

2023-2024

HSC Course Assessment Booklet

Name: _____

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**Kellyville
High School**

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Welcome to Year 12

HSC Course

Introduction

This assessment booklet for the HSC Course is provided to:

- assist students in understanding the role of assessment in their HSC Course credential.
- explain the processes by which assessment marks are determined and the process for requesting a review, if necessary
- assist students in planning and organising their time, by informing them of when assessment tasks are due.

Students are advised to refer to the booklet **2024 HSC Rules and Procedures** issued at the commencement of Year 12 for further details and to the NSW Education Standards Authority website:

<http://educationstandards.nsw.edu.au/>

Students are responsible to read and follow the school assessment procedures outlined at the back of this booklet in conjunction with the above information from NESA.

It is **our** responsibility to provide you with these guidelines and explain them to you.
It is **your** responsibility to read and ensure that you understand them.

To **satisfactorily** complete a course, you must

- follow the course developed by NESA, (NSW Education Standards Authority) and apply yourself with diligence and sustained effort to all class work, homework and set tasks, and also achieve some or all of the course outcomes. This includes mandatory oral, practical or project work.
- make a genuine attempt at more than 50% of the assessment tasks set for the course.
- make a genuine attempt at all exams set as part of the assessment program.

If you need to discuss any wellbeing or personal issues, please contact the following staff members:

HT Wellbeing:	Mr T Brown	Careers:	Mr H. Obidi
School Counsellor:	Mrs K. Marshall	HT Teacher and Learning:	Ms K. Graham
Year 12 Adviser:	Miss M. Gazzera	Deputy Principal:	Mrs D. Maloney
Year 12 Assistant Adviser:	Mrs T. Moy	Student Support Officer	Mrs N, Howell
Aboriginal Liaison Officer:	Miss E. Wood		

If you have a subject related matter, please contact the relevant Head Teacher:

Creative Arts/LOTE/Distance Ed:	Ms M Vasilescu	English:	Mr T. Kearns
Social Studies:	Mrs S. McHardy	Inclusive Education:	Mrs H. Alalikin
Mathematics:	Ms M. Wise	Science:	Mr F. Caprarelli
PDHPE:	Mr A. Jack	TAS:	Mr A. Depalo
History:	Mr D. Knott		

Mr T.O'Brien
Principal
October 2023

Assessment Schedules

The assessment schedules provided to you by your classroom teacher indicate the major components in each course. It is recommended that you go through your schedules and draw up a calendar in your diary or utilise the calendar at the back of the book, listing due dates to assist you with planning your time. Dates are generally indicated as weeks only, so that a suitable lesson or due date within the week may be allocated for all classes.

Dates may change due to unforeseen circumstances. In this instance the Principal will approve the change. As much notice as possible will be given of the new date.

The Assessment Policy rules about lateness will be applied to all these tasks.

Following the list of English courses (of which ONE is compulsory), courses follow in alphabetical order.

Notes:

1. Many of the tasks listed are some form of project or assignment which students will have an extended period to complete. The due date is a ***final due date***.
2. Many practical subjects base their assessment largely on the completion of practical projects and the submission of portfolios. This means that most of the work is completed in class, but the final product is assessed on completion.
3. Topic tests in addition to those listed may be administered in some subjects to assist in formative assessment - the acquisition of specific knowledge and readiness of the class to move on to a new topic.
4. Not all assessments on this schedule apply to all students.

Year 12 Assessment Summary 2023-2024

Term 4 2023			
Week	Subject	Year 12 Assessment Task	%
1A			
2B			
3A			
4B			
5A			
6B			
7A	Food Technology	Task 1: Case Study and In Class Response	20
	Mathematics Advanced	Task 1: Class Test	20
8B	Ancient History	Task 1: Source Analysis and Research	20
	Biology	Task 1: Problem Solving and Skills Task	20
	Drama	Task 1: Individual Project Viva Voce	20
	Information Processes and Technology	Task 1: Project Stage 1	25
	Mathematics Extension 1	Task 1: Class test	20
	Modern History	Task 1: Historical Analysis	25
	Music 1	Task 1: Elective 1 and Core Composition	25
	Software Design and Development	Task 1: Project Development & Documentation Stage 1	20
9A	Sport, Lifestyle and Recreation	Task 1: Healthy Lifestyles Research Task	25
	Business Studies	Task 1: Stimulus Based Task	20
	Chemistry	Task 1: Depth Study	20
	Earth and Environmental Science	Task 1: Practical Task	20
	Economics	Task 1: Case Study	25
	Mathematics Extension 2	Task 1: Case Study	20
	Mathematics Standard 2	Task 1: Class test	20
Society and Culture	Task 1: PIP Process	20	
10B	English Advanced	Task 1: Multi Modal Presentation	25
	English Standard	Task 1: Multi Modal Presentation	25
	English Studies	Task 1: Analytical Response	25
	English Extension 2	Task 1: Viva Voce	30
	Industrial Technology	Task 1: Designing and Planning Presentation	25
	Legal Studies	Task 1: In-class writing task	20
	Personal Development, Health and Physical Education	Task 1: Core 2 Case Study/Presentation	30

Year 12 Assessment Summary 2024

Term 1 2024			
Week	Subject	Year 12 Assessment Task	%
1A			
2B	Community and Family Studies	Task 1: Independent Research Project	20
	Engineering Studies	Task 1: Problem Solving and Report	25
	Information Processes and Technology	Task 1: Project Stage 2	25
3A	Extension Science	Task 1: Literature Review	30
	Physics	Task 1: Open Ended Investigation	25
	Visual Arts	Task 1: Visual Diary Submission / Panel Interview	20
4B	Sport, Lifestyle and Recreation	Task 2: Games and Sports Applications (Weeks 4 – 10)	25
5A			
6B	English Advanced	Task 2: Timed Writing Task	20
7A	English Standard	Task 2: Timed Writing Task	20
	English Studies	Task 2: Timed Writing Task	20
	English Extension 1	Task 1: Timed Writing Task	30
	Ancient History	Task 2: Timed Writing Task	20
	Biology	Task 2: Timed Writing Task	20
	Business Studies	Task 2: Timed Writing Task	20
	Chemistry	Task 2: Timed Writing Task	20
	Community and Family Studies	Task 2: Timed Writing Task	25
	Drama	Task 2: Timed Writing Task	20
	Earth and Environmental Science	Task 2: Timed Writing Task	20
	Economics	Task 2: Timed Writing Task	20
	Engineering Studies	Task 2: Timed Writing Task	20
	Food Technology	Task 2: Timed Writing Task	20
	Industrial Technology	Task 2: Timed Writing Task	20
	Information Processes & Technology	Task 2: Timed Writing Task	15
	Legal Studies	Task 2: Timed Writing Task	20
	Mathematics Advanced	Task 2: Timed Writing Task	20
	Mathematics Extension 1	Task 2: Timed Writing Task	20
	Mathematics Extension 2	Task 2: Timed Writing Task	20
	Mathematics Standard 2	Task 2: Timed Writing Task	20
	Modern History	Task 2: Timed Writing Task	20
	Music 1	Task 2: Elective 2 and Viva Voce	25
	Personal Development, Health and Physical Education	Task 2: Timed Writing Task	20
Physics	Task 2: Timed Writing Task	20	
Society and Culture	Task 2: Timed Writing Task	20	
Software Design and Development	Task 2: Timed Writing Task	20	
Visual Arts	Task 2: Timed Writing Task	20	
8B			
9A			
10B	English Extension 2	Task 2: Literature Review	40
11A			

Year 12 Assessment Summary 2024

Term 2: 2024			
Week	Subject	Year 12 Assessment Task	%
1A			
2B			
3A			
4B	English Advanced	Task 3: Module A Comparative Essay	25
	English Standard	Task 3: Module A Critical Essay	25
	Business Studies	Task 3: Inquiry Task	30
	Economics	Task 3: In Class Essay	25
	Music 1	Task 3: Elective 3 and Core Aural Analysis	25
	Sport, Lifestyle and Recreation	Task 3: Resistance Training (Weeks 4-10)	25
5A	Biology	Task 3: Depth Study – Antibiotic Resistance	30
	Drama	Task 3: Group Performance Progress Mark	30
	Visual Arts	Task 3: Trial Body of Work – Final KHS Submission	30
6B	Engineering Studies	Task 3: Research Task	25
	Food Technology	Task 3: Food Product Development. In Class Response	30
	Mathematics Advanced	Task 3: Assignment Investigation Task and Class Test	30
	Mathematics Standard 2	Task 3: Assignment Investigation Task and Class Test	30
7A	Ancient History	Task 3: Source Analysis Research	30
	Chemistry	Task 3: Practical Test	20
	Extension Science	Task 2: Statistics Task	30
	Mathematics Extension 1	Task 3: Assignment/Investigation and class test	30
	Personal Development, Health and Physical Education	Task 3: Research 2 Case Studies. Written Response	20
	Physics	Task 3: Depth Study	25
	Society and Culture	Task 3: Essay and Short Answer	30
	8B	English Studies	Task 3: Collection of Classwork
English Extension 1		Task 2: Critical Response	40
Community and Family Studies		Task 3: Parenting and Caring	25
Information Processes and Technology		Task 3: Project Work – Individual	30
Legal Studies		Task 3: Inquiry / In-class task	30
Mathematics Extension 2		Task 3: Assignment/Investigation and class test	30
Modern History		Task 3: In-class Essay	25
Software Design and Development		Task 3: Project Development & Documentation Stage 2	30
9A		Industrial Technology	Task 3: Project Development and Management Report
10B	English Extension 2	Task 3: Critique of the Creative Process	30
	Earth and Environmental Science	Task 3: Depth Study	30

Year 12 Assessment Summary 2024

Term 3: 2024			
Week	Subject	Year 12 Assessment Task	%
1A			
2B	English Advanced	Task 4: Trial HSC	30
3A	English Standard	Task 4: Trial HSC	30
4B	English Studies	Task 4: Trial HSC	25
	English Extension 1	Task 4: Trial HSC	30
	Ancient History	Task 4: Trial HSC	30
	Biology	Task 4: Trial HSC	30
	Business Studies	Task 4: Trial HSC	30
	Chemistry	Task 4: Trial HSC	30
	Community and Family Studies	Task 4: Trial HSC	30
	VET Construction	Task 4: Trial HSC	100
	Drama	Task 4: Trial HSC	30
	Earth and Environmental Science	Task 4: Trial HSC	30
	Economics	Task 4: Trial HSC	30
	Engineering Studies	Task 4: Trial HSC	30
	Food Technology	Task 4: Trial HSC	30
	VET Hospitality	Task 4: Trial HSC	100
	Industrial Technology	Task 4: Trial HSC	25
	Information Processes and Technology	Task 4: Trial HSC	30
	Legal Studies	Task 4: Trial HSC	30
	Mathematics Advanced	Task 4: Trial HSC	30
	Mathematics Extension 1	Task 4: Trial HSC	30
	Mathematics Extension 2	Task 4: Trial HSC	30
	Mathematics Standard 2	Task 4: Trial HSC	30
	Modern History	Task 4: Trial HSC	30
	Music 1	Task 4: Trial Aural Examination and Core Performance	25
	Personal Development, Health and Physical Education	Task 4: Trial HSC	30
	Physics	Task 4: Trial HSC	30
	Society and Culture	Task 4: Trial HSC	30
	Software Design and Development	Task 4: Trial HSC	30
	Sport, Lifestyle and Recreation	Task 4: Course Examination	25
	Visual Arts	Task 4: Trial HSC	30
	5A		
6B	Extension Science	Task 3: Scientific Research Report	40
7A			
8B			
9A			
10B			

ENGLISH ADVANCED

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Texts and Human Experiences- Multi Modal Presentation	Multimodal Presentation	EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7	25	T4, W10
2	Timed Writing Task	Reading and Writing	EA12-1, EA12-3, EA12-5, EA12-6, EA12-9	20	T1, W6/7
3	Module A Comparative Essay	Analytical Writing	EA12-2, EA12-3, EA12-4, EA12-6, EA12-7, EA12-8	25	T2, W4
4	Trial HSC Examination	Reading and writing	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8, EA12-9	30	T3, W3/4

A student:

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

ENGLISH STANDARD

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Texts and Human Experiences- Multi Modal Presentation	Multimodal Presentation	EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-7	25	T4, W10
2	Timed Writing Task	Reading and Writing	EN12-1, EN12-3, EN12-5, EN12-6, EN12-9	20	T1, W6/7
3	Module A Critical Essay	Analytical Writing	EN12-2, EN12-3, EN12-4, EN12-7, EN12-8	25	T2, W4
4	Trial HSC Examination	Reading and writing	EN12-3, EN12-4, EN12-5, EN12-6, EN12-8, EN12-9	30	T3, W2/4

A student:

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

ENGLISH STUDIES

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Texts and Human Experiences Analytical response	Writing	ES12-5, ES12-7, ES12-8, ES12-9	25	T4, W10
2	Timed Writing Task	Reading and Writing	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-9, ES12-10	20	T1, W6/7
3	All Modules- Collection of Classwork	Collection of classwork	ES12-1, ES12-4, ES12-5, ES12-7	30	T2, W8
4	Trial HSC Examination	Reading and Writing	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	25	T3, W2/4

A student:

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

ENGLISH EXTENSION 1

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Timed Writing Task	Reading and Writing	EE12-2, EE12-4, EE12-5	50	T1, W6/7
2	Critical Response with related text	Analytical Writing	EE12-1, EE12-2, EE12-3, EE12-4	40	T2, W8
3	Trial HSC Examination	Reading and Writing	EE12-2, EE12-3, EE12-4, EE12-5	30	T3, W2/4

A student:

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

ANCIENT HISTORY

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Source Analysis and research	Ancient Society	AH12-3, AH12-5, AH12-6, AH12-8, AH12-9	20	T4, W8
2	Topic Test: Historical Analysis	Ancient Society & Historical Period	AH12-1, AH12-2, AH12-4, AH12-7, AH12-9	20	T1, W6/7
3	Source Analysis Research	Core: Pompeii and Herculaneum	AH12-5, AH12-6, AH12-8, AH12-9, AH12-10	30	T2, W7
4	Trial HSC Examination	All Topics	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-7, AH12-9, AH12-10	30	T3, W3/4

A student:

- 12-1 Accounts for the nature of continuity and change in the ancient world
- 12-2 Proposes arguments about the varying causes and effects of events and developments
- 12-3 Evaluates the role of historical features, individuals and groups in shaping the past
- 12-4 Analyses the different perspectives of individuals and groups in their historical context
- 12-5 Assesses the significance of historical features, people, places, events and developments of the ancient world
- 12-6 Analyses and interprets different types of sources for evidence to support an historical account or argument
- 12-7 Discusses and evaluates differing interpretations and representations of the past
- 12-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- 12-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- 12-10 Analyses issues relating to the ownership, custodianship and conservation of the ancient past

BIOLOGY

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Problem solving and Skills Task	Module 5: Heredity	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12	20	T4, W8
2	Topic Test	Module 5/6: Heredity Genetic Change	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13	20	T1, W6/7
3	Depth Study - Antibiotic Resistance	Module 7: Infectious Disease	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-14	30	T2, W5
4	Trial HSC Examination	Modules 5-8	BIO11/12-1 to BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	30	T3, W3/4

A student:

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

BUSINESS STUDIES

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Stimulus Based Task	Operations	H2, H3, H4, H5, H6, H8, H9	20	T4, W9
2	Timed Writing Task	Operations & Finance	H2, H3, H4, H5, H8, H9, H10	20	T1, W6/7
3	Inquiry Task	Marketing	H1, H2, H4, H5, H6, H7, H8, H9	30	T2, W4
4	Trial HSC Examination	All Topics	H1, H2, H3, H4, H5, H6, H8, H9, H10	30	T3, W3/4

A student:

- H1 Critically analyses the role of business in Australia and globally
- H2 Evaluates management strategies in response to changes in internal and external influences
- H3 Discusses the social and ethical responsibilities of management
- H4 Analyses business functions and processes in large and global businesses
- H5 Explains management strategies and their impact on businesses
- H6 Evaluates the effectiveness of management in the performance of businesses
- H7 Plans and conducts investigations into contemporary business issues
- H8 Organizes 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

CHEMISTRY

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Depth Study	Solubility	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12	30	T4, W9
2	Timed Writing Task	Module 5-6, Working scientifically skills	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13	20	T1, W6/7
3	Practical Test	Working scientifically skills	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-14	20	T2, W7
4	Trial HSC Examination	Modules 5-8	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15	30	T3, W3/4

A student:

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

COMMUNITY AND FAMILY STUDIES

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Independent Research Project	Groups in Context and Research Methodology <ul style="list-style-type: none"> Plan / Diary / Project 	H4.1, H4.2	20	T1, W2
2	Timed Writing Task	<ul style="list-style-type: none"> Research Methodology Groups in Context 	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	25	T1, W6/7
3	Parenting and Caring	Parenting and Caring <ul style="list-style-type: none"> Promotional package (presentation, justification) Skills and effective communication Collecting, analysing and organising information 	H2.1, H2.2, H3.2, H5.1	25	T2, W8
4	Trial HSC Examination	Groups in Context, Research Methodology, Individuals and Work, Parenting and Caring	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	30	T3, W3/4

A student:

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

CONSTRUCTION [Course]

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3)

Cohort 2023 - 2024 26211 2 Units x 2 Years

Training Package CPC Construction, Plumbing and Services Training Package (version 8.0)

Assessment Events		Task 5	Task 6	Task 7	½ Yearly Exam**	Trial Exam**
		Week	Week	Week	Weeks 6 & 7	Weeks 3 & 4
		Term 4	Term 1	Term 3	Term 1	Term 3
		Date: TBA	Date: TBA	Date: TBA		
Code	Unit of Competency					
CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	X				
CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials		X			
CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the construction industry			X		

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

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

*** Selected units only to be confirmed by your teacher.**

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.

Cohort 2023 - 2024 Stage 6 Construction Task N/A Qualification CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3) Training Package CPC Construction, Plumbing and Services Training Package (version 8.0) Version 0.28 QPA Yes

DRAMA

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Individual Project Viva Voce	Making 10% Performing 10%	H1.5, H1.7, H3.1, H3.2	20	T4, W8/9
2	Times Writing Task Topic 1 – Essay	Critically Studying 20%	H1.3, H3.2, H3.3, H3.4	20	T1, W6/7
3	Group Performance Progress mark	Performing 10% Making 20%	H1.3, H1.4, H2.3, H3.1	30	T2, W5/6
4	Trial HSC	Making 10% Performing 10% Critically Studying 10%	H1.1, H1.6, H1.2, H2.1, H1.3, H2.2, H1.4, H3.3 H1.7, H3.1, H3.2, H3.4, H3.5	30	T3, W3/4

A student:

- 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
- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
- H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements

EARTH AND ENVIRONMENTAL SCIENCE

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Practical Task	Working Scientifically Skills	EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6,	20	T4, W9
2	Timed Writing Task	Modules 5, 7 and Working Scientifically Skills	EES12-12, EES12-14	20	T1, W 6/7
3	Depth Study	Hazards	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-7, EES12-13	30	T2, W10
4	Trial HSC Examination	Modules 5, 6, 7 and Working Scientifically Skills	EES12-12, EES12-13, EES12-14	30	T3, W3/4

A student:

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

ECONOMICS

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Case Study -The Global Economy and Vietnam	The Global Economy	H1, H2, H3, H4, H5, H7, H8, H9, H10	25	T4, W9
2	Timed Writing Task	The Global Economy, Australia's Place in the Global Economy	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	20	T1, W6/7
3	In class essay - Economic Issues	Economic Issues	H1, H2, H7, H9, H10, H11	25	T2, W4
4	Trial HSC Examination	All topics	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	30	T3, W3/4

Note: H12 is assessed formatively throughout the course

A student:

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

ENGINEERING STUDIES

Task	Task Description	Skill /Component /Topic	Outcomes	Weighting %	Due Date
1	Civil Structures Engineering Problem Solving & Report	Knowledge and understanding, research, problem solving and communication related to engineering practice	H3.1, H3.2, H4.2, H5.1, H5.2	25	T1, W2
2	Timed Writing Task	Knowledge and understanding of course content	H1.2, H3.1, H3.3, H4.1, H6.1	20	T1, W6/7
3	Telecommunications Scope of the Profession & Current Innovations Materials Research Task	Knowledge and understanding, research, problem solving and communication related to engineering practice	H1.1, H2.1, H2.2, H4.1	25	T2, W6
4	Trial HSC Examination	Knowledge and understanding of course content	H1.1, H1.2, H2.1, H3.1, H4.2, H4.3	30	T3, W3/4

A student:

- H1.1 describes the scope of engineering and critically analyses current innovations
- H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
- H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering
- H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
- H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
- H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
- H3.3 develops and uses specialised techniques in the application of graphics as a communication tool
- H4.1 investigates the extent of technological change in engineering
- H4.2 applies knowledge of history and technological change to engineering-based problems
- H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
- H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports
- H5.2 selects and uses appropriate management and planning skills related to engineering
- H6.1 demonstrates skills in research and problem-solving related to engineering
- H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

EXTENSION SCIENCE

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Literature Review Task	Module 2: The research proposal	SE2, SE3, SE5, SE7	30	T1, W3
2	Statistics Task	Module 2-4	SE1, SE4, SE5	30	T2, W7
3	Scientific Research Report	Module 4: The research report	SE1, SE2, SE3, SE4, SE5, SE6, SE7	40	T3, W6

A student:

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

FOOD TECHNOLOGY

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Case Study on the Australian Food Industry and in class response	Knowledge and skills in researching, analysing and evaluating food issues	HH1.2, H1.4, H3.1	20	T4, W7
2	Timed Writing Task	Knowledge and understanding of course content	H1.1, H4.2	20	T1, W6/7
3	Food Product Development and in class response	Skills in experimenting with and preparing food by applying theoretical concepts Skills in researching, analysing and communicating food issues	H1.3, H2.1, H4.1, H5.1	30	T2, W6
4	Trial HSC Examination	Knowledge and understanding of course content	H1.1, H1.2, H1.3, H1.4, H2.1, H3.2	30	T3, W3/4

A student:

- 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
- H4.1 develops, prepares and presents food using product development processes
- H4.2 applies principles of food preservation to extend the life of food and maintain safety
- H5.1 develops, realises and evaluates solutions to a range of food situations

HOSPITALITY – FOOD AND BEVERAGE (VET)

Macquarie Park RTO 90222

Hospitality RTO - Department of Education - 90333, 90222, 90072, 90162 Qualification: SIT20322 Certificate II in Hospitality Cohort 2023 - 2024 Training Package SIT Tourism, Travel and Hospitality (version2.1)

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2	Task 3	Task 4	½ Yearly Exam**	Trial Exam**
		Week	Week	Week	Weeks 6 & 7	Weeks 3 & 4
		Term 4	Term 1	Term 3	Term 1	Term 3
		Date: TBA	Date: TBA	Date: TBA		
Code	Unit of Competency					
SITHIND006	Source and use information on the hospitality industry	x				
SITHFAB024	Prepare and serve non-alcoholic beverages		x			
SITHFAB025	Prepare and serve espresso coffee		x			
SITHFAB027	Serve food and beverages		x			
BSBTWK201	Work effectively with others			x		
SITHIND007	Use hospitality skills effectively			x		

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

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

*** Selected units only to be confirmed by your teacher.**

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.

Cohort 2023 2024 Stage 6 Hospitality Task N/A Qualification SIT Tourism, Travel and Hospitality (version2.1) (Version 2.1) Version 0.16 QPA Yes

INDUSTRIAL TECHNOLOGY (Multimedia / Timber Products & Furniture Technologies)

Task	Task Description	Skill /Component /Topic	Outcomes	Weighting %	Due Date
1	Designing and Planning Presentation	Knowledge and skills in the design, management, communication and production of a major project	H3.1, H3.2, H3.3, H5.1	25	T4, W10
2	Timed Writing Task	Knowledge and understanding of course content	H1.1, H1.2, H3.2, H4.3, H5.2, H6.1, H7.1, H7.2	20	T1, W6/7
3	Project Development and Management Report	Knowledge and skills in the design, management, communication and production of a major project	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	30	T2, W9/10
4	Trial HSC Examination	Knowledge and understanding of course content	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	25	T3, W3/4

A student:

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles 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

INFORMATION PROCESSES AND TECHNOLOGY

Task	Task Description	Skill /Component /Topic	Outcomes	Weighting %	Due Date
1	Project Work: Stage 1: Group Stage 2: Individual	Project Management Communication Systems Multimedia	H1.1, H2.2, H3.1, H4.1, H5.2, H7.2	25	Stage 1: T4, W8 Stage 2: T1, W2
2	Timed Writing Task IT Solutions	Project Management Communication Systems Multimedia	H1.1, H2.1, H2.2, H3.2, H4.1, H5.1, H6.2	15	T1, W6/7
3	Project Work: Individual	Information Systems & Databases; Transaction Processing Systems;	H1.2, H2.1, H2.2, H3.2, H5.1, H6.1, H6.2, H7.1	30	T2, W8
4	Trial HSC	Project Management; Information Systems & Databases; Communication Systems; Transaction Processing Systems; Multimedia Systems	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	30	T3, W3/4

A student:

- H1.1 applies and explains an understanding of the nature and function of information technologies to a specific practical situation
- H1.2 explains and justifies the way in which information systems relate to information processes in a specific context
- H2.1 analyses and describes a system in terms of the information processes involved
- H2.2 develops and explains solutions for an identified need which address all of the information processes
- H3.1 evaluates and discusses the effect of information systems on the individual, society and the environment
- H3.2 demonstrates and explains ethical practice in the use of information systems, technologies and processes
- H4.1 proposes and justifies ways in which information systems will meet emerging needs
- H5.1 justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
- H5.2 assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices
- H6.1 analyses situations, identifies needs, proposes and then develops solutions
- H6.2 selects, justifies and applies methodical approaches to planning, designing or implementing solutions
- H7.1 implements and explains effective management techniques
- H7.2 uses methods to thoroughly document the development of individual and team projects

LEGAL STUDIES

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	In class writing task	Crime	H1, H3, H4, H5, H6, H7, H8, H9	20	T4, W10
2	Timed Writing Task	Crime and Human Rights	H1, H2, H3, H4, H7, H9, H10	20	T1, W6/7
3	Inquiry / In Class Task	Option Topic	H1, H4, H5, H6, H8, H9, H10	30	T2, W8
4	Trial HSC Examination	All Topics	H1, H2, H3, H5, H7, H9, H10	30	T3, W3/4

A student:

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

MATHEMATICS ADVANCED

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Class test	Logarithms and Exponential E1, Probability and Discrete Probability Distributions S1, Graphing techniques F2, Trigonometric functions and graphs T3	MA12-1, MA 12-5, MA12-10	20	T4, W7
2	Timed Writing Task	Trigonometric functions and graphs T3, Differentiation of trigonometry, exponential and logarithmic functions C2.1, Rules of differentiation C2.2, The first and second derivatives C3.1, Applications of the derivative C3.2, The anti-derivative C4.1	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-10	20	T1, W6/7
3	Assignment/ Investigation Task + Class Test	The anti-derivative C4.1, Areas and the definite integral (C4.2), Arithmetic sequence and series (M1.2), Geometric sequences and series (M1.3), Modelling investments and loans (M1.1), Financial applications of sequences and series (M1.4)	MA12-2, MA12-4, MA12-7, MA12-9, MA12-10	30	T2, W6
4	Trial HSC Examination	All Topics covered in the Mathematics Advanced course	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-10	30	T3, W3/4

Each of the tasks listed above will represent the following components

- Understanding, fluency and communication
- Problem solving, reasoning and justification

A student:

MA12-1	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
MA12-2	models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
MA12-3	applies calculus techniques to model and solve problems
MA12-4	applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
MA12-5	applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
MA12-6	applies appropriate differentiation methods to solve problems
MA12-7	applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA12-8	solves problems using appropriate statistical processes
MA12-9	chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
MA12-10	constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context
MA11-1	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
MA11-2	uses the concepts of functions and relations to model, analyse and solve practical problems
MA11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MA11-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MA11-5	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
MA11-6	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practice problems
MA11-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MA11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

MATHEMATICS EXTENSION 1

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Class test	Introduction to vectors V1.1, Further operations with vectors V1.2, Trigonometric equations T3	ME12-2, ME12-3, ME12-7	20	T4, W8
2	Timed Writing Task	Trigonometric equations T3, Further calculus C2, Further area and volumes of solids of revolution C3.1, Projectile motion V1.3	ME12-1, ME12-2, ME12-3, ME12-4, ME12-7	20	T1, W6/7
3	Assignment/ Investigation Task + Class Test	Projectile motion V1.3, Bernoulli and binomial distributions S1.1, Normal approximations for the sample proportion S1.2, Differential Equations C3.2	ME12-1, ME12-2, ME12-4, ME12-5, ME12-6, ME12-7	30	T2, W7
4	Trial HSC Examination	All Topics covered in the Mathematics Extension 1 course	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-7	30	T3, W3/4

Each of the tasks listed above will represent the following components:

- Understanding, fluency and communication
- Problem solving, reasoning and justification

A student:

ME12-1	applies techniques involving proof or calculus to model and solve problems
ME12-2	applies concepts and techniques involving vectors and projectiles to solve problems
ME12-3	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
ME12-4	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
ME12-5	applies appropriate statistical processes to present, analyse and interpret data
ME12-6	chooses and uses appropriate technology to solve problems in a range of contexts
ME12-7	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms
ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
ME11-2	manipulates algebraic expressions and graphical functions to solve problems
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs

MATHEMATICS EXTENSION 2

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Class test	Arithmetic of complex numbers N1.1, Geometric representations of a complex number N1.2, Other representations of complex numbers N1.3 and Solving equations with complex numbers N2.1	MEX12-1, MEX12-4, MEX12-7, MEX12-8	20	T4, W9
2	Timed Writing Task	Solving equations with complex numbers N2.1, Geometrical implications of complex numbers N2.2, Introduction to three-dimensional vectors V1.1, Further operations with three-dimensional vectors V1.2 and Vectors and vector equations of lines V1.3	MEX12-1, MEX12-3, MEX12-4, MEX12-7, MEX12-8	20	T1, W6/7
3	Assignment/ Investigation Task + Class Test	Further Integration C1, Simple harmonic motion M1.1, Modelling motion without resistance M1.2, Resisted Motion M1.3, Projectile and resisted motion M1.4	MEX12-1, MEX12-5, MEX12-6, MEX12-7, MEX12-8	30	T2, W8
4	Trial HSC Examination	All Topics covered in Mathematics Extension 2 course	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	30	T3, W3/4

Each of the tasks listed above will represent the following components:

- Understanding, fluency and communication
- Problem solving, reasoning and justification

A student:

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

MATHEMATICS STANDARD 1

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Class test	Rates M4, Scale Drawings M5, Right-angled Triangles M3	MS1-12-3, MS1-12-4, MS1-12-10	20	T4, W9
2	Timed Writing Task	Right-angled Triangles M3, Investments F2, Depreciation and Loans F3	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-10	20	T1, W6/7
3	Assignment/Investigation Task + Class Test	The Statistical Investigation Process for a Survey S3.1, Exploring and describing data arising from two quantitative variables S3.2	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10	30	T2, W6
4	Trial HSC Examination	All Topics covered in Mathematics Standard and Mathematics Standard 1 course	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-10 MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10	30	T3, W3/4

Each of the tasks listed above will represent the following components:

- Understanding, fluency and communication
- Problem solving, reasoning and justification

A student:

MS1-12-1	uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS1-12-2	analyses representations of data in order to make predictions and draw conclusions
MS1-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness
MS1-12-4	analyses simple two-dimensional and three-dimensional models to solve practical problems
MS1-12-5	makes informed decisions about financial situations likely to be encountered post-school
MS1-12-6	represents the relationships between changing quantities in algebraic and graphical forms
MS1-12-7	solves problems requiring statistical processes
MS1-12-8	applies network techniques to solve network problems
MS1-12-9	chooses and uses appropriate technology effectively and recognises appropriate times for such use
MS1-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others
MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	performs calculations in relation to two-dimensional and three-dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

MATHEMATICS STANDARD 2

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Class test	Rates and Ratios M7, Non-right-angled Trigonometry M6	MS2-12-3, MS2-12-4, MS2-12-10	20	T4, W9
2	Timed Writing Task	Non-right-angled Trigonometry M6, Investments F4.1, Depreciation and loans F4.2 and Annuities F5	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-10	20	T1, W6/7
3	Assignment/Investigation Task + Class Test	Bivariate Data Analysis S4, The Normal Distribution S5, Networks Concepts N2	MS2-12-2, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	30	T2, W6
4	Trial HSC Examination	All Topics covered in Mathematics Standard and Mathematics Standard 2 course	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10, MS212-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-10	30	T3, W3/4

Each of the tasks listed above will represent the following components:

- Understanding, fluency and communication
- Problem solving, reasoning and justification

A student:

- MS2-12-1: uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS2-12-2: analyses representations of data in order to make inferences, predictions and draw conclusions
- MS2-12-3: interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
- MS2-12-4: analyses two-dimensional and three-dimensional models to solve practical problems
- MS2-12-5: makes informed decisions about financial situations, including annuities and loan repayments
- MS2-12-6: solves problems by representing the relationships between changing quantities in algebraic and graphical forms
- MS2-12-7: solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
- MS2-12-8: solves problems using networks to model decision-making in practical problems
- MS2-12-9: chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
- MS2-12-10: uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response
- MS11-1: uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2: represents information in symbolic, graphical and tabular form
- MS11-3: solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4: performs calculations in relation to two-dimensional and three-dimensional figures
- MS11-5: models relevant financial situations using appropriate tools
- MS11-6: makes predictions about everyday situations based on simple mathematical models
- MS11-7: develops and carries out simple statistical processes to answer questions posed
- MS11-8: solves probability problems involving multistage events
- MS11-10: justifies a response to a given problem using appropriate mathematical terminology and/or calculations

MODERN HISTORY

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Historical Analysis	Power and Authority in the Modern World	MH12-4, MH12-6, MH12-7, MH12-8, MH12-9	25	T4, W8
2	Timed Writing Task	Power and Authority in the Modern World & Russia and the Soviet Union	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	20	T1, W6/7
3	In Class Essay	The Cold War	MH12-1, MH12-2, MH12-3, MH12-5, MH12-8, MH12-9	25	T2, W8
4	Trial HSC Examination	All Topics	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	30	T3, W3/4

A student:

- 12-1 Accounts for the nature of continuity and change in the modern world
- 12-2 Proposes arguments about the varying causes and effects of events and developments
- 12-3 Evaluates the role of historical features, individuals, groups and ideas in shaping the past
- 12-4 Analyses the different perspectives of individuals and groups in their historical context
- 12-5 Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- 12-6 Analyses and interprets different types of sources for evidence to support an historical account or argument
- 12-7 Discusses and evaluates differing interpretations and representations of the past
- 12-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- 12-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MUSIC 1

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	TOPIC 1: An Instrument & its repertoire ELECTIVE 1 AND Core Composition	ELECTIVE 1 – Performance/Musicology/ Composition Composition (Core)	H1, H5, H11 H2, H6, H8, H10	25	T4, 10
2	TOPIC 2: Music of the C20th & C21st ELECTIVE 2: AND Viva voce presentation on student’s Elective 2 choice	ELECTIVE 2 – Performance/Musicology/ Composition Musicology (Core)	H1, H5, H11 H3, H4, H5, H7, H8	25	T1, W 6/7
3	TOPIC 3: Popular Music ELECTIVE 3: AND Aural analysis	ELECTIVE 3 – Performance/Musicology/ Composition AURAL (Core)	H1, H5, H11 H2, H4, H6	25	T2, W4
4	TRIAL AURAL EXAMINATION AND Core Performance (and presentation of program – feedback only)	AURAL PERFORMANCE (Core)	H2, H4, H6, H8 H1, H5, H11	25	T3, W3/4

A student:

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

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Core 2 Case Study/Presentation Factors Affecting Performance	Knowledge and understanding of training plans, nutritional strategies and/or psychological strategies that affect performance. Skills of critical thinking, research and analysis required.	H7, H8, H9, H10, H11, H16, H17	30	T4 W10
2	Timed Writing Task	Knowledge and Understanding - Factors Affecting Performance Health Priorities in Australia.	H1, H2, H3, H4, H5, H14, H15, H16, H17	20	T1, W6/7
3	Option – Sports Medicine Research 2 Case Studies. Prepare written responses.	Knowledge and understanding of safe sport practices, managing injuries and promoting safe sports participation. Skills of critical thinking, research and analysis required.	H8, H13, H16, H17	20	T2, W7
4	Trial HSC Examination Core 1, Core 2 Sports Medicine Improving Performance	Knowledge and understanding of Factors Affecting Performance, Health Priorities in Australia, Sports Medicine and Improving Performance.	H1 to H5, H7 to H11, H13 - to H17	30	T3, W3/4

A student:

- H1 describes the nature, and justifies the choice, of Australia’s health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for the new public health approach to health promotion
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- 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

PHYSICS

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Open Ended Investigation	Module 5: Advanced Mechanics	PHY11/12-1, PHY11/12-3, PHY11/12-5, PHY11/12-6, PHY12-12	25	T1, W3
2	Topic Test	Module 5-6 Advanced Mechanics/Electromagnetism	PHY11/12-1 to PHY11/12-7, PHY12-12, PHY12-13	20	T1, W6/7
3	Depth Study - Nature of light	Module 7: Nature of light	PHY11/12-1, PHY11/12-2, PHY11/12-3, PHY11/12-4, PHY11/12-5, PHY11/12-7, PHY12-14	25	T2, W7
4	Trial HSC Examination	Modules 5-8	PHY12-1, PHY12-6, PHY12-12, PHY12-13, PHY12-14, PHY12-15	30	T3 W3/4

A student:

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

SOCIETY AND CULTURE

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	PIP Process	Personal Interest Project	H6, H7, H8, H9, H10	20	T4, W9
2	Timed Writing Task	Core: Social and Cultural Continuity and Change	H3, H4, H5, H6, H10	20	T1, W6/7
3	Essay & short answer	Depth Study ONE	H1, H5, H9, H10	30	T2, W7
4	Trial HSC Examination	Core, Depth Study One and Two	H1, H2, H3, H9, H10	30	T3, W3/4

A student:

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

Compulsory submission dates will be:

FORMAT	Date	Details
1. NESA check in	T4 - W5	Diary and Project Proposal
2. School based check in	T4 - W8	Plan for primary and secondary research methodology – at least 3
3. NESA check in	T1 - W2	Diary and primary research methodology (1) and secondary methodology (1) evidence
4. School based check in	T1 - W6	Diary and primary research methodology (2 and 3) and secondary methodology (2 and 3) evidence
5. NESA check in	T1 - W9	Diary and draft introduction of PIP
6. NESA check in	T2 - W2	Diary and plan of chapters – dot point summaries
7. School based check in	T2 - W5	Diary, introduction, and chapter 1 complete
8. School based check in	T2 - W7	Diary, chapter 2
9. NESA check in	T2 - W9	Diary, chapter 3, draft log and conclusion
10. School based check in	T3 - W2	Finished product for final feedback, completed declarations document
11. NESA SUBMISSION	T3 - W3	FINAL PRODUCT UPLOADED TO NESA, teacher certification

SOFTWARE DESIGN AND DEVELOPMENT

Task	Task Description	Skill / Component / Topic	Outcomes	Weighting %	Due Date
1	Project Development and Documentation (Stage 1)	Developing a Solution Package Defining and Understanding Planning and Designing Social and Ethical Issues	H2.2, H4.1, H4.2, H5.1, H5.2, H6.2	20	T4, W8
2	Timed Writing Task	Software Development Approaches Defining and Understanding Planning and Designing	H1.2, H4.1, H4.2, H5.2	20	T1, W6/7
3	Project Development and Documentation (Stage 2)	Developing a Solution Package Software Development Cycle	H3.2, H4.3, H5.2, H5.3, H6.3, H6.4	30	T2, W8
4	Trial HSC Examination	Social and Ethical Issues Software Development Approaches Software Development Cycle Option 2 – Interrelationship HW and SW	H1.1, H1.2, H1.3, H2.1, H3.1, H4.2, H5.2, H6.1	30	T3, W3/4

A student:

- H1.1 explains the interrelationship between hardware and software
- H1.2 differentiates between various methods used to construct software solutions
- H1.3 describes how the major components of a computer system store and manipulate data
- H2.1 explains the implications of the development of different languages
- H2.2 explains the interrelationship between emerging technologies and software development
- 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 skills required in the software development cycle
- H6.2 communicates the processes involved in a software solution to an inexperienced user
- H6.3 uses and describes a collaborative approach during the software development cycle
- H6.4 develops and evaluates effective user interfaces, in consultation with appropriate people

SPORT, LIFESTYLE and RECREATION

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Healthy Lifestyles Research Task	Healthy Lifestyles Research <ul style="list-style-type: none"> Investigate lifestyle balance 	1.5, 2.3, 3.5, 4.3	25	T4, W8
2	Games and Sports Applications II	Games and Sports Applications II <ul style="list-style-type: none"> Students skillfully and confidently participate in various sporting contexts 	1.1,1.3, 2.1, 3.1, 3.2, 4.1, 4.4	25	T1, W4-10
3	Resistance Training	Resistance Training <ul style="list-style-type: none"> Application and Performance of Resistance Training Principles 	1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	25	T2, W4-10
4	Course Examination	Healthy Lifestyles Games and Sports Applications II Resistance Training	1.1, 1.2, 1.5, 2.1, 2.2, 2.5, 3.2, 3.5, 4.3	25	T3, W3/4

A student:

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

VISUAL ARTS

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Visual Diary Submission / Panel Interview	Artmaking	H1, H2, H3, H4, H5, H6	20	T1, W3
2	Timed Writing Task	Critical / Historical	H6, H7, H8, H9	20	T1, W6/7
3	Trial Body of Work – Final KHS Submission	Artmaking	HH1, H2, H3, H4, H5, H10	30	T3, W5
4	Trial HSC Examination	Critical / Historical	H6, H7, H8, H9	30	T3, W3/4

A student:

- H1 initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3 demonstrates an understanding of the frames when working independently in the making of art
- H4 selects and develops subject matter and forms in particular ways as representations in artmaking
- H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7 applies their understanding 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

Pattern of Study

The HSC course must include a minimum of 10 units of study composed of:

- at least 6 units of Board Developed courses (i.e. courses with an external HSC examination)
- at least 2 units of a Board Developed course in English
- at least 3 courses of a 2 unit value or greater (either Board Developed or Board Endorsed courses)
- at least 4 subjects (including English)
- at most 6 units of Science can count towards the HSC

The Preliminary course must be completed before commencing the HSC component.

Satisfactory Course Completion

- I. To complete a course satisfactorily, you must fulfil all requirements of the syllabus eg. assignments, practical work, attend and participate in all classes including class tasks set by the teacher. This includes the minimum requirement that a student makes a **genuine attempt** at assessment tasks worth more than 50% of the available marks for the course.
- II. The Principal must be satisfied that there is sufficient evidence that you have:
 - a) **followed the course** developed or endorsed by NESA
 - b) applied yourself with **diligence and sustained effort** to the set tasks and experiences provided by the school
 - c) **achieved** some or all of the outcomes

N Determinations

If the Principal determines that the above course requirements have not been met, you will be given written warning in sufficient time to correct any problems regarding satisfactory completion of course requirements.

A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will deem that the student has not met the requirements for the course.

You have the right to appeal to the school and then to NESA against the Principal's N-Award determination. The Principal will advise you of this right and explain the appeal process. Where it is determined that you have not satisfactorily completed a course, you will receive no results from NESA in that course. Until you receive results in 12 Preliminary units you will not be eligible for the award of a Preliminary Certificate and to progress to the HSC Course.

Two or more N-Award warning letters in any one subject **regardless of whether the work has been caught up or not** can lead to an N-Award determination by the Principal.

Assessment Tasks

1. General Information about Assessment Tasks

- 1.1 Each student is expected to complete all assessment tasks.
- 1.2 Assessment tasks take precedence over all other school activities, including excursions, competitions, and sporting events. Under special circumstances the principal will need to be consulted and may grant exemptions.
- 1.3 Assessment tasks must be handed in personally to the class teacher before 8.30am of the date the task is due. Unless otherwise specified, all assessment tasks must be handed in as hard copies. Students must **sign a register** when they submit a task.
- 1.4 Assessment for the Higher School Certificate courses will begin from Term 4, 2023 and finish Term 3, 2024.
- 1.5 All work done at home must be the student's own work as per All My Own Work. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>. The progress of home assessment tasks will be checked by the teacher where appropriate. Work submitted containing work not done by the student may receive zero marks.
- 1.6 For subjects with an externally marked practical component, the majority of the work must be done at school under teacher supervision.
- 1.7 Exam type tasks are those for which no additional question details have been provided. Additional question details may include such things as marking criteria, an open book task, or the question being given beforehand.
- 1.8 If students include frivolous answers in an assessment task, it will be deemed a non-serious attempt. Following NSW Education Standards Authority (NESA) guidelines "Students engaging in a non-serious attempt generally receive no result for that course".
- 1.9 Students are encouraged not to be absent the day prior to a formal assessment task without documentation.
- 1.10 Students must attend all classes on the day an assessment task is due. Students are not permitted to turn up late because they have been working on the task. If a STUDENT IS LATE TO SCHOOL DUE TO SICKNESS, a doctor's certificate must be presented AS SOON AS THEY ARRIVE AT SCHOOL. It will not be accepted later that day or the following day. Students who fail to do so may have their school records adjusted to reflect the unjustified absence. School records are used as a basis for school references and Principal's recommendations for scholarships.

2. Completion of assessment tasks

- 2.1 Late work will receive a zero mark unless a student supplies appropriate evidence of illness or misadventure. Forgetting about a task will also receive a zero. Even though a zero mark will be recorded, students must still complete the assessment task and appropriate feedback will be given.
- 2.2 It is expected that students attend and attempt all assessment tasks. If this does not occur a student will be issued with Non-completion Award Warning (N Award warning).
- 2.3 Computer, internet connection issues, USBs, and printing problems, will not be accepted as valid excuses for late work.
- 2.4 Full school uniform is required to be worn at all school exams. You may be required to remain after the exam as a consequence for not following school procedure.
- 2.5 Students are not allowed to use erasable pens to complete any tasks.

3. Illness/Misadventure

Illness/Misadventure assists students who are prevented from attending an exam or assessment task (including a practical exam) due to illness or unforeseen misadventure.

Definitions of illness and misadventure:

- **Illness or injury** – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the assessment task (e.g. influenza, an asthma attack);
- **Misadventure** – that is, any other event beyond the student's control which allegedly affected the student's performance in the assessment task (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood)

3.1 If a student is absent from an assessment task, evidence of illness/misadventure must be produced. A Doctor's certificate is required and considered evidence of illness. The student or parents/carers must contact the school and inform the school of the student's name and the task/s being missed. Students will be expected to complete the task, on a date to be negotiated with the Deputy Principal. The student has the responsibility of reporting to the Deputy Principal on his/her arrival at school. Failure to do so on immediate arrival to school could be considered late work and a zero mark maybe recorded.

When completing an Illness/Misadventure form, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of your application. If you do not attend an exam and your Illness/Misadventure application is unsuccessful, you may receive a zero for that task.

Student supporting evidence must include:

In cases of misadventure, evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance in the assessment task may have been affected) should be provided with the date and time of the occurrence and subsequent events. The dates featured on the misadventure evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.

In all cases Kellyville High School requires evidence that clearly identifies **disadvantage experienced during the time the student was attempting to complete the assessment task**. The school will not uphold an illness/misadventure application if it is not considered that the reason for the absence is serious.

3.2 If a student is absent and does not provide evidence of illness or misadventure a zero mark will be recorded. Students must still attempt the assessment task and appropriate feedback will be supplied.

3.3 The illness/misadventure application process is designed for cases where, because of illness or misadventure, your performance in an examination is not a good measure of your achievement. In exceptional circumstances the Principal will consider reviewing results gained under adverse conditions. It does NOT cover:

- Difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
- Alleged deficiencies in teaching
- Loss of study time or facilities
- Misreading of the timetable
- Misreading of examination instructions
- Failure to enter for the examination in the correct course
- Long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experience further difficulties

- Courses that are undertaken as a self-tuition student
- Other commitments, such as participation in entertainment, family holiday, work or sporting events, or attendance at exams conducted by other education organisations.

- 3.4 If a student knows beforehand that they will be absent, they should contact the school and inform the Deputy Principal.
- 3.5 If a student attempts an assessment task, regardless of their health, the mark obtained by the student will stand. Students who have a pre-existing illness are unlikely to be given consideration if they sit the task.
- 3.6 If an estimate is to occur, Head Teachers will use their professional discretion based on the student's previous performances and class work. When a mark is being reconsidered, please note the following from the NSW Education Standards Authority (NESA) website (<http://ace.bos.nsw.edu.au/ace-8072>)
- “The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations.”
- 3.7 If for any reason an assessment task produces invalid or unreliable results the school reserves the right to give an alternate task.
- 3.8 In the event of absence on the due date for submission of an assessment task, the task may be brought to the school by a third party (parent/carer) or maybe email to the relevant teacher or Deputy Principal. Students must still notify the school of their absence and complete the Illness/Misadventure process. The task can be emailed to kellyville-h.school@det.nsw.edu.au Attention: Deputy Principal
- 3.9 Students absent from assessment tasks and that have completed Illness/Misadventure applications should do the task in the next available time slot, otherwise a zero mark may be awarded. The task time will be set by the Deputy Principal.
- 3.10 Doctor's certificates that are back dated will not be accepted. Also, family members should not write Doctor Certificates for students due to conflict of interest.

4. Non-completion of assessment tasks

- 4.1 Students who have not attempted assessment tasks totalling 50% or more of the final course assessment marks will be certified as not having satisfactorily completed the course. This means that the student will not receive an assessment mark or an examination mark for that subject.
- 4.2 If a student receives a zero mark, parents/carer will be notified and made aware of the potential consequences.

5. Attendance and school leave

- 5.1 Students' attendance at school and in class is an essential prerequisite for the attainment of the HSC. A Non-Award warning letter may be issued if attendance falls below 90% on the grounds that the student has not completed course outcomes.
- 5.2 Students should be present at school to complete and submit all assessment tasks and examinations. Students and parents/carers should NOT assume leave will be granted in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC tasks. Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time. The Department of Education discourages students taking leave during the school term.

The Department of Education's position in relation to student leave is stated in the Student Attendance in Government Schools Procedures School Attendance Policy. This policy has been developed by the Learning and Engagement Directorate in 2015. 14.1. From the beginning of 2015, family holidays and travel are no longer considered under the Exemption from School - Procedures. Travel outside of the vacation period is now counted as an absence for statistical purposes.

All assessments are conducted within the guidelines set by the NESAs. The NESAs guidelines for HSC students make no provision for tasks missed due to leave. There are well established protocols for illness and misadventure, however, requests for leave do not fall within these protocols. Students and families are expected to make arrangements to ensure that all requirements of the Preliminary and HSC courses can be fulfilled. All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the Deputy Principal AT LEAST TWO WEEKS PRIOR TO THE SCHEDULED TASK. Failure to consult within adequate time, and failure to comply with task submission requirements, will result in penalties for non-completion or late submission of a task in accordance with the assessment policy. All hand-in tasks due during the period of leave must be submitted prior to leave commencing. Examinations that are missed will be completed after the majority of the cohort have completed them.

6. School's review committee

- 6.1 Student malpractice in assessment tasks and examinations will be referred to the school's Review Committee. **See point 8 for more details.** This may result in the student's paper being awarded a zero. This Committee will inform the student of the outcome.
- 6.2 Plagiarism is considered malpractice. Plagiarism is the use of the work of others without acknowledgement:
 - The passing off of someone else's entire work as your own is plagiarism.
 - The copying of paragraphs or sentences from someone else's work is permitted, as long as it is appropriately acknowledged by footnoting or quotation marks.
 - The copying of someone else's ideas, including paraphrasing, is allowed, as long as it is acknowledged.
- 6.3 If an assessment task requires checking for plagiarism, students may be asked to upload the task electronically, to determine the originality of a task. Any assessment task where this is required will be issued with full instructions when the task is given, and these instructions must be followed. Failure to do so may result in a zero mark for the task.
- 6.4 A student who wishes to appeal on the grounds of illness or misadventure must do so in writing, setting out the reasons as fully as possible. This application must be written by the student and lodged no later than 2 days after the due date for the task. All documentation must accompany the appeal when it is lodged. A proforma is available at the back of this booklet, or see a Deputy Principal for a copy. The application should be handed or emailed to the Deputy Principal.
- 6.5 For appeals against an internal assessment mark the student should see the classroom teacher immediately and then the Head Teacher. This must occur on the same day the task was returned to the student. The task must be retained by the Head Teacher. It should be noted that a teacher's professional judgement cannot be the basis of an appeal.
- 6.6 The grounds for appeal to the NESAs are:
 - The weightings used by the school in its Assessment Program do not conform to the NESAs requirements.
 - The school has varied from its stated Assessment Program.
 - Errors in calculation have been made.

- 6.7 Students will have their appeal for illness/misadventure considered by the Appeals Committee based on the rules set out in this policy document. Any student who feels the decision is unwarranted has the right to appeal directly to the principal.

7. Reporting

- 7.1 A written school report is provided twice each year in semesters 1 and 2. Your final Assessment rank will be published on your Semester 2 report. If you feel that your rank in any course is not correct, you may apply to the school principal for a review. The review can only address any clerical or process errors which may have led to your assessment being incorrectly entered. A request for review cannot be based on questioning the professional judgement of the teachers in marking your work.
- 7.2 For each assessment task, students will be informed of their individual rank for that task.

8. Malpractice - Honesty in HSC Assessment – The Standard

This standard sets out the NSW Education Standards Authority (NESA) requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others, who may guide them, are required to comply with the standard.

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

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

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

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

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating.

- 8.1 Should malpractice be suspected, students will be informed of the allegation and be required to demonstrate in writing that all unacknowledged work is entirely their own within two school days. If the suspected malpractice constitutes an alleged breach of examination or assessment task rules, students will be expected to respond within two school days to the allegations in writing. In both cases, the student concerned will be referred to the Assessment Appeals Committee.

According to NESA, "Malpractice" is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from print or digital mediums without reference to the source
- building on the ideas of another person without reference to the source

- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, tutor or subject expert has contributed to substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an in-class assessment/examination, including having access to mobile devices
- using non-approved aides during an assessment task
- providing false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- submitting work that has already been submitted to another school or institution
- seeking and/or sharing information relevant to the content of a current BHHS assessment task (one that has yet to be completed by all students, and the marked work returned to all students). This could be in person or in a public forum such as on the internet e.g. bored of studies website.

8.2 Any student who is identified as having gained an unfair advantage may receive zero for the entire task may be entered onto NESAs malpractice register. Malpractice in any form, including plagiarism, is unacceptable.

Strategies for students to avoid malpractice include:

- familiarize yourself with your obligations and responsibilities of authorship to comply with the [HSC rules and procedures](#) , [HSC: All My Own Work](#) program and the KHS assessment policy.
- being aware of due dates, keeping an up-to-date diary of all their assessments, activities and commitments, and allocating their time effectively
- starting tasks early so that they can seek clarification if needed
- saving all drafts and support materials
- recording sources/references along the way so the reference list does not become a major task at the end
- frequently saving and backing up all computer work; technology failure is generally not an acceptable excuse for submitting work late
- acknowledging that each student's mark will be determined by the quality of the work produced by the student only.

9. Disabilities Provisions

Disability provisions in the HSC are practical arrangements [designed to help students](#) who couldn't otherwise make a fair attempt to show what they know in an exam room.

NESA assesses applications from students with special assessment needs in order to provide eligible students with practical support in NESA assessments and examinations. Applications may be made by students for the RoSA, Preliminary HSC and Higher School Certificate according to procedures determined by NESA.

The coordinator of these applications is the Head Teacher Teaching and Learning. Parents are encouraged to contact the Head Teacher Teaching and Learning with any questions regarding the process as early as possible. Parents will also be provided with the part of the form to be completed by any relevant specialists. It is most important that parents carry out this request in order to support the application with statements from medical professionals. Students will be required to make a statement regarding how the provisions will support them.

The due date is always the last day of [Term 1 for pre-existing conditions](#), except for applications based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever, which should be submitted in July of the examination year, with teacher comments and medical documentation also dated July.

For more details, refer to the NESA website on [Disability provisions | NSW Education Standards](#) or contact the school.

When an application is submitted, evidence must be included indicating the precise nature of the disability, a diagnosis and the consequent effect on examination performance. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication.

Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA only determines disability provisions for the Higher School Certificate examinations. Students and parents should be aware that there is no guarantee that NESA will grant the same provisions as those given at school. Supporting documents, e.g. medical reports that confirm diagnosis of a particular condition; hearing and vision tests; timed essays should be submitted with the application. Supporting documentation should be less than 12 months old except where an existing medical condition/ diagnosis will not change with time, e.g. permanent vision loss, diabetes. Provisions for emergencies (eg a broken arm) may be sought up to the day of the examination. If all the necessary information is not provided, some requested provisions will be declined due to insufficient evidence.

Where a student has a condition that may or may not occur during an examination, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/ misadventure appeals, not disability provisions.

Illness/ Misadventure Flow Chart

If you are studying a Stage 6 course and are absent due to illness or misadventure on the day an assessment task is scheduled or due, follow and complete this process within 2 school days of the due date of the assessment task. This process is mandatory for students undertaking Stage 6 courses.

1

Phone call: You or your parents/carers should notify the Deputy Principal on the day of the missed assessment task by making a phone call to the school on (02) 8824 5955. You can also leave a detailed voicemail message and/or send an email explaining your absence.

2

Download, print and complete the Illness/Misadventure Application on the same day as the missed task: Take this to the relevant professional authority to complete all relevant sections of the application on the same day of your missed assessment task.

3

Attach Evidence: You must attach evidence that covers the day of the assessment task and all other absences until the task is completed. Submitting incomplete forms will jeopardise the application's success.

4

Return to school with completed application: You must attend school on the first day not covered by independent evidence. Present the completed Illness/Misadventure Application, with supporting evidence, to the Deputy Principal within 2 school days of the due date of the assessment task or on the first day of your return to school before 8.30am (if not within 2 school days).

Sample Assessment Cover Sheet

All tasks must be submitted with the blue school cover sheet. No task will be accepted or deemed to have been handed in unless the cover sheet is completed with all relevant signatures.

Kellyville High School
Learning Excellence Integrity



COURSE & SUBJECT

TASK:

This section gives you the details of the task and the due date

DATE DUE:

if the task is not submitted by the due date you will receive zero – see the school's assessment policy

IN THIS TASK YOU WILL BE ASSESSED ON HOW WELL YOU:

•

This section tells you how the task will be assessed

OUTCOMES TO BE ASSESSED:

•

Outcomes from the syllabus related to the task are listed here

The completed task is to be handed in with this cover sheet

NAME: _____ **CLASS:** _____ **DATE SUBMITTED:** ____ / ____ / ____

STATEMENT OF AUTHENTICITY AND ACADEMIC INTEGRITY

I certify that:

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

You state that the work is yours and have acknowledged sources

STUDENT SIGNATURE: _____

DATE: ____ / ____ / ____

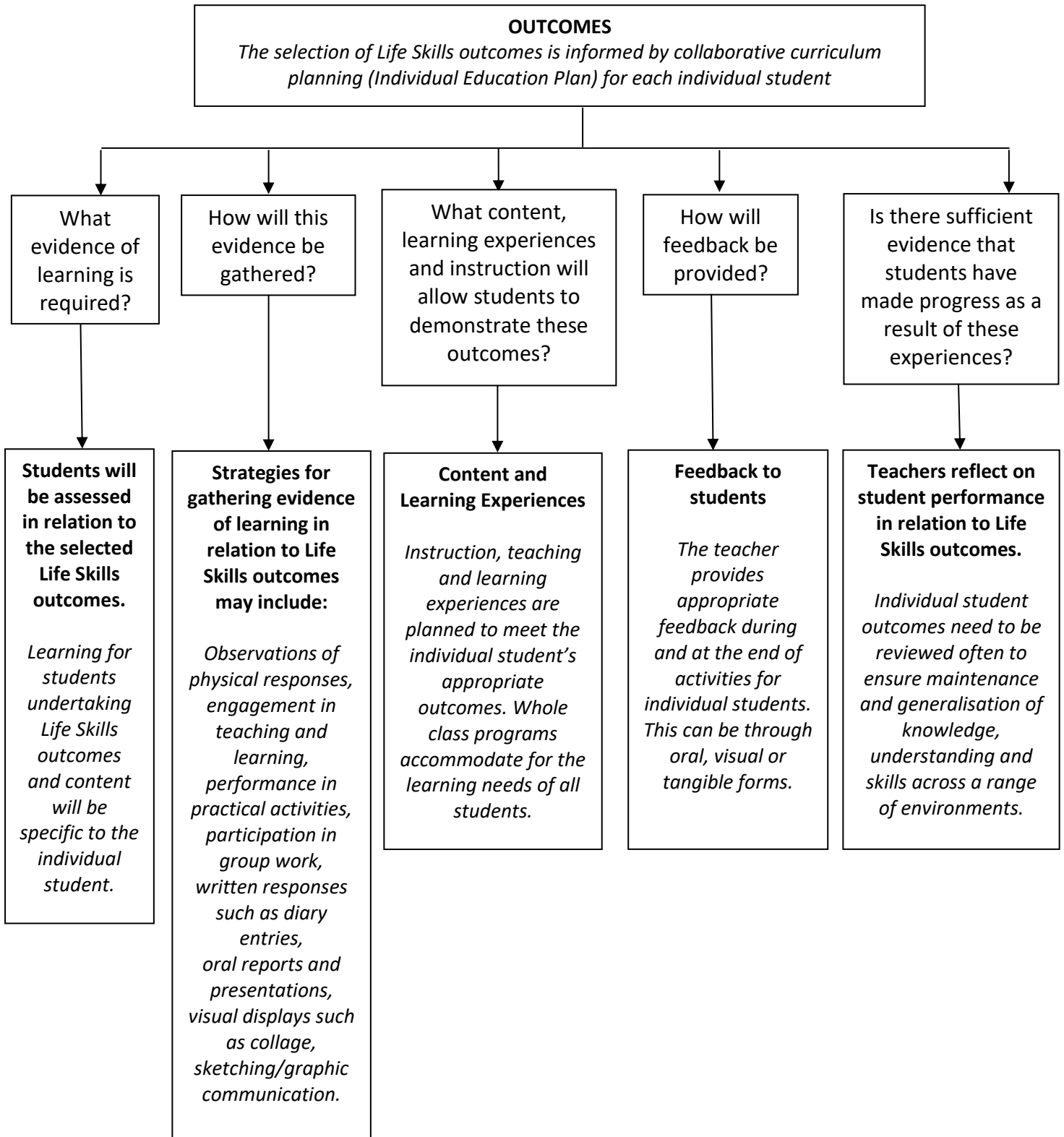
RECEIPT (Retained by Student)

SUBJECT	_____	TEACHER	_____
TASK	_____		
NAME	_____	CLASS	_____
DATE DUE	____ / ____ / ____	DATE SUBMITTED	____ / ____ / ____
RECEIVED BY	_____	SIGNED	_____

You fill in the receipt and retain it as proof you submitted the task

Learning Support: Life Skills Assessment

Years 11–12 Life Skills courses provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability.





Stage 6

Appeal Due to Illness/Misadventure at the time of Assessment or Examination.

Full Name: _____ Year and Roll Class: _____
 Date Form Submitted: _____

IMPORTANT

- Only list here the assessments and/ or examinations you are appealing.

Subject	Teacher	Assessment/ Examination	Original Date Due

STUDENT APPEAL

- I have carefully read the information on this form.
- I consider that my assessment or examination performance was affected by illness or misadventure which occurred immediately before or during the assessment/ examination(s) as set out above.
- I declare that all the information I have supplied is true.

Student signature Date

Parent signature Date

If this appeal is lodged on behalf of a student, please print:

Name of person lodging appeal: _____

Reason the student is not lodging the appeal: _____

Signature: _____ Date: _____

Please complete the information required over the page and return form to Deputy Principal



The person completing these sections must not be related to the student.

Kellyville High School advises that students should attend examinations and hand in assessment tasks on the due date, unless it is considered detrimental to their health. Students who are unwell or experience misadventure are advised to seek **independent** medical advice immediately.

Appeal due to illness

Independent evidence of illness: to be completed by medical practitioner OR Doctor's Certificate attached.

Diagnosis of medical condition: _____

Date of onset of illness: _____

Date(s) and time(s) of all consultations/ meetings relating to this illness: _____

Please describe how the student's condition/ symptoms could affect their examination performance/ or assessment. _____

Any other comments or information which may assist in the assessment of the student's appeal. _____

Please note that any fee for providing this report is the responsibility of the student.

Name of doctor: _____

Profession: _____

Place of work/ organisation: _____

Address: _____

Contact phone number: _____

Signed: _____

Date: _____

Appeal due to misadventure (funeral, car accident, witness to an accident etc)

Independent evidence of misadventure: to be completed by a relevant person such as a police officer or counsellor

Date of misadventure event: _____

Were you a witness to the event? Yes/ No

If No, how did you obtain the evidence you are providing? _____

Are you known to the student? Yes/ No If Yes, nature of relationship: _____

Description of event: _____

Name: _____

Profession: _____

Place of work/ organisation: _____

Address: _____

Contact phone number: _____

Signed: _____

Date: _____

RETURN THIS FORM TO THE DEPUTY PRINCIPAL WITHIN 48 HRS

APPENDIX 2- APPEAL OF ILLNESS/ MISADVENTURE



Kellyville High School
 Learning | Excellence | Integrity

Stage 6
Appeal Due to Illness/Misadventure at the time of Assessment or Examination.

To be retained by the student

Full Name: _____

Year and Roll Class: _____

To be completed by the Deputy Principal

Doctor's Certificate received: Yes/ No

Date received: _____

Subject	Teacher	Assessment/ Examination	Outcome		
			Approved/ Declined	New Date	Other
			A / D		
			A / D		
			A / D		
			A / D		

Comment:

Deputy Principal's signature: _____

Date: _____

Office Use Only

Outcome forwarded to:

Head Teacher _____ Year Adviser _____

Class Teacher _____ Student _____

Sentral Reference No _____ Entered by _____

You should keep this acknowledgement.



**Stage 6
Request for Review of Assessment**

Name: _____

Class: _____

Subject: _____

Teacher: _____

Task: _____

Due Date: _____

Reason for review:

Supporting evidence:

APPROVED / NOT APPROVED

Comment:

Deputy Principal: _____

Date: _____

Notifications: Student/Parent Staff/Executive/LST File

A Glossary of Key Words

Familiarise yourself with these verbs as they will be commonly used in assessment tasks at Kellyville High School and by NESA in the HSC.

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

INDIVIDUAL ASSESSMENT CALENDAR

TERM 4 2023

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
OCTOBER 9 – 13	1						
OCTOBER 16 – 20	2						
OCTOBER 23 – 27	3						
OCT 30 – NOV 3	4						
NOVEMBER 6 – 10	5						
NOVEMBER 13 – 17	6						
NOVEMBER 20 – 24	7						
NOV 27 – DEC 1	8						
DECEMBER 4 – 8	9						
DECEMBER 11 – 15	10						
DECEMBER 18-19	11	School Development Day	School Development Day	School Holidays	School Holidays	School Holidays	

TERM 1 2024

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN	
JAN 29 – FEB 2	1	School Holidays	School Development Day	School Development Day				
FEBRUARY 5 – 9	2							
FEBRUARY 12 – 16	3							
FEBRUARY 29 – 23	4							
FEB 26 – MAR 1	5							
MARCH 4 – 8	6	ASSESSMENT PERIOD						
MARCH 11- 15	7							
MARCH 18 – 22	8							
MARCH 25- 29	9					Public Holiday		
APRIL 1 – 5	10	Public Holiday						
APRIL 8-12	11							
APRIL 15-19		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	
APRIL 22-26		School Holidays	School Holidays	School Holidays	School Holidays	HSC Timetable released	School Holidays	

TERM 2 2024

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
APRIL 29 – MAY 3	1	School Development Day					
MAY 6- 10	2						
MAY 13 – 17	3						
MAY 20 -24	4						
MAY 27 – 31	5						
JUNE 3-7	6						
JUNE 10 – 14	7	Public Holiday					
JUNE 17 – 21	8						
JUNE 24 – 28	9						
JULY 1 - 5	10						
JULY		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays
JULY		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays

TERM 3 2024

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
JULY 22 – 26	1	School Development Day					
JULY 29 – AUG 2	2				Trial HSC Period Begins		
AUG 5 – 9	3						
AUGUST 12 – 16	4					Trial HSC Period Ends	
AUGUST 19 – 23	5						
AUGUST 26 – 30	6						
SEPTEMBER 2-6	7						
SEPTEMBER 9 – 13	8						
SEPTEMBER 16 – 20	9						
SEPTEMBER 23 - 27	10						

***Tuesday 15th October 2024 – HSC Exams start.
Friday 8th November – HSC Exams will finish no later than this date.***

Note: HSC dates are accurate at time of publication. Check <http://educationstandards.nsw.edu.au> for calendar updates.