

# MITCHELL HIGH SCHOOL

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## ASSESSMENT HANDBOOK



# MITCHELL HIGH SCHOOL

Respectful, Engaged and Active Learners

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## HIGHER SCHOOL CERTIFICATE (HSC)

Dear MHS Year 12 students,

The last year of school has just begun for you. Year 12 starts in Term 4 and the work that you are now completing goes towards your Higher School Certificate mark.

This assessment booklet is designed to help you to plan for the school assessment part of your Higher School Certificate. It informs you of all the tasks due, the date and the weighting of each task.

It is important to remember:

1. School assessment marks contribute to 50% of your final HSC marks and 50% of your Australian Tertiary Admission Rank (ATAR).
2. If for any serious reason you are not able to sit for your HSC exams your total HSC mark will be constituted from your assessment mark. A good assessment mark is good insurance.
3. Do not miss any assessment tasks.
4. Tasks not completed due to illness or misadventure must be supported by a doctor's certificate or an illness/misadventure form and shown to your teacher immediately upon your return to school.
5. Put all the tasks that you have due onto a calendar so you do not forget when one is due.

**The Year 12 Assessment Handbook is available on the school's website and Sentral Portal:**

**[www.mitchell-h.schools.nsw.gov.au](http://www.mitchell-h.schools.nsw.gov.au)**

**<https://mitchell-h.sentral.com.au/portal2/#!/login>**

Good luck. Make a commitment to put in your best effort from the beginning.

Ms E. Marinis  
Principal



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# Higher School Certificate (HSC) Checklist



## Early in Year 12

- ☐ Read your Assessment Handbook
- ☐ Check that I am eligible for the HSC (if appropriate)
- ☐ Make sure that my personal details and courses, including entry for any optional exams in English Studies, Mathematics Standard 1 or VET courses, are correct on my Confirmation of Entry
- ☐ Request an ATAR if I plan to apply to university
- ☐ Read the Student Declaration on my Confirmation of Entry, then sign and return it to the school
- ☐ Go to **Students Online** to update my PIN and check my postal address, personal email address and mobile number
- ☐ Read and become familiar with course and assessment requirements
- ☐ Talk to my school if I think I might be eligible for disability provisions

## Term 2

- ☐ Get my personal HSC exam timetable from Students Online
- ☐ Check that all my exams appear, including performing and optional exam

## Term 3

- ☐ Confirm my dates for any project submissions, performance exams and oral exams
- ☐ Submit any projects on the due dates
- ☐ Attend any performance and oral exams

## Term 4

- ☐ Check my exam timetable and the equipment I need
- ☐ Attend and make a serious attempt at every exam
- ☐ Submit an illness/misadventure application for any illnesses or mishaps along with supporting documentation
- ☐ Check my assessment ranks in Students Online after the last exam
- ☐ Check that my Students Online account uses my personal email address, not my school address
- ☐ Note my student number and PIN so I can get my results online

### The Purpose of Higher School Certificate Assessment

Assessment is carried out by Mitchell High School for the **NSW Education Standards Authority (NESA)**. It consists of set assessment tasks in each subject.

The Higher School Certificate assessment is designed to give students credit for:

- aspects of their courses which are not tested by the HSC Examination including practical skills, research skills, field studies and oral skills.
- their achievement in a HSC course, rather than relying only on performance in an external examination.

Towards the end of the HSC course, Mitchell High School must provide NSW Education Standards Authority (NESA) with an assessment mark which is an indication of each student's performance throughout each course relative to all other students in that course.

The assessment marks provided by the school will be moderated (adjusted/scaled) according to the school's performance in the external HSC Examination in that course. For example, if students from Mitchell High School receive a particular range of marks in the HSC Examination which are higher or lower than their range of assessment marks, their assessment marks will be adjusted accordingly. Each student's moderated assessment mark will appear on their HSC results.

### The School Assessment

Students are assessed in each subject, through formal examinations, tests, assignments, essays, creative works, field study reports and other tasks. These continue throughout the HSC course in order to identify each student's strengths and weaknesses, to inform parents, and to prepare students for their HSC assessments and examinations.

Students are reminded that failure to complete school assessment tasks may mean that progress in the subject concerned may be found to be unsatisfactory.

All assessment tasks contribute towards each student's achievement and should be completed.

### **The School's Responsibilities**

NESA requires that Mitchell High School develops an assessment program for each subject course.

Schools are required to:

- set tasks which will be used to measure student performance in each component of a course.
- specify the mark value for each task.
- inform students of the HSC assessment requirements for each course.
- keep records of each student's performance in each task.
- provide students with information on their progress.

The assessment guidelines provided in this handbook are prepared from NESA's subject guidelines. It is provided to give students an indication of the number and timing of assessment tasks in each subject.

Students will receive more specific information from their subject teachers concerning what will be assessed, how it will be assessed and when it will be assessed.

Students may obtain advice regarding their HSC assessments from their subject teacher, the subject Head Teacher, from their Year Adviser, Careers Adviser or HT Secondary Studies.

Mitchell High School reserves the right to make any changes considered necessary after this handbook has been issued. Students will be advised in writing of any relevant changes.

### **Reporting to Students and Parent/Carer(s)**

Students will receive feedback on individual assessment tasks, as well as formal reports twice per year.

Feedback on individual assessment tasks will include the mark obtained and constructive comments to assist the student.

Each report will provide an indication of the:

- student's cumulative grade, which is based on the assessment tasks completed during the reporting period.
- student's cumulative rank, based on the cumulative assessment mark for that period.

Each student's final school assessment marks are confidential as they are subject to moderation.

# Introduction to HSC Assessment - VET Courses

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## Vocational Courses

Vocational courses have continuous assessment of course competencies. The teacher at school or in the workplace may assess these formally or informally. Students may have formal examinations in particular courses. Students may choose to complete the optional external HSC Examination. In some cases it will be necessary for the attainment of an ATAR. Any of the competencies will be assessed in a practical manner with students demonstrating that they have a particular skill or knowledge.

A compulsory element of assessment is the satisfactory completion of a work placement in a relevant industry.

All requirements as outlined in the front of this booklet apply to all courses, including the vocational courses. All students successfully completing a Vocational Education and Training (VET) Course will be eligible for one or both of the following credentials:

- Higher School Certificate
- Australian Qualification Framework (AQF) Certificate I, II, III or Statement of Attainment. Students wanting to use their Vocational Education and Training (VET) Course for the Australian Tertiary Admission Rank (ATAR) **MUST** sit the external examination.

Assessment for AQF Certification is competency based. Competence incorporates all aspects of work performance including communication, problem solving, and the capacity to apply skills and knowledge in both familiar and new situations, as well as industry specific skills. Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence.

## Higher School Certificate Examination

The HSC Examinations are independent of competency based assessment requirements for AQF Certification. If students wish to have the course included in an **Australian Tertiary Admission Rank (ATAR)** they must sit for the external HSC Examinations. The completion of internal examinations will be used to determine an assessment mark should one be required in cases of illness and/or misadventure during the HSC Examinations. These examinations are also used as sources of evidence of competence in some units and therefore will contribute to the competency based assessment program.

## Work Placement

Work placement is a mandatory requirement for every Vocational Education and Training (VET) Course. Failure to complete work placement in either the Year 11 or HSC year will render the student ineligible for the award of a Year 11 and HSC credential. If a student exits the course at the end of the Year 11, they **must** have completed a minimum of 35 hours work placement to satisfy NESA requirements.

# Higher School Certificate (HSC)

## General Requirements of Students for HSC Course



**To be determined to have met the requirements for completion of HSC Courses, students must be able to provide evidence to the Principal that they have:**

<b>NESA Terminology from Assessment, Certification and Examination (ACE) manual:</b>	<b>For students at Mitchell High School this means:</b>
"Followed the course developed or endorsed by NESA"	<ul style="list-style-type: none"><li>• following the relevant NESA syllabus and participating in the learning activities set by the teacher.</li></ul>
"Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school"	<ul style="list-style-type: none"><li>• attending all timetabled lessons unless there is a valid, explained reason.</li><li>• making a genuine attempt to complete the majority of tasks set in class or at home to the best of their ability.</li><li>• actively participating in the learning experiences provided.</li><li>• completing mandatory practical activities.</li></ul>
"Achieved some or all of the course outcomes"	<ul style="list-style-type: none"><li>• demonstrating in class that they have learnt concepts, ideas and skills in that course to at least an elementary level (as determined by the class teacher) in assessment tasks and other activities in that course.</li></ul>

**Failure by a student to meet any of these requirements may result in them being issued an 'N Determination' Warning Letter.**

The issuing of three (3) 'N determination' warning letters by the school in any one subject may result in a student being declared to have not met course requirements.

**NSW Education Standards Authority (NESA) = ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au))**



### **1 Assessment Tasks**

- 1.1 Each student is expected to complete and make a genuine attempt at all assessment tasks.
- 1.2 Assessment tasks take precedence over all other school activities, including excursions, competitions and sporting events. Under special circumstances the Principal may grant exemptions.
- 1.3 Assessment tasks must be handed in personally to the class teacher or subject Head Teacher in their staffroom. Unless otherwise specified, assessment tasks must be submitted in the manner directed by the class teacher.
- 1.4 Assessment for the HSC Course will begin Term 4, Year 11 and finish Week 7, Term 3 in Year 12.
- 1.5 Assessment must be based on the HSC course, apart from exceptions noted by NESA.
- 1.6 All work done at home must be the student's own work. The progress of home assessment tasks will be checked by the teacher where appropriate. Work submitted containing work not done by the student may receive zero marks, as per the **All My Own Work (AMOW)** modules completed in Year 11 (see 6.1).
- 1.7 Assessment tasks will not be due in the period two weeks before school examinations without the permission of the Principal.
- 1.8 Students who have been allowed to enter the HSC course on probation will need to complete outstanding Year 11 assessment tasks concurrently with HSC assessment tasks.
- 1.9 The Principal has the authority to grant disability provisions for assessment work.



## 2 Completion of Assessment Tasks

- 2.1 Work submitted late will receive a **zero mark** unless accompanied by a doctor's certificate or an illness/misadventure application is made to the Principal.
- 2.2 Computer and printing problems will not be accepted as valid excuse for late work. School staff will not print assessment tasks. Students unable to print assessment tasks must email the task to the school by 9.00am on the due date. The emailed task must be identical to the final version that the student is submitting. Students remain responsible to print and submit the task following consultation with their teacher.

The school's email address is: **mitchell-h.school@det.nsw.edu.au**

Please mark email topic: **Attention: (Class Teacher Name)**

- 2.3 If a student is absent from an in-class assessment task, the student must complete an illness/misadventure form obtained from Head Teachers or the front office, and a doctor's certificate, as proof of illness must be submitted. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the Head Teacher of the subject concerned on their arrival at school on the day they return in order to arrange the task's completion. Incidents of misadventure leading to absence from an assessment task will be considered by the Year 12 Deputy Principal and the relevant Head Teacher.
- 2.4 If a student is absent due to illness or misadventure on the due date for submission of a take home assessment task, students should email the task to the school and to their teacher by 9.00am on the due date. Alternatively, if the task requires electronic submission on Google Classroom, this needs to occur by 9.00am on the due date. **Failure to do so by 9.00am will be considered late work and no marks will be awarded.**

Upon their return to school, students must submit a hard (paper) copy of the task (even if the student does not have the subject that day) along with the illness/misadventure application and/or medical certificate. Remember that it is illegal for a medical certificate to be back-dated.

If a student is absent and does not provide a doctor's certificate, a zero mark will be recorded.

The doctor's certificate must cover absence on the due date and any subsequent days.

If a student is absent due to illness during an examination period the student/parent/carer must ring the school on the morning of the examination. A doctor's certificate must be provided the next day at school to the Head Teacher Administration/Computing who will reschedule the examination during the examination period. If the medical condition continues and the student returns after the examination period then the student needs to supply a medical certificate and come prepared to complete the examination on the first day of their return to school. Where there is more than one examination to be sat, they will be scheduled on the first day of the students return to school.

- 2.5 Difficulties in preparing for assessment tasks will not usually be considered for reviewing results. In exceptional circumstances, the Principal may consider reviewing results gained under adverse conditions.
- 2.6 If a student knows in advance that they will be absent on the date of an in-class task, the school should be contacted and the Deputy Principal informed prior to the date. Assessment tasks should be completed and submitted before the due date unless other arrangements are made with the Head Teacher of the subject. Should a task be submitted late then a doctor's certificate must be submitted with the illness/misadventure form.
- 2.7 If a student is ill during an assessment task they must inform the supervising teacher immediately. The time of the student illness will be recorded and the student may be offered a period equal to the time missed due to the illness. The student must provide a doctor's certificate for illness immediately upon their return to school and complete the illness/misadventure form.
- 2.8 If a student becomes ill during an assessment task the Head Teacher will decide whether an estimate or a substitute task will be given.
- 2.9 Students **must attend school the day before an assessment task is due**. Students are not permitted to stay away from school so that they can work on the task. No marks will be awarded if this occurs, unless the necessary documentation is provided. (See 2.3)
- 2.10 In the event of illness for an examination, students are expected to see the teacher or Head Teacher of the subject to arrange an alternative time to sit the examination. A doctor's certificate must be submitted with an illness/misadventure form.
- 2.11 Students are entitled to appeal decisions to award no marks by submitting an appeal to the Principal no later than 5 days after the task was returned to the student. The appeal should describe the student's concern regarding the assessment task procedures.
- 2.12 Students are expected to attempt all tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute **in excess of 50%** of available marks in the course.
- 2.13 In the case of **extension courses**, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result in either course.

### 3 Non-Completion of Assessment Tasks

- 3.1 Students awarded zero marks for assessment tasks totalling 50% or more of the final course assessment marks will be certified as not having satisfactorily completed the course. This means that the student will not receive an assessment mark or an examination mark for that subject.
- 3.2 Students and parents will be notified if a student receives a zero mark and opportunities will be provided for the student to meet course outcomes. Parents and students should also be aware of potential consequences of non-completion of course outcomes.
- 3.3 For appeals against an internal assessment mark the student should see their classroom teacher in the first instance and then the Head Teacher. These appeals are dealt with within the faculty.
- 3.4 A student who wishes to appeal formally against a decision not to award marks should submit the appeal to the Principal. The appeal must be written by the student and lodged no later than FIVE school days after the student is informed of the decision not to award marks. All relevant documentation must accompany the appeal when it is lodged. Relevant documentation may include a copy of the assessment task sheet, a copy of the student's response, a supporting letter from parent or caregiver, a medical certificate and other documentation that may support the appeal.
- 3.5 **Students who do not make a serious attempt** at an assessment task may receive a zero mark for the task concerned. This may render some students **ineligible** for an award for the subject in the Higher School Certificate.

**Non-serious attempts** include frivolous or objectionable material.

Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.

**Non-attempts** include those where only multiple-choice questions are attempted.

Any student identified as making a non-serious attempt or a non-attempt will be asked by the school to justify why they should receive a result for the task concerned.

- 3.6 All students attending an examination at Mitchell High School are subject to the rules of the school. This includes assembling for, undertaking and leaving the examinations. **Students who do not comply with the school's examination rules** for a course may have their examination paper for that course cancelled. This may render the student **ineligible** for the award of a Higher School Certificate.

## 4 Attendance

- 4.1 Student attendance at school and in timetabled classes is an essential component of completing course outcomes.

**Excessive absences from class or school may result in a notification of a Non-Award in the HSC for that subject.**

### 4.2 Extended Personal Leave

HSC courses have different requirements that students must complete before they attempt the final examination. Practical and VET subjects require students to complete a set number of hours of practical work. An extended period of absence may mean that the student does not meet required hours, and therefore the Principal will not be able to confirm that the student has completed the course. In addition, students may not be able to demonstrate course outcomes.

### 4.3 Attendance and Absences

Parent/Carer(s) of Year 12 have a responsibility to make sure their son/daughter attends school every day. On occasion, they may need to be absent from school. Justified reasons for student absences may include but are not limited to:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstances e.g. attending a funeral.

Parent/Carer(s) are required to provide an explanation for absences to the school within seven (7) days from the first day of any period of absence. Parent/Carer(s) can contact the school by telephone, written signed note from the parent/carers, text message or email. Where an explanation has not been received within the 7 day timeframe, the school will record the absence as unjustified on your son/daughter's record.

### Family Holidays and Travel

Families are encouraged to travel or holiday during school holidays. If this is not possible, please make an appointment to speak to the Deputy Principal about an Application for Extended Leave, before planning your holiday. Where the Principal considers that the travel is appropriate a **Certificate of Extended Leave** will be issued. Absences relating to travel will be marked as leave on the roll and contribute to your child's total absences for the year.

**For more information visit the Department of Education Policies**

<https://education.nsw.gov.au/policy-library/policies/school-attendance-policy>

## 5 Assessment Review Panel

- 5.1 Students have access to an appeals process if they feel that the assessment process has not been followed.
- 5.2 Initially the student should seek to resolve the issue informally with the relevant teacher(s). If not resolved by discussion between teacher and student, the teacher's direct supervisor will convene and mediate a further informal meeting.
- 5.3 If the informal approaches do not resolve the problem a formal process may be initiated. The student lodges a formal appeal in writing to the Principal clearly stating their grounds for appeal **within five days from the date the assessment** task was returned to the student. Appeal submissions will be recorded by the school.
- 5.4 The Principal may convene an assessment review panel to consider the appeal. The panel may request the attendance of the student and relevant teacher(s) to assist in its deliberations.
- 5.5 An assessment review panel consist of **three members**:
  - Principal or their nominee
  - Deputy Principal or their nominee
  - the relevant KLA Head Teacher
- 5.6 If the student's appeal is rejected, the student's caregiver will be informed of the assessment review panel's decision in writing.
- 5.7 The decision of an assessment review panel is final.

## 6 Student Malpractice

- 6.1 Completion of assessment tasks must comply with NESA Policy, All My Own Work (AMOW). Student malpractice includes plagiarism and copying the work of others. Plagiarism is the use of the work of others without acknowledgement. The copying of paragraphs or sentences from someone else's work is permitted, as long as it is appropriately acknowledged by footnoting or quotation marks. The copying of someone else's ideas, including paraphrasing, is allowed, as long as it is acknowledged.
- 6.2 Student malpractice includes misbehaviour during the conducting of assessment tasks and breaching school examination rules.
- 6.3 Malpractice in assessment tasks and examinations will be referred to the relevant KLA Head Teacher. This may result in the student's assessment task being cancelled and receiving no marks.
- 6.4 Students may appeal the decision not to award marks on the grounds of malpractice to the relevant KLA Head Teacher.
- 6.5 If the student remains dissatisfied, a formal process may be initiated. The student lodges a formal appeal in writing to the principal clearly stating their grounds for appeal **within five days from the date the assessment** task was returned to the student. Appeal submissions will be recorded by the school.
- 6.6 The principal will convene an appeals panel (see 5.5 – 5.7). The principal may convene an assessment review panel to consider the appeal. The panel may request the attendance of the student and teacher(s) to assist in its deliberations.
- 6.7 Mitchell High School must submit a **Malpractice Register** to NESA each year.

**For students who believe they qualify for RPL in any HSC course, including VET courses**

## **Background**

Students can have formal or informal study and/or relevant life experiences as contribution to the award of the Higher School Certificate. NESA uses the term Recognition of Prior Learning (RPL). There are two processes by which students may qualify for RPL:

### **1. Credit Transfer**

A student may gain a minimum of 2 units credit transfer for a course. Students can gain a maximum of 6 units of credit in Year 11 study pattern and/or 4 units in the HSC study pattern.

### **2. Advanced Standing**

Students may be exempted from certain study requirements of a particular NESA courses if they are able to demonstrate that they have already achieved the relevant outcomes through prior formal learning or informal learning.

**Please contact the course teacher if you would like to be considered for RPL.**

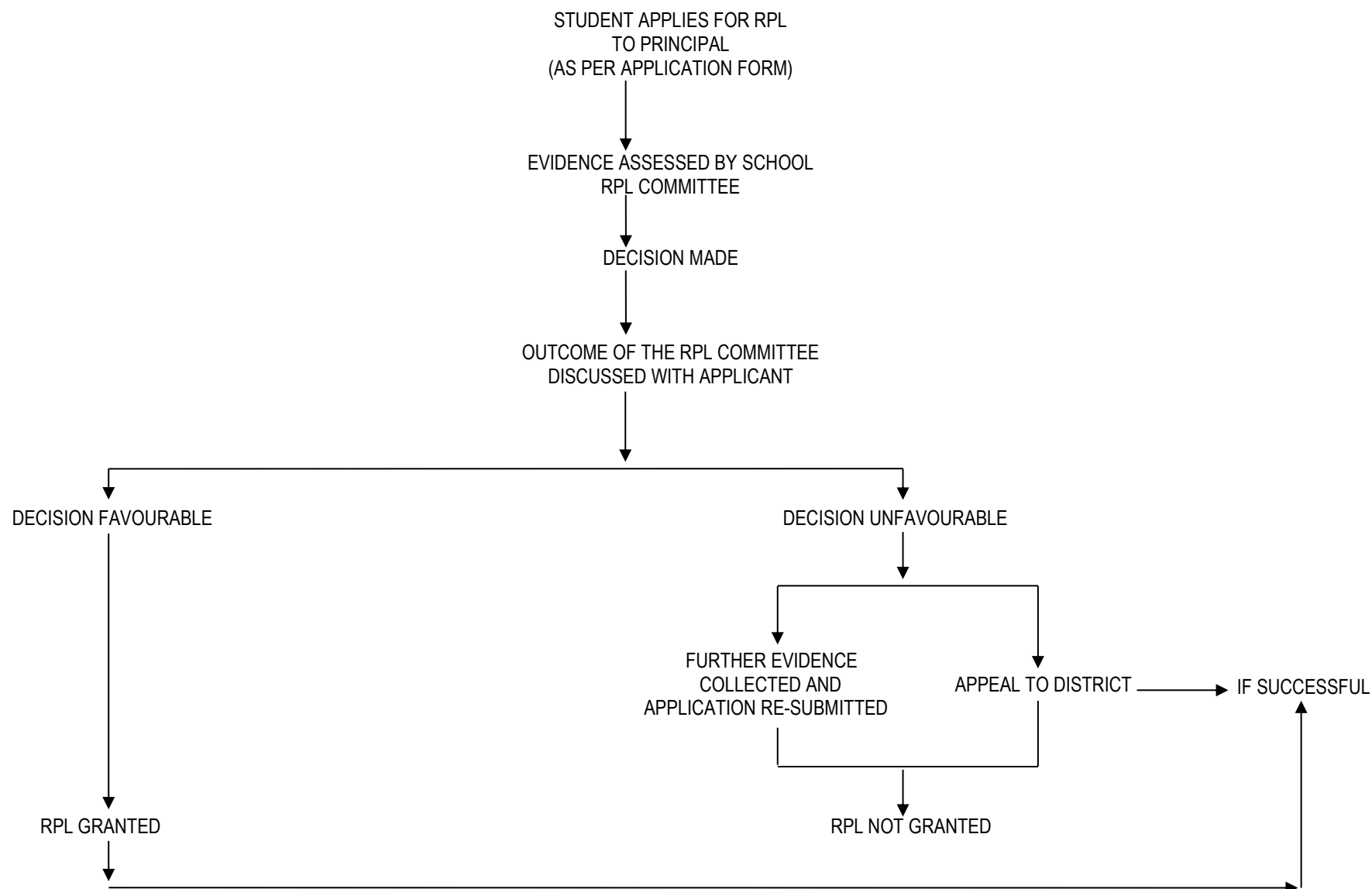
**Further information on RPL can be found on the NSW Education Standards Authority (NESA) website**

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>



# Summary of procedures when students apply for Recognition of Prior Learning (RPL) Higher School Certificate (HSC)

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### Appeals Process for VET Subjects Only

Students have access to an appeals process if they feel in any way dissatisfied with the assessment process:

Difficulties over assessment should be approached informally at first with a view to resolving them through discussion between student and assessor(s). Both sides of the story can be shared and any misunderstandings clarified. If not resolved by discussion, between teacher and student, the teacher's direct supervisor will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve the concerns, a formal appeals process should be initiated. Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the Principal clearly stating their grounds for appeal. Appeals must be lodged within **five days from the date of assessment**.

All appeal submissions must be recorded by the school. At the request of the school an appeals panel is convened to review the assessment process and to decide whether or not there are justifiable grounds for appeal. The panel may call for the student and the assessor to present their views in person before reaching a decision.

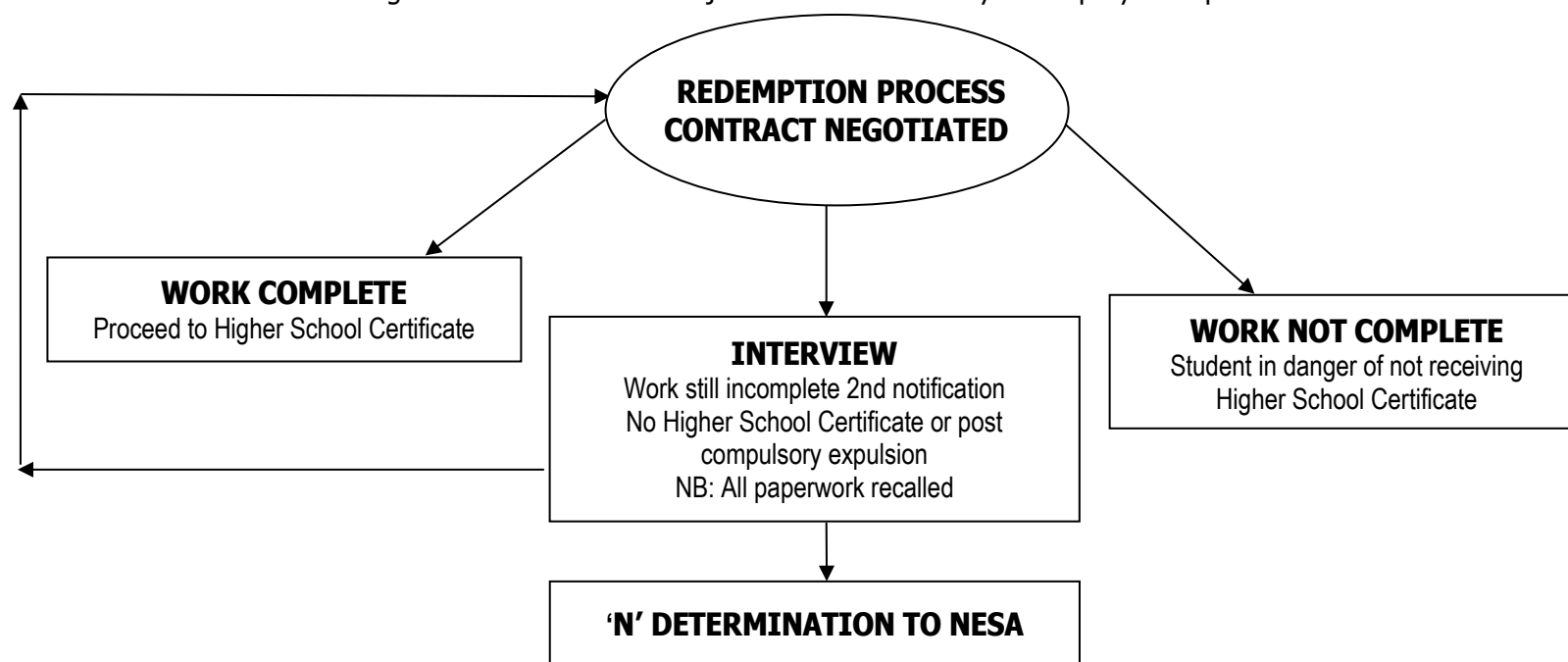
The panel will comprise of a qualified Vocational Education and Training teacher from another school, a Registered Training Organisation (RTO) representative and a community representative.

If the student's appeal is upheld, the RTO arranges a re-assessment process with the student. The student should have the right to request that different assessor(s) be involved in the alternative assessment to avoid any fears of recrimination.

If the appeal is rejected, the student has the right to lodge a further appeal with Macquarie Park Registered Training Organisation (RTO). If this next course of action is taken, all assessment records and details of the appeal process will be made available to the training authority to assist their deliberations.

# Flow Chart for 'N' Determination (Redemption Program)

1. Classroom teacher informs student that they are issuing an N-Determination warning letter.
2. Classroom teacher contacts parent/carer via telephone call to inform them that an N-Determination warning letter has been issued.
3. Classroom teacher sends home a Non-Determination warning letter to parents/carer(s) and informs the subject Head Teacher.
4. **Parent/Carer(s) sign tear-off slip on N-Determination warning letter and the student returns it to the subject teacher.** Parent/carer(s) encourage students to seek help or complete work within 10 school days of receiving the N-Determination warning Letter.
5. Once the student has satisfied the requirements of the task to the standard required, they must return the completed work to the class teacher who records on the student record (**Sentral**) that the student has satisfied the learning outcomes assessed by the task.
6. Students with N-Determination warning letters from different subjects are interviewed by the Head Teacher Secondary Studies.
7. A contract to complete the outstanding work is negotiated with the student including the attendance of the N-Determination support session every Monday during Period 5 until all outstanding work is completed and the N-Determination are cleared.
8. A student who does not submit the task to the standard required, may receive another N-Determination warning letter.
9. Students with N-Determination warning letters from different subjects are interviewed by the Deputy Principal who also reviews the student's attendance record.



## **When will assessment begin?**

Mitchell High School's assessment program will commence at the beginning of Term 4 (in Year 11) and will conclude at approximately Week 7 in Term 3 (in Year 12).

## **How much notice will be given of each task?**

The calendar of Higher School Certificate assessment tasks gives students an outline of the due dates for assessment tasks.

Teachers in each subject will provide additional notice at least two weeks prior to the assessment task using the Mitchell High School standardised assessment proforma.

Where there is sufficient reason for the school to change the assessment date, students will be given adequate notice of the revised date in writing.

## **What happens if you are ill or unable to complete a task for some reason?**

Students are expected to perform all the tasks which are part of their assessment program.

The Higher School Certificate assessment will not compensate for factors such as extended illness, misadventure or domestic problems which might affect the preparation or performance of a student throughout the course.

If a student is absent or unable to complete an assessment task for some valid reason it is the student's responsibility to approach the class teacher immediately after the absence to make appropriate arrangements to do the task in the shortest possible time frame. For any task not completed, all students must complete the illness/misadventure form.

A medical certificate must be provided in the event of illness or injury.

If the Head Teacher and the class teacher consider that the student had sufficient reason for not attempting or completing the task, a substitute assessment task will be arranged. Where a student does not complete the substitute task, a zero mark will be recorded for this task. Where students are absent from school the day before an assessment, on the day of the assessment task or arrive late due to finishing the task, they have deliberately advantaged themselves over the other students and will be awarded a zero mark.

In exceptional circumstances, where giving a substitute task may be difficult to arrange or unreasonable, the Principal may authorise that an estimate is given for the task.

## **What if you know in advance that you will be absent?**

If a student knows that they will be absent with sufficient reason (such as a funeral or an operation), then the student should complete the illness/misadventure application. It should be accompanied by any relevant evidence before the absence to their class teacher.

## **What if you have been absent from school?**

When a student has missed a lesson it is the student's responsibility to check with the class teacher to see if information relevant to a forthcoming assessment task has been provided.

## **How many assessment tasks must you do?**

Students must complete **ALL** their Higher School Certificate (HSC) assessment tasks. If students fail to complete assessment tasks that make up 50% or more of the total assessment marks in a course, then the provisions outlined later in this section will apply. All school assessment tasks must be completed.

## **What happens when you hand in an assessment task?**

Students should sign the assessment notification sheet and teachers will keep records of work completed and submitted. During examinations students will complete an examination attendance slip for each examination.

## **What happens if you hand work in late?**

Students must complete an illness/misadventure application and provide a doctor's certificate for late submission of an assessment task, supported by a written statement from a parent/carer, otherwise a zero mark will be recorded. The assessment task must still be submitted on the first day of return to school to meet course requirements in the event of a zero mark being recorded.

## **What about students who get outside help or copy other people's work?**

A zero mark may be imposed for copying, plagiarism, cheating or disturbance in an examination. See the section on malpractice.

## **What if you do not make a serious attempt?**

If you do not make a serious attempt in an assessment task, or produce irrelevant or offensive material, you may receive no marks. Each case will be considered by the teacher in consultation with the Head Teacher.

## **What is malpractice?**

All students complete AMOW at the beginning of Year 11. This states that 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's work and presenting it as your 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 for you
- breaching published 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

## **What happens if you fail to complete tasks worth 50% or more of your course assessment marks?**

If a student fails to complete assessment tasks that make up 50% of the total assessment marks in a course, the Principal will certify that the course has not been satisfactorily studied. The student will be permitted to sit for the Higher School Certificate Examination in that course, but unless the student successfully appeals to NESA the student will be awarded neither an assessment mark nor an examination mark.

## **What about students who change schools or repeat?**

Students who transfer to Mitchell High School before June 30 in Year 12 will be assessed based on the tasks completed at this school. Information from the student's previous school may also be taken into account. Students who enrol after June 30 of each year will be assessed using assessment information from their previous school **plus** assessment information from tasks completed at Mitchell High subsequent to their enrolment.

In the case of students who transfer to this school between the final date for Higher School Certificate entry and the date for submission of Higher School Certificate assessments, their previous school will provide their assessment.

Students who transfer from interstate or overseas will be assessed on the tasks completed at this school, following a four week settling in period.

Students repeating a Higher School Certificate course will be given an assessment based on their repeat HSC course only.

## **Do you have a right to have your rank in a particular subject reviewed or reconsidered?**

After the last Higher School Certificate Examination done by all students at this school, but before the last scheduled HSC Examination, students may ask the school to give them their order of merit card which is provided by NESA. Students can access their **Students Online Login** to check their final rank in each course. This gives the HSC assessment rank of the student for each course attempted.

If the rank in a course varies greatly from a student's expectations based on feedback from each assessment task, the student may apply to the Principal, on a form available from the school, for a review of their assessment. The application must be received **no later than the second day after the last scheduled HSC Examination**.

### **The review will be conducted by a panel comprising of the:**

- Principal or their nominee
- Deputy Principal or their nominee
- Head Teacher

The review will focus on the procedures for determining the assessment mark and will **NOT** involve reconsideration of the teacher's judgment of the student or the worth of a particular assessment task. The review may:

- check that the weightings specified by the subject/school conform to NESA Policy
- check that the weightings used conform to the school's written regulations
- check for computational and clerical errors
- establish if there were anomalous factors to be considered, such as non-attempted tasks or incidents of illness or misadventure.

A report, giving reasons for the decision, will be provided to the student and to NESA.

## **Principal's certification of completion of course requirements:**

- To complete a course satisfactorily you must fulfill all requirements of the syllabus such as assignments, practical work, or participation in class. This includes the minimum requirement that a student makes a genuine attempt at assessment tasks worth more than 50% of the available marks for that course.
- You will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that you have:
  - followed the course developed or endorsed by NESA; and
  - applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
  - achieved some or all of the course outcomes.

If the Principal determines that the above course completion criteria have not been met, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements. A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then deem that the student has not met the requirements for that course.

- You have the right to appeal to the school and then NESA against the Principal's determination. The Principal will advise you of this right and explain the appeal process.
- Where it is determined that you have not satisfactorily completed a course, you will receive no results in that course. Until you receive results in 12 x Year 11 units and 10 x Year 12 units you will not be eligible for the award of a Higher School Certificate.

## **The language of the Higher School Certificate (HSC)**

All syllabuses have been written to incorporate the same key competencies and the same language.

The glossary of terms and their meanings are attached for the benefit of the students.

## **Remember**

It is not a case of good luck with the HSC assessment. Your HSC assessment mark and your rank will be determined by the amount of effort that you apply to your studies in each subject. The subject assessment guidelines provide general information about HSC assessment in each subject. Each subject will provide more specific information to students.





## APPENDIX A

### Illness / Misadventure / Extension Form

#### Record of School Achievement, Year 11 and Higher School Certificate Assessment Tasks

#### Student and Course Details

Student's first name: ..... Student's surname: .....

Year: ..... Roll call: .....

Course name: .....

Head Teacher's name: ..... Teacher's name: .....

#### Task Details

Task name: .....

Task number: ..... Task Weighting %: .....

Task due date: ..... Task completed date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

#### Misadventure Details

Details of absence: First day of absence: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Last day of absence: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Details of illness / misadventure: .....

.....

Medical certificate attached:

☐ Yes ☐ No

Student signature: .....

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

#### Teacher Approval

Has this request been discussed with your teacher?

☐ Yes ☐ No

#### KLA HT Response

Clearly informed of student absence as per regulations

☐ Yes ☐ No

Student submitted task as per Assessment Booklet

☐ Yes ☐ No

Student completed exam / task on first day of return

☐ Yes ☐ No

Support this appeal

☐ Yes ☐ No

KLA HT signature: .....

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

KLA HT recommendation action (estimate, sit exam, sit alternate exam etc.) .....

Deputy Principal: .....

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Copy:**    ☐ Student File    ☐ Head Teacher    ☐ Student Copy



Education  
Standards  
Authority

## STUDENTS ONLINE

for NSW students in years 10 to 12

### Welcome to Students Online

#### ✓ **Activate your Account!**

Make sure your school has added an email to your NESA record or else you cannot activate your account.

- Go to <https://studentonline.nesa.nsw.edu.au/>
- Click on – 'activate your account now'
- Write down your NESA number – you will need it to log on

#### ✓ **PERSONAL DETAILS** - Check your name, address and contact details

You can add/change your address, email and phone number

ONLY your school can update your name. Your name in Students Online MUST be the same as your legal documentation (for example, birth certificate or passport).

#### ✓ **ENROLMENTS/RESULTS** - Check your courses

Are you in the right courses? If not, go to your school and get that fixed.

Check the messages down the bottom of the page – Are there any errors in **red**? Check with your school.

#### ✓ **MESSAGES** – Where all your PDF results will go that you order through Results Services AND your Minimum Standard Results can be viewed here.

#### ✓ **RESULTS SERVICES** – Click here if you want to get a free PDF of your eRecord/results

#### **Final tips:**

- Get your NESA student number from your school (it is on your Confirmation of Entry) and save it somewhere you can access any time (e.g. phone)
- Once you activate your account save your NESA 6-digit PIN in a secure place
- As soon as you activate – log in – order a free eRecord to get used to using Results Services

# Higher School Certificate (HSC) Glossary

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

# Year 12 HSC

## English Standard Course Outcomes

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A student:

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

## English Standard

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of Task	Multimodal Presentation Texts and Human Experiences	Half Yearly Examination Common Module and Module C: Craft Writing (10%)	Discursive Module A: Language, Identity and Culture Module C: Craft of Writing (5%)	Analytical and Reflection Module B: Close Study of Literature Module C: Craft of Writing (5%)	Trial HSC Examination All Modules	
Timing	Term 4 (2021) Week 11	Term 1 (2022) Week 9	Term 2 (2022) Week 1	Term 3 (2022) Week 1	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	EN12-1, ENA12-3 EN12-5, EN12-6 EN12-7	EN12-1, EN12-2 EN12-3, EN12-4 EN12-5, EN12-6 EN12-7	EN12-1, EN12-2 EN12-3, EN12-4 EN12-5, EN12-7 EN12-8, EN12-9	EN12-1, EN12-2 EN12-3, EN12-4 EN12-5, EN12-7 EN12-9	EN12-1, EN12-2 EN12-3, EN12-4 EN12-5, EN12-6 EN12-7, EN12-8 EN12-9	
Components	Weighting %					
Knowledge and understanding of course content	10	5	15	10	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	10	10	10	50
<b>TOTAL %</b>	<b>20</b>	<b>15</b>	<b>25</b>	<b>20</b>	<b>20</b>	<b>100</b>

# Year 12 HSC

## English Advanced Course Outcomes

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A student:

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

## English Advanced

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of Task	Multimodal Presentation (Related and Prescribed Texts) Texts and Human Experiences	Half Yearly Examination (Short Answers / Essay / Imaginative / Reflection) Common Module and Module C: Craft of Writing (10%)	Essay Module A: Textual Conversations	Analytical and Discursive Module B: Critical Study of Literature Module C: Craft of Writing (5%)	Trial HSC Examination All Modules Module C: Craft of Writing (10%)	
Timing	Term 4 (2021) Week 11	Term 1 (2022) Week 9	Term 2 (2022) Week 3	Term 2 (2022) Week 10	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	EN12-1, ENA12-3 EN12-5, EN12-6 EN12-7	EN12-1, EN12-2 EN12-3, EN12-4 EN12-5, EN12-6 EN12-7	EN12-1, EN12-2 EN12-3, EN12-4 EN12-5, EN12-7 EN12-8, EN12-9	EN12-1, EN12-2 EN12-3, EN12-4 EN12-5, EN12-7 EN12-9	EN12-1, EN12-2 EN12-3, EN12-4 EN12-5, EN12-6 EN12-7, EN12-8 EN12-9	
Components	Weighting %					
Knowledge and understanding of course content	5	5	15	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	5	10	15	10	50
TOTAL %	15	15	25	25	20	100



# Year 12 HSC

## English Studies Course Outcomes

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A student:

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

## English Studies

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Multimodal Presentation Texts and Human Experiences	Research Task Module: English and the Experience of Travel	Collection of Classwork Module: Texts and HE Module: On the Road! Module: We are Australians Module: The Big Screen	Trial HSC Examination All Modules	
Timing	Term 4 (2021) Week 10	Term 1 (2022) Week 10	Term 3 (2022) Week 1	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	ES12-2, ES12-3, ES12-6 ES12-10	ES12-1, ES12-3, ES12-4 ES12-9	ES12-1, ESA12-2, ES12-4 ES12-6, ES12-7, ES12-8	ES12-1, ES12-5, ES12-6 ES12-7, ES12-8, ES12- 9	
Components	Weighting %				
Knowledge and understanding of course content	10	10	20	10	50
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	10	10	20	10	50
TOTAL %	20	20	40	20	100

# Year 12 HSC

## English as an Additional Language/Dialect Course Outcomes



A student:

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

## English as an Additional Language/Dialect Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Multimodal Presentation Module A: Texts and Human Experiences	Listening Task Module B: Language, Identity and Culture	Viewing and Responding and Writing Portfolio Module C: Close Study of Text	Trial HSC Examination All Modules	
Timing	Term 1 (2022) Week 2	Term 1 (2022) Week 9	Term 2 (2022) Week 10	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	EAL12-1A, EAL12-1B EAL12-2, EAL12-5 EAL12-9	EAL12-1B, EAL12-2 EAL12-3, EAL12-7 EAL12-8	EAL12-1A, EAL12-1B EAL12-3, EAL12-5 EAL12-7, EAL12-9	EAL12-1A, EAL12-1B EAL12-2, EAL12-3 EAL12-4, EAL12-5 EAL12-6, EAL12-7 EAL12-8	
Components	Weighting %				
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
TOTAL %	25	20	25	30	100

# Year 12 HSC

## Biology Course Outcomes

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A student:

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

## Biology

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Disorders and Technologies that Assist	Infectious Diseases Field Trip and Quiz	Modelling Cellular Processes Depth Study	Trial HSC Examination	
Timing	Term 4 (2021) Week 7	Term 1 (2022) Week 6	Term 2 (2022) Week 4	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	12-2, 12-3, 12-5, 12-7 12-15	12-6, 12-14	12-1, 12-2, 12-3, 12-6 12-7, 12-12	12-4, 12-6, 12-12, 12-13 12-14, 12-15	
Components	Weighting %				
Skills in working scientifically	15	15	20	10	60
Knowledge and understanding course content	5	5	10	20	40
TOTAL %	20	20	30	30	100

# Year 12 HSC

## Business Studies Course Outcomes

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A student:

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 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



## Business Studies

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Operations Report	Finance Topic Test	Marketing Research Task and In-Class Essay	Trial HSC Examination	
Timing	Term 4 (2021) Week 10	Term 1 (2022) Week 9	Term 2 (2022) Week 6	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	H2, H5, H8, H9	H4, H5, H6, H8, H10	H1, H2, H3, H4, H7, H8, H9	H1, H2, H3, H4, H5, H6 H7 H8, H9, H10	
Components	Weighting %				
Knowledge and understanding of course content	10	10	10	10	40
Stimulus-based skills		10		10	20
Inquiry and research	10		10		20
Communication of business information, ideas and issues in appropriate forms	5		5	10	20
TOTAL %	25	20	25	30	100

# Year 12 HSC

## Chemistry Course Outcomes

---



A student:

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

# Chemistry

## Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Task Module 5	Half Yearly Examination Module 5 & 6	Depth Study Module 7	Trial HSC Examination Modules 5, 6, 7, 8	
Timing	Term 4 (2021) Week 7	Term 2 (2022) Week 8	Term 3 (2022) Week 6	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	CH12-3, CH12-5, CH12-7 CH12-12	CH12-5, CH12-6, CH12-7 CH12-12, CH12-13	CH12-1, CH12-2, CH12-3 CH12-4, CH12-7, CH12-14	CH12-4, CH12-5, CH12-6 CH12-12, CH12-13, CH12-14 CH2-15	
Components	Weighting %				
Skills in working scientifically	10	15	15	20	60
Knowledge and understanding of course content	10	10	10	10	40
TOTAL %	20	25	25	30	100

# Year 12 HSC

## Community and Family Studies Course Outcomes

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A student:

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

## Community and Family Studies

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Summative Task Parenting and Caring	Half Yearly Examination	Independent Research Project Research Methodology	Trial HSC Examination	
Timing	Term 4 (2021) Week 10	Term 1 (2022) Week 9	Term 2 (2022) Week 10	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	H1.1, H2.1, H2.2, H2.3 H3.2, H3.4, H5.1, H5.2 H6.1	H1.1, H2.2, H2.3, H3.1 H3.3, H4.1, H4.2, H5.1 H6.2	H4.1, H4.2	H1.1, H2.1, H2.2, H2.3 H3.1, H3.2, H3.3, H3.4 H4.1, H4.2, H5.1, H5.2 H6.1, H6.2	
Components	Weighting %				
Knowledge and understanding of course content	10	5	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
TOTAL %	25	20	25	30	100

# Year 12 HSC

## Dance Course Outcomes

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A student:

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

## Dance

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Analysis Writing Task	Work in Progress Practical Works	Trial HSC Examination Practical Works	Trial HSC Examination Written Exam	
Timing	Term 4 (2021) Week 9	Term 1 (2022) Week 10	Term 2 (2022) Week 8	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	H3.1, H3.2, H3.3, H3.4 H1.2	H1.1, H1.2, H1.3, H1.4 H2.1, H2.2, H2.3, H3.1 H3.2, H3.3, H3.4	H1.1, H1.2, H1.3, H1.4 H2.1, H2.2, H2.3, H3.1 H3.2, H3.3, H3.4	H3.1, H3.2, H3.3, H3.4 H1.2	
Components	Weighting %				
Core appreciation	10			10	20
Core performance		10	10		20
Core composition		10	10		20
Major study performance or composition		20	20		40
TOTAL %	10	40	40	10	100

# Year 12 HSC

## Drama Course Outcomes

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A student:

- H1.1 uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 uses performance skills to interpret and perform scripted and other material
- H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group-devised works
- H1.4 collaborates effectively to produce a group-devised performance
- H1.5 demonstrates directorial skills
- H1.6 records refined group performance work in appropriate form
- H1.7 demonstrates skills in using the elements of production
- H2.1 demonstrates highly developed performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media
- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements



# Drama

## Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Performance Essay Australian Drama and Theatre: Dramatic Traditions in Australia	Extended Response Studies in Drama and Theatre: Black Comedy	Group Performance and IP Progress Check Presentation of GP and IP under development and submission of logbooks with research and planning	Trial HSC Examination 1. Written (all texts) 2. GP and IP	
Timing	Term 4 (2021) Week 10	Term 1 (2022) Week 11	Term 2 (2022) Week 10	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	H1.2, H1.3, H2.2, H2.3 H3.2, H3.3	H1.3, H1.5, H3.1, H3.3	H1.1, H1.2, H1.3, H1.4 H1.5, H1.6, H1.7, H2.2 H2.3	H1.1, H1.2, H1.3, H1.4 H2.1, H2.2, H2.3, H3.1 H3.2, H3.3	
Component	Weighting %				
Making	5	10	15	10	40
Performing	5		15	10	30
Critically studying	10	10		10	30
Making	5	10	15	10	40
TOTAL %	20	20	30	30	100

# Year 12 HSC

## Earth and Environmental Science Course Outcomes

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A student:

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

## Earth and Environmental Science

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Report Module 6	Half Yearly Examination	Depth Study Module 8	Trial HSC Examination	
Timing	Term 4 (2021) Week 9	Term 1 (2022) Week 9	Term 2 (2022) Week 8	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	11/12-3, 11/12-4, 11/12-5 11/12-7, 12-13	11/12-5, 11/12-6, 11/12-7 12-12, 12-13	11/12-1, 11/12-2, 11/12-3 11/12-4, 11/12-5, 11/12-6 11/12-7, 12-15	11/12-1, 11/12-4, 11/12-5 11/12-6, 11/12-7, 12-12 12-13, 12-14, 12-15	
Components	Weighting %				
Skills in working scientifically	15	20	15	10	60
Knowledge and understanding	5	5	10	20	40
TOTAL %	20	25	25	30	100

# Year 12 HSC

## Economics Course Outcomes

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A student:

- H1 demonstrates understanding of economics terms, concepts and relationships
- H2 analyses the economic role of individuals, firms, institutions and governments
- H3 explains the role of markets within the global economy
- H4 analyses the impact of global markets on the Australian and global economies
- H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
- H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
- H9 selects and organises information from a variety of sources for relevance and reliability
- H10 communicates economic information, ideas and issues in appropriate forms
- H11 applies mathematical concepts in economic contexts
- H12 works independently and in groups to achieve appropriate goals in set timelines

## Economics

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Essay	Topic Test	Research Essay	Trial HSC Examination	
Timing	Term 4 (2021) Week 10	Term 1 (2022) Week 9	Term 2 (2022) Week 8	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	H1, H2, H3, H4 H5, H6 H7, H8	H8, H9, H10, H11	H1, H2, H3, H4, H5, H6 H7 H8, H9, H10 H11, H12	H1, H6, H7, H8, H10, H11	
Components	Weighting %				
Knowledge of understanding of course content	10	5	10	15	40
Communication of economic information, ideas and issues in Appropriate forms		5	5	5	20
Inquiry and research	5	5	10		20
Stimulus based skills		5	5	10	20
TOTAL %	20	20	30	30	100

# Year 12 HSC

## Engineering Studies Course Outcomes

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A student:

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

## Engineering Studies

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Civil Engineering Report	Half Yearly Examination	Aeronautical Engineering Report	Trial HSC Examination	
Timing	Term 4 (2021) Week 10	Term 1 (2022) Week 9	Term 2 (2022) Week 8	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	H2.1, H3.2, H4.1, H4.2 H6.1	H1.2, H3.1, H3.3, H4.3	H1.1, H4.3, H5.1, H5.2 H6.1	H1.1 to H6.2	
Components	Weighting %				
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in the design, management, communication and engineering practice	10	5	15	10	40
TOTAL %	20	20	30	30	100

# Year 12 HSC

## Extension Science Outcomes

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A student:

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



## Extension Science

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Poster and Research Proposal	Statistical Case Study	Scientific Research Report and Portfolio	
Timing	Term 1 (2022) Week 2	Term 2 (2022) Week 4	Term 3 (2022) Week 6	
Outcomes Assessed	SE-1, SE-3, SE-6, SE-7	SE-4, SE-5, SE-7	SE-1, SE-2, SE-3, SE-4, SE-5 SE-6, SE-7	
Components	Weighting %			
Communicating scientifically	15	5	10	30
Gathering, recording, analyzing and evaluating data	5	15	10	30
Application of scientific research skills	10	10	20	40
TOTAL %	30	30	40	100

# Year 12 HSC

## Exploring Childhood Course Outcomes

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A student:

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioral, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood – infant, toddler, preschool and the early school years
- 1.4 analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behavior in young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others
- V1.1 displays a willingness to respond to the individual needs of young children and families
- V1.2 interacts with children and adults in appositve non-judgmental and accepting manner
- V2.1 appreciates the importance of facilitating responsible and supportive interactions with young children

## Exploring Childhood

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Child Health and Safety Investigation	Children’s with Special Needs Research Task	Children’s Literature	Topic Test	
Timing	Term 4 (2021) Week 10	Term 1 (2022) Week 7	Term 2 (2022) Week 10	Term 3 (2022) Week 7	
Outcomes Assessed	2.4, 2.5	1.5, 2.1, 2.2	1.2, 1.3, 2.2, 4.1	1.2, 1.3, 2.1, 2.4, 4.1, 6.1	
Components	Weighting %				
Knowledge and understanding	10	15	15	10	50
Skills	15	10	15	10	50
TOTAL %	25	25	30	20	100

# Year 12 HSC

## Food Technology Course Outcomes

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A student:

- H1.1 explains manufacturing processes and technologies used in the production of food products
- H1.2 examines the nature and extent of the Australian food industry
- H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
- H2.1 evaluates the relationship between food, its production, consumption, promotion and health
- H3.1 investigates operations of one organisation within the Australian food industry
- H3.2 independently investigates contemporary nutrition issues
- H4.1 develops, prepares and presents food using product development processes
- H4.2 applies principles of food preservation to extend the life of food and maintain safety
- H5.1 develops, realises and evaluates solutions to a range of food situations

## Food Technology

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Australian Food Industry Report	Food Manufacture Experiment and Preparation	Contemporary Nutrition Issues Investigation	Trial HSC Examination	
Timing	Term 4 (2021) Week 10	Term 1 (2022) Week 9	Term 2 (2022) Week 9	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	H1.2, H1.4, H3.1	H1.1, H4.2	H2.1. H3.2, H5.1	H1.1 to H5.1	
Components	Weighting %				
Knowledge and understanding of course content			10	30	40
Knowledge and skills in designing, researching, analysing and evaluating	15	10	5		30
Skills in experimenting with and preparing food by applying theoretical concepts		15	15		30
TOTAL %	15	25	30	30	100

# Year 12 HSC Industrial Technology – Timber Products and Furniture Technologies Course Outcomes Multimedia Technologies Course Outcomes



A student:

- H1.1 investigates industry through the study of business 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 principals through the production of a Major Project
- H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging techniques of the focus industry on society and the environment

**Industrial Technology -  
Timber Products and Furniture Technologies / Multimedia Technologies  
Year 12 HSC (2021-2022) Internal Assessment Schedule**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Design and Planning Presentation	Half Yearly Examination	Product Development and Management Report	Trial HSC Examination	
Timing	Term 4 (2021) Week 4	Term 1 (2022) Week 9	Term 3 (2022) Week 2	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	H3.1, H3.2, H3.3, H4.3 H5.1	H1.1 to H7.2	H2.1, H4.1, H4.2, H5.2 H6.1, H6.2	H1.1 to H7.2	
Components	Weighting %				
Knowledge and understanding of course content	5	5	10	20	40
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	60
TOTAL %	20	20	30	30	100

# Year 12 HSC

## Information Processes and Technology Course Outcomes

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A student:

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



## Information Processes and Technology

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Project / Research	Topic(s) Test	Project / Research	Trial HSC Examination	
Timing	Term 1 (2022) Week 6	Term 1 (2022) Week 10	Term 2 (2022) Week 9 Term 3 (2022) Week 1	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	H1.1, H1.2, H2.1, H3.1 H4.1, H5.2	H1.1, H1.2, H2.1, H3.1 H4.1, H5.2	H1.1, H1.2, H2.1, H3.1 H4.1, H5.1, H6.1, H6.2 H7.1, H7.2	H1.1, H1.2, H2.1, H3.1 H4.1, H5.1, H6.1, H6.2 H7.1, H7.2	
Components	Weighting %				
Knowledge and understanding of course content	15	15	10	20	60
Knowledge and skills in the design and development of information systems	5	5	20	10	40
TOTAL %	20	20	30	30	100

# Year 12 HSC

## Investigating Science Course Outcomes

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A student:

- INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11/12-5 analyses and evaluates primary and secondary data and information
- INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS12-12 develops and evaluates the process of undertaking scientific investigations
- INS12-13 describes and explains how science drives the development of technologies
- INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
- INS12-15 evaluates the implications of ethical, social, economic and political influences on science

# Investigating Science

## Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Science in the Media Report	Half Yearly Examination	Depth Study	Trial HSC Examination	
Timing	Term 4 (2021) Week 7	Term 1 (2022) Week 9	Term 2 (2022) Week 7	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	12-3, 2-5, 12-7,12-14	12-4, 12-5, 12-12, 12-13	12-1, 12-2, 12-5, 12-7 12-12	12-2, 12-4, 12-6, 12-12 12-13, 12-14, 12-15	
Components	Weighting %				
Skills in working scientifically	10	10	25	15	60
Knowledge and understanding of course content	10	10	5	15	40
TOTAL %	20	20	30	30	100

# Year 12 HSC

## Legal Studies Course Outcomes

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A student:

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

## Legal Studies

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Task	Essay Task	Research Essay	Trial HSC Examination	
Timing	Term 4 (2021) Week 9	Term 1 (2022) Week 9	Term 2 (2022) Week 6	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	H4, H7, H8, H9	H2, H3, H4, H5, H8	H3, H4, H7, H8, H9	H1, H2, H3, H4, H5, H6 H7, H8, H9, H10	
Components	Weighting %				
Knowledge and understanding	5	10	5	20	40
Inquiry and research	5	5	10		20
Communication	5	5	5	5	20
Analysis and evaluation	5	5	5	5	20
TOTAL %	20	25	25	30	100

# Year 12 HSC

## Mathematics Standard 1 Course Outcomes

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A student:

- MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS1-12-2 analyses representations of data in order to make predictions and draw conclusions
- MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness
- MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems
- MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school
- MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms
- MS1-12-7 solves problems requiring statistical processes
- MS1-12-8 applies network techniques to solve network problems
- MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use
- MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

# Mathematics Standard 1

## Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Project	Half Yearly Examination	Assignment	Trial HSC Examination	
Timing	Term 4 (2021) Week 8	Term 1 (2022) Week 8	Term 2 (2022) Week 9	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	MS1-12-3, MS1-12-4 MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4 MS1-12-2, MS1-12-7 MS1-12-8, MS1-12-9 MS1-12-10	MS1-12-1, MS1-12-6 MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2 MS1-12-3, MS1-12-4 MS1-12-5, MS1-12-6 MS1-12-7, MS1-12-8 MS1-12-9, MS1-12-10	
Components	Weighting %				
Understanding fluency and communication	10	12.5	12.5	15	50
Problem-solving, reasoning and justification	10	12.5	12.5	15	50
TOTAL %	20	25	25	30	100

### Topics

Algebra

Measurement

Financial Mathematics

Statistical Analysis

Networks

### Subtopics

**MS-A4** Types of Relationships

**MS-M6** Non-Right-Angled Trigonometry

**MS-M7** Rates and Ratios

**MS-F4** Investments and Loans

**MS-F5** Annuities

**MS-S4** Bivariate Data Analysis

**MS-S5** The Normal Distribution

**MS-N2** Network Concepts

**MS-N3** Critical Path Analysis

# Year 12 HSC

## Mathematics Standard 2 Course Outcomes

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A student:

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



## Mathematics Standard 2

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Project	Half Yearly Examination	Topic Test	Trial HSC Examination	
Timing	Term 4 (2021) Week 8	Term 1 (2022) Week 8	Term 2 (2022) Week 9	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	MS2-12-3, MS2-12-4 MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4 MS2-12-2, MS2-12-7 MS2-12-8, MS2-12-9 MS2-12-10	MS2-12-1, MS2-12-6 MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2 MS2-12-3, MS2-12-4 MS2-12-5, MS2-12-6 MS2-12-7, MS2-12-8 MS2-12-9, MS2-12-10	
Components	Weighting %				
Understanding fluency and communication	10	12.5	12.5	15	50
Problem-solving, reasoning and justification	10	12.5	12.5	15	50
TOTAL %	20	25	25	30	100

# Year 12 HSC

## Numeracy CEC Course Outcomes

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A student:

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

## Numeracy CEC

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Assignment	Assignment	Assignment	Assignment	
Timing	Term 4 (2021) Week 8	Term 1 (2022) Week 8	Term 2 (2022) Week 9	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	N6-1.3, N6-1.2, N6-3.1 N6-2.2	N6-2.3, N6-2.4, N6-2.5 N6-3.1	N6-2.3, N6-1.3, N6-2.6	N6-2.1, N6-2.2, N6-2.3 N6-2.6	
Components	Weighting %				
Understanding fluency and communication	10	12.5	12.5	15	50
Problem-solving, reasoning and justification	10	12.5	12.5	15	50
TOTAL %	20	25	25	30	100

# Year 12 HSC

## Mathematics Advanced Course Outcomes

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A student:

- MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
- MA12-3 applies calculus techniques to model and solve problems
- MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MA12-6 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 Advanced

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Assignment	Half Yearly Examination	Topic Test	Trial HSC Examination	
Timing	Term 4 (2021) Week 8	Term 1 (2022) Week 9	Term 2 (2022) Week 9	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	MA12-4 MA12-9, MA12-10	MA12-1, MA12-2, MA12-3 MA12-6, MA12-7	MA12-2, MA12-4, MA12-7 MA12-8, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3 MA12-4, MA12-5, MA12-6 MA12-7, MA12-8, MA12-9	
Components	Weighting %				
Understanding, fluency and communication	10	15	10	15	50
Problem-solving, reasoning and justification	10	15	10	15	50
TOTAL %	20	30	20	30	100

#### Topics

Functions

Trigonometry Functions

Calculus

Exponential and Logarithmic Functions

Statistical Analysis

#### Subtopics

MA-F1 Working with Functions

MA-T1 Trigonometry and Measure of Angles

MA-T2 Trigonometry Functions and Identities

MA-C1 Introduction to Differentiation

MA-E1 Logarithms and Exponentials

MA-S1 Probability and Discrete Probability Distributions

# Year 12 HSC

## Mathematics Extension 1 Course Outcomes

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A student:

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

# Mathematics Extension 1

## Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Assignment	Half Yearly Examination	Topic Test	Trial HSC Examination	
Timing	Term 4 (2021) Week 9	Term 1 (2022) Week 9	Term 2 (2022) Week 9	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	ME12-1, ME12-2, ME12-6	ME12-3, ME12-4	ME12-5	ME12-1, ME12-2, ME12-3 ME12-4, ME12-5, ME12-6 ME12-7	
Components	Weighting %				
Understanding, fluency and communication	12.5	12.5	10	15	50
Problem-solving, reasoning and justification	12.5	12.5	10	15	50
TOTAL %	25	25	20	30	100

# Year 12 HSC

## Mathematics Extension 2 Course Outcomes

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A student:

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



## Mathematics Extension 2

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Open Test	Half Yearly Examination	Assignment	Trial HSC Examination	
Timing	Term 4 (2021) Week 9	Term 1 (2022) Week 9	Term 2 (2022) Week 9	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	ME12-2, ME12-2, ME12-7	ME12-3, ME12-4, ME12-5 ME12-6, ME12-7	ME12-2, ME12-4, ME12-7	ME12-1, ME12-2, ME12-3 ME12-4, ME12-5, ME12-6	
Components	Weighting %				
Understanding, fluency and communication	12.5	12.5	10	15	50
Problem-solving, reasoning and justification	12.5	12.5	10	15	50
TOTAL %	25	25	20	30	100

#### Topics

Proof

Vectors

Complex Numbers

Calculus

Mechanics

#### Subtopics

**MEX-P1** The Nature of Proof

**MEX-P2** Further Proof by Mathematical Induction

**MEX-V1** Further Work with Vectors

**MEX-N1** Introduction to Complex Numbers

**MEX-N2** Using Complex Numbers

**MEX-C1** Further Integration

**MEX-M1** Applications of Calculus to Mechanics

# Year 12 HSC

## Modern History Course Outcomes

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A student:

- 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

## Modern History

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Source Task Core Study: Power and Authority in the Modern World 1919-1946	Half Yearly Examination	Research Essay Peace and Conflict Historical Analysis	Trial HSC Examination All modules	
Timing	Term 4 (2021) Week 9	Term 1 (2022) Week 9	Term 2 (2022) Week 7	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	MH12-1, MH12-3, MH12-4 MH12-5, MH12-6, MH12-7 MH12-8, MH12-9	MH12-1, MH12-3, MH12-4 MH12-5, MH12-6, MH12-7 MH12-8, MH12-9	MH12-1, MH12-3, MH12-4 MH12-5, MH12-6, MH12-7 MH12-8, MH12-9	MH12-1, MH12-3, MH12-4 MH12-5, MH12-6, MH12- 7 MH12-8, MH12-9	
Components	Weighting %				
Historical skills in the analysis and evaluation of sources and interpretations	10		5	5	20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Knowledge and understanding of course content	5	5	10	20	40
TOTAL %	20	20	30	30	100

# Year 12 HSC

## Personal Development, Health and Physical Education Outcomes

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A student:

- H1 describes the nature, and justifies the choice, of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for the new public health approach to health promotion
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skills is required and appraised
- H10 design and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of social cultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

## Personal Development, Health and Physical Education (PDHPE)

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Health Priorities in Australia	Examination	Options Assessment	Trial HSC Examination	
Timing	Term 4 (2021) Week 9	Term 1 (2022) Week 9	Term 2 (2022) Week 10	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	H1, H2, H3, H4, H14, H15 H16	H7, H10, H11, H17	H8, H10, H16, H17	H1, H2, H3, H4, H7, H8 H10, H11, H14, H15, H16 H17	
Components	Weighting %				
Research written task	15		10		40
Knowledge and understanding	10		10		30
Exam		25		30	30
TOTAL %	25	25	20	30	100

# Year 12 HSC

## Physics Course Outcomes

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A student:

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

# Physics

## Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Mechanic Skills Test	Half Yearly Examination	Depth Study	Trial HSC Examination	
Timing	Term 4 (2021) Week 7	Term 1 (2022) Week 9	Term 2 (2022) Week 7	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	PH11/12-4, PH11/12-6 PH12-12	PH11/12-4, PH11/12-5 PH11/12-12, PH11/12-13	PH11/12-1, PH11/12-3 PH11/12-5, PH11/12-7 PH11/12-14	PH11/12-6, PH11/12-12 PH11/12-13, PH11/12-14 PH11/12-15	
Components	Weighting %				
Skills in working scientifically	15	15	20	10	60
Knowledge and understanding of course content	5	10	5	20	40
TOTAL %	20	25	25	30	100

# Year 12 HSC

## Society and Culture Course Outcomes

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A student:

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



## Society and Culture

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Task Social Continuity and Change	Half Yearly Examination	Analytical Depth Study: Popular Culture	Trial HSC Examination All modules	
Timing	Term 1 (2022) Week 5	Term 1 (2022) Week 10	Term 3 (2022) Week 6	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	H1, H3, H4, H5, H6, H7 H8, H10	H1, H6, H7, H8, H9, H10	H2, H3, H4, H5, H7, H8 H10	H1, H2, H3, H4, H5, H6 H7 H8, H9, H10	
Components	Weighting %				
Knowledge and understanding of course content	10	10	10	20	50
Application and evaluation of social and cultural research methods	5	5	5	5	20
Communication of information, ideas and issues in appropriate forms	10	5	10	5	30
TOTAL %	25	20	25	30	100

# Year 12 HSC

## Sport, Lifestyle and Recreation Studies Course Outcomes

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A student:

- H1.1 applies the rules and conventions that relate to participation in a range of physical activities
- H1.2 explain the relationship between physical activity, fitness and healthy lifestyle
- H1.3 demonstrates ways to enhance safety in physical activity
- H1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- H1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- H1.6 describes administrative procedures that support successful performance outcomes
- H2.1 explains the principles of skill development and training
- H2.2 analyses the fitness requirements of specific activities
- H2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- H2.4 describes how societal influences impact on the nature of sport in Australia
- H2.5 describes the relationship between anatomy, physiology and performance
- H3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- H3.2 designs programs that respond to performance needs
- H3.3 measures and evaluates physical performance capacity
- H3.4 composes, performs and appraises movement
- H3.5 analyses personal health practices
- H3.6 assesses and responds appropriately to emergency care situations
- H3.7 analyses the impact of professionalism in sport
- H4.1 plans strategies to achieve performance goal
- H4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- H4.3 makes strategic plans to overcome the barriers to personal and community health
- H4.4 demonstrates competence and confidence in movement contexts
- H4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- H5.1 accepts responsibility for personal and community health
- H5.2 willingly participates in regular physical activity
- H5.3 values the importance of an active lifestyle
- H5.4 values the features of a quality performance
- H5.5 strives to achieve quality in personal performance

## Sport, Lifestyle and Recreation Studies (SLR)

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Aquatics	Resistance training	Outdoor Recreation	Practical	
Timing	Term 4 (2021) Week 8	Term 1 (2022) Week 10	Term 2 (2022) Week 9	Term 3 (2022) Week 2	
Outcomes Assessed	1.3, 3.6, 4.5	2.1, 2.2, 2.3, 3.2, 4.4	1.3, 3.6, 4.1	1.1, 1.3, 2.1, 2.3, 3.1, 3.2 3.6, 4.4	
Components	Weighting %				
Knowledge and understanding	10	10	10	20	50
Skills	10	10	10	20	50
TOTAL %	20	20	20	40	100

# Year 12 HSC

## Studies of Religion II Course Outcomes

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A student:

- H1 explains aspects of religion and belief systems
- H2 describes and analyses the influence of religion and belief systems on individuals and society
- H3 examines the influence and expression of religion and belief systems in Australia
- H4 describes and analyses how aspects of religious traditions are expressed by their adherents
- H5 evaluates the influence of religious traditions in the life of adherents
- H6 organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7 conducts effective research about religion and evaluates the findings from the research
- H8 applies appropriate terminology and concepts related to religion and belief systems
- H9 coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

# Studies of Religion

## Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	In-Class Topic Test	Depth Study Research Task and Essay	Research Assignment	Trial HSC Examination	
Timing	Term 4 (2021) Week 9	Term 1 (2022) Week 9	Term 2 (2022) Week 5	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	H1, H2, H3, H4, H5, H6 H8, H9	H3, H6, H8, H9	H1, H2, H4, H5	H6, H8, H9	
Components	Weighting %				
Knowledge and understanding of course content	10	10	5	15	40
Sourced-based Skills	10	5		5	20
Investigation and research		10	10		20
Communication of information, ideas and issues in appropriate forms		5	5	10	20
TOTAL %	20	30	20	30	100

# Year 12 HSC

## Visual Arts Course Outcomes

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A student:

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

## Visual Arts

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	<b>Development of the Body of Work</b> VAPD documenting initial artmaking experimentation and investigation, analysis of artmaking practice through the frames, research and comparative analysis of student practice and selected artists' practice	<b>Art Criticism and Art History</b> <b>Half Yearly Examination</b>	<b>Resolving the Body of Work</b> Submission of artworks under development, VAPD documenting experimentation, written reflections including explanation of intention and the links between material and conceptual practice	<b>Art Criticism and Art History</b> <b>Trial HSC Examination</b> Written Examination	
<b>Timing</b>	Term 4 (2021) Week 10	Term 1 (2022) Week 8	Term 3 (2022) Week 2	Term 3 (2022) Weeks 4 & 5	
<b>Outcomes Assessed</b>	H1, H3, H4, H5	H7, H8, H9, H10	H1, H2, H4, H5, H6	H7, H8, H9, H10	
<b>Components</b>	<b>Weighting %</b>				
Artmaking	20		30		<b>50</b>
Art criticism and art history		20		30	<b>50</b>
<b>TOTAL %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# Year 12 HSC

## Work Studies Course Outcomes

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A student:

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



## Work Studies

### Year 12 HSC (2021-2022) Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Report	Team Enterprise Report	Community Involvement Presentations	
Timing	Term 1 (2022) Week 6	Term 2 (2022) Week 7	Term 3 (2022) Weeks 4 & 5	
Outcomes Assessed	WS3, WS4, WS5, WS6, WS7 WS9	WS2, WS3, WS5, WS7	WS1, WS2, WS3, WS4, WS5 WS6, WS7, WS8, WS9	
Components	Weighting %			
Knowledge and understanding	10	10	10	30
Skills	30	20	20	70
TOTAL %	40	30	30	100

School: Mitchell High School

Student Competency Assessment Schedule

COURSE: HSC Construction

2022

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster D	Cluster E	Cluster F	HSC Trial Examination
		Formwork	Level a simple slab	Assemble for off-site manufacture	
		Term 1 (2022) Week 6	Term 2 (2022) Week 8	Term 3 (2022) Week 6	Term 3 (2022) Weeks 4 & 5
Code	Unit of Competency				
CPCCCA2003A	Erect and dismantle formwork for footings	X			HSC Examinable Units of Competency
CPCCCA2011A	Handle carpentry materials	X			
CPCCCM2006B	Apply basic levelling procedures		X		
CPCCCO2013A	Carry out concreting to simple forms		X		
CPCCCM2005B	Use construction tools and equipment		X		
CPCCJN2001A	Assemble components			X	
CPCCJN2002B	Prepare for off-site manufacturing process			X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211.

Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

Mandatory work placement will take place in Year 11 and in Year 12 for a minimum of 35 hours each for a total of 70 hours. If a student does not complete work placement they will be deemed to not having satisfactorily achieved the course outcomes and will have the course withheld from their Higher School Certificate.

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”. A course mark is not allocated.

School: Mitchell High School

Student Competency Assessment Schedule

COURSE: HSC Hospitality – Food and Beverage Stream

2022

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster D	Cluster E (Part 1)	Cluster E (Part 2)	Cluster F	HSC Trial Examination
		Safe, Clean and Skilled	Restaurant Service	Restaurant Service	Working in Hospitality	
		Term 1 (2022) Week 8	Term 2 (2022) Week 8	Term 3 (2022) Week 7	Term 3 (2022) Week 8	Term 3 (2022) Weeks 4 & 5
Code	Unit of Competency					HSC Examinable Units of Competency
SITXFSA002	Participate in safe food handling practices	X				
SITHCCC001	Use food preparation equipment	X				
SITHFAB007	Serve food and beverage		X	X		
SITXCC003	Interact with customers		X	X		
SITHIND003	Use hospitality skills effectively		X	X		
SITHIND002	Source and use information on the hospitality industry				X	
BSBSUS201	Participate in environmentally sustainable work practices				X	
SITXCOM001	Source and present information				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20213 or a Statement of Attainment towards Certificate II in Hospitality SIT20316.

Schools may schedule exam items in preparation for the HSC Examination, however, these do not form part of the RTO assessment requirements.

Mandatory work placement will take place in Year 11 and in Year 12 for a minimum of 35 hours each for a total of 70 hours. If a student does not complete work placement they will be deemed to not having satisfactorily achieved the course outcomes and will have the course withheld from their Higher School Certificate.

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”. A course mark is not allocated.



**MITCHELL**  
HIGH SCHOOL

**WE INSPIRE**  
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