

Bellingen High School



Assessment Handbook

Year 12 2024/25



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STUDENT RESPONSIBILITIES IN ASSESSMENT

1. Keep yourself informed

You are expected to check with your class teacher, after any absence from class, whether you have missed any information about assessment tasks.

2. Complete all tasks

It is expected that you will complete all tasks to the best of your ability. Demonstrate diligence and sustained effort in all tasks and coursework.

3. Hand in tasks on time

It is your responsibility to be present for, or hand in, assessment tasks on time on the day it is due, to the teacher personally.

4. Attend school the day before a task is due

You must be present at school the day before a task is due. School excursions or representing the school are considered as attendance.

If you are absent the day before a task is due, you must bring evidence, such as a doctor's certificate, to explain that absence.

5. Attend classes the periods before an assessment

You must attend all scheduled classes **on the day of an assessment**. If you miss scheduled classes, you may be required to submit evidence explaining your absence. In cases #4 and #5, an 'N' Determination warning could be issued and a zero recorded for the task.

6. Assessment Schedule

Make sure that you have a copy of the assessment schedule for each subject that you are studying. It is your responsibility to check dates and organise your time to complete your assessment tasks.

7. Clashes

If you notice that there is a clash, such as several tasks due on the one day or a compulsory excursion, please inform your teacher. If you feel the situation has not been resolved satisfactorily, please inform the Head Teacher or Deputy Principal.

8. If you are going to be or were absent

Ensure that, if you are absent, that you call the school that morning, then report to the Head Teacher of the subject you missed on the first day of return with independent written evidence e.g. a medical certificate. You must complete a VOA form.

If you know you will be absent for a task you must notify the class teacher and/or Head Teacher of the subject at least five days in advance and complete a VOA form e.g. sporting representation.

9. Appeals

Ensure that you see your teacher if you have concerns about your mark or rank within three school days of return of the marked task.

BELLINGEN HIGH SCHOOL ASSESSMENT POLICY

1. Rationale

The policy and procedures have been developed to ensure that assessments for students in all courses at Bellingen High School are administered in accordance with NSW Department of Education *Curriculum planning and programming, assessing and reporting to parents K-12 policy (2018)*, the requirements of NSW Educational Standards Authority (NESA), NSW requirements for the award of Record of School Achievement (ROSA); and The Assessment Certification Examination (ACE) manual.

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of purposes, including to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information of student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course

2. Principles of effective assessment

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding is a suitable basis for future learning.

Assessment activities should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

3. Number, weighting and types of tasks

Year 11

For all courses, there are to be no more than THREE formal assessment tasks, including the examination. In class tests are not considered formal written examinations. The assessment tasks used should be appropriate to the outcomes and components of the course being assessed. One task may address several course outcomes. There should be a balance between the assessment of skills, knowledge and understanding outcomes and course content. An individual task should not be worth less than 10% and not more than 40% of the total assessment marks.

Year 12

For all courses, there are to be no more than FOUR formal assessment tasks, including an examination. The assessment tasks used should be appropriate to the outcomes and components of the course being assessed. One task may address several course outcomes. There should be a balance between the assessment of skills, knowledge and understanding outcomes and course content. Only one task may be a formal written examination with a maximum weighting of 30%. In class tests are not considered formal written examinations.

4. Administration of assessment

Student notification

Students will receive and must sign for the Assessment Handbook prior to the distribution or completion of any assessment tasks. Included in the Handbook are proformas for extensions and appeals, the 'N' Determination Flow Chart, as well as an assessment schedule for every subject taught at the school. Individual course assessment schedules show the number, weighting and type of tasks as well as the outcomes assessed and the week in which the task is due.

In addition to the schedule of dates for assessment tasks, students will receive **AT LEAST two weeks notice** of the exact date of a task, the type, the weighting and marking guidelines for each task. This information will be provided on the Bellinghen High School Assessment Task Notification cover sheet. Students will need to register receipt of the assessment task by signature, and this will be filed in accordance with Bellinghen High School monitoring procedures. For the Year 11 examination and the Trial HSC examinations, no formal notification shall be given unless the exam has multiple components, for example Music/Drama theory and practical, or Languages listening and speaking.

When a student is absent from school, the teacher should email the assessment notification to the student's school email account. If a student is absent for an extended period, an alternate task will have to be considered.

Due to various circumstances which may arise during the year, it may be necessary for some assessment tasks to have their dates altered. In such cases, it must be with the approval of the Principal, or their delegate, and students will be notified in writing with two weeks' notice.

Students will need to sign for receipt of the new notification, and this must be filed in accordance with Bellinghen High School monitoring procedures.

Submission and Attendance

Submitted assessment tasks are to be handed in as directed on the Bellinghen High School Assessment Task Notification cover sheet. In general, hand in tasks are to be submitted to the Front Office before 9am. They should ensure their name is on the task as well as their teacher's name. Students will be asked to sign a register that indicates they have handed in the task unless it is submitted electronically. In this case, the teacher should check the file contains the task and have the student/s sign a registration in the following lesson.

Students must attend all timetabled lessons the day before an assessment task due date and all timetabled lessons the day of an assessment task. Failure to do so, without a valid reason or documentation will result in a zero for the task and an "N" Determination warning letter will be issued. If a student attends TAFE or other approved activity the day before an assessment task, this is deemed their normal school day and no penalties will be imposed.

In unusual circumstances where an assessment task is deemed by the principal to be invalid or unreliable, the principal will consult with NESAs to decide the best course of action, ensuring students are not disadvantaged.

Special Provisions

Disability provisions in the HSC are practical arrangements which are designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. Principals have the authority to grant disability (or special) provisions in assessment tasks for students with special needs over a range of areas such as medical, physical, learning or mental health and can also include students with injury. Schools should attempt to apply similar provisions for identified students in internal assessment as could be granted by NESAs for external assessment tasks. Examples of some of the possible provisions include: separate/small group supervision, readers and/or writers, rest breaks. For some students with disabilities, alternative tasks may be devised.

Life Skills

NESA does not require schools to formally assess Life Skills outcomes. However, teachers may like to have students complete a modified assessment task. Schools are not required to use the Common Grade Scale (A to E) or equivalent to report achievement for students entered in Life Skills courses. Task feedback, marking criteria and reports should reflect 'working towards' or achieving the designated outcomes 'independently' or 'with support'. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome, either:

- a. without adjustments, or
- b. with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities.

Assessment can occur in a range of situations or environments such as the school and wider community.

5. Variation of Assessment

If a student has a valid reason for not completing an assessment task, they will be given an opportunity to attempt the task by either:

- providing an extension of time to complete the original assessment task. An extension of time can only be granted if it does not compromise the validity of the task.
- providing the student with a substitute assessment task.

In exceptional circumstances, where a student cannot complete the assessment task, an estimate based on completed comparable assessment tasks which contain comparable outcomes may be provided. This must be approved by the Principal who may contact Quality in Credentialing to ascertain whether a circumstance is considered exceptional or not.

Illness and Misadventure

If illness or misadventure prevents a student handing in or completing an assessment task, they may apply for an extension of time to complete the task at a later date, via the Variation of Assessment process. In some circumstances, an alternate task may have to be used.

If illness or misadventure affects a student's performance during an assessment task, they may apply for consideration using the Variation of Assessment form. This form is available from the Deputy Principal or can be found in this booklet. You will need to complete a separate application for each of the tasks and exams you have missed.

For exams: Students are to **notify the Deputy Principal or the Exam Supervisor BEFORE** the exam begins (or during the exam if illness sets in late) and submit a Variation of Assessment form as soon as possible.

For all other tasks: A student should **notify the school by phone on the day of the task.** They will need to collect appropriate documentation/evidence and complete a Variation of Assessment form. This should be submitted to the Deputy Principal within **a week** of the due date of the task.

Please note: The submission of a Variation of Assessment form does not mean that it will be approved. This is at the discretion of the Deputy Principal. If students do not complete the assessment task, it defers the time of submission. Students are expected to complete all assessment tasks and sit examinations.

NESA may consider some cases involving interruption to the completion of an HSC submitted work or loss of materials prepared by the student, such as the theft, vandalism or destruction of major works. A student must notify their teacher, with evidence, and the school must raise any incidents with NESA at the time of the incident.

The following pages show some scenarios that may arise and the appropriate actions to be taken. Please note outcomes suggested in the final column 'Possible Outcomes' are only possibilities, and each application is assessed on individual circumstances and the evidence supplied.

| Scenarios | Appropriate Application | Possible Outcomes |
|--|---|--|
| A student is sick the day before an assessment task is due and does not attend school. | Variation of Assessment based on illness Medical Documentation | If the student is still sick the next day, they will be asked to complete the task or an alternative task when they return to school. |
| A student is sick on the day of an exam, during an exam or on the day an assessment task is due. | <ul style="list-style-type: none"> - Phone the school to alert the teacher. - Variation of Assessment based on illness - Medical Documentation | <ul style="list-style-type: none"> - The student will sit the exam or alternative exam when better. - An extension to complete the assessment task may be given |
| The student is going on holidays with their family and will miss an exam or assessment task. | <ul style="list-style-type: none"> - Application for Principal Approved Leave. - Variation of Assessment form completed BEFORE they leave. | <ul style="list-style-type: none"> - The student may be asked to submit the task or complete the exam before they go. - The student may be asked to complete an alternative exam / task after they return. |
| A student has an assessment due next week. They have been representing the school in a lot of activities recently. | A Variation of Assessment form completed BEFORE the due date. | <ul style="list-style-type: none"> - The student may be granted an extension of time to complete the task. However, in most cases, it is unlikely an extension will be granted. |
| A student is going to have surgery during the exam period or when an assessment task is due. | A Variation of Assessment form is completed BEFORE the due date. | <ul style="list-style-type: none"> - The student may be asked to submit the task or complete the exam before they go. - The student may be asked to complete an alternative exam after they return. |
| A student sleeps in and misses an exam or assessment deadline. | The student can apply via the Variation of Assessment. However, it is unlikely to be successful. | <ul style="list-style-type: none"> - The student's appeal may be declined without evidence or a good reason for missing an exam or assessment deadline. |
| A student has taken on a lot of extra shifts at work lately and has run out of time to complete an assessment task. It is due next week. | <ul style="list-style-type: none"> - The student can apply via the Variation of Assessment. However, it is unlikely to be successful. | <ul style="list-style-type: none"> - The student's appeal may be declined and they may be offered support. |
| A close family member becomes extremely ill or dies during an assessment period. | Complete a Variation of Assessment. Documentation i.e. death certificate | <ul style="list-style-type: none"> - The student may be given an extension and asked to sit the exam or alternative assessment when able. |

| Scenarios | Appropriate Application | Possible Outcomes |
|--|---|--|
| The student is a member of the Indigenous community. Their family is preparing for 'Sorry Business' and they need to take some time off to support the community and family. | Complete a Variation of Assessment form. Documentation - communication from a leader of the community. | - The student may be given an extension and asked to sit the exam or alternative assessment when able. |

Absence (leave and extra-curricular activities)

Requests for an extension of time to complete an assessment task must be made in writing, using the Variation of Assessment form, at least one week prior to the due date.

A Variation of Assessment form is located at the back of this booklet and can be collected from the Deputy Principal.

Students who know that they will be absent from school must notify the class teacher at least five days in advance with a valid reason supported by documentation. Typically, an extension will be granted if the absence is due to extra curricula school commitments. If the student is absent due to family leave (unrelated to illness or misadventure) the student may be required to hand the task in on or before the due date or, in the case of tests/exams, sit it prior to their period of leave.

6. Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

It includes, but is not limited to:

- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- **Not attending earlier scheduled lessons on the day of a task**
- **Not attending the timetabled school day immediately prior to the task or examination**, (illness MUST be substantiated by a medical certificate)
- Misrepresentation, collusion and plagiarism (see below)

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a project
- submitting falsified or altered documents
- referencing incorrect or non-existent sources
- contriving false explanations to explain work not handed in by the due date.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert
- contract cheating by outsourcing work to a third party
- unauthorised use of artificial intelligence technologies.

Plagiarism

Plagiarism is submitting work done by someone else and claiming it as your own. It includes:

- copying someone else's work in part or in whole and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- 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

To avoid allegations of plagiarism, students should keep their teacher informed and show them work a number of times during the preparation of a task. Students are encouraged to seek opinions and ideas from a variety of sources. However, what a student submits for an assessment task must be their own work. If students do refer directly or indirectly to the ideas of others, this must be acknowledged.

In proven cases of malpractice, zero marks will be awarded, and an 'N' Determination warning letter will be sent. Malpractice offences in all HSC school-based assessment tasks will be recorded in the NESAs Malpractice Register.

All cases of malpractice have a 48-hour appeal period after formal notification.

NOTE: All tasks are due **before 9am** on the due date unless otherwise outlined on the task notification sheet.

HSC: All My Own Work

The HSC: All My Own Work program is designed to help senior students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their Year 11 and HSC studies.

The program is delivered flexibly through five self-paced learning modules and must be completed by all senior students before Week 5 of Term 1, Year 11. All students are entered online on NESAs when the course is satisfactorily completed.

7. Late submission and non-completion of tasks

Where there is no valid reason for non-completion of an assessment task on the due date, a zero mark will be recorded for that task. However, the student is still required to complete the task in order to satisfy the requirements of the course. Parents/caregivers will be notified in writing when students fail to complete a task on the due date, via the 'N' Warning official letter. Parents/caregivers must acknowledge receipt of this letter in writing. Copies of these documents are filed by the school and classroom teacher in their monitoring folders.

8. Internal and External Examinations

There is one formal examination period for Year 11 Courses (Year 11 Examination) which is scheduled late in Term 3. Year 12 HSC courses will have two formal examination periods (Trial HSC and HSC Examinations). Students are only required to attend school for their scheduled exams.

The school/NESA will publish:

- an examination timetable two weeks prior to the examination period
- examination rules which are consistent with those for the HSC examinations (see below), which are given to students and displayed in the examination room
- a list of equipment which students may take into the examination room. All equipment is to be in a transparent package, such as a plastic zip lock bag.
 - black pens, highlighter, pencils, erasers, sharpener (use pencils where specifically directed)
 - a ruler marked in millimetres and centimetres
 - Board approved scientific calculators
 - Board approved dictionaries into certain Language examinations
 - a transparent bottle of water with the label removed is approved (no other food or drink is permitted)

No other equipment is allowed.

Students are not permitted to borrow equipment during examinations.

Mobile phones and electronic devices (except Board approved calculators) are strictly forbidden in an examination.

- Examination rules which are consistent with those for the HSC examinations.

Students:

- must not write on examination papers in any way during reading time
- may consult their dictionary during reading time (for examinations where dictionaries are permitted)
- write clearly, with a black pen
- write answers in the correct answer booklets
- must follow the supervisor's instructions at all times
- must behave in a polite and courteous manner towards the supervisors/students
- must make a serious attempt at the examination

Subjects studied through other schools

Students studying courses through Distance Education and Aurora College will sit their exams at school. Details will be made clear to students in the exam timetable.

9. Marking, Feedback and Reporting

Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and written comments. The feedback given for tasks that do not contribute to the final assessment mark should assist students in their preparation for tasks that are part of the assessment program. Feedback should provide detailed information about what a student is able to do and what they need to do in order to improve their level of performance. It should communicate how well the student's knowledge, skills and understanding are developing in relation to outcomes and be provided in a timely manner.

For each HSC Board Developed Course (except VET courses and Life Skills courses), the teacher submits an internal assessment mark for every student in Term 3 of Year 12.

10. Management of marks/grades/work samples

Year 11

Schools are required to award and submit A to E grades to NESAs for all students completing any Year 11 Board Developed or Board Endorsed Course, except VET courses and Life Skills courses.

At the completion of the course, teachers make professional on-balance judgements on the basis of all available assessment information to decide which grade description best matches the standards their students have achieved. The grade awarded to each student at the completion of a Year 11 course indicates the student's overall achievement in relation to the Common Grade Scale and with reference to other material produced by NESAs to support the consistent awarding of grades.

Students should be given the opportunity to demonstrate their maximum level of achievement relative to the Common Grade Scale for Year 11 courses.

Teachers are required to keep student work samples and the associated assessment activities for all Year 11 courses. If requested, these work samples and assessment activities are to be submitted to NESAs for review to ensure there is consistency in the awarding of grades across the state.

A minimum of three work samples, representing the upper, middle and lower range of achievement of the current cohort, should be collected for each task. Work samples must be students' original work, not teachers' comments on a performance or submitted work.

Year 12

For each HSC Board Developed Course (except VET courses and Life Skills courses), the teacher submits an internal assessment mark for every student in Term 3 of Year 12.

Teachers are required to keep student work samples and the associated assessment activities for all Year 12 courses. A minimum of three work samples, representing the upper, middle and lower range of achievement of the current cohort, should be collected for each task and stored in the teachers HSC Monitoring Folder. Work samples must be students' original work, with teacher feedback.

11. Changing Courses

Students cannot change courses after the beginning of Term 2 in the year of their Year 11 Course. However, if there are special circumstances a student can change courses up until June 30, with principal approval.

12. Students transferred from other schools

Students who transfer to Bellingen High School before 30th June will be assessed using the tasks completed at this school and through the teacher's professional judgement. The teacher can consult with the previous school about any tasks completed by the student.

Students who transfer after 30th June will receive the assessment marks provided by the previous school.

Students who have achieved units of competency for VET courses are not required to be reassessed for recognition of those units provided a qualified RTO assessor has assessed the competencies.

Students who enter an HSC course at a new school must have satisfactorily completed the relevant Year 11 course.

13. Accelerants and Accumulants

Students who accelerate their HSC must complete all assessment tasks, or their equivalent, that are undertaken by students who complete requirements in the normal time frame.

Students may accumulate their HSC over a period of up to 5 years. There are various reasons for this: sporting commitments, student welfare, family commitments, etc. Students who commence a Year 12 subject with a different group of students must, where possible, begin in Term 4. They cannot use assessments or major works from previous attempts at the course. With accelerants and accumulants, student marks are entered to NESAs and collated when the student has completed their HSC.

14. TAFE / SBAT / VET Work placement

Work placement will, where possible, be placed on the calendar for the final weeks of Term 2 and 3. No assessment tasks for courses involving work placement students will be scheduled during this time.

No assessment tasks should be scheduled for courses with TAFE students on the days where they are required to attend TAFE.

Assigned assessment task weeks/days for courses will take into account TAFE students in those courses. Students are not required to complete a Variation of Assessment form as this subject is an existing timetabled class.

15. Non satisfactory completion of a course

A student will be determined as having satisfactorily completed a course if they have:

1. Followed the course developed or endorsed by NESA and
2. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
3. Achieved some or all of the course outcomes

Principals may determine that, as a result of absence, course completion criteria may not be met. Early warning of the consequences of such absences must be given and warning letters must relate the student's absence to the non-completion of course requirements.

Stage 6 students must make a genuine attempt to complete course requirements. These requirements include students applying themselves with **due diligence and sustained effort** to the set tasks and experiences provided in the course, both those that contribute to the final mark and those that don't.

Students who are not meeting the requirements for satisfactory completion of a course will receive an official warning letter in time for the situation to be corrected. A minimum of two warning letters must have been sent before the Principal can consider the possibility of an N Determination. A warning letter is deemed to have been received if the school postal records show it was mailed.

Students who do not complete tasks to the value of more than 50% of the total assessment mark in a subject or who do not complete 35 hours of mandatory work placement in VET subjects will be awarded an N Determination by the school in that subject. An N Determination can also be awarded to a student who has completed more than 50% of the total assessment mark but who has failed to demonstrate due diligence and sustained effort through non-completion of course work.

The student will, wherever possible, be informed in person that they are in danger of receiving an N Determination and this will also be confirmed by a letter from the Principal. A reasonable time frame will be given for the student to redeem the work and NESA deadlines will be adhered to.

IMPORTANT NOTE: NESA may issue an N Determination independent to the school for a non-serious attempt at an HSC examination or major work/folio.

16. Reviews and Appeals

If a student has a valid reason for disagreeing with their mark in any assessment task, they should discuss it with their teacher and Head Teacher within three school days of the return of the marked task. The task may be given to an alternative marker. The faculty must resolve individual student appeals over marks allocated for an individual assessment task within 2 weeks of the task being returned. There can be no appeal regarding professional teacher judgement in applying the marking criteria. There can be no appeal to NESA against a school's judgement of a student's performance on a particular task. All disputes over an individual task must be resolved within the school at the time the task is returned.

Students may apply for a school review (and make a subsequent appeal NESAs) only on the basis of the assessment program and the procedures used in arriving at the final assessment mark or their placement in the rank order for a course. In the event of an appeal, which cannot be easily resolved, the school will set up a review panel, consisting of a Head Teacher from another faculty or same faculty but different school, the Deputy Principal and an experienced senior teacher unrelated to the task.

Sometimes tasks do not function as required or there are problems with their administration. The school is entitled to reduce the weighting assigned to the task, create an additional task (with sufficient notice) and adjust the weightings accordingly. On rare occasions, an invalid task may need to be discarded, and an alternate task devised.

17. Completion Of Year 11

At the completion of Year 11, teachers will send a grade to NESAs for each course studied. In the event that a student leaves school prior to gaining their HSC, they will be issued with a Record of School Achievement (RoSA), which will list all grades for Year 10 and for Year 11 Courses.



ENGLISH ADVANCED

| Task / Topic | Component | Weight | *Due | Outcomes |
|---|---|--------|--|--------------------------------------|
| Task 1 Common Module: Texts and Human Experiences Critical response (submit) & Short answer (in class) | <ul style="list-style-type: none"> Knowledge and understanding of course content | 10% | Term 4 Week 8 2024 | EA12-1 EA12-3 EA12-6 EA12-8 |
| | <ul style="list-style-type: none"> Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes | 10% | | |
| Task 2 Module A: Textual Conversations Critical response (in class) | <ul style="list-style-type: none"> Knowledge and understanding of course content | 12.5% | Term 2 Week 1 2025 | EA12-1 EA12-3 EA12-5 EA12-7 |
| | <ul style="list-style-type: none"> Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes | 12.5% | | |
| Task 3 Module C: Craft of Writing Portfolio and Multimodal response | <ul style="list-style-type: none"> Knowledge and understanding of course content | 12.5% | Term 3 Week 1 2025 | EA12-2 EA12-4 EA12-5 EA12-9 |
| | <ul style="list-style-type: none"> Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes | 12.5% | | |
| Task 4 All Modules Trial HSC Examination | <ul style="list-style-type: none"> Knowledge and understanding of course content | 15% | Term 3 Weeks 5 & 6 2025 | EA12-3 EA12-4 EA12-5 EA12-6 |
| | <ul style="list-style-type: none"> Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes | 15% | | |
| Knowledge and understanding of course content | | | | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | | | | 50% |
| Outcomes | | | | |
| EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure | | | | |
| EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies | | | | |
| EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning | | | | |
| EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts | | | | |
| EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments | | | | |
| EA12-6 investigates and evaluates the relationships between texts | | | | |
| EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued | | | | |
| EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning | | | | |
| EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner | | | | |

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ENGLISH EXTENSION 1

| Task / Topic | Component | Weight | *Due | Outcomes |
|---|---|--------|--|--|
| Task 1 Common Module: Literary Worlds Writing Portfolio (including Creative Response) | <ul style="list-style-type: none"> Knowledge and understanding of complex texts and why they are valued | 20% | Term 4 Week 9 2024 | EE12-1 EE12-2 EE12-3 EE12-4 EE12-5 |
| | <ul style="list-style-type: none"> Skills in complex analysis, sustained composition and independent investigation | 20% | | |
| Task 2 Elective: Reimagined Worlds Critical response | <ul style="list-style-type: none"> Knowledge and understanding of complex texts and why they are valued | 10% | Term 2 Week 10 2025 | EE12-1 EE12-2 EE12-3 |
| | <ul style="list-style-type: none"> Skills in complex analysis, sustained composition and independent investigation | 20% | | |
| Task 3 All Content Trial HSC Examination | <ul style="list-style-type: none"> Knowledge and understanding of complex texts and why they are valued | 20% | Term 3 Weeks 5 & 6 2025 | EE12-2 EE12-4 EE12-5 |
| | <ul style="list-style-type: none"> Skills in complex analysis, sustained composition and independent investigation | 10% | | |
| Knowledge and understanding of complex texts and why they are valued | | | | 50% |
| Skills in complex analysis, sustained composition and independent investigation | | | | 50% |
| Outcomes | | | | |
| EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies | | | | |
| EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts | | | | |
| EE12-3 independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts | | | | |
| EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts | | | | |
| EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes | | | | |

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ENGLISH EXTENSION 2

| Task / Topic | Component | Weight | *Due | Outcomes |
|---|--|--------|--|--|
| Task 1 Viva Voce Speaking | • Skills in extensive independent research | 15% | Term 4 Week 8 2024 | EEX12-1 EEX12-4 EEX12-5 |
| | • Skills in sustained composition | 15% | | |
| Task 2 Literature Review Research and Reflection | • Skills in extensive independent research | 20% | Term 1 Week 10 2025 | EEX12-1 EEX12-2 EEX12-3 EEX12-4 |
| | • Skills in sustained composition | 20% | | |
| Task 3 Critique of the creative process Reflection | • Skills in extensive independent research | 15% | Term 2 Week 8 2025 | EEX12-2 EEX12-3 EEX12-5 |
| | • Skills in sustained composition | 15% | | |
| Skills in extensive independent research | | | | 50% |
| Skills in sustained composition | | | | 50% |
| Outcomes EEX12-1 demonstrates a deep understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant experience, event or idea EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition | | | | |

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ENGLISH STANDARD

| Task / Topic | Component | Weight | *Due | Outcomes |
|---|--|--------------------|--|--------------------------------------|
| Task 1 Common Module: Texts and Human Experiences Critical response (submit) & Short answer (in class) | <ul style="list-style-type: none"> Knowledge and understanding of course content Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes | 10% 10% | Term 4 Week 8 2024 | EN12-1 EN12-3 EN12-6 EN12-8 |
| Task 2 Module A: Language, Identity and Culture Critical response (in class) | <ul style="list-style-type: none"> Knowledge and understanding of course content Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes | 12.5% 12.5% | Term 1 Week 7 2025 | EN12-5 EN12-6 EN12-7 EN12-8 |
| Task 3 Module C: The Craft of Writing Portfolio and Multimodal response | <ul style="list-style-type: none"> Knowledge and understanding of course content Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes | 12.5% 12.5% | Term 3 Week 1 2025 | EN12-2 EN12-3 EN12-4 EN12-9 |
| Task 4 All Modules Trial HSC Examination | <ul style="list-style-type: none"> Knowledge and understanding of course content Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes | 15% 15% | Term 3 Weeks 5 & 6 2025 | EN12-3 EN12-4 EN12-5 EN12-6 |
| Knowledge and understanding of course content | | | | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | | | | 50% |
| Outcomes | | | | |
| EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure | | | | |
| EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies | | | | |
| EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning | | | | |
| EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts | | | | |
| EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments | | | | |
| EN12-6 investigates and explains the relationships between texts | | | | |
| EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds | | | | |
| EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning | | | | |
| EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner | | | | |

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ENGLISH STUDIES – ATAR Course

| Task / Topic | Component | Weight | *Due | Outcomes |
|--|---|--------|--|--------------------------------------|
| Task 1 Common Module: Texts and Human Experiences Multimodal Response | <ul style="list-style-type: none"> Knowledge and understanding of course content | 10% | Term 4 Week 8 2024 | ES12-1 ES12-2 ES12-4 ES12-5 |
| | <ul style="list-style-type: none"> Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 10% | | |
| Task 2 Module C: On the Road Portfolio Response | <ul style="list-style-type: none"> Knowledge and understanding of course content | 15% | Term 2 Week 1 2025 | ES12-3 ES12-6 ES12-7 ES12-9 |
| | <ul style="list-style-type: none"> Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15% | | |
| Task 3 Module C: On the Road & Module K: The Big Screen Collection of Classwork | <ul style="list-style-type: none"> Knowledge and understanding of course content | 15% | Term 2 Week 8 2025 | ES12-2 ES12-5 ES12-8 ES12-9 |
| | <ul style="list-style-type: none"> Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15% | | |
| Task 4 Common Module and Module Selection Trial HSC Examination | <ul style="list-style-type: none"> Knowledge and understanding of course content | 10% | Term 3 Weeks 5 & 6 2025 | ES12-3 ES12-7 ES12-8 ES12-9 |
| | <ul style="list-style-type: none"> Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 10% | | |
| Knowledge and understanding of course content | | | | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | | | | 50% |
| Outcomes | | | | |
| ES12-1 | comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes | | | |
| ES12-2 | identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts | | | |
| ES12-3 | accesses, comprehends and uses information to communicate in a variety of ways | | | |
| ES12-4 | composes proficient texts in different forms | | | |
| ES12-5 | develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences | | | |
| ES12-6 | uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes | | | |
| ES12-7 | represents own ideas in critical, interpretive and imaginative texts | | | |
| ES12-8 | understands and explains the relationships between texts | | | |
| ES12-9 | identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences | | | |
| ES12-10 | monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner | | | |

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ENGLISH STUDIES – Non-ATAR Course

| Task / Topic | Component | Weight | *Due | Outcomes |
|---|--|--------|---|--------------------------------------|
| Task 1 Common Module: Texts and Human Experiences Multimodal Response | <ul style="list-style-type: none"> Knowledge and understanding of course content | 10% | Term 4 Week 8 2024 | ES12-1 ES12-2 ES12-4 ES12-5 |
| | <ul style="list-style-type: none"> Skills in: <ul style="list-style-type: none"> - comprehending texts - communicating ideas - using language accurately, appropriately and effectively | 10% | | |
| Task 2 Module C: On the Road Portfolio Response | <ul style="list-style-type: none"> Knowledge and understanding of course content | 15% | Term 2 Week 1 2025 | ES12-3 ES12-6 ES12-7 ES12-9 |
| | <ul style="list-style-type: none"> Skills in: <ul style="list-style-type: none"> - comprehending texts - communicating ideas - using language accurately, appropriately and effectively | 15% | | |
| Task 3 Module K: The Big Screen Review Response | <ul style="list-style-type: none"> Knowledge and understanding of course content | 15% | Term 2 Week 8 2025 | ES12-1 ES12-3 ES12-4 ES12-7 |
| | <ul style="list-style-type: none"> Skills in: <ul style="list-style-type: none"> - comprehending texts - communicating ideas - using language accurately, appropriately and effectively | 15% | | |
| Task 4 All modules & Module K: The Big Screen Collection of Classwork | <ul style="list-style-type: none"> Knowledge and understanding of course content | 10% | Term 3 Week 1 2025 | ES12-2 ES12-5 ES12-8 ES12-9 |
| | <ul style="list-style-type: none"> Skills in: <ul style="list-style-type: none"> - comprehending texts - communicating ideas - using language accurately, appropriately and effectively | 10% | | |
| Knowledge and understanding of course content | | | | 50% |
| Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively | | | | 50% |
| Outcomes | | | | |
| ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes | | | | |
| ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts | | | | |
| ES12-3 accesses, comprehends and uses information to communicate in a variety of ways | | | | |
| ES12-4 composes proficient texts in different forms | | | | |
| ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences | | | | |
| ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes | | | | |
| ES12-7 represents own ideas in critical, interpretive and imaginative texts | | | | |
| ES12-8 understands and explains the relationships between texts | | | | |
| ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences | | | | |
| ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner | | | | |

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ABORIGINAL STUDIES

| Task / Topic | Component | Weight | *Due | Outcomes |
|---|---|--------|--|--------------------------------------|
| Task 1 Social Justice and Human Rights Issues Research Study | • Knowledge and understanding of course content | 5% | Term 4 Week 10 2024 | H3.1 H3.2 H3.3 H4.3 |
| | • Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives | 5% | | |
| | • Research and inquiry methods, including aspects of the Major Project | 5% | | |
| Task 2 Research and Inquiry Methods Major Project | • Knowledge and understanding of course content | 10% | Term 1 Week 8 2025 | H4.1 H4.2 |
| | • Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives | 15% | | |
| | • Research and inquiry methods, including aspects of the Major Project | 10% | | |
| | • Communication of information, ideas and issues in appropriate forms | 5% | | |
| Task 3 Heritage and Identity Aboriginal Community Study | • Knowledge and understanding of course content | 10% | Term 2 Week 10 2025 | H1.1 H1.2 H1.3 H2.1 H2.2 |
| | • Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives | 5% | | |
| | • Research and inquiry methods, including aspects of the Major Project | 5% | | |
| | • Communication of information, ideas and issues in appropriate forms | 5% | | |
| Task 4 Trial HSC Examination | • Knowledge and understanding of course content | 10% | Term 3 Weeks 5 & 6 2025 | H1.1 H1.2 H2.2 H3.2 H3.3 |
| | • Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives | 5% | | |
| | • Communication of information, ideas and issues in appropriate forms | 5% | | |
| Knowledge and understanding of course content | | | | 15% |
| Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives | | | | 40% |
| Research and inquiry methods, including aspects of the Major Project | | | | 25% |
| Communication of information, ideas and issues in appropriate forms | | | | 20% |

Outcomes

- H1.1** evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
- H1.2** analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
- H1.3** assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
- H2.1** examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
- H2.2** analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
- H3.1** assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
- H3.2** evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
- H3.3** evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
- H4.1** plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
- H4.2** undertakes community consultation and fieldwork and applies ethical research practices
- H4.3** investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

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ANCIENT HISTORY

| Task / Topic | Component | Weight | *Due | Outcomes |
|--|---|--------|--|-----------------------------|
| Task 1 Core Study: Cities of Vesuvius Annotated Source Portfolio | • Knowledge and understanding of course content | 10% | Term 4 Week 7 2024 | AH12-2 |
| | • Historical skills in the analysis and evaluation of sources and interpretations | 5% | | AH12-4 |
| | • Historical inquiry and research | 5% | | AH12-5 |
| | • Communication of historical understanding in appropriate forms | 5% | | AH12-6 AH12-9 AH12-10 |
| Task 2 Personalities in their Times: Caesar Historical Personality Oral Presentation | • Knowledge and understanding of course content | 10% | Term 1 Week 10 2025 | AH12-1 to AH12-5 |
| | • Historical skills in the analysis and evaluation of sources and interpretations | 5% | | AH12-7 |
| | • Historical inquiry and research | 5% | | to AH12-9 |
| | • Communication of historical understanding in appropriate forms | 5% | | |
| Task 3 Historical Period: Augustan Age Researched Essay | • Knowledge and understanding of course content | 10% | Term 2 Week 7 2025 | AH12-4 to AH12-7 |
| | • Historical skills in the analysis and evaluation of sources and interpretations | 5% | | AH12-9 |
| | • Historical inquiry and research | 5% | | AH12-10 |
| | • Communication of historical understanding in appropriate forms | 5% | | |
| Task 4 Ancient Societies: Minoan Crete All topics examined Trial HSC Examination | • Knowledge and understanding of course content | 10% | Term 3 Weeks 5 & 6 2025 | AH12-5 |
| | • Historical skills in the analysis and evaluation of sources and interpretations | 5% | | AH12-6 |
| | • Historical inquiry and research | 5% | | AH12-7 |
| | • Communication of historical understanding in appropriate forms | 5% | | AH12-9 |
| Knowledge and understanding of course content | | | | 40% |
| Historical skills in the analysis and evaluation of sources and interpretations | | | | 20% |
| Historical inquiry and research | | | | 20% |
| Communication of historical understanding in appropriate forms | | | | 20% |
| Outcomes | | | | |
| AH1 accounts for the nature of continuity and change in the ancient world | | | | |
| AH2 proposes arguments about the varying causes and effects of events and developments | | | | |
| AH3 evaluates the role of historical features, individuals and groups in shaping the past | | | | |
| AH4 analyses the different perspectives of individuals and groups in their historical context | | | | |
| AH5 assesses the significance of historical features, people, places, events and developments of the ancient world | | | | |
| AH6 analyses and interprets different types of sources for evidence to support an historical account or argument | | | | |
| AH7 discusses and evaluates differing interpretations and representations of the past | | | | |
| AH8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources | | | | |
| AH9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms | | | | |
| AH10 analyses issues relating to the ownership, custodianship and conservation of the ancient past | | | | |

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BIOLOGY

| Task / Topic | Component | Weight | *Due | Outcomes |
|--|---|------------|--|--|
| Task 1 Module 5 Depth Study Report and presentation of findings based on depth study | <ul style="list-style-type: none"> Skills in working scientifically | 15% | Term 1 Week 2 2024 | BIO12-1 BIO 12-2 BIO12-3 BIO12-7 BIO12-12 |
| | <ul style="list-style-type: none"> Knowledge and understanding | 5% | | |
| Task 2 Module 6 Model Complete a model and answer in class questions | <ul style="list-style-type: none"> Skills in working scientifically | 15% | Term 1 Week 8 2025 | BIO12-4 BIO12-6 BIO12-7 BIO12-13 |
| | <ul style="list-style-type: none"> Knowledge and understanding | 5% | | |
| Task 3 Module 7 Interpreting Data In class data analysis | <ul style="list-style-type: none"> Skills in working scientifically | 20% | Term 2 Week 9 2025 | BIO12-1 BIO12-5 BIO12-6 BIO12-7 BIO12-14 |
| | <ul style="list-style-type: none"> Knowledge and understanding | 10% | | |
| Task 4 Module 5-8 Trial HSC Examination | <ul style="list-style-type: none"> Skills in working scientifically | 10% | Term 3 Weeks 5 & 6 2025 | BIO12-1 to BIO12-7 BIO12-12 to BIO12-15 |
| | <ul style="list-style-type: none"> Knowledge and understanding | 20% | | |
| Skills in working scientifically | | | | 60% |
| Knowledge and understanding | | | | 40% |
| Outcomes | | | | |
| BIO12-1 | develops and evaluates questions and hypotheses for scientific investigation | | | |
| BIO12-2 | designs and evaluates investigations in order to obtain primary and secondary data and information | | | |
| BIO12-3 | conducts investigations to collect valid and reliable primary and secondary data and information | | | |
| BIO12-4 | selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media | | | |
| BIO12-5 | analyses and evaluates primary and secondary data and information | | | |
| BIO12-6 | solves scientific problems using primary and secondary data, critical thinking skills and scientific processes | | | |
| BIO12-7 | communicates scientific understanding using suitable language and terminology for a specific audience or purpose | | | |
| BIO12-12 | explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species | | | |
| BIO12-13 | explains natural genetic change and the use of genetic technologies to induce genetic change | | | |
| BIO12-14 | analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system | | | |
| BIO12-15 | explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease | | | |

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COMMUNITY AND FAMILY STUDIES

| Task / Topic | Component | Weight | *Due | Outcomes |
|---|---|--------|--|--|
| Task 1 Research Methodology | • Knowledge and understanding of course content | 5% | Term 4 Week 10 2024 | H4.1 H4.2 |
| | Independent Research Project | 15% | | |
| Task 2 Parenting and Caring | • Knowledge and understanding of course content | 10% | Term 1 Week 5 2025 | H2.3 H3.4 H5.1 H5.2 |
| | Case Study | 15% | | |
| Task 3 Groups in Context | • Knowledge and understanding of course content | 10% | Term 2 Week 5 2025 | H2.2 H3.2 H4.2 H5.1 H5.2 |
| | Essay | 15% | | |
| Task 4 All Content | • Knowledge and understanding of course content | 15% | Term 3 Weeks 5 & 6 2025 | H1.1 H4.2 H5.1 H5.2 H6.1 H6.2 |
| | Trial HSC Examination | 15% | | |
| Knowledge and understanding of course content | | | | 40% |
| Skills in critical thinking, research methodology, analysing and communicating | | | | 60% |
| Outcomes | | | | |
| H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities | | | | |
| H2.1 analyses different approaches to parenting and caring relationships | | | | |
| H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities | | | | |
| H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing | | | | |
| H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups | | | | |
| H3.2 evaluates networks available to individuals, groups and families within communities | | | | |
| H3.3 critically analyses the role of policy and community structures in supporting diversity | | | | |
| H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities | | | | |
| H4.1 justifies and applies appropriate research methodologies | | | | |
| H4.2 communicates ideas, debates issues and justifies opinions | | | | |
| H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources | | | | |
| H5.2 develops strategies for managing multiple roles and demands of family, work and other environments | | | | |
| H6.1 analyses how the empowerment of women and men influences the way they function within society | | | | |
| H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments | | | | |

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ECONOMICS

| Task / Topic | Component | Weight | *Due | Outcomes |
|---|---|--------|--|--|
| Task 1 The Global Economy AI Research Task | • Knowledge and understanding of course content | 3% | Term 4 Week 9 2024 | H1 to H4 |
| | • Inquiry and research | 15% | | H6 to H10 |
| | • Communication of information, ideas and issues in appropriate forms | 2% | | H12 |
| Task 2 Australia's Place in the Global Economy Topic Test | • Knowledge and understanding of course content | 12% | Term 1 Week 9 2025 | H1 H2 H4 H5 H7 H8 H10 H11 |
| | • Stimulus-based skills | 5% | | |
| | • Communication of information, ideas and issues in appropriate forms | 3% | | |
| Task 3 Economic Issues and Economic Policies and Management Researched Essay | • Knowledge and understanding of course content | 10% | Term 3 Week 1 2025 | H1 H2 H4 to H7 H9 H10 H12 |
| | • Stimulus-based skills | 5% | | |
| | • Inquiry and research | 5% | | |
| | • Communication of information, ideas and issues in appropriate forms | 10% | | |
| Task 4 All topics Trial HSC Examination | • Knowledge and understanding of course content | 15% | Term 3 Weeks 5 & 6 2025 | H1 to H8 H10 H11 |
| | • Stimulus-based skills | 10% | | |
| | • Communication of information, ideas and issues in appropriate forms | 5% | | |
| Knowledge and understanding of course content | | | | 40% |
| Stimulus based skills | | | | 20% |
| Inquiry and research | | | | 20% |
| Communication of information, ideas and issues in appropriate forms | | | | 20% |
| Outcomes | | | | |
| H1 demonstrates understanding of economic terms, concepts and relationships | | | | |
| H2 analyses the economic role of individuals, firms, institutions and governments | | | | |
| H3 explains the role of markets within the global economy | | | | |
| H4 analyses the impact of global markets on the Australian and global economies | | | | |
| H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts | | | | |
| H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts | | | | |
| H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments | | | | |
| H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts | | | | |
| H9 selects and organises information from a variety of sources for relevance and reliability | | | | |
| H10 communicates economic information, ideas and issues in appropriate forms | | | | |
| H11 applies mathematical concepts in economic contexts | | | | |
| H12 works independently and in groups to achieve appropriate goals in set timelines | | | | |

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ENGINEERING STUDIES

| Task / Topic | Component | Weight | *Due |
|--|--|--------|--|
| Task 1 Civil Structures Report | • Scope of the profession | 5% | Term 4 Week 9 2024 |
| | • Knowledge of engineering principles | 5% | |
| | • Communication skills | 2.5% | |
| | • Understanding the impacts of engineering | 5% | |
| | • Management of problem solving | 2.5% | |
| | • The application of engineering methodology | 5% | |
| Task 2 Aeronautical Engineering | • Scope of the profession | 5% | Term 2 Week 8 2025 |
| | • Knowledge of engineering principles | 10% | |
| | • Communication skills | 2.5% | |
| | • Understanding the impacts of engineering | 2.5% | |
| | • Management of problem solving | 5% | |
| Task 3 Revision Folio | • Scope of the profession | 5% | Term 3 Week 1 2025 |
| | • Knowledge of engineering principles | 10% | |
| | • Understanding the impacts of engineering | 2.5% | |
| | • The application of engineering methodology | 2.5% | |
| Task 4 Trial HSC Examination | • Scope of the profession | 5% | Term 3 Weeks 5 & 6 2025 |
| | • Knowledge of engineering principles | 15% | |
| | • Communication skills | 5% | |
| | • Management of problem solving | 2.5% | |
| | • The application of engineering methodology | 2.5% | |
| Scope of the profession | | | 20% |
| Knowledge of engineering principles | | | 40% |
| Communication skills | | | 10% |
| Understanding the impacts of engineering | | | 10% |
| Management of problem solving | | | 10% |
| The application of engineering methodology | | | 10% |
| Outcomes | | | |
| H1.1 describes the scope of engineering and critically analyses current innovations | | | |
| H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications | | | |
| H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering | | | |
| H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society | | | |
| H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice | | | |
| H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports | | | |
| H3.3 develops and uses specialised techniques in the application of graphics as a communication tool | | | |
| H4.1 investigates the extent of technological change in engineering | | | |
| H4.2 applies knowledge of history and technological change to engineering-based problems | | | |
| H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems | | | |
| H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports | | | |
| H5.2 selects and uses appropriate management and planning skills related to engineering | | | |
| H6.1 demonstrates skills in research and problem-solving related to engineering | | | |
| H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering | | | |

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GEOGRAPHY

| Task / Topic | Component | Weight | *Due | Outcomes |
|---|---|--------|--|--|
| Task 1 Global Sustainability Stimulus based short answer topic test | • Knowledge and understanding of course content | 5% | Term 4 Week 8 2024 | GE12-01 GE12-04 GE12-09 |
| | • Geographical tools and skills | 5% | | |
| | • Geographical inquiry and research, including fieldwork | 5% | | |
| | • Communication of geographical information, ideas, and issues in appropriate forms | 5% | | |
| Task 2 Rural and Urban Places Fieldwork Report + In-class structured response | • Knowledge and understanding of course content | 10% | Term 2 Week 3 2025 | GE12-03 GE12-05 GE12-06 |
| | • Geographical inquiry and research, including fieldwork | 15% | | |
| | • Communication of geographical information, ideas, and issues in appropriate forms | 5% | | |
| Task 3 Ecosystems, Global Biodiversity, Geo Tools and Skills Multiple Choice Quiz and unstructured extended response | • Knowledge and understanding of course content | 5% | Term 3 Week 2 2025 | GE12-02 GE12-07 GE12-08 GE12-09 |
| | • Geographical tools and skills | 10% | | |
| | • Communication of geographical information, ideas, and issues in appropriate forms | 5% | | |
| Task 4 All Topics Trial HSC Examination | • Knowledge and understanding of course content | 20% | Term 3 Weeks 5 & 6 2025 | All Outcomes |
| | • Geographical tools and skills | 5% | | |
| | • Communication of geographical information, ideas, and issues in appropriate forms | 5% | | |
| Knowledge and understanding of course content | | | | 40% |
| Geographical tools and skills | | | | 20% |
| Geographical inquiry and research, including fieldwork | | | | 20% |
| Communication of geographical information, ideas, and issues in appropriate forms | | | | 20% |
| Outcomes | | | | |
| GE12-01 analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time | | | | |
| GE12-02 analyses geographical processes and influences, at a range of scales, that form and transform places and environments | | | | |
| GE12-03 assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management | | | | |
| GE12-04 evaluates responses and management strategies, at a range of scales, for sustainability | | | | |
| GE12-05 synthesises and evaluates relevant geographical information from a variety of sources | | | | |
| GE12-06 justifies geographical methods used in geographical inquiry and their relevance in the contemporary world | | | | |
| GE12-07 selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments | | | | |
| GE12-08 applies mathematical ideas and techniques to analyse complex geographical data | | | | |
| GE12-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms | | | | |

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HISTORY EXTENSION

| Task / Topic | Component | Weight | *Due | Outcomes |
|---|---|------------|--|--------------------------------------|
| Task 1 The History Project Historical Process | <ul style="list-style-type: none"> Skills in designing, undertaking and communicating historical inquiry The History Project | 30% | Term 3 Week 2 2025 | HE12-1 HE12-2 HE12-3 HE12-4 |
| Task 2 The History Project Essay | <ul style="list-style-type: none"> Knowledge and understanding of significant historiographical ideas and processes | 10% | Term 3 Week 2 2025 | HE12-1 HE12-2 HE12-3 HE12-4 |
| | <ul style="list-style-type: none"> Skills in designing, undertaking and communicating historical inquiry The History Project | 30% | | |
| Task 3 Trial HSC Examination | <ul style="list-style-type: none"> Knowledge and understanding of significant historiographical ideas and processes | 30% | Term 3 Weeks 5 & 6 2025 | HE12-1 HE12-3 HE12-4 |
| Knowledge and understanding of significant historiographical ideas and processes | | | | 60% |
| Skills in designing, undertaking and communicating historical inquiry The History Project | | | | 40% |
| Outcomes | | | | |
| HE12-1 | analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations | | | |
| HE12-2 | plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches | | | |
| HE12-3 | communicates through detailed, well-structured texts to explain, argue, discuss, analyses and evaluate historical issues | | | |
| HE12-4 | constructs a historical position about an area of historical inquiry and discusses and challenges other positions | | | |

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INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

| Task / Topic | Component | Weight | *Due | Outcomes |
|---|--|------------|--|--|
| Task 1 Presentation of Major Project Development Oral presentation and multimedia portfolio | <ul style="list-style-type: none"> Knowledge and understanding of the organisation and management of manufacturing process and techniques used by the timber industry | 5% | Term 4 Week 8 2024 | H3.1 H3.2 |
| | <ul style="list-style-type: none"> Knowledge and understanding in designing, managing, problem solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project | 20% | | H3.3 H4.2 H5.1 H5.2 |
| Task 2 Industry Links Assessment Report | <ul style="list-style-type: none"> Knowledge and understanding of the organisation and management of manufacturing process and techniques used by the timber industry | 10% | Term 1 Week 6 2025 | H1.1 H1.2 |
| | <ul style="list-style-type: none"> Knowledge and understanding in designing, managing, problem solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project | 10% | | H1.3 H5.1 H7.1 H7.2 |
| Task 3 Practical and Folio Examination Assessment Practical | <ul style="list-style-type: none"> Knowledge and understanding of the organisation and management of manufacturing process and techniques used by the timber industry | 15% | Term 2 Week 10 2025 | H2.1 H3.1 |
| | <ul style="list-style-type: none"> Knowledge and understanding in designing, managing, problem solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project | 20% | | H3.2 H3.3 H4.1 H4.3 H5.1 H5.2 H6.1 H6.2 |
| Task 4 All content taught to date Trial HSC Examination | <ul style="list-style-type: none"> Knowledge and understanding of the organisation and management of manufacturing process and techniques used by the timber industry | 10% | Term 3 Weeks 5 & 6 2025 | H1.1 H1.2 |
| | <ul style="list-style-type: none"> Knowledge and understanding in designing, managing, problem solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project | 10% | | H3.1 H4.3 H5.1 H6.1 H7.1 |
| Knowledge and understanding of the organisation and management of manufacturing process and techniques used by the timber industry | | | | 40% |
| Knowledge and understanding in designing, managing, problem solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project | | | | 60% |
| Outcomes | | | | |
| H1.1 investigates industry through the study of businesses in one focus area H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry H1.3 identifies important historical developments in the focus area industry H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques H3.1 demonstrates skills in sketching, producing and interpreting drawings H3.2 selects and applies appropriate research and problem-solving skills H3.3 applies and justifies design principles through the production of a Major Project H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components H5.1 selects and uses communication and information processing skills H5.2 examines and applies appropriate documentation techniques to project management H6.1 evaluates the characteristics of quality manufactured products H6.2 applies the principles of quality and quality control H7.1 explains the impact of the focus area industry on the social and physical environment H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment | | | | |

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MATHEMATICS ADVANCED

| Task / Topic | Component | Weight | *Due | Outcomes |
|---|--|--------|--|---|
| **Task 1 OB Test – summary sheet or bank of questions | • Understanding, fluency and communicating | 10% | Term 4 Week 9 2024 | Possible Year 11 MA11-6 MA11-8 MA11-9 |
| | • Problem solving, reasoning and justification | 10% | | MA12-1 MA12-3 MA12-10 |
| **Task 2 Investigation/ Assignment | • Understanding, fluency and communicating | 15% | Term 1 Week 10 2025 | Possible Year 11 MA12-1 MA12-3 MA12-5 MA12-6 MA12-7 MA12-9 MA12-10 |
| | • Problem solving, reasoning and justification | 10% | | |
| **Task 3 OB Test – summary sheet or bank of questions | • Understanding, fluency and communicating | 10% | Term 2 Week 10 2025 | Possible Year 11 MA12-8 MA12-9 MA12-10 |
| | • Problem solving, reasoning and justification | 15% | | |
| **Task 4 Trial HSC Examination | • Understanding, fluency and communicating | 15% | Term 3 Weeks 5 & 6 2025 | All Year 11 MA12-1 to MA12-10 |
| | • Problem solving, reasoning and justification | 15% | | |
| Understanding, fluency and communicating | | | | 50% |
| Problem solving, reasoning and justification | | | | 50% |
| **Possible Topics | | | | |
| Task 1: Year 11; Logarithms and Exponentials; Graphing Techniques; Differentiation | | | | |
| Task 2: Year 11; the Anti-derivative; Areas and the Definite Integral; Applications of the first and second Derivative; Trigonometric Functions and Graphs | | | | |
| Task 3: Year 11; Statistics and Data Analysis; Continuous Random Variables; The Normal Distribution | | | | |
| Task 4: Year 11; All content taught to date | | | | |
| Outcomes | | | | |
| MA12-1 | uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts | | | |
| MA12-2 | models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques | | | |
| MA12-3 | applies calculus techniques to model and solve problems | | | |
| MA12-4 | applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems | | | |
| MA12-5 | applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs | | | |
| MA12-6 | applies appropriate differentiation methods to solve problems | | | |
| MA12-7 | applies the concepts and techniques of indefinite and definite integrals in the solution of problems | | | |
| MA12-8 | solves problems using appropriate statistical processes | | | |
| MA12-9 | chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use | | | |
| MA12-10 | constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context | | | |

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MATHEMATICS EXTENSION 1

| Task / Topic | Component | Weight | *Due | Outcomes |
|---|--|--------|--|--|
| **Task 1 In class test OB – summary sheet/ bank of questions | <ul style="list-style-type: none"> Understanding, fluency and communicating | 10% | Term 4 Week 9 2024 | ME11-1 ME11-4 ME11-6 ME11-7 |
| | <ul style="list-style-type: none"> Problem solving, reasoning and justification | 10% | | ME12-1 ME12-6 ME12-7 |
| **Task 2 In class test OB – summary sheet/ bank of questions | <ul style="list-style-type: none"> Understanding, fluency and communicating | 10% | Term 1 Week 10 2025 | ME12-1 to ME12-7 |
| | <ul style="list-style-type: none"> Problem solving, reasoning and justification | 15% | | |
| **Task 3 Investigation/ Assignment | <ul style="list-style-type: none"> Understanding, fluency and communicating | 15% | Term 2 Week 10 2025 | ME12-1 ME12-2 ME12-3 ME12-4 ME12-6 ME12-7 |
| | <ul style="list-style-type: none"> Problem solving, reasoning and justification | 10% | | |
| **Task 4 Trial HSC Examination | <ul style="list-style-type: none"> Understanding, fluency and communicating | 15% | Term 3 Weeks 5 & 6 2025 | ME11-1 ME12-2 to ME12-7 |
| | <ul style="list-style-type: none"> Problem solving, reasoning and justification | 15% | | |
| Understanding, fluency and communicating | | | | 50% |
| Problem solving, reasoning and justification | | | | 50% |
| **Possible Topics | | | | |
| Task 1: Year 11; Proof by mathematical induction | | | | |
| Task 2: Year 11; Introduction to vectors; further operations with vectors; further calculus skills | | | | |
| Task 3: Year 11; Further area and volumes of solids of revolution; differential equations; projectile motion | | | | |
| Task 4: Year 11; All content taught to date | | | | |
| Outcomes (possible) | | | | |
| 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 | | | | |

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MATHEMATICS EXTENSION 2

| Task / Topic | Component | Weight | Due | Outcomes |
|--|--|--------|--|---|
| **Task 1 In class test OB – summary sheet/ bank of questions | • Understanding, fluency and communicating | 10% | Term 4 Week 10 2024 | Further Ext 1 MEX12-1 MEX12-4 MEX12-7 MEX12-8 |
| | • Problem solving, reasoning and justification | 10% | | |
| **Task 2 Investigation/ Assignment | • Understanding, fluency and communicating | 10% | Term 1 Week 10 2025 | Further Ext 1 MEX12-3 MEX12-7 MEX12-8 |
| | • Problem solving, reasoning and justification | 15% | | |
| **Task 3 In class test OB – summary sheet/ bank of questions | • Understanding, fluency and communicating | 15% | Term 2 Week 10 2025 | Further Ext 1 MEX12-1 MEX12-4 to MEX12-8 |
| | • Problem solving, reasoning and justification | 10% | | |
| **Task 4 Trial HSC Examination | • Understanding, fluency and communicating | 15% | Term 3 Weeks 5 & 6 2025 | Further Ext 1 MEX12-1 MEX12-3 MEX12-4 to MEX12-8 |
| | • Problem solving, reasoning and justification | 15% | | |
| Understanding, fluency and communicating | | | | 50% |
| Problem solving, reasoning and justification | | | | 50% |
| **Possible Topics | | | | |
| Task 1: Further Extension 1; arithmetic of complex numbers; geometric representation of a complex number; other representations of complex numbers; the nature of proof | | | | |
| Task 2: Further Extension 1; introduction to three-dimensional vectors; further operations with three-dimensional vectors; and vector equations of lines | | | | |
| Task 3: Further Extension 1; solving equations with complex numbers; geometrical implications of complex numbers; further integration; simple harmonic motion | | | | |
| Task 4: Further Extension 1; modelling motion without resistance; resisted motion; projectiles and resisted motion | | | | |
| Outcomes (further Extension 1) | | | | |
| 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 | | | | |

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MATHEMATICS NUMERACY

| Task / Topic | Component | Weight | *Due | Outcomes |
|--|---|------------|------------------------------------|--|
| Task 1 | • Assignment | 20% | Term 4 Week 10 2024 | N6-1.1 N6-1.2 N6-1.3 N6-2.1 to N6-2.6 N6-3.1 N6-3.2 |
| Task 2 | • Assignment | 30% | Term 1 Week 10 2025 | N6-1.1 N6-1.2 N6-1.3 N6-2.1 to N6-2.6 N6-3.1 N6-3.2 |
| Task 3 | • Assignment | 20% | Term 2 Week 6 2025 | N6-1.1 N6-1.2 N6-1.3 N6-2.1 to N6-2.6 N6-3.1 N6-3.2 |
| Task 4 | • Assignment | 30% | Term 3 Week 1 2025 | N6-1.1 N6-1.2 N6-1.3 N6-2.1 to N6-2.6 N6-3.1 N6-3.2 |
| Assignment | | | | 100% |
| Note: The type of task may be altered from the above depending upon student's entry into HSC written exam for this course | | | | |
| Outcomes | | | | |
| N6-1.1 | recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts | | | |
| N6-1.2 | applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems | | | |
| N6-1.3 | determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions | | | |
| N6-2.1 | chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems | | | |
| N6-2.2 | chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature | | | |
| N6-2.3 | chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability | | | |
| N6-2.4 | chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance | | | |
| N6-2.5 | chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design | | | |
| N6-2.6 | chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations | | | |
| N6-3.1 | chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts | | | |
| N6-3.2 | chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts | | | |

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MATHEMATICS STANDARD 1

| Task / Topic | Component | Weight | *Due | Outcomes |
|---|--|--------|--|---|
| **Task 1 Investigation / Assignment | • Understanding, fluency and communicating | 10% | Term 4 Week 9 2024 | MS1-12-5 MS1-12-9 MS1-12-10 |
| | • Problem solving, reasoning and justification | 10% | | |
| **Task 2 In class test | • Understanding, fluency and communicating | 15% | Term 1 Week 9 2025 | MS1-12-3 MS1-12-4 MS1-12-8 MS1-12-9 MS1-12-10 |
| | • Problem solving, reasoning and justification | 10% | | |
| **Task 3 Investigation / Assignment | • Understanding, fluency and communicating | 10% | Term 2 Week 10 2025 | MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-7 MS1-12-8 MS1-12-9 MS1-12-10 |
| | • Problem solving, reasoning and justification | 15% | | |
| **Task 4 Trial HSC Examination | • Understanding, fluency and communicating | 15% | Term 3 Weeks 5 & 6 2025 | MS1-12-2 to MS1-12-5 MS1-12-7 to MS1-12-10 |
| | • Problem solving, reasoning and justification | 15% | | |
| Understanding, fluency and communicating | | | | 50% |
| Problem solving, reasoning and justification | | | | 50% |
| **Possible Topics | | | | |
| Task 1: Year 11; Investment; Depreciation and Loans | | | | |
| Task 2: Year 11; Rates; Scale Drawing; Simultaneous Linear Equations | | | | |
| Task 3: Year 11; Statistical Investigation Process; Right-angled Triangles; Networks and Paths | | | | |
| Task 4: Year 11; All content taught to date | | | | |
| Outcomes | | | | |
| MS1-12-1 | uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts | | | |
| MS1-12-2 | analyses representations of data in order to make predictions and draw conclusions | | | |
| MS1-12-3 | interprets the results of measurements and calculations and makes judgements about their reasonableness | | | |
| MS1-12-4 | analyses simple two-dimensional and three-dimensional models to solve practical problems | | | |
| MS1-12-5 | makes informed decisions about financial situations likely to be encountered post-school | | | |
| MS1-12-6 | represents the relationships between changing quantities in algebraic and graphical forms | | | |
| MS1-12-7 | solves problems requiring statistical processes | | | |
| MS1-12-8 | applies networks 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 | | | |

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MATHEMATICS STANDARD 2

| Task / Topic | Component | Weight | *Due | Outcomes |
|--|---|--------|--|---|
| **Task 1 Investigation/ Assignment | • Understanding, fluency and communicating | 10% | Term 4 Week 9 2024 | MS2-12-1 |
| | • Problem solving, reasoning and justification | 10% | | MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-9 MS2-12-10 |
| **Task 2 In class test | • Understanding, fluency and communicating | 15% | Term 1 Week 9 2025 | MS2-12-1 |
| | • Problem solving, reasoning and justification | 10% | | MS2-12-3 MS2-12-4 MS2-12-6 MS2-12-8 MS2-12-9 MS2-12-10 |
| **Task 3 Investigation/ Assignment | • Understanding, fluency and communicating | 10% | Term 2 Week 10 2025 | MS2-12-1 |
| | • Problem solving, reasoning and justification | 15% | | MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-9 MS2-12-10 |
| **Task 4 Trial HSC Examination | • Understanding, fluency and communicating | 15 | Term 3 Weeks 5 & 6 2025 | MS2-12-1 |
| | • Problem solving, reasoning and justification | 15 | | to MS2-12-10 |
| Understanding, fluency and communicating | | | | 50% |
| Problem solving, reasoning and justification | | | | 50% |
| *Possible Topics | | | | |
| Task 1: Year 11; Investment; Depreciation and Loans; Rates and Ratios | | | | |
| Task 2: Year 11; Introduction to Networks; Non-right-angled Trigonometry; Simultaneous Linear Equations | | | | |
| Task 3: Year 11; Bivariate Data Analysis; Annuities; Non-Linear Relationships | | | | |
| Task 4: Year 11; All content taught to date | | | | |
| Outcomes | | | | |
| MS2-12-1 | uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts | | | |
| MS2-12-2 | analyses representations of data in order to make inferences, predictions and draw conclusions | | | |
| MS2-12-3 | interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate | | | |
| MS2-12-4 | analyses two-dimensional and three-dimensional models to solve practical problems | | | |
| MS2-12-5 | makes informed decisions about financial situations, including annuities and loan repayments | | | |
| MS2-12-6 | solves problems by representing the relationships between changing quantities in algebraic and graphical forms | | | |
| MS2-12-7 | solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data | | | |
| MS2-12-8 | solves problems using networks to model decision-making in practical problems | | | |
| MS2-12-9 | chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use | | | |
| MS2-12-10 | uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response | | | |

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MODERN HISTORY

| Task / Topic | Component | Weight | *Due | Outcomes |
|---|---|--------|--|--------------------------------------|
| Task 1 Core Study: Power and Authority in the Modern World 1919-1946 Core Study End of Topic Test | • Knowledge and understanding of course content | 10% | Term 4 Week 9 2024 | MH12-1 MH12-3 MH12-5 MH12-9 |
| | • Historical skills in the analysis and evaluation of sources and interpretations | 5% | | |
| | • Communication of historical understanding in appropriate forms | 5% | | |
| Task 2 National Study: Russia National Study Russia Planned Extended Response | • Knowledge and understanding of course content | 5% | Term 1 Week 8 2025 | MH12-1 MH12-6 MH12-7 MH12-9 |
| | • Historical skills in the analysis and evaluation of sources and interpretations | 5% | | |
| | • Historical inquiry and research | 5% | | |
| | • Communication of historical understanding in appropriate forms | 5% | | |
| Task 3 Peace and Conflict: Conflict in Indochina Historical Analysis – Peace and Conflict Investigation and Oral Presentation | • Knowledge and understanding of course content | 5% | Term 2 Week 9 2025 | MH12-2 MH12-3 MH12-5 MH12-7 |
| | • Historical skills in the analysis and evaluation of sources and interpretations | 5% | | |
| | • Historical inquiry and research | 15% | | |
| | • Communication of historical understanding in appropriate forms | 5% | | |
| Task 4 Change in the Modern World: The Cultural Revolution to Tiananmen Square All course sections examined Trial HSC Examination | • Knowledge and understanding of course content | 20% | Term 3 Weeks 5 & 6 2025 | MH12-3 MH12-4 MH12-5 MH12-7 |
| | • Historical skills in the analysis and evaluation of sources and interpretations | 5% | | |
| | • Communication of historical understanding in appropriate forms | 5% | | |
| Knowledge and understanding of course content | | | | 40% |
| Historical skills in the analysis and evaluation of sources and interpretations | | | | 20% |
| Historical inquiry and research | | | | 20% |
| Communication of historical understanding in appropriate forms | | | | 20% |
| Outcomes | | | | |
| MH12-1 accounts for the nature of continuity and change in the modern world | | | | |
| MH12-2 proposes arguments about the varying causes and effects of events and developments | | | | |
| MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past | | | | |
| MH12-4 analyses the different perspectives of individuals and groups in their historical context | | | | |
| MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world | | | | |
| MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument | | | | |
| MH12-7 discusses and evaluates differing interpretations and representations of the past | | | | |
| MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources | | | | |
| MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms | | | | |

* The due weeks are a guide only; there may be changes depending on the 2025 timetable. You will be notified of any changes closer to the time through official notification.

MUSIC 1

| Task / Topic | Component | Weight | *Due | Outcomes |
|---|---|--------|-------------------------------|------------------------------------|
| Task 1 Two solo or ensemble performances representing one or two topics | <ul style="list-style-type: none"> Elective | 10% | Term 4 Week 8 2024 | H1 H2 H5 H9 H10 H11 |
| Task 2 Presentation of performance representing current topic | <ul style="list-style-type: none"> Performance | 10% | Term 1 Week 9 2025 | H1 H2 |
| | <ul style="list-style-type: none"> Composition | 5% | | |
| | <ul style="list-style-type: none"> Elective | 10% | | |
| Task 3 Electives Depending on the elective this may be a performance; or a musicology viva voce or portfolio; or material from the composition portfolio | <ul style="list-style-type: none"> Elective | 20% | Term 2 Week 7 2025 | H1-9 |
| Task 4 Aural paper and presentation of Electives. Depending on the elective this may be a performance; or a musicology via voce or portfolio; or material from the composition portfolio Trial HSC Examination | <ul style="list-style-type: none"> Aural Core | 15% | Term 3 Weeks 5 & 6 2025 | H1-9 |
| | <ul style="list-style-type: none"> Elective | 30% | | |
| Performance Composition Aural Core Elective | | | | 10% 5% 15% 70% |
| Outcomes - Teachers will select the appropriate outcomes based on elective options selected by each student. | | | | |
| H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles H5 critically evaluates and discusses performances and compositions H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music H9 performs as a means of self-expression and communication H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities H11 demonstrates a willingness to accept and use constructive criticism | | | | |

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MUSIC 2

| Task / Topic | Component | Weight | *Due | **Outcomes |
|--|--------------------|--------|--|----------------------------|
| Task 1 Two solo or ensemble performances – one representing the mandatory topic and one representing an Elective topic | • Core performance | 5% | Term 4 Week 8 2024 | H1 to H9 |
| | • Elective | 10% | | |
| Task 2 Development of composition portfolio and analysis of compositional techniques. Elective component may include performance or composition portfolio or musicology portfolio | • Core composition | 15% | Term 1 Week 9 2025 | H3 H5 H6 H7 H9 |
| | • Elective | 10% | | |
| Task 3 Elective – performance, research and critical appraisals OR elective composition portfolio OR elective musicology portfolio | • Elective | 15% | Term 2 Week 7 2025 | H1 to H9 |
| Task 4 Musicology and Aural paper; presentation of Core Performance; Elective Performance; and Core Composition portfolio Trial HSC Examination | • Core performance | 5% | Term 3 Weeks 5 & 6 2025 | H1 to H9 |
| | • Core composition | 10% | | |
| | • Core Musicology | 10% | | |
| | • Core Aural | 10% | | |
| | • Elective | 10% | | |
| Core performance | | | | 10% |
| Core composition | | | | 25% |
| Core Musicology | | | | 10% |
| Core Aural | | | | 10% |
| Elective | | | | 45% |
| Outcomes | | | | |
| H1 performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble | | | | |
| H2 demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics | | | | |
| H3 composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures | | | | |
| H4 stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts | | | | |
| H5 analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations | | | | |
| H6 discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context | | | | |
| H7 critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics | | | | |
| H8 understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied | | | | |
| H9 identifies, recognises, experiments with, and discusses the uses and effects of technology in music | | | | |

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** Teachers will select the appropriate outcomes based on the Performance or Composition or Musicology elective selected by each student.

MUSIC EXTENSION

| Task / Topic | Component | Weight | *Due | Outcomes |
|---|--|------------|--|---------------|
| <p align="center">Task 1</p> <p>Performance – present critical comparison of interpretive decisions within two professional recordings of repertoire and perform 2 pieces</p> <p align="center">OR</p> <p>Composition – portfolio and presentation of concept analysis of chosen works for compositional ideas</p> <p align="center">OR</p> <p>Musicology – portfolio and presentation of research and critical analysis of works</p> | <ul style="list-style-type: none"> • Performance <li align="center">OR • Composition <li align="center">OR • Musicology | 30% | Term 1 Week 9 2025 | *1 to 6 |
| <p align="center">Task 2</p> <p>Performance – presentation of repertoire and reflection of own concert practice</p> <p align="center">OR</p> <p>Composition – portfolio of draft compositions including revisions, alterations and reflections</p> <p align="center">OR</p> <p>Musicology – portfolio with viva voce including analysis of works from primary sources and musicological observations</p> | <ul style="list-style-type: none"> • Performance <li align="center">OR • Composition <li align="center">OR • Musicology | 30% | Term 2 Week 7 2025 | *1 to 6 |
| <p align="center">Task 3</p> <p>Performance – presentation of repertoire and critical appraisal of peer performances</p> <p align="center">OR</p> <p>Composition – submission of preliminary recording and portfolio with appraisal and revision of performance considerations</p> <p align="center">OR</p> <p>Musicology – portfolio with written draft including annotations of critical evaluations and reflections</p> | <ul style="list-style-type: none"> • Performance <li align="center">OR • Composition <li align="center">OR • Musicology | 40% | Term 3 Weeks 5 & 6 2025 | *1 to 6 |
| Trial HSC Examination | | | | |
| Performance or Composition or Musicology | | | | 100% |

***Outcomes** - Teachers will select the appropriate outcomes based on elective options selected by each student.

Performance

- 1 performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member
- 2 leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others
- 3 articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed
- 4 demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed
- 5 presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction
- 6 critically analyses the use of musical concepts to present a stylistic interpretation of music performed

Composition

- 1 composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style
- 2 leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others
- 3 articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style
- 4 demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed
- 5 presents, discusses, and evaluates the problem-solving process with regard to composition and the realisation of the composition
- 6 critically analyses the use of musical concepts to present a personal compositional style

Musicology

- 1 presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
- 2 leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others
- 3 articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research
- 4 demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
- 5 presents, discusses and evaluates the problem-solving process and the development and realisation of a research project
- 6 critically analyses the use of the musical concepts to articulate their relationship to the style analysed

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PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

| Task / Topic | Component | Weight | *Due | Outcomes |
|--|--|--------|-------------------------------|--------------------------------------|
| Task 1 Factors Affecting Performance Research and Analysis of Training Program | <ul style="list-style-type: none"> Knowledge and understanding of: <ul style="list-style-type: none"> factors that affect health the way the body moves | 10% | Term 4 Week 9 2024 | H7 H8 H10 H11 H16 H17 |
| | <ul style="list-style-type: none"> Skills in: <ul style="list-style-type: none"> influencing personal and community health taking action to improve participation and performance in physical activity | 5% | | |
| | <ul style="list-style-type: none"> Skills in critical thinking, research and analysis | 5% | | |
| Task 2 Improving Performance Case Studies | <ul style="list-style-type: none"> Knowledge and understanding of: <ul style="list-style-type: none"> factors that affect health the way the body moves | 10% | Term 1 Week 7 2025 | H7 H8 H9 H10 H16 H17 |
| | <ul style="list-style-type: none"> Skills in: <ul style="list-style-type: none"> influencing personal and community health taking action to improve participation and performance in physical activity | 10% | | |
| | <ul style="list-style-type: none"> Skills in critical thinking, research and analysis | 5% | | |
| Task 3 Health Priorities in Australia Research Task | <ul style="list-style-type: none"> Knowledge and understanding of: <ul style="list-style-type: none"> factors that affect health the way the body moves | 10% | Term 2 Week 10 2025 | H1 to H5 H14 to H16 |
| | <ul style="list-style-type: none"> Skills in: <ul style="list-style-type: none"> influencing personal and community health taking action to improve participation and performance in physical activity | 5% | | |
| | <ul style="list-style-type: none"> Skills in critical thinking, research and analysis | 10% | | |
| Task 4 All Content Trial HSC Examination | <ul style="list-style-type: none"> Knowledge and understanding of: <ul style="list-style-type: none"> factors that affect health the way the body moves | 10% | Term 3 Weeks 5 & 6 2025 | H1 to H5 H7 to H11 H13 to H17 |
| | <ul style="list-style-type: none"> Skills in: <ul style="list-style-type: none"> influencing personal and community health taking action to improve participation and performance in physical activity | 10% | | |
| | <ul style="list-style-type: none"> Skills in critical thinking, research and analysis | 10% | | |
| Knowledge and understanding of factors that affect health and the way the body moves | | | | 40% |
| Skills in influencing personal and community health and taking action to improve participation and performance in physical activity | | | | 30% |
| Skills in critical thinking, research and analysis | | | | 30% |
| Outcomes | | | | |
| H1 describes the nature and justifies the choice of Australia's health priorities | | | | |
| H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk | | | | |
| H3 analyses the determinants of health and health inequities | | | | |
| H4 argues the case for health promotion based on the Ottawa Charter | | | | |
| H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities | | | | |
| H7 explains the relationship between physiology and movement potential | | | | |
| H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity | | | | |
| H9 explains how movement skill is acquired and appraised | | | | |
| H10 designs and implements training plans to improve performance | | | | |
| H11 designs psychological strategies and nutritional plans in response to individual performance needs | | | | |
| H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (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 | | | | |

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PHYSICS

| Task / Topic | Component | Weight | *Due | Outcomes |
|--|--|--------|--|---|
| Task 1 Module 5 Skills and Data – Advanced Mechanics | <ul style="list-style-type: none"> Skills in working scientifically | 15% | Term 1 Week 3 2025 | PH12-4 PH12-5 PH12-6 PH12-7 PH12-12 |
| | <ul style="list-style-type: none"> Knowledge and understanding | 5% | | |
| Task 2 Any of Modules 5 to 8 Depth Study – Practical Investigation | <ul style="list-style-type: none"> Skills in working scientifically | 25% | Term 2 Week 2 2025 | PH12-1 to PH12-7 PH12-12 to PH12-15 |
| | <ul style="list-style-type: none"> Knowledge and understanding | 5% | | |
| Task 3 Module 7 Research and Analysis – The Nature of Light | <ul style="list-style-type: none"> Skills in working scientifically | 10% | Term 2 Week 10 2025 | PH12-2 to PH12-5 PH12-7 PH12-14 |
| | <ul style="list-style-type: none"> Knowledge and understanding | 10% | | |
| Task 4 Module 5-8 Trial HSC Examination | <ul style="list-style-type: none"> Skills in working scientifically | 10 | Term 3 Weeks 5 & 6 2025 | PH12-1 to PH12-7 PH12-12 to PH12-15 |
| | <ul style="list-style-type: none"> Knowledge and understanding | 20 | | |
| Skills in working scientifically Knowledge and understanding | | | | 60% 40% |
| Outcomes PH12-1 develops and evaluates questions and hypotheses for scientific investigation PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media PH12-5 analyses and evaluates primary and secondary data and information PH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes PH12-7 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 | | | | |

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SOCIETY AND CULTURE

| Task / Topic | Component | Weight | *Due | Outcomes |
|--|---|--------|--|----------|
| Task 1 Social and Cultural Continuity and Change Research Task | <ul style="list-style-type: none"> Knowledge and understanding of course content | 10% | Term 4 Week 6 2024 | H1 |
| | <ul style="list-style-type: none"> Application and evaluation of social and cultural research methods | 20% | | H4 |
| Task 2 Depth Study 1 Popular Culture Extended Response | <ul style="list-style-type: none"> Knowledge and understanding of course content | 10% | Term 1 Week 6 2025 | H6 |
| | <ul style="list-style-type: none"> Communication of information, ideas and issues in appropriate forms | 10% | | H7 |
| Task 3 Depth Study 2 Conformity and Non-conformity Oral Presentation | <ul style="list-style-type: none"> Knowledge and understanding of course content | 10% | Term 2 Week 6 2025 | H8 |
| | <ul style="list-style-type: none"> Communication of information, ideas and issues in appropriate forms | 10% | | H9 |
| Task 4 All topics Trial HSC Examination | <ul style="list-style-type: none"> Knowledge and understanding of course content | 20% | Term 3 Weeks 5 & 6 2025 | H10 |
| | <ul style="list-style-type: none"> Application and evaluation of social and cultural research methods | 10% | | H1 |
| Knowledge and understanding of course content | | | | 50% |
| Application and evaluation of social and cultural research methods | | | | 30% |
| Communication of information, ideas and issues in appropriate forms | | | | 20% |
| Outcomes | | | | |
| H1 evaluates and effectively applies social and cultural concepts | | | | |
| H2 explains the development of personal, social and cultural identity | | | | |
| H3 analyses relationships and interactions within and between social and cultural groups | | | | |
| H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy | | | | |
| H5 analyses continuity and change and their 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 | | | | |

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SPORT, LIFESTYLE AND RECREATION

| Task / Topic | Component | Weight | *Due | Outcomes |
|--|---|--------|--------------------------|--------------------------|
| Task 1 Coaching Session Session Plan and Practical | <ul style="list-style-type: none"> Sport Coaching and Training | 25% | Term 4 Week 8 2024 | 2.2 3.1 3.2 4.2 |
| Task 2 Technical and Tactical Development Practical | <ul style="list-style-type: none"> Games and Sports Applications | 25% | Term 1 Week 9 2025 | 1.3 2.1 4.1 4.4 |
| Task 3 Wellness Program Design Practical and Program Presentation | <ul style="list-style-type: none"> Fitness and Healthy Lifestyle | 25% | Term 2 Week 8 2025 | 1.5 2.3 3.5 4.3 |
| Task 4 Sporting Event Plan and Management Event Plan and Practical | <ul style="list-style-type: none"> Sports Administration | 25% | Term 2 Week 9 2025 | 1.1 1.2 1.6 3.3 |
| Sport Coaching and Training | | | | 25% |
| Games and Sports Applications | | | | 25% |
| Fitness and Healthy Lifestyle | | | | 25% |
| Sports Administration | | | | 25% |
| Outcomes | | | | |
| 1.1 applies the rules and conventions that relate to participation in a range of physical activities 1.2 explains the relationship between physical activity, fitness and healthy lifestyle 1.3 demonstrates ways to enhance safety in physical activity 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status 1.6 describes administrative procedures that support successful performance outcomes 2.1 explains the principles of skill development and training 2.2 analyses the fitness requirements of specific activities 2.3 selects and participates in physical activities that meet individual needs, interests and abilities 3.1 selects appropriate strategies and tactics for success in a range of movement contexts 3.2 designs programs that respond to performance needs 3.3 measures and evaluates physical performance capacity 3.5 analyses personal health practices 4.1 plans strategies to achieve performance goal 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context 4.3 makes strategic plans to overcome the barriers to personal and community health 4.4 demonstrates competence and confidence in movement contexts | | | | |

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VISUAL ARTS

| Task / Topic | Component | Weight | *Due | Outcomes |
|---|---|--------|--|---|
| <p>Task 1</p> <p>Development of the Body of Work</p> <p>Submission of works in progress, VAPD with annotated research and critical evaluation of material and conceptual intention</p> | <ul style="list-style-type: none"> Art Making | 15% | Term 4 Week 9 2024 | H1 H2 H3 H4 H9 |
| | <ul style="list-style-type: none"> Art Criticism and Art History | 15% | | |
| <p>Task 2</p> <p>Essay</p> <p>Extended written research response. Account for the critical and historical interpretations of selected artists practice at a certain time and over time</p> | <ul style="list-style-type: none"> Art Criticism and Art History | 10% | Term 1 Week 8 2025 | H8 H9 H10 |
| <p>Task 3</p> <p>Development of the Body of Work</p> <p>Submission of artworks under development VAPD including a written account of art making practice through the artwork/audience relationship</p> | <ul style="list-style-type: none"> Art Making | 15% | Term 2 Week 5 2025 | H1 H2 H3 H4 H6 H8 |
| <p>Task 4</p> <p>Trial HSC Examination</p> <p>Art Criticism and Art History</p> <p>Resolving the Body of Work: artworks undergoing refinement, including curation of works for HSC submission with written evaluation of these decisions</p> | <ul style="list-style-type: none"> Art Making | 20% | Term 3 Weeks 5 & 6 2025 | H2 H4 H5 H6 H7 H8 H9 H10 |
| | <ul style="list-style-type: none"> Art Criticism and Art History | 25% | | |
| Art Making | | | | 50% |
| Art Criticism and Art History | | | | 50% |
| <p>Outcomes</p> <p>H1 initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions</p> <p>H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work</p> <p>H3 demonstrates an understanding of the frames when working independently in the making of art</p> <p>H4 selects and develops subject matter and forms in particular ways as representations in artmaking</p> <p>H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways</p> <p>H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work</p> <p>H7 applies their understanding of practice in art criticism and art history</p> <p>H8 applies their understanding of the relationships among the artist, artwork, world and audience</p> <p>H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art</p> <p>H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts</p> | | | | |

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VISUAL DESIGN

| Task / Topic | Component | Weight | *Due | Outcomes |
|---|---|--------|-----------------------------------|---------------------------------|
| <p>Task 1</p> <p>Development of an Individual Major Project</p> <p>Submission of completed mural, Journal with annotated research and critical evaluation of material and conceptual intention</p> <p>Practical and Written</p> | <ul style="list-style-type: none"> Critical and Historical Interpretations | 5% | Term 4 Week 9 2024 | DM1 DM2 DM6 CH2 |
| | <ul style="list-style-type: none"> Practical Design Making | 15% | | |
| <p>Task 2</p> <p>Development of an Individual Major Project</p> <p>Submission of works in progress, journal with annotated research and critical evaluation of material and conceptual intention</p> <p>Practical and Written</p> | <ul style="list-style-type: none"> Critical and Historical Interpretations | 5% | Term 1 Week 9 2025 | DM1 DM2 CH4 |
| | <ul style="list-style-type: none"> Practical Design Making | 15% | | |
| <p>Task 3</p> <p>Development of an Individual Major Project</p> <p>Submission of artworks under development. Journal including a written account of art making practice through the artwork/audience relationship</p> <p>Practical and Written</p> | <ul style="list-style-type: none"> Critical and Historical Interpretations | 5% | Term 2 Week 9 2025 | DM1 DM2 DM3 |
| | <ul style="list-style-type: none"> Practical Design Making | 20% | | |
| <p>Task 4</p> <p>Resolution of the Individual Major Project</p> <p>Design work undergoing refinement, including curation of works for HSC submission with written evaluation of these decisions</p> <p>Showcase of completed major work</p> <p>Practical and Written</p> | <ul style="list-style-type: none"> Critical and Historical Interpretations | 5% | Term 3 Week 1 2025 | DM1 DM2 DM5 CH1 CH3 |
| | <ul style="list-style-type: none"> Practical Design Making | 30% | | |
| Critical and Historical Interpretations | | | | 20% |
| Practical Design Making | | | | 80% |
| Outcomes | | | | |
| <p>DM1 generates a characteristic style that is increasingly self-reflective in their design practice</p> <p>DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works</p> <p>DM3 investigates different points of view in the making of designed works</p> <p>DM4 generates images and ideas as representations/simulations</p> <p>DM5 develops different techniques suited to artistic and design intentions in the making of a range of works</p> <p>DM6 takes into account issues of Work Health and Safety in the making of a range of works</p> <p>CH1 generates in their critical and historical practice ways to interpret and explain design</p> <p>CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations</p> <p>CH3 distinguishes between different points of view, using the frames in their critical and historical investigations</p> <p>CH4 explores ways in which histories, narrative and other accounts can be built to explain practices and interests in the fields of design</p> | | | | |

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WORK STUDIES

| Task / Topic | Component | Weight | *Due | Outcomes |
|--|---|--------|--------------------------|------------------------|
| Task 4 Managing Work and Life Commitments Portfolio | <ul style="list-style-type: none"> Skills | 30% | Ongoing Term 4 2024 | 2 3 5 6 7 8 9 |
| Task 5 Personal Finance Multiple Choice and Short Answer Test | <ul style="list-style-type: none"> Knowledge and understanding | 35% | Ongoing Term 1 2025 | 4 5 7 8 9 |
| Task 6 Experiencing Work Workplace Logbook | <ul style="list-style-type: none"> Skills | 35% | Ongoing Terms 2 & 3 2025 | 1 to 9 |
| Knowledge and understanding | | | | 35% |
| Skills | | | | 65% |
| Outcomes <ol style="list-style-type: none"> investigates a range of work environments examines different types of work and skills for employment analyses employment options and strategies for career management assesses pathways for further education, training and life planning communicates and uses technology effectively applies self-management and teamwork skills utilises strategies to plan, organise and solve problems assesses influences on people's working lives evaluates personal and social influences on individuals and groups | | | | |

AGRICULTURE, HORTICULTURE AND CONSERVATION AND LAND MANAGEMENT - VET AHC20116 - CERTIFICATE II AGRICULTURE

| Assessment events for AHC20116 Certificate II in Agriculture | | | Cluster 3 | Cluster 4 | Cluster 8 | Cluster 8 | ½ Yearly Exam** | **Work Placement 2 | ***Trial Exam |
|---|--|---|---------------------------|---------------------------|---------------------------|---------------------------|--------------------|--------------------------|----------------------------------|
| | | | *Term 4 Week 4 2024 | *Term 1 Week 2 2025 | *Term 1 Week 8 2025 | *Term 2 Week 9 2025 | TBA | TBA | Term 3 Weeks 5 & 6 2025 |
| Cluster | Code | Unit of Competency | | | | | | | |
| Cluster 3 | AHCWRK201 | Observe and report on weather | X | | | | | | |
| Cluster 4 | AHCCHM201 AHCPMG201 | Apply chemical under supervision Treat weeds | | X | | | | | |
| Cluster 8 | AHCLSK209 AHCLSK211 | Monitor water supplies Provide feed for livestock | | | X | | | | |
| Cluster 5 | AHCLSK202 AHCLSK204 AHCLSK205 AHCLSK206 | Care for health and welfare of livestock Carry out regular livestock observation Handle livestock using basic techniques Identify and mark livestock | | | | X | | | |

Depending on the achievement of units of competency, the possible qualification outcome is **AHC20116 Certificate II in Agriculture or a Statement of Attainment towards a AHC20116 Certificate II in Agriculture**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

* The due weeks are a guide only; there may be changes depending on the 2025 timetable. You will be notified of any changes closer to the time through official notification.

** **Students must complete 70 hours of work placement during the course before the end of Term 3 2025**

*** Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy. Public Schools NSW, Tamworth (RTO90162) have engaged NESAs to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students. Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentonline.nsw.edu.au/go/login/> Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESAs directly for additional copies of their transcript.

BUSINESS SERVICES - VET

BSB30120 - CERTIFICATE III IN BUSINESS

| Assessment Events | | | Cluster 4 | Cluster 5 | Cluster 6 | Cluster 7 | ½ Yearly Exam** | **Work Placement 2 | ***Trial Exam |
|---|-------------------------------------|--|----------------------------|----------------------------|---------------------------|---------------------------|-----------------|--------------------|----------------------------------|
| | | | *Term 4 Week 10 2024 | *Term 1 Week 10 2025 | *Term 2 Week 8 2025 | *Term 2 Week 9 2025 | | | Term 3 Weeks 5 & 6 2025 |
| Cluster | Code | Unit of Competency | | | | | | | |
| Cluster 4 Wellbeing | BSBPEF201 | Support personal wellbeing in the workplace | | | | | | | |
| Cluster 5 Mastering document design | BSBPEF301 BSBTEC301 | Organise personal work priorities Design and produce business documents | | | | | | | |
| Cluster 6 Sharing is caring | BSBSUS211 BSBTWK301 BSBTEC303 | Participate in sustainable work practices Use inclusive work practices Create electronic presentations | | | | | | | |
| Cluster 7 Thinking critically | BSBCRT311 | Apply critical thinking skills in a team environment | | | | | | | |

Depending on the achievement of units of competency, the possible qualification outcome is BSB30120 Certificate III in Business or a Statement of Attainment towards a BSB30120 Certificate II in Business.

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

Selected units only to be confirmed by your teacher.

* The due weeks are a guide only; there may be changes depending on the 2025 timetable. You will be notified of any changes closer to the time through official notification.

** **Students must complete 70 hours of work placement during the course before the end of Term 3 2025**

*** Optional exam for non-Atar student

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

COOKERY - VET

SIT20416 - CERTIFICATE II IN COOKERY

| Assessment Tasks for SIT20421 Certificate II in Cookery | | Task 3 | Task 4 | Task 5 | ½ Yearly Exam** (Optional) | Trial Exam** |
|---|---|---------------------------|---------------------------|---------------------------|----------------------------|----------------------------------|
| Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. | | *Term 4 Week 9 2024 | *Term 1 Week 9 2025 | *Term 2 Week 9 2025 | TBA | Term 3 Weeks 5 & 6 2025 |
| Code | Unit of Competency | | | | | |
| SITHCCC026 | Package prepared foodstuffs | x | | | | |
| SITHCCC023 | Use food preparation equipment | | x | | | |
| SITHCCC024 | Prepare and present simple dishes | | x | | | |
| SITHCCC027 | Prepare dishes using basic methods of cookery | | | x | | |
| SITHCCC034 | Work effectively in a commercial kitchen | | | x | | |

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

Depending on the achievement of units of competency, the possible qualification outcome is SIT20421 Certificate II in Cookery

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

* The due weeks are a guide only; there may be changes depending on the 2025 timetable. You will be notified of any changes closer to the time through official notification.

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

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

**ASSESSMENT TASK NOTIFICATION****YEAR 12 2024/2025**

| | |
|--|---|
| Course: | Teacher: |
| Task Number: | Task Weight: % |
| Date of Notification: | / / |
| Due date (Term and Week) | Term Week Date / / |
| Task Description | |
| Task Outcomes | |
| Task Instructions Equipment or Resources (list any) | |
| Task Submission | Students must complete assessment task submission form and submit with task as indicated below: <input type="checkbox"/> Admin Office by 9.00am on due date <input type="checkbox"/> In class assessments e.g. test, skills, oral/speeches <input type="checkbox"/> Electronic submission by 9.00am on due date <input type="checkbox"/> Larger projects e.g. Art/TAS by 9.00am to faculty on due date to faculty |
| Rubric / Marking Criteria | |

Students are reminded that, because this is a formal assessment task, absence from school resulting in failure to hand the task in by the due date will require you to **telephone the school on the due day and support this with a medical certificate on your first day back at school. An application to vary an assessment must also be completed. The Deputy Principal will determine the approval of this application. Absence without an explanation will result in zero marks and an 'N' award warning notification. A non-serious attempt will also result in zero marks and an 'N' award notification. The task must still be completed and submitted to meet NESAs requirements.**

| | FOLLOW THE INSTRUCTIONS | COMPLETED |
|----------|--|------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| | FINAL PRODUCT: (Length/format and other presentation requirements) | |

| MARKING CRITERIA | MARK/ GRADE |
|-------------------------|------------------------|
| | A 17-20 |
| | B 13-16 |
| | C 9-12 |
| | D 5-8 |
| | E 1-4 |



VARIATION OF ASSESSMENT APPLICATION

SECTION A: DETAILS OF APPLICANT AND APPLICATION

STUDENT NAME: _____ YEAR GROUP: _____

SUBJECT: _____ CLASS TEACHER: _____

FACULTY: _____ ORIGINAL DUE DATE: / /

ASSESSMENT TASK
DETAILS: _____

SECTION B: REASON(S) FOR APPLICATION

SECTION C: SUPPORTING DOCUMENTATION

Please attach all supporting documentation to this form prior to submission. If documentation is not submitted with this form, your application cannot be accepted. This could include:

- a medical certificate from a doctor
- Police/Court report
- travel documentation
- letter from parent/carer

RELEVANT DOCUMENTS ATTACHED (PLEASE CIRCLE): YES NO

SECTION D: RECOMMENDATIONS

TO BE COMPLETED BY CLASS TEACHER / HEAD TEACHER / SENIOR SUPPORT ADVISOR / DEPUTY PRINCIPAL

CLASS TEACHER RECOMMENDATION: _____

CLASS TEACHER SIGNATURE: _____ DATE: / /

HEAD TEACHER SIGNATURE: _____ DATE: / /

SENIOR SUPPORT ADVISOR CONSULTATION: _____

SENIOR SUPPORT ADVISOR SIGNATURE _____ DATE: / /

SECTION E: DECLARATION OF ACCURACY

I declare that, to the best of my knowledge, the information provided on this application is true, accurate and complete. I fully understand that I jeopardise my RoSA and/or HSC by making a false statement or representation on this application.

NAME (PRINTED): _____

DATE: / /

SIGNATURE: _____

*****FORM TO BE SUBMITTED TO DEPUTY PRINCIPAL FOR DECISION TO BE DETERMINED*****

APPLICATION DECISION

UPHELD

- Further extension of time provided until new due date ____ / ____ /20____
- Alternative task to be undertaken
- Estimate to be given
- Other

DECLINED

- Submitted late without acceptable reason and/or sufficient evidence, a mark of 0% will be recorded
- Non-attendance without acceptable reason and/or sufficient evidence, a mark of 0% will be recorded

FURTHER ACTION REQUIRED

DECISION FINALISED BY DEPUTY PRINCIPAL: _____ **DATE:** / /

STUDENT ADVISED / / **CONFIRMED BY:** _____

OFFICE USE ONLY

- COPY PROVIDED TO CLASSROOM TEACHER
- COPY PROVIDED TO SENIOR SUPPORT ADVISOR
- ORIGINAL APPLICATION FORM PLACED IN STUDENT FILE



N DETERMINATION WARNING FLOWCHART

YEAR 12 2024/2025

- * Initial contact with caregiver informing them of concerns or initial meeting with student to determine if misadventure is warranted.
- * If it is, Misadventure process followed.
- * If not, *First N Determination Warning Letter sent
- * Recording of meeting notes and N-Determination letter



If the first N Award Warning is not resolved:

- * Three-Way meeting between student, teacher and Head Teacher.
- * Formal offer of support to resolve the N Award Warning
- * Caregiver contacted to outline requirements and consequences
- * Second N Determination Warning Letter sent



If the second N-Determination Warning is not resolved:

- * Referral of student to the senior executive to organise a conference between caregiver, student, advocate, and Head Teacher.
- * Appeal process outlined
- * Third N Determination Warning letter sent



If there is no resolution:

- * Senior Executive to begin process of determining if a Non Award Determination will be awarded

* **N Award warning – stands for Non-Award. If you cannot resolve two N Awards, you may receive a Non-Award – that is, you fail that subject and those units do not count towards the achievement of the qualification of ROSA and/or HSC.**



Bellinggen High School

17 August 2024

Mr and Mrs B Smith
1 First Street
Sydney NSW 2000

Dear Mr and Mrs Smith

OFFICIAL WARNING Non-Completion of a Higher School Certificate Course

I am writing to advise that **John Smith** is in danger of not meeting the Course Completion Criteria for the **Higher School Certificate in English Standard**.

The New South Wales Education and Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **1st Official Warning we have issued concerning English Standard**.

A minimum of two course specific warnings must be issued prior to a final 'N' Determination being made for a course.

Course Completion Criteria

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

- followed the course developed or endorsed by the board; and
- applied themselves 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 outcomes.

To date, has not satisfactorily met **(a, b and c)** of the Course Completion Criteria.

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

| Task Name/Course Requirement/ Course Outcome | Percentage Weighting | Date Task Initially Due | Action Required by Student | Date to be Completed by |
|--|----------------------|-------------------------|-------------------------------|-------------------------|
| Assessment Task 1 – Multimodal presentation | 40% | 14/08/2024 | Complete and submit this task | 21/08/2024 |

Please discuss the matter with **John Smith** and contact the school if further information or clarification is needed.

Yours sincerely,

Ms A Alpha
Class Teacher

Mr B Bravo
Head Teacher Arts

Ms C Charlie
Principal



Please detach this section and have John return it to the school.

Requirements for the satisfactory completion of a Higher School Certificate Course.

I have received the letter dated Thursday, 17 August 2024 indicating that John is in danger of not satisfactorily completing English Standard.

I am aware that this course may not appear on John's Higher School Certificate Record of Achievement.

I am also aware that the 'N' determination may make my child ineligible for the award of the Higher School Certificate.

Parent / Carer signature: _____ Date: _____

Student signature: _____ Date: _____

YEARLY ASSESSMENT PLANNER

| | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 | WEEK 6 | WEEK 7 | WEEK 8 | WEEK 9 | WEEK 10 |
|----------------|---|------------------------------|-----------------|-----------------|-------------------------------|-------------------------------|---|--|---|---|
| Term 4 2024 | | | | Ag (V) | | SAC | Ancient Hist | English Adv English Stand English Stud English Ext 2 IT Timber Geography Music 1 Music 2 SLR | English Ext 1 Cookery (V) Economics Engin Stud PDH Maths Ext 1 Maths Adv Maths Stan 1&2 Modern Hist Visual Arts Visual Design | Ab Studies Bus Serv (V) CAFS Maths Num Maths Ext 2 |
| Term 1 2025 | | Ag (V) Biology | Physics | | CAFS | IT Timber SAC | English Stand PDH | Ag (V) Biology Modern Hist Visual Arts Ab Studies | Cookery (V) Maths Stan 1 Maths Stan 2 Music 1 Music 2 Music Ext SLR Economics Visual Design | Ancient Hist Bus Serv (V) English Ext 2 Maths Adv Maths Num Maths Ext 1 Maths Ext 2 |
| Term 2 2025 | English Adv English Stud | Physics | Geography | | CAFS Visual Arts | Maths Num SAC | Ancient Hist Music 1 Music 2 Music Ext | English Stud Biology Bus Serv (V) Engin Stud English Ext 2 SLR | Ag (V) Bus Serv (V) SLR Cookery (V) Modern Hist Visual Design | English Ext 1 Ab Studies IT Timber Physics Maths Adv Maths Stan 1&2 Maths Ext 1 Maths Ext 2 PDH |
| Term 3 2025 | English Adv English Stand English Stud Maths Num Economics Engin Stud Visual Design | Geography History Ext | NO TASKS | NO TASKS | TRIAL HSC EXAMS | TRIAL HSC EXAMS | | | | |

TERM 4 2024 ASSESSMENT PLANNER

Fill in the dates of each school week to the planner below. Add assessment task due dates as soon as you are told about them.

Assessment dates are published on the calendar in the Senior Study

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------|--------|---------|-----------|----------|--------|
| Week 1A | | | | | |
| Week 2B | | | | | |
| Week 3A | | | | | |
| Week 4B | | | | | |
| Week 5A | | | | | |
| Week 6B | | | | | |
| Week 7A | | | | | |
| Week 8B | | | | | |
| Week 9A | | | | | |
| Week 10B | | | | | |

TERM 1 2025 ASSESSMENT PLANNER

Fill in the dates of each school week to the planner below. Add assessment task due dates as soon as you are told about them.

Assessment dates are published on the calendar in the Senior Study

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------|--------|---------|-----------|----------|--------|
| Week 1A | | | | | |
| Week 2B | | | | | |
| Week 3A | | | | | |
| Week 4B | | | | | |
| Week 5A | | | | | |
| Week 6B | | | | | |
| Week 7A | | | | | |
| Week 8B | | | | | |
| Week 9A | | | | | |
| Week 10B | | | | | |

TERM 2 2025 ASSESSMENT PLANNER

Fill in the dates of each school week to the planner below. Add assessment task due dates as soon as you are told about them.

Assessment dates are published on the calendar in the Senior Study

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|---------------|----------------|------------------|-----------------|---------------|
| Week 1A | | | | | |
| Week 2B | | | | | |
| Week 3A | | | | | |
| Week 4B | | | | | |
| Week 5A | | | | | |
| Week 6B | | | | | |
| Week 7A | | | | | |
| Week 8B | | | | | |
| Week 9A | | | | | |
| Week 10B | | | | | |

TERM 3 2025 ASSESSMENT PLANNER

Fill in the dates of each school week to the planner below. Add assessment task due dates as soon as you are told about them.

Assessment dates are published on the calendar in the Senior Study

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------|--------|---------|-----------|----------|--------|
| Week 1A | | | | | |
| Week 2B | | | | | |
| Week 3A | | | | | |
| Week 4B | | | | | |
| Week 5A | | | | | |
| Week 6B | | | | | |
| Week 7A | | | | | |
| Week 8B | | | | | |
| Week 9A | | | | | |
| Week 10B | | | | | |