



**Auburn Girls**  
HIGH SCHOOL

*Year 12  
2019 / 20  
Assessment  
Policy  
and  
Course  
Schedules*

*Handbook  
for students*



# Auburn Girls High School



## Stage 6 Assessment Policy

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# Higher School Certificate

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The Higher School Certificate course requires the study of courses over two years: a minimum of 12 units in Year 11 and a minimum of 10 units in Year 12 (or equivalent).

The Higher School Certificate credential package has two components.

- The New South Wales **Year 12 Record of School Achievement** (RoSA) is available to all eligible students who satisfactorily complete a prescribed pattern and a minimum of 10 units of study.
- The New South Wales **Higher School Certificate** (HSC) is awarded to students who are eligible for a Record of School Achievement (RoSA) and have reached a **minimum standard in literacy and numeracy** tests (see below).

## A cumulative record of all academic achievement

The NSW Record of School Achievement is designed to record all of a secondary school student's academic results up until the HSC.

In all subjects, grades will be awarded based on students' achievements across a range of assessment tasks linked to performance descriptors that best describe each student's achievement of the course outcomes.

## Eligibility of the Record of School Achievement

To qualify for the RoSA a student must have:

- **completed** a pattern of courses of study that satisfy the NSW Education Standards Authority's (NESA's) curriculum and assessment requirements for the RoSA
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the courses by the school; and
- **achieved** some or all of the course outcomes.

## Eligibility of the Higher School Certificate and National Minimum Standards

Year 10 students who achieved the minimum standard in reading, writing and numeracy tests are recognised as having met the HSC minimum standard in that area/s and will not need to sit the corresponding online test/s.

Students will have two opportunities a year in Years 10, 11 or 12 to pass any tests needed. They will also be able to resit them for a few years after they leave school.

Students master basic skills at different stages, so they can decide with their teachers when the time is right for them to take each test needed, and they don't have to sit or pass all tests at once. Once a student passes an online test, they don't have to sit it again.

Students will be able to sit their HSC exams and receive their HSC results regardless of whether they attain the HSC minimum standard. However, without the minimum standard, they will only receive the Record of Achievement but not the Higher School Certificate.

Students who leave school before they get their HSC will also have the option to undertake the Literacy and Numeracy tests.

- There will be one test for literacy and one test for numeracy with concepts drawn from the Australian Core Skills Framework (ACSF) developed and endorsed by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).
- The tests, which will be offered online and under teacher supervision, will be reported separately from the RoSA credential.
- The tests will not be available to all students, only those who indicate they wish to leave school.
- Students will be able to take the tests during 'windows' of availability throughout the year (proposed to be May and November each year). They will be able to sit for the test only once during each window, but can sit for them again should they decide to stay at school longer.

# Assessment Overview

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## Purpose of School Assessment

Auburn Girls High School is committed to enhancing and encouraging students' learning outcomes. This Assessment Policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and to encourage students to meet their assessment deadlines.

Assessment at Auburn Girls High School encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- co-ordination of the assessment program to ease the load on students
- consistent application of assessment rules in line with school and NESA policies

Assessment tasks are designed to measure performance against course outcomes through a range of assessment tasks and in a wider range of objectives than may be tested in an examination. Assessment tasks may include:

- tests which may take a written, practical and oral form
- class essays, research tasks, assignments, portfolios, log books
- practical tasks and major works
- field work, depth studies and projects.

## School Responsibilities

The School will provide students with the following:

- **school and faculty assessment booklets** which set out the relevant policies and provide an overview of the assessment program for each course.
- **an assessment timeline** for them to map their Assessment Tasks. As far as possible the school will avoid scheduling assessment tasks on the same day as major events and will make alternative arrangements for students who are representing the school on the day of an in-class task (Students must make arrangements to submit a hand-in task).
- **written notification of assessment** - this notification outlines a more detailed explanation of the specific nature of each assessment task. This notification will be issued at least **TWO WEEKS** in advance of the date due
- **marking guidelines** for tasks to clearly identify performance standards.
- **appeals procedures** that are administered in a consistent, fair and transparent manner.

The School will communicate with parents/carers about any concerns relating to a student's performance and/or overall achievement. If required an N-warning letter will be posted home to parents/carers outlining the areas of unsatisfactory completion of course requirements.

## Student Responsibilities

It is the student's responsibility to:

- demonstrate sustained diligence and effort in each subject and participate in all lessons constructively
- complete all assigned work including every assessment task to demonstrate through effort and achievement that they have met the requirements of the course
- attend school and specific subjects regularly so that course completion requirements can be met. As a general rule, an attendance rate of at least 90% would be expected
- ensure that they understand the task and contact the teacher and/or Head Teacher to obtain the task notification if they are absent on the day an assessment task notification is issued
- familiarise themselves with the school's 'Assessment Booklet' including all procedures and course information contained in this handbook
- avoid plagiarism and acknowledge sources in accordance with the assessment task notification and NESA 'All My Own Work' guidelines'. They should not engage in malpractice (see below)
- comply with the behavioural expectations of examinations and in-class assessment tasks
- meet all assessment deadlines or they will be penalised in accordance with this policy
- be present for class tasks and hand in all take home tasks at the beginning of the period for that subject (or at the required time specified on the assessment notification)
- attend all lessons on the due date and the school day before (Tuesday to Friday only) for hand-in and in-class tasks
- engage fully with other lessons on the due date (ie: not do work / study for the assessment in other classes)
- attend all lessons on the school day before formal examination periods
- ensure that any questions about marks, grades or comments awarded for an individual task (or part of a task) are resolved at the time the work is returned by the teacher to the student
- understand and apply the feedback about the assessment task that is received
- maintain the integrity and confidentiality of all assessment tasks

In the case of school representative responsibilities, alternative arrangements will be made for in-class tasks and examinations but these students must make prior arrangements with the teacher for submission of hand-in tasks due on that day. If due to illness or misadventure a student is unable to attend school on the due date or the day before for any assessment task, they must follow the procedure outlined below.

# Illness or Misadventure and Procedures for Assessment Tasks

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Circumstances may arise that prevent a student from completing an assessment task. These may include personal illness, family tragedy or exceptional circumstances. These circumstances may prevent the student from:

- attending on the day of a task or the day before the due date
- performing to their ability in an examination or in-class task
- completing a hand-in task on time

In these cases, students must follow the Illness or Misadventure Appeal Procedure outlined below

**Failure to follow these appeal procedures and successfully appeal will result in a mark of zero being awarded**

**Failure to subsequently submit or complete the task (ie: not at all) will normally result in an N warning letter being sent.**

## Procedures to Follow

### *In-Class Tasks and Examinations (written and practical)*

**Immediately on their return to school:**

- The student must come prepared to complete the missed task on the first day back. The student must report to their class teacher (or Head Teacher) of the subject to find out about the scheduling of the task or, if required, an alternate task
- In order to receive a mark for the task, the student must complete and submit the Illness/Misadventure Appeal Form to the Head Teacher Stage 6. It should be supported by a medical certificate or (if appropriate) other documentation explaining the absence

### *Hand-In Tasks*

- Hand-in tasks should be submitted to the teacher on the due date at the **beginning of the lesson** in the subject concerned (or as specified on the notification of the assessment task)
- Assessment tasks may be handed in prior to the due date. Therefore, if an absence was known about in advance, being absent on the last date for submission may not be a sufficient excuse for late submission. In such situations the Head Teacher Stage 6 will decide whether marks will be allocated based upon the evidence submitted to support the Illness/Misadventure Appeal Form.

**On the day:**

If a student is unable to attend on the day a hand-in task is due they should:

- make every attempt to have the task delivered to the front office or, where appropriate, submitted via email to [auburng-h.school@det.nsw.edu.au](mailto:auburng-h.school@det.nsw.edu.au), with their name, the subject and their teacher's name included.



**Immediately on return to school:**

- If the task was not submitted on the due date, the student must report to the relevant teacher on the **first day of their return to school and submit the task**.
- In order to receive a mark for the task, the student must be successful with an Illness/Misadventure Appeal. The appeal form must be submitted to the Head Teacher Stage 6 and supported by a medical certificate or other formal documentation explaining the reason for the absence.

**Late submission of hand-in task or late completion of an in-class task**

If a student does not submit an assessment task **on time** and does not have a valid reason:

- a zero mark will be recorded for that task
- the student will still be required to submit the task or complete to assess learning outcomes and complete the course satisfactorily
- the student's parents will be advised in writing via a letter of concern

**Non-submission of hand-in task or non-completion of in-class task**

If a student does not submit or complete an assessment task **at all** (and no alternative arrangement has been negotiated by the Head Teacher Stage 6), the consequences to follow are:

- the student will be interviewed by the subject teacher or Head Teacher
- the student and her parents will be advised in writing via an N- Warning letter
- the student will still be required to submit or complete the task to assess learning outcomes and complete the course satisfactorily.

**Technology and assessment tasks**

Technology and/or computer equipment failure, loss of data or inability to print at school are not valid grounds for a misadventure appeal relating to the late submission of an assessment task.

To assist students in the use of technology, the following practices should be adopted:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of an equipment failure
- back-up files regularly and print out copies of drafts. Keep them until the assignment is marked and returned. Bring a copy of the file to school by either email or USB (or both)

**Extra-Curricular, Co-Curricular Events and Excursions**

- If a scheduled assessment task clashes with an excursion, extra or co-curricular activity, it is the **students' responsibility** to make alternate arrangements with their class teacher to submit the task at or before the due date and time.
- If a scheduled assessment task clashes with school representative responsibilities, alternative arrangements will be made for in-class tasks but these students should make prior arrangements with the teacher for submission of hand-in tasks due on that day
- Assessment tasks take precedence over excursions and it cannot be assumed that an in-class assessment task can be rescheduled. This requires negotiation between the student, class teacher, the Head Teacher and, if necessary, the Deputy Principal well before the event.

### **Approval for Extension of alternate task arrangement**

- Students needing to apply for an extension for an assessment task need to bring a note from their parent/carer at least one week prior to the due date, outlining extenuating circumstances, if they know in advance they will not be able to meet a deadline. This will be taken into consideration by the Head Teacher Stage 6 in consultation with the faculty HeadTeacher.
- If approved, details for an alternate assessment arrangement to cover extended absence (eg: scheduled surgery, family funeral) will be negotiated with the faculty Head Teacher prior to the assessment task.
- It is the student's responsibility to arrange for this approval and, as far as possible, to submit hand-in tasks early if they know that they will be absent on the due date. No in-class assessment or examination can be moved forward to accommodate the student.

### **Unapproved leave or extended absences (i.e. not illness, misadventure or approved extension)**

- In Year 11 and Year 12 no approved leave will be granted for holidays or any other discretionary purpose. Applications for extended leave due to extreme circumstances (eg: extended serious illness or misadventure) should be discussed with the Deputy Principal.
- Students who miss or do not submit assessment tasks due to unapproved leave or extended absences automatically receive:
  - an N warning for each task missed
  - a zero result for each task missed
- Students have an opportunity to redeem the N warning if they attempt the task at the first opportunity after her return to school.
- Unless a successful Illness / Misadventure Appeal has occurred, the zero result will stand.

### **Non-serious attempts**

Students must make a **genuine attempt to complete course requirements**. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements. Because a non-serious attempt does not meet course requirements, an N warning letter will be sent and remains in force until the student makes a serious attempt at the task.

### **Malpractice**

Malpractice is any activity undertaken by a student that allows her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

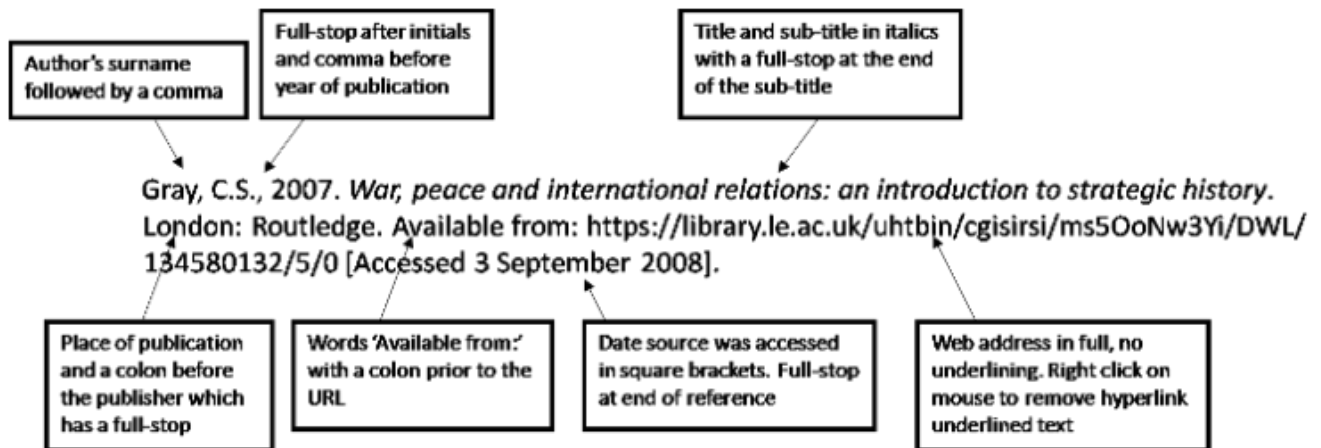
- Plagiarism - copying someone else's work in part or in whole, and presenting it as your own or using material directly from books, journals, CDs or the internet without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as your own
- Submitting work to which another person such as a parent, coach, subject expert or another student (current or former) has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement and permission being granted by the teacher
- Cheating of any sort, including practices identified in the 'All My Own Work' course
- Paying someone to write or prepare material
- Using electronic devices (eg: mobile phones, programmable watches) and non-approved aides during an assessment task unless specifically required

- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice
- Breaching school examination rules (including possession of electronic devices)
- Persistent misconduct during an in-class assessment that disadvantages other students attempting the assessment

The standard penalty for confirmed instances of malpractice is a mark of zero for the task or relevant component of the task. In some circumstances additional school-based sanctions may be applied. In addition, for Year 12 candidates, NESAs requires that instances of malpractice are officially reported.

### Strategies to ensure the authenticity of student responses to tasks

Auburn Girls High School implements guidelines for 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 studies. This includes correctly referencing material by using The Harvard Method.



# Appeals Surrounding the Assessment Procedure

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## Grounds for an appeal

An appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

## Appeals Process

When a student feels that a decision applied to her work is not consistent with the School's assessment policy and procedures she may appeal. The **first appeal MUST be to the Head Teacher**. Where a student feels that the appeal to the Head Teacher has not been heard appropriately, she may appeal to the Principal / Deputy Principal to determine if:

- the weightings specified by the school in its assessment program were followed and conform with NESA's requirements as detailed in the syllabus;
- the procedures used to determine the final assessment marks conform with the issued assessment program; and,
- there are no computational or other clerical errors in the determination of the assessment mark.

# N-Warning Process

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A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by the NSW Education Standards Authority
- applied herself with diligence and sustained effort to the set tasks and experiences provided the course by the school and
- achieved some or all of the course outcomes.

If a student is at risk of not meeting the assessment requirements in a course, a written warning letter will be given to the student and their parents notifying of the potential for an 'N determination' in the course.

The letter will:

- advise the student of the issue giving adequate time for the problem to be corrected;
- specifying details of action including a timeframe required by the student;
- alert the student to the possible consequences of an 'N' determination, and
- request from the student and her parent a written acknowledgement of the warning;

If the student does not comply with this 1st N-warning letter by the due date, a 2<sup>nd</sup> N-warning letter will be issued two weeks after the 1<sup>st</sup> N-warning. On the second warning letter, the student **and her parents may be required to attend an interview with the Head Teacher (this may involve phone contact)**. If the student does not comply with the 2<sup>nd</sup> N-warning an N determination in a course may follow and the individual course may not appear on the students' *Record of Achievement*. The loss of a course may place the award of the RoSA in jeopardy because course requirements have not been met.

# Disability Provisions

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Disability provisions may be provided if a student has a special need which would, in a normal examination situation, prevent her from:

- reading and interpreting the examination questions and/or
- communicating her responses.

Auburn Girls High School will support students seeking disability provisions from NESAs. Regardless of the nature of the special need, the provisions granted by NESAs will be solely determined by the implications of that need on the student's functioning in an examination situation. (*ACE Manual 13.2*)

Principals have the authority to decide on and to implement special provisions for all school-based assessments. (*ACE Manual 13.1*) Where it is appropriate and suitable these provisions will also be offered to students seeking disability provisions from NESAs to complete their internal assessment component.

In addition, if a student experiences a temporary disability (e.g. physical injury) which affects her examination performance, the Principal may elect to grant Disability Provisions for an individual task. These provisions will be issued within the framework of the NESAs general guidelines.

Auburn Girls High School will endeavour to provide access to Disability Provisions to ensure a fair process for all students. The implementation of Disability Provisions is however restricted by the resources available and remains the decision of the school.

## Student Responsibilities

Students must consult with the Head Teacher Learning and Support or Head Teacher Stage 6 to commence an application for disability provisions. Students who have been awarded disability provisions are to check with their class teacher prior to the due date about the arrangements for these provisions for the upcoming task.

## Special Education

At Auburn Girls High School, students may be sitting subjects on a full or partial Life Skills program. Students requiring Life Skills programs are assessed by external organisations in consultation with parents and Auburn Girls High School. Please see the Deputy Principal if you would like to discuss a Life Skills course in greater detail.

# Accelerated Students

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In exceptional circumstances, students may accelerate into Preliminary and/or HSC Board Developed Courses in advance of their usual cohort or in less than the NESA's stated indicative times. Decisions about the acceleration of Higher School Certificate students will be made by the Principal in accordance with the principles contained in the NESA's Guidelines for Accelerated Progression (released 2000).

Accelerated students should complete all assessment tasks that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks.

Assessment tasks for accelerated students, where possible, have to be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over another.

Students who have been accelerated into Preliminary or HSC courses will be granted a study day before Year 11/12 exams (except after a weekend).

# Requesting Leave

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Students must apply to the School for approved leave. Taking leave without the School's knowledge and formal approval may be putting the student's NESA outcomes at risk because they may not be able to satisfy course requirements.

Periods of leave **for holidays** will not be granted. If there are extenuating circumstances, leave can be applied for in writing to the Principal using the DoE 'Exemption from Attendance' form available from the Student Services office. Completed forms with a copy of airline tickets or other documentation must be discussed with the Deputy Principal. **This must be done well before departure/travel.**



# Misadventure Appeal

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_

Course: \_\_\_\_\_ Class Teacher Name: \_\_\_\_\_

Assessment Task Name: \_\_\_\_\_

Due Date: \_\_\_\_\_ Due Time (if not beginning of lesson): \_\_\_\_\_

Has this task now been submitted / completed? (Tick) Yes  Date \_\_\_\_\_ No

Reason/s for Appeal (Please tick):

**APPLY WELL BEFORE TASK**

- Request for extension (DP or parent signature)
- Approved leave (DP signature)
- School commitment (Co-ord. or HT signature)
- Request for Disability Provision/s

**APPLY PROMPTLY AFTER TASK**

- Absent on due day of task
- Absent on day before due date
- Misadventure during task
- Personal reason (DP or parent sign)

**Explanation** (why I need to appeal):

- Sick or Other (give details) \_\_\_\_\_

**Supporting evidence submitted with this form.** A medical certificate is required if your reason is "sick".

**Relevant person who supports the appeal:** Signature/s required for other purposes. (see below)

Student signature \_\_\_\_\_ (for all appeals) Date: \_\_\_\_\_

Parent signature \_\_\_\_\_ (eg: misadventure outside school) Date: \_\_\_\_\_

Teacher signature \_\_\_\_\_ (eg: misadventure during task) Date: \_\_\_\_\_

HT or co-ord. signature \_\_\_\_\_ (eg: school commitment) Date: \_\_\_\_\_

Deputy Principal signature \_\_\_\_\_ (eg: approved leave or welfare) Date: \_\_\_\_\_

**(Fill in all relevant sections. Failure to provide necessary details will delay processing.)**

**Submit to Head Teacher Secondary Studies as soon as possible.)**

**Decision by Head Teacher Secondary Studies** (all being correct):

\_\_\_\_\_  
\_\_\_\_\_

Head Teacher Secondary Studies signature \_\_\_\_\_ Date: \_\_\_\_\_

- HT Secondary Studies:** copy to file, notification to teacher, summary to Head Teacher, record on Sentral.
- Head Teacher:** forward summary to teacher for action and student notification.
- Head Teacher or teacher:** Request a review if any relevant details are missing or not correct.



## Appendix B

**Examination Protocol/Rules*****Prior to Examination Period***

1. Students are to ensure that they have returned all appropriate paperwork) to the Head Teacher Secondary Studies.
2. Students must ensure that they have read and understood all the procedures and rules about examination protocols.

***During the Exam***

1. Students must ATTEND EVERY EXAM that they are listed in as a candidate.
2. Cheating in any way will be dealt with seriously and may result in zero for that exam. For example, talking, looking around and using or having an electronic device may be interpreted as cheating.
3. Students can only use the provided examination booklets. No other any paper is too brought into the examination room unless instructed to on the Examination Notification for that subject area.
4. Severe illness or misadventure is the only reason for non-attendance. A medical certificate must be provided in the case of illness. Misadventure requires appropriate DOCUMENTARY EVIDENCE and is to be given with a 'blue form' to Head Teacher Secondary Studies upon return. Students and/or parents must notify the Deputy Principal or Exam Coordinator (Head Teacher Secondary Studies) if they cannot attend an exam as soon as possible.
5. Exams are official school activities. Students must wear full school uniform to every exam, abide by all school rules and follow all instructions given.
6. Students are to arrive 15 minutes early for each exam and organise themselves in the assembly area. Ensure all necessary equipment is ready for smooth entry. Expect all exams to start on time.
7. Any bags brought will be left in the assigned area (on stage). NO student will be permitted to return to their bag until the end of the examination. ANY ELECTRONIC DEVICE should be turned off and left in their bag or at home - interruptions and disturbance in the examination room will not be tolerated. Students are to ensure that they have their own handkerchiefs or tissues.
8. Students may not bring any food into the examination room including chewing gum. Students may bring a bottle of clear water only (no other varieties are permitted).
9. Students are to ensure that they have all the equipment needed for the examination. All equipment should be in a clear zip lock bag. There is no BORROWING of equipment under any circumstances
10. Once inside the examination room, students are to sit at their assigned desk. They are NOT to speak or communicate in any way to any other student. Any disturbance affecting other students will not be tolerated (speaking, exchanging equipment, inappropriate handling of exam booklets and gestures). Disturbances may be interpreted as cheating. No discussion will take place in the examination centre. Students who are involved will be seriously dealt with after the exam.
11. Any questions are to be directed to the SUPERVISORS ONLY in an appropriate way. Students with a toilet pass and needing to use the toilet will be escorted to the OASIS toilet with the appropriate request. Students needing to go the toilet will be signed into a book. Students are reminded to attend to their needs prior to the examination.
12. Students will leave the examination room quietly and under the direction of supervising teachers. Examination rules still apply until they exit the room.
13. Graffiti of any examination desks or examination booklets will have serious consequences.

Appendix C



**Auburn Girls High School**

Hunter Street  
Auburn NSW 2144

Ph: 02 9649 6949

Fax: 02 9749 1035

Email: auburng-h.school@det.nsw.edu.au

Parent Name \_\_\_\_\_  
Address \_\_\_\_\_

Date \_\_\_\_\_

**AWARD OF 'N' DETERMINATION - Year 10 RoSA COURSE:** [Student Name]

Dear Mr & Mrs \_\_\_\_\_,

I write to inform you that [student name] of Roll Class 10 [roll call] has not met the Course Completion Criteria for the Year 10 RoSA in [subject] and will receive an 'N' award, which means that [student] will not receive a grade in [subject] on her Record of Achievement . If this is a mandatory course, she will not receive a Year 10 RoSA.

The Board of Studies Teaching and Educational Standards requires two official warnings to be issued before a final 'N' determination is awarded for a Course. This gives students the opportunity to redeem themselves.

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

- a) followed the course developed or endorsed by the Board; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the Course outcomes

In particular [student] has failed to complete or improve the following:-

- Not Applying Themselves with Diligence
- Not Achieving Course Outcomes

[Description of task that has not been met]

Yours sincerely,

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by

-----  
Please sign and return this form to school  
Student:

Requirements for the satisfactory completion of a Year 10 RoSA Course.

I have received the warning letter dated \_\_\_\_\_ indicating that [student] will be receiving an 'N' award in [subject]. I am aware that a grade for this Course will not appear on [student's] Record of Achievement. I am also aware that the 'N' award makes [student] ineligible to receive a Year 10 RoSA if this course is a mandatory course.

Parent/Guardian's Signature \_\_\_\_\_

Date \_\_\_\_\_

Student's Signature \_\_\_\_\_

# Subject Assessment Schedules

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# Ancient History

## OUTCOMES

### A student:

- accounts for the nature of continuity and change in the ancient world
- AH12-2 proposes arguments about the varying causes and effects of events and developments
- AH12-3 evaluates the role of historical features, individuals and groups in shaping the past
- AH12-4 analyses the different perspectives of individuals and groups in their historical context
- AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world
- AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH12-7 discusses and evaluates differing interpretations and representations of the past
- AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence
- AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate forms
- AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

Assessment Component	Weight %	TASK 1 Term 1 Week 1	TASK 2 Term 2 Wk 1	TASK 3 Term 2 Wk 7-8	TASK 4 Term 3 Week 3-5
Type of Task		<b>Historical analysis</b>	<b>Extended response</b>	<b>Powerpoint presentation</b>	<b>HSC Trial Examination</b>
Knowledge & understanding	40	5	10	5	20
Analysis & evaluation of sources & interpretations	20	5	5	5	5
Historical inquiry and research	20	10	5	5	
Communication of historical understanding	20	5	5	5	5
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>
Outcomes		All	12-1 to 7, 12.9	12-1 to 7, 12.9	All

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
- *Students should carefully examine the Notice of Assessment and pay attention to the marking criteria.*
- *Details of Major Study submission and external examination will be advised as these become available.*



# Arabic Continuers

## OUTCOMES

### A student:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

Assessment Component	Weight %	TASK 1 Term 1 Week 5	TASK 2 Term 1 Week 10	TASK 3 Term 2 Week 7	TASK 4 Term 3 Week 3-5
Type of Task		Reading and responding task	Multi-discipline Task	Speaking task	Trial HSC Examination
Speaking	20			20	
Listening and Responding	30		20		10
Reading and Responding	30	10	10		10
Writing	20	5	5		10
<b>TOTAL</b>	<b>100</b>	<b>15</b>	<b>35</b>	<b>20</b>	<b>30</b>
Outcomes		2.1-2.3, 3.1-3.6	1.1-1.4, 2.1-2.3, 3.1-3.6	1.3, 2.1-2.3, 4.1-4.3	All

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
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- *Details of Major Study submission and external examination will be advised as these become available.*



# Arabic Extension

## OUTCOMES

### A student:

- 1.1 discusses attitudes, opinions and ideas in Arabic
- 1.2 formulates and justifies a written or spoken argument in Arabic
- 2.1 evaluates and responds to text personally, creatively and critically
- 2.2 analyses how meaning is conveyed.
- 2.3 analyses the social, political, cultural and/or literacy contexts of text that is in Arabic

Assessment Component	Weight %	TASK 1 Term 1 Week 8	TASK 2 Term 2 Week 8	TASK 3 Term 3 Week 3-5
Type of Task		<b>Analysis and Responding</b>	<b>Speaking and Responding</b>	<b>Trial HSC Examination</b>
Text Analysis	40	20		20
Writing	40	10	20	10
Speaking	20		20	
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Outcomes		All	All	All

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
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# Biology

## OUTCOMES

### Stage 6 Skills

**A student:**

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

### Year 12 Knowledge and understanding

**A student:**

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

Assessment Component	Weight %	TASK 1 Term 4 Week 9	TASK 2 Term 1 Week 8	TASK 3 Term 2 Week 7	TASK 4 Term 3 Week 3-5
Type of Task		First hand / secondary investigation	First hand / secondary investigation	First hand / secondary investigation	Trial HSC Examination
Skills in working scientifically	60	10	20	20	10
Knowledge and understanding	40	10	5	5	20
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
Outcomes		BIO12-1 to 7, BIO12-12	BIO12-1 to 7, BIO12-13	BIO12-1 to 7, BIO12-14	BIO12-1 to 7, BIO12-12 to 15

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
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# Business Studies

## OUTCOMES

### A student:

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for actual and hypothetical business situation
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations

<i>Assessment Component</i>	<i>Weight %</i>	<b>TASK 1</b> Term 4 Week 8	<b>TASK 2</b> Term 2 Week 2	<b>TASK 3</b> Term 3 Week 1	<b>TASK 4</b> Term 3 Week 3-5
<i>Type of Task</i>		<b>Research task &amp; in-class response</b>	<b>Stimulus based on financial documents</b>	<b>Research task &amp; in-class response</b>	<b>Trial HSC Examination</b>
Knowledge and understanding	40	5	10	5	20
Stimulus-based skills	20		10	5	5
Inquiry and research	20	10		10	
Communication of business information, ideas and issues	20	5	5	5	5
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<i>Outcomes</i>		H2 – 4, H6 - 9	H1 – 2, H5, H7, H9 - 10	H2 – 4, H6 - 9	H1 – 6, H8 - 10

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
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- *Details of Major Study submission and external examination will be advised as these become available.*





# Chemistry

## OUTCOMES

### A student:

CH12-1 develops and evaluates questions and hypotheses for scientific investigation

CH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH12-5 analyses and evaluates primary and secondary data and information

CH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems

CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models

CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds

CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

Assessment Component	Weight %	TASK 1 Term 4 Week 7	TASK 2 Term 1 Week 9	TASK 3 Term 2 Week 7	TASK 4 Term 3 Week 3-5
Type of Task		First hand / secondary investigation	First hand / secondary investigation	First hand / secondary investigation	Trial HSC Examination
Skills in working scientifically	60	10	20	20	10
Knowledge and understanding	40	10	5	5	20
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
Outcomes		CHEM12-1 to 7, CHEM12-12	CHEM12-1 to 7, CHEM12-13	CHEM12-1 to 7, CHEM12-14	CHEM12-1 to 7, CHEM12-12 to 15

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
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- *Details of Major Study submission and external examination will be advised as these become available.*



# Community & Family Studies

## OUTCOMES

### A student:

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

H2.1 analyses different approaches to parenting and caring relationships

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

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

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

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

H3.3 critically analyses the role of policy and community structures in supporting diversity

H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities

H4.1 justifies and applies appropriate research methodologies

H4.2 communicates ideas, debates issues and justifies opinions

H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources

H5.2 develops strategies for managing multiple roles and demands of family, work and other environments

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

Assessment Component	Weight %	TASK 1 Term 1 Week 9	TASK 2 Term 2 Week 5	TASK 3 Term 2 Week 9	TASK 4 Term 3 Week 3-5
Type of Task		Individual research project	Groups in context	Parenting and caring	HSC Trial Examination
Knowledge and understanding of course content	40	5	5	10	20
Skills in critical thinking, research methodology, analysing and communicating	60	15	20	15	10
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
Outcomes		H 4.1-4.2	H 1.1, 3.1, 5.1, 6.2	H 2.2, 2.3, 3.3, 6.1	H 2.1, 3.2, 3.4, 5.2, 6.1

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
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- *Details of Major Study submission and external examination will be advised as these become available.*

# Dance

## OUTCOMES

### A student:

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

Assessment Component	Weight %	TASK 1 Term 4 Week 7	TASK 2 Term 1 Week 7	TASK 3 Term 2 Week 4	TASK 4 Term 3 Week 3-5
Type of Task		Presentation of Draft Core Composition	Presentation of Draft Core Performance	Draft Major Study work in progress	HSC Trial Examination
Performance	20		20		
Composition	20	20			
Appreciation	20				20
Major Study	40			30	10
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
Outcomes		H 3.1, 3.2, 3.4, 4.4	H 1.1, 2.1, 2.2	Depends on elective	H 1.3, 4.1-4.4

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
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# Economics

## OUTCOMES

### A student:

- H1 demonstrates understanding of economic terms, concepts and relationships
- H2 analyses the economic role of individuals, firms, institutions and governments
- H3 explains the role of markets within the global economy
- H4 analyses the impact of global markets on the Australian and global economies
- H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H7 evaluates the consequences of contemporary economic problems & issues on individuals, firms & 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

Assessment Component	Weight %	TASK 1 Term 1 Week 2	TASK 2 Term 1 Week 9	TASK 3 Term 2 Week 7	TASK 4 Term 3 Week 3-5
Type of Task		Report	In class assessment	In class research	HSC Trial Examination
Knowledge and understanding	40	10	10	10	10
Stimulus-based skills	20	5	5	5	5
Inquiry and research	20	5	5	5	5
Communication of economic information, ideas and issues	20	5		5	10
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>
Outcomes		H1, H2, H6, H9, H11	H3-H8, H12	H1-H2, H5-H7, H9-H11	All

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
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# English Advanced

## OUTCOMES

**A student:**

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

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

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

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

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

EA12-6 investigates and evaluates the relationships between texts

EA12-7 evaluates the diverse ways texts can represent personal & public worlds & 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

Assessment Component	Weight %	TASK 1 Term 4 Week 7	TASK 2 Term 1 Week 10	TASK 3 Term 2 Week 9	TASK 4 Term 3 Week 3-5
Type of Task		Multimodal presentation & speech	Comparative essay	Analytical response	Trial HSC Examination
Knowledge and understanding	50	10	15	15	10
Responding to texts and communication of ideas	50	10	15	15	10
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>
Outcomes		EA12-1, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5, EA12-8, EA12-9	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
- *Students should carefully examine the Notice of Assessment and pay attention to the marking criteria.*
- *Details of Major Study submission and external examination will be advised as these become available.*



## English - EALD

### OUTCOMES

#### A student:

EAL12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EAL12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts

EAL12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

EAL12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning

EAL12-4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

EAL12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts

EAL12-6 investigates and evaluates the relationships between texts

EAL12-7 integrates understanding of the diverse ways texts can represent personal and public worlds

EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning

EAL12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Assessment Component	Weight %	TASK 1 Term 4 Week 7-8	TASK 2 Term 1 Week 9-10	TASK 3 Term 2 Week 8	TASK 4 Term 3 Week 3-5
Type of Task		<b>Multimodal task</b> Module A	<b>Reading &amp; Writing</b> Module B	<b>Focus on Writing</b> Modules C & D	<b>Trial HSC Examination</b>
Knowledge and understanding	50	10	10	10	20
Responding to texts & communication of ideas	50	15	10	15	10
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>
Outcomes		12.1B, 12.2, 12.5, 12.7	12.4, 12.6, 12.7, 12.8	12.1A, 12.3, 12.4, 12.5, 12.7, 12.9	All

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
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- *Details of Major Study submission and external examination will be advised as these become available.*



# English Standard

## OUTCOMES

### A student:

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

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

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

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

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

EN12.6 investigates and explains the relationships between texts

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

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

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

Assessment Component	Weight %	TASK 1 Term 4 Week 9	TASK 2 Term 1 Week 10	TASK 3 Term 2 Week 9	TASK 4 Term 3 Week 3-5
Type of Task		Analytical response	Multimodal presentation	Portfolio & response to text	Trial HSC Examination
Knowledge and understanding	50	10	10	15	15
Responding to texts & communication of ideas	50	10	10	15	15
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
Outcomes		1,3,5,7	1,2,7,8	3,4,5,6,9	All

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
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# English Studies

## 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 & 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

<i>Assessment Component</i>	<i>Syllabus Weight</i>	<b>TASK 1</b> Term 4 Week 9	<b>TASK 2</b> Term 1 Week 8	<b>TASK 3</b> Term 2 Week 9	<b>TASK 4</b> Term 3 Week 3-5
<i>Type of Task</i>		<b>Common Module</b> Texts & Human Experiences	<b>Multimodal - Viewing &amp; Representing</b>	<b>Portfolio</b> All topics	<b>Yearly Exam</b> On the Road
Knowledge and understanding of course content	50	15	10	15	10
Comprehending texts, communicating ideas and using language	50	10	15	15	10
<b>TOTAL</b>	100	25	25	30	20
<i>Outcomes</i>		12.1, 12.3 - 12.5, 12.7 12.8	12.1, 12.4, 12.5, 12.6, 12.8	12.2, 12.3, 12.5, 12.7, 12.8, 12.10	12.1 - 12.5, 12.8, 12.9

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
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- *Details of Major Study submission and external examination will be advised as these become available.*





# English Extension 1

## OUTCOMES

### A student:

EE12.1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE12.2 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

<i>Assessment Component</i>	<i>Weight %</i>	<b>TASK 1</b> Term 1 Week 9	<b>TASK 2</b> Term 2 Week 9	<b>TASK 3</b> Term 3 Week 3-5
<i>Type of Task</i>		<b>Imaginative response &amp; reflection</b>	<b>Critical response with related text</b>	<b>Trial HSC Examination</b>
Knowledge and understanding of texts and why they are valued	50	15	20	15
Skills in complex analysis, composition and investigation	50	15	20	15
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<i>Outcomes</i>		EE12.2, EE12.4, EE12.5	EE12.1 – EE12.4	EE12.2 – EE12.5

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
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- *Details of Major Study submission and external examination will be advised as these become available.*



## English Extension 2

### OUTCOMES

**A student:**

**EEX12-1** demonstrates a deep understanding of the dynamic relationship 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 situation, event or idea

**EEX12-5** reflects on and evaluates the composition process and the effectiveness of their own published composition

<i>Assessment Component</i>	<i>Weight</i>	<b>TASK 1</b> Term 4 Week 10	<b>TASK 2</b> Term 2 Week 7	<b>TASK 3</b> Term 3 Week 2
<i>Type of Task</i>		<b>Viva Voce</b> (including written proposal)	<b>Literature review</b>	<b>Critique of the creative process</b>
Independent investigation to develop a sustained composition of their own.	25	5	10	10
Document the process of their own composition.	25	5	10	10
<b>TOTAL</b>	<b>50</b>	<b>10</b>	<b>20</b>	<b>20</b>
<i>Outcomes</i>		EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5

- *There may be some need to adjust specific outcomes addressed for each task.*
- *Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students should carefully examine the Notice of Assessment and pay particular attention to the marking criteria.*
- *Details of the externally assessed Major Work will be advised as these become available.*



# Information Processes and Technology

## OUTCOMES

### A student:

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

Assessment Component	Weight %	TASK 1 Term 1 Week 5	TASK 2 Term 2 Week 2	TASK 3 Term 2 Week 9	TASK 4 Term 3 Week 3-5
Type of Task		Database Project	Communications Case Study	Multimedia Project	Trial HSC Examination
Knowledge and understanding of course content	60	15	10	15	20
Knowledge and skills in the design and development of information systems	40	10	5	15	10
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>15</b>	<b>30</b>	<b>30</b>
Outcomes		1.2, 2.2, 3.2, 5.2, 7.1	1.1, 2.1, 4.1	3.1, 5.1, 6.1, 6.2, 7.2	All

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# Investigating Science

## OUTCOMES

### Stage 6 Skills

#### A student:

INS12-1 develops and evaluates questions and hypotheses for scientific investigation

INS12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

INS12-3 conducts investigations to collect valid and reliable primary and secondary data and information

INS12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS12-5 analyses and evaluates primary and secondary data and information

INS12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

### Year 12 Knowledge and understanding

#### A student:

INS12-12 develops and evaluates the process of undertaking scientific investigations

INS12-13 describes and explains how science drives the development of technologies

INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis

INS12-15 evaluates the implications of ethical, social, economic and political influences on science

Assessment Component	Weight %	TASK 1 Term 4 Week 6	TASK 2 Term 1 Week 6	TASK 3 Term 2 Week 5	TASK 4 Term 3 Week 3-5
Type of Task		Literature analysis	Practical task	Depth study	Trial HSC Examination
Skills in working scientifically	60	15	15	20	10
Knowledge and understanding	40	5	5	10	20
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
Outcomes		INS12-1 to 3, INS12-7, 12-12	INS12-1 to 7, INS12-13	INS12-1 to 7, INS12-14	INS12-1 to 7, INS12-12 to 15

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
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# Legal Studies

## OUTCOMES

### A student:

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

Assessment Component	Weight %	TASK 1 Term 4 Week 9	TASK 2 Term 2 Week 2	TASK 3 Term 3 Week 1	TASK 4 Term 3 Week 3-5
Type of Task		Research task	Stimulus task	Research task	Trial HSC Examination
Knowledge and understanding	40	10	10	10	10
Analysis and evaluation	20	5	5	5	5
Inquiry and research	20	5	5	5	5
Communication of legal information, issues and ideas	20	5	5	5	5
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
Outcomes		H2 – H9	H1 - 2, H7 - 9	H2 – H9	H1 – H10

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# Mathematics Advanced

## OUTCOMES

**A student:**

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

**MA12-2** models and solves problems and makes informed decisions about financial situations using mathematical reasoning and technique.

**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.

<i>Assessment Component</i>	<i>Weight</i>	<b>TASK 1</b> Term 4 Week 7	<b>TASK 2</b> Term 1 Week 8	<b>TASK 3</b> Term 2 Week 6	<b>TASK 3</b> Term 3 Week 3-5
<i>Type of Task</i>		<b>Assignment / Topic Test</b>	<b>In class test with own formula sheet / notes</b>	<b>Extended modelling &amp; problem solving Task</b>	<b>Trial HSC Examination</b>
Understanding, Fluency and Communicating	<b>50</b>	10	15	10	15
Problem Solving, Reasoning and Justification	<b>50</b>	10	15	10	15
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>
<i>Outcomes</i>		MA12-1, MA12-5, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-8, MA12-9, MA12-10	MA12-1 - MA11-10

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
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# Mathematics Extension 1

## OUTCOMES

### A student:

**ME12-1** applies techniques involving proof or calculus to model and solve problems.

**ME12-2** applies concepts and techniques involving vectors and projectiles to solve problems.

**ME12-3** applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations.

**ME12-4** uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution.

**ME12-5** applies appropriate statistical processes to present, analyse and interpret data.

**ME12-6** chooses and uses appropriate technology to solve problems in a range of contexts.

**ME12-7** evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms.

Assessment Component	Weight %	TASK 1 Term 4 Week 8	TASK 2 Term 1 Week 9	TASK 3 Term 2 Week 8	TASK 4 Term 3 Week 3-5
Type of Task		Assignment / Topic Test	In class test with own formula sheet / notes	Extended modelling & problem solving Task	Trial HSC Examination
Understanding, fluency and communication	50	10	15	10	15
Problem-solving, reasoning and justification	50	10	15	10	15
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>
Outcomes		ME12-3, ME12-6, ME12-7	ME12-1, ME12-4, ME12-6, ME12-7	ME12-5, ME12-6, ME12-7	ME12-1-ME12-7

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
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## Mathematics Extension 2

### OUTCOMES

**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.

<i>Assessment Component</i>	<i>Weight %</i>	<b>TASK 1</b> Term 1 Week 1	<b>TASK 2</b> Term 1 Week 10	<b>TASK 3</b> Term 2 Week 10	<b>TASK 4</b> Term 3 Week 3-5
<i>Type of Task</i>		<b>Assignment and Test</b>	<b>In class test with own formula sheet / notes</b>	<b>Research Task &amp; Open book test</b>	<b>Trial HSC Examination</b>
Understanding, fluency and communication	50	10	15	10	15
Problem-solving, reasoning and justification	50	10	15	10	15
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>
<i>Outcomes</i>		MEX12-1, EX12-4, MEX12-7, EX12-8	MEX12-1, EX12-5, MEX12-7, EX12-8	MEX12-6, EX12-7, MEX12-8	MEX12-1-MEX12-8

*There may be some need to adjust specific outcomes addressed for each task.*

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*Details of the external examination will be advised as these become available.*





# Mathematics Standard 1

## OUTCOMES

A student:

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

<i>Assessment Component</i>	<i>Weight %</i>	<b>TASK 1</b> Term 4 Week 8	<b>TASK 2</b> Term 1 Week 9	<b>TASK 3</b> Term 2 Week 6	<b>TASK 4</b> Term 3 Week 3-5
<i>Type of Task</i>		<b>ICT Assignment / Investigation</b> Topics: F2, F3	<b>In-class open book test</b> Topics: A3.1, F2, F3, M3, M4, M5	<b>Network Project &amp; Test</b> Topics: N1	<b>Trial HSC Examination</b> Topics: A3.1, A3.2, F2, F3, M3, M4, M5, N1, S3
Understanding, fluency and communication	50	10	15	10	15
Problem-solving, reasoning and justification	50	10	15	10	15
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>
<i>Outcomes</i>		MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-1 to MS1-12-5, MS2-12-10	MS1-12-8 to MS1-12-10	MS-11-1 to MS-11-10, MS1-12-1 to MS1-12-10

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# Mathematics Standard 2

## OUTCOMES

A student:

- MS2-12-1** uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS2-12-2** analyses representations of data in order to make inferences, predictions and draw conclusions
- MS2-12-3** interprets the results of 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

Assessment Component	Weight %	TASK 1 Term 4 Week 8	TASK 2 Term 1 Week 9	TASK 3 Term 2 Week 6	TASK 4 Term 3 Week 3-5
Type of Task		ICT Assignment / Investigation Topics: F4.1, F4.2, F5	In-class supervised test Topics: A4.1, F4.1, F4.2, F5, M6, M7, S4	Network Project & Test Topics: N2.1, N2.2, N3	Trial HSC Examination
Understanding, fluency and communication	50	10	15	10	15
Problem-solving, reasoning and justification	50	10	15	10	15
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>
Outcomes		MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1 to MS2-12-7, MS2-12-10	MS2-12-8 to MS2-12-10	MS-11-1 to MS-11-10 MS2-12-1 to MS2-12-10

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# Modern History

## OUTCOMES

### Knowledge

#### A student:

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

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

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

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

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

### Skills

#### A student:

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

<i>Assessment Component</i>	<i>Weight %</i>	<b>TASK 1</b> Term 1 Week 3	<b>TASK 2</b> Term 2 Week 2	<b>TASK 3</b> Term 2 Week 8	<b>TASK 4</b> Term 3 Week 3-5
<i>Type of Task</i>		<b>Historical analysis and extended response</b>	<b>Research essay</b>	<b>Source response &amp; short answer</b>	<b>HSC Trial Examination</b>
Communication of historical understanding	20	5	5	5	5
Historical inquiry and research	20	5	10	5	
Analysis & evaluation of sources & interpretations	20	15			5
Knowledge & understanding	40	5	5	10	20
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>
<i>Outcomes</i>		MH12-1, 5, 6, 9	MH12-2, 3, 6, 8	MH12-2, 4, 5, 7	MH12-1, 4, 7, 9

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# Music

## OUTCOMES

*Through activities in performance, composition, musicology and aural, a student:*

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

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

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

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

H5 critically evaluates and discusses performances and compositions

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

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

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

H9 performs as a means of self-expression and communication

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

H11 demonstrates a willingness to accept and use constructive criticism

Assessment Component	Weight %	TASK 1 Term 4 Week 8	TASK 2 Term 1 Week 8	TASK 3 Term 2 Week 8	TASK 4 Term 3 Week 3-5
Type of Task		Viva Voce	Composition	Performance	Aural exam
Performance Core	10			10	
Composition Core	10		10		
Musicology Core	10	10			
Aural Core	25				25
Elective 1	15	15			
Elective 2	15		15		
Elective 3	15			15	
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
Outcomes		H2, H4, H6 - 8	H2-3, H5, H7-8	H1-2, H5	H4, H6, H8

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# Personal Development, Health & Physical Education

## OUTCOMES

### A student:

- H1 describes the nature and justifies the choice of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting & communicating information about health & physical activity
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Assessment Component	Weight %	TASK 1 Term 4 Week 8	TASK 2 Term 1 Week 10	TASK 3 Term 2 Week 9	TASK 4 Term 3 Week 3-5
Type of Task		Sports medicine case studies	Factors affecting performance	Health priorities research	HSC Trial Examination
Knowledge and understanding of course content	40	5	15	5	15
Skills in critical thinking, research, analysis and communicating	60	20	10	20	10
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
Outcomes		H8, H13, H16, H17	H7 - H11, H16 - H17	H1 - H5, H14 - H16	H1 - H5, H7 - H11, H13 - H17

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
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# Physics

## OUTCOMES

### Stage 6 Skills

#### A student:

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 & processes appropriate qualitative & quantitative data & 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

### Year 12 Knowledge and understanding

#### A student:

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

Assessment Component	Weight %	TASK 1 Term 4 Week 8	TASK 2 Term 1 Week 10	TASK 3 Term 2 Week 8	TASK 4 Term 3 Week 3-5
Type of Task		First hand / secondary investigation	First hand / secondary investigation	First hand / secondary investigation	Trial HSC Examination
Skills in working scientifically	60	10	20	20	10
Knowledge and understanding	40	10	5	5	20
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
Outcomes		PH12-12, PH12-1 to 7	PH12-13, PH12-1 to 7	PH12-14, PH12-1 to 7	PH12-12 to 15, PH12-1 to 7

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
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# Society and Culture

## OUTCOMES

### A student:

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

<i>Assessment Component</i>	<i>Weight %</i>	<b>TASK 1</b> Term 4 Week 9	<b>TASK 2</b> Term 1 Week 5	<b>TASK 3</b> Term 2 Week 8	<b>TASK 4</b> Term 3 Week 3-5
<i>Type of Task</i>		<b>Research Task on Core Study</b>	<b>Popular Culture Rock &amp; Roll</b>	<b>Research on Belief Systems</b>	<b>Trial HSC Examination</b>
Knowledge and understanding	50	10	10	10	20
Application & evaluation of social and cultural research methods	30	10	10		10
Communication of information, ideas and issues	20		10	10	
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>
<i>Outcomes</i>		H1, H5, H7, H9, H10	H1, H2, H3, H6, H9, H10	H1-H5, H7, H9, H10	All

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
- *Students should carefully examine the Notice of Assessment and pay attention to the marking criteria.*
- *Details of Major Study submission and external examination will be advised as these become available.*



## Studies of Religion 2

### OUTCOMES

#### A student:

**H1** explains aspects of religion and belief systems

**H2** describes and analyses the influence of religion and belief systems on individuals and society

**H3** examines the influence and expression of religion and belief systems in Australia

**H4** describes and analyses how aspects of religious traditions are expressed by their adherents

**H5** evaluates the influence of religious traditions in the life of adherents

**H6** organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias

**H7** conducts effective research about religion and evaluates the findings from the research

**H8** applies appropriate terminology and concepts related to religion and belief systems

**H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

<i>Assessment Component</i>	<i>Weight %</i>	<b>TASK 1</b> Term 4 Week 6	<b>TASK 2</b> Term 1 Week 8	<b>TASK 3</b> Term 2 Week 8	<b>TASK 4</b> Term 3 Week 3-5
<i>Type of Task</i>		<b>Research on a religious tradition</b>	<b>Stimulus based extended response</b>	<b>Research in class task</b>	<b>Trial HSC Examination</b>
Knowledge and understanding of course content	40	10	5	10	15
Source-based skills	20		10		10
Investigation and research	20	10		10	
Communication of information, ideas and issues	20	5	5	5	5
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>
<i>Outcomes</i>		H1 - 2, H4 - 9	H1 - 6, H8 - 9	H1 - 2, H5 - 6, H8 - 9	All

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
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# Textiles and Design

## OUTCOMES

### A student:

H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project

H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements

H1.3 identifies the principles of colouration for specific end-uses

H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences

H2.2 demonstrates proficiency in the manufacture of a textile item/s

H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion

H3.1 explains the interrelationship between fabric, yarn and fibre properties

H3.2 develops knowledge and awareness of emerging textile technologies

H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses

H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use

H5.1 investigates and describes aspects of marketing in the textile industry

H5.2 analyses and discusses the impact of current issues on the Australian textiles industry

H6.1 analyses the influence of historical, cultural and contemporary developments on textiles

Assessment Component	Weight %	TASK 1 Term 4 Week 7	TASK 2 Term 1 Week 6	TASK 3 Term 2 Week 6	TASK 4 Term 3 Week 3-5
Type of Task		<b>Contemporary Designer Investigation</b>	<b>Colouration &amp; Decoration Experimentation</b>	<b>Innovation Study</b>	<b>Trial HSC Examination</b>
Knowledge and understanding of course content	50	10	15	5	20
Design, manufacture & management of a major textiles project	50	10		30	10
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>15</b>	<b>35</b>	<b>30</b>
Outcomes		H1.1, H2.1, H5.1, H6.1	H1.3, H2.1, H3.2, H6.1	H3.2, H4.1, H5.2, H6.1	All

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
- *Students should carefully examine the Notice of Assessment and pay attention to the marking criteria.*
- *Details of the Major Study submission and external examination will be advised as these become available.*



# Visual Arts

## OUTCOMES

### Art Making

#### A student:

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

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

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

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

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

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

### Critical / Historical Studies

#### A student:

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

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

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

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

Assessment Component	Weight %	TASK 1 Term 1 Week 4	TASK 2 Term 1 Week 10	TASK 3 Term 3 Week 1	TASK 4 Term 3 Week 3-5
Type of Task		Artist research & BOW proposal	Research & case study	Experimentation, & evaluation of BOW	Trial HSC Examination
Practical	50	20		30	
Theory	50		25		25
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>
Outcomes		H1-H6	H7-H10	H1-H6	H7-H10

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
- *Students should carefully examine the Notice of Assessment and pay attention to the marking criteria.*
- *Details of the Major Study submission and external examination will be advised as these become available.*

# **Subject Assessment Schedules**

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## **Vocational Education Courses (V.E.T.)**

## Student Competency Assessment Schedule

# HSC Business Services

Assessment Tasks for Certificate II in Business BSB20115		Cluster C	Cluster D	Cluster E	Cluster F
		Communicating in the Workplace	Financial Innovation	Working well with others	Working effectively and sustainably
		Week: Term:	Week: Term:	Week: Term:	Week: Term:
Code	Unit of Competency				
BSBCMM201	Communicate in the workplace	X			
BSBCUS201	Deliver a service to customers	X			
TLIP2029	Prepare and process financial documents		X		
BSBINN201	Contribute to workplace innovation		X		
BSBWOR203	Work effectively with others			X	
BSBWOR202	Organise and complete daily work activities			X	
BSBIND201	Work effectively in a business environment			X	
BSBSUS201	Participate in environmentally sustainable work practices				X
BSBITU307	Develop keyboarding speed and accuracy				X

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II in Business BSB20115 or a Statement of Attainment towards Certificate II in Business BSB20115

**Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements. At AGHS this includes a Trial HSC Examination in Term 3 Week 3-5.**

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

## Student Competency Assessment Schedule

# HSC Hospitality – Food and Beverage

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

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

**Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements. At AGHS this includes a Trial HSC Examination in Term 3 Week 3-5.**

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

## Student Competency Assessment Schedule

# HSC Hospitality - Kitchen Operations

Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster D	Cluster E	Cluster F
		Food Glorious Food	Working in Industry	Cooking in the Commercial Kitchen
		Week: Term:	Week: Term:	Week: Term:
Code	Unit of Competency			
SITHCCC003	Prepare and present sandwiches	X		
SITHCCC006	Prepare appetisers and salads	X		
BSBWOR203	Work effectively with others		X	
SITHIND002	Source and use information on the hospitality industry		X	
BSBSUS201	Participate in environmentally sustainable work practices		X	
SITHCCC005	Prepare dishes using basic methods of cookery			X
SITHCCC011	Use cookery skills effectively			X

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416 or a Certificate II in Kitchen Operations SIT20416.

**Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements. At AGHS this includes a Trial HSC Examination in Term 3 Week 3-5.**

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

# **Subject Assessment Schedules**

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## **Content Endorsed Courses (C.E.C.)**



# Ceramics

## **Making** A student:

M1: generates a characteristic style that is increasingly self-reflective in their ceramic practice

M2: explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works

M3: investigates different points of view in the making of ceramic works

M4: explores ways of generating ideas as representations in the making of ceramic works

M5: engages in the development of different techniques suited to artistic intentions in the making of ceramic works

M6: takes into account issues of occupational health and safety in their practice

## **Criticism & History** A student:

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

CH2: investigates the roles and relationships of the concepts of work, world, artist/ ceramist/sculptor/designer/ maker and audience in critical and historical investigations

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

CH4: explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics

CH5: recognises how ceramic works are used in various fields of cultural production

Assessment Component	Weight %	<b>TASK 1</b> Term 1 Week 6	<b>TASK 2</b> Term 2 Week 3	<b>TASK 3</b> Term 2 Week 7	<b>TASK 4</b> Term 3 Week 6
Type of Task		<b>Making, research investigation</b>	<b>Written task</b>	<b>Major work</b>	<b>Practical &amp; theory</b>
Practical	70	20		25	25
Theory	30		15	10	5
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>15</b>	<b>35</b>	<b>30</b>
<i>Outcomes</i>		M1-M6	CH1-CH5	M1-M6, CH1-CH5	M1-M6, CH1-CH5

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
- *Students should carefully examine the Notice of Assessment and pay attention to the marking criteria.*





# Exploring Early Childhood

## OUTCOMES

### A student:

- 1.1 analyses prenatal issues that have an impact on development
- 1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4 analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

<i>Assessment Component</i>	<i>Weight %</i>	<b>TASK 1</b> Term 4 Week 7	<b>TASK 2</b> Term 1 Week 8	<b>TASK 3</b> Term 2 Week 5	<b>TASK 4</b> Term 3 Week 3-5
<i>Type of Task</i>		<b>Young Children with Special needs</b>	<b>Starting School Report</b>	<b>Children and change: Research &amp; Poster</b>	<b>Trial HSC Examination</b>
Module 14	10	25			
Module 3	30		30		
Module 5	15			15	
Examination	30				30
<b>TOTAL</b>	<b>100</b>				
<i>Outcomes</i>		1.1, 1.5, 6.1	1.3, 1.4, 4.2	2.1, 2.5	1.4, 2.4

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
- *Students should carefully examine the Notice of Assessment and pay attention to the marking criteria.*



# Photography

## OUTCOMES

### Art Making A student:

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

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

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

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

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

M6 takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital work

### Critical / Historical Studies A student:

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

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

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

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

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

Assessment Component	Weight %	TASK 1 Term 1 Week 4	TASK 2 Term 2 Week 2	TASK 3 Term 3 Week 1	TASK 4 Term 3 Week 6
Type of Task		Photographs, diary research & task development	Artist case study	Written response	Major photographic work
Practical	70	20	20		30
Theory	30	5	10	15	
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>30</b>	<b>15</b>	<b>30</b>
Outcomes		M1-M6	M1-M6, CH1-CH5	CH1-CH5	M1-M6

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
- *Students should carefully examine the Notice of Assessment and pay attention to the marking criteria.*



# Work Studies

## OUTCOMES

### A student:

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

<i>Assessment Component</i>	<i>Weight %</i>	<b>TASK 1</b> Term 4 Week 7	<b>TASK 2</b> Term 2 Week 2	<b>TASK 3</b> Term 3 Week 5
<i>Type of Task</i>		<b>Oral presentation</b>	<b>Research task</b>	<b>Written task</b>
Knowledge and understanding of course content	30	10	10	10
Skills in: <ul style="list-style-type: none"> <li>▪ comprehending texts</li> <li>▪ communicating ideas</li> <li>▪ using language</li> </ul>	70	20	25	25
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>
<i>Outcomes</i>		4 - 9	1, 3, 5, 8, 9	5 - 9

- *There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.*
- *Students should carefully examine the Notice of Assessment and pay attention to the marking criteria.*



# Subject Assessment Schedules

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## Life Skills Courses



# Year 12 Assessment Timetable

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