



CESSNOCK HIGH SCHOOL

We are present, we are kind and we give our best.

Principal
Mr Peter Riley

EST. 1937
What e'er you do, do well

P (02) 4990 1977
F (02) 4991 1815

W cessnock-h.schools.nsw.gov.au
E cessnock-h.school@det.nsw.edu.au

Year 12 2023 HSC Assessment Schedules and Policy Booklet

Section	Contents	Page
1	Assessment Policy & Procedure	2-28
2	Vocational Education & Training	29-40
3	Assessment Schedules	41-64

Section 1	Page
Assessment Policy & Procedure	
Introduction	3 - 4
HSC Eligibility	5
Your Pattern of Study	6
ATAR Eligibility	7
Understanding Assessment Tasks	8 - 9
Assessment Notification	10
2022/23 Assessment Task Blocks	11
Trial HSC Examinations	12
Examination Procedures	13
EXAM Equipment Checklist	14
Submission of Assessment Tasks	15
Procedures for Awarding Marks	16
Late Submission and Non-Completion	17 - 18
Illness and Misadventure Procedures	19 - 22
Malpractice	23
Invalidity of Assessment Tasks	24
Feedback	25
N-Warnings & Determination	26
Special Provisions	27
Practical and Submitted Works	28

STAGE 6 ASSESSMENT POLICY & PROCEDURES

INTRODUCTION

This manual provides details of Cessnock High School's assessment policies and procedures which are to be reviewed regularly. Staff, students and parents should ensure that they understand the procedures, programs and implications of the materials presented.

The NSW Education Standards Authority (NESA) requirements place a lot of emphasis on the Cessnock High School policies and procedures. It is an expectation that students should always endeavour to do their best in all assessment tasks.

Cessnock High School views assessment very seriously. Students who are not making a serious attempt at their courses will be interviewed by Head Teachers and/or a Deputy Principal to make them aware of the requirements and consequences.

WHAT ARE THE KEY UNDERPINNINGS OF THIS POLICY?

All students will be treated fairly and equitably commensurate with their needs.

Individual subjects (except VET courses) will have a maximum number of three formal assessment tasks in Year 11 and four in Year 12.

The number of formal written examination tasks that mimic the HSC examination will be limited to one per course, with a maximum weighting of 30% for the Year 12 course.

HOW WILL THIS POLICY BE DISTRIBUTED?

A written copy of this policy will be distributed to students with the Year 12 assessment schedules during a year meeting. Students will sign to say they have received this document.

The policy and procedures document will be published on Cessnock High School's website with the Assessment Schedule.

STAFF & STUDENT RESPONSIBILITIES

STAFF

- Demonstrate an understanding of course content, objectives and outcomes
- Develop tasks that meet syllabus requirements in the course
- Publish scope, sequence and timing details of all tasks at the beginning of the assessment year
- Ensure that students have copies of all relevant course documents
- Implement classroom assessment procedures according to school and NESA requirements
- Provide parents/students with information that gives a true reflection of student progress
- Provide quality teaching and learning for students, establishing high expectations
- Ensure learning is based on current material and meets syllabus requirements and student needs
- Identify students causing concern and employ strategies to support them and communicate with parents.

STUDENTS

- Make a serious attempt at each task and act on constructive feedback
- Adhere to the assessment guidelines
- Follow a pattern of study that meets their educational needs
- Communicate to their teacher any changes in their circumstances that may impact on their HSC performance.

HSC ELIGIBILITY

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

- ✓ Passed Minimum Standard of Literacy and Numeracy.
- ✓ Completed the HSC: All My Own Work Program (except Life Skills students).
- ✓ Gained the Record of Student Achievement (RoSA) or other qualifications as NESA considers satisfactory.
- ✓ Attended a government school, an accredited non-government school, a school outside NSW recognised by NESA, or a college of TAFE.
- ✓ Satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate.
- ✓ Made a serious attempt at the required HSC examinations.

YOUR PATTERN OF STUDY

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- at least six units of Board Developed Courses
- 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 least four subjects

** Satisfactory completion of English Studies fulfils English requirements for Year 12. The course will count towards the 6 units of Board Developed Courses required for the award of the HSC.*

Students must meet eligibility requirements if studying:

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

All Year 11 and Year 12:

- Board Endorsed Courses must have current endorsement

ELIGIBILITY FOR AN AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

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 (unless the exam is completed) do not satisfy requirements for an ATAR.

ADMINISTRATIVE REQUIREMENTS

Students are required to confirm their pattern of study and sign the NESA 'Confirmation of Entry form'.

UNDERSTANDING ASSESSMENT TASKS

The syllabus provides guidance in relation to the types of tasks that are suitable. The assessment tasks used should be appropriate to the outcomes and component of the course being assessed.

For example; tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance.

The assessment tasks should allow for a range of marks to allow for discrimination between the performances of individual students and be set at an appropriate level of difficulty that allows the full range of marks to be available.

The following pages will explain the requirements of Assessment Task design, notification, submission and misadventure.

ASSESSMENT TASK OVERVIEW

- An individual task will not be worth less than 10%, nor more than 40%, of the total assessment marks. One task may address several course outcomes.
- Head Teachers are required to validate each task prior to distribution to students.
- All assessment tasks for a course should be completed by each student.
- Tasks will be submitted by the student, in person, before 9:30am on the due date.
- Students will sign the Assessment Task Register Sheet to acknowledge the receipt, submission and return of an Assessment Task.
- Teachers will assess the students' actual performance, not potential performance. Assessment marks must not be modified to predict the possible effects of illness or domestic situations.
- Students who indicate they are sick on the day of an assessment task should contact the Deputy Principal to discuss whether they should sit the task, and to discuss the required documentation for non-completion.

ASSESSMENT NOTIFICATION

At least two weeks notice of the details of a task should be given and, in addition to the Assessment Schedule and Scope and Sequence provided to the student at the beginning of the course, each task should notify students of the precise date, outcomes assessed, weighting for components and marking guidelines.


Students are to sign that they have received the assessment task notification.

If a student is absent on the day that a notification for an assessment task is given to students, the teacher will give the student their notification the next day that they are present. Note: unless there are exceptional circumstances, an extension of time for the task will not be granted.

Students will complete tasks within an allocated two-week assessment block. Within each block tasks will be allocated a day and period (or date for submission) when each task is to take place. These blocks will operate at various stages of the course, the weeks allocated are noted on the next page of this booklet.

2022/2023 Assessment Blocks

Term 4 2022	Week	Year 12 HSC Assessment Schedule					
	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9	HSC ASSESSMENT BLOCK ONE					
10	HSC ASSESSMENT BLOCK ONE						
11		20 th Dec					
Term 1 2023	Week						
	1	30 th Jan					
	2	HSC ASSESSMENT BLOCK TWO					
	3	HSC ASSESSMENT BLOCK TWO					
	4						
	5						
	6						
	7						
	8						
	9	HSC ASSESSMENT BLOCK THREE					
10	HSC ASSESSMENT BLOCK THREE						
				6 th April	Public Holiday		
Term 2 2023	Week						
	1	24 th April	Public Holiday				
	2						
	3						
	4						
	5						
	6						
	7						
	8	Public Holiday	HSC ASSESSMENT BLOCK FOUR				
	9	HSC ASSESSMENT BLOCK FOUR					
10						30 th June	
Term 3 2023	Week						
	1	17 th July					
	2						
	3						
	4	PRACTICAL PROJECTS AND SUBMITTED WORKS					
	5	TRIAL HSC					
	6	TRIAL HSC					
	7						
	8						
	9						
10						22 nd Sep	
* NOTE – SOME ASSESSMENTS MAY FALL OUTSIDE ASSESSMENT BLOCKS							

 = Pupil free day

Trial HSC Examinations

All courses will have a Trial HSC Examination (except English Extension 2 and some Content Endorsed Courses and Board Endorsed Courses)

The Trial HSC Examination should form a significant part of the course assessment.

Examination papers should mirror the HSC as far as possible in skills, content, duration and difficulty.

For the Trial HSC Examinations students:

- are required to wear full school uniform
- only attend school during the time of their scheduled examinations

If a student is absent from the Trial HSC Examination, they must:

Contact the school on the day of the examination to speak with the Deputy Principal and complete the task within the scheduled examination period

EXAMINATION PROCEDURES

You:

- must be prompt to the examination
- are required to fill in an attendance slip for every examination. The slips will be collected and forwarded to the relevant faculty
- are not permitted to leave the venue before the end of the examination
- must not talk once they have entered the examination venue
- will be directed where to sit. When there are multiple exams, subject groups will sit together.
- are responsible for making sure that the correct examination paper has been provided for the course entered. When asked to do so by the supervisor, check the examination papers to make sure that there are no pages missing.
- during reading time, students must not write, use any equipment including highlighters, or annotate examination paper in any way. Reading time for examination papers is as follows:
 - 10 minutes of reading time for Paper 1 of the examination in all 2-unit English courses
 - 10 minutes of reading time for all written modern Languages examinations for Beginners, Continuers, Heritage, Background Speakers and Extension courses.
 - 5 minutes of reading time for all other written examinations.
- may consult their dictionary during reading time in examinations where dictionaries are permitted.
- must read the instructions on the examination paper carefully as well as all questions. Supervisors are not permitted to interpret examination questions or instructions relating to questions.
- write clearly, with black pen.
- write answers in the correct answer booklets.
- stop writing immediately when told to do so by the supervisor.
- must follow the supervisor's instructions at all times.
- must behave in a polite and courteous manner towards the supervisors and other students.
- must make a serious attempt at the examination.
- must not leave until dismissed by the supervising teacher.
- must not remove any examination papers from the examination room. If students want to see an examination paper after the examination is over, they will need to speak to their teacher.
- If a student is absent on the day of a scheduled examination, they are to make contact with the Faculty running that examination. (See PROCEDURES FOR ALTERNATIVE SUBMISSION AND NON-COMPLETION OF TASKS.)

EQUIPMENT CHECKLIST FOR EXAMINATIONS

- black pens, pencils, erasers, sharpener (only use pencils where specifically directed)
- a ruler marked in millimeters and centimeters
- highlighter pen
- a bottle of water in a clear bottle
- Watches: Students can wear their watch into the examinations, but once they sit down, they will have to take it off and place it in clear view on their desk. Programmable watches, including smartwatches, will not be allowed in the examination room.
- Specific course equipment approved by NESA can be found at Equipment Checklist for the Higher School Certificate Examinations:
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>
- All equipment brought in may be subject to inspection on entry. Students will be directed to place any unauthorized equipment or material in a designated area. Examination staff will not be responsible for these items.
- Students are not permitted to borrow equipment during examinations.
- Students may only use scientific calculators that appear on the Board's list of approved scientific calculators. The list of approved scientific calculators, can be found at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>
- Students are permitted to take dictionaries into certain Language examinations. However, they must be monolingual and/or bilingual print dictionaries relating to the language being examined. Dictionaries cannot be annotated or highlighted in any way, including using stickers to mark a particular place. Electronic dictionaries are not permitted.

Students must NOT bring any of the following into the examination room:

- a mobile phone or smartwatch
- any electronic device (except a calculator where permitted). This includes communication devices, organizers, tablets (e.g. iPads, etc.), music players or electronic dictionaries
- paper or any printed or written material (including the examination timetable)
- correction fluid or correction tape.

SUBMISSION OF TASKS

All hand in assessment tasks must be submitted as directed on the assessment notification, before 9:30 on the date they are due.

On occasions where tasks are to be submitted in an electronic form, students have a responsibility to ensure the correct electronic file is easily identified with the task title, and the file is accessible and not corrupt. A technology fault is not grounds for appeal.

During an in-class assessment task, students must abide by examination expectations.

For separate classes completing the same course, Head Teachers are required to ensure that students receive the same information to ensure consistency in the administration of the assessment task. Where possible, the task should be completed on the same day/period to protect the integrity of the task and ensure that all students have the same examination conditions and experiences.

HSC Assessment Tasks take precedence over all school and external activities including; excursions, work placement for VET, work experience, competitions, sporting events and family holidays. However, accommodations may be made where appropriate and alternate arrangements may be made with the Deputy Principal prior to the due date, to arrange early or alternate submission.

Change of dates for assessment tasks will only occur in special circumstances with the Principal's permission. Students must be informed of the change in writing and they must sign to acknowledge the change. Changes must also be altered on the School Calendar.

PROCEDURES FOR AWARDING MARKS

The HSC requires that a standard referenced approach be used for assessing and reporting student achievement.

Assessment tasks allow measurements of student performance in relation to course outcomes, including those not readily measured by an examination. This serves to provide several types of measurements over a period of time. In a standards-referenced approach, the assessment mark submitted to the NESA will reflect the rank order and relative difference between the achievements of students, based on the extent to which students have demonstrated the achievement of the outcomes.

Marks are calculated based on the mandatory assessment components and weightings found in the syllabus for each course.

Marks will be aggregated to the nearest whole number and ranked accordingly. Assessment marks should show the relative differences between students' performances. This is best achieved when a sufficiently wide mark range is used in allocating the marks for the individual tasks.

It is stressed that the final assessment mark should not be revealed to the students, but students must be informed that they can receive their final assessment rank. This will be provided as the assessment rank on their semester two report.

PROCEDURES FOR LATE SUBMISSION AND NON-COMPLETION OF TASKS

Tasks handed in late, or completed late, will receive a zero unless a student has completed ILLNESS/ MISADVENTURE APPEAL FORM which has been approved.

Where a teacher is absent on the day for an in-class task, the Faculty Head Teacher or senior teacher will arrange alternative cover to complete the task as required.

Where a student is absent on the day an assessment task is due, either for medical reasons or any other reason, a zero must be given initially and the student has the right to appeal via the submission of an ILLNESS/ MISADVENTURE FORM with the relevant documentation.

When a student is absent on the day when a written task or an examination is to be handed in, and the absence is known beforehand, the student must make arrangements for the task to be submitted or completed on or before the due date / time. If this is not possible the student may complete an ILLNESS/ MISADVENTURE FORM. This form must be submitted prior to the task being due.

PROCEDURES FOR LATE SUBMISSION AND NON-COMPLETION OF TASKS

Where a student is absent on the day of a hand-in task because of illness/misadventure, the student must arrange for the task to be handed in on time by an agent OR the task must be submitted electronically by 9.30am.

Where a student is absent on the day of an in-class assessment, it is the responsibility of the student to see their teacher/ Head Teacher of the relevant course on the first day of attendance after illness and to make alternative arrangements for completion of the assessment task. The student must be prepared to sit the task first day back at school. Relevant evidence (e.g. current doctor's certificate, statutory declaration, other) covering all days of absence must be submitted within three school days with an ILLNESS/ MISADVENTURE FORM.

Failure to follow the above procedures will result in an N Award Warning Letter being sent to parents/caregivers of the student and a mark of zero awarded.

PROCEDURES FOR ILLNESS / MISADVENTURE

What Is Illness and Misadventure?

NESA will only consider awarding special consideration in cases of illness and misadventure. These are defined as:

- ❖ **Illness:** Any sickness or injury that prevents a student from attending school
- ❖ **Misadventure:** Any unforeseen circumstance or incident that prevents a student from attending school.

An ILLNESS-MISADVENTURE FORM is used when an assessment task is:

- Not submitted on time
- Submitted incomplete
- During extra-ordinary circumstances.

Where a student experiences a misadventure, she/he should obtain an ILLNESS-MISADVENTURE APPEAL FORM from the front office (also available on the CHS website, within this booklet, and from a Deputy). This must be done on the same day where possible or the next day of attendance including attendance at the next examination after the misadventure.

COMPLETING THE ILLNESS/MISADVENTURE APPEAL FORM

PART A: This section is to be completed by the student. Reasons for the Illness- Misadventure appeal must be documented in this section. Relevant documentation (e.g. doctor's certificate, statutory declaration, other) must be attached. This section is signed by the student and parent/carer.

It is the student's responsibility to complete the Illness-Misadventure Appeal Form and return it to the class teacher within three school days of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances.

PART B: The appeal is then completed by the Deputy Principal (within policy guidelines), who may:

- i. uphold the appeal (marks may be awarded)
- ii. dismiss the appeal (mark of zero is maintained)
- iii. impose a penalty (marks are adjusted)

The result will be communicated to the student by the class teacher.

If the Deputy Principal dismisses the appeal, the student has the option of requesting an Appeals Committee review.

PART C: The Appeals Committee shall be convened by the alternate Deputy Principal and Year Adviser. The committee will make a recommendation.

The committee may:

- uphold the appeal (marks may be awarded)
- dismiss the appeal (mark of zero is maintained)
- impose a penalty (marks are adjusted)

The committee will communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark. All documents related to the appeal should be placed in the student's file and the class teacher's HSC Monitoring folder.

SAMPLE ILLNESS / MISADVENTURE FORM



Assessment Policy and Procedure Document



ILLNESS/MISADVENTURE APPEAL FORM

PART A: STUDENT SECTION *(To be returned to the Deputy Principal)*

Student Name: _____ Subject: _____ Year: _____ Date: _____

Class Teacher: _____ Task Title: _____ Due Date: _____

Reason for failure to meet requirements: (Please outline your reasons)

Supporting Documentation (E.g. Medical Certificate, Statutory Declaration, other)

- ☐ The following is attached: _____
- ☐ No evidence is attached

Student Signature: _____ Parent/Carer Signature: _____

Date: _____

*** Please submit this form to the Deputy Principal within 3 days of the Illness/Misadventure**



PART B: DEPUTY PRINCIPAL DECISION *(To be detached and returned to the student)*

Based on the above recommendation;

- ☐ I uphold the appeal
- ☐ I dismiss the appeal

Notes:

Deputy Principal Signature: _____ Date: _____

PART C: PANEL DECISION *(If student has appealed the original decision)*

Student Name: _____ Subject: _____ Year: _____ Date: _____

Class Teacher: _____ Task Title: _____ Due Date: _____

Decision:

Signature of Panel Member: _____

STUDENTS CANNOT SUBMIT AN APPEAL BASED ON:

- difficulties in preparation or loss of preparation time / technology fault
- alleged deficiencies in teaching
- long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- misreading the examination timetable
- misreading assessment task or examination instructions
- other commitments such as holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations.
- illness once the assessment paper is opened during the reading time, or after the examination commences.
- under no circumstances does a suspension from school entitle a student to submit an assessment after the due date. If a student is on suspension from school at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted on the due date before 9:30am. It is the student's responsibility to notify the Deputy Principal at the time of suspension that an assessment task is to be completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension.

MALPRACTICE

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

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from 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 their own
- submitting work to which another person such as a parent, coach or subject 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 rules
- 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

Where cheating is detected a mark of zero will be given for the task to each student involved. It is a NESA requirement that the students name be added to a Malpractice Register. A student penalized for cheating has access to the appeals process.

Where a student is present on the day of the task and truants in periods prior to undertaking the task, penalties may apply.

INVALIDITY OF ASSESSMENT TASKS

Where invalid or unreliable results have been produced by an assessment task the Deputy Principal and faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration.

The Deputy Principal will ascertain the reasons for the unreliable or invalid results and implement one or more of the following processes as appropriate:

- negotiation with all students affected
- implement an alternate task supplied for the whole or part of the original
- mark adjustment to discount the invalid part of the test
- other, as determined by the Deputy Principal.

FEEDBACK

Teachers should provide feedback to students to assist their learning. The effectiveness of feedback to students on their performance on assessment tasks can result in significantly improvement in the standards-based system used for the HSC.

Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students.

Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher.

For each assessment task students should receive clear feedback on their performance. This should include what they are able to do and what they need to do in order to improve their performance.

This advice should indicate:

- Student attainments in the task relative to the outcomes
- Student relative positions within the course group
- Students should sign the Assessment Task Register Sheet to acknowledge that feedback and task rank are received.
- In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

N-WARNING & DETERMINATION

If the Principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for them to correct the problem and satisfactorily complete the course.

A minimum of two warning letters for each course is required for N-Determination.

The Principal will use the following as a guide for N-Determination:

A) 50% Rule: In addition to any other set tasks and experiences in any course, students must complete assessment tasks that contribute in excess of 50% of available marks.

B) Set Tasks and Experiences: Principals must determine if there is sufficient evidence to progress with an N determination for a student's application of diligence and sustained effort to the set tasks and experiences provided in the course by the school.

If a decision is made to progress with an N-Determination:

1. The Principal or delegate will notify the parent/carer that in the school's view, their student has not met the completion requirements for the award of the HSC
2. Offer an Appeal form (if required)
3. Form an Appeals panel (if required) and review the appeal
4. If the appeal is upheld, award the marks for the course.
5. If the Appeal is declined, forward all documentation to the Board of Studies for determination.

If an 'N' determination is given:

The course will be listed as 'Not Completed' on the Record of Secondary Achievement

The student may be ineligible for the award of HSC.

SPECIAL PROVISIONS

The Learning and Support Team is responsible for the identification and management of students requiring special provisions. A submission for all known cases is made to the NSW Education Standard Authority (NESA).

Students who accessed special provisions in Year 10 should be screened for similar access for senior assessment and examination.

The Learning and Support Teacher will develop a list of students requiring special provisions. Additional students may be added during the year.

Special provisions should apply to those assessment tasks affected by the student's specific provisions, only when approved by the Board of Studies or by emergency arrangement with the Principal.

Students who believe they may be eligible for Special Provisions should see the HT Wellbeing, Ms. Haskara for further information.

PRACTICAL & SUBMITTED WORKS

Students are required to be provided with written notice of:

- relevant guidelines for the project work so the work falls within the NESA and HSC guidelines for size, weight and duration.
- examination dates for practical, submitted works and performances.
- teachers should ensure that students understand what malpractice is, and how it relates to their projects. This includes students understanding the requirements regarding outside assistance, and that outside assistance is acknowledged in the project documentation.
- teachers must certify that the work is the students' own original work and that any material drawn from other sources or any outside assistance is acknowledged
- students must sign to acknowledge the receipt of NESA guidelines.

Section 2

Vocational Education & Training

Page

VET Assessment Requirements	30-31
VET Events	32
VET Work Placement	33
VET Certificate	34
Construction	36
Hospitality	37
Skills for work	38
Sports Coaching	39

VET ASSESSMENT REQUIREMENTS

Vocational Education and Training (VET) courses are competency based. The purpose of assessment in this context is to judge competence on the basis of performance. A student's performance is judged as being either competent or not yet competent against a prescribed standard. The judgement is made on the basis of evidence which can be in a variety of forms.

If after the completion of a task or an event a student is not yet competent against the prescribed standard they are required to gain the competency within **TWO** weeks or a letter of concern will be created. Further failure to gain competencies may result in a student being in danger of not completing a course satisfactorily and the N-warning and Determination process initiated.

NESA requires providers of VET curriculum framework courses to:

- ensure that all courses are delivered under the auspices of a Registered Training Organization (RTO).
- use a competency-based approach to assessment.
- maintain a record of all of the competencies achieved by each student.
- progressively record the achievement of elements of competency and units of competency in a competency record book (student log) supplied by the RTO
- use only qualified assessors to carry out assessment.
- report to the Board via Schools Online both the units of competency each student intends to study in a year and the units of competency actually achieved by each student in each course.

VET ASSESSMENT REQUIREMENTS

- verify that students have completed the mandatory work placement hours that have been assigned to each course.
- prepare students enrolled in 240-hour courses for the optional HSC examination, if the students elect to present for the examination.

Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for any of the optional VET curriculum framework examinations. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC examination, such as a trial HSC examination. It will be used only in the case of a successful illness/misadventure appeal.

Maintaining records

In the case of VET courses for the Higher School Certificate, students who have achieved units of competency through study or experience are not required to be reassessed for recognition of those units of competency. However, a qualified assessor from an RTO must have assessed such competencies.

VET EVENTS

VET Written Events: For all VET courses, students are required to submit written works to receive a Competent or Not Yet Competent result. Students can have as many attempts to achieve Competency though it is in the students' interest to complete in a suitable timeframe. There is no Life skills alternative for VET courses.

Students will participate in Year 11 and Trial HSC examinations, with the HSC being optional for non-ATAR students.

Students must complete the entire written component for Assessment Events to the prescribed standard set by their teacher. If a student has not made a genuine effort, then a Letter of Concern will be sent to inform caregivers of their child's lack of application. Feedback must be provided by teacher and task returned to student to be either corrected and/or completed for resubmission. It is the students' responsibility to submit their task to achieve their competency.

VET Practical Events: For all VET courses, students are required to complete practical assessment in conjunction with written task. Students will achieve either Competent or Not Yet Competent. Students are advised when assessment will occur to ensure participation.

If a student is unable to complete a practical assessment event they will have one further opportunity at a date and time designated by their teacher. If a student fails to complete make-up practical task it will then become the responsibility of the student to organise resources and time to complete the task.

VET WORK PLACEMENT

All students must partake in **mandatory** work placement resulting in up to 70 hours total – 35 Preliminary and 35 Year 12. It is the students responsibility to:

- Organise an interview with employer
- Ensure the insurance paperwork is completed (four copies sign by the Principal)
- Maintain the hours summary sheet and evaluation from the employer
- Contact the employer if they are unable to attend work placement and make up the missed hours at an agreed date and time

If any student does not attend pre-organised Work Placement, it will be the students' responsibility to contact and organise individual placement as Youth Express and Cessnock High School will not be responsible for organising a second placement. Work placement must be organised during a holiday period to ensure there is no further disruption to student learning.

Student will be issued with an N Award and if this matter is not resolved and student does not attend work placement, they will not achieve a Statement of Attainment.

VET CERTIFICATE

It is the aim that all VET students obtain a Certificate I, II or III in their course. This requires the student to complete the 240 hour course:

- complete all core and electives unit
- complete and gain competency in all assessment events (both theory and practical),
- examinations and
- complete all work placement.

If a student does not achieve all competencies but completes work placement student will achieve a Statement of Attainment that reports on the elements of the certificate the student has achieved.

VET Core units

Students are required to complete all Core units. If a student does not attend or complete Core Units an N Warning letter will be issued.

VET ASSESSMENT SCHEDULES HERE

School Name: Cessnock High School

2022/2023 Student Competency Assessment Schedule

COURSE: CPC20220 Certificate II in construction Pathways & SoA towards CPC20120 Certificate II in Construction

Assessment Events for (Must be edited to suit school delivery – refer to TAS)		Cluster 5	Cluster 6	Cluster 7	Cluster 8	Work Placement 2*	Trial Exam**
Cluster	Code	Unit of Competency	Week 10 Term 4 In Class	Week 5 Term 1 In Class	Week 5 Term 2 In class	Week 8 Term 3 IN class	Week 5 - 6 Term 3 Examination
Cluster 5 – Option 2	CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	X				
Cluster 6	CPCCCM2006	Apply basic levelling procedures		X			
Cluster 7	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials			X		
Cluster 8	CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the construction industry				X	

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

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

* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

School Name: Cessnock High School

Student Competency Assessment Schedule

COURSE: SIT20316 Certificate II in Hospitality (Strategy A)

HSC

2022 - 2023

Assessment Events for			Cluster 4	Cluster 5	Cluster 6	Cluster 7	Work Placement 2*	Trial Exam**
Cluster	Code	Unit of Competency	In class	In class	Submission	In Class	In class	Examination
Cluster 4 Enjoy every bite	SITHCCC003	Prepare and present sandwiches	X					
	SITHFAB007	Serve food and beverages	X					
Cluster 5 Espresso yourself	SITHFAB005	Prepare and serve espresso coffee		X				
	SITXCCS003	Interact with customers		X				
Cluster 6 Keeping up to date	SITHIND002	Source and use information on the hospitality industry			X			
	BSBWOR203	Work effectively with others			X			
Cluster 7 Snack attack	SITHCCC002	Prepare and present simple dishes				X		
	SITHIND003	Use Hospitality skills effectively						
Cluster 8 (B) Working in industry (work placement 2)	BSBSUS201	Participate in environmentally sustainable work practices					X	
							X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20316 Certificate II in Hospitality or a Statement of Attainment towards a SIT20316 Certificate II in Hospitality.

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

* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

School Name: Cessnock High School

2022/2023 Student Competency Assessment Schedule

COURSE: FSK201119- Certificate II in Skills for Work and Vocational Pathways

Cluster		Code	Unit of Competency	Assessment Events for			
Cluster 4	Cluster 5			Cluster 4	Cluster 5	Cluster 6	Cluster 7
				Week 10 Term 4	Week 10 Term 1	Week 10 Term 2	Week 8 Term 3
				In class	In class	Submission	In Class
Cluster 4		FNSFLT211	Develop and use personal budgets	X			
		FNSFLT212	Develop and use a savings plan	X			
		WS Module 5	Managing Work and Life Commitments	X			
		WS Module 6	Personal Finance	X			
Cluster 5		FSKOCM007	Interact effectively with others at work		X		
		FSKLRG009	Use strategies to respond to routine workplace problems		X		
		WS Module 3	Workplace Communication		X		
		WS Module 7	Workplace Issues		X		
Cluster 6		FSKNUM014	Calculate with whole numbers and familiar fractions, decimals, and percentages for work		X		
		FSKNUM015	Estimate, measure and calculate with routine metric measurements for work		X		
		WS Module 4	Teamwork and Enterprise Skills		X		
		WS Module 10	Experiencing Work		X		
Cluster 7		FSKLRG010	Use routine strategies for career planning				X
		BSBOPS203	Deliver a service to customers				X
		BSBWHS211	Contribute to health and safety of self and others				X
		WS Module 1	In the Workplace				X
		WS Module 2	Preparing Job Applications				X

Depending on the achievement of units of competency, the possible qualification outcome is a FSK201119- Certificate II in Skills for Work and Vocational Pathways or a Statement of Attainment towards a FSK201119- Certificate II in Skills for Work and Vocational Pathways.

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

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency.

Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated. |

COURSE: SIS30521 - Certificate III in Sport Coaching

2022 - 2023

Assessment Events for SIS30521 - Certificate III in Sport Coaching			Event 4	Event 3b	Event 5	Event 6
Cluster	Code	Unit of Competency	Week 6 Term 4 Date: 18 TH Nov 2022	Week 6 Term 1 Date: 3 rd March 2023	Week 5 Term 2 Date: 02 June 2023	Week 2 Term 3 Date: 28 th July 2023
4	SISSCO003 BSBPOS403	Meet participant coaching needs Apply business risk management processes	X			
3b	SISSSOF002	Continuously improve officiating skills and knowledge		X		
5	SISSSCO012	Coach sports participants up to an intermediate level			X	
6	HLTAID011	First Aid				X

Depending on the achievement of units of competency across 2022/2023, the possible qualification outcome is a SIS30521 - Certificate III in Sport Coaching or a Statement of Attainment toward a SIS30521 - Certificate III in Sport Coaching


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

* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

2022/2023 Assessment Blocks

Term 4 2022	Week	Year 12 HSC Assessment Schedule					
	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9	HSC ASSESSMENT BLOCK ONE					
	10						
11		20 th Dec					
Term 1 2023	Week						
	1	30 th Jan					
	2	HSC ASSESSMENT BLOCK TWO					
	3						
	4						
	5						
	6						
	7						
	8						
	9	HSC ASSESSMENT BLOCK THREE					
	10						
Term 2 2023	Week						
	1	24 th April	Public Holiday				
	2						
	3						
	4						
	5						
	6						
	7						
	8	Public Holiday	HSC ASSESSMENT BLOCK FOUR				
	9						
	10						30 th June
Term 3 2023	Week						
	1	17 th July					
	2						
	3						
	4	PRACTICAL PROJECTS AND SUBMITTED WORKS					
	5	TRIAL HSC					
	6						
	7						
	8						
	9						
	10						22 nd Sep
* NOTE – SOME ASSESSMENTS MAY FALL OUTSIDE ASSESSMENT BLOCKS							

 = Pupil free day

Section 3 - Assessment Schedules	Page
Agriculture	42
Ancient History	43
Biology	44
Business Studies	45
Community and Family Studies (CAFS)	46
Earth and Environmental Studies	47
English Advanced	48
English Standard	49
English Studies	50
Geography	51
Industrial Technology – Timber	52
Legal Studies	53
Mathematics Advanced	54
Mathematics Standard 1	55
Mathematics Standard 2	56
Modern History	57
Music	58
Numeracy	59
PDHPE	60
Physics	61
Society and Culture	62
Sports, Lifestyle and Recreation Studies (SLR)	63
Visual Arts	64

Agriculture - HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Farm Product Study- Short Answer Response	Agri-Food, Fuel and Fibre Technologies- Short Answer Response	Plant/Animal Production- Skills Task	Trial HSC Examination
Timing		Term 4, 2022 Assessment Block One	Term 1, 2023 Assessment Block Three	Term 2, 2023 Assessment Block Four	Term 3, 2023 Trial Examination
Submission method		In class	In class	In class	In class
Assessment Component					
Knowledge and understanding of course content	40%	10%	10%	5%	15%
Knowledge, understanding and skills required to manage agricultural production systems	40%	10%	5%	15%	10%
Skills in effective research, experimentation and communication	20%	5%	5%	5%	5%
Total	100%	25%	20%	25%	30%
Outcomes Assessed		H3.1 H3.2 H3.3 H3.4	H3.4 H4.1 H5.1	H1.1, H2.1, H2.2, H4.1	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1

Course Outcomes:

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

Ancient History – HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Short Answer Responses	Historical Analysis	Source Analysis	Trial Examination
Timing		Term 4, 2022 Assessment Block One	Term 1, 2023 Assessment Block Three	Term 2, 2023 Assessment Block Four	Term 3, 2023 Trial HSC
Submission method		In class	In class	In class	In class
Assessment Component					
Knowledge and understanding of course content	40%	10	5	5	20
Historical skills in the analysis and evaluation of sources and interpretations	20%		5	10	5
Historical inquiry and research	20%		10	10	
Communication of historical understanding in appropriate forms	20%	10	5		5
Total	100%	20%	25%	25%	30%
Outcomes Assessed		AH12-1, AH12-2, AH12-3, AH12-4, AH12-6, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-6, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-6, AH12-9, AH12-10	AH12-5, AH12-6, AH12-9, AH12-10

Course Outcomes:

AH12-1 accounts for the nature of continuity and change in the ancient world

AH12-2 proposes arguments about the varying causes and effects of events and developments

AH12-3 evaluates the role of historical features, individuals and groups in shaping the past

AH12-4 analyses the different perspectives of individuals and groups in their historical context

AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world

AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH12-7 discusses and evaluates differing interpretations and representations of the past

AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

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

AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

Biology - HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Practical	Research and Problem Solving Task	Depth Study Analysis	Trial HSC
Timing		Term 4, 2022 Assessment Block 1	Term 1, 2023 Assessment Block 3	Term 2, 2023 Assessment Block 4	Term 3, 2023 Assessment Trial
Submission method		In class	In class	In class	Examination
Assessment Component					
Skills in working scientifically	60%	15%	15%	15%	15%
Knowledge and understanding	40%	5%	10%	10%	15%
Total	100%	20%	25%	25%	30%
Outcomes Assessed		12-1, 12-2, 12-3, 12-4 12-5, 12-14	12-4 12-5, 12-6, 12-7, 12-12	12-1, 12-3, 12-5 12-6, 12-7, 12-12, 12-13	12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15

Course Outcomes:

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

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

Business Studies - HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Business Report - Operations	Objective response and short answer: Finance	Research task and extended response: Marketing	Trial HSC Examination
Timing		Term 4, 2022 Assessment Block One	Term 1, 2023 Assessment Block Three	Term 2, 2023 Assessment Block Four	Term 3, 2023 Trial Examination
Submission method		In class	In class	In class	In class
Assessment Component					
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Stimulus based skills	20%		10%		10%
Inquiry and research	20%	10%		10%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Total	100%	20%	25%	25%	30%
Outcomes Assessed		H1, H2, H3, H5, H7, H9	H5, H8, H9, H10	H2, H5, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9, H10

Course Outcomes:

H1 - critically analyses the role of business in Australia and globally

H2 - evaluates management strategies in response to changes in internal and external influences

H3 - discusses the social and ethical responsibilities of management

H4 - analyses business functions and processes in large and global businesses

H5 - explains management strategies and their impact on businesses

H6 - evaluates the effectiveness of management in the performance of businesses

H7 - plans and conducts investigations into contemporary business issues

H8 - organises and evaluates information for actual and hypothetical business situations

H9 - communicates business information, issues and concepts in appropriate formats

H10 - applies mathematical concepts appropriately in business situations

CAFS – HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Short Answer/Multiple Choice Questions	Independent Research project	Extended Response Questions	Trial Exam
Timing		Term 4, 2022 Assessment Block One	Term 1, 2023 Assessment Block Three	Term 2, 2023 Assessment Block Four	Term 3, 2023 Trial HSC
Submission method		In class	In class	In class	In class
Assessment Component					
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Skills in critical thinking, research, analysing and communicating	60%	15%	10%	15%	20%
Total	100%	25%	20%	25%	30%
Outcomes Assessed		2.1 2.2 5.1 3.2	4.1 4.2	2.3 3.4, 6.2, 5.1	1.1 2.2 2.3 3.1 3.3, 3.4, 4.1, 4.2, 5.1 5.2

Course Outcomes:

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

Earth and Environmental Science -

HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Practical Assessment	Depth Study Analysis	Research Task	Trial HSC Examination
Timing		Term 4, 2022 Assessment Block One	Term 1, 2023 Assessment Block Three	Term 2, 2023 Assessment Block Four	Term 3, 2023 Assessment Block Trial HSC
Submission method		In class	In class	In class	Examination
Assessment Component					
Working Scientifically Skills	60%	20%	15%	10%	15%
Knowledge and understanding	40%	5%	10%	10%	15%
Total	100%	25%	25%	20%	30%
Outcomes Assessed		12-2, 12-3 12-5, 12-12	12-1, 12-4 12-5, 12-6 12-7, 12-13	12-4, 12-5 12-7, 12-14	12-2, 12-4, 12-5 12-6, 12-7 12-12, 12-13 12-14, 12-15

Course Outcomes:

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

English Advanced – HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Common Module – Multimodal	Module A - Comparative Essay	Module B – Essay & Reflection	Trial HSC Examination
Timing		Term 4, 2022 Assessment Block 1	Term 1, 2023 Assessment Block 3	Term 2, 2023 Assessment Block 4	Trial Examination Period Term 3, 2023
Submission method		Submit	In class	In class AND submit	Examination
Assessment Component					
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules	50%	10%	10%	15%	15%
Total	100%	20% (10% CoW)	25%	25% (10% CoW)	30% (5% CoW)
Outcomes Assessed		EA12-1 EA12-2 EA12-7	EA12-1 EA12-6 EA12-8	EA12-3 EA12-4 EA12-5	All outcomes

Course Outcomes:

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

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

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

EA12-4: strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

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

EA12-6: investigates and evaluates the relationships between texts

EA12-7: evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8: explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12-9: reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

English Standard - HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Common Module - Multimodal	Module C – Creative & Reflection	Module A – Essay	Trial Examination
Timing		Term 4, 2022 Assessment Block 1	Term 1, 2023 Assessment Block 2	Term 2, 2023 Assessment Block 4	Trial Examination Period, Term 3 2023
Assessment Component		Submission	In class	In class	Examination
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%	10%	15%
Total	100%	25%	25%	20%	30%
Outcomes Assessed		EN12-2 EN12-4 EN12-6	EN12-1 EN12-3 EN12-9	EN12-5 EN12-8	All Outcomes

Course Outcomes:

EN12-1: independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

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

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

EN12-4: adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

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

EN12-6: investigates and explains the relationships between texts

EN12-7: explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8: explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9: reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

English Studies - HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Multimodal Presentation – Common Module	Extended Response – The Way We Were	In-class Response – On The Road	Collection of classwork (All modules)
Timing		Term 4, 2022 Assessment Block 1	Term 1, 2023 Assessment Block 3	Term 2, 2023 Assessment Block 4	Trial Examination Period 2023
Submission method		Submission	In-class	In-class	Submission
Assessment Component					
Knowledge and understanding of course content	50%	10%	10%	10%	20%
Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	50%	5%	10%	15%	20%
Total	100%	15%	20%	25%	40%
Outcomes Assessed		ES12-2 ES12-5 ES12-8	ES12-1 ES12-3 ES12-9	ES12-1 ES12-3 ES12-5	ES12-4 ES12-6 ES12-7 ES12-10

Course Outcomes:

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

Geography - HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Multiple Choice and Short Answers	Multiple Choice and Short Answers	Extended Response	Trial HSC
Timing		Term 4, 2022 Assessment Block One	Term 1, 2023 Assessment Block Three	Term 2, 2023 Assessment Block Four	Term 3, 2023 Assessment Trial HSC
Submission method		In class	In class	In class	Formal Examination
Assessment Component					
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Geographical tools and skills	20%	5%	5%		10%
Geographical inquiry and research, including fieldwork	20%	10%	10%		
Communication of geographical information, ideas and issues in appropriate forms	20%			10%	10%
Total	100%	25%	25%	20%	30%
Outcomes Assessed		H3, H10, H11, H12	H4, H10, H11, H12	H2, H5, H6, H12	H1, H10, H11, H12, H13

Course Outcomes:

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

Industrial Technology – HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Design and Planning Presentation	Product Analysis	Product Development/ Management Report	Trial Exam
Timing		Term 1 2023 Block 2	Term 1 2023 Block 3	Term 2 2023 Block 4	Examination block
Submission method		Submit	In class	Submit	Trial Examination
Assessment Component					
A Knowledge and understanding of course content	40%	5%	5%	5%	25%
B Knowledge and skills in the design, management, communication and production of a major project	60%	15%	20%	20%	5%
Total	100%	20%	25%	25%	30%
Outcomes Assessed		H1.2, H3.1, H3.2, H4.3, H5.1	H2.1, H4.1, H6.1	H3.3, H4.1, H4.2, H5.2	H1.1, H1.3, H6.2, H7.1, H7.2

Course Outcomes:

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

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

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

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

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

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

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

H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project

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

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

H5.1 selects and uses communication and information processing skills

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

H6.1 evaluates the characteristics of quality manufactured products

H6.2 applies the principles of quality and quality control

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

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

Legal Studies – HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Research Task: Human Rights	Test - Objective response and Short Answers Topics: Crime and Human Rights	Research task and related in class extended response on one Focus Study area	HSC Trial Examination
Timing		Term 4, 2022 Assessment Block One	Term 1, 2023 Assessment Block Three	Term 2, 2023 Assessment Block Four	Term 3, 2023 Trial HSC
Submission method		Submit	In class	In class	In class
Assessment Component					
Knowledge and Understanding of course content	40%		20%	5%	15%
Analysis and evaluation	20%	5%		5%	10%
Inquiry and Research	20%	10%		10%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	5%	5%
Total	100%	20%	25%	25%	30%
Outcomes Assessed		H1, H4, H5, H7, H8, H9	H1, H2, H3, H4, H6, H9	H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9

Course Outcomes:

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

Mathematics Advanced – HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Investigation Assignment	In class task	In class task	Trial HSC
Timing		Term 4, 2022 Assessment Block One	Term 1, 2023 Assessment Block Three	Term 2, 2023 Assessment Block Four	Term 3, 2023 Trial HSC Examination
Submission method		Submit	In Class	In Class	Trial HSC Examination
Assessment Component		Statistical Analysis Functions	Trigonometric Functions Calculus	Statistical Analysis Calculus	Functions Trigonometric Functions Calculus Financial Mathematics Statistical Analysis
Understanding, Fluency and Communicating	50%	10%	12.5%	12.5%	15%
Problem Solving, Reasoning and Justification	50%	10%	12.5%	12.5%	15%
Total	100%	20%	25%	25%	30%
Outcomes Assessed		MA12-1, MA12-8 MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-9, MA12-10	MA12-1, MA12-3, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	MA12-1 to MA12-10

Course Outcomes:

MA12-1: uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

MA12-2: models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

MA12-3: applies calculus techniques to model and solve problems

MA12-4: applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

MA12-5: applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

MA12-6: applies appropriate differentiation methods to solve problems

MA12-7: applies the concepts and techniques of indefinite and definite integrals in the solution of problems

MA12-8: solves problems using appropriate statistical processes

MA12-9: chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

MA12-10: constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Mathematics Standard 1 - HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Investigation Assignment	Open Book Task	In class task	Trial HSC
Timing		Term 4, 2022 Assessment Block One	Term 1, 2023 Assessment Block Three	Term 2, 2023 Assessment Block Four	Term 3, 2023 Trial HSC Examination
Submission method		Submit	In Class	In Class	Trial HSC Examination
Assessment Component		Financial Mathematics (Budgeting/Household Expenses), Measurement	Financial Mathematics (Investment, Depreciation, Loans), Statistical Analysis	Algebra, Measurement, Statistical Analysis	Financial Mathematics Statistical Analysis Measurement, Algebra Networks All topics
Understanding, Fluency and Communicating	50%	10%	12.5%	12.5%	15%
Problem Solving, Reasoning and Justification	50%	10%	12.5%	12.5%	15%
Total	100%	20%	25%	25%	30%
Outcomes Assessed		MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-5, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-1 to MS1-12-10

Course Outcomes:

MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS1-12-2 analyses representations of data in order to make predictions and draw conclusions

MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness

MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems

MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school

MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms

MS1-12-7 solves problems requiring statistical processes

MS1-12-8 applies network techniques to solve network problems

MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use

MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Mathematics Standard 2 – HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Investigation/ Assignment	Open Book Task	In class task	Trial HSC
Timing		Term 4, 2022 Assessment Block One	Term 1, 2023 Assessment Block Three	Term 2, 2023 Assessment Block Four	Term 3, 2023 Trial HSC Examination
Submission method		Submit	In Class	In Class	Trial HSC Examination
Assessment Component		Financial Mathematics, Statistical Analysis, Measurement, Networks	Financial Mathematics, Measurement,	Algebra, Statistical Analysis, Measurement	Financial Mathematics Statistical Analysis Measurement, Algebra Networks All topics
Understanding, Fluency and Communicating	50%	10%	12.5%	12.5%	15%
Problem Solving, Reasoning and Justification	50%	10%	12.5%	12.5%	15%
Total	100%	20%	25%	25%	30%
Outcomes Assessed		MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9 MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9 MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1 to MS2-12-10

Course Outcomes:

MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms

MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

MS2-12-8 solves problems using networks to model decision-making in practical problems

MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Modern History – HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Source Analysis	Historical Analysis	Extended Response	Trial Examination
Timing		Term 4, 2022 Assessment Block One	Term 1, 2023 Assessment Block Three	Term 2, 2023 Assessment Block Four	Term 3, 2023 Trial HSC
Submission method		In class	In class	In class	In class
Assessment Component					
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%			10%
Historical inquiry and research	20%		15%	5%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Total	100%	20%	30%	20%	30%
Outcomes Assessed		MH12-4, MH12-5, MH12-6, MH12-9	MH12-1, MH12-2, MH12-3, MH12-8	MH12-7, MH12-9	MH12-6, MH12-7, MH12-9

Course Outcomes:

MH12-1 accounts for the nature of continuity and change in the modern world

MH12-2 proposes arguments about the varying causes and effects of events and developments

MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12-4 analyses the different perspectives of individuals and groups in their historical context

MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7 discusses and evaluates differing interpretations and representations of the past

MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

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

Music 1 – HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Composition and Musicology	Performance & Core Analysis	Elective Presentation	Trial: Aural Paper and Elective Presentation
Timing		Term 4, 2022 Assessment Block One	Term 1, 2023 Assessment Block Two	Term 2, 2023 Assessment Block Four	Term 3, 2023 Trial Examination
Submission method		submission	In class and submission	In class	Trial Examination
Assessment Component					
A Performance	10%		10%		
B Composition	10%	10%			
C Musicology	10%	10%			
D Aural	25%		10%		15%
E Elective	45%			30%	15%
Total	100%	20%	20%	30%	30%
Outcomes Assessed		H2, H3, H7	H1, H5, H6	H1, H9, H4, H6, H3, H7	H1, H9, H4, H6 H3, H7, H2, H4

Course Outcomes:

H1: performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble

H2: reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied

H3: improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied

H4: articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

H5: critically evaluates and discusses performances and compositions

H6: critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

H7: understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied

H8: identifies, recognises, experiments with, and discusses the use and effects of technology in music

H9: performs as a means of self-expression and communication

H10: demonstrates a willingness to participate in performance, composition, musicology and aural activities

H11: demonstrates a willingness to accept and use constructive criticism

Numeracy CEC – HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Assignment	Assignment	Assignment	Assignment
Timing		Term 4, 2022 Assessment Block One	Term 1, 2023 Assessment Block Three	Term 2, 2023 Assessment Block Four	Term 3, 2023 Trial HSC Assessment Block
Submission method		Submit	Submit	Submit	Submit
Assessment Component		Alternative Olympics Percentages linked with fractions and decimals, Statistics & Probability	Cafe Menu Space and design, Finance	New Job, New Adventure Location, Time & Temperature & Finance	Explorations in Numeracy Exploring numeracy using NRMT, Rates and Ratios
Knowledge and understanding	50%	12.5%	12.5%	12.5%	12.5%
Skills	50%	12.5%	12.5%	12.5%	12.5%
Total	100%	25%	25%	25%	25%
Outcomes Assessed		N6-1.2, N6-1.3, N6-2.4, N6-3.2	N6-2.1, N6-2.5, N6-3.2	N6-1.1, N6-2.1, N6-2.3, N6-2.4, N6-2.5, N6-3.1	N6-1.1, N6-1.2, N6-2.2, N6-2.6

Course Outcomes:

N6-1.1 - recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

N6-1.2 - applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems

N6-1.3 - determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

N6-2.1 - chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

N6-2.2 - chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

N6-2.3 - chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

N6-2.4 - chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance

N6-2.5 - chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design

N6-2.6 - chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations

N6-3.1 - chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

N6-3.2 - chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

PDHPE – HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Research Questions	Short Answer/Multiple Choice Questions	Extended Response Questions	Trial Exam
Timing		Term 4, 2022 Assessment Block One	Term 1, 2023 Assessment Block Three	Term 2, 2023 Assessment Block Four	Term 3, 2023 Trial HSC
Submission method		In class	In class	In class	HSC Trial Examination
Assessment Component					
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Skills in critical thinking, research, analysing and communicating	60%	10%	15%	15%	20%
Total	100%	20%	25%	25%	30%
Outcomes Assessed		H1, H2, H4	H7, H9, H17	H10, H8, H13	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15

Course Outcomes:

H1 describes the nature and justifies the choice of Australia's health priorities

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

H3 analyses the determinants of health and health inequities

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

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

H7 explains the relationship between physiology and movement potential

H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity

H9 explains how movement skill is acquired and Appraised

H10 designs and implements training plans to improve performance

H11 designs psychological strategies and nutritional plans in response to individual performance needs

H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity

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

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

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

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

Physics HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Practical Assessment	Research and Problem Solving	Depth Study Analysis	Trial HSC Examination
Timing		Term 4, 2022 Assessment Block One	Term 1, 2023 Assessment Block Three	Term 2, 2023 Assessment Block Four	Term 3, 2023 Assessment Block Trial HSC
Submission method		In class	In class	In class	Examination
Assessment Component					
Working Scientifically Skills	60%	20%	10%	15%	15%
Knowledge and understanding	40%	5%	10%	10%	15%
Total	100%	25%	20%	25%	30%
Outcomes Assessed		PH12-2, PH12-3 PH12-5, PH12-6 PH12-12	PH12-4, PH12-5 PH12-6, PH12-13	PH12-1, PH12-4 PH12-5, PH12-6 PH12-7, PH12-14	PH12-2, PH12-4 PH12-5, PH12-6 PH12-7, PH12-12 PH12-13, PH12-14 PH12-15

Course Outcomes:

PH12-1 Questioning and predicting develops and evaluates questions and hypotheses for scientific investigation

PH12-2 Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information

PH12-3 Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information

PH12-4 Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH12-5 Analysing data and information analyses and evaluates primary and secondary data and information

PH12-6 Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH12-7 Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH12-12 Knowledge and Understanding describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles

PH12-13 Knowledge and Understanding explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

PH12-14 Knowledge and Understanding describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world

PH12-15 Knowledge and Understanding explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Society and Culture – HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		In class examinations	Written response	In class examination	Trial Examination
Timing		Term 4, 2022 Assessment Block One	Term 1, 2023 Assessment Block Two	Term 2, 2023 Assessment Block Four	Term 3, 2023 Trial Examination Period
Submission method		In class	Submit	In class	In class
Assessment Component					
Knowledge and understanding of course content	50%	10%	5%	15%	20%
Application and evaluation of social and cultural research methods	30%	5%	10%	10%	5%
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Total	100%	20%	20%	30%	30%
Outcomes Assessed		H1, H2	H4, H5	H3, H10	H1, H7

Course Outcomes:

H1 evaluates and effectively applies social and cultural concepts

H2 explains the development of personal, social and cultural identity

H3 analyses relationships and interactions within and between social and cultural groups

H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy

H5 analyses continuity and change and their influences on personal and social futures

H6 evaluates social and cultural research methods for appropriateness to specific research tasks

H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias

H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex

H9 applies complex course language and concepts appropriate for a range of audiences and contexts

H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

SLR – HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Outdoor Recreation	Athletics	Resistance Training	Examination
Timing		Term 4 Assessment Block One	Term 1 Assessment Block Three	Term 2 Assessment Block Four	Term 3 Assessment Trial HSC
Submission Method		Submit	Submit	Submit	In class
Assessment Component					
Knowledge and understanding of course content	50%	10	15	15	10
Skills in Performance, Leadership, Analysing and Planning	50%	10	15	15	10
Total	100%	20%	30%	30%	20%
Outcomes Assessed		Outcomes assessed 1.1, 1.4, 2.3, 3.6, 4.1	Outcomes assessed 1.1, 1.3, 2.5, 3.1, 4.4	Outcomes assessed 1.2, 1.3, 2.2, 2.5, 3.2	Outcomes assessed 1.4, 2.4, 3.7, 4.5

Course Outcomes:

- 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

Visual Arts - HSC 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		VAPD & Artwork Analysis	Artmaking Body of Work Progress	Body of Work Progress & Essay	Critical Studies Exam
Timing		Term 4 2022 Assessment Block: ONE	Term 1 2023 Assessment Block: TWO	Term 2 2023 Assessment Block: FOUR	Term 3 2023 TRIAL HSC
Submission method		In class	In class	In class	Trial examination
Assessment Component					
A: Artmaking	50%	5%	25%	20%	
B: Critical & Historical Studies	50%	15%		10%	25%
Total	100%	20%	25%	30%	25%
Outcomes Assessed		H1 H7 H8 H9	H2 H5 H6	H1 H3 H4 H10	H7 H8 H9 H10

Course Outcomes:

H1: initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular condition

H2: applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work

H3: demonstrates an understanding of the frames when working independently in the making of art

H4: selects and develops subject matter and forms in particular ways as representations in artmaking

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

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

H7: applies their understanding of practice in art criticism and art history

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

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

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