

Year 12

Assessment

Handbook

2024/2025

**Respecting the past, embracing the future**

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**The Principles behind Assessment at Taree High School**

“The fundamental purpose of assessment and reporting is to improve student learning”.

Assessment is a fundamental element of the teaching and learning cycle. Teachers assess student performance on tasks in relation to syllabus outcomes and make on-balance judgements about student achievement. Assessment relies on the professional judgement of the teacher and should be based on reliable data acquired in a fair environment, from multiple performances in a variety of contexts.

Assessment is used to determine the students’ initial understanding and skills, to monitor student progress and to collect information to report student achievement. Assessment for learning is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to the development of their skills, knowledge and understanding.

Teachers will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

In summary, assessment for learning:

* Is an essential and integrated part of teaching and learning.
* Reflects a belief that all students can improve.
* Involves setting learning goals with students.
* Helps students know and recognise the standards they are aiming for.
* Involves students in self-assessment and peer assessment.
* Provides feedback that helps students understand the next steps in learning and plan how to achieve them.
* Involves teachers, students and parents reflecting on assessment data.

In assessing students, teachers employ a range of strategies for designing and managing tasks, collecting and recording assessment data, and providing appropriate feedback.

When planning assessments teachers should ensure that:

* Assessment activities are clearly related to the outcomes.
* Each assessment activity allows for discrimination of student achievement.
* Activities and tasks provide authentic opportunities for students to demonstrate their levels of achievement in relation to the outcomes.
* A variety of assessment strategies are used so that students have the opportunity to show in different ways what they know and can do.
* A manageable range of assessment strategies are selected.

For each assessment task, teachers:

* Decide the outcomes and components to be assessed.
* Ensure the task type chosen will enable the outcomes to be assessed effectively.
* Ensure the task allows each student to demonstrate his or her level of achievement.

Check that:

* The task is valid and reliable.
* The instructions are clear.
* The language level is appropriate.
* The task is the right length.
* The level of difficulty is appropriate.
* Develop a set of criteria for judging and appropriately rewarding the quality of performance.
* Share their expectations in relation to the criteria for judging the quality of performance with students.

**Format of the Higher School Certificate**

Study for the Higher School Certificate (HSC) has courses divided into 2 components:

* Year 11
* Higher School Certificate

Year 11 courses are studied in Terms 1, 2 and 3 of Year 11. Higher School Certificate courses begin in Term 4 and continue in Terms 1, 2, and 3 of the following year.

The assessment mark will be determined by the class teacher based on components prescribed by the **NSW Education Standards Authority (NESA)**

**Fulfilling the Course Requirements of the NESA**

All HSC students are required to fulfil the course requirements outlined by NESA.

The NESA course requirements are that students must:

1. **Follow the course** developed or endorsed by the NESA;
2. Apply themselves with **diligence** and **sustained effort**; and,
3. **Achieve some or all** of the course outcomes.

**What do these look like in action?**

a) Follow the course developed or endorsed by the NESA

* A student missing lessons and not catching up on missed work (attendance-related issues);
* All dot points outlined in a course syllabus must be taught.

b) Apply themselves with diligence and sustained effort

* A student not actively engaging in lesson activities or completing set tasks (not just assessments);
* A student only focusing their efforts on assessments and not applying ongoing effort during lessons and with homework.

c) Achieve some or all of the course outcomes

* A student must demonstrate through their assessment that they have achieved some or all of the course outcomes.
* Regular attendance and completion of assessments are essential to the satisfactory achievement of this.

Course teachers and Faculty Head Teachers monitor student performance in regard to these requirements. If it is deemed that a student has not met one or more of these, an N-determination Warning Letter will be sent outlining action that must be taken by the student to satisfy the requirements. If action is not taken, the student is in danger of being given an ‘N-determination’ for the course excluding the course from their HSC credential.

**Procedures for Assessment**

Assessment Schedules & Notification

* An Assessment Schedule outlining the due date, task format, outcomes assessed and weighting of tasks will be distributed to students at the beginning of each HSC course.
* An Assessment Calendar and individual course Assessment Schedules will be published on the school website.
* Reasonable notification will be given to students if the scheduled dates are changed. The Head Teacher Administration and Senior Prep Coordinator will be informed by Faculty Head Teachers in the case of a change of due date for any assessment task.
* The details of each task will be documented on a yellow Assessment Task Notification Sheet, which should be distributed to students at least two weeks prior to the task date.
* The Task Notification sheet must include the following information:
* Due date & time of task
* Weighting of task (minimum 10%, maximum 40%)
* Task format
* Outcomes to be assessed.
* Skills, knowledge and understanding to be demonstrated.
* Marking/grading criteria.
* There will be an ‘assessment-free period’ of one week prior to the Mid-Course Examination period, and two weeks prior to the Trial Examination period, where no other assessment tasks can be due except for those that involve ongoing development throughout the course, e.g., practical major works, logbooks/journals, etc.

Setting of Tasks

* For 2 Unit courses there should be a maximum of 6 tasks over the course, and 1 Unit courses should have no more than 3 tasks.
* A variety of task formats should be used to assess the course outcomes.
* A **register** for the issue and return of assessment tasks must be kept by the course teacher. This register will indicate the date that the assessment task is given to each student and will provide receipting facilities to indicate when students submit their tasks and also when they receive marked tasks back.
* Parallel classes will be given identical tasks as near to the same time as possible, and no benefit must be given to either group. A substitute task may be given in exceptional circumstances.

Assessment Task Feedback to Students

* On completion of the task, students will be given comprehensive feedback on their performance and advice on how they can improve.
* Students can also be given their student rank on that task, and their cumulative rank for their courses.
* If a student submits an assessment task that is only partially completed, it may be deemed to be a ‘non-serious attempt’ and not accepted. The student will be required to re-submit the task.

**Recording Assessment Marks**

Assessment marks must be:

* Kept by the course teachers in their individual mark books, and
* Entered into the Millennium School Administration program.

**Assessment of VET Courses**

Frameworks

VET courses are competency-based. No internal assessment mark is required for these courses. The NESA and the Vocational Education and Training Accreditation Board (VETAB) require that, for each student, a competency-based approach to assessment be used.

In a competency-based course, assessment of competencies is criterion referenced. Thus a student’s performance is judged against a prescribed standard, not against the performance of other students.

The purpose of assessment is to judge competence on the basis of performance. A student is judged as either competent or not yet competent against the performance criteria set out for the elements of competency within each unit of competency. This judgement is made on the basis of evidence which may be in a variety of forms. The teacher will keep a record of all units of competency achieved. There is no pass or fail mark, therefore a course mark and rank is not allocated. For this reason, the assessment schedule for Higher School Certificate VET courses is in a different format to other Board Developed Courses.

Students may be assessed when they are ready rather than at a prescribed time and may be reassessed for competency if they are deemed ‘not yet competent’.

For a student to be considered to have satisfactorily completed their VET course there must be sufficient evidence that the student has:

* Followed the course as specified by attempting the required units of competency.
* Demonstrated that they have applied themselves to the set tasks and experiences with diligence and sustained effort.
* Undertaken the mandatory work placements (a total of 70 hours for Years 11 and 12);
* Achieved some or all of the course outcomes.

Students will receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency will lead to a Certificate 1 or 2 at AQF level or a Statement of Attainment towards the AQF qualification that will be issued by the NSW Education Standards Authority.

* Provision for ‘N’ determination and student warnings applies to these courses.
* Students will nominate during the Higher School Certificate year whether they will attempt the external examination.
* The written examination is independent of the competency-based assessment undertaken during the course and has no relevance to the student’s eligibility to receive AQF qualifications.
* The marks achieved by the student in the examination are used as the sole basis for determining the contribution of the course to the student’s ATAR obtained in the Trial Higher School Certificate.
* VET examinations are submitted to the NESA to be used only in the case an estimate is required due to illness or misadventure during the Higher School Certificate.

**Malpractice**

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own. Malpractice, including **plagiarism**, could lead to you receiving zero marks and may jeopardise your HSC result.

Plagiarism, or the copying of other authors’ work without appropriate acknowledgement, is illegal under the Copyright Act of 1968. Students found guilty of plagiarism in any assessment task will be awarded zero for that task and have the task recorded as a non-attempt.

Malpractice is an activity that allows you to gain an unfair advantage over other students.

It includes, but is not limited to:

* Copying someone else’s work in part or in whole and presenting it as your own.
* Using material directly from books, journals, CDs or the internet without reference to the source.
* Building on the ideas of another person without reference to the source.
* Buying, stealing or borrowing another person’s work and presenting it as your own.
* Submitting work to which another person such as a parent, coach or course expert has contributed 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 rule/s.
* Disrupting an assessment task.
* Using non-approved aides during an assessment task.
* Contriving false explanations to explain work not handed in by the due date.
* Assisting another student to engage in malpractice.
* Missing lesson/s in one or more courses to complete an assessment task for another course.
* Allowing other students to copy your work.
* Truancy or absence from an assessment task without providing a satisfactory explanation.
* Missing school the day before an assessment task is due.

**Artificial Intelligence in School Assessment Task**

**The Use of Artificial Intelligence in School Assessment Tasks by Students at Taree High School**

**Purpose:**

This policy prohibits the use of artificial intelligence (AI) in assessment tasks at Taree High School to maintain academic integrity and promote fair evaluation of students' knowledge and skills. Taree High School's stance on the use of AI by students in assessments is outlined in this policy; however, AI will continue to be utilised in educational programs and instruction.

**Policy:**

1. AI tools, software, or any other form of technology will not be permitted in assessment tasks at Taree High School, including tests, quizzes, exams, essays, and projects.
2. Assessment tasks will be designed by teachers to require students to demonstrate their own knowledge and skills without the use of AI.
3. Assessment Tasks in Year 10, 11 and 12 will be submitted through “turnitin”.
4. Any student found using AI in assessment tasks will face penalties, which may include a zero grade, an N Warning Letter, or resitting the task. For Stage 6 students, the use of AI may result in being entered on the NSW Education Standards Authority (NESA) academic malpractice register.

**Rationale:**

Assessment tasks are vital in evaluating students' knowledge and skills, and Taree High School must ensure that the evaluation process is fair and reliable. The use of AI in assessment tasks can compromise academic integrity and provide students with an unfair advantage. NESA prohibits the use of AI in the HSC and recommends that schools implement policies to prevent its use in other assessments. This policy aligns with NESA's guidelines and aims to promote fair and ethical evaluation practices at Taree High School.

**Procedures for the Late Submission and Non-completion of Assessments**

Failure to submit a formal assessment task:

Where an assessment task is not submitted before or on the notified due date, an adequate evidence of illness or misadventure has not been supplied:

* A mark of zero will be recorded for the task.
* An “N-determination” warning letter will be sent.
* The assessment task must still be attempted in order to fulfil the requirements of the N-determination warning letter and prevent the possibility of achieving an N-determination for the course from occurring.

Accident, Illness and Misadventure

If a student believes that their performance in a Higher School Certificate Assessment Task, Mid-Course or Trial Higher School Certificate Examination has been affected by accident, illness or misadventure, they may apply for Consideration of Illness/Misadventure/Variation.

Students may also apply if an accident, illness or misadventure prevents them from attending an examination. Failure to attend an examination is serious. The Head Teacher Administration must be informed if a student is unable to sit for an examination.

Misadventure application also include incidents which are outside a student’s control, but which can affect performance in an examination, or the ability to submit an assessment task, for example, death of a family member.

Special circumstances

If a student knows an assessment task is due when they will be absent from school due to ‘Special Circumstances’ (for example representative sport commitments), then a ‘Consideration of Illness/Misadventure/Variation’ Form’ must be submitted at least TWO days prior to their departure, through their teacher or Faculty Head Teacher to the Head Teacher Administration.

Evidence

Students must be able to provide evidence that clearly identifies the disadvantage experienced. Supporting evidence must include:

1. A detailed statement by the student explaining how he/she has been affected;
2. A Medical Certificate; and
3. Any other evidence the student believes to be appropriate (e.g. parental contact, Statutory Declaration)

Time frame for lodging an application for an Illness/Misadventure/Variation

Assessment Tasks:

The Head Teacher Administration must be notified **on or before** the due date.

Written evidence must be supplied **within one week** of the due date.

Written Examinations:

The Head Teacher Administration must be notified on the day of the examination. Written evidence must be supplied within one week of the last examination.

Applications will be determined by the Year Deputy Principal in consultation with the course teacher, Faculty Head Teacher, the Head Teacher Administration, and the Principal, as required.

* If a student’s application is rejected
* A mark of zero will be recorded for the task.
* An “N-determination” warning letter will be sent.
* The assessment task must still be attempted in order to fulfil the requirements of the N-determination warning letter and prevent the possibility of achieving an N-determination for the course from occurring.

If a student’s application is **supported**, the following options will be considered:

* An adjustment to the due date of the original task or the date to sit, if an exam or test.
* The completion of a substitute task based on the same outcomes as the original task.
* The use of an estimated mark based on other appropriate evidence. This option to be employed as a last resort and in exceptional circumstances only.

If a student applies for consideration **prior** to a task:

* If the application is supported, the same options as outlined above will be considered.
* If the application is rejected, then the student will sit/complete the task by the due date as normal, and the marks achieved will be used in their assessment.

In general, administering a substitute task is preferable to providing an estimated mark. The course of action is recorded on the application form and a copy is given to the student.

**Application for Disability Provisions**

A student suffering chronic illness, or ongoing circumstances that impact on their performance, may apply for Disability Provisions, as allowed by the NESA for HSC exams, such as extra time to complete a task or the use of a writer. Estimation of marks should not be used in these circumstances.

**Attendance**

While the NESA does not mandate attendance requirements, attendance rates lower than 85% will cause concern and the school may determine that the course completion criteria have not been met. Absences will be regarded seriously by the school staff who will give students early warning of the consequences of such absences.

**Responsibilities of Students**

1. **Complete all tasks** - It is expected that you will complete all tasks, making a genuine attempt with no sign of malpractice (cheating).

Students are responsible for ensuring they are present for assessment tasks and that tasks are submitted on time. Students will submit tasks such as essays, assignments and fieldwork reports to the teacher by the due date and time as specified on the Assessment Task Notification.

1. **Keep yourself informed** - You are expected to check with your class teacher, after any absence from class, whether you have missed any information regarding assessment tasks.
2. **Hand tasks in on time** - It is your responsibility to be present for, or submit, an assessment task on the day and at the time it is due. Tasks MUST be submitted to the class teacher or other staff member nominated by the class teacher, and you must sign the Assessment Task Register. Alternate arrangements may require written evidence.

All written assessment tasks must be submitted in printed form or by email (after negotiation with your teacher) on or before the due date and time. Thumb drives containing an assessment task will not be accepted without an accompanying hard copy. **Problems with technology will not be accepted as a valid excuse for failure to submit an assessment task by the due date.**

1. **Clashes** - It is your responsibility to let your teacher know if there is a clash, such as several tasks due on the same day or a compulsory excursion on the same day as an Assessment Task.
2. **If you are going to be absent** - It is your responsibility to arrange for the handing in of a task during your absence or for the provision of necessary documentation if you are unable to do so.
3. **Understand the Requirements for the Award of an HSC** - Familiarise yourself with the requirements for the award of the HSC regarding satisfactory completion of courses and satisfactory attendance (and stick to them).
4. **Assessment Schedule** - Ensure you have a copy of the assessment schedule for EACH course you are studying and that you are aware of course requirements.
5. **Understand the Taree High School HSC Assessment Policy** - Be aware of the HSC Assessment Policy and procedures of Taree High School as detailed in this booklet.
6. **Illness/Misadventure** - If a student is absent for legitimate reason such as illness, a fully documented explanation must be submitted to the class teacher. If a student knows they will be unable to complete the task by the due date, notification in writing must be made to the class teacher. The ‘Application for Consideration of Illness/Misadventure/Variation Form’ must be used.

**NESA Eligibility Requirements & Pattern of Study**

Eligibility

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

* Gained the Record of School Achievement (RoSA) or such other qualifications as the NESA considers satisfactory;
* Attended a government school, an accredited non-government school, a school outside NSW recognised by the Board, or a college or TAFE;
* Satisfactorily completed courses that comprise the pattern of study required by the Board for the award of the Higher School Certificate;
* Sat for and made a serious attempt at the required HSC examinations.

Pattern of Study

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

* At least six units of Board Developed Courses - at Preliminary and HSC level;
* At least two units of a Board Developed Course in English\*;
* At least three courses of two-unit value or greater (either Board Developed or Board Endorsed Courses) - at Preliminary and HSC level;
* At least four subjects - at Preliminary and HSC level.

\* Satisfactory completion of *English Studies* will fulfil English requirements for the HSC. The course will count towards the 6 units of Board Developed Courses required for the award of the HSC.

For Science courses:

* A maximum of six Preliminary units and six HSC units can be studied;
* In the Preliminary study pattern, Senior Science *cannot* be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics;
* In the HSC, Senior Science *can* be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. Students undertaking Senior Science in the HSC must have successfully completed the Preliminary course in at least one Science course.

Meet eligibility requirements for:

* English (ESL) course
* Continuers course in language
* Beginners course in language
* Heritage course in language

All Preliminary and HSC:

* Board Endorsed Courses have current endorsement;
* Students have completed the *HSC: All My Own Work program* (except Life Skills students).

**Understanding HSC Marks**

The HSC mark is a 50:50 combination of a student’s exam mark and their school-based assessment mark for each course. The NESA puts the school-based marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

The moderation process adjusts the school-based assessment marks using three points:

* The mean of the school group’s assessments is adjusted to equal the mean of the exam marks obtained by the students in that group.
* The top assessment mark is adjusted to equal the highest exam mark obtained by any student in the group.
* Where possible, the bottom moderated assessment is equal to the lowest exam mark obtained by any student in the group.

The total number of exam marks achieved by the students in a school group for a course is added together. The school-based group mark total is adjusted to equal the exam marks total.

The rankings and the gaps between each rank determined by the school-based assessment are maintained during moderation and the exam marks are distributed between the different ranks.

**What is the Australian Tertiary Admission Rank (ATAR)?**

The ATAR is a ranking of the students within their cohort (all NSW students completing each course). These rankings in each course are averaged for the best 10 units of a student’s ATAR courses:

* The best two units of English
* The best eight units from the remaining units.
* No more than two units of Category B courses can be included.

The calculation of the ATAR is a complex process that begins with scaling the raw HSC marks and ends with ranking students among their Year 7 cohort.

To be eligible for an ATAR, students must complete at least 10 units of Board Developed Courses including:

* At least eight units from Category A subjects (no more than 2 units of Category B subjects)
* At least two units of English
* At least three Board Developed Courses of two units or greater
* At least four subjects

Board Endorsed Courses and Content Endorsed Courses, including vocational Content Endorsed Courses and the English Studies Content Endorsed Course do not satisfy requirements for the ATAR.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Application for Consideration of Illness/Misadventure/Variation  Course: Preliminary or HSC (Circle one)   |  |  | | --- | --- | | **STUDENT NAME** |  |      |  |  |  |  | | --- | --- | --- | --- | | **COURSE** | **TASK AFFECTED** | **DATE** | **TEACHER** | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |   Reason for Application (brief description)  ..........................................................................................................................................................................................................................................................................................................................................................................................................................................  Please attach any supporting evidence to this Application (e.g. Medical Certificate)  Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Parent/Carer signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Submit this form to the Head Teacher Administration  ✀  This section will be completed and returned to the student as soon as possible.  Determination re: Application for Consideration of Illness/Misadventure/Variation  Date Application received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The Application has been approved: YES / NO  The following arrangements have been made:  ............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................  Deputy Principal signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Head Teacher Administration signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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**Glossary of Terms**

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

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

Account: Account for; state reasons for, report on. Give an account of: narrate a series' of events or transactions

Analyse: Identify components and the relationship between them; draw out and relate implications

Apply: Use, utilise, or 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: Add a degree or level of accuracy depth, knowledge and understanding, (analyse/logic, questioning, reflection and quality to (analysis/evaluation) 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

Higher School Certificate Assessment Schedule – **AGRICULTURE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Description** | | Plant Production Allelopathy and Density Trial | Farm Product Study | Farming for the 21st Century – Research Paper | HSC Trial Examination |
| **Due Date** | | **Term 1 2025**  **Week 8** | **Term 2 2025**  **Week 8** | **Term 3 2025**  **Week 2** | **Term 3 2025**  **Week 5 & 6** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |
| H3.1, H3.2, H3.3, H3.4 | H1.1, H2.1, H2.2, H4.1 | H3.4, H4.1, H5.1 | All Outcomes |
| Knowledge and Understanding | **60** | 10 | 20 | 10 | 20 |
| Skills | **40** | 10 | 10 | 10 | 10 |
| **Total %** | **100** | **20** | **30** | **20** | **30** |

**HSC Agriculture**

**A student:**

**H1.1 Explains the influence of the physical, biological, social, historical and economic factors on sustainable agriculture production**

**H2.1 Describe the inputs, processes and interactions of plant production systems**

**H2.2 Describe the inputs, processes and interactions of animas production systems**

**H3.1 Assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products**

**H3.2 Critically assesses the marketing of a plant OR animal product**

**H3.3 Critically examines the technologies and technological innovations employed in the production and marketing of agricultural products**

**H3.4 Evaluates the management of the processes in agricultural systems**

**H4.1 Justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and Analysis in relation to agricultural problems and situations**

**H5.1 Evaluates the impact of innovation, ethics and current issues on Australian agricultural systems**

Higher School Certificate Assessment Schedules – **ANCIENT HISTORY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Description** | | Research Task/Oral Presentation | Historical Analysis | Extended Response | HSC Trial Examination |
| **Due Date** | | **Term 4 2024**  **Week 9** | **Term 1 2025**  **Week 7** | **Term 2 2025**  **Week 8** | **Term 3 2025**  **Week 5 & 6** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |
| AH12.2, AH12.2, AH12.5, HA12.6, AH12.7, AH12.8, AH12.9 | AH12.1, AH12.2, AH12.4, AH12.4, AH12.5, AH12.8, AH12.9 | AH12.1, AH12.2, AH12.3, AH12.4, AH12.5, AH12.6, AH12.9 | AH12.1, AH12.2, AH12.3, AH12.4, AH12.5, AH12.6, AH12.7, AH12.9, AH12.10 |
| Analysis and use of sources | **40** | 10 | 10 | 5 | 15 |
| Historical interpretation | **25** | 5 | 5 | 10 | 5 |
| Historical investigation and research | **15** | 5 | 5 | 5 |  |
| Explanation and communication | **20** | 5 | 5 | 5 | 5 |
| **Total %** | **100** | **25** | **25** | **25** | **25** |

**HSC Ancient History**

**A student:**

AH12.1 Accounts for the nature of continuity and change in the ancient world

AH12.2 Proposes arguments about the varying causes and effects of events and developments

AH12.3 Evaluates the role of historical features, individuals and groups in shaping the past

AH12.4 Analyses the different perspectives of individuals and groups in their historical context

AH12.5 Assesses the significance of historical features, people, places, events and developments of the ancient world

AH12.6 Analyses and interprets different types of sources for evidence to support the historical accounts or argument

AH12.7 Discusses the evaluates differing interpretations and representation of the past

AH12.8 Plans and conducts historical investigation and presents reasoned conclusion, using relevant evidence from a range of sources

AH12.9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH12.10 Analyses issues relating to the ownership, custodianship and conversation of the ancient past

Higher School Certificate Assessment Schedule – **BIOLOGY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Description** | | Modelling & Skills | Data Study | Practical Analysis Test | HSC Trial Examination |
| **Due Date** | | **Term 4, 2024**  **Week 10** | **Term 1, 2025**  **Week 10** | **Term 3, 2025**  **Week 1** | **Term 3, 2025**  **Week 5/6** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |
| BIO12.4, BIO12.5,  BIO12.6, BIO12.12 | BIO12.6, BIO12.7, BIO12.13 | BIO12.1, BIO12.2, BIO12.3, BIO12.4, BIO12.7, BIO12.14 | BIO12.1 – BIO12.15 Inclusive |
| Knowledge and Understanding | **40** | 10 | 5 | 5 | 20 |
| Working Scientifically | **60** | 10 | 25 | 15 | 10 |
| **Total %** | **100** | **20** | **30** | **30** | **30** |

**HSC Biology Outcomes**

**A student:**

BIO12.1 Develops and evaluates questions and hypotheses for scientific investigation

BIO12.2 Design and evaluates investigations in order to obtain primary and secondary data and information

BIO12.3 Conducts investigation to collect valid and reliable primary and secondary data and information

BIO12.4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO12.5 Analyses and evaluates primary and secondary data information

BIO12.6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO12.7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO12.12 Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO12.13 Explains natural genetic change and the use of genetic technologies to induce genetic change

BIO12.14 Analyses infectious disease in terms of cause, transmission, management and the organism’s response, including the human immune system

BIO12.15 Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

***Note: All outcomes will be tested in the Assessment Program for this course.***

Higher School Certificate Assessment Schedule **– CERAMICS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Description** | | **Ceramics Project 1**  Making and Folio | **Ceramics Project 2**  Making and Folio | **Ceramics Projects 3 (Small)**  **Self-Choice Project Theory**  Planning and development of ideas | **Self-Choice Project**  Submission of Body of Work |
| **Due Date** | | **Term 4 2024**  **Week 8** | **Term 1 2025**  **Week 7** | **Term 2 2025**  **Week 5 (small project)**  **Week 10 (theory planning)** | **Term 3 2025**  **Week 7** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |
| M1, M2, M3, M4, M5, M6, C1, C2, C3, C4, C5 | M1, M2, M3, M4, M5, M6, C1, C2, C3, C4, C5 | M1, M2, M3, M4, M5, M6, C1, C2, C3, C4, C5 | M1, M2, M3, M4, M5, M6, C1, C2, C3, C4, C5 |
| Making | **70** | 20 | 15 | 10 | 25 |
| Critical and Historical Studies | **30** | 10 | 10 | 10 |  |
| **Total %** | **100** | **30** | **25** | **20** | **25** |

**HSC Ceramics Outcomes**

**A Student:**

M1 Generates a characteristic Styles that increasingly self-reflective in their ceramics practice

M2 Explores concept of artist, ceramist, sculptor, designer, maker, interpretation of the world and of audience response in their making of ceramics

M3 Investigates different points of view in the making of ceramics works

M4 Explores ways of generating ideas as representations in the making of ceramic work

M5 Engages in the development of different techniques suited to artistic intentions in the making of ceramic work

M6 Takes into account issues of Work Health and Safety in their practice

CH1 Generates in their critical and historical investigations ways to interpret and explain ceramic works and practices

CH2 Investigates the roles and relationship of the concepts of work, world, artist, ceramist, sculptor, designer, maker and audience in critical and historical investigations

CH3 Distinguishes between different points of view in their critical and historical studies

CH4 Explores ways in which historical, narratives, and other accounts can be built to explain practices and interest in ceramics

CH5 Recognises how ceramic work are used in various fields of culture production

Higher School Certificate Assessment Schedule – **CHEMISTY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** |
| **Description** | | **Depth Study** | **Practical Portfolio** | **Final Exam** |
| **Due Date** | | **Term 1 2025**  **Week 5** | **Term 2 2025**  **Week 10** | **Term 3 2025**  **Week 6** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |
| CH12-1, CH12.3, CH12-4, CH12-5, CH12-6, CH12.7,  CH12-12 | CH12.2, CH12.3,  CH12.4, CH12-5, CH12-6, CH12-7, CH12.14 | All outcomes |
| Knowledge and understanding | **40** | 10 | 10 | 20 |
| Skills in working scientifically | **60** | 20 | 30 | 10 |
| **Total %** | **100** | **30** | **40** | **30** |

**HSC Chemistry Outcomes**

**A student:**

H1 Evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking

H2 Analyses the ways in which models, theories and laws in chemistry have been tested and validated

H3 Assesses the impact of particular advances in chemistry on the development of technologies

H4 Assesses the impacts of applications of chemistry on society and the environment

H5 Describes possible future directions of chemical research

H6 Explains reactions between elements and compounds in terms of atomic structures and periodicity

H7 Describes the chemical basis of energy transformations in chemical reactions

H8 Assesses the range of factors which influence the type and rate of chemical reactions

H9 Describes and predicts reactions involving carbon compounds

H10 Analyses stoichiometric relationships

H11 Justifies the appropriateness of a particular investigation plan

H12 Evaluates ways in which accuracy and reliability could be improved in investigations

H13 Uses terminology and reporting styles appropriately and successfully to communicate information and understanding

H14 Assesses the validity of conclusions from gathered data and information

H15 Explains why an investigation is best undertaken individually or by a team

H16 Justifies positive values about and attitude towards both the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science

Higher School Certificate Assessment Schedule – **COMMUNITY AND FAMILY STUDIES**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Description** | | Independent Research Project | Groups in Context | Parenting and Caring | HSC Trial  Examination |
| **Due Date** | | **Term 4 2024**  **Week 9** | **Term 1 2025**  **Week 9** | **Term 2 2025**  **Week 8** | **Term 3 2025**  **Week 5** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |
| H4.1, H4.2, | H2.2, H2.3, H3.3 | H1.1, H2.1, H5.2 | H1.1 to H6.2 |
| Knowledge and understanding of course content | **40** | 5 | 10 | 10 | 15 |
| Skills in critical thinking, research methodology, analysing and communicating | **60** | 15 | 15 | 15 | 15 |
| **Total %** | **100** | **20** | **25** | **25** | **30** |

**HSC Community and Family Studies Outcomes**

**A student:**

H1.1 Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities

H2.1 Analyses different approaches to parenting and caring relationships

H2.2 Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities

H2.3 Critically examines how individual rights and responsibilities in various environments contribute to wellbeing

H3.1 Analyses the sociocultural factors that lead to special needs of individuals in groups

H3.2 Evaluates networks available to individuals, groups and families within communities

H3.3 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

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

Higher School Certificate Assessment Schedule – **DRAMA**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** |
| **Description** | | **Australian Drama and Theatre**  Performance, Essay | **Studies in Drama and Theatre**  Performance, Essay | **Individual Project & Logbook** | **Group Performance & Logbook** | **HSC Trial Examination** |
| **Due Date** | | **Term 4, 2024**  **Week 10** | **Term 1, 2025**  **Week 10** | **Term 2, 2025**  **Term 3** | **Term 3, 2025**  **Week 5 & 6** | **Term 3, 2025**  **Week 5 & 6** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |  |
| H1.1, H1.2, H1.6, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5 | H1.1, H1.2, H1.6, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5 | H1.3, H1.4, H1.5, H1.6, H1.7, H3.3 | H1.1, H1.3, H1.4, H1.5, H1.6, H2.1, H2.2, H2.3, H3.3 | H3.1, H3.2, H3.3, H3.4, H3.5 |
| Making | **40** | 10 | 10 | 10 | 10 |  |
| Performance | **30** | 5 | 5 | 10 | 10 |  |
| Critically Studying | **30** | 5 | 5 | 5 | 5 | 10 |
| **Total %** | **100** | **20** | **20** | **25** | **25** | **10** |

**HSC Drama Outcomes**

**A student:**

H1.1 Uses acting skills to adopt and sustain a variety of characters and roles

H1.2 Uses performance skills to interpret and perform scripted and other material

H1.3 Uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works

H1.4 Collaborates effectively to produce a group-devised performance

H1.5 Demonstrates directorial skills

H1.6 Records refined group performance work in appropriate form

H1.7 Demonstrates skills in using the elements of production

H1.8 Recognises the value of the contribution of each individual to the artistic effectiveness of productions

H1.9 Values innovation and originality in group and individual work

H2.1 Demonstrates effective performance skills

H2.2 Uses dramatic and theatrical elements effectively to engage an audience

H2.3 Demonstrates directorial skills for theatre and other media

H2.4 Appreciates the dynamics of drama as a performing art

H2.5 Appreciates the high level of energy and commitment necessary to develop and present a performance

H3.1 Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements

H3.2 Analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses

H3.3 Demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

H3.4 Appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies

H3.5 Appreciates the role of the audience in various dramatic and theatrical styles and movements

Higher School Certificate Assessment Schedule **– ENGLISH ADVANCED**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Description** | | **Multimodal Presentation**  Common Module: Text and Human Experiences  *\*Including related Materials* | **Critical Response**  Module A: Textual Conversations | **Imaginative Response**  Module C**: Craft of Writing** | **HSC Trial Examination**  *Common Module 5%*  *Module A 5%*  *Module B 10%*  *Module C 5%* |
| **Due Date** | | **Term 4 2024**  **Week 9** | **Term 1 2025**  **Week 9** | **Term 2 2025**  **Week 6** | **Term 3 2025**  **Week 5 & 6** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |
| EA12.1, EA12.2, EA12.3, EA12.5, EA12.6, EA12.7 | EA12.2, EA12.3, EA12.4, EA12.5, EA12.7, EA12.9 | EA12.1, EA12.3, EA12.5, EA12.6, EA12.8 | EA12.3, EA12.4, EA12.5, EA12.6, EA12.8 |
| Knowledge and understanding of course content | **50** | 10 | 15 | 15 | 10 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | **50** | 15 | 10 | 10 | 15 |
| **Total %** | **100** | **25** | **25** | **25** | **25** |

*There will also be CORE DILIGENCE task which do not contribute to grades but are subject to the N-determination process*

**HSC English Advanced Outcomes**

**A student:**

EA12.1 Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2 Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12.3 Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12.4 Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12.5 Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12.6 Investigates and evaluates the relationships between texts

EA12.7 Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12.8 Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12.9 Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

Higher School Certificate Assessment Schedule – **ENGLISH STANDARD**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Description** | | **Multimodal Presentation**  Common Module: Texts and Human Experience  (Including Related Materials) | **Analytical Response**  Module B: Close study of Text | **Imaginative Response**  Module C: Craft of Writing | **HSC Trial Examination**  Common Module 5%  Module A 10%  Module B 5%  Module C 5% |
| **Due Date** | | **Term 4 2024**  **Week 9** | **Term 1 2025**  **Week 9** | **Term 2 2025**  **Week 6** | **Term 3 2025**  **Week 5 & 6** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |
| EN12.1, EN12.3, EN12.5, EN12.6, EN12.7 | EN12.2, EN12.3, EN12.4, EN12.5, EN12.9 | EN12.1, EN12.3, EN12.5, EN12.7, EN12.8, EN12.9 | EN12.1, EN12.3, EN12.5, EN12.6, EN12.7 |
| Knowledge and understanding of course content | **50** | 15 | 10 | 10 | 15 |
| Skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes | **50** | 10 | 15 | 15 | 10 |
| **Total %** | **100** | **25** | **25** | **25** | **25** |

*There will also be CORE DILIGENCE task which do not contribute to grades but are subject to the N-determination process*

**HSC English Standard Outcomes**

**A student:**

EN12.1 Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12.2 Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12.3 Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12.4 Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12.5 Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12.6 Investigates and explains the relationships between texts

EN12.7 Explains and evaluates the diverse ways texts can represent personal and public worlds

EN12.8 Explains and assesses cultural assumptions in texts and their effects on meaning

EN12.9 Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Higher School Certificate Assessment **Schedule – ENGLISH STUDIES**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Description** | | **Essay Task**  Mandatory Module: Texts and Human Experience with related material | **Multimodal Presentation**  Elective Module:  On The Road | **Collection of Class work and Persuasive Task:**  Elective Module:  English in Sport | **HSC Trial Examination**  Mandatory Modules and Electives |
| **Due Date** | | **Term 4 2024**  **Week 9** | **Term 1 2025**  **Week 9** | **Term 2 2025**  **Week 9** | **Term 3 2025**  **Week 5 & 6** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |
| ES12.3, ES12.5, ES12.7, ES12.8, ES12.9 | ES12.1, ES12.4, ES12.5, ES12.6, ES12.8 | ES12.1, ES12.4, ES12.5, ES12.7, ES12.10 | ES12.1, ES12.3, ES12.4, ES12.5, ES12.9 |
| Knowledge and understanding of course content | **50** | 15 | 10 | 15 | 10 |
| Skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes | **50** | 10 | 15 | 15 | 10 |
| **Total %** | **100** | **25** | **25** | **30** | **20** |

*There will also be CORE DILIGENCE task which do not contribute to grades but are subject to the N-determination process*

**HSC English Studies Outcomes**

**A student:**

ES12.1 Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of 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 to develop as a more independent learner

Higher School Certificate Assessment Schedule **– SIS30321 Certificate III in FITNESS (Tamworth RTO 90162)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Events** | | | | |
| **Clusters 1** | **Cluster 2** | **Cluster 3** | **Cluster 4** | **Cluster** |
| **Description** | |  | **Work Placement 1** |  | **Work Placement 2** |  |
| **Due Date** | | Term 3 2024 | Term 3 2024  Week 5,6 & 7  ***Completed*** | Term 4, 2024 -Term 1, 2025 | Term 2 2025  Week 6 | Term 3 2025 |
| **Components** | **Code** | **Outcomes Assessed** | | | | |
| RTO Requirement | RTO Requirement | RTO Requirement | NESA Requirements | NESA Requirement |
| Work effectively in sports, fitness and recreation environments | **SISXIND001** | **Completed in**  **Year 11** |  |  |  |  |
| Organise personal work priorities | **BSBPEF301** | **Completed in**  **Year 11** |  |  |  |  |
| Participate in workplace health and safety | **HLTWHS001** | **Completed in**  **Year 11** |  |  |  |  |
| Complete pre-exercise screening and service orientation | **SISFFIT032** | **Completed in**  **Year 11** |  |  |  |  |
| Complete client fitness assessments | **SISFFIT033** | **Completed in**  **Year 11** |  |  |  |  |
| Maintain sport, fitness and recreation facilities | **SISXFAC002** | **Completed in**  **Year 11** |  |  |  |  |
| Provide First Aid | **HLTAID011** |  |  |  |  |  |
| Plan group exercise sessions | **SISFFIT035** |  |  |  |  |  |
| Instruct group exercise sessions | **SISFFIT036** |  |  |  |  |  |
| Use anatomy and physiology knowledge to support safe and effective exercise | **SISFFIT047** |  |  |  |  |  |
| Provide healthy eating information | **SISFFIT052** |  |  |  |  |  |
| Deliver and monitor a service to customers | **BSBOPS304** |  |  |  |  |  |
| Develop and instruct gym-based exercise programs for individual clients | **SISFFIT040** |  |  |  |  |  |
| Facilitate inclusion for people  with a disability | **SISXDIS001** |  |  |  |  |  |
| Instruct strength and conditioning techniques | **SISXCAI009** |  |  |  |  |  |

Depending on the achievement of units of competency, the possible qualification outcome is a **SIS30321 Certificate III in Fitness or Statement of Attainment** towards a **SIS30321 Certificate III in Fitness.**

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 to 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.

Higher School Certificate Assessment Schedule – **FOOD TECHNOLOGY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Description** | | Food Industry Report | Food Manufacture | Food Product Development | HSC Trial Examination |
| **Due Date** | | **Term 4 2024**  **Week 8** | **Term 1 2025**  **Week 9** | **Term 2 2025**  **Week 6** | **Term 3 2025**  **Week 5 & 6** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |
| H1.2, H1.4, H3.1 | H1.1, H4.2, H3.1 | H1.3, H2.1, H4.1, H5.1 | H1.1, H1.3, H1.4, H5.1 |
| Knowledge and understanding of course content | **40** |  | 5 | 5 | 30 |
| Knowledge and skills in designing, researching, analysing and evaluating | **30** | 15 | 10 | 5 |  |
| Skills in experimenting with and preparing food by applying theoretical concepts | **30** |  | 15 | 15 |  |
| **Total %** | **100** | **15** | **30** | **25** | **30** |

**HSC Food Technology Outcomes**

**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



Higher School Certificate Assessment Schedules

**HOSPITALITY SIT20322 Certificate II in Hospitality (Food Beverage) Tamworth RTO 90162**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessment Task** | **Topic Quizzes**  At completion of theory delivery of each unit as per scope and sequence | **Events** | | | | |
| **Task Description** | Cluster 3/  Task 3 | Cluster 4 | Cluster 5 | **Cluster 4/**  **Task 1** | **Task 2** |
| **Due Date** | **Term 1 2025**  **Week 8** | **Term 2 2025**  **Week 6** | **Term 3 2025**  **Week 2** | **Work Placement**  **35hrs**  **Term 4 2024**  **Week 9/10** | **HSC** **Trial** Examination  Term 3 2025  Week 5 & 6 |
| **Units of Competency** | **Competency Assessment** | | | **NESA Requirement** | **NESA Requirement** |
| Prepare and serve non-alcoholic beverages | **SITHFAB024** |  |  |  |  |  |
| Serve food and beverages | **SITHFAB027** |  |  |  |  |  |
| Prepare and serve espresso coffee | **SITHFAB025** |  |  |  |  |  |
| Source and use information on the Hospitality industry | **SITHIND06** |  |  |  |  |  |
| Work effectively with others | **BSBTWK201** |  |  |  |  |  |
| Use Hospitality Skills Effectively | **SITIND007** |  |  |  |  |  |

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

**For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC examination, such as a trial HSC examination.**

**\*Examination units to be confirmed by teacher.**

The assessment component in this course are competency based. Students must demonstrate that they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as ‘not yet competent’. In some cases other descriptive word may be used leading up to “competent”.

Higher School Certificate Assessment Schedules – **INDUSTRIAL TECHNOLOGY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Description** | | Major Project Proposal | Industry Research Task | Major Projects/ Folio Task | HSC Trial Examination |
| **Due Date** | | **Term 4, 2024**  **Week 9** | **Term 1, 2025**  **Week 5** | **Term 2, 2025**  **Week 5** | **Term 3, 2025**  **Week 5/6** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |
| H3.1, H3.2, H1.3,  H4.3, H5.1 | H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H7.1, H7.2 | H3.2, H4.3, H5.1, H5.2, H6.1, H6.2 | H1.1, H1.2, H1.3, H3.2, H3.3, H4.1, H4.2, H5.1, H5.2, H7.1, H7.2 |
| Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by industry | **35** | 10 | 10 | 10 | 5 |
| Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of a major projects | **65** | 20 |  | 30 | 15 |
| **Total %** | **100** | **30** | **10** | **40** | **20** |

**HSC Industrial Technology Outcomes**

**A student:**

H1.1 Investigates industry through the study of businesses in one focus area

H1.2 Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry

H1.3 Identifies important historical developments in the focus area industry

H2.1 Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques

H3.1 Demonstrates skills in sketching, producing and interpreting drawings

H3.2 Selects and applies appropriate research and problem-solving skills

H3.3 Applies and justifies design principles through the production of a Major Project

H4.1 Demonstrates competency in a range of practical skills appropriate to the Major Project

H4.2 Explores the need to outsource appropriate expertise where necessary to complement personal practical skills

H4.3 Critically applies knowledge and skills related to properties and characteristics of materials/components

H5.1 Selects and uses communication and information processing skills

H5.2 Examines and applies appropriate documentation techniques to project management

H6.1 Evaluates the characteristics of quality manufactured products

H6.2 Applies the principles of quality and quality control

H7.1 Explains the impact of the focus area industry on the social and physical environment

H7.2 Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Higher School Certificate Assessment Schedule – **LEGAL STUDIES**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Description** | | Case Study  Crime | ICT Presentation  Human Rights | Research Task In-Class response Family | HSC Trial  Examination |
| **Due Date** | | **Term 4 2024**  **Week 9** | **Term 2 2025**  **Week 2** | **Term 2 2025**  **Week 9** | **Term 3 2025**  **Week 5 & 6** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |
| H1, H3. H4. H6 | H2, H5, H6, H7, H8 | H6, H8, H9, H10 | H2, H3, H6, H9, H10 |
| Knowledge and understanding of course content | **40** | 10 | 10 | 10 | 10 |
| Analysis and evaluation | **20** |  |  | 10 | 10 |
| Inquiry and research | **20** | 10 | 10 |  |  |
| Communication of legal information, ideas and issues in appropriate forms | **20** |  | 10 |  | 10 |
| **Total %** | **100** | **20** | **30** | **20** | **30** |

**HSC Legal Studies Outcomes**

**A student:**

H1 Identifies and applies legal concepts and terminology

H2 Describes and explains key features of and the relationship between Australian and international law

H3 Analyses the operation of domestic and international legal systems

H4 Evaluates the effectiveness of the legal system in addressing issues

H5 Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

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.

Higher School Certificate Assessment Schedules – **MATHEMATICS ADVANCED**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Description** | | Topic Test  Informal Assessment | Investigative Task | Topic Test  Informal Assessment | HSC Trial  Examination |
| **Due Date** | | **Term 4 2024**  **Week 9** | **Term 1 2025** | **Term 2 2025**  **Week 7** | **Term 3 2025**  **Week 5 & 6** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |
| H5, H8 | H4, H5, H8, H9 | H3, H6, H7 | H1 – H9 |
| **Knowledge**  Concepts, Skills and Techniques | **45** | 10 | 5 | 10 | 20 |
| **Applications**  Reasoning and Communication | **55** | 10 | 15 | 10 | 20 |
| **Total %** | **100** | **20** | **20** | **20** | **40** |

**HSC Mathematics Advanced Outcomes**

**A student:**

H1 Seeks to apply mathematical techniques to problems in a wide range of practical contexts

H2 Constructs arguments to prove and justify results

H3 Manipulates algebraic expressions involving logarithmic and exponential functions

H4 Expresses practical problems in mathematical terms based on simple given models

H5 Applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems

H6 Uses the derivative to determine the features of the graph of a function

H7 Uses the features of a graph to deduce information about the derivative

H8 Uses techniques of integration to calculate areas and volumes

H9 Communicates using mathematical language, notation, diagrams and graphs

Higher School Certificate Assessment Schedule – **MATHEMATICS STANDARD 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Description** | | Assignment Task | Topic Test Assessment | Assignment Task | HSC Trial  Examination |
| **Due Date** | | **Term 4 2024**  **Week 1-10** | **Term 1 2025**  **Week 9/10** | **Term 2 2025**  **Week 1-10** | **Term 3 2025**  **Week 5 & 6** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |
| MS1-12.3, MS1-12.4,  MS1-12.9, MS1-12.10  *Life Skills: MALS6-3,*  *MALS6-13, MALS6-14* | MS1-12.1 – MS1-12.2  MS1-12.1 – MS1-12.7  MS1-12.9 – MS1-12.10  Life Skills Outcomes assessed by documenting classwork | MS1-12.2, MS1-12.7,  MS1-12.9, MS1-12.10  *Life Skills Outcomes assessed by documenting classwork* | MS1-12.1 – MS1-212.10  Life Skills Outcomes assessed by documenting classwork |
| Communications, Fluency and Understanding | **55** | 10 | 15 | 10 | 20 |
| Problem-Solving, Reasoning and Justifying | **45** | 10 | 10 | 10 | 15 |
| **Total %** | **100** | **20** | **25** | **20** | **35** |

**HSC Mathematics Standard 1 Outcomes**

**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 Make 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 and position clearly to others

**Life Skills:**

MALS6.1 Explores mathematical concepts, reasoning and language to solve problems

MALS6.2 Engages with mathematical symbols, diagrams, graphs and tables to represent information accurately

MALS6.3 Engages with appropriate tools, units and levels of accuracy in measurement

MALS6.4 Explores contexts of everyday measurement

MALS6.5 Demonstrates understanding of money

MALS6.6 Explores money management and financial decision-making

MALS6.7 Demonstrates understanding of number and patterns in a range of contexts

MALS6.8 Solves problems using number and patterns in real-life situations

MALS6.9 Uses data in a range of contexts

MALS6.10 Explores probability in a range of contexts

MALS6.11 Explores plans, maps, networks and timetables

MALS6.12 Engages with plans, maps, networks and timetable effectively in a range of everyday contexts and situations

MALS6.13 Engages with mathematical skills and techniques, including technology, to investigate, explain and organise information

MALS6.14 Communicates mathematical ideas and relationships using a variety of strategies

Higher School Certificate Assessment Schedule - **MATHEMATICS STANDARD 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Description** | | Topic Test / Assignment Informal | Topic Test  Assessment | Assignment | HSC Trial  Examination |
| **Due Date** | | **Term 4 2024** | **Term 1 2025**  **Week 9** | **Term 2 2025** | **Term 3 2025**  **Week 5 & 6** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |
| MS2-12.3-MS2-12.4,  MS2-12.8-MS2-12.10 | MS2-12.1, MS2-12.3-MS2-12.6, MS2-12.9-MS2-12.10 | MS2-12.2, MS2-12.7,  MS2-12.9, MS2-12.10 | MS2-12.1-MS2-12.10 |
| Communication, Fluency and Understanding | **55** | 10 | 15 | 10 | 20 |
| Problem-solving, Reasoning and justifying | **45** | 10 | 10 | 10 | 15 |
| **Total %** | **100** | **20** | **25** | **20** | **35** |

**HSC Mathematics Standard 2 Outcomes**

**A student:**

MS2-12.1 Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12.2 Analyses representations of data in order to make inferences, predictions, and draw conclusions

MS2-12.3 Interprets the results of measurement 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 decision about financial situations, including annuities and loan repayments

MS2-12.6 Solves problems by representing the relationship 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 practice 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

Higher School Certificate Assessment Schedule – **MODERN HISTORY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Description** | | **Research and Present**  Power and Authority in the Modern World 1919-1946 | **Historical Analysis**  National Studies | **Research / Essay**  Peace and Conflict | **HSC Trial**  **Examination** |
| **Due Date** | | **Term 4 2024**  **Week 8** | **Term 1 2025**  **Week 9** | **Term 2 2025**  **Week 9** | **Term 3 2025**  **Week 5 & 6** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |
| MH12.3, MH12.4, MH12.6, MH12.7, MH12.9 | MH12.2, MH12.3, MH12.4, MH12.5, MH12.8, MH12.9 | MH12.2, MH12.5, MH12.7, MH12.8 | MH12.3, MH12.4, MH12.5, MH12.7, MH12.9 |
| Knowledge and understanding of course content | **40** | 10 | 10 | 10 | 10 |
| Historical skills in the analysis and evaluation of sources and interpretations | **20** |  | 5 | 5 | 10 |
| Historical inquiry and research | **20** | 10 | 5 | 5 |  |
| Communication of historical understanding in appropriate forms | **20** |  | 5 | 5 | 10 |
| **Total %** | **100** | **20** | **25** | **25** | **30** |

**HSC Modern History Outcomes**

**A student:**

MH12.1 Accounts for the nature of continuity and changes in the modern world

MH12.2 Proposes arguments about the varying causes and effects of events and development

MH12.3 Evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12.4 Analyses the different perspectives of individuals and groups in their historical context

MH12.5 Assesses the significance of historical features, people, ideas, movements, events and development of the modern world

MH12.6 Analyses and interprets different types of sources for evidence to support an historical account of argument

MH12.7 Discusses and evaluates differing interpretations and representations of the past

MH12.8 Plans and conducts historical investigations and presents reasoned conclusion, using relevant evidence form a range of sources

MH12.9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Higher School Certificate Assessment Schedule – **PHYSICAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Description** | | **OPTION 3**  Sports Medicine  Research Task | **CORE 1**  In-Class  Assessment | **CORE 2 & OPTION 4** Performance Development | **HSC Trial**  Examination |
| **Due Date** | | **Term 4 2024**  **Week 9 & 10** | **Term 1 2025**  **Week 10** | **Term 2 2025**  **Week 9 & 10** | **Term 3 2025**  **Week 5 & 6** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |
| H8, H13, H16, H17 | H1, H2, H3, H4, H5, H14, H15, H16 | H7, H8, H9, H10, H11, H16, H17 | H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H14, H15, H16, H17 |
| CORE 1: Health Priorities for Australia | **30** |  | 25 |  | 5 |
| CORE 2: Factors Affecting Performance | **30** |  |  | 20 | 10 |
| OPTION 3: Sport Medicine | **20** | 15 |  |  | 5 |
| OPTION 4: Improving Performance | **20** |  |  | 10 | 10 |
| **Total %** | **100** | **15** | **25** | **30** | **30** |

**HSC PDHPE Objectives**

**A student develops:**

* Knowledge and understanding of the factors that affect health
* A capacity to exercise influence over personal and community health
* Knowledge and understanding about the way the body moves
* An ability to take action to improve participation and performance in physical activity
* An ability to apply the skills of critical thinking, research and analysis

**HSC PDHPE Outcomes**

**A student:**

H1 Describes the nature and justifies the choice of Australia’s health priorities

H2 Analyses and explains the health status of Australians in terms of current trends and groups most at risk

H3 Analyses the determinants of health and health inequities

H4 Argues the case for health promotion based on the Ottawa Charter

H5 Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities

H6 Demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)

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 (Option 2)

H13 Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)

H14 Argues the benefits of health-promoting actions and choices that promote social justice

H15 Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all

H16 Devises methods of gathering, interpreting and communicating information about health and physical activity concepts

H17 Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Higher School Certificate Assessment Schedule – **PHOTOGRAPHY, VIDEO & DIGITAL IMAGING**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Description** | | Photography as Art | B & W Photography | Artists Practice | Fantasy Poster |
| **Due Date** | | **Term 4 2024**  **Week 9** | **Term 1 2025**  **Week 8** | **Term 2 2025**  **Week 10** | **Term 3 2025**  **Week 7** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |
| M1 – M6  CH1 – CH5 | M1 – M6  CH1 – CH5 | M1 – M6  CH1 – Ch5 | M1 – M6  CH1 – CH5 |
| Making (Images) | **70** | 15 | 15 | 20 | 20 |
| Critical and Historical Studies | **30** | 5 | 5 | 10 | 10 |
| **Total %** | **100** | **20** | **20** | **30** | **30** |

**HSC Photography, Video & Digital Media Outcomes**

**A student:**

M1 Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice

M2 Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

M3 Investigates different points of view in the making of photographs and/or videos and/or digital images

M4 Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images

M5 Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

M6 Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

CH1 Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

CH2 Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations

CH3 Distinguishes between different points of view and offers interpretive accounts in critical and historical studies

CH4 Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

CH5 Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

**SIR30216 Certificate III in RETAIL – Tamworth RTO 90162**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Events** | | | **Task 1** | **Task 2** |
| **Event 4** | **Event 5** | **Event 6** |
| **Description** | | Window of Opportunity | I See Salespeople | Commission Impossible | **Work**  **Placement 2** | **HSC Trial Examination** |
| **Due Date** | | **Term 1 2025**  **Week 5** | **Term 2 2025**  **Week 6** | **Term 3 2025**  **Week 7** | **Term 1 2025**  **Week TBA** | **Term 3 2025**  **Week 5/6** |
| **Components** | **Code** | **Outcomes Assessed** | | | | |
| RTO Requirement | RTO Requirement | RTO Requirement | NESA Requirement | NESA Requirement |
|  |  |  |  |  |
| Advise on products and service | **SIRXPDK001** |  |  |  |  |  |
| Receive and handle retail stock | **SIRRINV001** |  |  |  |  |  |
| Produce visual merchandise displays | **SIRRMER001** |  |  |  |  |  |
| Sell to the retail customer | **SIRXSLS001** |  |  |  |  |  |
| Identify and respond to security risks | **SIRXRSK001** |  |  |  |  |  |
| Follow point-of-sale procedures | **SIRXSLS002** |  |  |  |  |  |
| Balance and secure POS terminal | **SIRRRTF001** |  |  |  |  |  |

Depending on the achievement of units of competency, the possible HSC qualification outcomes is a SIR30216 Certificate III in Retail or a Statement of Attainment towards a SIR30216 Certificate III in Retail. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent’” or “competent”. In some cases other descriptive words may be used leading up to “competent”.

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

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

Higher School Certificate Assessment Schedule – **SCIENCE EXTENSION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** |
| **Description** | | Research Proposal Presentation | Data Analysis | Research Report and Portfolio |
| **Due Date** | | **Term 1 2025**  **Week 3** | **Term 2 2025**  **Week 6** | **Term 3 2025**  **Week 4** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |
| SE-1, SE-2, SE-3, SE-6 | SE-4, SE-5 | All Outcomes |
| Communicating scientifically | **30** | 10 | 10 | 10 |
| Gathering, recording, analysing and evaluating data | **30** |  | 20 | 10 |
| Application of Scientific research skills | **40** | 20 |  | 20 |
| **Total %** | **100** | **30** | **30** | **40** |

**HSC Science Extension Outcome**

**A student:**

SE-1 Refine and applies the working scientifically processes in relation to scientific research

SE-2 Analyses historic and cultural observation, 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 application, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets

SE-5 Analyses and applies the process 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 scientific informed by either primary or secondary-source 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 technique in a scientific report

Higher School Certificate Assessment Schedule – **SPORT LIFESTYLE & RECREATION STUDIES**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Description** | | Sports Admin Task | Outdoor Education Research Task | Completion of Practical Assessment | HSC Trial  Examination |
| **Due Date** | | **Term 4 2024**  **Week 9** | **Term 1 2025**  **Week 9 & 10** | **Term 3 2025**  **Week 3** | **Term 3 2025**  **Week 5 & 6** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |
| 1.2, 1.3, 2.2, 3.2, 3.3, 4.1 | 1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4 | 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4 | 1.1, 1.2, 1.3, 1.6, 2.2, 2.4, 3.2, 3.3, 4.1, 4.2, 4.5 |
| Sport Administration | **25** | 25 |  |  |  |
| Outdoor Recreation | **25** |  | 20 |  | 5 |
| Resistance Training | **25** |  |  | 10 | 15 |
| Individual Games and Sports Application | **25** |  |  | 15 | 10 |
| **Total %** | **100** | **25** | **20** | **25** | **30** |

**HSC Sport Lifestyle & Recreation Studies Outcomes**

**A student:**

1.1 Applies the rules and conventions that relate to participation in a range of physical activities

1.2 Explains the relationship between physical activity, fitness and healthy lifestyle

1.3 Demonstrates ways to enhance safety in physical activity

1.4 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

Higher School Certificate Assessment Schedule – **VISUAL ART**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Task** | | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Description** | | **Written Research Task:**  **Artist’s Practice**  Investigation of the relationship(s) between artists and artworld practices, including annotated research and initial writing drafts | **Development of the Body of Work**  Submission of artwork(s) in progress, VAPD with annotated evaluation of a sustained exploration of materials and ideas through the frames | **BOW**  **Resolving the Body of Work:**  Submission of artworks under development  VAPD, Written analysis of intention and artmaking practice through the conceptual framework | **HSC Trial Examination**  Art Criticism and Art History Written Examination |
| **Due Date** | | **Term 4 2024**  **Week 9** | **Term 1 2025**  **Week 8** | **Term 3 2025**  **Week 2** | **Term 3 2025**  **Week 5 & 6** |
| **Components** | **Weighting %** | **Outcomes Assessed** | | |  |
| H7 – H10 | H1 – H6 | H1 – H6 | H7 – H10 |
| Artmaking | **50** |  | 20 | 30 |  |
| Art Criticism and Art History | **50** | 20 |  |  | 30 |
| **Total %** | **100** | **20** | **20** | **30** | **30** |

**HSC Visual Arts Outcomes**

**A student:**

H1 Initiates and organises art-making 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 art-making

H5 Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways

H6 Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

H7 Applies their understanding of practice in art criticism and art history

H8 Applies their understanding of the relationships among the artist, artwork, world and audience

H9 Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art

H10 Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

**YEAR 12 ASSESSMENT TASK CALENDAR**

2024/2025

|  |  |
| --- | --- |
| **TERM 4 2023:** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **1**(A) Oct 14 – 18 |  |
| **2**(B) Oct 21 – 25 |  |
| **3**(A) Oct 28 – Nov 1 |  |
| **4**(B) Nov 4 - 8 |  |
| **5**(A) Nov 11 – 15 |  |
| **6**(B) Nov 18 – 22 |  |
| **7**(A) Nov 25 – 29 |  |
| **8**(B) Dec 2 - 6 |  |
| **9**(A) Dec 9 – 13 |  |
| **10**(B) Dec 16 – 20 |  |

|  |  |
| --- | --- |
| **TERM 1 2024:** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **1**(A) Feb 4 – 7 | **Monday 3rd February SDD** |
| **2**(B) Feb 10 – 14 |  |
| **3**(A) Feb 17 – 21 |  |
| **4**(B) Feb 24 – 28 |  |
| **5**(A) Mar 3 – 7 |  |
| **6**(B) Mar 10 – 14 |  |
| **7**(A) Mar 17 – 21 |  |
| **8**(B) Mar 24 – 28 |  |
| **9**(A) Mar 31 – Apr 4 |  |
| **10**(B) Apr 7 – 11 |  |
|  |  |
| **TERM 2 2024:** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **1**(A) Apr 30 – May 2 | **Monday 28th & Tuesday 29th SDD** |
| **2**(B) May 5 – 9 |  |
| **3**(A) May 12 – 16 |  |
| **4**(B) May 19 – 23 |  |
| **5**(A) May 26 – 30 |  |
| **6**(B) June 2 – 6 |  |
| **7**(A) June 10 – 13 | **Monday 9th Public Holiday** |
| **8**(B) June 16 - 20 |  |
| **9**(A) June 23 – 27 |  |
| **10** (B) Jun 30 – Jul 4 |  |
| **TERM 3 2024:** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **1**(A) July 22 – 25 |  |
| **2**(B) July 28 – Aug 1 |  |
| **3**(A) Aug 4 – 8 | **NO ASSESSMENT PERIOD** |
| **4**(B) Aug 11 – 15 | **NO ASSESSMENT PERIOD** |
| **5**(A) Aug 18 – 22 | **HSC TRIAL EXAMS** |
| **6**(B) Aug 25 – 29 | **HSC TRIAL EXAMS** |
| **7**(A) Sept 1 – 5 |  |
| **8**(B) Sept 8 – 12 |  |
| **9**(A) Sept 15 – 19 |  |
| **10**(B) Sept 22 – 26 |  |