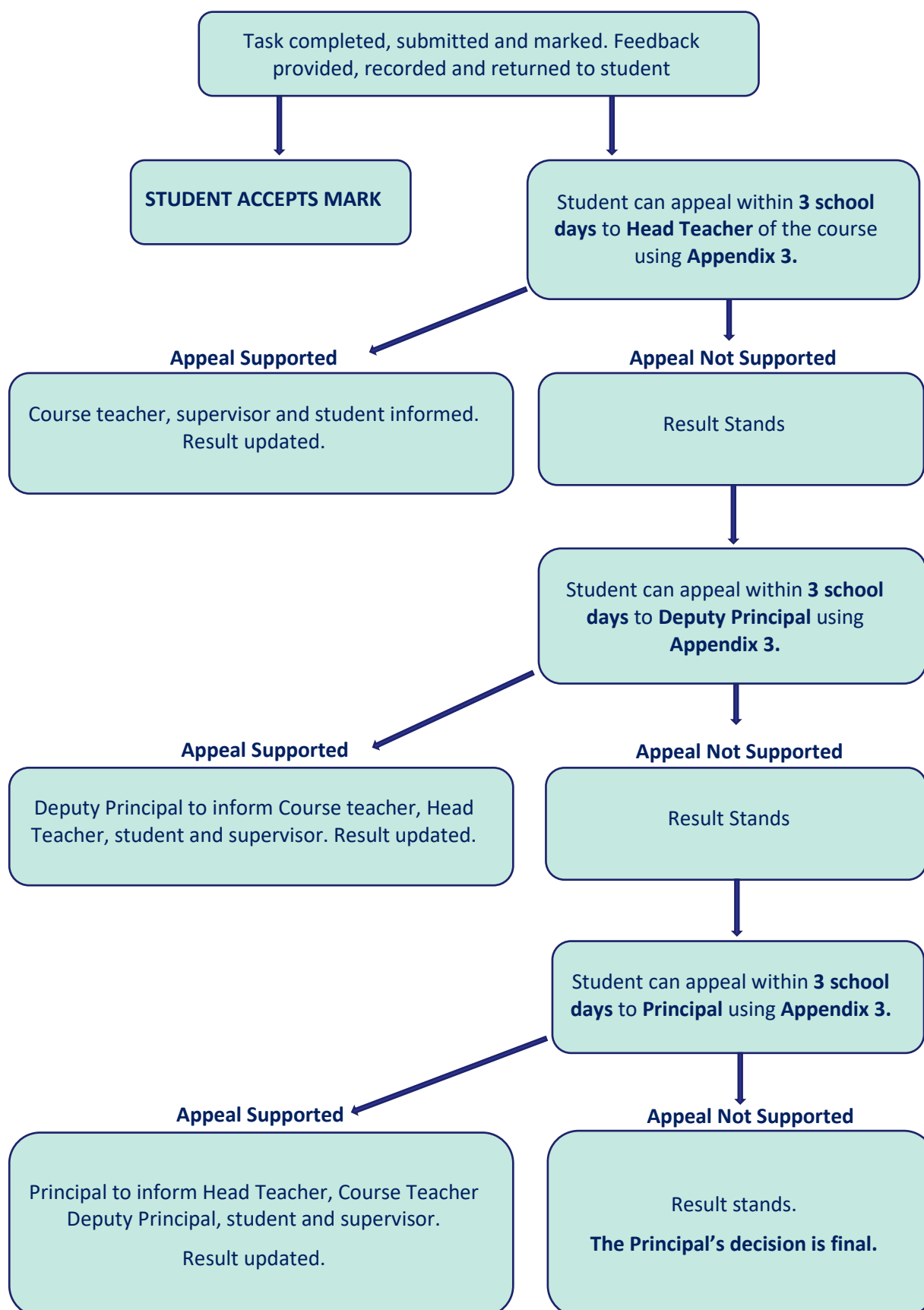
If the student remains dissatisfied, an appeal may be made within **3 school days** of receiving the decision of the Deputy Principal to the Principal (use Appendix 3). The appeal must be made in writing and clearly outline specific concerns/issues related to the administration of the task and/or the marking guidelines. The principal will review all the evidence and inform the Deputy Principal, head teacher, student and supervisor of the outcome.

The principal's decision is final.

There can be no appeal process to NESAs against a school's judgement of a student's performance on a particular task. Any disputes over an individual task, must be resolved within the school at the time and within the time frame specified by the school.



## ASSESSMENT TASK RESULT APPEAL PROCESS





## Non-Completion of Course Requirements: N Warning Letters

---

Finigan School of Distance Education, is required by NESAs, to issue a formal warning in writing to any student who is in danger of not completing the course requirements in any course. This is a formal notification to the student, parents/care givers and/or supervisor of the student outlining what the student is required to do to rectify the problem. The warning will be timed so as to allow rectification.

Formal warning letters, advising of a potential **N Determination**, will be sent to the last advised postal address or email address. It is the student's responsibility to notify the school of any change of address or contact details. NESAs will not find it an acceptable reason/excuse that letters were not received, if contact details provided to the school were not updated by the student/parent/caregiver.

## Non-Completion of Course Requirements: N Determination

---

In the event of an **N Determination** being issued to a student, the principal will advise the student in writing of the decision and their right of appeal.

## HSC Minimum Standards

---

NSW Education Standards Authority (NESAs) has implemented the HSC minimum standards to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC testamur. The standards are assessed through online tests which are 45 minutes long and include a multiple-choice reading test, a multiple-choice numeracy test and a short writing test based on visual or written prompts.

Students who do not meet the HSC minimum standards can still:

- Sit the HSC exams
- Receive an ATAR for University applications
- Receive a RoSA
- Receive a HSC minimum standard report.

Students do not need to achieve the minimum standards to choose a subject they will study in Stage 5 or 6.

Practice tests are available for students to sit to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standards.

Students will have four opportunities per year to sit the minimum standards online tests in each area of Reading, Numeracy and Writing, in Years 10 and 11. They will have up to six opportunities in Year 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standards online tests. The tests must be administered by schools via a lockdown browser.

Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standards online tests or be exempt from meeting the HSC minimum standards in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and





Writing minimum standards test. Students studying Life Skills Mathematics will be exempt from the Numeracy minimum standard test.

Further Information please visit the NSW Education Standards Authority (NESA) website via the link below.

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

## Disability Provisions

---

For students with an identified or diagnosed long or short term disability, the school provides, in line with procedures and provisions approved by NESA for the external HSC examinations, access to provisions. These provisions are designed to (as far as possible) remove a student's barrier or disadvantage when accessing course work and assessments. If assessed eligible, students may be given provisions such as:

- readers and/or writers
- time to rest
- time to take medication
- increased font/work size
- separate supervision
- adjustments to the physical environment (e.g., special furniture or lighting).

Students must inform their Course Teacher if they believe they might be eligible for a Disability Provision. Appropriate documentation must be provided (e.g., medical certificates, medical reports etc. **that are no older than 12 months** in nature and must be specific e.g., relate clearly and specifically the impact the disability has on learning/performance in assessment tasks/exams).

The Faculty Head Teacher may approve a disability provision for a school based assessment task.

Please be aware that, **School Based Disability Provisions** granted for school based tasks, **may not be approved** by **NESA** for external HSC examinations.



# Assessment Schedules

## Year 12 English - Standard

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Multimodal presentation</b>	Oral Presentation	11 DEC 2023	EN12-1 , EN12-2 , EN12-3, EN12-6	25%
<b>AT2 - Extended analytical response</b>	Written Work	21 MAR 2024	EN12-1 , EN12-3, EN12-5, EN12-7	25%
<b>AT3 - Extended response and reflection statement</b>	Written Work	30 MAY 2024	EN12-1 , EN12-3, EN12-4, EN12-9	25%
<b>AT4 - Trial HSC Examination</b>	Examination	23 AUG 2024	EN12-1 , EN12-2 , EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	25%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	TOTAL VALUE
<b>AT1 - Multimodal presentation</b>	15	10	25
<b>AT2 - Extended analytical response</b>	15	10	25
<b>AT3 - Extended response and reflection statement</b>	10	15	25
<b>AT4 - Trial HSC Examination</b>	10	15	25
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

### Syllabus Outcomes

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



## Year 12 English - Advanced

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Critical Response</b>	Written Work	14 DEC 2023	EA12-5, EA12-7, EA12-8	20%
<b>AT2 - Multimodal Presentation</b>	Oral Presentation	11 APR 2024	EA12-1 , EA12-2 , EA12-6	25%
<b>AT3 - Imaginative Response and Reflection</b>	Written Work	4 JUL 2024	EA12-3, EA12-4, EA12-9	30%
<b>AT4 - Trial Examination</b>	Examination	23 AUG 2024	EA12-1 , EA12-2 , EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	25%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	TOTAL VALUE
<b>AT1 - Critical Response</b>	10	10	20
<b>AT2 - Multimodal Presentation</b>	15	10	25
<b>AT3 - Imaginative Response and Reflection</b>	15	15	30
<b>AT4 - Trial Examination</b>	10	15	25
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

### Syllabus Outcomes

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



# Year 12 English - Extension 1

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Extended imaginative response</b>	Written Work	8 DEC 2023	EE12-1, EE12-2, EE12-5	30%
<b>AT2 - Extended analytical response</b>	Written Work	24 MAY 2024	EE12-3, EE12-4	40%
<b>AT3 - Trial HSC Examination</b>	Written Work	23 AUG 2024	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of complex texts and of how and why they are valued	Skills in complex analysis, sustained composition and independent investigation	TOTAL VALUE
<b>AT1 - Extended imaginative response</b>	10	20	30
<b>AT2 - Extended analytical response</b>	25	15	40
<b>AT3 - Trial HSC Examination</b>	15	15	30
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 12 English Studies

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Multimodal Presentation</b>	Written Work	8 DEC 2023	ES12-7, ES12-2, ES12-6, ES12-3	25%
<b>AT2 - Visual representation and reflection statement</b>	Research Task	5 APR 2024	ES12-1, ES12-5, ES12-9, ES12-8	25%
<b>AT3 - Writing portfolio</b>	Written Work	5 JUL 2024	ES12-1, ES12-10, ES12-3, ES12-4	30%
<b>AT4 - Trial HSC Examination</b>	Examination	12 AUG 2024	ES12-1, ES12-5, ES12-7, ES12-9, ES12-6, ES12-8, ES12-3, ES12-4	20%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in: comprehending texts, communicating ideas and using language accurately, appropriately and effectively	TOTAL VALUE
<b>AT1 - Multimodal Presentation</b>	15	10	25
<b>AT2 - Visual representation and reflection statement</b>	10	15	25
<b>AT3 - Writing portfolio</b>	15	15	30
<b>AT4 - Trial HSC Examination</b>	10	10	20
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

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



## Year 12 English - EAL/D

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Extended Analytical Response</b>	Written Work	15 DEC 2023	EAL11-2, EAL12-3, EAL12-5	25%
<b>AT2 - Multimodal Presentation</b>	Design Project	12 APR 2024	EAL12-4, EAL12-5, EAL12-6, EAL12-7, EAL12-8	25%
<b>AT3 - Extended Writing Response</b>	Written Work	5 JUL 2024	EAL12-2, EAL12-3, EAL12-5, EAL12-9	25%
<b>AT4 - Trial HSC Examination</b>	Examination	23 AUG 2024	EAL11-1A , EAL11-1B , EAL11-3, EAL11-4, EAL11-5, EAL11-7, EAL11-8, EAL12-1A , EAL12-1B , EAL12-3, EAL12-4, EAL12-5, EAL12-6, EAL12-7	25%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	TOTAL VALUE
<b>AT1 - Extended Analytical Response</b>	10	15	25
<b>AT2 - Multimodal Presentation</b>	15	10	25
<b>AT3 - Extended Writing Response</b>	10	15	25
<b>AT4 - Trial HSC Examination</b>	15	10	25
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>EAL12-1A</b>	responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<b>EAL12-1B</b>	communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts
<b>EAL12-2</b>	uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
<b>EAL12-3</b>	identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning
<b>EAL12-4</b>	applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
<b>EAL12-5</b>	thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts
<b>EAL12-6</b>	investigates and evaluates the relationships between texts
<b>EAL12-7</b>	integrates understanding of the diverse ways texts can represent personal and public worlds
<b>EAL12-8</b>	analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
<b>EAL12-9</b>	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner



# Year 12 Aboriginal Studies

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1: Social Justice and Human Rights</b>	Written Work	22 FEB 2024	H1.2, H3.2	15%
<b>AT 2: Major Project</b>	Research Task	29 MAR 2024	H4.1, H4.2	40%
<b>AT 3: Health and Criminal Justice</b>	Research Task	13 JUN 2024	H3.1, H3.3	20%
<b>AT 4: HSC Trial Examination</b>	Examination	23 AUG 2024	H1.1, H2.1, H3.1, H4.1, H1.2, H2.2, H3.2, H4.2, H1.3, H3.3, H4.3	25%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	Research and inquiry methods, including aspects of the Major Project	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
<b>AT 1: Social Justice and Human Rights</b>	15	0	0	0	15
<b>AT 2: Major Project</b>	0	15	20	5	40
<b>AT 3: Health and Criminal Justice</b>	5	10	5	0	20
<b>AT 4: HSC Trial Examination</b>	20	0	0	5	25
<b>Weighting</b>	<b>40</b>	<b>15</b>	<b>20</b>	<b>25</b>	<b>100</b>



## Syllabus Outcomes

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





# Year 12 Agriculture

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Farm Product Study</b>	Written Work	4 DEC 2023	H3.1, H3.3, H3.4	30%
<b>AT2 - Experimental Design</b>	Practical Task	5 APR 2024	H1.1, H2.1, H4.1	20%
<b>AT3 - Research &amp; Analysis</b>	Research Task	17 JUN 2024	H4.1, H5.1	20%
<b>AT4 - Trial Examination</b>	Examination	23 AUG 2024	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge, understanding and skills required to manage agricultural production systems	Skills in effective research, experimentation and communication	TOTAL VALUE
<b>AT1 - Farm Product Study</b>	20	10	0	30
<b>AT2 - Experimental Design</b>	10	0	10	20
<b>AT3 - Research &amp; Analysis</b>	0	10	10	20
<b>AT4 - Trial Examination</b>	10	20	0	30
<b>Weighting</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 12 Ancient History

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1: Cities of Vesuvius Historical Analysis</b>	Written Work	11 DEC 2023	AH12-6, AH12-8, AH12-9	25%
<b>AT 2: Greece 500-440BC essay</b>	Written Work	11 MAR 2024	AH12-2, AH12-3, AH12-5, AH12-7	20%
<b>AT 3: Xerxes</b>	Written Work	10 JUN 2024	AH12-4, AH12-6, AH12-7	25%
<b>AT 4: HSC Trial Examination</b>	Examination	23 AUG 2024	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms	TOTAL VALUE
<b>AT 1: Cities of Vesuvius Historical Analysis</b>	5	5	10	5	25
<b>AT 2: Greece 500-440BC essay</b>	10	5	0	5	20
<b>AT 3: Xerxes</b>	5	10	10	0	25
<b>AT 4: HSC Trial Examination</b>	20	0	0	10	30
<b>Weighting</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 12 Biology

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Model Building</b>	Design Project	1 DEC 2023	BIO11/12-1, BIO11/12-4, BIO11/12-6, BIO12-12	15%
<b>AT2 - Genetic Change</b>	Topic Test	8 MAR 2024	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO12-13	15%
<b>AT3 - Depth Study</b>	Depth Study	7 JUN 2024	BIO11/12-1, BIO11/12-3, BIO11/12-5, BIO11/12-7, BIO12-14, BIO12-15	40%
<b>AT4 - Trial Examination</b>	Examination	23 AUG 2024	BIO11/12-2, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Skills in working scientifically	Knowledge and understanding of course content	TOTAL VALUE
<b>AT1 - Model Building</b>	10	5	15
<b>AT2 - Genetic Change</b>	5	10	15
<b>AT3 - Depth Study</b>	30	10	40
<b>AT4 - Trial Examination</b>	15	15	30
<b>Weighting</b>	<b>60</b>	<b>40</b>	<b>100</b>

## Syllabus Outcomes

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



## Year 12 Business Studies

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Operations</b>	Research Task	1 DEC 2023	H2, H4, H5, H6, H7, H8, H9	35%
<b>AT2 - Marketing &amp; Finance</b>	Business Report	17 MAY 2024	H2, H4, H5, H6, H8, H9	35%
<b>AT3 - Trial HSC Examination</b>	Examination	23 AUG 2024	H2, H3, H4, H5, H6, H7, H8, H9, H10	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms	TOTAL VALUE
<b>AT1 - Operations</b>	15	0	15	5	35
<b>AT2 - Marketing &amp; Finance</b>	10	10	5	10	35
<b>AT3 - Trial HSC Examination</b>	15	10	0	5	30
<b>Weighting</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

### Syllabus Outcomes

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



# Year 12 Chemistry

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
AT1 - Quiz	Topic Test	8 DEC 2023	CH11/12-4, CH11/12-5, CH11/12-6, CH12-12	15%
AT2 - Depth Study	Depth Study	3 APR 2024	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH12-13	40%
AT3 - Model	Design Project	5 JUL 2024	CH11/12-3, CH11/12-6, CH11/12-7, CH12-14	15%
AT 4 - Trial Examination	Examination	23 AUG 2024	CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Skills in working scientifically	Knowledge and understanding of course content	TOTAL VALUE
AT1 - Quiz	10	5	15
AT2 - Depth Study	30	10	40
AT3 - Model	5	10	15
AT 4 - Trial Examination	15	15	30
Weighting	60	40	100

## Syllabus Outcomes

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



## Year 12 Community & Family Studies

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT2 - Parenting and Caring</b>	Research Task	5 APR 2024	H2.1, H3.2, H5.2	38%
<b>AT3 - Groups in context</b>	Research Task	21 JUN 2024	H3.3, H4.1, H5.1	38%
<b>AT4 - Trial Examination</b>	Examination	23 AUG 2024	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1, H6.1, 7.1	25%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating	TOTAL VALUE
<b>AT2 - Parenting and Caring</b>	5	25	30
<b>AT3 - Groups in context</b>	15	15	30
<b>AT4 - Trial Examination</b>	15	5	20
<b>Weighting</b>	<b>40</b>	<b>60</b>	<b>100</b>



## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>7.1</b>	Appreciates differences among individuals, groups and families within communities and values their contributions to society.
<b>7.2</b>	Develops a sense of responsibility for the wellbeing of themselves and others.
<b>7.3</b>	Appreciates the value of resource management in response to change.
<b>7.4</b>	Values the place of management in coping with a variety of role expectations.
<b>H1.1</b>	Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities.
<b>H2.1</b>	Analyses different approaches to parenting and caring relationships.
<b>H2.2</b>	Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities.
<b>H2.3</b>	Critically examines how individual rights and responsibilities in various environments contribute to wellbeing.
<b>H3.1</b>	Analyses the sociocultural factors that lead to special needs of individuals in groups.
<b>H3.2</b>	Evaluates networks available to individuals, groups and families within communities.
<b>H3.3</b>	Critically analyses the role of policy and community structures in supporting diversity.
<b>H3.4</b>	Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities.
<b>H4.1</b>	Justifies and applies appropriate research methodologies.
<b>H4.2</b>	Communicates ideas, debates issues and justifies opinions.
<b>H5.1</b>	Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources.
<b>H5.2</b>	Develops strategies for managing multiple roles and demands of family, work and other environments.
<b>H6.1</b>	Analyses how the empowerment of women and men influences the way they function within society.
<b>H6.2</b>	Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments.



## Year 12 Dance

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Core Appreciation &amp; Major Study</b>	Written & Practical	13 DEC 2023	H1.1, H1.2, H2.2, H3.1, H3.3, H3.4, H4.1, H4.2, H4.3, H4.4, H4.5	20%
<b>AT2 - Core Composition &amp; Major Study</b>	Practical Task	3 APR 2024	H1.1, H1.2, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H4.4, H4.5	30%
<b>AT3 - Core Performance</b>	Practical Task	19 JUN 2024	H1.1, H1.2, H2.1, H2.2, H2.3	20%
<b>AT4 - Trial Examination</b>	Practical & Examination	26 JUL 2024	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H3.1, H3.2, H3.4, H4.1, H4.2, H4.4, H4.5	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Performance	Composition	Appreciation	Major Study	TOTAL VALUE
<b>AT1 - Core Appreciation &amp; Major Study</b>	0	0	10	10	20
<b>AT2 - Core Composition &amp; Major Study</b>	0	20	0	10	30
<b>AT3 - Core Performance</b>	20	0	0	0	20
<b>AT4 - Trial Examination</b>	0	0	10	20	30
<b>Weighting</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1.1</b>	Understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form.
<b>H1.2</b>	Performs, composes and appreciates dance as an artform.
<b>H1.3</b>	Appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances.
<b>H1.4</b>	Acknowledges and appreciates the relationship of dance and other media.
<b>H2.1</b>	Understands performance quality, interpretation and style relating to dance performance.
<b>H2.2</b>	Performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices.
<b>H2.3</b>	Values the diversity of dance performance.
<b>H3.1</b>	Identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent.
<b>H3.2</b>	Demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent.
<b>H3.3</b>	Recognises and values the role of dance in achieving individual expression.
<b>H3.4</b>	Explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent.
<b>H4.1</b>	Understands the concept of differing artistic, social and cultural contexts of dance.
<b>H4.2</b>	Recognises, analyses and evaluates the distinguishing features of major dance works.
<b>H4.3</b>	Utilises the skills of research and analysis to examine dance as an artform.
<b>H4.4</b>	Demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance.
<b>H4.5</b>	Acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation.





## Year 12 Drama

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Contemporary Australian Theatre and IP</b>	Practical Task	13 DEC 2023	H1.2, H1.3, H1.5, H3.1, H3.2	25%
<b>AT2 - Workshop analysis and IP</b>	Workshop Analysis and IP	30 APR 2024	H1.3, H1.5, H1.7, H2.1, H2.2, H3.1, H3.2	25%
<b>AT3 - Group Devised Project</b>	Practical Task	3 JUL 2024	H1.1, H1.3, H1.6, H2.2	30%
<b>AT4 - Trial Examination</b>	Examination	23 AUG 2024	H3.1, H3.2, H3.3	20%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Making	Performing	Critically Studying	TOTAL VALUE
<b>AT1 - Contemporary Australian Theatre and IP</b>	15	0	10	25
<b>AT2 - Workshop analysis and IP</b>	10	5	10	25
<b>AT3 - Group Devised Project</b>	15	15	0	30
<b>AT4 - Trial Examination</b>	0	10	10	20
<b>Weighting</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>



## Syllabus Outcomes

OUTCOME	DESCRIPTION
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.
P2.1	Understands the dynamics of actor-audience relationship.
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.



# Year 12 Earth & Environmental Science

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Skills Test</b>	Topic Test	29 NOV 2023	EES11/12-5, EES11/12-6, EES11/12-7	10%
<b>AT2 - Experiment &amp; Scientific Report</b>	Practical Task	11 MAR 2024	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-5, EES12-13	25%
<b>AT3 - Depth Study</b>	Depth Study	5 JUL 2024	EES11/12-1, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-12, EES12-13, EES12-14, EES12-15	35%
<b>AT4 - Trial Examination</b>	Examination	23 AUG 2024	EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-12, EES12-13, EES12-14, EES12-15	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Skills in working scientifically	Knowledge and understanding of course content	TOTAL VALUE
<b>AT1 - Skills Test</b>	10	0	10
<b>AT2 - Experiment &amp; Scientific Report</b>	20	5	25
<b>AT3 - Depth Study</b>	20	15	35
<b>AT4 - Trial Examination</b>	10	20	30
<b>Weighting</b>	<b>60</b>	<b>40</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 12 Economics

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - The Global Economy</b>	Research Task	8 DEC 2023	H1, H3, H4, H8, H9, H10, H11, H12	20%
<b>AT2 - Australia's Place in the Global Economy</b>	Research Task	29 MAR 2024	H1, H2, H4, H5, H7, H8, H10, H11	20%
<b>AT 3 - Economics Issues</b>	Research Task	7 JUN 2024	H1, H2, H5, H6, H7, H8, H9, H10, H12	30%
<b>AT4 - HSC Economics Trial Examination</b>	Examination	23 AUG 2024	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of economic information, ideas and issues in appropriate forms	TOTAL VALUE
<b>AT1 - The Global Economy</b>	5	5	5	5	20
<b>AT2 - Australia's Place in the Global Economy</b>	10	0	5	5	20
<b>AT 3 - Economics Issues</b>	10	5	10	5	30
<b>AT4 - HSC Economics Trial Examination</b>	15	10	0	5	30
<b>Weighting</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1</b>	Demonstrates understanding of economic terms, concepts and relationships.
<b>H2</b>	Analyses the economic role of individuals, firms, institutions and governments.
<b>H3</b>	Explains the role of markets within the global economy the operation and management of economies.
<b>H4</b>	Analyses the impact of global markets on the Australian and global economies.
<b>H5</b>	Discusses policy options for dealing with problems and issues in contemporary Australian contexts.
<b>H6</b>	Analyses the impact of economic policies in theoretical and contemporary Australian contexts contemporary economic problems and issues facing individuals, firms and governments.
<b>H7</b>	Evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments.
<b>H8</b>	Applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts.
<b>H9</b>	Selects and organises information from a variety of sources for relevance and reliability.
<b>H10</b>	Communicates economic information, ideas and issues in appropriate forms.
<b>H11</b>	Applies mathematical concepts in economic contexts.
<b>H12</b>	Works independently and in groups to achieve appropriate goals in set timelines.



# Year 12 Engineering Studies

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Civil Structures - Bridges</b>	Practical Task	2 FEB 2024	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.3	35%
<b>AT2 - Aeronautical Engineering</b>	Depth Study	31 MAY 2024	H1.1, H2.1, H2.2, H3.1, H3.2, H6.1	35%
<b>AT3 - Trial Examination</b>	Examination	23 AUG 2024	H1.2, H2.1, H2.2, H3.1, H3.3, H4.1, H4.2, H6.1	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in research, problem solving and communication related to engineering practice	TOTAL VALUE
<b>AT1 - Civil Structures - Bridges</b>	20	15	35
<b>AT2 - Aeronautical Engineering</b>	20	15	35
<b>AT3 - Trial Examination</b>	20	10	30
<b>Weighting</b>	<b>60</b>	<b>40</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 12 Food Technology

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Contemporary Nutrition Issues</b>	Research Task	8 DEC 2023	H2.1, H3.2, H5.1	25%
<b>AT2 - Food Manufacture</b>	Research Task	22 MAR 2024	H1.1, H4.2	25%
<b>AT3 - Food Product Development</b>	Research Task	14 JUN 2024	H1.3, H4.1	25%
<b>AT4 - Trial Examination</b>	Examination	23 AUG 2024	H1.1, H1.2, H1.3, H2.1	25%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in designing, researching, analysing and evaluating	Skills in experimenting with and preparing food by applying theoretical concepts	TOTAL VALUE
<b>AT1 - Contemporary Nutrition Issues</b>	5	15	5	25
<b>AT2 - Food Manufacture</b>	5	10	10	25
<b>AT3 - Food Product Development</b>	5	5	15	25
<b>AT4 - Trial Examination</b>	25	0	0	25
<b>Weighting</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1.1</b>	Explains manufacturing processes and technologies used in the production of food products.
<b>H1.2</b>	Examines the nature and extent of the Australian food industry.
<b>H1.3</b>	Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations.
<b>H1.4</b>	Evaluates the impact of food manufacture on the individual, society and environment.
<b>H2.1</b>	Evaluates the relationship between food, its production, consumption, promotion and health.
<b>H3.1</b>	Investigates operations of one organisation within the Australian food industry.
<b>H3.2</b>	Independently investigates contemporary food issues.
<b>H4.1</b>	Develops, prepares and presents food using product development processes.
<b>H4.2</b>	Applies principles of food preservation to extend the life of food and maintain safety.
<b>H5.1</b>	Develops, realises and evaluates solutions to a range of food situations.



# Year 12 Geography

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Urban Places</b>	Fieldwork Report	16 FEB 2024	H1, H3, H8, H9, H10, H12, H13	40%
<b>AT 2- Ecosystems at Risk</b>	Research Task	17 MAY 2024	H1, H2, H5, H6, H12, H13	30%
<b>AT3 - Trial HSC Examination - Geography</b>	Examination	23 AUG 2024	H1, H2, H3, H4, H5, H6, H7, H9, H10, H11, H12, H13	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Geographical tools and skills	Geographical inquiry and research, including fieldwork	Communication of geographical information, ideas and issues in appropriate forms	TOTAL VALUE
<b>AT1 - Urban Places</b>	10	5	15	10	40
<b>AT 2- Ecosystems at Risk</b>	10	5	5	10	30
<b>AT3 - Trial HSC Examination - Geography</b>	20	10	0	0	30
<b>Weighting</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1</b>	Explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity.
<b>H2</b>	Explains the factors which place ecosystems at risk and the reasons for their protection.
<b>H3</b>	Analyses contemporary urban dynamics and applies them in specific contexts.
<b>H4</b>	Analyses the changing spatial and ecological dimensions of an economic activity.
<b>H5</b>	Evaluates environmental management strategies in terms of ecological sustainability.
<b>H6</b>	Evaluates the impacts of, and responses of people to, environmental change.
<b>H7</b>	Justifies geographical methods applicable and useful in the workplace and relevant to a changing world.
<b>H8</b>	Plans geographical inquiries to analyse and synthesise information from a variety of sources.
<b>H9</b>	Evaluates geographical information and sources for usefulness, validity and reliability.
<b>H10</b>	Applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts.
<b>H11</b>	Applies mathematical ideas and techniques to analyse geographical data.
<b>H12</b>	Explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples.
<b>H13</b>	Communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms.



# Year 12 Industrial Technology - Graphics Technologies

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Folio Report</b>	Practical Task	9 FEB 2024	H3.2, H3.3, H4.1, H5.2	35%
<b>AT2 - Industry study</b>	Research Task	19 JUL 2024	H1.1, H1.2, H2.1, H5.1, H7.1, H7.2	35%
<b>AT3 - Trial Examination</b>	Examination	23 AUG 2024	H1.2, H1.3, H3.1, H3.2, H7.1, H7.2	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in the design, management, communication and production of a major project	TOTAL VALUE
<b>AT1 - Folio Report</b>	10	25	35
<b>AT2 - Industry study</b>	15	20	35
<b>AT3 - Trial Examination</b>	15	15	30
<b>Weighting</b>	<b>40</b>	<b>60</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1.1</b>	Investigates industry through the study of businesses in one focus area
<b>H1.2</b>	Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
<b>H1.3</b>	Identifies important historical developments in the focus area industry
<b>H2.1</b>	Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
<b>H3.1</b>	Demonstrates skills in sketching, producing and interpreting drawings
<b>H3.2</b>	Selects and applies appropriate research and problem-solving skills
<b>H3.3</b>	Applies and justifies design principles through the production of a Major Project
<b>H4.1</b>	Demonstrates competency in a range of practical skills appropriate to the Major Project
<b>H4.2</b>	Explores the need to outsource appropriate expertise where necessary to complement personal practical skills
<b>H4.3</b>	Critically applies knowledge and skills related to properties and characteristics of materials/components
<b>H5.1</b>	Selects and uses communication and information processing skills
<b>H5.2</b>	Examines and applies appropriate documentation techniques to project management
<b>H6.1</b>	Evaluates the characteristics of quality manufactured products
<b>H6.2</b>	Applies the principles of quality and quality control
<b>H7.1</b>	Explains the impact of the focus area industry on the social and physical environment
<b>H7.2</b>	Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment





# Year 12 Industrial Technology - Multimedia

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - MP and Folio Proposal</b>	Research Task	1 DEC 2023	H3.1, H3.2, H3.3, H5.1, H5.2	15%
<b>AT2 - Folio and Project Draft (check point)</b>	Design Project	29 MAR 2024	H2.1, H4.2, H5.2	15%
<b>AT3 - Industry study</b>	Depth Study	20 MAY 2024	H1.1, H1.3, H7.1, H7.2	35%
<b>AT4 - Trial Examination</b>	Examination	23 AUG 2024	H1.1, H1.2, H1.3, H2.1, H3.1, H3.2, H4.1, H4.3, H5.1, H7.1, H7.2	35%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in the design, management, communication and production of a major project	TOTAL VALUE
<b>AT1 - MP and Folio Proposal</b>	5	10	15
<b>AT2 - Folio and Project Draft (check point)</b>	5	10	15
<b>AT3 - Industry study</b>	10	25	35
<b>AT4 - Trial Examination</b>	20	15	35
<b>Weighting</b>	<b>40</b>	<b>60</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1.1</b>	Investigates industry through the study of businesses in one focus area
<b>H1.2</b>	Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
<b>H1.3</b>	Identifies important historical developments in the focus area industry
<b>H2.1</b>	Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
<b>H3.1</b>	Demonstrates skills in sketching, producing and interpreting drawings
<b>H3.2</b>	Selects and applies appropriate research and problem-solving skills
<b>H3.3</b>	Applies and justifies design principles through the production of a Major Project
<b>H4.1</b>	Demonstrates competency in a range of practical skills appropriate to the Major Project
<b>H4.2</b>	Explores the need to outsource appropriate expertise where necessary to complement personal practical skills
<b>H4.3</b>	Critically applies knowledge and skills related to properties and characteristics of materials/components
<b>H5.1</b>	Selects and uses communication and information processing skills
<b>H5.2</b>	Examines and applies appropriate documentation techniques to project management
<b>H6.1</b>	Evaluates the characteristics of quality manufactured products
<b>H6.2</b>	Applies the principles of quality and quality control
<b>H7.1</b>	Explains the impact of the focus area industry on the social and physical environment
<b>H7.2</b>	Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment



# Year 12 Information Processes & Technology

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Database Project</b>	Practical Task	24 NOV 2023	H2.2, H6.1, H6.2, H7.2	15%
<b>AT2 - Decision support system</b>	Design Project	1 MAR 2024	H1.2, H2.2, H3.1, H6.1	25%
<b>AT3 - Multimedia Project</b>	Design Project	14 JUN 2024	H2.2, H5.1, H6.1, H6.2, H7.1, H7.2	30%
<b>AT4 - Trial Examination</b>	Examination	23 AUG 2024	H1.1, H1.2, H2.1, H2.2, H3.1, H5.1, H6.2, H7.1, H7.2	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in the design and development of information systems	TOTAL VALUE
<b>AT1 - Database Project</b>	5	10	15
<b>AT2 - Decision support system</b>	10	15	25
<b>AT3 - Multimedia Project</b>	15	15	30
<b>AT4 - Trial Examination</b>	30	0	30
<b>Weighting</b>	<b>60</b>	<b>40</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1.1</b>	Applies and explains an understanding of the nature and function of information technologies to a specific practical situation
<b>H1.2</b>	Explains and justifies the way in which information systems relate to information processes in a specific context
<b>H2.1</b>	Analyses and describes a system in terms of the information processes involved
<b>H2.2</b>	Develops solutions for an identified need which address all of the information processes
<b>H3.1</b>	Evaluates and discusses the effect of information systems on the individual, society and the environment
<b>H3.2</b>	Demonstrates and explains ethical practice in the use of information systems, technologies and processes
<b>H4.1</b>	Proposes and justifies ways in which information systems will meet emerging needs
<b>H5.1</b>	Justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
<b>H5.2</b>	Assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices
<b>H6.1</b>	Analyses situations, identifies needs, proposes and then develops solutions
<b>H6.2</b>	Selects, justifies and applies methodical approaches to planning, designing or implementing solutions
<b>H7.1</b>	Implements and explains effective management techniques
<b>H7.2</b>	Uses methods to thoroughly document the development of individual and team projects



# Year 12 Legal Studies

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Human Rights</b>	Written Work	1 DEC 2023	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	20%
<b>AT2 - Crime</b>	Researched Extended Response	5 APR 2024	H1, H4, H5, H6, H7, H8, H9, H10	25%
<b>AT 3 - Consumers</b>	Researched Extended Response	7 JUN 2024	H1, H3, H4, H5, H6, H7, H8, H9, H10	25%
<b>AT 4 - HSC Trial Examination</b>	Examination	23 AUG 2024	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, ideas and issues in appropriate forms	TOTAL VALUE
<b>AT1 - Human Rights</b>	5	5	5	5	20
<b>AT2 - Crime</b>	5	5	10	5	25
<b>AT 3 - Consumers</b>	10	5	5	5	25
<b>AT 4 - HSC Trial Examination</b>	20	5	0	5	30
<b>Weighting</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 12 Mathematics Standard 1

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 Networks and Summary Statistics</b>	Topic Test	1 DEC 2023	MS1-12-2, MS1-12-8, MS1-12-10	21%
<b>AT2 Investigative Task Financial Maths, Rates ad Scale Drawings</b>	Research Task	29 MAR 2024	MS1-12-3, MS1-12-5, MS1-12-10, MS2-12-9	26%
<b>AT3 Simultaneous Equations and Graphs of Practical Situations</b>	Topic Test	7 JUN 2024	MS1-12-1, MS1-12-6, MS1-12-10	21%
<b>AT4 Trial Examination</b>	Examination	23 AUG 2024	MS11-1, MS11-2, MS11-3, MS11-4, MS11-6, MS11-7, MS11-10, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-8	32%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	TOTAL VALUE
<b>AT1 Networks and Summary Statistics</b>	15	10	25
<b>AT2 Investigative Task Financial Maths, Rates ad Scale Drawings</b>	10	15	25
<b>AT3 Simultaneous Equations and Graphs of Practical Situations</b>	10	10	20
<b>AT4 Trial Examination</b>	15	15	30
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 12 Mathematics Standard 2

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 Financial, rates and Ratios</b>	Topic Test	8 DEC 2023	MS2-12-3, MS2-12-4, MS2-12-5	20%
<b>AT2 Networks</b>	Research Task	23 FEB 2024	MS2-12-8, MS2-12-9, MS2-12-10	30%
<b>AT3 Trigonometry, Simultaneous equations and Normal distribution</b>	Topic Test	17 MAY 2024	MS2-12-1, MS2-12-2, MS2-12-4, MS2-12-6, MS2-12-7	20%
<b>AT 4 Trial Examination</b>	Examination	23 AUG 2024	MS11-1, MS11-2, MS11-3, MS11-5, MS11-9, MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-5, MS2-12-8	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	TOTAL VALUE
<b>AT1 Financial, rates and Ratios</b>	10	10	20
<b>AT2 Networks</b>	15	15	30
<b>AT3 Trigonometry, Simultaneous equations and Normal distribution</b>	15	15	30
<b>AT 4 Trial Examination</b>	15	15	30
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 12 Mathematics Advanced

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1: Topic Test Differential Calculus</b>	Topic Test	8 DEC 2023	MA12-3, MA12-6	20%
<b>AT2-Topic test: Integral calculus &amp; Graphing techniques</b>	Topic Test	15 MAR 2024	MA12-1, MA12-3, MA12-7	20%
<b>AT3 - Investigative Task: Modelling financial situations</b>	Research Task	7 JUN 2024	MA12-1, MA12-2, MA12-4, MA12-9, MA12-10	30%
<b>AT4 - Trial Examination</b>	Examination	23 AUG 2024	MA11-1, MA11-4, MA11-5, MA11-6, MA11-7, MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	TOTAL VALUE
<b>AT1: Topic Test Differential Calculus</b>	10	10	20
<b>AT2-Topic test: Integral calculus &amp; Graphing techniques</b>	10	10	20
<b>AT3 - Investigative Task: Modelling financial situations</b>	15	15	30
<b>AT4 - Trial Examination</b>	15	15	30
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 12 Mathematics Extension 1

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 Proof, Trigonometric equations and Vectors</b>	Topic Test	8 DEC 2023	ME12-1, ME12-2, ME12-3	20%
<b>AT2 Vectors and Calculus Topic Test</b>	Topic Test	5 APR 2024	ME12-2, ME12-4	30%
<b>AT3 Investigative Assignment</b>	Research Task	17 MAY 2024	ME12-2, ME12-5, ME12-6, ME12-7	20%
<b>AT4 Trial Examination</b>	Examination	23 AUG 2024	ME11-1, ME11-2, ME11-3, ME11-5, ME12-1, ME12-2, ME12-3, ME12-4, ME12-5	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	TOTAL VALUE
<b>AT1 Proof, Trigonometric equations and Vectors</b>	10	10	20
<b>AT2 Vectors and Calculus Topic Test</b>	15	15	30
<b>AT3 Investigative Assignment</b>	10	10	20
<b>AT4 Trial Examination</b>	15	15	30
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

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



## Year 12 Mathematics Extension 2

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 Complex Numbers and Proof</b>	Topic Test	1 MAR 2024	MEX12-2, MEX12-4, MEX12-8	25%
<b>AT2 Integration and 3D Vectors</b>	Topic Test	31 MAY 2024	MEX12-3, MEX12-5, MEX12-7	25%
<b>AT3 Mechanics</b>	Research Task	2 AUG 2024	MEX12-6, MEX12-7, MEX12-8	20%
<b>AT4 Trial Examination</b>	Examination	23 AUG 2024	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	TOTAL VALUE
<b>AT1 Complex Numbers and Proof</b>	10	15	25
<b>AT2 Integration and 3D Vectors</b>	15	10	25
<b>AT3 Mechanics</b>	10	10	20
<b>AT4 Trial Examination</b>	15	15	30
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

### Syllabus Outcomes

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





# Year 12 Modern History

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1: Core Study</b>	Written Work	27 NOV 2023	MH12-2, MH12-5, MH12-6, MH12-9	20%
<b>AT2: National Study</b>	Research Task	18 MAR 2024	MH12-4, MH12-7, MH12-8, MH12-9	25%
<b>AT 3: Peace and Conflict</b>	Research Task	3 JUN 2024	MH12-3, MH12-5, MH12-6, MH12-9	25%
<b>AT 4: HSC Trial Examination</b>	Examination	23 AUG 2024	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms	TOTAL VALUE
<b>AT 1: Core Study</b>	10	5	0	5	20
<b>AT2: National Study</b>	5	5	10	5	25
<b>AT 3: Peace and Conflict</b>	5	5	10	5	25
<b>AT 4: HSC Trial Examination</b>	20	5	0	5	30
<b>Weighting</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 12 Music 1

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Composition Portfolio and Aural Analysis: Topic 1</b>	Portfolio	8 DEC 2023	H2, H3, H4, H5, H7, H8	20%
<b>AT 2 - Performance/ Musicology</b>	Practical Task	5 APR 2024	H1, H2, H4, H5, H6	20%
<b>AT 3 - Presentation of Elective Options</b>	Practical Task	28 JUN 2024	H1, H2, H3, H5, H6, H7	30%
<b>A T 4 - Trial Examination</b>	Examination	23 AUG 2024	H1, H2, H3, H4, H5, H6, H7, H8	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Performance	Composition	Musicology	Aural	Electives	TOTAL VALUE
<b>AT 1 - Composition Portfolio and Aural Analysis: Topic 1</b>	0	10	0	10	0	20
<b>AT 2 - Performance/ Musicology</b>	10	0	10	0	0	20
<b>AT 3 - Presentation of Elective Options</b>	0	0	0	0	30	30
<b>A T 4 - Trial Examination</b>	0	0	0	15	15	30
<b>Weighting</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>25</b>	<b>45</b>	<b>100</b>

## Syllabus Outcomes

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



## Year 12 Music 2

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>A T 1 - Composition Portfolio: Mandatory Topic</b>	Portfolio	8 DEC 2023	H3, H5, H6, H7, H9	20%
<b>A T 2: Core Performance</b>	Practical Task	22 MAR 2024	H1, H2, H5, H6, H7	30%
<b>A T 3: Elective Presentation or Submission</b>	Portfolio	21 JUN 2024	H2, H4, H5, H6, H7, H8	20%
<b>A T 4: Trial Examination</b>	Examination	16 AUG 2024	H2, H4, H5, H6, H8	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Performance	Composition	Musicology	Aural	Elective	TOTAL VALUE
<b>A T 1 - Composition Portfolio: Mandatory Topic</b>	0	20	0	0	0	20
<b>A T 2: Core Performance</b>	20	0	0	10	0	30
<b>A T 3: Elective Presentation or Submission</b>	0	0	0	0	20	20
<b>A T 4: Trial Examination</b>	0	0	20	10	0	30
<b>Weighting</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1</b>	Performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble.
<b>H2</b>	Demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics.
<b>H3</b>	Composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures.
<b>H4</b>	Stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts.
<b>H5</b>	Analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations.
<b>H6</b>	Discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context.
<b>H7</b>	Critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics.
<b>H8</b>	Understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied.
<b>H9</b>	Identifies, recognises, experiments with, and discusses the uses and effects of technology in music.
<b>H10</b>	Performs as a means of self expression and communication.
<b>H11</b>	Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
<b>H12</b>	Demonstrates a willingness to accept and use constructive criticism.



# Year 12 Music - Extension 1

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1: Presentation of Repertoire and Background Research</b>	Research Task	23 FEB 2024	H4EP, H6EP	30%
<b>AT 2: Critical Comparisons</b>	Practical Task	24 MAY 2024	H2EP, H3EP	40%
<b>AT 3: Trial Examination: Concert Presentation of Repertoire</b>	Examination	16 AUG 2024	H1EP, H5EP	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Performance OR Composition OR Musicology	TOTAL VALUE
<b>AT 1: Presentation of Repertoire and Background Research</b>	40	40
<b>AT 2: Critical Comparisons</b>	40	40
<b>AT 3: Trial Examination: Concert Presentation of Repertoire</b>	20	20
<b>Weighting</b>	<b>100</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1EP</b>	Performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member
<b>H2EP</b>	Leads critical evaluation and discussion sessions on all aspects of his/her own performance and the performance of others
<b>H3EP</b>	Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed
<b>H4EP</b>	Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed
<b>H5EP</b>	Presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction
<b>H6EP</b>	Critically analyses the use of musical concepts to present a stylistic interpretation of music performed



## Year 12 PDHPE

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Core 1: Health Priorities in Australia</b>	Research Task	24 NOV 2023	H1, H2, H3, H5, H15, H16	25%
<b>AT2 - Sports Medicine</b>	Research Task	15 MAR 2024	H8, H13, H16, H17	20%
<b>AT3 - Factors Affecting Performance</b>	Research Task	7 JUN 2024	H8, H11, H16, H17	25%
<b>AT4 - Trial Examination</b>	Examination	23 AUG 2024	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in critical thinking, research, analysis and communicating	TOTAL VALUE
<b>AT1 - Core 1: Health Priorities in Australia</b>	10	15	25
<b>AT2 - Sports Medicine</b>	5	15	20
<b>AT3 - Factors Affecting Performance</b>	10	15	25
<b>AT4 - Trial Examination</b>	15	15	30
<b>Weighting</b>	<b>40</b>	<b>60</b>	<b>100</b>



## Syllabus Outcomes

OUTCOME	DESCRIPTION
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.
H6	Demonstrates a range of personal health skills that enables them to promote and maintain health.
H7	Explains the relationship between physiology and movement potential.
H8	Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity.
H9	Explains how movement skill is acquired and appraised.
H10	Designs and implements training plans to improve performance.
H11	Designs psychological strategies and nutritional plans in response to individual performance needs.
H12	Analyses the influence of 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 (Option 3).
H14	Argues the benefits of health-promoting actions and choices that promote social justice.
H15	Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all.
H16	Devises methods of gathering, interpreting and communicating information about health and physical activity concepts.
H17	Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.



# Year 12 Physics

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Practical Investigation</b>	Practical Task	1 DEC 2023	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-7, PH12-12	20%
<b>AT2 - Depth Study</b>	Depth Study	17 MAY 2024	PH11/12-1, PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-7, PH12-13	40%
<b>AT3- Quiz</b>	Examination	28 JUN 2024	PH11/12-4, PH11/12-6, PH12-12, PH12-13, PH12-14	10%
<b>AT4 - Trial Examination</b>	Examination	23 AUG 2024	PH11/12-4, PH11/12-6, PH11/12-7, PH12-12, PH12-13, PH12-14, PH12-15	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Skills in working scientifically	Knowledge and understanding of course content	TOTAL VALUE
<b>AT1 - Practical Investigation</b>	15	5	20
<b>AT2 - Depth Study</b>	25	15	40
<b>AT3- Quiz</b>	5	5	10
<b>AT4 - Trial Examination</b>	15	15	30
<b>Weighting</b>	<b>60</b>	<b>40</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>PH11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>PH11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>PH11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>PH11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>PH11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>PH11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>PH11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>PH12-12</b>	Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
<b>PH12-13</b>	Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
<b>PH12-14</b>	Describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
<b>PH12-15</b>	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



# Year 12 Society & Culture

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task One: Social and Cultural Continuity and Change</b>	Research Task	8 DEC 2023	H2, H3, H5, H6, H7, H9, H10	40%
<b>Assessment Task Two: Social Inclusion and Exclusion</b>	Written Work	29 MAR 2024	H1, H3, H5, H7, H8, H9, H10	30%
<b>Assessment Task Three: Trial Examination</b>	Examination	23 AUG 2024	H1, H3, H4, H5, H6, H7, H9, H10	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Application and evaluation of social and cultural research methods	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
<b>Assessment Task One: Social and Cultural Continuity and Change</b>	10	20	10	40
<b>Assessment Task Two: Social Inclusion and Exclusion</b>	10	10	10	30
<b>Assessment Task Three: Trial Examination</b>	30	0	0	30
<b>Weighting</b>	<b>50</b>	<b>30</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

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





# Year 12 Software Design & Development

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Research Assignment</b>	Research Task	8 DEC 2023	H1.1, H1.3, H2.2, H3.1, H5.2, H5.3	20%
<b>AT2 - Project Documentation</b>	Written Work	22 MAR 2024	H1.2, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2, H6.3, H6.4	20%
<b>AT3 - Major Project</b>	Practical Task	14 JUN 2024	H3.2, H4.2, H4.3, H5.1, H5.3, H6.2, H6.3, H6.4	30%
<b>AT4 - Trial Examination</b>	Examination	23 AUG 2024	H1.1, H1.2, H1.3, H3.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.1, H6.4	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in the design and development of software solutions	TOTAL VALUE
<b>AT1 - Research Assignment</b>	10	10	20
<b>AT2 - Project Documentation</b>	10	10	20
<b>AT3 - Major Project</b>	10	20	30
<b>AT4 - Trial Examination</b>	20	10	30
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1.1</b>	Explains the interrelationship between hardware and software.
<b>H1.2</b>	Differentiates between various methods used to construct software solutions.
<b>H1.3</b>	Describes how the major components of a computer system store and manipulate data.
<b>H2.1</b>	Explains the implications of the development of different languages
<b>H2.2</b>	Explains the interrelationship between emerging technologies and software development
<b>H3.1</b>	Identifies and evaluates legal, social and ethical issues in a number of contexts
<b>H3.2</b>	Constructs software solutions that address legal, social and ethical issues
<b>H4.1</b>	Identifies needs to which software solutions are appropriate
<b>H4.2</b>	Applies appropriate development methods to solve software problems
<b>H4.3</b>	Applies a modular approach to implement well structured software solutions and evaluates their effectiveness
<b>H5.1</b>	Applies project management techniques to maximise the productivity of the software development
<b>H5.2</b>	Creates and justifies the need for the various types of documentation required for a software solution
<b>H5.3</b>	Selects and applies appropriate software to facilitate the design and development of software solutions
<b>H6.1</b>	Assesses the skills required in the software development cycle
<b>H6.2</b>	Communicates the processes involved in a software solution to an inexperienced user
<b>H6.3</b>	Uses and describes a collaborative approach during the software development cycle
<b>H6.4</b>	Develops and evaluates effective user interfaces, in consultation with appropriate people



## Year 12 Studies of Religion 1 Unit

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1: Religion and Belief Systems in Australia post 1945</b>	Written Work	8 DEC 2023	H3, H6, H9	30%
<b>AT 2: Judaism</b>	Research Task	29 MAR 2024	H5, H7, H8	35%
<b>AT 3: HSC Trial Examination</b>	Examination	23 AUG 2024	H1, H2, H3, H4, H5, H6, H8, H9	35%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Source-based skills	Investigation and research	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
<b>AT 1: Religion and Belief Systems in Australia post 1945</b>	10	15	0	5	30
<b>AT 2: Judaism</b>	10	0	20	5	35
<b>AT 3: HSC Trial Examination</b>	20	5	0	10	35
<b>Weighting</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1</b>	Explains aspects of religion and belief systems.
<b>H2</b>	Describes and analyses the influence of religion and belief systems on individuals and society.
<b>H3</b>	Examines the influence and expression of religion and belief systems in Australia.
<b>H4</b>	Describes and analyses how aspects of religious traditions are expressed by their adherents.
<b>H5</b>	Evaluates the influence of religious traditions in the life of adherents.
<b>H6</b>	Organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias.
<b>H7</b>	Conducts effective research about religion and evaluates the findings from the research.
<b>H8</b>	Applies appropriate terminology and concepts related to religion and belief systems.
<b>H9</b>	Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.



## Year 12 Studies of Religion 2 Unit

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1: Judaism</b>	Research Task	8 DEC 2023	H5, H7, H8	20%
<b>AT 2: Christianity</b>	Written Work	15 MAR 2024	H1, H4, H6	25%
<b>AT 3: Religion and Peace</b>	Written Work	14 JUN 2024	H2, H7, H9	25%
<b>AT 4: HSC Trial Examination</b>	Examination	23 AUG 2024	H1, H2, H3, H4, H5, H6, H8, H9	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Source-based skills	Investigation and research	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
<b>AT 1: Judaism</b>	5	0	10	5	20
<b>AT 2: Christianity</b>	5	20	0	0	25
<b>AT 3: Religion and Peace</b>	5	0	10	10	25
<b>AT 4: HSC Trial Examination</b>	25	0	0	5	30
<b>Weighting</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1</b>	Explains aspects of religion and belief systems.
<b>H2</b>	Describes and analyses the influence of religion and belief systems on individuals and society.
<b>H3</b>	Examines the influence and expression of religion and belief systems in Australia.
<b>H4</b>	Describes and analyses how aspects of religious traditions are expressed by their adherents.
<b>H5</b>	Evaluates the influence of religious traditions in the life of adherents.
<b>H6</b>	Organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias.
<b>H7</b>	Conducts effective research about religion and evaluates the findings from the research.
<b>H8</b>	Applies appropriate terminology and concepts related to religion and belief systems.
<b>H9</b>	Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.



## Year 12 Visual Arts

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Development of Body of Work</b>	Practical Task	8 MAR 2024	H1, H2, H3, H4	20%
<b>AT2 - Exploring the Case Studies</b>	Research Task	24 MAY 2024	H8, H9	20%
<b>AT 3 - VAPD - Refinement of the Body of Work</b>	Practical Task	2 AUG 2024	H4, H5, H6	30%
<b>AT 4 - Trial Examination</b>	Examination	23 AUG 2024	H7, H8, H9, H10	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Artmaking	Art criticism and art history	TOTAL VALUE
<b>AT 1 - Development of Body of Work</b>	20	0	20
<b>AT2 - Exploring the Case Studies</b>	0	20	20
<b>AT 3 - VAPD - Refinement of the Body of Work</b>	30	0	30
<b>AT 4 - Trial Examination</b>	0	30	30
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

### Syllabus Outcomes

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



# Year 12 French Beginners

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Speaking, Listening and Reading</b>	Comprehension Quiz and Speaking	1 DEC 2023	1.1, 2.1, 1.2, 2.2, 1.3, 2.3, 2.4	20%
<b>AT 2 - Reading and Writing</b>	Comprehension Quiz and Writing	22 MAR 2024	2.1, 3.1, 2.2, 3.2, 2.3, 3.3, 2.4, 3.4, 2.5, 2.6	25%
<b>AT 3 - Speaking and Listening</b>	Comprehension Quiz and Speaking	21 JUN 2024	1.1, 2.1, 1.2, 2.2, 1.3, 2.3, 1.4, 2.4, 2.5	25%
<b>AT 4 - Trial Examination</b>	Examination	23 AUG 2024	2.1, 3.1, 2.2, 3.2, 2.3, 3.3, 2.4, 3.4, 2.5, 2.6	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
<b>AT 1 - Speaking, Listening and Reading</b>	5	5	10	0	20
<b>AT 2 - Reading and Writing</b>	0	15	0	10	25
<b>AT 3 - Speaking and Listening</b>	15	0	10	0	25
<b>AT 4 - Trial Examination</b>	10	10	0	10	30
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Establishes and maintains communication in French
<b>1.2</b>	Manipulates linguistic structures to express ideas effectively in French
<b>1.3</b>	Sequences ideas and information
<b>1.4</b>	Applies knowledge of the culture of French-speaking communities to interact appropriately
<b>2.1</b>	Understands and interprets information in texts using a range of strategies
<b>2.2</b>	Conveys the gist of and identifies specific information in texts
<b>2.3</b>	Summarises the main points of a text
<b>2.4</b>	Draws conclusions from or justifies an opinion about a text
<b>2.5</b>	Identifies the purpose, context and audience of a text
<b>2.6</b>	Identifies and explains aspects of the culture of French-speaking communities in texts
<b>3.1</b>	Produces texts appropriate to audience, purpose and context
<b>3.2</b>	Structures and sequences ideas and information
<b>3.3</b>	Applies knowledge of diverse linguistic structures to convey information and express original ideas in French
<b>3.4</b>	Applies knowledge of the culture of French-speaking communities to the production of texts



# Year 12 French Continuers

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Speaking, Listening and Reading</b>	Comprehension Quiz and Speaking	1 DEC 2023	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5	20%
<b>AT 2 - Reading and Writing</b>	Comprehension Quiz and Writing	22 MAR 2024	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3	25%
<b>AT 3 - Speaking and Listening</b>	Comprehension Quiz and Speaking	21 JUN 2024	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2	25%
<b>AT 4 - Trial Examination</b>	Examination	23 AUG 2024	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
<b>AT 1 - Speaking, Listening and Reading</b>	5	5	10	0	20
<b>AT 2 - Reading and Writing</b>	0	15	0	10	25
<b>AT 3 - Speaking and Listening</b>	15	0	10	0	25
<b>AT 4 - Trial Examination</b>	10	10	0	10	30
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 12 German Beginners

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Speaking, Listening and Reading</b>	Comprehension Quiz and Speaking	1 DEC 2023	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4	20%
<b>AT 2 - Reading and Writing</b>	Comprehension Quiz and Writing	22 MAR 2024	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	25%
<b>AT 3 - Speaking and Listening</b>	Comprehension Quiz and Speaking	21 JUN 2024	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5	25%
<b>AT 4 - Trial Examination</b>	Examination	23 AUG 2024	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
<b>AT 1 - Speaking, Listening and Reading</b>	5	5	10	0	20
<b>AT 2 - Reading and Writing</b>	0	15	0	10	25
<b>AT 3 - Speaking and Listening</b>	15	0	10	0	25
<b>AT 4 - Trial Examination</b>	10	10	0	10	30
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Establishes and maintains communication in German.
<b>1.2</b>	Manipulates linguistic structures to express ideas effectively in German.
<b>1.3</b>	Sequences ideas and information.
<b>1.4</b>	Applies knowledge of the culture of German speaking communities to interact appropriately.
<b>2.1</b>	Understands and interprets information in texts using a range of strategies.
<b>2.2</b>	Conveys the gist of and identifies specific information in texts.
<b>2.3</b>	Summarises the main points of a text.
<b>2.4</b>	Draws conclusions from or justifies an opinion about a text.
<b>2.5</b>	Identifies the purpose, context and audience of a text.
<b>2.6</b>	Identifies and explains aspects of the culture of German speaking communities in texts.
<b>3.1</b>	Produces texts appropriate to audience, purpose and context.
<b>3.2</b>	Structures and sequences ideas and information.
<b>3.3</b>	Applies knowledge of diverse linguistic structures to convey information and express original ideas in German.
<b>3.4</b>	Applies knowledge of the culture of German speaking communities to the production of texts.



# Year 12 German Continuers

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Speaking, Listening and Reading</b>	Comprehension Quiz and Speaking	1 DEC 2023	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5	20%
<b>AT 2 - Reading and Writing</b>	Comprehension Quiz and Writing	22 MAR 2024	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3	25%
<b>AT 3 - Speaking and Listening</b>	Comprehension Quiz and Speaking	21 JUN 2024	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2	25%
<b>AT 4 - Trial Examination</b>	Examination	23 AUG 2024	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
<b>AT 1 - Speaking, Listening and Reading</b>	5	5	10	0	20
<b>AT 2 - Reading and Writing</b>	0	15	0	10	25
<b>AT 3 - Speaking and Listening</b>	15	0	10	0	25
<b>AT 4 - Trial Examination</b>	10	10	0	10	30
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

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





## Year 12 Italian Beginners

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Speaking, Listening and Reading</b>	Comprehension Quiz and Speaking	1 DEC 2023	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4	20%
<b>AT 2 - Reading and Writing</b>	Comprehension Quiz and Writing	22 MAR 2024	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	25%
<b>AT 3 - Speaking and Listening</b>	Comprehension Quiz and Speaking	21 JUN 2024	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5	25%
<b>AT 4 - Trial Examination</b>	Examination	23 AUG 2024	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
<b>AT 1 - Speaking, Listening and Reading</b>	5	5	10	0	20
<b>AT 2 - Reading and Writing</b>	0	15	0	10	25
<b>AT 3 - Speaking and Listening</b>	15	0	10	0	25
<b>AT 4 - Trial Examination</b>	10	10	0	10	30
<b>Weighting</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Establishes and maintains communication in Italian.
<b>1.2</b>	Manipulates linguistic structures to express ideas effectively in Italian.
<b>1.3</b>	Sequences ideas and information.
<b>1.4</b>	Applies knowledge of the culture of Italian speaking communities to interact appropriately.
<b>2.1</b>	Understands and interprets information in texts using a range of strategies.
<b>2.2</b>	Conveys the gist of and identifies specific information in texts.
<b>2.3</b>	Summarises the main points of a text.
<b>2.4</b>	Draws conclusions from or justifies an opinion about a text.
<b>2.5</b>	Identifies the purpose, context and audience of a text.
<b>2.6</b>	Identifies and explains aspects of the culture of Italian speaking communities in texts.
<b>3.1</b>	Produces texts appropriate to audience, purpose and context.
<b>3.2</b>	Structures and sequences ideas and information.
<b>3.3</b>	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Italian.
<b>3.4</b>	Applies knowledge of the culture of Italian speaking communities to the production of texts.



## Year 12 Italian Continuers

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Speaking, Listening and Reading</b>	Comprehension Quiz and Speaking	1 DEC 2023	1.1, 3.1, 1.2, 3.2, 1.3, 3.3, 1.4, 3.4, 3.5	20%
<b>AT 2 - Reading and Writing</b>	Comprehension Quiz and Writing	22 MAR 2024	2.1, 3.1, 4.1, 2.2, 3.2, 2.3, 3.3, 4.3, 3.4, 3.5, 3.6	25%
<b>AT 3 - Speaking and Listening</b>	Comprehension Quiz and Speaking	21 JUN 2024	1.1, 3.1, 1.2, 3.2, 4.2, 1.3, 3.3, 1.4, 3.4, 3.5, 3.6	25%
<b>AT 4 - Trial Examination</b>	Examination	23 AUG 2024	2.1, 3.1, 2.2, 3.2, 2.3, 3.3, 3.4, 3.5, 3.6	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
<b>AT 1 - Speaking, Listening and Reading</b>	5	5	10	0	20
<b>AT 2 - Reading and Writing</b>	0	15	0	10	25
<b>AT 3 - Speaking and Listening</b>	15	0	10	0	25
<b>AT 4 - Trial Examination</b>	10	10	0	10	30
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

### Syllabus Outcomes

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



# Year 12 Japanese Beginners

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Speaking, Listening and Reading</b>	Comprehension Quiz and Speaking	1 DEC 2023	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4	20%
<b>AT 2 - Reading and Writing</b>	Comprehension Quiz and Writing	22 MAR 2024	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	25%
<b>AT 3 - Speaking and Listening</b>	Comprehension Quiz and Speaking	21 JUN 2024	1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 2.5	25%
<b>AT 4 - Trial Examination</b>	Examination	23 AUG 2024	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
<b>AT 1 - Speaking, Listening and Reading</b>	5	5	10	0	20
<b>AT 2 - Reading and Writing</b>	0	15	0	10	25
<b>AT 3 - Speaking and Listening</b>	15	0	10	0	25
<b>AT 4 - Trial Examination</b>	10	10	0	10	30
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Establishes and maintains communication in Japanese.
<b>1.2</b>	Manipulates linguistic structures to express ideas effectively in Japanese.
<b>1.3</b>	Sequences ideas and information.
<b>1.4</b>	Applies knowledge of the culture of Japanese speaking communities to interact appropriately.
<b>2.1</b>	Understands and interprets information in texts using a range of strategies.
<b>2.2</b>	Conveys the gist of and identifies specific information in texts.
<b>2.3</b>	Summarises the main points of a text.
<b>2.4</b>	Draws conclusions from or justifies an opinion about a text.
<b>2.5</b>	Identifies the purpose, context and audience of a text.
<b>2.6</b>	Identifies and explains aspects of the culture of Japanese-speaking communities in texts.
<b>3.1</b>	Produces texts appropriate to audience, purpose and context.
<b>3.2</b>	Structures and sequences ideas and information.
<b>3.3</b>	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese.
<b>3.4</b>	Applies knowledge of the culture of Japanese speaking communities to the production of texts.



# Year 12 Japanese Continuers

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT 1 - Speaking, Listening and Reading</b>	Comprehension Quiz and Speaking	1 DEC 2023	1.1, 3.1, 1.2, 3.2, 1.3, 3.3, 1.4, 3.4, 3.5	20%
<b>AT 2 - Reading and Writing</b>	Comprehension Quiz and Writing	22 MAR 2024	2.1, 3.1, 4.1, 2.2, 3.2, 2.3, 3.3, 4.3, 3.4, 3.5, 3.6	25%
<b>AT 3 - Speaking and Listening</b>	Comprehension Quiz and Speaking	21 JUN 2024	1.1, 3.1, 1.2, 3.2, 4.2, 1.3, 3.3, 1.4, 3.4, 3.5, 3.6	25%
<b>AT 4 - Trial Examination</b>	Examination	23 AUG 2024	2.1, 3.1, 2.2, 3.2, 2.3, 3.3, 3.4, 3.5, 3.6	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Listening	Reading	Speaking	Writing	TOTAL VALUE
<b>AT 1 - Speaking, Listening and Reading</b>	5	5	10	0	20
<b>AT 2 - Reading and Writing</b>	0	15	0	10	25
<b>AT 3 - Speaking and Listening</b>	15	0	10	0	25
<b>AT 4 - Trial Examination</b>	10	10	0	10	30
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Syllabus Outcomes

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



# Year 12 Computing Applications

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 - Imaging Project</b>	Practical Task	19 FEB 2024	1.1, 3.1, 3.2	23%
<b>AT2 - Rethinking YOUR Home Network</b>	Research Task	25 MAR 2024	1.2, 2.2, 2.3	32%
<b>AT3 - Exploring the Metaverse</b>	Depth Study	24 JUN 2024	1.2, 2.2, 2.3	45%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding outcomes and course content	Skills outcomes and course content	TOTAL VALUE
<b>AT1 - Imaging Project</b>	10	15	25
<b>AT2 - Rethinking YOUR Home Network</b>	5	10	15
<b>AT3 - Exploring the Metaverse</b>	10	15	25
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Describes the function and application of a variety of computer software.
<b>1.2</b>	Applies computing terminology appropriately in practical situations.
<b>1.3</b>	Uses appropriate computer software in a given context.
<b>2.1</b>	Describes aspects of human activity which have developed into computer applications.
<b>2.2</b>	Explains the principles and functions of specific hardware components.
<b>2.3</b>	Evaluates the suitability of hardware in a particular context.
<b>3.1</b>	Applies a range of project management techniques in the development of a solution.
<b>3.2</b>	Analyses and documents the steps involved in problem-solving and applies them to producing computer-based solutions.
<b>3.3</b>	Implements, tests, debugs and evaluates solutions using current common application packages.
<b>4.1</b>	Identifies and reflects on the social and technological implications when making decisions about the use of computer software.
<b>4.2</b>	Evaluates the use of a computer-based solution compared to non-computer solutions.
<b>4.3</b>	Identifies social and ethical issues related to the use of computer software.
<b>5.1</b>	Evaluates the suitability of software applications in a particular context.



# Year 12 Numeracy

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Finance</b>	Topic Test	1 DEC 2023	N6-1.1, N6-2.1, N6-1.2, N6-3.2, N6-2.4	25%
<b>Travel</b>	Research Task	15 MAR 2024	N6-1.1, N6-3.1, N6-1.2, N6-2.5	25%
<b>Probability and rates</b>	Research Task	14 JUN 2024	N6-1.1, N6-2.1, N6-3.1, N6-1.2, N6-2.3	25%
<b>Final Examination</b>	Examination	23 AUG 2024	N6-1.1, N6-2.1, N6-3.1, N6-1.2, N6-2.2, N6-3.2, N6-1.3, N6-2.3, N6-2.4, N6-2.5, N6-2.6	25%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding	Skills	TOTAL VALUE
<b>Finance</b>	13	12	25
<b>Travel</b>	12	13	25
<b>Probability and rates</b>	13	12	25
<b>Final Examination</b>	12	13	25
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>



# Year 12 Photography Video & Digital Imaging

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1: Mirrors, Maps and Morphing</b>	Portfolio	24 NOV 2023	M1, M2, M5	20%
<b>AT2: The Recipe Book</b>	Portfolio	24 MAY 2024	M3, M4	20%
<b>AT3: Individual Project</b>	Portfolio	2 AUG 2024	CH2, CH3, M1, M6	40%
<b>AT 4 - YEARLY EXAMINATION</b>	Examination	30 AUG 2024	CH1, CH4, CH5	20%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Making	Critical and historical studies	TOTAL VALUE
<b>AT1: Mirrors, Maps and Morphing</b>	20	0	20
<b>AT2: The Recipe Book</b>	20	0	20
<b>AT3: Individual Project</b>	30	10	40
<b>AT 4 - YEARLY EXAMINATION</b>	0	20	20
<b>Weighting</b>	<b>70</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>CH1</b>	Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging.
<b>CH2</b>	Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations.
<b>CH3</b>	Distinguishes between different points of view and offers interpretive accounts in critical and historical studies.
<b>CH4</b>	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.
<b>CH5</b>	Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production.
<b>M1</b>	Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice.
<b>M2</b>	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.
<b>M3</b>	Investigates different points of view in the making of photographs and/or videos and/or digital images.
<b>M4</b>	Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images.
<b>M5</b>	Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images.
<b>M6</b>	Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works.



## Year 12 Sport, Lifestyle & Recreation

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT1 First Aid</b>	Written Work	1 DEC 2023	1.3, 3.6, 4.5	25%
<b>AT2 Fitness</b>	Design Project	22 MAR 2024	2.2, 3.2, 3.3	25%
<b>AT3 Social perspectives</b>	Research Task	31 MAY 2024	1.4, 2.4, 4.5	25%
<b>AT4 Sports Administration</b>	Written Work	5 JUL 2024	1.1, 1.3, 1.6, 2.4, 3.2, 4.5	25%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and Understanding	Skills	TOTAL VALUE
<b>AT1 First Aid</b>	10	15	25
<b>AT2 Fitness</b>	15	10	25
<b>AT3 Social perspectives</b>	10	15	25
<b>AT4 Sports Administration</b>	15	10	25
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>





## Syllabus Outcomes

OUTCOME	DESCRIPTION
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.
1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia.
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status.
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.
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities.
2.4	Describes how societal influences impact on the nature of sport in Australia.
2.5	Describes the relationship between anatomy, physiology and performance.
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.
3.4	Composes, performs and appraises movement.
3.5	Analyses personal health practices.
3.6	Assesses and responds appropriately to emergency care situations.
3.7	Analyses the impact of professionalism in sport.
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.
4.4	Demonstrates competence and confidence in movement contexts.
4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.
5.1	Accepts responsibility for personal and community health.
5.2	Willingly participates in regular physical activity.
5.3	Values the importance of an active lifestyle.
5.4	Values the features of a quality performance.
5.5	Strives to achieve quality in personal performance.



# Year 12 Visual Design

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>AT2: At Home - Interior Design</b>	Design Project	12 APR 2024	CH1, DM1	18%
<b>AT3- Clothing</b>	Design Project	14 JUN 2024	CH3, CH4, DM3, DM4	35%
<b>AT4: Individual Project</b>	Design Project	23 AUG 2024	CH3, DM1, DM5, DM6	47%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Designing and Making	Critical and Historical Studies	TOTAL VALUE
<b>AT2: At Home - Interior Design</b>	10	5	15
<b>AT3- Clothing</b>	20	10	30
<b>AT4: Individual Project</b>	30	10	40
<b>Weighting</b>	<b>70</b>	<b>30</b>	<b>100</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>CH1</b>	Generates in their critical and historical practice ways to interpret and explain design.
<b>CH2</b>	Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations.
<b>CH3</b>	Distinguishes between different points of view, using the frames in their critical and historical investigations.
<b>CH4</b>	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design.
<b>DM1</b>	Generates a characteristic style that is increasingly self-reflective in their design practice.
<b>DM2</b>	Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works.
<b>DM3</b>	Investigates different points of view in the making of designed works.
<b>DM4</b>	Generates images and ideas as representations/simulations.
<b>DM5</b>	Develops different techniques suited to artistic and design intentions in the making of a range of works.
<b>DM6</b>	Takes into account issues of work health and safety in the making of a range of works.



## Year 12 Work Studies

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Managing Work and Life Commitments - Research Report</b>	Research Task	24 NOV 2023	5, 8, 2, 9	35%
<b>Workplace Issues AT 2 Media Research Task</b>	Research Task	22 MAR 2024	1, 3, 5, 8, 4, 6	35%
<b>Self-Employment AT 3 Portfolio Task</b>	Portfolio	14 JUN 2024	1, 5, 2, 7	30%

Outcomes assessed may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding	Skills	TOTAL VALUE
<b>Managing Work and Life Commitments - Research Report</b>	10	25	35
<b>Workplace Issues AT 2 Media Research Task</b>	10	25	35
<b>Self-Employment AT 3 Portfolio Task</b>	0	0	0
<b>Weighting</b>	<b>30</b>	<b>70</b>	<b>100</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1</b>	Investigates a range of work environments
<b>2</b>	Examines different types of work and skills for employment
<b>3</b>	Analyses employment options and strategies for career management
<b>4</b>	Assesses pathways for further education, training and life planning
<b>5</b>	Communicates and uses technology effectively
<b>6</b>	Applies self-management and teamwork skills
<b>7</b>	Utilises strategies to plan, organise and solve problems
<b>8</b>	Assesses influences on people's working lives
<b>9</b>	Evaluates personal and social influences on individuals and groups

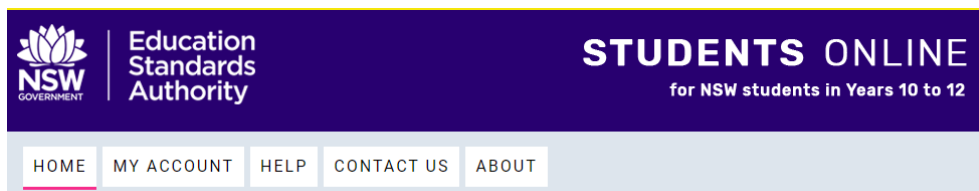


# How to activate Students Online

Students online is a website operated by NESA and allows students to access their results for Year 10, 11 and 12 before they leave school, as well as update their personal information.

Students have a limited time to download their ROSA after leaving school before their account is closed by NESA.

To activate their accounts students need to enter <https://studentsonline.nesa.nsw.edu.au/> or do a Google search – NSW Students Online.



## Welcome to Students Online

Students Online is your source for information about your study from Year 10 to the HSC.

### What you need to know

#### 2021 HSC students

- HSC Written Examination Timetable is available from 29 April 2021.
- HSC results release is 10 December 2021.
- HSC Results Services are available from 13 December 2021.
- Check your name.
  - Your name shown in Students Online is what you see on your certificates.
  - If it needs changing – see your school ASAP.
- Update your email address in the Personal Details section to a non-school email you can easily access.

#### 2021 Year 10 and Year 11 students

- Year 11 Results Release – 9 November 2021.
- Year 10 Results Release – 26 November 2021.

#### ALL 2020 school leavers

- **Your access to Students Online will close 30 June 2021.**
- You can download your free eRecord and/or RoSA/HSC/VET credential PDF in the Certificates/eRecord section.

#### All 2021 students

Once you have logged into Students Online:

- check your confirmation of entry to ensure your name, courses, address, email and phone number are correct
- inform your school of any name changes or course concerns.

You can change your address, email and phone number in the Personal details section.

You can download your free eRecord and/or RoSA/HSC/VET credential PDF in the Certificates/eRecord section.

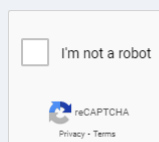
You can find helpful information in My Account under Manuals and Guides.

### Login

Login below or [activate your account now](#)

Student Number:

PIN:



[LOG IN](#)

[Trouble logging in?](#)

[Forgot your PIN?](#)

[Your security](#)

### Tell me about

[Preparing for the HSC and subject selection](#)

[HSC Rules and Procedures Guide](#)

[Advice for students choosing HSC courses](#)

[HSC examination study tips and tools](#)

[How HSC results are released](#)

[The Record of School Achievement or RoSA](#)

[Key dates](#)


[Latest news](#)





The Activate your Students Online account page will open. Fill in the required fields. Then press the submit button.

You will need to know what **email address** the school has entered with NESAs. If you don't know – check your Confirmation of Entry form or phone the school.



**Education Standards Authority**

# STUDENTS ONLINE

for NSW students in Years 10 to 12

HOME
MY ACCOUNT
HELP
CONTACT US
ABOUT

**Account activation**

## Activate your Students Online account

Access your enrolment details see your accumulating results and download your credential with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.

Submit your details below. Your NESAs Student Number will be displayed and you will also be sent an email to the address your school has supplied to NESAs. Open the link in your email and enter your NESAs Student Number to create your six-digit PIN.

If you have issues activating your account, contact your school to check how your details, particularly your given name and email address, are officially recorded.

**Activate my account**

School: *	<input type="text" value="Finigan School of Distance Education"/>
Given Name(s): *	<input type="text"/> <small>Enter your given name(s) EXACTLY as you are formally known by your school. For example, if your full name is 'Maxwell Anthony Smith', your school may have supplied your 'Given Name(s)' to NESAs as 'Maxwell Anthony', 'Maxwell', or even, possibly, 'Max'.</small>
Last Name: *	<input type="text"/>
Date of birth: *	<input type="text" value="Day"/> <input type="text" value="Month"/> <input type="text" value="2003"/>

←

Your school is – *Finigan School of Distance Education*

SUBMIT

After you click **submit**, the account activation page appears – you get your NESAs number here and the email address that NESAs has been provided by your school.

**Account activation**

Thank you.

## Your NESAs Student Number is

An account activation email will be sent shortly to

This email address has been supplied by your school. Please contact your school if you have any difficulties accessing this email account.

This email will contain an activation link. Open the link and enter your NESAs Student Number to create your six-digit PIN.

You need your NESAs Student Number and six-digit PIN to log into your account each time, so keep them both safe.



Check your email account. If it is a Department of Education email you need to log into your student portal and check your emails.

Activate NSW Students Online account. Inbox x



**Students Online Auto Response** [autoresponse@nesa.nsw.edu.au](mailto:autoresponse@nesa.nsw.edu.au) via [sendgrid.me](#)  
to me ▾

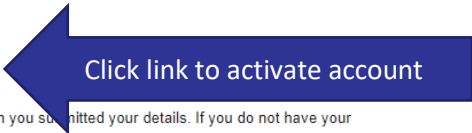
12:03 PM (0 minutes ago) ☆ ↶ ⋮

Ms Stewart,

You recently requested to activate your NSW Students Online account.

Click the link below, or paste it into your browser, to create your PIN and activate your account:

<https://studentonline.nesa.nsw.edu.au/go/access/confirm/920EFE88-FD89-4ABF-A35ADBB45BCEBB23/>



You will need to enter your NESA Student Number to create your six-digit PIN, which was displayed when you submitted your details. If you do not have your NESA Student Number, please contact your school.


Access your enrolment details, results and more for the [Results services](#) and the [Results Services](#) with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.

Thank you.

*The Students Online team*

*This is an automated notification from the NSW Education Standards Authority (NESA); please do not reply to this email.*

Once you open the link you will be taken to this page. Enter your NESA number.



**Education Standards Authority**

**STUDENTS ONLINE**  
for NSW students in Years 10 to 12

[HOME](#) [MY ACCOUNT](#) [HELP](#) [CONTACT US](#) [ABOUT](#)

Account activation

## Activate account

Enter your NESA Student Number below. Then create the six-digit PIN that you will use to login to your account each time.

Your NESA Student Number was displayed when you submitted your details. Your school can also provide your NESA Student Number.

You need your NESA Student Number each time you log into your NSW Students Online account, so keep it safe.

Activate my account

Student Number: *	
-------------------	--

SUBMIT



You will now need to create your own pin. Then click confirm.

HOME MY ACCOUNT HELP CONTACT US ABOUT

**Account activation**

Enter and verify your new PIN and then click "Confirm PIN"

Choose the six-digit PIN that you will use each time you log in to your account and enter it below.

Your PIN must be a number between 100000 and 999999.

You need your access PIN each time you log into your NSW Students Online account, so keep it safe.

Your NESA Student Number was displayed when you submitted your details. If you do not have your NESA Student Number, please contact your school.

Enter your six-digit PIN

Verify your six-digit PIN

**CONFIRM PIN**

**Login**

Login below or [activate your account now](#)

Student Number:

PIN:

**LOG IN**

[Trouble logging in?](#)  
[Forgot your PIN?](#)  
[Your security](#)

The Welcome page will appear after you have confirmed your pin. Click on the personal detail link to check your details and change them if they are not correct. Make sure that a valid mobile phone number has been entered.

HOME MY ACCOUNT HELP CONTACT US ABOUT

## Welcome to Students Online

Students Online is your source for information about your study from Year 10 to the HSC.

### What you need to know

**2021 HSC students**

- HSC Written Examination Timetable is available from 29 April 2021.
- HSC results release is 10 December 2021.
- HSC Results Services are available from 13 December 2021.
- Check your name.
  - Your name shown in Students Online is what you see on your certificates.
  - If it needs changing – see your school ASAP.
- Update your email address in the Personal Details section to a non-school email you can easily access.

**2021 Year 10 and Year 11 students**

- Year 11 Results Release – 9 November 2021.
- Year 10 Results Release – 26 November 2021.

**ALL 2020 school leavers**

- Your access to Students Online will close 30 June 2021.
- You can download your free eRecord and/or RoSA/HSC/VET credential PDF in the Certificates/eRecord section.

**Student Details**

Welcome back

Your last login was Feb 19 2021 at 2:08 PM AEST

Student ID:

[Enrolment/Results](#)

[Certificates/eRecords](#)

[Exam timetable](#)

[Results services](#)

[Personal details](#)

[Change PIN](#)

[Messages \(0\)](#)

**LOGOUT**


**Tell me about**

[Preparing for the HSC and subject selection](#)

Click on the Enrolments/Results under student details to see all of your Year 10 and Year 11 RoSA results and your HSC results. You can print off an E Record, but your actual RoSA will be made available to you to download when you leave school, on the portal. Make sure your home address is correct in the student details section.



If you log out of Students Online and log back in you will need to enter your student number and the pin you created.

**Education Standards Authority**

# STUDENTS ONLINE

for NSW students in Years 10 to 12

[HOME](#) [MY ACCOUNT](#) [HELP](#) [CONTACT US](#) [ABOUT](#)

## Welcome to Students Online

Students Online is your source for information about your study from Year 10 to the HSC.

### What you need to know

#### 2021 HSC students

- HSC Written Examination Timetable is available from 29 April 2021.
- HSC results release is 10 December 2021.
- HSC Results Services are available from 13 December 2021.
- Check your name.
  - Your name shown in Students Online is what you see on your certificates.
  - If it needs changing – see your school ASAP.
- Update your email address in the Personal Details section to a non-school email you can easily access.

#### 2021 Year 10 and Year 11 students

- Year 11 Results Release – 9 November 2021.
- Year 10 Results Release – 26 November 2021.

#### ALL 2020 school leavers

- **Your access to Students Online will close 30 June 2021.**
- You can download your free eRecord and/or RoSA/HSC/VET credential PDF in the Certificates/eRecord section.

#### All 2021 students

Once you have logged into Students Online:

- check your confirmation of entry to ensure your name, courses, address, email and phone number are correct
- inform your school of any name changes or course concerns.

You can change your address, email and phone number in the Personal details section.

You can download your free eRecord and/or RoSA/HSC/VET credential PDF in the Certificates/eRecord section.

You can find helpful information in My Account under Manuals and Guides.


### Login

Login below or [activate your account now](#)

Student Number:

PIN:

I'm not a robot



[Privacy](#) - [Terms](#)

[LOG IN](#)

[Trouble logging in?](#)

[Forgot your PIN?](#)

[Your security](#)

### Tell me about

[Preparing for the HSC and subject selection](#)

[HSC Rules and Procedures Guide](#)

[Advice for students choosing HSC courses](#)

[HSC examination study tips and tools](#)

[How HSC results are released](#)

[The Record of School Achievement or RoSA](#)

[Key dates](#)

[Latest news](#)







## Illness/Misadventure Application Form

**Please submit immediately before or after illness/misadventure to your Course Teacher**

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Teacher: \_\_\_\_\_ Task Name: \_\_\_\_\_

Date Due: \_\_\_\_\_ Date of submission of request form: \_\_\_\_\_

Course Teacher/Head Teacher contacted: YES / NO Date of this contact: \_\_\_\_\_

**If your application is highly confidential or sensitive in nature you may contact the Principal directly**

Nature of request (please select):  ILLNESS  MISADVENTURE

Please **provide details** and **attach independent evidence** to this form:

---

---

---

---

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**COPIES OF THIS FORM CAN BE FOUND ON THE SCHOOL WEBSITE**

**PART 2 – STAFF ONLY**  
**Illness/Misadventure Application Form**

**STEP 1: Head Teacher**

Student name: \_\_\_\_\_ Task name: \_\_\_\_\_

Course: \_\_\_\_\_ Faculty: \_\_\_\_\_

Not Supported  Supported (GO TO STEP 2)

Insufficient cause demonstrated – zero marks awarded  N Warning letter sent

Student informed and recorded Additional comments: \_\_\_\_\_

**STEP 2 – Decision**

New date to complete/submit the same task New Due Date: \_\_\_\_\_

New date to complete task New Due Date: \_\_\_\_\_

Exempt from task (Principal direction only)

Student/Supervisor informed of decision  Recorded

Additional comments: \_\_\_\_\_

Signed: \_\_\_\_\_ (Head Teacher) Date: \_\_\_\_\_ (Head Teacher)

**STEP 3 – Right of Appeal to Deputy Principal**

A student has the right to appeal the decision made in Step 1. The student must present in writing **explicit reasons/any new evidence** for appealing the HT decision and submit this written appeal to the **Deputy Principal** (within 2 school days of the HT decision).

**Deputy Principal Decision**  Appeal Supported  Appeal Not Supported

Additional comments/reasons: \_\_\_\_\_

Student/Supervisor informed  Head Teacher informed

Signed: \_\_\_\_\_ (Deputy Principal) Date: \_\_\_\_\_ (Deputy Principal)

**STEP 4 – Right of Appeal to Principal**

A student has the right to appeal the decision made in Step 3. The student must present in writing **explicit reasons/any new evidence** for appealing the Deputy Principal decision and submit this written appeal to the **Principal** (within 2 school days of the DP decision).

**Principal Decision**  Appeal Supported  Appeal Not Supported

Additional comments/reasons: \_\_\_\_\_

Student informed  Head Teacher informed  Deputy Principal informed

Signed: \_\_\_\_\_ (Principal) Date: \_\_\_\_\_ (Principal)



## Malpractice Appeal Form

**Please submit this appeal form (within 2 school days of HT decision) to the Deputy Principal**

**Step One: Appeal to Deputy Principal**

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Task Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Reason/s for Appeal: (Evidence provided to demonstrate student’s own work. Please attach additional evidence to this form as required)

---



---



---



---

**For Office Use Only:**

**Deputy Principal Decision**

No change to HT decision: Reason/s:

---



---

Change to decision: Reason/s and decision outcome: Malpractice Register updated

---



---



---

HT Informed

Student/Supervisor informed

Signed: \_\_\_\_\_ (Deputy Principal)      Date: \_\_\_\_\_ (Deputy Principal)

**Step Two: Appeal to Principal**

Please attach/provide only new evidence to the Principal in relation to your appeal and your reasons for the appeal below:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**For Office Use Only:**

**Principal Decision**

No change to DP decision: Reason/s: \_\_\_\_\_

---

---

Change to DP decision: Reason/s and decision outcome: Malpractice Register updated

---

---

---

DP and HT Informed                       Student/Supervisor informed

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Task/Result Appeal Form

Please submit within 2 school days of task being returned to you

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

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

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

**Step One – Course Teacher contacted: YES/NO** Date of Contact: \_\_\_\_\_

**Step Two – Appeal to Head Teacher**

Reasons for appeal of mark (clear reference to task administration breakdown/markings guidelines/course outcomes/feedback to be made here):

---



---

**For Office Use Only:**

**Head Teacher Decision**

No change to mark. Reasons: \_\_\_\_\_

---

Change to mark. Reasons: \_\_\_\_\_

---



---

New Mark: \_\_\_\_\_  Updated result recorded

Student/Supervisor informed  Teacher informed

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Step Three – Appeal Deputy Principal: Attach any new or additional information.**

Reasons for appeal of Head Teacher decision: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**For Office Use Only:**

**Deputy Principal Decision**

No change to mark. Reasons: \_\_\_\_\_  
\_\_\_\_\_

Change to mark. Reasons: \_\_\_\_\_  
\_\_\_\_\_

New Mark: \_\_\_\_\_  Updated result recorded

Student/Supervisor informed  Head Teacher informed

Deputy Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Step Four - Appeal Principal: Attach any new or additional information.**

Reasons for appeal of Deputy Principal decision: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**For Office Use Only:**

**Principal Decision**

No change to mark. Reasons: \_\_\_\_\_  
\_\_\_\_\_

Change to mark. Reasons: \_\_\_\_\_  
\_\_\_\_\_

New Mark: \_\_\_\_\_  Updated result recorded

Student/Supervisor informed  Head Teacher informed  Deputy Principal informed

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

