



## Year 12 Assessment Manual 2025-2026



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## Purpose

The purpose of School Assessment in reporting for the Higher School Certificate (HSC) is to provide a measure of a student's achievement based on:

- a wider range of syllabus outcomes than is measured by the external examination
- measures and observations throughout the HSC course rather than at a single, final examination.

Such an Assessment allows due weight to be given to indicators of student achievement which, although evident to the classroom teacher, cannot be adequately assessed by a single external examination.

## What is Assessment?

1. The Assessments submitted by schools and colleges for a particular course will measure the achievements of students relative to each other by the end of the HSC course. They will be based on student achievements measured throughout the course.
2. The use of achievement measures throughout a course:
  - i. enables consideration to be given to aspects of the course, the attainment of which can best be demonstrated over time, eg. practical skills.
  - ii. caters for "self-contained" elements such as fieldwork which occur as an isolated part of some courses.
3. Assessment encompasses a wider range of syllabus outcomes, but does not assess the student's interest in and attitude to a subject.
4. Assessment will also include content and outcomes currently measured by the external examination.

## Assessment Task

Throughout the HSC course, students will be required to complete a variety of assessable tasks. These tasks will include such tasks as essays, research assignments, practical work, tests, examinations, field work, etc. Students will be given the due date of an assessable task at least two weeks in advance (see attached schedule). Tasks will be given weightings in accordance with the individual subject policies laid down by the NESAs.



## The Stage 6 Curriculum

NSW Education Standards Authority (NESA) Stage 6 syllabuses have been developed to provide students with opportunities to further develop skills which will assist in the next stage of their lives.

The purpose of Stage 6 syllabuses is to:

- develop a solid foundation of literacy and numeracy
  - provide a curriculum structure which encourages students to complete secondary education at their highest possible level
  - foster the intellectual, creative, ethical and social development of students, in particular relating to:
    - application of knowledge, skills, understanding, values and attitudes in the fields of study they choose
    - capacity to manage their own learning and to become flexible, independent thinkers, problem-solvers and decision-makers
    - capacity to work collaboratively with others
    - respect for the cultural diversity of Australian society
    - desire to continue learning in formal or informal settings after school
  - provide a flexible structure within which students can meet the challenges of and prepare for:
    - further academic study, vocational training and employment
    - changing workplaces, including an increasingly STEM focused (Science, Technology, Engineering and Mathematics) workforce
- full and active participation as global citizens
- provide formal assessment and certification of students' achievements
  - promote the development of students' values, identity and self-respect.

The Stage 6 syllabuses reflect the principles of the NESA K–10 Curriculum Framework and Statement of Equity Principles, the reforms of the NSW Government Stronger HSC Standards (2016), and nationally agreed educational goals. These syllabuses build on the continuum of learning developed in the K–10 syllabuses.

The syllabuses provide a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes important for students to succeed in and beyond their schooling. In particular, the attainment of skills in literacy and numeracy needed for further study, employment and active participation in society are provided in the syllabuses in alignment with the Australian Core Skills Framework (ACSF).

The Stage 6 syllabuses include the content of the Australian curriculum and additional descriptions that clarify the scope and depth of learning in each subject.

NESA syllabuses support a standards-referenced approach to assessment by detailing the important knowledge, understanding, skills, values and attitudes students will develop and outlining clear standards of what students are expected to know and be able to do. The syllabuses take into account the diverse needs of all students and provide structures and processes by which teachers can provide continuity of study for all students.

## Principles of effective assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. At our school, we use different types of assessments to support and measure your child's learning:

**Formative Assessment:** These are ongoing checks during lessons that help teachers understand how your child is progressing. The feedback from these assessments guides teaching and helps your child improve their skills and knowledge along the way.

**Summative Assessment:** These assessments happen at the end of a learning period, such as a term or unit. They provide a summary of what your child has learned and help us understand their overall achievement.

Assessment:

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

Each assessment task should:

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



# Ryde Secondary College Assessment Procedures and Policies

## Rights and Responsibilities

### (1.1) Student rights

Students who attend Ryde Secondary College have the right to;

- Have access to the assessment policies of the college aligned to NESAs, ACE and DoE (this is made available on google classroom)
- Receive guidelines relating to the requirements of each assessment task
- Be notified 14 calendar days in advance of each assessment task (this may be done in person or electronically through the classes online learning platform)
- Receive feedback aligned to the achievement of outcomes
- Query a mark for an individual task at the time it is returned to you
- Request an appeal from the **Assessment Review Panel** against the RoSA grade you have been awarded

### (1.2) Student Responsibilities

It is the responsibility of students enrolled at Ryde Secondary College to;

- Become familiar with and follow the assessment requirements set by the college and the rules in the Rules and Procedures for Higher School Certificate Candidates booklet
- Complete all set tasks on time, or follow RSC procedures if you are unable to meet a deadline
- Commit to your studies by fulfilling all course requirements and upholding academic integrity
- Ensure that all assessment work is your own or acknowledge the contribution of others
- Follow up any concerns you have with tasks using the college procedures within the required deadline.

### (1.3) College Responsibilities

It is the responsibility of Ryde Secondary College to;

- Set assessment tasks which will be used to measure student performance in each component of a course, specify a mark / weighting for each assessment task
- To inform students of the requirements of each assessment task
- To give reasonable advance notice in writing (14 calendar Days) of the exact date for completing or submitting the task
- Keep records of each student's performance on each assessment task
- Provide students with information on their progress.



## Submission of Tasks

### (2.1) submission of work

All Assessment Notifications are provided to students on purple paper. Additionally, a copy may be distributed on the class's e-learning platform.

No automatic extension will be granted to students who are absent on the day the Assessment Task Notification is issued. Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed and to catch up on this work.

### (2.2) Process for submitting tasks completed outside the classroom

All tasks must be submitted to their classroom teacher during your scheduled lesson time unless otherwise stated on the Assessment Notification. All tasks are to be submitted as a hard copy unless otherwise stated on the Assessment Notification.

## Using Technology

### (3.1) Using a computer

A student who uses a computer to produce an assessment task must:

- ✓ print out a draft at least one day prior to the due date
- ✓ keep all handwritten notes
- ✓ Keep all versions of the tasks (best practice to share this with your teacher as evidence of students own work)
- ✓ attach their work to the appropriate post on the selected 'online platform' (such as Google classroom).

Claims such as:

- viruses
- hardware or software failure (at school or home)
- incompatibility of software versions (eg. between home and school)

will not be accepted for failure to submit an assignment on time.

### (3.2) Technological Failure

In the advent of a computer problem a student must:

- bring all of the above on the day the assignment is due
- bring a completed Assessment Task college-based misadventure form on the day the task is due, and present the completed form and evidence to the Head Teacher faculty
- understand that the mark will be based on the material presented on the day (i.e. new material can not be introduced).

### (3.3) Use of AI in Assessment

Ryde Secondary College is committed to fostering a safe, inclusive, and respectful learning environment. The use of generative AI tools must reflect these values. Students are responsible for their own actions and are expected to use AI ethically, safely, and with integrity. The use of generative AI tools must reflect these values. All AI use must align with the school's expectations for academic honesty, wellbeing, and respectful conduct. Misuse of AI tools, including bullying, plagiarism, or misrepresentation, will be addressed in accordance with school policies.

Students are expected to:

1. **Be responsible** - You are accountable for how you use AI. Don't rely on it to make decisions for you.
2. **Keep it safe** - AI tools must not be used in ways that could cause harm to oneself or others, including emotional, psychological, or reputational harm.
3. **Value diverse perspectives** - Students are encouraged to use AI to explore a range of viewpoints, cultures, and ideas not only those that reinforce their own biases or assumptions.
4. **Respect human dignity** - AI must never be used to bully, stereotype, discriminate, or disrespect individuals or groups. All engagement with AI must uphold the dignity and rights of others.
5. **Use trusted tools**: Only use AI tools that your school has approved or recommended.

These expectations apply to all AI use in learning, assessment, and communication. Breaches will be addressed in accordance with the school's wellbeing, inclusion, and academic integrity procedures.

Ryde Secondary College uses a **five-tier model** to guide ethical AI use:

Tier	Description	Permitted AI Use	Student Requirements
<b>Tier 0</b>	AI-Prohibited Tasks	No AI use permitted	Declaration of authenticity; annotated drafts and process logs required
<b>Tier 1</b>	AI-Supported Learning	Grammar, spelling, brainstorming	No formal attribution; teacher may prompt reflection
<b>Tier 2</b>	AI-Guided Drafting	Rewording, outlining, idea expansion	Clear attribution; annotation of AI contributions, editing logs, version reports
<b>Tier 3</b>	AI-Integrated Assessment	AI as source, stimulus, or critique	Detailed attribution; reflection on reliability, bias, and limitations, editing logs and evidence of prior/engagement in learning
<b>Tier 4</b>	AI-Collaborative Creation	Co-development of artefacts (e.g. scripts, designs)	Full disclosure; iterative evidence of student decision-making, editing logs, evidence of prior/engagement in learning

Assessment tasks will explicitly state what level of AI is allowed. It is assumed any Assessment that does not mention a tier is automatically a Tier 0

Students must adhere to the school's AI permissions model when completing assessment tasks. This includes:

1. **Following task-specific AI permissions**: tasks may fall under different tiers of AI use, from prohibited to collaborative. Students must comply with the expectations outlined for each tier.
2. **Providing process evidence when required**: where AI use is restricted, students are required to submit annotated drafts, planning documents, and process logs to verify authorship.
3. **Acknowledging AI contributions transparently**: where AI use is permitted, students must clearly acknowledge all contributions, including the tool used, date of use, and purpose. They must also reflect on the ethical implications of their engagement.
4. **Engaging meaningfully in prior learning**: failure to engage in classwork, drafting, or formative activities may be considered as an indicator of potential AI misuse in an Assessment. Teachers may request additional evidence to confirm authenticity.

## Absences

### (4.1) Students absent from a Assessment task

It is the student's responsibility to fulfil all requirements specified in the course assessment policies including those tasks given during the student's absence.

Students must be aware that by missing an assessment task they cannot be guaranteed the mark they might have obtained by actually doing the task.

Absence from the College on the due date for the submission of an assessment task will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are exceptional circumstances (and only after consultation with the Head Teacher faculty).

A student who is absent from the College on the day of a class/course assessment task must follow the procedure:

- I. notify the College by phone on the day of the assessment task
- II. Submit an Assessment Task Appeal using the appropriate form to the Head Teacher faculty within 5 calendar days of the missed task. Assessment Task Appeal forms may be found in this booklet
- III. attach to the Assessment Task Appeal form:
  - a. a letter of explanation which includes the reason for the absence and an indication that the student's parent or caregiver is aware that an assessment task has been missed; and
  - b. a medical certificate or other form of evidence which may include; - Statutory declarations, Religious observance letters.

### (4.2) Prior knowledge of absence for authorised school activity

Where a student has a clash between an assessment task and another authorised school activity (such as work placement, representative sport or performance, religious events or other endorsed commitments), the student must notify the Deputy Principal of their year group and complete an Application for Dispensation at least 5 calendar days in advance, where possible.

Dispensations will only be granted where there is clear evidence that the authorised activity directly impacts the student's ability to complete or submit the assessment task as scheduled. Supporting documentation must be provided to verify the nature and timing of the activity.

If the application is upheld, the Head Teacher of the relevant faculty, in consultation with the classroom teacher, will determine an appropriate adjustment. This may include:

- An alternative method of task submission (e.g. oral presentation, digital format)
- A reasonable extension of time, with a new due date clearly communicated to the student

It is the student's responsibility to maintain communication and complete the adjusted task within the agreed timeframe. Late or retrospective applications may not be considered unless exceptional circumstances apply.

### (4.3) Students absent the day before a task.

Students should be aware that being absent the day before an assessment task may be viewed as an attempt to gain an undue advantage. To prevent this, any student who is absent from the College on the day before (or from lessons immediately preceding) a class or course assessment task, or when a piece of work is due, must provide a medical

certificate or other acceptable evidence explaining the absence. If the leave has been approved by the school, no further documentation is required.

This must be confirmed by completing an Assessment Task Appeal form, as outlined in section (b) above (Students Absent from a Task).

#### **(4.4) Students who hand in work after the due date**

Assessment material not presented by the due time will be awarded a zero (0) mark.

If there are extenuating circumstances that might explain late submission, students can apply for an illness/misadventure form and lodging it as outlined (5.1) below.

## **Illness/ Misadventure/Extension**

### **(5.1) Illness or Misadventure Regulation - Assessment**

As assessments are intended to measure a student's actual examination performance, applications must relate to illness or misadventure suffered immediately before or during the task that has affected the student's performance. Applications may be in respect of:

- Illness or injury – illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment(s) (e.g., influenza, an asthma attack, a cut hand);
- Misadventure – any other event beyond the student's control which allegedly affected their performance in the assessment(s) (e.g., death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

The application process does not cover:

- Attendance at a sporting or cultural event, family holiday, or family business (such as meeting relatives);
- Alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time, or facilities. (There may be cases involving interruption to the completion of HSC submitted work or loss of materials prepared by the student which NESA will consider, e.g., major works stolen or destroyed by vandals);
- Disabilities for which the college has already granted disability provisions, unless an unforeseen episode occurs during the task (e.g., a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the classroom teacher/examiner;
- Long-term illnesses such as glandular fever, asthma, epilepsy—unless the student suffered a 'flare-up' of the condition immediately before or during the examination(s);
- Matters avoidable by the student (e.g., misreading of timetable; misinterpretation of examination paper).

## (5.2) Illness or Misadventure Regulation Examination Periods - Examination Guide

### To be Eligible for Illness/Misadventure, you must ensure you meet the Eligibility Requirements

- Illness/Misadventure Appeal forms must be **handed in** within 5 calendar days of the task due date
- All relevant documentation must be included.
- No Extensions Except for Severe Illness or Exceptional Circumstances with Substantial Documentation
- Students must notify the supervising teacher or invigilator before the assessment begins.
- Examinations - Invigilators will be required to provide a report on the impact during the examination. Failure to notify prior may result in rejection of the application.
- Claims related to avoidable matters such as misreading the assessment notification, examination timetable or misinterpreting assessment/examination instructions, are excluded.
- Only one appeal or request for Illness/Misadventure is permitted per assessment task.

For an Illness/Misadventure claim to be upheld in the context of assessments or exams, there must be a clear and identifiable impact on the day of the task or exam itself. Issues related to lack of preparation or poor time management are not accepted as valid grounds for Illness/Misadventure claims and will be dismissed.

In cases where alternative assessment arrangements are required due to illness or misadventure, students must complete a substitute task under comparable conditions. Where possible, examinations will be rescheduled to support both students and staff. If a student is unable to complete exams within the Examination period, Ryde Secondary College is committed to utilising all reasonable avenues to ensure every student is provided with the opportunity to demonstrate their learning outcomes through an appropriate substitute task.

If a student misses an entire exam and their illness/misadventure appeal is declined, they will receive a zero mark for that exam. This may result in the student no longer being eligible for the official educational credentials awarded to students in New South Wales, Australia (RoSA/HSC). All decisions regarding Illness/Misadventure for examinations will be made by the assessment panel after the examination period.

Note: The College reserves the right to make on-balanced judgements in extreme cases and when no alternative or comparable substitute task can be administered, to uphold fairness and maintain the integrity of the assessment process for all students. This involves reviewing the marks achieved in similar or comparable tasks such as the RoSA, and throughout Stage 6, considering the nature, difficulty, and content of each assessment.

### **(5.3) Extensions to due dates**

Where a student has a clash between an assessment task and another **authorised school activity please see (4.2)**

All other Extensions will only be granted in cases of severe illness or other exceptional circumstances. An Application for Dispensation should be applied for where possible a minimum of 5 calendar days in advance. Documentation must be provided to substantiate your request for Dispensation. Applications may be discussed with the Assessment review panel. If the application is upheld, the Head Teacher of the Faculty in conjunction with the classroom teacher will either determine an alternative method for submission of the task or will grant an extension.

### **(5.4) Marks awarded for alternative or variations to tasks**

In cases where alternative assessment arrangements are required due to illness or misadventure students are to complete a substitute task under comparable conditions. If a substitute or comparable task cannot be completed, the school may apply a balanced judgement based on the student's performance across all available Stage 6 assessment marks for that course. A comparable task is one that assesses the same or similar outcomes as the original task and uses the same or similar marking guidelines. This approach considers that decisions reflect the student's demonstrated ability and achievement as consistently and fairly as possible.

## **Task non- submission, Breaches and Malpractice or, Non Serious Attempt**

### **(6.1) tasks missed or not submitted**

If a task is missed or not submitted, and there is no evidence supporting an Illness/Misadventure, it will be awarded a zero mark. The student will still be required to complete and submit the tasks. Failure to do so will result in a Warning of Non Completion of Course Requirement.

### **(6.2) Malpractice**

The purpose of the assessment procedure is to reward students for their individual efforts over the duration of the assessment period. Thus, it is essential that the assessment be the student's own individual effort, not that of others. It is important to note that even unintentional violations are treated seriously because they can undermine the fairness and integrity of the exam or assignment system and impact other students. Students' work must align to the Tier indicated of the task as outlined in the AI Policy to ensure their work meets the threshold for the task.

Where concerns arise regarding potential malpractice, the classroom teacher, in consultation with the relevant Head Teacher of Faculty, will initiate a formal investigation.

The student will be informed in writing of the concern, and provided with an opportunity to respond. Students must be able to demonstrate that any unacknowledged work submitted is entirely their own.

The investigation will consider all relevant evidence, including documentation, student response, and contextual factors, to ensure a fair and consistent outcome. If malpractice is substantiated, a penalty will be applied proportionate to the severity and nature of the breach. This may include a reduction in marks, removal of malpractised content prior to re-marking, or a zero mark in cases involving a breach of examination conditions.

Throughout the assessment process, the highest level of honesty is required. The academic honesty of students completing assessment tasks, exams, and tests is critical to the integrity of the Awarded credential. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own.

NESA/ACE defines Malpractice as:

any dishonest behaviour and/or attempt to gain an unfair advantage over other students, and/or knowingly assisting other students to engage in malpractice.

Malpractice includes but is not limited to;

- Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.
- Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Note: Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

ACE 10.1.1 identifies three types of malpractice:

### **Misrepresentation**

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

Misrepresentation can include but is not limited to:

- a. making up journal entries for a project, and/or
- b. submitting falsified or altered documents, and/or
- c. impersonating another student, and/or
- d. referencing non-existent sources, and/or
- e. contriving false explanations to explain work not handed in by the due date.

### **Plagiarism**

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- a. copying someone else's work in part or in whole, and presenting it as their own, and/or
- b. using material directly from books, journals, the internet, generative artificial intelligence or any other offline/online resources, without appropriate acknowledgement of the authors and/or source.

### **Collusion**

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

Collusion includes but is not limited to:

- a. sharing answers to an assessment with other students through any medium, and/or

- b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- c. contract cheating by outsourcing work to a third party, and/or
- d. unauthorised use of artificial intelligence technologies.

### **Breaches of Assessment/Exam rules**

Assessment and Examinations at Ryde Secondary College have clear conditions and rules

These include:

During each exam/in class test you must:

- always follow the supervisor's instructions
- make a serious attempt at the exam by answering a range of question types.  
(For example: answering only multiple choice questions is not considered a serious attempt.)
- answer in English, unless the question paper directs otherwise
- respect and be courteous to your exam supervisors and other students.
- Have the correct equipment

During each exam/in class test you must not:

- Engage in malpractice
- include frivolous or objectionable material
- speak to anyone other than a supervisor
- behave in any way likely to disturb another student or students or the supervisors
- eat unless approved by the college (for example if you have diabetes)
- take any writing booklets either used or unused out of the room
- bring unauthorised equipment or material
- bring in electronic devices unless specifically approved.

### **(6.3) Malpractice Review Panel**

If a student wishes to appeal the outcome of a malpractice investigation, they may request a review by the Assessment Review Panel. This panel provides a structured opportunity for reconsideration, ensuring procedural fairness and transparency.

The student must demonstrate that any unacknowledged work is entirely their own and may submit additional evidence to support their appeal. The panel may include the Deputy Principal (Year Group), Head Teacher Secondary Studies, and the relevant Head Teacher of Faculty.

Each case is reviewed on its individual merits, with consideration given to the nature of the breach, the student's response, and the documentation provided. The panel's role is to determine whether the original decision should be upheld, varied, or overturned.

Where malpractice is confirmed, a penalty will be imposed proportionate to the seriousness of the offence. This may include:

- A reduction in marks based on the extent of the breach
- Removal of malpracticed material prior to re-marking
- A zero mark for breaches of examination conditions

In exceptional circumstances, the panel may authorise a substitute assessment task. Additional disciplinary actions may also be applied in accordance with the College's behaviour policy.

#### **(6.4) Non Serious Attempt**

To meet the eligibility requirements for the HSC Credential, students must attend and make a serious attempt in all their HSC Assessments.

For an attempt to be considered a serious attempt, students must:

- respond to and demonstrate academic engagement, and answer in English, unless specifically instructed otherwise.

Non-serious attempts include but are not limited to:

- answering only multiple-choice questions, and/or responses containing objectionable material:
- abuse directed at a member of school staff, Presiding Officer or NESAs, and/or obscene symbols, drawings, or comments.
- Submission of an assessment task which shows little or no thought / effort, which is generally incomplete or which contains frivolous or objectionable material.

Where a teacher and Head Teacher have deemed a student to have made a non serious attempt, a mark of zero will be awarded and the students will receive a warning of N Determination. Students must redo the assessment to have the warning resolved and meet the criteria for completion of a course requirement.

#### **(6.5) invalid or non-discriminating tasks**

In the case of a task not discriminating between students, being invalid or having problems associated with its administration, the College reserves the right to disallow (and omit) that task from the assessment program. In these circumstances the College may add another task (with sufficient notice), and/or adjust the weightings accordingly.

## **Dispute and Appeals**

#### **(7.1) Disputes regarding assessment marks**

Students may engage in discussion with their class teacher about their assessment. Disputes over an individual task must be raised in person within 3 school days of the task being returned. Students are to approach their Head Teacher to enquire about a mark awarded for an assessment task. The Head Teacher of the subject will resolve the matter.

#### **(7.2) Disputes regarding the administration of assessment tasks**

Students have the right to appeal the administration of a task if this has led to an inequitable situation. This includes inequitable processes being applied in the management of the task or students(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension. All appeals will be made to the Deputy Principal of the year group using the Assessment appeal form. Appeals must be lodged no later than 3 days after the dispute arises.

#### **(7.3) Appeals against assessment rank**

As the final school assessment marks are not available to students, any assessment review they request will be based on their rank order placement and feedback on their performance during the course. That is, students who think that their placement in the rank order for a course is incorrect, given the feedback on their performance during the course, might seek a college review with the Assessment Review Panel.

An assessment review will focus on the procedures for determining the final school-based assessment mark. Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned.

The student will be informed of the outcome of the review of their assessment and advised of the provision for subsequent appeal to NESAs. The advice on this appeal to NESAs should include information about grounds for appeal.

## Changes/Adjustments/ Disability Provisions

### (8.1) course changes, late enrolments, accelerants & accumulants

For students changing courses, the Principal must be satisfied that they have satisfactorily completed the relevant Preliminary course (or equivalent), and that they will be able to complete all course requirements, including assessment.

When a student enrolls at the College after the assessment program has commenced, that student's rank order in each subject will be determined on the basis of work done in this college only.

Accelerants should complete all assessment tasks, or the equivalent, that are undertaken by students completing the usual course program. However, there may need to be flexible in the order and timing of assessment tasks.

Accumulants are to meet the same course requirements as other students. In the case of an accumulant who is repeating a course where a major work or project is required, the major work or project entered or marked in a previous year cannot be resubmitted without the special permission of the Board.

### (8.2) Adjustments for students with disability

Some students with disabilities will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

It is a requirement under the Disability Standards for Education 2005 to ensure that assessment tasks are accessible to students with disability. The college will offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments will be made in the context of collaborative curriculum planning.

Providing an adjustment does not restrict a student's access to the full range of grades or marks.

Adjustments may include:

- adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or scribe or specific technology
- adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions
- alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

### Disability Provisions for College Assessments

Students with a permanent or temporary disability or imbedded learning difficulty that would impact their ability to complete an assessment task can receive disability provisions for school-based assessment tasks, including examinations. Students should see the Learning Support Team who, in consultation with the relevant curriculum Head Teacher(s), will consider the type of provisions that may be provided. The granting of school-determined

provisions will not guarantee that similar provisions will be provided by the NESA in the HSC examination. NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for disadvantaged students solely because of lack of familiarity with the English language. Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual assessment. Provision will only be granted once they meet the criteria for approval and have provided the appropriate documentary evidence to support this.

#### **(8.4) Life Skills Curriculum**

Students who are following a Life skills Pattern of study in 2 or more subjects are still required to meet the Course completion criteria

ACE 4.1.1.1 and 4.1.2.1

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

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

To ensure students meet this criteria the teacher will provide the student with opportunities to create evidence that demonstrates student learning. This can be done through;

- Observing students demonstrating a skill
- Following a procedure which is subject specific.
- Responding to and/or asking questions
- Annotations of personal observations
- Completion of informal tasks aligned to specific life skills outcomes with appropriate adjustments

## **Reporting**

#### **(9.1) After Assessment Tasks**

After Each Assessment Task teachers will provide information to students, which will show their performance relative to each other on a specific task.

The student will receive a rank specific to the task.

Each student should receive clear feedback on their performance. This advice should indicate:

- the student's attainment in the task relative to the outcomes
- the student's relative position within the school group.

#### **(9.2) Formal Reports**

Formal College reports will be issued by the College at a point midway through the course and at the completion of the course. These reports will provide a comment focused on individual learning progress and what can be done to support learning growth.

The report will also feature a course mark out of 100 and a cumulative rank.

Where aggregation can not be used to calculate a mark out of 100. Marks are calculated according to the mark and its percentage weighting indicated on the assessment schedule provided.

#### **9.3 Life Skills**

Students who are completing a life skills pattern of study will receive a report that indicates their achievement of

outcomes within a course.

Students' achievement of outcomes will be indicated as;

Achieved independently	The student was able to demonstrate the outcome without adjustments or The students required adjustments to demonstrate their achievement. These adjustments should enable the student to demonstrate achievement during assessment opportunities on the same basis as their peers.
Achieved with support	The student demonstrates achievement if they are given additional support. Support is provided when a student needs help to demonstrate the achievement of an outcome. Examples of additional support include: <ul style="list-style-type: none"><li>● verbal prompts</li><li>● visual prompts</li><li>● physical assistance</li><li>● provision of partial responses.</li></ul>

## Ryde Secondary College Warning of 'N' Determination Procedure - HSC

### (10.1) Course Completion Criteria

Students studying an HSC course 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 College, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements. A poor attendance record may indicate a lack of genuine attempt to complete these requirements.

### (10.2) Non-Completion of a Course Requirements

Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the total assessment mark. In the case of Extension courses, students who fail to meet the requirements of the Common part of the course will not receive a result in the course at all. In the case of VET Courses students must meet the requirements of the Cluster tasks set forth by the RTO.

### (10.8) Notice of Expulsion for Unsatisfactory participation (17yr and over)

The Principal may expel a student for unsatisfactory participation in learning where a student is at risk of receiving an 'N' determination (non-completion of course requirements) in a minimum of 2 courses and has received a minimum of 2 written 'N' warnings in each course.

Following the Non completion of course requirements procedure the student will be advised of the tasks or actions to be undertaken in time for the issue to be corrected and alerted to the possible consequences of receiving 2 written 'N' warnings or a final 'N' determination.

If the student does not make diligent attempts to meet the criteria for course requirements (10.2) the school will provide the student with a formal written notice of potential expulsion for unsatisfactory participation from the school

## Ancient History

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Knowledge and Source Analysis Test  Pompeii and Herculaneum	In-class  task	Research  Essay	Trial HSC Examination  All Topics	
Timing	Term 4, Week 7	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 3-5	
Outcomes assessed	AH12-2, AH12-6, AH12-9, AH12-8	AH12-3, AH12-4 AH12-5	AH12-9, AH12-8, AH12-1, AH12-2, AH12-4	AH12-10, AH12-6, AH12-9, AH12-7	
Components					TOTAL
Knowledge and understanding of course content	5	15	5	15	40
Historical skills in the analysis and evaluation of sources and interpretations	15			5	20
Historical inquiry and research			20		20
Communication of historical understanding in appropriate forms		10		10	20
Total %	20	25	25	30	100
Course Outcomes					
<p>AH12-1 accounts for the nature of continuity and change in the ancient world</p> <p>AH12-2 proposes arguments about the varying causes and effects of events and developments</p> <p>AH12-3 evaluates the role of historical features, individuals and groups in shaping the past</p> <p>AH12-4 analyses the different perspectives of individuals and groups in their historical context</p> <p>AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world</p> <p>AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>AH12-7 discusses and evaluates differing interpretations and representations of the past</p> <p>AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p>AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past</p>					

## Biology

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<u>Depth Study</u> (7.5 hrs)  <b>Module 8</b> Research and report on technologies to assist with non-infectious disease	<u>Questionnaire</u>  <b>Module 5</b> Closed book assessment task on Module 5 content	<u>Depth Study</u> (7.5 hrs)  Practical Data Analysis  <b>Module 6</b> Application of problem solving and communication	<u>Trial HSC Examination</u>  <b>Modules 5-8</b> Summative task on all syllabus outcomes	
<b>Timing</b>	Term 4 Week 10	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 3-5	
<b>Outcomes Assessed</b>	BIO12-5 BIO12-6 BIO11/12-7 BIO12-15	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11-12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
<b>Components</b>					<b>TOTAL</b>
Skills in Working Scientifically	10	20	20	10	60
Knowledge and Understanding	10	5	5	20	40
Total %	20	25	25	30	100
<b>Course Outcomes</b>					
<p>BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>BIO11/12-5 analyses and evaluates primary and secondary data and information</p> <p>BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p>BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species</p> <p>BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change</p> <p>BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system</p> <p>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</p>					

## Business Studies

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Operations Qantas Operations Research Report	Marketing Qantas Marketing Research Report	Finance Finance Test	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 9 Change of week	Term 2, Week 6 Change of week	Term 3 Weeks 3-5	
Outcomes assessed	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H2, H3, H5, H6, H8, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Components					TOTAL
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills			10	10	20
Inquiry and research	10	10			20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100
<b>Course Outcomes</b>					
<p>H1 critically analyses the role of business in Australia and globally</p> <p>H2 evaluates management strategies in response to changes in internal and external influences</p> <p>H3 discusses the social and ethical responsibilities of management</p> <p>H4 analyses business functions and processes in large and global businesses</p> <p>H5 explains management strategies and their impact on businesses</p> <p>H6 evaluates the effectiveness of management in the performance of businesses</p> <p>H7 plans and conducts investigations into contemporary business issues</p> <p>H8 organises and evaluates information for actual and hypothetical business situations</p> <p>H9 communicates business information, issues and concepts in appropriate formats</p> <p>H10 applies mathematical concepts appropriately in business situation</p>					

## Chemistry

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Depth Study Module 5 Equilibrium & Acid Reactions	Practical Investigation & Analysis of data  Module 6 Acid/Base Reactions	Research Task Module 7 Organic Chemistry	Trial HSC Examination Module 5-8	
Timing	Term 4 Week 8	Term 1 Week 6	Term 2 Week 8	Term 3 Weeks 3-5	
Outcomes Assessed	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH12-12, CH12-13	CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7, CH12-14	CH11/12-1-7, CH12-12-15	
Components					TOTAL
Skills in Working Scientifically	10	20	15	15	60
Knowledge and Understanding	10	5	10	15	40
Total %	20	25	25	30	100
<b>Course Outcomes</b>					
CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media CH11/12-5 analyses and evaluates primary and secondary data and information CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes CH11/12-7 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					

## Community and Family Studies

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Core 1: Research Methodology [Independent Research Project]	Core 2: Groups in Contexts [Extended Response]	Option: Social Impact of Technology [Extended Response]	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 4	Term 2, Week 7	Term 3 Weeks 3-5	
Outcomes assessed	H 2.2, H 4.2, H 5.1	H 4.1, H 4.2	H 3.4 H 4.1, H 4.2	H 1.1 – H 6.2	
Components					TOTAL
Knowledge and Understanding of Course content	10	5	10	20	45
Inquiry and Research	5	10	10		25
Communication of information, ideas and issues using appropriate terminology	10	5	5	10	30
	25	20	25	30	100
<b>Course Outcomes</b>					
<p>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  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  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</p>					

## Design and Technology

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Project Proposal	Innovation and Emerging Technology Case Study	Project Development and Management Report	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 6	Term 2, Week 4	Term 3 Weeks 3-5	
Outcomes assessed	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
Components					TOTAL
Knowledge and Understanding of Course content	10	20	10	20	40
Knowledge and Skills in designing, managing, producing, and evaluating a major design project	15	5	10	10	60
Total	25	25	20	30	100
<b>Course Outcomes</b>					
<p>H1.1 critically analyses the factors affecting design and the development and success of design projects</p> <p>H1.2 relates the practices and processes of designers and producers to the major design project</p> <p>H2.1 explains the influence of trends in society on design and production</p> <p>H2.2 evaluates the impact of design and innovation on society and the environment</p> <p>H3.1 analyses the factors that influence innovation and the success of innovation</p> <p>H3.2 uses creative and innovative approaches in designing and producing</p> <p>H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project</p> <p>H4.2 selects and uses resources responsibly and safely to realise a quality major design project</p> <p>H4.3 evaluates the processes undertaken and the impacts of the major design project</p> <p>H5.1 manages the development of a quality major design project</p> <p>H5.1 selects and uses appropriate research methods and communication techniques</p> <p>H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices</p> <p>H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development</p>					

## Drama

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Australian Drama and Theatre Performance Essay and Reflection	Individual Project Presentation of work in progress, logbook and research.	Presentation of and Group Devised Performance. Submission of GP logbook with critical analysis of role and character	Trial Examination IP Trial  Written Examination	
Timing	Term 1, Week 4	Term 1, Week 10	Term 2, Week 9	Term 3 Week 2 (IP Trial) Weeks 3-5 (Written Exam)	
Outcomes assessed	2.1, 2.3, 3.2	1.3, 1.5, 3.2, 3.3	1.1, 1.4, 1.6, 2.1, 2.2	1.2, 1.7, 3.1, 3.2	
Components					TOTAL
Making	10	10	15	5	40
Performing	5	10	10	5	30
Critically Appreciating	5	5		20	30
Total	20	25	25	30	100%
<b>Course Outcomes</b>					
<p>H1.1 uses acting skills to adopt and sustain a variety of characters and roles            H1.2 uses performance skills to interpret and perform scripted and other material            H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works            H1.4 collaborates effectively to produce a group-devised performance            H1.5 demonstrates directorial skills            H1.6 records refined group performance work in appropriate form            H1.7 demonstrates skills in using the elements of production            H2.1 demonstrates effective performance skills            H2.2 uses dramatic and theatrical elements effectively to engage an audience            H2.3 demonstrates directorial skills for theatre and other media            H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements            H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses            H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements</p>					

## Earth and Environmental Studies

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Skills Test Module 5	Open Book Test Module 6	Depth Study Waste Management Module 8	Trial HSC Examination Module 5-8	
Timing	Term 4 Week 7	Term 1 Week 5	Term 2 Week 8	Term 3 Weeks 3-5	
Outcomes Assessed	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-5, EES11/12-6, EES11/12-7, EES12-12	EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-13	EES11/12-1-7, EES12-15	EES11/12-1-7, EES12-12-15	
Components					TOTAL
Skills in working Scientifically	15	20	15	10	60
Knowledge and Understanding	5	10	5	20	40
Total	20	30	20	30	100%
<b>Course Outcomes</b>					
<p>EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation  EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information  EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information  EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media  EES11/12-5 analyses and evaluates primary and secondary data and information  EES11/12-4 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes  EES11/12-4 communicates scientific understanding using suitable language and terminology for a specific audience or purpose  EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history  EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems  EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate  EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's system</p>					

## Economics

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Essay – The Global Economy	Topic Test - Australia's Place in the Global Economy	Essay – Economic Issues	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 7	Term 2, Week 9	Term 3 Weeks 3-5	
Outcomes assessed	H1, H2, H3, H4, H9, H10	H1, H4, H8, H10, H11	H1, H2, H5, H6, H7, H10	H1, H2, H5, H6, H7, H10, H11	
Components					TOTAL
Knowledge and understanding of course content	5	15	15	5	40
Stimulus-based skills		10	5	5	20
Inquiry and research	10			10	20
Communication of economic information, ideas and issues in appropriate forms	5		5	10	20
Total	20	25	25	30	100
<b>Course Outcomes</b>					
<p>H1 demonstrates understanding of economic terms, concepts and relationships            H2 analyses the economic role of individuals, firms, institutions and governments            H3 explains the role of markets within the global economy            H4 analyses the impact of global markets on the Australian and global economies            H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts            H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts            H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments            H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts            H9 selects and organises information from a variety of sources for relevance and reliability            H10 communicates economic information, ideas and issues in appropriate forms            H11 applies mathematical concepts in economic contexts            H12 works independently and in groups to achieve appropriate goals in set timelines</p>					

## Engineering Studies

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Civil Structures Solution and Report	Personal and Public Transport Problem Task	Aeronautical Engineering Materials Modification Research	Trial HSC Examination	
Timing	Term 1 Week 2	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 3-5	
Outcomes assessed	H2.1, H3.2, H3.3, H4.2	H2.2, H3.1, H5.2, H6.2	H1.1, H4.3, H5.1, H6.1	H1.2, H2.2, H3.1, H4.1	
Components					TOTAL
Knowledge and understanding of course content	10	20	10	20	60
Knowledge and skills in research, problem solving and communication related to engineering practice	15	5	10	10	40
Total	25	25	20	30	100
<b>Course Outcomes</b>					
<p>H1.1 describes the scope of engineering and critically analyses current innovations</p> <p>H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications</p> <p>H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering</p> <p>H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society</p> <p>H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice</p> <p>H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports</p> <p>H3.3 develops and uses specialised techniques in the application of graphics as a communication tool</p> <p>H4.1 investigates the extent of technological change in engineering</p> <p>H4.2 applies knowledge of history and technological change to engineering-based problems</p> <p>H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems</p> <p>H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports</p> <p>H5.2 selects and uses appropriate management and planning skills related to engineering</p> <p>H6.1 demonstrates skills in research, and problem-solving related to engineering</p> <p>H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering.</p>					

## English Advanced

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Extended analytical Response Common Module	Comparative Extended Response Module A	Discursive response Module B Module C	Trial HSC Examination Common Module Module A Module B Module C	
Timing	Term 4, Week 8	Term 1, Week 9	Term 2, Week 7	Term 3 Weeks 3 - 5	
Outcomes assessed	EA12-1, EA12-2, EA12-3, EA12-6, EA12-7	EA12-1, EA12-2, EA12-3, EA12-6, EA12-8	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-8, EA12-9	
Components					TOTAL
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules	15	10	10	15	50
Total %	25	20	25	30	100
<b>Course Outcomes</b>					
<p>EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>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</p> <p>EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts</p> <p>EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EA12-6 investigates and evaluates the relationships between texts</p> <p>EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p>EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning</p> <p>EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner</p>					

## English EALD

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Extended Analytical Response Module A	Multimodal Presentation (including Listening Task component) Module C	Writing Portfolio Focus on Writing	Trial HSC Examination Module A Module B Module C	
Timing	Term 4, Week 10	Term 1, Week 9	Term 2, Week 10	Term 3 Weeks 3-5	
Outcomes assessed	EAL12-1A, EAL12-3, EAL12-4, EAL12-5	EAL12-1B, EAL12-2, EAL12-5, EAL12-7	EAL12-1A, EAL12-3, EAL12-6, EAL12-8, EAL12-9	EAL12-1B, EAL12-3, EAL12-4, EAL12-5	
Components					TOTAL
Knowledge and understanding of course content	10	10	5	25	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	20	5	50
Total %	20	25	25	30	100
<b>Course Outcomes</b>					
<p>EAL12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EAL12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts</p> <p>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</p> <p>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</p> <p>EAL12-4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts</p> <p>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</p> <p>EAL12-6 investigates and evaluates the relationships between texts</p> <p>EAL12-7 integrates understanding of the diverse ways texts can represent personal and public worlds</p> <p>EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning</p> <p>EAL12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner</p>					

## English Extension 1

Task number	Task 1	Task 2	Task 3	
Nature of task	Digital Essay Elective Module	Imaginative Response with Reflection Common Module	Trial HSC Examination Common Module Elective Module	
Timing	Term 1, Week 5	Term 2, Week 5	Term 3, Weeks 3 - 5	
Outcomes assessed	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12- 5	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	
Components				TOTAL
Knowledge and understanding of complex texts and of how and why they are valued	20	15	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
Total %	35	35	30	100
<b>Course Outcomes</b>				
<p>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</p> <p>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</p> <p>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</p> <p>EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts</p> <p>EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes</p>				

## English Extension 2

Task number	Task 1	Task 2	Task 3	
Nature of task	Viva Voce	Literature Review	Critique of the Creative Process	
Timing	Term 1, Week 2	Term 1, Week 10	Term 2, Week 8	
Outcomes assessed	EEX12-1, EEX12-4	EEX12-1, EEX12-3, EEX12-4	EEX12-1, EEX12-2, EEX12-3, EEX12-5	
Components				TOTAL
Skills in extensive independent research	20	20	10	50
Skills in sustained composition	10	20	20	50
Total %	30	40	30	100
<b>Course Outcomes</b>				
<p>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</p> <p>EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context</p> <p>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</p> <p>EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea</p> <p>EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition</p>				

## English Standard

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Extended Analytical Response Common Module	Extended Analytical Response Module A	Discursive response Module B Module C	Trial HSC Examination Common Module Module A Module B Module C	
Timing	Term 4, Week 8	Term 1, Week 7	Term 2, Week 7	Term 3 Weeks 3 - 5	
Outcomes assessed	EN12-1, EN12-2, EN12-3, EN12-6, EN12-7	EN12-1, EN12-2, EN12-3, EN12-6, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-8	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-8, EN12-9	
Components					TOTAL
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	10	10	50
Total %	25	25	25	25	100
<b>Course Outcomes</b>					
<p>EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>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</p> <p>EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</p> <p>EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments</p> <p>EN12-6 investigates and explains the relationships between texts</p> <p>EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning</p> <p>EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner</p>					

## English Studies

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Extended Response (including related material) Common Module	Research Task Elective Module: On the Road	Collection of Classwork Portfolio Common Module Elective Modules	Trial HSC Examination Common Module Elective Modules	
Timing	Term 4, Week 10	Term 1, Week 9	Term 2, Week 9	Term 3 Weeks 3-5	
Outcomes assessed	ES12-1, ES12-2, ES12-5, ES12-8	ES12-3, ES12-5, ES12-6, ES12-8, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	
Components					TOTAL
Knowledge and understanding of course content	15	10	15	10	50
Skills in: comprehending texts, communicating ideas, using language accurately, appropriately and effectively	10	15	15	10	50
Total %	25	25	30	20	100
<b>Course Outcomes</b>					
<p>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</p> <p>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</p> <p>ES12-3 accesses, comprehends and uses information to communicate in a variety of ways</p> <p>ES12-4 composes proficient texts in different forms</p> <p>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</p> <p>ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes</p> <p>ES12-7 represents own ideas in critical, interpretive and imaginative texts</p> <p>ES12-8 understands and explains the relationships between texts</p> <p>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</p> <p>ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner</p>					
<p>Please Note:</p> <p>English Studies is a Category 'B' Course should students wish to complete the HSC Examination in English Studies. ONE category 'B' course may be included in the 10 units (including two units of English) that contribute to an ATAR</p>					

## Geography

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Stimulus based short answer topic test: Global Sustainability	Fieldwork Report & in-class structured response: Rural and urban places	Multiple Choice quiz & unstructured extended response: Geographical tools. Ecosystems and global biodiversity	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3 Weeks 3-5	
Outcomes assessed	GE-12-01, GE12-04, GE12-06, GE12-09	GE-12-02, GE12-07, GE12-08, GE12-09	GE-12-03, GE12-05, GE12-06, GE12-09	GE-12-01, GE-12-02, GE-12-03, GE12-04, GE12-05, GE12-06, GE12-07, GE12-08, GE12-09	
<b>Components</b>					<b>TOTAL</b>
Knowledge and understanding of course content	5	10	5	20	40
Geographical tools and skills	5		10	5	20
Geographical inquiry and research, including fieldwork	5	15			20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	30	20	30	100
<b>Course Outcomes</b>					
<p>GE-12-01 analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time</p> <p>GE-12-02 analyses geographical processes and influences, at a range of scales, that form and transform places and environments</p> <p>GE-12-03 assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management</p> <p>GE-12-04 evaluates responses and management strategies, at a range of scales, for sustainability</p> <p>GE-12-05 synthesises and evaluates relevant geographical information from a variety of sources</p> <p>GE-12-06 justifies geographical methods used in geographical inquiry and their relevance in the contemporary world</p> <p>GE-12-07 selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments</p> <p>GE-12-08 applies mathematical ideas and techniques to analyse complex geographical data</p> <p>GE-12-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms</p>					

## Health and Movement Science

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Focus area 2: Depth Study - Training program for improved performance	Focus area 2: Video analysis Sports medicine	Focus area 1: Depth study- Developing strategies for health improvement in local communities - SDGs	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 5	Term 2, Week 8	Term 3 Weeks 3-5	
Outcomes assessed	HM-12-04 HM-12-05 HM-12-06 HM-12-08 HM-12-09	HM-12-04 HM-12-05 HM12-06 HM-12-08 HM-12-10	HM-12-01 HM-12-03 HM-12-06 HM-12-08 HM-12-09 HM-12-10	HM-12-01 HM-12-02 HM-12-03 HM-12-04 HM-12-05 HM-12-06 HM-12-07	
Components					TOTAL
Knowledge and understanding	5	5	10	20	40
Skills	15	5	20	20	60
Total %	20	10	30	40	100
<b>Course Outcomes</b>					
<p>HM-12-01 analyses the health status of Australians at a national and international level</p> <p>HM-12-02 examines how technology and data can achieve better health for all Australians</p> <p>HM-12-03 evaluates how the Sustainable Development Goals can be used to improve the health of a community</p> <p>HM-12-04 investigates factors that impact movement and performance</p> <p>HM-12-05 analyses individual and group training programs to improve performance</p> <p>HM-12-06 Analysis: critically analyses the relationships and implications of health and movement concepts</p> <p>HM-12-07 Communication: communicates health and movement concepts using modes appropriate to a range of audiences and contexts</p> <p>HM-12-08 Creative thinking: generates and assesses new ideas that are meaningful and relevant to health and movement contexts</p> <p>HM-12-09 Problem-solving: proposes and evaluates solutions to complex health and movement issues</p> <p>HM-12-10 Research: analyses a range of sources to make conclusions and judgements about health and movement concepts</p>					

## History Extension

Task number	Task 1	Task 2	Task 3	
Nature of task	Historical Proposal, process log, annotated sources	Major Work: History Project Essay	Trial Examination Constructing History & JFK Case Study	
Timing	Term 4 Week 10	Term 2, Week 10	Term 3, Weeks 3-5	
Outcomes assessed	HE12-2, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4	
Components				TOTAL
Knowledge and understanding of significant historical ideas and processes	5	10	25	40
Skills in designing, undertaking, and communicating historical inquiry and analysis	15	30	15	60
Total %	20	40	40	100
<b>Course Outcomes</b>				
<p>HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations</p> <p>HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches</p> <p>HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues</p> <p>HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other position</p>				

## Industrial Technology Timber

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Presentation	Industry Study	MDP Product, Folio & Journal Checkpoint	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 5	Term 2, Week 9	Term 3 Weeks 3-5	
Outcomes assessed	H 3., 2H6.1	H1.1, H1.2, H1.3, H5.1	H3.1, H3.3 H4.1, H5.2, H6.2	H4.3, H7.1, H7.2	
<b>Components</b>					<b>TOTAL</b>
Study of the organisation and management of an individual business		25		10	35
Manage work through the completion of a management folio linked to each project produced			30		30
Knowledge and understanding of a range of materials, processes, tools, equipment and machinery	20			15	35
Total %	20	25	30	25	100
<b>Course Outcomes</b>					
<p>H1.1 investigates industry through the study of businesses in one focus area            H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry            H1.3 identifies important historical developments in the focus area industry            H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques            H3.1 demonstrates skills in sketching, producing and interpreting drawings ???            H3.2 selects and applies appropriate research and problem-solving skills            H3.3 applies and justifies design principles effectively through the production of a Major Project            H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project            H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills            H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components            H5.1 selects and uses communication and information processing skills            H5.2 examines and applies appropriate documentation techniques to project management            H6.1 evaluates the characteristics of quality manufactured products            H6.2 applies the principles of quality and quality control            H7.1 explains the impact of the focus area industry on the social and physical environment            H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment</p>					

## Japanese Beginners

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Listening and Conversation	Reading Comprehension & Writing	Listening, Reading Comprehension & Conversation	Trial HSC Examination	
Timing	Term 4, Week 6	Term 1, Week 6	Term 2, Week 8	Term 3 Weeks 3-5	
Outcomes assessed	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Components					TOTAL
Listening	10		10	10	30
Reading		10	10	10	30
Speaking	10		10		20
Writing		10		10	20
Total %	20	20	30	30	100
<b>Course Outcomes</b>					
1.1 establishes and maintains communication in Japanese 1.2 manipulates linguistic structures to express ideas effectively in Japanese 1.3 sequences ideas and information 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately 2.1 understands and interprets information in texts using a range of strategies 2.2 conveys the gist of and identifies specific information in texts 2.3 summarises the main points of a text 2.4 draws conclusions from or justifies an opinion about a text 2.5 identifies the purpose, context and audience of a text 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts 3.1 produces texts appropriate to audience, purpose and context 3.2 structures and sequences ideas and information 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.					

## Legal Studies

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Human Rights Topic Test	World Order Extended Response In-Class task	Crime Topic Test	Trial HSC Examination	
Timing	Term 4, Week 7	Term 1, Week 4	Term 2, Week 3	Term 3 Weeks 3-5	
Outcomes assessed	H1, H4, H5, H7, H9	H1, H2, H5, H8, H9, H10	H1, H2, H4, H7, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
<b>Components</b>					<b>TOTAL</b>
Knowledge and understanding of course content	10	10	10	10	40
Analysis and evaluation			10	10	20
Inquiry and research	5	10		5	20
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100
<b>Course Outcomes</b>					
<p>H1 identifies and applies legal concepts and terminology</p> <p>H2 describes and explains key features of and the relationship between Australian and international law</p> <p>H3 analyses the operation of domestic and international legal systems</p> <p>H4 evaluates the effectiveness of the legal system in addressing issues</p> <p>H5 explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change</p> <p>H6 assesses the nature of the interrelationship between the legal system and society</p> <p>H7 evaluates the effectiveness of the law in achieving justice</p> <p>H8 locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents</p> <p>H9 communicates legal information using well-structured and logical arguments</p> <p>H10 analyses differing perspectives and interpretations of legal information and issues.</p>					

## Mathematics Advanced

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Project/ Investigation	In Class Task	In Class Task	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 4	Term 3 Weeks 3-5	
Outcomes assessed	MA12-8, 9, 10	MA11-9, MA12-1, 3, 6, 8, 9, 10	MA12-3, 6, 9, 10	MA11-1 to 9 MA12-1 to 10	
Components					TOTAL
Knowledge, Understanding & Skills	10	12.5	12.5	15	50
Comprehension, Analysis, Reasoning & Communication	10	12.5	12.5	15	50
Total %	20	25	25	30	100
<b>Course Outcomes</b>					
<p>MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems  MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems  MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes  MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities  MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems  MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems  MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions  MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts  MA11-9 provides reasoning to support conclusions which are appropriate to the context  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 model and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques  MA12-3 applies calculus techniques to model and solve problems  MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems  MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs  MA12-6 applies appropriate differentiation methods to solve problems  MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems  MA12-8 solves problems using appropriate statistical processes  MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use</p>					

## Mathematics Extension 1

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In Class Task	In Class Task	Project/ Investigation	Trial HSC Examination	
Timing	Term 1 Week 8	Term 1, Week 10	Term 2, Week 9	Term 3 Weeks 3-5	
Outcomes assessed	ME11-1, 4, 6, 7 ME12-1, 2, 6, 7	ME12-1, 3, 4, 6, 7	ME12- 4, 5, 6, 7	ME11-1 to 7 ME12-1 to 7	
<b>Components</b>					<b>TOTAL</b>
Knowledge, Understanding & Skills	10	12.5	12.5	15	50
Comprehension, Analysis, Reasoning & Communication	10	12.5	12.5	15	50
Total %	20	25	25	30	100
<b>Course Outcomes</b>					
<p>ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses</p> <p>ME11-2 manipulates algebraic expressions and graphical functions to solve problems</p> <p>ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems</p> <p>ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change</p> <p>ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering</p> <p>ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts</p> <p>ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs</p> <p>ME12-1 applies techniques involving proof or calculus to model and solve problems</p> <p>ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems</p> <p>ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations</p> <p>ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution</p> <p>ME12-5 applies appropriate statistical processes to present, analyse and interpret data</p> <p>ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts</p> <p>ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms</p>					

## Mathematics Extension 2

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In Class Task	Project / Investigation	In Class Task	Trial HSC Examination	
Timing	Term 1, Week 2	Term 1, Week 10	Term 2, Week 4	Term 3 Weeks 3-5	
Outcomes assessed	MEX12 - 1, 2, 4, 7, 8	MEX12 - 3, 7, 8	MEX12 - 1, 2, 3, 4, 7, 8	MEX12 - 1 to 8	
Components					TOTAL
Knowledge, Understanding & Skills	10	12.5	12.5	15	50
Comprehension, Analysis, Reasoning & Communication	10	12.5	12.5	15	50
Total %	20	25	25	30	100
<b>Course Outcomes</b>					
<p>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</p> <p>MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings</p> <p>MEX12-3 uses vectors to model and solve problems in two and three dimensions</p> <p>MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems</p> <p>MEX12-5 applies techniques of integration to structured and unstructured problems</p> <p>MEX12-6 uses mechanics to model and solve practical problems</p> <p>MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems</p> <p>MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument</p>					

## Mathematics Standard 1

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Examination In class test	Project / Investigation	Project/ Investigation	Project <b>OR</b> Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 9	Term 2, Week 3	Term 3 Project: Week 1 <b>OR</b> Trial HSC: Weeks 3-5	
Outcomes assessed	MS11-2, 5, 6 MS1-12-3, 4, 9, 10	MS1-12- 5, 8, 9, 10	MS1-12- 2, 3, 4, 7, 9, 10	MS-11-1 to 10 MS-12-1 to 10	
Components					TOTAL
Knowledge, Understanding & Skills	10	12.5	12.5	15	50
Comprehension, Analysis, Reasoning & Communication	10	12.5	12.5	15	50
Total %	20	25	25	30	100
<b>Course Outcomes</b>					
<p>MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts</p> <p>MS1-12-2 analyses representations of data in order to make predictions and draw conclusions</p> <p>MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness</p> <p>MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems</p> <p>MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school</p> <p>MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms</p> <p>MS1-12-7 solves problems requiring statistical processes</p> <p>MS1-12-8 applies network techniques to solve network problems</p> <p>MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use</p> <p>MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others</p>					
<p>* Note: For this course to contribute to an ATAR, students must sit the Task 4 Trial HSC Examination. Students whom have taken a non ATAR pathway will undertake the alternate Task 4 Project.</p>					

## Mathematics Standard 2

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In Class Task	Project / Investigation	In Class Task	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 9	Term 2, Week 3	Term 3 Weeks 3-5	
Outcomes assessed	MS11-3, MS2-12-3, 4, 9, 10	MS2-12-5, 8, 9, 10	MS2-12-1, 2, 3, 4, 7, 10	MS2-11-1 to 10 MS2-12-1 to 10	
Components					TOTAL
Knowledge, Understanding & Skills	10	12.5	12.5	15	50
Comprehension, Analysis, Reasoning & Communication	10	12.5	12.5	15	50
Total %	20	25	25	30	100
<b>Course Outcomes</b>					
<p>MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems</p> <p>MS11-2 represents information in symbolic, graphical and tabular form</p> <p>MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units</p> <p>MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures</p> <p>MS11-5 models relevant financial situations using appropriate tools</p> <p>MS11-6 makes predictions about everyday situations based on simple mathematical models</p> <p>MS11-7 develops and carries out simple statistical processes to answer questions posed</p> <p>MS11-8 solves probability problems involving multi-stage events</p> <p>MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts</p> <p>MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts</p> <p>MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions</p> <p>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</p> <p>MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems</p> <p>MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments</p> <p>MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms</p> <p>MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data</p> <p>MS2-12-8 solves problems using networks to model decision-making in practical problems</p> <p>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</p> <p>MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response</p>					

## Modern History

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Knowledge and Source Analysis Test  Power & Authority in the modern World	Historical Analysis  National Studies: Russia and the Soviet Union	Extended Response  Peace and Conflict: Conflict in Indochina	Trial HSC Examination  All Topics	
Timing	Term 4, Week 8	Term 1, Week 7	Term 2, Week 7	Term 3 Weeks 3-5	
Outcomes assessed	MH12-4, MH12-6, MH12-7	MH12-2, MH12-3, MH12-4, MH12-8, MH12-9	MH12-2, MH12-3, MH12-5, MH12-9	MH12-1, MH12-2, MH12-3, MH12-5, MH12-6, MH12-9	
<b>Components</b>					<b>TOTAL</b>
Knowledge and understanding of course content	5	5	15	15	40
Historical skills in the analysis and evaluation of sources and interpretations	15			5	20
Historical inquiry and research		20			20
Communication of historical understanding in appropriate forms			10	10	20
Total %	20	25	25	30	100
<b>Course Outcomes</b>					
<p>MH12-1 accounts for the nature of continuity and change in the modern world            MH12-2 proposes arguments about the varying causes and effects of events and developments            MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past            MH12-4 analyses the different perspectives of individuals and groups in their historical context            MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world            MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument            MH12-7 discusses and evaluates differing interpretations and representations of the past            MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources            MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p>					

## Music 1

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Core Composition Portfolio and Analysis (Topic 1)	Core Musicology and Electives Viva Voce  Viva Voce (Topic 2) and presentation of Performance Elective 1	Core Performance and Elective 2 and 3  Trial Practical examination	Core Aural  Trial Written Examination	
Timing	Term 1, Week 2	Term 1, Week 9	Term 2, Week 10	Term 3 Weeks 3-5	
Outcomes assessed	H2, H4, H5, H6, H7, H8	H1-8*	H1-8*	H1, H2, H4, H7	
<b>Components</b>					<b>TOTAL</b>
Core Performance			10		10
Core Composition	10				10
Core Musicology		10			10
Core Aural				25	25
Electives		15	30		45
Total %	10	25	40	25	100
<b>Course Outcomes</b>					
1 Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble 2 Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied 3 Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied 4 Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles 5 Critically evaluates and discusses performances and compositions 6 Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening 7 Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied 8 Identifies, recognises, experiments with, and discusses the use and effects of technology in music 9 Performs as a means of self-expression and communication 10 Demonstrates a willingness to participate in performance, composition, musicology and aural activities 11 Demonstrates a willingness to accept and use constructive criticism					

## Music 2

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Core Composition Composition portfolio	Core Performance Performance (Mandatory topic)	Electives Electives Presentation	Core Musicology Core Aural Trial Written Examination	
Timing	Term 1, Week 1	Term 1, Week 9	Term 2, Week 10	Term 3 Weeks 3-5	
Outcomes assessed	H3, H5, H6, H7, H9	H1, H2, H10, H11, H12	H1-H12	H2, H4, H5, H6, H8	
Components					TOTAL
Core Performance		20			20
Core Composition	20				20
Core Musicology	10			10	20
Core Aural				20	20
Elective Additional Topic			20		20
Total %	30	20	20	30	100
<b>Course Outcomes</b>					
<p>1 performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble</p> <p>2 demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics</p> <p>3 composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures</p> <p>4 stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts</p> <p>5 analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations</p> <p>6 discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context</p> <p>7 critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics</p> <p>8 understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied</p> <p>9 identifies, recognises, experiments with, and discusses the uses and effects of technology in music</p> <p>10 performs as a means of self-expression and communication</p> <p>11 demonstrates a willingness to participate in performance, composition, musicology and aural activities</p> <p>12 demonstrates a willingness to accept and use constructive criticism</p>					

## Music Extension

Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Performance</b> Presentation of repertoire with portfolio  <b>OR Composition</b> Portfolio with draft composition  <b>OR Musicology</b> Portfolio with research	<b>Performance</b> Viva Voce of repertoire  <b>OR Composition</b> Portfolio with Viva Voce  <b>OR Musicology</b> Viva Voce and portfolio	<b>Trial Examination</b>  <b>Performance</b> Performance of Repertoire  <b>OR Composition</b> Portfolio & composition performance  <b>OR Musicology</b> Portfolio with essay	
Timing	Term 1, Week 3	Term 1, Week 10	Term 3, Week 1	
Outcomes assessed	H1–H6	H1–H6	H1–H6	
Components				TOTAL
Performance OR composition OR Musicology	30	40	30	100
TOTAL %	30	40	30	100
<b>Course Outcomes</b>				
<p><b>Performance Outcomes</b></p> <p>1 performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member            2 leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others            3 articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed            4 demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed            5 presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction related activities, a student:            6 critically analyses the use of musical concepts to present a stylistic interpretation of music performed</p> <p><b>Composition Outcomes</b></p> <p>1 composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style            2 leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others            3 articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style            4 demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed            5 presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition            6 critically analyses the use of musical concepts to present a personal compositional style</p> <p><b>Musicology Outcomes</b></p> <p>1 presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources            2 leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others            3 articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research            4 demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing            5 presents, discusses and evaluates the problem-solving process and the development and realisation of a research project            6 critically analyses the use of the musical concepts to articulate their relationship to the style analysed</p>				

## Numeracy Stage 6

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	<b>Assignment Travel Project</b>	<b>Assignment Performance, Art &amp; Music (Presentation)</b>	<b>Assignment Nature &amp; Space Project</b>	<b>Assignment Mathematics in Language</b>	
Timing	Term 4, Week 8	Term 2, Week 6	Term 2, Week 7	Term 3, Week 8	
Outcomes assessed	N6-1.1, N6-1.2, N6-2.1, N6-2.2, N6-3.1	N6-1.1, N6-2.2, N6-2.3, N6-3.2	N6-1.2, N6-1.3, N6-2.2, N6-3.1	N6-1.2, N6-1.3, N6-2.2, N6-3.1	
Components					TOTAL
Knowledge and Understanding	15	15	10	10	50
Skills	10	15	15	10	50
Total %	<b>25</b>	<b>30</b>	<b>25</b>	<b>20</b>	100
<b>Course Outcomes</b>					
<p>N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts</p> <p>N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems</p> <p>N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions</p> <p>N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems</p> <p>N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature</p> <p>N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability</p> <p>N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance</p> <p>N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design</p> <p>N6-2.6 chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations</p> <p>N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts</p> <p>N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts</p>					

## Physics

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Data Analysis  Module 5 Advanced Mechanics	Investigations & Problem Solving  Module 6 Electro magnetism	Depth Study  Module 7 The Nature of Light	Trial HSC Examination  Modules 5-8	
Timing	Term 4 Week 7	Term 1 Week 5	Term 2 Week 3	Term 3 Weeks 3-5	
Outcomes Assessed	PH12-4-7 PH12-12	PH12-2,4,5-7 PH12-12 & 13	PH12-1-7 PH12 -12-14	PH12-1-7 PH12 -12-15	
Components					TOTAL
Skills in Working Scientifically	10	15	20	15	60
Knowledge and Understanding	10	10	5	15	40
Total %	20	25	25	30	100
<b>Course Outcomes</b>					
<p>PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>PH11/12-5 analyses and evaluates primary and secondary data and information</p> <p>PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p>PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles</p> <p>PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively</p> <p>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</p> <p>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</p>					

## Science Extension

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Project Proposal	Research Presentation	Scientific Report	Trial Examination	
Timing	Term 1 Week 2	Term 2 Week 10	Term 3 Week 5	Term 3 Examination period	
Outcomes assessed	SE-1, SE-3, SE-6, SE-7	SE-1, SE-3, SE-5, SE-7	SE-1 – SE-7	SE-1 - SE-7	
Components					TOTAL
Communicating scientifically	15	5	10		30
Gathering, recording, analysing and evaluating data	5	15	10		30
Application of scientific research skills	10	10	20		40
Total	30	30	40		100
<b>Course Outcomes</b>					
<p>SE-1 refines and applies the Working Scientifically processes in relation to scientific research</p> <p>SE-2 analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry</p> <p>SE-3 interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan</p> <p>SE-4 uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets</p> <p>SE-5 analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research</p> <p>SE-6 analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets</p> <p>SE-7 communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report</p>					
<p>**Students will still complete a trial examination during the final examination block to familiarise themselves with the online exam platform and use of the lockdown browser, as required by NESA. This task will have no weighting on the overall result in this course, it is purely to prepare students for the final task.</p>					

## SLR 2 Unit

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Sports Administration Research & Presentation	Individual Games and Sports Application Research	Sports Coaching Practical Workshop	Resistance Training	
Timing	Term 4, Week 7	Term 1, Week 5	Term 2, Week 6	Term 3, Week 3	
Outcomes assessed	1.6, 2.4, 3.2, 4.2,	1.3, 2.2, 3.1, 4.5	1.1, 2.1, 4.1, 4.4	1.1, 1.3, 2.2, 2.3, 3.2, 3.3	
Components					TOTAL
Knowledge and Understanding of Course content	5	5	10	15	35
Skills and Application	5	10	10	15	40
Communication of information, ideas and issues using appropriate terminology	10	10	5		25
Total %	20	25	25	30	100
<b>Course Outcomes</b>					
1.1 applies the rules and conventions that relate to participation in a range of physical activities 1.3 demonstrates ways to enhance safety in physical activity 1.6 describes administrative procedures that support successful performance outcomes 2.1 explains the principles of skill development and training 2.2 analyses the fitness requirements of specific activities 2.3 selects and participates in physical activities that meet individual needs, interests and abilities 2.4 describes how societal influences impact on the nature of sport in Australia 2.5 describes the relationship between anatomy, physiology and performance 3.1 selects appropriate strategies and tactics for success in a range of movement contexts 3.2 designs programs that respond to performance needs 3.3 measures and evaluates physical performance capacity 3.5 analyses personal health practices 4.1 plans strategies to achieve performance goal 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context 4.4 demonstrates competence and confidence in movement contexts 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity					

## Society and Culture

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Oral Presentation Personal Interest Project (PIP) Process	Research Task Social & Cultural Continuity & Change	In Class Essay Social Inclusion/Exclusion	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Term 3 Weeks 3-5	
Outcomes assessed	H1, H4, H6, H8, H10	H2, H3, H5, H7	H1, H2, H5, H9, H10	H1, H2, H3, H4, H5, H9	
Components					TOTAL
Knowledge and understanding of course content		15	15	20	50
Application and evaluation of social and cultural research methods	10	10		10	30
Communication of information, ideas and issues in appropriate forms		5	15		20
Total %	10	30	30	30	100
<b>Course Outcomes</b>					
<p>H1 evaluates and effectively applies social and cultural concepts</p> <p>H2 explains the development of personal, social and cultural identity</p> <p>H3 analyses relationships and interactions within and between social and cultural groups</p> <p>H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy</p> <p>H5 analyses continuity and change and their influence on personal and social futures</p> <p>H6 evaluates social and cultural research methods for appropriateness to specific research tasks</p> <p>H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias</p> <p>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</p> <p>H9 applies complex course language and concepts appropriate for a range of audiences and contexts</p> <p>H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms</p>					

## Software Engineering

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Secure software architecture Research Task	Web Development Project Programming Task	Software Engineering Project	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 9	Term 3, Week 2	Term 3 Weeks 3-5	
Outcomes assessed	SE-12-01 SE-12-03 SE-12-04 SE-12-05 SE-12-06 SE-12-08	SE-12-01 SE-12-02 SE-12-03 SE-12-04 SE-12-05 SE-12-06 SE-12-07 SE-12-08 SE-12-09	SE-12-01 SE-12-02 SE-12-03 SE-12-04 SE-12-05 SE-12-06 SE-12-07 SE-12-08 SE-12-09	SE-12-01 SE-12-02 SE-12-03 SE-12-04 SE-12-05 SE-12-06 SE-12-07 SE-12-08 SE-12-09	
<b>Components</b>					<b>TOTAL</b>
Knowledge and understanding of course content	10	10	10	20	50
Application and evaluation of social and cultural research methods	10	10	20	10	50
Total %	20	20	30	30	100
<b>Course Outcomes</b>					
SE-12-01 justifies methods used to plan, develop and engineer software solutions SE-12-02 applies structural elements to develop programming code SE-12-03 analyses how current hardware, software and emerging technologies influence the development of software engineering solutions SE-12-04 evaluates practices to safely and securely collect, use and store data SE-12-05 explains the social, ethical and legal implications of software engineering on the individual, society and the environment SE-12-06 justifies the selection and use of tools and resources to design, develop, manage and evaluate software SE-12-07 designs, develops and implements safe and secure programming solutions SE-12-08 tests and evaluates language structures to refine code SE-12-09 applies methods to manage and document the development of a software project					

## Textiles & Design

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>MTP Proposal Oral and Visual Report</b>	<b>Contemporary Designer Case Study</b>	<b>Project Development Management Report</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 7	Term 2, Week 10	Term 3, Week 3-5	
<b>Outcomes assessed</b>	H1.1, H1.2, H2.1, H4.2	H3.1, H3.2, H4.1, H5.1	H1.1, H1.2, H2.2, H3.1, H4.2	H1.3, H3.1, H3.2, H4.1, H5.2, H6.1	
<b>Components</b>					<b>TOTAL</b>
Knowledge and understanding of course content		15	5	30	<b>50</b>
Skills and knowledge in the design, manufacture and management of textile projects	20		30		<b>50</b>
<b>Total %</b>	20	15	35	30	<b>100</b>
<b>Course Outcomes</b>					
<p>H1.1 Critically analyses and explains the factors that have contributed to the design and manufacture of the MTP</p> <p>H1.2 Designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements</p> <p>H1.3 Identifies the principles of colouration for specific end uses</p> <p>H2.1 Communicates design concepts and manufacturing specifications to both technical and non-technical audiences</p> <p>H2.2 Demonstrates proficiency in the manufacture of a textile item/s</p> <p>H2.3 Effectively manages the design and manufacture of a Major Textiles Project to completion</p> <p>H3.1 Explains the interrelationship between fabric, yarn and fibre properties</p> <p>H3.2 Develops knowledge and awareness of emerging textile technologies</p> <p>H4.1 Justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end uses</p> <p>H4.2 Selects and justifies manufacturing techniques, materials and equipment for a specific end use</p> <p>H5.1 Investigates and describes aspects of marketing in the textile industry</p> <p>H5.2 Analyses and discusses the impact of current issues on the Australian Textiles industry</p> <p>H6.1 Analyses the influence of historical, cultural and contemporary development on textiles</p>					

## Visual Arts

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Body of Work development, VAPD documentation  & Artist Research Study	In Class Essay	Body of Work reflection & development/ VAPD documentation	Trial HSC & Body of Work Final Submission	
Timing	Term 1 Week 2	Term 1 Week 9	Term 2 Week 8	Term 3, Week 3 H&C, Week 3 BOW	
Outcomes assessed	1, 2, 3, 4, 10	7, 8, 9, 10	2, 4, 5	7, 8, 9, 10, 2,5,6,	
Components					TOTAL
Art Making	15		20	15	50
Art History and Criticism	10	25		15	50
Total %	25	25	20	30	100
<b>Course Outcomes</b>					
<p>1 initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions</p> <p>2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work</p> <p>3 demonstrates an understanding of the frames when working independently in the making of art</p> <p>4 selects and develops subject matter and forms in particular ways as representations in artmaking</p> <p>5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways</p> <p>6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work</p> <p>7 applies their understanding of practice in art criticism and art history</p> <p>8 applies their understanding of the relationships among the artist, artwork, world and audience</p> <p>9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art</p> <p>10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts</p>					

## HSC VET COURSES

### Construction

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

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2025 - 2026

Training Package CPC Construction, Plumbing and Services Training Package Release 8.0

Assessment Tasks for: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.						
		Task 5 Tiling	Task 6 Project Planning	Task 7 Group Project	HSC Examinable Unit	HSC Trial Exam
Timing						Term 3, Week 3-5
Codes	Units of Competency					
CPCCJN2001	Assemble components	X				
CPCCJN3004	Manufacture and assemble joinery components	X				
CPCCOM2001	Read and interpret plans and specifications		X		X	
CPCCOM1013	Plan and organise work		X		X	
CPCCVE1011	Undertake a basic construction project			X		
CPCCOM1012	Work effectively and sustainably in the Construction Industry			X	X	
<p>Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 Certificate II in Construction Pathways (Release 6) &amp; Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).</p> <p><b>For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.</b></p> <p>The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".</p>						

## Hospitality

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

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2025 - 2026

Training Package SIT Tourism, Travel and Hospitality

Assessment Tasks for		Task 3 The Hospitality Industry	Task 4 Working in the Industry	HSC Examinable		HSC Trial Exam
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>						
Timing		TBC	TBC	TBC		Term 3, Week 3-5
Codes	Units of Competency					
SITHIND006	Source and use information on the hospitality industry	X				HSC Examinable Units of Competencies
SITHFAB024	Prepare and serve non-alcoholic beverages		X	X		
SITHFAB025	Prepare and serve espresso coffee		X	X		
SITHFAB027	Serve food and beverages		X	X		
BSBTWK201	Work effectively with others		X			
SITHIND007	Use hospitality skills others		X			
<p>Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality</p> <p>For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.</p> <p><b>* Examinable units to be confirmed by the teacher.</b></p>						
<p>The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".</p>						

## Entertainment

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

Qualification: Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services

Cohort 2024 - 2025

Training Package CUA Creative Arts and Culture (Release 6.0)

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2 Plan a career	Task 5 Work in the industry	Task 6 To project and serve	Task 7 Showtime	HSC Trial Exam
Timing		Through out	Term 2 Week 4	Term 2 Week 4	Term 3 Week 1	Term 3, Week 3-5
Codes	Units of Competency					
CUAIND314	Plan a career in the creative arts industry	Post WPL				HSC Examinable Units of Competencies
CUAIND311	Work effectively in the creative arts industry		X			
SITXCCS006	Provide service to customers			X		
CUASOU306	Operate sound reinforcement systems			X		
CUAVSS312	Operate vision systems			X		
CUASTA311	Assist with production operations for live performances				X	
CUASMT311	Work effectively backstage during performances				X	
<p>* Task 2 - Plan a career is not to be assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.</p> <p>The qualification outcome at the completion of Year 12 is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.</p> <p>For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.</p> <p>* Examinable units to be confirmed by the teacher.</p> <p>The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".</p>						

Assessment Task for Entertainment Specialisation Certificate III in Live Production and Services CUA30415		Cluster H
Code	Unit of Competency	Term 3, Week 4
CUAPPR314	Participate in collaborative creative projects	X
BSBPEF301	Organise personal work priorities and development	X
CUALGT314	Install and operate follow spots	X

## Sports Coaching

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

Qualification: SIS30521 Certificate III in Sport Coaching

Cohort 2025 - 2026

Training Package SIS Sport, Fitness and Recreation

Assessment Tasks for SIS30521 Certificate III in Sport Coaching Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		<b>Task 3</b> A Officiating in sport B Inclusive Coaching C strength & conditioning	<b>Task 4</b> The Coaching Community	<b>Task 5</b> Next Level Coaching	<b>Task 6</b> First Aid
Timing		TBC	TBC	TBC	TBC
<b>Codes</b>	<b>Units of Competency</b>				
SISSSCO002	Continuously improve officiating skills and knowledge	aX			
SISXDIS001	Facilitate inclusion for people with a disability	bX			
SISXCAI009	Instruct strength and conditioning techniques	cX			
SISSSCO002	Work in a community coaching role		X		
SISSSCO005	Continuously improve coaching skills and knowledge		X		
SISSSCO012	Coach sports participants up to an intermediate level			X	
HLTAID011	Provide first aid				X
Depending on the achievement of units of competency, the possible qualification outcome is a SIS30521 Certificate III in Sport Coaching. * <b>This course is not HSC examinable</b>					
The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”.					

# Ryde Secondary College Examination Procedures and Responsibilities

## Follow Ryde Secondary College Rules

### Behave politely and take exams seriously

During each exam you must:

- always follow the supervisor's instructions
- make a serious attempt at the exam by answering a range of question types. (For example: answering only multiple choice questions is not considered a serious attempt.)
- answer in English, unless the question paper directs otherwise
- respect and be courteous to your exam supervisors and other students.

During each exam, you must not:

- Engage in malpractice
- include frivolous or objectionable material
- speak to anyone other than a supervisor
- behave in any way likely to disturb another student or students or the supervisors
- eat unless approved by the college (for example if you have diabetes)
- take any writing booklets either used or unused out of the room
- **leave the exam in the first hour or the last fifteen minutes**

## Attending your exams

### Arrive early and be prepared for each exam

On the day of the first exam, please arrive at the College **at least 30 minutes before the exam starts**. For all other exams arrive **at least 15 minutes early**.

If you arrive more than one hour after the exam has started you will need to complete an illness/ misadventure appeal to explain why the college should accept your responses for marking. No extra time will be granted for students arriving late.

## Bringing the right equipment

### Know what to bring with you

All students are to complete their examinations **in full college uniform**.

You should bring the equipment you need and know what equipment is allowed for each exam. Make sure that your equipment is in good working order. Illness/ misadventure appeals will not be upheld for equipment failure.

You can bring the following items to your exams:

- black pens
- pencils, erasers and a sharpener (use pencils only when instructed to)
- a ruler marked in millimetres and centimetres
- highlighter pens
- a clear bottle of water
- a non-programmable watch, which you must take off, place on your desk in clear view and not touch during the exam.

You need to bring certain equipment (like a calculator) for some exams. Check the list of equipment for specific exams with your teacher. If you are allowed a scientific calculator, make sure you have an approved model.

When equipment is listed for an exam, it means that you might need it, to answer some questions in your examination. If equipment is listed as optional, it is not essential for answering questions, but you can bring and use it if you wish.

### Leave other items outside the exam room

You cannot bring any of the following into the exam room:

- mobile phones
- programmable watches, like smart watches
- any electronic device (except an approved calculator) including communication devices, organisers, tablets, music players or electronic dictionaries
- Pencil cases other than a clear (see through) pencil case
- paper or any printed material (including your exam timetable)
- dictionaries (except in language exams if allowed)
- correction fluid or correction tape.

You cannot borrow equipment during exams. Exam supervisors may inspect your equipment when you enter the room, and will tell you where to place any unauthorised items. They are not responsible for these items.

### Follow exam room procedures

#### Check your desk and papers carefully

Before sitting each exam you must sit at the desk that shows your name. Desks may be set up differently at each exam. Make sure that you have the correct exam paper for the course you have entered. When the supervisor asks you to, you must also check that no pages are missing from your exam papers.

You will have set reading time for each paper. During this time, you must not write, use any equipment, including highlighters, or mark your paper in any way. If you are allowed a dictionary, you can read it, but you can't write or mark it during reading time.

### Follow all written and verbal instructions

During each exam you must:

- read the instructions and all questions carefully
- write your student number on all writing booklets and answer sheets
- write clearly with black pen
- write your answers in the correct answer booklets
- stop writing immediately when instructed to do so
- follow the supervisor's instructions for arranging completed answers, and wait for the supervisor to collect them

During each exam you must not:

- start writing unless directed to do so
- leave the room, except in an emergency. If you have to leave and come back to the exam you must be supervised whilst you are out of the room.
- leave the exam
- take an exam paper out of the room.

## Need Help?

### Academic Advice

NESA provides numerous resources and advice for Year 12 students and their families.

<http://educationstandards.nsw.edu.au> **Navigate: YEAR 11 – YEAR 12 / Exam advice and resources**

NSW Department of Education

<https://education.nsw.gov.au/public-schools/practical-help-for-parents-and-carers>

Reachout <https://Reachout.com> has an entire section on the HSC. Just type the letters 'HSC' in the search section of Reachout's webpage and there are many, many resources for dealing with exams and the HSC

Dr Prue Salter - <https://enhanced-learning.net/>

Elevate Education - <https://austudent.elevateeducation.com/>

### Emergency Services

- Dial 000

### General Adolescent and Mental Health Resources

- Ryde Family Services 9334 0111 [www.rydefamilyservices.org.au](http://www.rydefamilyservices.org.au)
- South Eastern and Northern Sydney Family Referral Service – 1800 066 757
- Clifton Adolescent & Family Solutions – Hornsby – 9482 1366
- Kids Helpline – 1800 551 800 / [www.kidshelpline.com.au](http://www.kidshelpline.com.au)
- Lifeline – 131 114
- Reachout – [www.reachout.com.au](http://www.reachout.com.au)
- Our Space Youth Hub 9874 7458 – 167 Shaftsbury Road, Eastwood
- The Shack – Youth Outreach Centre – 9876 3543 (3 Pembroke Street, Epping (on the grounds of St Albans Church))
- Youth Beyond Blue 1300 224 636 [www.youthbeyondblue.com](http://www.youthbeyondblue.com)
- 24 hour Mental Health Access Line 1800 011 511
- Top Ryde Medical Health Centre (02) 9807 4447 (46-48 Blaxland Road)
- Ryde Health Care (02) 8878 3988 (Top Ryde City Shopping Centre)

### Mental Health / Counselling / GP services

- North Shore Ryde CYMHS (Child and Youth Mental Health Service) on (02) 9462 9222 between 9am and 5:00pm. Email: [NSLHD-CYMHSintake@health.nsw.gov.au](mailto:NSLHD-CYMHSintake@health.nsw.gov.au)

Outside these hours, contact Royal North Shore Hospital on (02) 9926 7111 or go to your nearest Emergency Department.

- Headspace 1800 650 890 [www.headspace.org.au](http://www.headspace.org.au)
- Macquarie Centre Medical Centre – 'The Loft' – 9878 6666
- Northern Sydney Local Health District 1800 011 511

### Crisis Accommodation

- Youth Accommodation Association – 9698 5833 / [www.yaa.com.au](http://www.yaa.com.au)

### Domestic Violence

- Domestic Family Violence Counselling Service – 1800 737 732

### Drugs and Alcohol

- Alcohol and Drug Information Service (North Sydney) 1300 889 788

### Sexual Health

- ACON Gay Lesbian Transgender Sexual and Mental Health 1800 063 060 / [www.acon.org.au](http://www.acon.org.au)
- Gay & Lesbian Counselling Service 1800 184 527 (3pm – Midnight)
- Rape Crisis Centre NSW 1800 424 017 / [www.nswrapecrisis.com.au](http://www.nswrapecrisis.com.au)