



HSC SUBJECT/COURSE ASSESSMENT POLICY and CALENDAR

TERM 4 in 2021
TERMS 1, 2 & 3 in 2022

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Welcome

Welcome to Year 12 at Chatham High School.

The NSW Higher School Certificate is a highly regarded credential that many employers and institutions use as a benchmark and it can open many doors as you consider your chosen pathways after High School. This booklet has been developed to inform you about Chatham High School's assessment policies and practices for the Higher School Certificate (HSC).

Year 11 courses take place in Terms 1-3, with Year 12 courses commencing in Term 4 of that year. The HSC external examinations occur early in Term 4 of Year 12 and for most students mark the completion of 13 years of formal schooling in NSW.

Your results for each of the courses you study will be made up of assessments in Years 11 and 12, combined with the external HSC examinations if your course has that option. The standards for your assessment in each subject are set by the NSW Education Standards Authority (NESA). The standards are detailed in the syllabus for each subject. They relate to your achievement of outcomes and the knowledge, skills and understanding expected for each subject. It is important that you understand clearly what is expected when attempting assessment tasks before doing them so you can maximise your marks for each task. You can download more information from the NESA site.
<http://educationstandards.nsw.edu.au>

Parent/Teacher interviews are held regularly and it is recommended you attend with your parents to gain further insight into how to achieve the best in your HSC studies. However, please feel free to contact the school if you have concerns or questions. You will receive a report after each period of examinations in your Year 12 courses.

As well as information in this booklet, individual subject course details are available from your teachers. Other support available for students include: consulting your teacher and the subject's Head Teacher, effective use of the Independent Learning Centre (ILC) during your study periods, participating in a Senior Student Study Support Group, study skills training, specific subject tutoring and Year 12 study days.

Feedback is a vital part of the assessment cycle and you will receive detailed feedback on how you can improve your results after each task. Ensure you read the feedback from your teachers and seek clarification if you feel you don't understand what it is telling you. We urge you to use this as an invaluable tool in the revision process of study.

Throughout your senior years, it is vital that you communicate with staff at school. If you are uncertain about subject work, assessment tasks; are experiencing learning difficulties or need study help, support is available via classroom teachers, subject Head Teachers, Deputy Principal, Year Adviser, Learning and Support Teacher (LaST), Head Teacher Welfare, Careers Adviser and Independent Learning Centre (ILC) Co-Ordinator.

- Please keep this document safe as it contains important information.
- For each of your subjects, transfer the assessment task due dates from the term calendars to your own personal calendar or wall planner so that you can see at a glance when each task is due.
- Respect the set due dates. You will find that some periods of time are going to be much busier than others. It is important to be very organised around these times.
- You will need to work out step by step how you are going to manage the demands made at those particular and other times. You must start work on a task well before it is due in order to have it done as well as it needs to be. Start work early and select specific times to work on it in the weeks leading up to the final due date.
- Procrastination will not make it any easier. Remember you need to manage your time effectively. Ask your teacher for help sooner rather than later.
- If a change is necessary, your teacher should discuss this with you and negotiate a suitable alternative date. They should confirm this by putting it in writing and getting you to sign off on it.
- If you have a concern about any Year 12 assessment matters please come and see me.

Best wishes for your Year 12 subjects/courses you have chosen. You are not on this journey alone, take the time to seek assistance when you need to, apply yourself from the beginning and you will reap the benefits of your hard work.

Mr Daryl Irvine
Principal

Guide to Chatham High School's Year 12 Assessment Task Process

Student	Teacher	If things go wrong
<p>Use <i>Subject /Course Assessment Policy and Calendar</i> handbook to plan ahead.</p> <p>Write assessment task due dates onto study calendar.</p>	<p>Discuss assessment schedule with students.</p> <p>Have copies of forms for explanation or consideration of:</p> <ul style="list-style-type: none"> • absence or extension • Illness/Misadventure 	<p>If a student is aware they will be absent on the day of the task they must complete an <i>Explanation of an absence or application for an extension</i> form. This must be completed at least one week before the due date of the task. An alternative date will be arranged and the student notified in writing.</p>
<p>Be in class.</p> <p>Read task expectations carefully. Ask questions.</p> <p>Sign task register sheet.</p> <p>Attempt all components of the task.</p>	<p>Two weeks written notification of task including all task components must be given.</p> <p>Students sign receipt of task on task register.</p> <p>Follow up with absent students and make arrangements for them to receive task.</p> <p>Notify students in writing of any changes to assessment task.</p> <p>Be available to assist students with their task.</p>	<p>If a student is experiencing difficulty in meeting the set due date they may apply for an extension using the <i>Explanation of an absence or application for an extension</i> form. The application must be received at least one week before the due date. The application will be considered by the Head Teacher and Deputy and if approved an alternative date will be arranged. The student will be notified in writing of the new due date.</p>
<p>If the task is due between Tuesday and Friday you must attend classes the day before the task is due. If you are not in class the day before the task is due you will lose 20%.</p>	<p>If the assessment task is due between Tuesday and Friday print a copy of the class roll on the day before the task is due.</p> <p>Note: any students who are absent. If they don't have the relevant supporting documentation, deduct 20%.</p>	<p>If a student is unable to attend class on the day before an assessment task is due, the absence must be supported with a medical certificate or other appropriate documentation.</p>
<p>'Hand in' tasks must be submitted to the teacher or another faculty representative by 9.00 am on the due date (<i>unless specified otherwise by the teacher</i>). Teacher discretion will be used for late buses etc.</p> <p>If later than 9.00 am you will lose 20%. A further 20% per day will be lost until the task is submitted.</p> <p>If you make a non-serious attempt at the task you will receive zero. An 'N' warning letter will be issued and you will need to resubmit the task to meet course completion requirements.</p> <p>If you have plagiarised or been dishonest, a zero will be awarded and parent / carers informed by letter.</p>	<p>Students sign task register upon submission of task. Note time task submitted.</p> <p>Print a copy of the class roll on the day the task is due.</p> <p>Deduct 20% if task not submitted on time or on the due date.</p> <p>Deduct a further 20% each day until the task is submitted.</p>	<p>If a student is unable to submit the task on time, a family member or other student may deliver the task on their behalf.</p> <p>If the assessment task is an in class task or examination, a parent / carer must communicate with the school to inform the relevant teacher or faculty of their absence.</p> <p>Late submission of tasks due to illness, misadventure or other valid reasons must be supported with a medical certificate of other appropriate documentation and an <i>Application for consideration of illness/misadventure</i> form completed.</p>
<p>Sign task register against mark.</p> <p>Read feedback. Focus on what you can do to improve your performance.</p>	<p>Hand back marked task.</p> <p>Students sign task register on receipt of marked task.</p> <p>Issue relevant and meaningful feedback.</p>	<p>If there are any miscalculations with marks, this must be referred to the teacher at the time the task is returned.</p>
<p>All assessment tasks must be completed, even if you will receive zero marks due to lateness.</p> <p>Non-submission of assessment tasks may result in an 'N' (Non-completion) determination and failure to receive your HSC.</p>	<p>Send 'N' determination warning letters to students who did not complete the task (Refer to 'Chatham High School N Award Policy' document).</p>	<p>If student has zero marks for more than 50% of a subject's assessment tasks then a student has not officially completed the course and may be given a Principal's 'N' determination.</p>

Stage 6 Students' assessment rights and responsibilities

All senior students have the following rights and responsibilities. Please read this very carefully. Please review the rest of this document for the details.

Rights	Responsibilities
<ul style="list-style-type: none">• to know what will be assessed.• to know how you will be assessed.• to be given your assessment tasks in writing.• to be issued with a calendar identifying when you will be assessed.• to be given adequate notice of any changes to the assessment calendar. These changes will be notified in writing.• to have tasks scheduled throughout the course.• to be given a rank in the course on each task completed.• to receive feedback on your performance.• to ask for progressive cumulative ranks in the course to show your progress.• to be given an alternative task when you have been absent through illness or another major circumstance, for example, death of a relative.• to be heard by the relevant subject head teacher and Deputy Principal if you think your rights have been infringed.• to apply for consideration of an illness/misadventure immediately before or during an examination/in class task.• to have a review of the final assessment position in the course if it is significantly different from expectations.	<ul style="list-style-type: none">• investigating how a task should be completed.• acquiring the knowledge and/or skills required to complete each task.• completing set tasks, including non-assessable tasks.• presenting assessable tasks by the due date.• seeking extensions of time (in exceptional circumstances only) <i>before</i> the tasks due date.• providing evidence of illness or other circumstances when tasks are missed and you are seeking alternative tasks.• negotiating with teachers mutually suitable dates /times for completion of tasks/alternative tasks.• keeping track of individual progress.• making application for and consideration of illness/misadventure immediately before or during an examination/in class task, assessment reviews, including immediate notification of any miscalculation, or any other concerns at the time of the return of any assessment task.• satisfactory completing courses and meeting attendance requirements.• collecting your final assessment rank in the course after completing the Preliminary course and HSC examination.• seeking advice from your classroom teacher, head teacher, Careers Adviser, Year Adviser or Deputy Principal Stage 6 where appropriate.

Year 11 –Year 12 Assessment Policy

Introduction

This information is provided to ensure that both students and parents are:

- aware that the school is implementing the requirements of the NSW Education Standards Authority (NESA).
- informed about the Stage 6 assessment requirements, particularly the school's internal assessment program.
- aware of the importance of this assessment process in both the Year 11 course (terms 1, 2 & 3 2022) and the Year 12 course (term 4 2021 and terms 1, 2 & 3 2022).
- clear that this gives students the opportunity to meet outcomes through a variety of assessment task types not just examinations.
- clear about meeting the Year 11 – Year 12 course requirements.
- able to review the requirements.
- aware that they must meet the Year 11 course requirements in all 12 units they choose in order to progress into the Year 12 course.
- aware that regular and consistent attendance provides the basis for effective learning to occur. Where this falls below 85% it will have an obvious impact on the satisfactory completion of work and assessment tasks. This may provide the Principal with grounds to issue a 'N' (Non-completion) award for the course.
- aware that they are participating and competing in a statewide program. Your individual performance is very important not only for yourself but for your peers doing the same course.

Internal Assessment

- Schools prepare and administer an assessment program in accordance with the specifications provided by the NESA. These specifications identify the components of the course to be assessed, the timing and weighting of tasks.
- Additionally, individual subject/courses notify you of the complete details for each task, including task description/nature of the task, the exact due date, what is going to be assessed and marking guidelines/criteria.
- Year 11 and Year 12 assessment in each course will be of a continuous type and will end with the Final Year 11 examination in Term 3, 2022 and the Trial HSC examinations in Term 3, 2022 respectively. The length of examinations will be advised later.

- Every student is expected to attempt, complete and submit all assessment tasks at the time required. Assessment tasks take precedence over all other school activities, including excursions, competitions or sporting events. *Students must apply for consideration of the absence or seek an extension using the appropriate form (page 12-13).* The Principal may grant exemptions in special circumstances. The task must still be completed and submitted.
- Absence on the day before an assessment task that is due between Tuesday and Friday must be covered by a medical certificate or by another appropriate and acceptable reason.
- 'Hand in' tasks must be submitted to the teacher or other faculty representative by 9.00 am on the due date (*unless specified otherwise by the teacher*). Teacher discretion will be used for late buses etc.
- All work done outside of school supervision must be all your own work.
- Students are assessed according to their satisfactory completion of outcomes. They will be required to complete a series of tasks to demonstrate their knowledge and understanding of the prescribed outcomes of the course.
- The determination of whether a student is eligible for a satisfactory completion of the course is determined through internal assessment. This happens at the end of the Year 11 and the Year 12 course. If you have been given zero marks for assessment tasks totalling 50% or more of the final course assessment marks you will be certified as not having satisfactorily completed the course. You will receive a Principal's 'N' (Non-completion) determination.
- At the conclusion of the Year 12 assessment program, the school will submit an internal assessment mark to the NESA for each of your courses. The assessment mark will be based on the tasks outlined in our school's assessment program and in line with syllabus component weightings for internal assessment.
- The school assessment marks for each course will be moderated by the NESA according to the performance of the students in our school in the HSC examination of that course. Your rank in the course assessment rank order will not be altered by this moderation process.
- You do not receive an assessment mark for VET framework courses.

Type and notification of tasks

- Some tasks will be done in class time. Others will require you to work outside of class and to submit them by a set due date.
- For all official assessment tasks you must be given *at least two weeks written notice* of:
 - the due date
 - weighting of task and each component
 - syllabus outcomes
 - task requirements
 - rubric
 - marking criteria

- You will sign a task register sheet to show you have received this notice.
- When tasks are handed in, your class teacher will date, time and sign the register sheet.
- When tasks are returned, you will initial the register sheet to indicate you have received the task back and seen the mark and rank recorded. You will also be given appropriate feedback.
- If a change of schedule is required, you will be given written notification of this.
- No tasks will be scheduled one week before the Year 12 'Mid-Course' examination or two weeks before the Trial HSC. This is referred to as a 'moratorium' or 'No Go Zone'.

Late presentation of tasks

- In general, any task which is presented after 9am on the due date or at the time on the due date specified by the teacher, without prior approval from the head teacher (the student has applied for consideration using the appropriate form p11-14) will lose marks.
- You have a responsibility if you know you will be absent on the day of a task to apply at least one week in advance of the set due date for consideration (use the form on page 13). This must be given to the head teacher of the subject/course.
- You have a responsibility if you are experiencing difficulty in meeting the set due date to apply for an extension to complete the task. The application must be received at least one week in advance of the set due date. This must be done on the form provided (page 13). This must be given to the head teacher of the subject/course.
- Tasks handed in after 9am *or* after the time specified by your teacher will be considered to be one day late and will lose 20% of marks gained unless there is an illness/misadventure (use the form on page 11) substantiated by documentation.
- You will continue to lose 20% for each day the task is late unless there is an illness/misadventure (use the form on page 11) substantiated by documentation.
- An 'Official warning - non-completion of an HSC course' 'N' letter (see sample on page 18) will be sent home.
- The NESA requires that two warning letters are sent for each task not completed.
- To ensure students have still covered the necessary content and met course requirements tasks must be handed in. You will be advised officially about the award of a zero by letter.
- When you submit the task after a zero has been awarded you will have the non-completion removed from your record. This ensures that you have met course requirements. You will be advised that this has occurred.
- A technology malfunction is not a valid excuse for the late presentation of a task. It is vital that 'back up' copies of tasks are kept.

Failure to complete/submit/attend a set task

- Every effort must be made to ensure the task is submitted by the due date. If you are unable to submit your task it is essential that a family member or another student delivers your task to the school. If it is an in class task and you cannot attend then your parent/carer must contact the school by phone. It is your responsibility to communicate with the school.
- If you fail to complete/submit/attend a set task and you have a valid reason you may be given *the* opportunity to do the task at an alternative time or given a substitute task. You must apply for **illness/misadventure** and must provide documentary evidence of illness/misadventure (for example, a Doctor's certificate) for consideration by the class teacher and head teacher. An application form must be submitted (use the form on page 11) for each task missed.
- If there is a task clash with another school excursion, competition or sporting event then you must apply to the Principal for an exemption. Students must apply for consideration of the **absence or seek an extension** using the appropriate form (page 13). The task must still be completed and submitted.

Non-serious attempt

- NESA (April, 2019) states: *"HSC students who do not make a serious attempt at the examination may not receive an award in the course concerned. This may render some students ineligible for the award of the Higher School Certificate"*.
- Non-serious attempts receive a zero mark. According to NESA ***"Non-serious attempts include frivolous or objectionable material. Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. Non-attempts include those where only multiple-choice questions are attempted. Any student identified as making a non-serious attempt or a non-attempt will be asked by NESA to justify why they should receive a result in the course concerned. NESA will advise the student and the school principal of its decision at the time of the release of Higher School Certificate results"***. This information may change and it is the student's responsibility to be aware of all Course requirements and changes to NESA policy.
- You should be aware that a non-serious attempt in any part of any subject/course in any Year 11/Year 12 task will affect the result you ultimately earn.
- Non-completion of VET competencies results in no formal transcript of competencies achieved toward the AQF VET qualification.
- A letter warning you of a potential 'N' (Non-Completion) award will be issued and you will be expected to redo the task in a satisfactory manner to satisfy course requirements. (See flow charts and sample letter on pages 17-20).

Prolonged absences

- You must be satisfactory in your overall attendance and application in order to qualify for Year 11/HSC.
- If prolonged absence casts a doubt on you meeting the NES requirements, you will be advised in writing. You need to provide medical or other accredited documentation to support your absences.

Proven dishonesty

- Assessment tasks must be all your own work.
- In cases of proven dishonesty, for example, copying other students' work or plagiarism, a zero will be awarded and Parent/Carers informed by letter.

Feedback

- Written, and perhaps oral, feedback will be provided. This will focus on what you can do and what you need to do to improve your performance. It will be provided usually on the return of the task, if not then as soon as possible but no later than two weeks after the return of results. This will be dated and signed by your teacher.

APPLICATION FOR CONSIDERATION OF AN ILLNESS/MISADVENTURE

Immediately before or during an examination/in class assessment task

In exceptional circumstances such as illness, family trauma or other misadventure immediately before or during Mid-Course, Year 11 Final or Trial HSC examinations or a class task, you may apply for special consideration, using the form provided (page 11). If you do not apply for consideration, and fail to submit a task on the due date, the policy on late presentation of tasks will apply.

The procedures below must be followed:

- You or your parent/caregiver must inform the school of your illness/misadventure before or on the day of the examination/assessment task. You may still be asked to complete the assessment task on your return to school or be given a substitute task or a Principal's estimate. You must report to the head teacher of that subject/course on your return to school.
- Applications for illness/misadventure need to be completed on the task date or on the next day of school and given to the faculty head teacher for consideration.
- Documentary evidence must be included with your application. For example, this could be, a current Doctor's Certificate, a funeral notice of a relative.
- The head teacher, in consultation with the class teacher, will determine what is required of the student to then meet the task's outcomes. The head teacher passes the application to the Deputy Principal for review.

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APPLICATION FOR CONSIDERATION OF ILLNESS / MISADVENTURE

Immediately prior to or during the Final Year 11 Examination or Trial HSC Examination or in class/assessment task

*Student Name: *Subject/Course:

*Your teacher: *Task type:

*Due date/time of the examination/assessment task:

*Reason/s for illness/misadventure consideration:

.....
.....
.....

*The school was contacted by phone: YES on the..... or NO

*Attach the relevant supporting evidence to this application

.....
Signature of Student	Date	Signature of Parent/Carer	Date

FOR FACULTY USE:

The student's *actual* performance in this task was Mark = Rank =

Class teacher explains if this performance is *atypical* of this student's previous performance.....

.....
.....

Class Teacher name & signature:

Head Teacher comment/s:

Head Teacher name & signature:

FOR SCHOOL REVIEW PANEL USE:

Decision:

.....

Panel names & signatures:

.....

Date:



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EXPLANATION OF AN ABSENCE OR APPLICATION FOR AN EXTENSION at least one week prior to an examination/in class/assessment task

- If there is a task clash with another school excursion, competition or sporting event then you must apply to the Principal for an exemption. Students must apply for consideration of the absence or seek an extension using the appropriate form (page 14). The task must still be completed and submitted.

The procedures below must be followed:

- You or your parent/caregiver must inform the school of your absence ***at least ONE WEEK prior*** to the DUE DATE of the examination/assessment task. You will still be asked to complete the assessment task, be given a substitute task or a Principal's estimate.
- Documentary evidence must be included with your application. For example, this could be a current Doctor's Certificate, school permission note or a letter confirming the details of the commitment that clashes with the examination/in class/assessment task.
- The head teacher, in consultation with the class teacher, will determine what is required of the student to then meet the task's outcomes. The head teacher passes the application to the Deputy Principal for review.

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EXPLANATION OF AN ABSENCE OR AN APPLICATION FOR AN EXTENSION

for a Year 11 or Year 12 assessment task (highlight one)

Student name: Subject/Course:

Your teacher: Task type:

Due date/time of the assessment task:

Reason/s for absences: School policy states that evidence must be presented (for example, Doctor's Certificate, permission note for another scheduled school activity) Note: for a clash with another scheduled activity this form is to be handed to the classroom teacher of the scheduled assessment task one week in advance. Circumstances beyond your control should be notified ASAP to the class teacher.

.....
.....
.....

or Reason/s for extension:

.....
.....
.....

Student's signature: Parent/Carer signature:

.....

FOR FACULTY USE:

Teacher's recommendation and action taken:

.....
.....

Alternative exam/assessment task date due on:

Parent/Carer and student informed: YES – orally / by phone / in writing or.....

Advise Deputy Principal:.....

Teacher's name & signature: Date:

Head Teacher's name & signature: Date:



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Student rank in the courses you study

- You will be given your rank in the course on that task after each task has been marked.
- Your progressive rank will also be updated so you know how you are performing in your course overall.
- You will receive a progressive or final assessment rank on each of your reports which will give an indication of your overall rank at that point in time.
- At the end of Term 3 in your Year 12 course, you will be given your final rank in the course. After you have completed your HSC examinations, you will collect information from the NESA which has your rank in the courses you have studied and should be checked against your final report to ensure this is correct.
- You have the right of appeal against this if you believe it is incorrect (see 'Review' page 24).
- It is important that you understand that the school is not allowed to give you the final assessment mark. This is submitted to the NESA who uses it in their data moderation processing for the HSC. You are only entitled to the rank in the course.

Course Completion Criteria

- Students studying a Year 11/Year 12 course must make a genuine attempt to complete course requirements.
- You will be considered to have satisfactorily completed a course if in the Principal's view, there is sufficient evidence that you have:
 - a. followed the course developed or endorsed by the NESA; and
 - b. applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - c. achieved some or all of the course outcomes.
 - d. studied a Year 11/Year 12 course and made a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks.
- Regular and consistent attendance provides the basis for effective learning to occur. Where this falls below 85% it will have an obvious impact on the satisfactory completion of work and assessment tasks. This may provide the Principal with grounds to issue an unsatisfactory award for the course.
- Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Year 11 courses and 10 units of Year 12 courses which satisfy the NESA's pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

Warnings

- If at any time it appears that you are at risk of not satisfactorily completing any course, you will be warned in time for you to correct the problem. If you are under 18 or you are living with a parent or carer, a letter will be sent to your parent or carer.
- Warnings are given if:
 - You receive a zero for any assessment task because of failure to do it, dishonesty or failure to make a genuine attempt or plagiarism.
 - Your absences or lack of application begin to result in course outcomes not being met or satisfactory progress not being made.
- If, despite warnings, you fail to meet the criteria, you will be judged to have not satisfactorily completed the course. You will receive the Principal's 'N' (non-completion) determination. You have the right to appeal to the Principal against this decision.
- A copy of the warning letter is on page 18. Also see the HSC 'N' (non-completion) determination flow chart on page 20.

Plagiarism

- Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from:
 - deliberate cheating to accidentally copying from a source without acknowledgement.
 - downloading an assignment from an online source and submitting it as your own work.
 - buying, stealing or borrowing an assignment and submitting it as your own work.
 - copying a section of a book or an article and submitting it as your own work. Quoting from a source 'word for word', without using quotation marks and acknowledging it is plagiarism.
 - copying, cutting and pasting text from an electronic source and submitting it as your own work.
 - using the words of someone else and presenting them as your own without proper acknowledgement.
 - using significant ideas and / or written expressions from someone else and presenting them as your own without proper acknowledgement.
- Relying too much on other people's material - Avoid repeated use of long quotations. Too many direct quotations (even with quotation marks and with proper acknowledgement) result in your sources speaking for you, meaning your own contribution is minimal. Use your own words more and rely less on quotations. If quoting, check faculty requirements for referencing standards.
- The internet can be a great source of information and an effective research tool. However, just because electronic information is easily available does not mean it is 'free'. Remember that the information you find online should be referenced, just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way you would any print-based source of information.

- Resist the temptation to ‘cut and paste’ text directly from an electronic resource into your assignment. You should rewrite any information in your own words. When using the internet, cite the source of anything that you borrow, including material from web pages, email, and newsgroups. For referencing purposes, always make a note of the ‘address’ or URL of web pages and the date you accessed the material.
- How to avoid plagiarism - Be aware of what constitutes plagiarism. Plagiarism is using the words or ideas of others and presenting them as your own. Many students plagiarise unintentionally. Unintentional plagiarism can result from not knowing how to acknowledge or incorporate sources of information, or from careless note-taking or ‘cutting and pasting’ of electronic sources. Both intentional and unintentional plagiarism is in breach of our HSC policy.
- Plan your work - Plan ahead and begin writing your assignments well before they are due. Leaving work until the last minute doesn’t give you enough time to read, digest, form your own ideas and write information in your own words. When students rush to meet a tight deadline they are more likely to plagiarise unintentionally or succumb to the temptation to ‘cut and paste’ information directly from electronic resources.
- Learn how to acknowledge your sources of information – ‘The Golden Rule’: make sure your assignments are referenced correctly as per faculty guidelines. The best way to make sure you reference accurately is to keep a record of all the sources you used when reading and researching for an assignment.
- Make sure you list all references read or used in a bibliography.

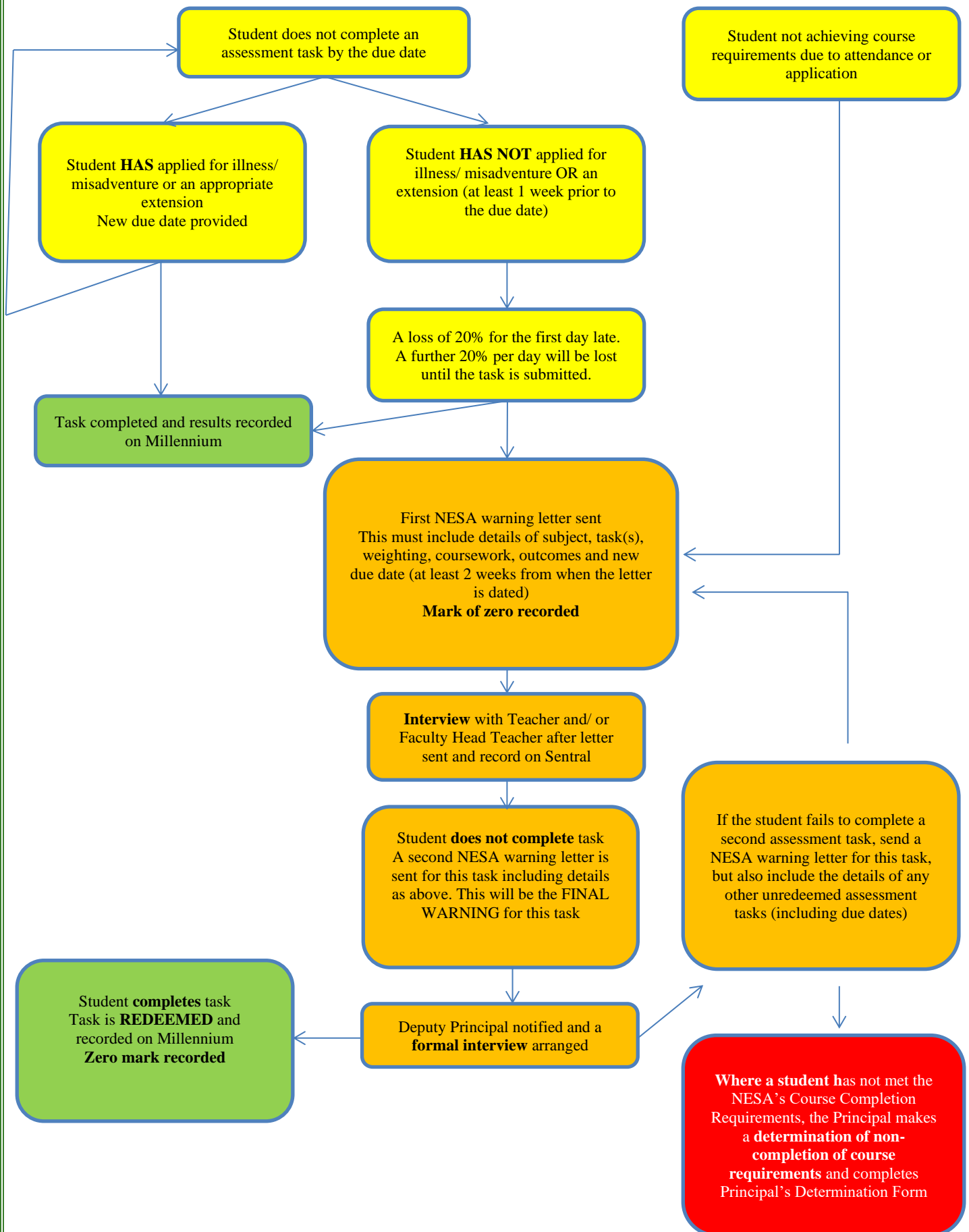
HSC: ‘All my own work’

- All students undertaking the HSC must complete the NESA ‘HSC: All My Own Work’ program. This is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program has been developed as part of the NSW Government’s ‘Respect and Responsibility’ strategy and complements other approaches for teachers, students, parents, and strengthened student and teacher declarations for the HSC.

- The ‘HSC: All My Own Work’ program is integrated with other NSW syllabuses and programs. The program is designed to be delivered flexibly as self-paced learning modules. The program’s content is divided into five modules:
 1. Scholarship principles and practises
 2. Acknowledging sources
 3. Plagiarism
 4. Copyright
 5. Working with others
- Each module contains: information and advice on the module focus questions; quiz questions a summary; FAQs; a link to a glossary; links to relevant websites.
- Students must complete these modules before the end of February in Year 11. Students who have not completed this will not be eligible to sit HSC exams.
- Students should refer to it whenever they need to in order to avoid disadvantaging themselves.

Chatham High School 'N' Warning Letter Flow Chart



Chatham High School

Excellence • Innovation • Opportunity • Success



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chatham-h.school@det.nsw.edu.au • www.chatham-h.schools.nsw.edu.au • FB Chatham High School-Official

[DATE]

This is a SAMPLE 'N' Warning Letter

[NAME AND ADDRESS]

Dear [Parent/Carer]

We are writing to advise you that your [son/daughter Student name] in Year 12 is in danger of not meeting the course completion criteria in Stage 6 [course].

The NSW Education Standards Authority requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

Please regard this letter as **official warning number** [__] concerning [student] for Stage 6 [course].

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has

A	<input checked="" type="checkbox"/>	followed the course developed or endorsed by the NSW Education Standards Authority
B	<input checked="" type="checkbox"/>	applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
C	<input checked="" type="checkbox"/>	achieved some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, indicated above with a cross (X), they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement.

In the Year 12 course, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient and will not meet Board of Studies requirements.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for [student] to satisfy the Course Completion Criteria, the listed tasks, requirements, or outcomes need to be satisfactorily completed.

Please discuss this matter with [student] and contact the school if further information or clarification is needed.

Yours sincerely,

Teacher

Head Teacher

Mr D Irvine
Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by [student]:

Course Requirement/s	Course Requirement/s Initial Due Date	Action Required by Student	Due Date for Completion
[student] failed to complete the Trial [course name] Examination due to [reason].	[date]	[student] is required to complete and submit a [relevant form] to receive an estimate for the Trial [course] Examination.	[date]

PLEASE DETACH THIS SECTION AND RETURN TO THE SCHOOL

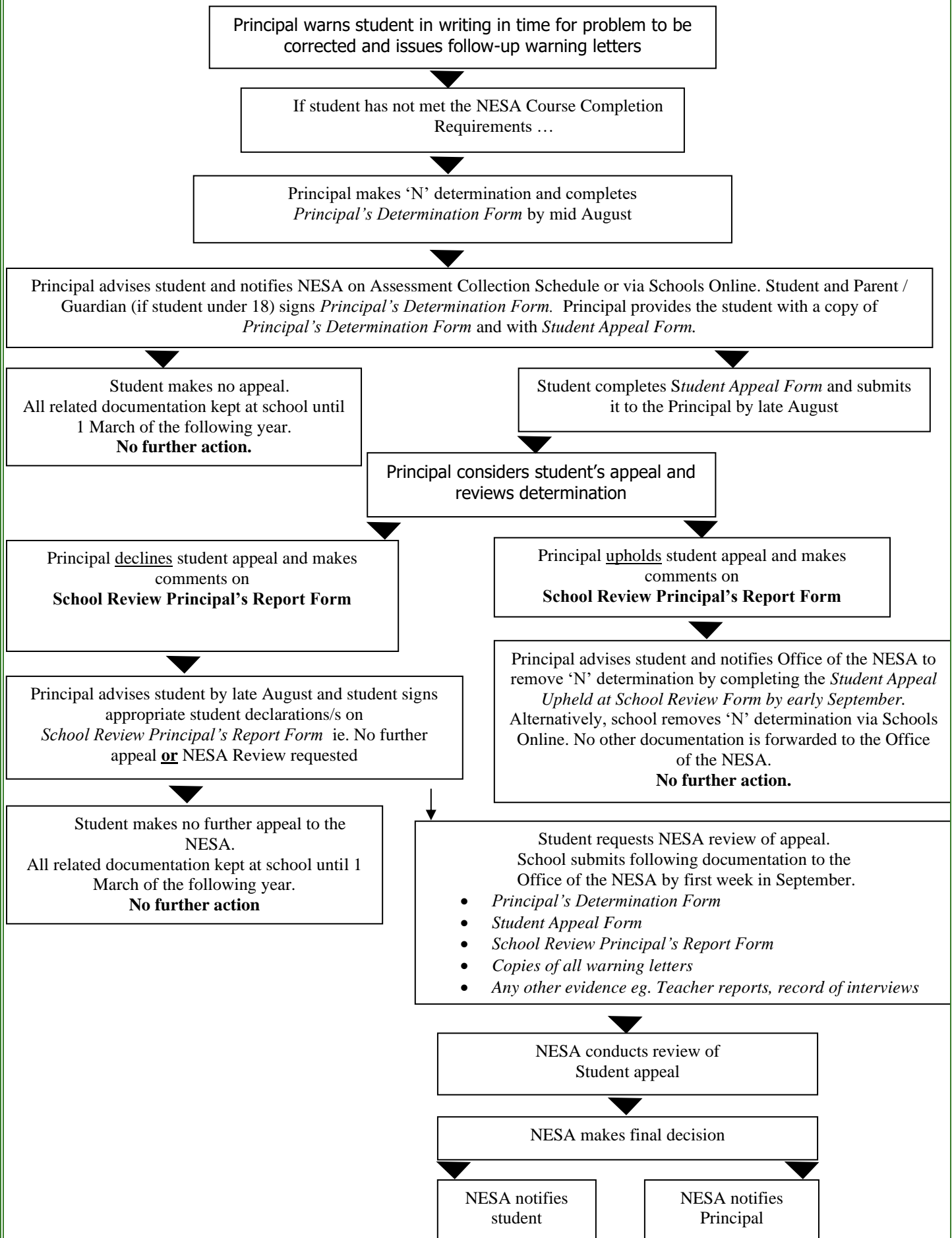
Requirements for the Satisfactory Completion of a Higher School Certificate Course

- I have received the letter dated [date] indicating that [student name] is in danger of not having satisfactorily completed **Stage 6 [course name]**.
- I am aware that this course may not appear on [his/her] Higher School Certificate Record of Achievement.
- I am also aware that the 'N' (non-completion of course) determination may make [him/her] ineligible for the award of the Higher School Certificate.

Parent/Guardian signature: _____ Date: _____

Student signature: _____ Date: _____

Higher School Certificate 'N' Determination Flow Chart



School Examinations

- To help you focus on examination preparation no assessment tasks will be scheduled one week before the Year 12 Mid-Course Examinations or two weeks before the Trial HSC Examinations. This is referred to as the 'moratorium' or 'No Go Zone'.
- These examinations will be similar to HSC examinations.
- HSC students will sit for:
 - Mid-Course Examinations scheduled in Term 1.
 - Trial HSC Examinations scheduled in Term 3.

Examination rules

1. It is your responsibility to read your examination timetable correctly. If you miss an examination simply because you make a mistake, you will receive a mark of zero for that examination.
2. You should be at the examination room no later than 10 minutes before the start of each examination. Once the examination has commenced, students are not permitted to leave during the first hour, or the last 15 minutes.
3. Due to supervision limitations it is an expectation that no student will go the toilet in the first hour of any examination.
4. You must sit for all your examinations unless prevented by illness/misadventure. If you cannot attend an examination because of illness/misadventure you should notify the school immediately and complete an illness/misadventure form as soon as possible. You need to re-read the Illness/Misadventure section of this policy above.
5. If illness/misadventure occurs at the time of the examination but you are still able to attend, you should notify the faculty and complete an illness/misadventure form. You will need to do this for each examination for which you wish to claim consideration for illness/misadventure. If a problem occurs during an examination, you should notify a supervising teacher at once.
6. It is important to attend the examination where possible. The school will not accept an illness/misadventure appeal if the reason for the absence is not considered sufficiently serious. You should consult the Head Teacher Administration or the Deputy Principal before deciding not to attend an examination. Professional advice/evidence, for example, from a doctor, must also be provided with your appeal, indicating why you were unfit to attend the examination.

Equipment for the examinations

1. You may take into the examination room only pens, pencils, rulers, eraser, and approved calculators and any other equipment specifically approved for particular subjects. It is your responsibility to know what approved equipment you need to take and that your equipment is in working order. You cannot appeal on the grounds that your examination equipment did not work properly.
2. You cannot take any paper into the examination room. You must use only the paper supplied.
3. You are not permitted to borrow equipment during examinations.

Examination room procedures

1. You are expected to be in school uniform for each examination.
2. You must sit where you are directed to in alphabetical order in each course/subject.
3. It is your responsibility to ensure that the correct examination paper has been provided for the course you entered. You must also check question papers to make sure there are no pages missing.
4. All papers allow some reading time. You must not begin writing until instructed to do so.
5. You must sign the attendance sheet for each examination session you attend.
6. When answering examination papers you must:
 - a. read the instructions on the front page carefully.
 - b. write your student number on each answer page.
 - c. write with blue or black ink or ballpoint pen. Pencil may be used only where specifically directed.
 - d. stop writing immediately when told to do so by the supervisor.
 - e. arrange completed answers according to the instructions printed on the paper and wait for the supervisor to collect them.
 - f. remain seated and quiet when you have completed your examination.
7. You must not:
 - a. commence writing until instructed to do so by a supervisor.
 - b. eat in the examination room except as approved by supervisor. You may take water only to drink in a clear bottle.
 - c. speak to any person other than the supervisor during an examination.
 - d. behave in any way likely to disturb the work of any other student or upset the conduct of the examination.
 - e. attend an examination while under the influence of alcohol or drugs.
 - f. take into the examination room any books, notes, the examination timetable, any paper or any equipment other than specifically approved.
 - g. take a mobile phone, ipod, digital watch or any other unapproved electronic device into the examination room.
 - h. take any writing paper, whether used or not, from the examination room.
 - i. take the question paper from the exam room.
8. If you have completed the examination you must remain seated and quiet.
9. If you do not follow these rules, or if you try to cheat in the examination in any way, you may be removed from the examination room. The penalty may be the cancellation of your paper.
10. If you do not make a serious attempt at an examination, you may be in danger of not fulfilling requirements for that course, which may make you ineligible for the award of the Year 11/HSC. Answers that contain frivolous or objectionable material may be judged to constitute a non-serious attempt.

Reports

- Reports will be issued after all examinations.
- Reports will provide examination mark and rank, the number of tasks completed, overall rank in the course and teacher's comment for each course.

Review

- **At the Time of Return of Work and During Formal Reporting Periods**

There is no provision by the NESAs for an appeal by a student against the teacher's professional judgement of the worth of a student's performance against the standards – referenced criteria.

Any dissatisfaction of this nature will be dealt with by the student discussing the matter with the teacher and head teacher. It is your responsibility to ensure that there have been no miscalculations. Any such problem must be referred to your teacher at the time the task is returned to you. A check will be made of the assessments to ensure that correct procedures have been followed. Most importantly, ensure you take notice of the feedback you are given by the teacher.

- **Review of an HSC Assessment decision**

If you have a major concern with a decision about the *assessment process* you may ask for a review of that decision. This review request must be in writing, in letter form, setting out the reasons clearly. This review request will need to be lodged with the Deputy Principal within 48 hours of the completion of the assessment task. A review will be conducted by the Senior Executive Team.

- **On Receipt of Final Ranking**

If you consider that your position in the course is not correct, you may apply to the school for a review. This review request must be in writing, in letter form. This review request must be within four days or at the discretion of the Principal after the rank has been released by the NESAs. The review panel will consist of the Senior Executive Team and the subject/course head teacher concerned. If you are dissatisfied with this you may then apply for a review from the NESAs.

A Glossary of Key Terms

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do.

A Glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

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

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

Assessment Task Schedules

Board Developed Courses (BDC)

Board Developed Courses are created by the NESA.

To qualify for the Higher School Certificate students must satisfactorily complete the required pattern of study. Pattern of study requirements include:

- ✓ at least 10 units in total e.g. five 2 unit courses or four 2 unit courses and two 1 unit courses
- ✓ 2 units of English
- ✓ **at least 6 units of Board Developed Courses**
- ✓ at least three courses of 2 units or greater

YEAR 12 – Agriculture

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 8	H3.1, H3.2, H3.3	Processing and Marketing Task	25%
2	Term 1 Week 6	H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H4.1	Investigation Task	20%
3	Term 2 Week 4	H1.1, H2.2, H3.4, H4.1	Reproductive Manipulation Task	30%
4	Term 3 Weeks 5-6	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	Trial HSC Examination	25%

Outcomes

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

YEAR 12 – Ancient History

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 10	AH12-1, 2, 3, 4, 5, 6, 7, 9, 10	Cities of Vesuvius (Source Based Task)	20%
2	Term 1 Week 7	AH12-1, 2, 3, 4, 5, 6, 7, 8, 9, 10	New Kingdom Society Research Task	25%
3	Term 2 Week 6	AH12-1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Personality Hatshepsut (Forum)	25%
4	Term 3 Week 5-6	AH12-1, 2, 3, 4, 5, 6, 7, 8, 9, 10-	Trial HSC Examination	30%

Outcomes

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

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YEAR 12 – Biology

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term4 Week 9	BIO12-4, BIO12-5, BIO12-6, BIO12-12	Model Construction	20%
2	Term 1 Week 10	BIO12-5, BIO12-6, BIO12-7, BIO12-13	Second-hand Investigation	30%
3	Term 2 Week 8	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-7, BIO12-14	Depth Study	20%
4	Term 3 Weeks 5-6	BIO12-1, BIO12-2, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	Trial HSC Examination	30%

Outcomes

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

YEAR 12 – Business Studies

Task	Due Date	Outcome Assessed	Task Type	Weight
1	Term 4 Week 8	H2, 3, 4, 5, 6, 7, 8, 9, 10	Marketing Plan	30%
2	Term 1 Week 7	H1, 2, 3, 4, 5, 6, 7, 8, 9	Class Task Operations	20%
3	Term 2 Week 5	H2, 3, 4, 8, 9, 10	Finance Extended Response Class Task	20%
4	Term 3 Weeks 5-6	H1, 2, 3, 4, 5, 6, 8, 9, 10	Trial HSC Examination	30%

Outcomes

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

YEAR 12 – Chemistry

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 9	CH11/12- 6, 8, 12	Investigative Task	20%
2	Term1 Week 4	CH11/12- 2, 3, 4, 5, 6, 7, 9	Second-hand Investigation	20%
3	Term2 Week 3	CH11/12- 1, and 2 others	Depth Study	30%
4	Term3 Weeks 5-6	CH11/12- 12, 13, 14 & 15	Trial HSC Examination	30%

Outcomes

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

YEAR 12 – Community and Family Studies

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 8	H4.1, H4.2	Research Methodology IRP & Diary	25%
2	Term 1 Week 5	H1.1, 2.2 3.1,3.2 3.3,5.1, 6.2	Groups in Context Research	25%
3	Term 2 Week 7	H1.1, 2.1, 2.2, 2.3, 3.2, 3.4, 5.2, 6.1	Parenting and Caring	20%
4	Term 3 Weeks 5-6	All	Trial HSC Examination	30%

Outcomes

- H1.1** analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1** analyses different approaches to parenting and caring relationships
- H2.2** evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3** critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1** analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2** evaluates networks available to individuals, groups and families within communities
- H3.3** critically analyses the role of policy and community structures in supporting diversity
- H3.4** critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1** justifies and applies appropriate research methodologies
- H4.2** communicates ideas, debates issues and justifies opinions
- H5.1** proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2** develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1** analyses how the empowerment of women and men influences the way they function within society
- H6.2** formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive
- H7.1** appreciates differences among individuals, groups and families within communities and values their contributions to society
- H7.2** develops a sense of responsibility for the wellbeing of themselves and others
- H7.3** appreciates the value of resource management in response to change
- H7.4** values the place of management in coping with a variety of role expectations

YEAR 12 – Drama

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 3 Week 3	H1.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 3.2, 3.3	Individual Project	30%
2	Term 4 Week 10	H1.2, 1.5, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4	Australian Theatre Performance Workshop on two texts	10%
3	Term 2 Week 9	H1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.5	Group Performance	20%
4	Term 3 Weeks 5-6	H3.1, 3.2, 3.4, 3.5	Trial HSC Written Examination	40%

Outcomes

- H1.1** uses acting skills to adopt and sustain a variety of character roles
- H1.2** uses performance skills to interpret and perform scripted and other material
- H1.3** uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
- H1.4** collaborates effectively to produce a group-devised performance
- H1.5** demonstrates directorial skills
- H1.6** records refined group performance work in appropriate form
- H1.7** demonstrates skills in using the elements of production
- H1.8** recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9** values innovation and originality in group and individual work
- H2.1** demonstrates effective performance skills
- H2.2** uses dramatic and theatrical elements effectively to engage an audience
- H2.3** demonstrates directorial skills for theatre and other media
- H2.4** appreciates the dynamics of drama as a performance 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
- 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 - English Advanced

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 10	EA12-1, EA12-2, EA12-3, EA12-6	Common Module Texts and the Human Experience Multimodal Presentation	20%
2	Term 1 Week 9	EA12-1, EA12-4, EA12-5, EA12-6	Module A: Textual Conversations Comparative Essay	20%
3	Term 2 Week 10	EA12-7, EA12-5, EA12-8, EA12-9	Module B: Critical Study of Literature & Module C: Craft of Writing Writing Portfolio	30%
4	Term 3 Weeks 5-6	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	Trial HSC Examination	30%

Outcomes

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

YEAR 12 - English Standard

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 10	EN12-2, EN12-4, EN12-6	Common module Texts and the Human Experience Multimodal Presentation	20%
2	Term 1 Week 9	EN12-1, EN12-3, EN12-7, EN12-8	Module B Close Study of literature Extended Response	20%
3	Term 2 Week 10	EN12-1, EN12-3, EN12-8, EN12-9	Module A Language, Identity and Culture and Module C Craft of writing. Writing Portfolio and reflection	30%
4	Term 3 Weeks 5-6	EN12-1 to EN12-9	Trial HSC Examination	30%

Outcomes

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

YEAR 12 – English Studies

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 9	ES12-1, ES12-4, ES12-5, ES12-6, ES12-8	Texts and the Human Experience Multimodal Presentation	25%
2	Term 1 Week 9	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	We are Australians Narrative Task	25%
3	Term 3 Week 2	ES12-1, ES12-4, ES12-7, ES12-10	Digital Worlds Portfolio – encompassing all modules	30%
4	Term 3 Weeks 5-6	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	Trial HSC Examination	20%

Outcomes

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

YEAR 12 – English Extension 1

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 1 Week 4	EE12-1, E EE12-2, E12-3, EE12-5	Creative Writing and Reflection Statement	35%
2	Term 2 Week 7	EE12-1, EE12-2, EE12-4	Multimodal Presentation	35%
3	Term 3 Weeks 5-6	EE12-1, EE12-2, E12-3, EE12-4, EE12-5	Trial HSC Examination	30%

Outcomes

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

YEAR 12 – English Extension 2

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 10	EEX12-1, EEX12-2, EEX12-3	Viva Voce	30%
2	Term 1 Week 6	EEX12-2, EEX12-3, EEX12-4	Literature Review	40%
3	Term 2 Week 9	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5	Critique of the Creative Process	30%

Outcomes

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

YEAR 12 – Food Technology

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 7	H1.1, H1.2	Report and practical task	20%
2	Term 1 Week 6	H1.4, H3.1, H4.2	Case Study and practical task	20%
3	Term2 Week 6	H2.1, H3.2, H4.1, H5.1	Research article and practical task	30%
4	Term 3 Weeks 5-6	H1.1, H1.2, H1.3, H1.4, H2.1	Trial HSC Examination	30%

Outcomes

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

YEAR 12 – Industrial Technology (Timber Products and Furniture Technology)

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 10	H2.1, 3.1, 3.2, 3.3, 4.3, 5.1	Major Project: Design and Management Portfolio (Presentation)	25%
2	Term 1 Week 5	H1.1, H1.2, H1.3, H7.1	Industry Study	15%
3	Term 3 Week 5	H2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2	Major Project: Design, Management and Communication Portfolio (Report)	30%
4	Term 3 Weeks 5-6	All outcomes	Trial HSC Examination	30%

Outcomes

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

YEAR 12 – Investigating Science

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 9	INS 11/12-1, INS 11/12-2, INS 11/12-4, INS 12-13	Practical Report Task	20%
2	Term 1 Week 4	INS 11/12-4, INS 11/12-7, INS 12-13, INS 12-15	Second-hand Investigation	20%
3	Term 2 Week 3	INS 11/12-1, INS 11/12-2, INS 11/12-3, INS 11/12-5, INS 12-12	Depth Study	30%
4	Term 3 Weeks 5-6	INS 11/12-6, INS 12-12, INS 12-13, INS 12-14, INS 12-15	Trial HSC Examination	30%

Outcomes

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

YEAR 12 – Legal Studies

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 8	H1, 4, 5, 6, 7, 8, 10	Crime – Case Study	30%
2	Term 1 Week 10	H1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Class Task Extended Response	20%
3	Term 2 Week 7	H1, 4, 5, 6, 7, 8, 10	Focus Study 1 Research Task	20%
4	Term 3 Weeks 5-6	H1, 2, 4, 5, 6, 7, 9, 10	Trial HSC Examination	30%

Outcomes

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

YEAR 12 – Mathematics Standard 2

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 9	Course Work to Date MS2-12.6 Rates and Ratios MS2-12.4 Non-right-angled Trigonometry	Task A Topic Test	20%
2	Term 1 Week 8	MS2-12.8 Network Concepts MS2-12.9 and MS2-12.10	Investigative Assignment	30%
3	Term 2 Week 4	MS2-12.7 Bivariate Data Analysis MS2-12.5 Annuities MS2-12.2 and MS2-12.7 The Normal Distribution	Task C Topic Test	20%
4	Term 3 Weeks 5-6	All Course Work MS2-12.8 Critical Path Analysis MS2-12.5 Investments and Loans MS2-12.3 Types of Relationships	Trial HSC Examination	30%

Mathematics Standard 2

Topics	Subtopics
Algebra	MS-A4 Types of Relationships
Measurement	MS-M6 Non-right-angled Trigonometry MS-M7 Rates and Ratios
Financial Mathematics	MS-F4 Investments and Loans MS-F5 Annuities
Statistical Analysis	MS-S4 Bivariate Data Analysis MS-S5 The Normal Distribution
Networks	MS-N2 Network Concepts MS-N3 Critical Path Analysis

YEAR 12 – Mathematics Standard 1

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 9	MS1-12.1 and MS1-12.6 Rates MS1-12.4 Right-angled Triangles	Task A Topic Test	20%
2	Term 1 Week 10	MS1-12.8 Networks and Paths MS1-12.9 and MS1-12.10	Investigative Assignment	30%
3	Term 2 Week 4	MS1-12.2 and MS1-12.7 Further Statistical Analysis MS1-12.1 Scale Drawings MS1-12.5 Depreciation and Loans	Task C Topic Test	20%
4	Term 3 Weeks 5-6	All Course Work MS-F2 Investment MS1-12.3 Types of Relationships	Trial HSC Examination	30%

Mathematics Standard 1	
Topics	Subtopics
Algebra	MS-A3 Types of Relationships
Measurement	MS-M3 Right-angled Triangles MS-M4 Rates MS-M5 Scale Drawings
Financial Mathematics	MS-F2 Investment MS-F3 Depreciation and Loans
Statistical Analysis	MS-S3 Further Statistical Analysis
Networks	MS-N1 Networks and Paths

YEAR 12 – Advanced Mathematics

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 9	Course Work to Date Statistical Analysis, Functions & Trigonometric Functions MA12-1, MA12-5, MA12-8	Task A Topic Test	20%
2	Term 1 Week 8	Course Work to Date Calculus & Statistical Analysis MA12-3, MA12-6, MA12-8, MA12-9, MA12-10	Investigative Assignment	30%
3	Term 2 Week 4	Course Work to Date Calculus MA12-3, MA12-6, MA12-7	Task C Topic Test	20%
4	Term 3 Weeks 5-6	All Course Work Arithmetic & Geometric sequences and series MA12-2, MA12-4	Trial HSC Examination	30%

Mathematics Advanced

Topics	Subtopics
Functions	MA-F2 Graphing Techniques
Trigonometric Functions	MA-T3 Trigonometric Functions and Graphs
Calculus	MA-C2 Differential Calculus MA-C3 Applications of Differentiation MA-C4 Integral Calculus
Financial Mathematics	MA-M1 Modelling Financial Situations
Statistical Analysis	MA-S2 Descriptive Statistics and Bivariate Data Analysis MA-S3 Random Variables

YEAR 12 - PD/H/PE

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 10	H7, H8, H11, H16, H17	Research Task Critical Analysis of Training & Nutrition Program	25%
2	Term 1 Week 9	H9, H10, H16	Case Study: Demands of Specific Athletes	20%
3	Term 2 Week 9	H4, H5, H14, H15	Analysis: Health Promotion/Public Health Evaluation	25%
4	Term 3 Weeks 5-6	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H16, H17	Trial HSC Examination	30%

Outcomes

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

YEAR 12- Software Design and Development.

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 1 Week 6	H1.2 – H6.4 Will specify on individual task	Project	25%
2	Term 2 Week 8	H1.2 – H6.4 Will specify on individual task	Topic test	25%
3	Term 3 Week 7	H1.2 – H6.4 Will specify on individual task	Project	25%
4	Term 3 Weeks 5-6	H1.2 – H6.4 Will specify on individual task	Examination	25%

Outcomes

- H1.2** differentiates between various methods used to construct software solutions
- H3.1** identifies and evaluates legal, social and ethical issues in a number of contexts
- H3.2** constructs software solutions that address legal, social and ethical issues
- H4.1** identifies needs to which software solutions are appropriate
- H4.2** applies appropriate development methods to solve software problems
- H4.3** applies a modular approach to implement well-structured software solutions and evaluates their effectiveness
- H5.1** applies project management techniques to maximise the productivity of the software development
- H5.2** creates and justifies the need for the various types of documentation required for a software solution
- H5.3** selects and applies appropriate software to facilitate the design and development of software solutions
- H6.1** assesses the relationship between the roles of people involved in the software development cycle
- H6.2** communicates the processes involved in a software solution to an inexperienced user
- H6.3** uses a collaborative approach during the software development cycle
- H6.4** develops effective user interfaces, in consultation with appropriate people

Case study presentation: students are to undertake a case study on a software developer of their choice. The results of this case study are to be presented to the class in a formal presentation of no less than 10 minutes duration. Students are to use a variety of visual aids in their presentation.

Due: Term 1, Week 9–10.

Content Endorsed Courses (CEC)

Content Endorsed Courses have syllabuses endorsed by the Board of Studies (NESA) to cater for areas of special interest not covered in Board Developed Courses.

Schools may also develop special courses in order to meet student needs. These courses must be approved by the Board of Studies.

There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, **Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).**

Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.

Retrieved from http://www.boardofstudies.nsw.edu.au/syllabus_hsc/course-descriptions/board-endorsed-courses.html

YEAR 12 – Exploring Early Childhood

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 8	H1.4, 2.2, 2.3, 4.2, 6.2	Historical and Cultural Contexts of Childhood - Research and Oral Presentation	25%
2	Term 1 Week 5	H1.3, 1.4, 1.5, 2.1, 2.2, 6.1	Children's Services Depth Study	20%
3	Term 2 Week 6	H1.1, 1.4, 1.5, 2.1, 2.3, 4.2	Special Needs Study	25%
4	Term 3 Weeks 5-6	H1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 3.1, 5.1, 6.1, 6.2	Trial HSC Examination	30%

Outcomes

- H1.1** analyses prenatal issues that have an impact on development
- H1.2** examines major physical, social-emotional, behavioural, cognitive and language development of young children
- H1.3** examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- H1.4** analyses the ways in which family, community and culture influence the growth and development of young children
- H1.5** examines the implications for growth and development when a child has special needs
- H2.1** analyses issues relating to the appropriateness of a range of services for different families
- H2.2** critically examines factors that influence the social world of young children
- H2.3** explains the importance of diversity as a positive issue for children and their families
- H2.4** analyses the role of a range of environmental factors that have an impact on the lives of young children
- H2.5** examines strategies that promote safe environments
- H3.1** evaluates strategies that encourage positive behaviour in young children
- H4.1** demonstrates appropriate communication skills with children and/or adults
- H4.2** interacts appropriately with children and adults from a wide range of cultural backgrounds
- H4.3** demonstrates appropriate strategies to resolve group conflict

YEAR 12 – Sport, Lifestyle and Recreation

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 9	1.3, 2.5, 3.6, 4.2, 4.4, 4.5	Practical Application and Quiz (First Aid)	40%
2	Term 1 Week 8	1.5, 2.3, 3.5, 4.3	Individual Research (Healthy Lifestyles)	30%
3	Term 3 Week 7	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	Practical Application and Report (Resistance Training)	30%

Outcomes

- 1.2** explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3** demonstrates ways to enhance safety in physical activity
- 1.5** critically analyses the factors affecting lifestyle balance and their impact on health status
- 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
- 2.5** describes the relationship between anatomy, physiology and performance
- 3.2** designs programs that respond to performance needs
- 3.3** measures and evaluates physical performance capacity
- 3.5** analyses personal health practices
- 3.6** assesses and responds appropriately to emergency care situations
- 4.2** demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 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

YEAR 12 – Visual Arts

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 10	H7-10	Theory	20%
2	Term 2 Week 1	H1-6	Initial Assessment HSC BOW Practical	15%
3	Term 3 Week 2	H1-6	Final Assessment of HSC BOW Practical (minimum 85% complete)	35%
4	Term 3 Weeks 5-6	H7-10	Trial HSC Examination	30%

Artmaking Objective

Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.

Artmaking Outcomes

- H1** initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2** applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3** demonstrates an understanding of the frames when working independently in the making of art
- H4** selects and develops subject matter and forms in particular ways as representations in artmaking
- H5** demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6** demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

Art Criticism and Art History Objective

Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.

Art Criticism and Art History Outcomes

- H7** applies their understanding of practice in art criticism and art history
- H8** applies their understanding of the relationships among the artist, artwork, world and audience
- H9** demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10** constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

YEAR 12 – Work Studies

Task	Due Date	Outcomes Assessed	Task Type	Weight
1	Term 4 Week 10	H1,3,4,8,9	Work History Interview Task	15%
2	Term 1 Week 10	H1,2,5,6	Performing Work Tasks and Working with Others (Work Placement)	30%
3	Term 2 Week 10	H6,7,9	Managing Change Task (Financial Literacy)	25%
4	Term 3 Weeks 5-6	H1-9	Final Examination (during Trial HSC exams)	30%

Outcomes

- H1** investigates a range of work environments
- H2** examines different types of work and skills for employment
- H3** analyses employment options and strategies for career management
- H4** assesses pathways for further education, training and life planning
- H5** communicates and uses technology effectively
- H6** applies self-management and teamwork skills
- H7** utilises strategies to plan, organise and solve problems
- H8** assesses influences on people's working lives
- H9** evaluates personal and social influences on individuals and groups

Vocational Education and Training Courses (VET) – General Information

VET courses provide students with an opportunity to be assessed against industry determined standards. The assessment does not compare students against other students. It compares each individual against the 'competence' requirements set down by industry.

When a student successfully demonstrates 'competence' against a particular standard they will be judged as 'competent'. There is no pass or fail. Students are either 'competent' or 'not yet competent'. Students will be given a **maximum** of three opportunities to be deemed 'competent' in any assessment activity. If a student believes they have not been fairly assessed they have the right of appeal. Students must lodge an appeal against an assessment within seven days of the assessment taking place.

All VET courses count towards HSC requirements. All courses with the exception of Sport Coaching and Hospitality Extension allow students to include a mark from the final HSC examination in the calculation of their ATAR. A student **can choose** whether or not they would like to undertake an HSC examination in order to count the course towards their ATAR.

If a student is ill or injured and is unable to sit the formal HSC examination, the NESA will ask the school to provide other evidence to determine a HSC result. This evidence in the majority of cases will be determined by the Trial HSC examination or similar.

The units of competence achieved will be recognised on a vocational qualification. This is in addition to the HSC qualifications. Students will achieve a Statement of Attainment listing all units of competency achieved or if a student achieves all units of competency they may receive a Certificate I, II or III.

Course teachers will provide a further handout and explanation for each course studied.

Assessment Events for CPC20211 Certificate II in Construction Pathways		Cluster 4	Cluster 5	Cluster 6	Work Placement 70hrs total	Yearly Exam*
		On the Level	Crack and Shatter/ The Block/ That's Concrete/ Good Form Remove the Clusters you are not delivering	To Join or Not to Join		
		Date: Week: Term 4 2021	Date: Week: Term: 3 2022	Date: Week: Term: 2 2022	Date: Week: Term: 2021 or 2022	Date: Week: Term:
Code	Unit of Competency					
CPCCCM2006	Apply basic levelling procedures	✓				
CPCCWF2001A	Handle wall and floor tiling materials		✓			
CPCCWF2002A	Use wall and floor tiling tools and materials		✓			
CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials		✓			
CPCCBL2002A	Use bricklaying and blocklaying tools and equipment		✓			
CPCCCO2013A	Carry out concreting to simple forms		✓			
CPCCCA2003	Erect and dismantle formwork for foots and slabs on ground		✓			
CPCCJN2001A	Assemble components			✓		
CPCCJN2002B	Prepare for off-site manufacturing processes			✓		
CPCCCM1013	Plan and organise work			✓		

CPCCCM2001	Read and interpret plans and specifications			✓		
CPCCCM2005B	Use construction tools and equipment			✓		

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a Statement of Attainment towards a **Certificate II in Construction Pathways**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. *This means a course mark is not allocated.

✓* Indicates that an observational checklist is to be completed to ensure all elements of the UOC are assessed prior to a determination of “competent” is made.

COURSE: SIT2016 Certificate II in Kitchen Operations

HSC outcome: SIT20416 Certificate II in Kitchen Operations

Student Competency Assessment Schedule

Assessment Events for SIT20416 Certificate II in Kitchen Operations (Must be edited to suit school delivery – refer to TAS)			Event 4 - Light Bites	Event 5 – What’s for dinner?	Event 6 B – Working in Industry (Work placement B)	½ yearly Exam*	Trial Exam*
			Term 1 2022	Term 3 2022	Term	Term	Term
			Week 5 Date:	Week 5 Date:	Week Date:	Week Date:	Week Date:
Cluster	Code	Unit of Competency					
Event 4 - Light Bites	SITHCCC006	Prepare Appetisers and Salads	√				
	SITHKOP001	Clean Kitchen premises and equipment ✓* collecting evidence towards	√*				
	SITHCCC001	Use food preparation equipment ✓* collecting evidence towards	√*				
	SITHCCC005	Prepare dishes using basic methods of cookery ✓* collecting evidence towards	√*				
Event 5 - What’s on the menu?	SITHCCC005	Prepare dishes using basic methods of cookery		√			
	SITHCCC001	Use food preparation equipment		√			
	SITXINV002	Maintain the quality of Perishable Items		√			
	SITHKOP001	Clean Kitchen premises and equipment		√			
Event 6B - Working in Industry	SITHCCC011	Use cookery skills effectively			√		

(Work placement B)	BSBSUS201	Participate in Environmentally Sustainable work practices (online quiz)			√		
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Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **Certificate II in Kitchen Operations** or a Statement of Attainment towards a **Certificate II in Kitchen Operations**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”.

* Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.

✓* Indicates that an observational checklist is to be completed to ensure all elements of the UOC are assessed prior to a determination of “competent” is made.

RTO 90162 Public Schools NSW, Tamworth have engaged NESA to issue the credentials within 30 days of course completion for the student cohort. Students must download an electronic copy of their qualification and transcript from their Students Online account available at <https://studentonline.nesa.nsw.edu.au/go/login/> Students have access to Students Online up until June of the following year. After which, students can contact NESA for additional copies of their transcript via <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/replacement-certificates>

COURSE: HSC 2021

Certificate III in Sports Coaching SIS30519

SCOPE AND SEQUENCE – Course name: Sport Coaching – SIS30519 - Certificate III in Sport Coaching (Release 1) 2unit x 2year **Chatham**
 Qualification: SIS30519 - Certificate III in Sport Coaching (Release 1) in Sport Coaching
 HSC Commencement: 2021

Unit Code	Unit Title	NESA Hrs	Term 4, 2021										Term 1, 2022										Term 2, 2022										Term3, 2022									
			1-5					6-10					1-5					6-10					1-5					6-10					1-5					6-10				
SISSCO002 SISSCO005	Work in community coaching role Continuously improve coaching skills and knowledge	30 30																																								
SISXCAI009	Instruct strength and conditioning techniques	20																																								
SISSCO012	Coach sports participants up to an intermediate level	30																																								
HLTAID003	First Aid	20																																								

Assessment Task Term Calendars

WEEK	YEAR 12 TERM 4, 2021
1 4/10/21	
2 11/10/21	
3 18/10/21	
4 25/10/21	
5 1/11/21	Cert II Construction Pathways –Cluster 4 – Levelling
6 8/11/21	
7 15/11/21	Food Technology – Report practical task (20%)
8 22/11/21	Agriculture – Processing and Marketing Task (25%) Business Studies – Marketing plan (30%) Community and Family Studies –Research Methodology - IRP & diary (25%) Exploring Early Childhood – Historical and cultural contexts of childhood – Research and oral presentation (25%) Cert II Kitchen Operations – Event 4: Pop Up sandwich bar Legal Studies – Crime Case Study (30%)
9 29/11/21	Biology – Model Construction (20%) Chemistry – Investigative task (20%) English Studies – Texts and the Human Experience – Multi-modal Presentation (25%) Mathematics Standard 2 – Task A Topic test (20%) Mathematics Standard 1 – Task A Topic test (20%) Advanced Mathematics – Task A Topic test (20%) Investigating Science – Practical Report Task (20%) Sport, Lifestyle and Recreation - Practical application and quiz (40%)
10 6/12/21	English Extension 2 – Viva Voce (30%) English Advanced – Texts and the Human Experience – Multi-modal Presentation (20%) English Standard – Texts and the Human Experience – Multi-modal Presentation (20%) Industrial Technology – Timber – Major project design and management portfolio presentation (20%) Ancient History – Cities of Vesuvius (source based task) (20%) PDHPE – Research Task – Critical Analysis of Training and Nutrition Program (25%) Work Studies – Work History Interview Task (15%) Visual Art - Theory (20%)
11 12/12/21	

WEEK	YEAR 12 TERM 1, 2022	
1 28/1/22		
2 31/12/22		
3 7/2/22		
4 14/2/22	Chemistry – Second hand Investigation (20%) English Extension 1 – Creative Writing Reflection Statement (35%) Investigating Science – Second-hand investigation (20%)	
5 21/2/22	Community and Family Studies – Groups in context research (25%) Exploring Early Childhood – Children’s Services Depth Study (20%) Industrial Technology - Timber – Industry Study (10%)	University Clinical Aptitude Test – UCAT - opens March and closes mid-May
6 28/2/22	Agriculture – Investigation Task (20%) English Extension 2 – Literature Review (40%) Food Technology – Case Study and practical task (20%) Cert II Kitchen Operations – Event 4 Light Bites – Winner Winner Software Design and Development - Project (25%)	
7 7/3/22	Business Studies – Class Test Operation (20%) Ancient History - Research task (25%)	
8 14/3/22	Cert III in Sports Coaching – SISSSCO002 and SISSSCO005 Mathematics Standard 2 - Investigative assignment (30%) Advanced Mathematics – Investigative assignment (30%) Sport, Lifestyle and Recreation - Individual research (30%)	
9 21/3/22	English Advanced – Module A: Textual Conversations (20%) English Studies - We are Australians Narrative Task (25%) PD/H/PE - Case Study: Demands of specific athletes (20%) English Standard – Close Study of Literature Extended Response (20%)	
10 28/3/22	Biology – Second-hand Investigation (30%) Legal Studies – Class Task Extended Response (20%) Mathematics Standard 1 - Investigative assignment (30%) Work Studies – Work Placement (30%) Early in April the Universities Admissions Centre (UAC) PIN number should come to your School Email UAC Applications and School Recommendation Scheme (SRS) Applications (“Early Entry”) Reflection on Feedback provided by teachers on all assessment tasks in preparation for Term 2.	
11 4/4/22		

WEEK	YEAR 12 TERM 2, 2022
1 26/4/22	Visual Art- BOW Practical (15%)
2 2/5/22	
3 9/5/22	Chemistry – Depth Study (30%) Investigating Science – Depth Study (30%)
4 16/5/22	Agriculture – Reproductive Manipulation Task (30%) Mathematics Standard 2 - Task C - Topic test (20%) Mathematics Standard 1 - Task C - Topic test (20%) Advanced Mathematics – Task C - Topic test (20%)
5 23/5/22	Business Studies – Class Task (20%)
6 30/5/22	Cert II Construction Pathways - Work Placement (week 6 or 7) Exploring Early Childhood – Special Needs Study (25%) Food Technology – Research article and Practical task (30%) Ancient History – Personality Hatshepsut Forum (25%)
7 6/6/22	Community and Family Studies – Parenting and Caring (20%) Cert III in Sports Coaching – SISSSCO0012 Cert II Construction Placement - Work Placement (week 6 or 7) English Extension 1 – Multimodal presentation (35%) Kitchen Operations - Work Placement Legal Studies – Focus Study 1 Research Task (20%)
8 13/6/22	Biology – Depth Study (20%) Construction Pathways – Cluster 6- to join or not to join Cert II Kitchen Operations - Event 5- Winner Winner Sport, Lifestyle and Recreation - Practical Application & Report - Sports Coaching (40%) Software Design and Development - Topic test (25%)
9 20/6/22	English Extension 2 – Critique of the Creative Process (30%) PDHPE – Analysis - Health Promotion/Public Health Evaluation (25%)
10 27/6/22	English Standard – Writing Portfolio and Reflection (30%) Work Studies – Managing Change Task (Financial Literacy) (25%) English Advanced – Mod B: Critical Study of Literature & Mod C: Craft of Writing (30%)

WEEK	YEAR 12 TERM 3, 2022		
1 18/7/22			
2 25/7/22	English Studies - Digital Worlds - Portfolio – encompassing all modules (30%) Visual Art - BOW Practical (35%)		
3 1/8/22	Photography, Video & Digital Imaging – Video (25%)		
4 8/8/22	Cert III in Sports Coaching – First Aid (date TBA) Cert II Kitchen Operations - Let’s get inducted and portfolio		
5 15/8/22	Industrial Technology - Timber – Major project and folio - Final Mark (30%) Music – Aural skills examination & presentation of elective option for topic 3 (30%)		
5 15/8/22 TRIAL HSC	Trial HSC Examinations Agriculture – 25% Ancient History (30%) Biology - 30% Business Studies – 30% Chemistry – 30% Community and Family Studies – 30% Drama- 40% English Advanced – 30% English Standard – 30% English Studies- 20% English Extension 1 – 30%	Trial HSC Examinations Food Technology – 30% Industrial Technology – Timber - 30% Information Processes and Technology – 30% Investigating Science – 30% Legal Studies – 30% Mathematics Standard 2 – 30% Mathematics Standard 1 – 30% Advanced Mathematics – 30% Visual Art – 30%	Trial HSC Examinations PD/H/PE – 30% Exploring Early Childhood – 30% Cert II Construction Pathways Cert II Kitchen Operations Software Design and Development - 25% Final Examination Work Studies – 30%
6 12/8/22 TRIAL HSC			
7 29/8/22	Sport, Lifestyle and Recreation – Practical application and report (30%) Software Design and Development - Project (25%)		
8 5/9/22	Prepare for HSC EXAMS – reflect on feedback from Trial HSC exams		
9 12/9/22	Cert II Construction Pathways – Major Project - Holistic Cert II Kitchen Operations – Portfolio - Holistic		
10 19/9/22	Prepare for HSC EXAMS – reflect on feedback from Trial HSC exams		
HSC EXAMS TO BE ADVISED BY NESA WHEN TIMETABLE RELEASED.			

My Personal HSC Assessment Task Calendar.

Name: _____

WEEK	TERM 4, 2021	WEEK	TERM 1, 2022
1 4/10/21		1 28/1/22	
2 11/10/21		2 31/12/22	
3 18/10/21		3 7/2/22	
4 25/10/21		4 14/2/22	
5 1/11/21		5 21/2/22	
6 8/11/21		6 28/2/22	
7 15/11/21		7 7/3/22	
8 22/11/21		8 14/3/22	
9 29/11/21		9 21/3/22	
10 6/12/21		10 28/3/22	
11 13/12/21		11 4/4/22	
Throughout Semester 1:			

WEEK	TERM 2, 2022	WEEK	TERM 3, 2022
1 26/4/22		1 18/7/22	
2 2/5/22		2 25/7/22	
3 9/5/22		3 1/8/22	
4 16/5/22		4 8/8/22	
5 23/5/22		5 15/8/22	Trial HSC Examinations
6 30/5/22		6 22/8/22	
7 6/6/22		7 29/8/22	
8 13/6/22		8 5/9/22	
9 20/6/22		9 12/9/22	
10 27/6/22		10 19/9/22	
Throughout Semester 2:			

