



2025 HSC Assessment Booklet

Queanbeyan High School

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Eligibility requirements for the HSC

NESA will grant the award of the HSC credential to students who meet the eligibility requirements for the award of the HSC.

To be eligible for the award of the HSC, students must:

- have completed Year 10, and
- have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- have completed All My Own Work (AMOW) or its equivalent, and
- have demonstrated the minimum standard of literacy and numeracy, and
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- undertake and make a serious attempt at the requisite HSC exams.

Life Skills Exemptions

All My Own Work

Students undertaking a pattern of study that comprises Stage 6 Life Skills courses only, are not required to complete AMOW.

Minimum Standards

Students undertaking Stage 6 Life Skills courses are eligible for an exemption from the HSC minimum standard under the following conditions:

- students studying Year 12 English Life Skills are exempt from demonstrating the literacy standard, and
- students studying Year 12 Mathematics Life Skills are exempt from demonstrating the numeracy standard, and
- students studying 4 or more Life Skills courses and not a Stage 6 Mathematics course are exempt from demonstrating the numeracy standard.

To be exempt, students must undertake Life Skills courses to the completion of Year 12.

Students who are eligible for an exemption may choose to attempt the minimum standard tests.

Satisfactory completion of an HSC course

The following course completion criteria refer to all HSC courses. A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

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

Students studying an HSC course must make a genuine attempt to complete the course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.

Attendance

While NESAs do not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

VET Courses

In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

Students studying VET Industry Curriculum Framework courses must complete the mandatory work placement hours in order to be deemed satisfactory.

Examination requirements

Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at the examination.

Completion

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totaling at least 12 units of Preliminary courses and 10 units of HSC courses that satisfy NESAs' pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

Completion of HSC school-based assessment tasks

NESA expects students to attempt all assessment tasks set.

For all Board Developed Courses (except Life Skills courses) NESA requires all students to follow an assessment program and have a school-based assessment mark submitted. There are different formal assessment requirements for VET courses.

The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course.

A student who does not comply with the assessment requirements and receives a non-completion determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

In the case of Extension courses, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result in either course.

Non-completion of an HSC course

If it appears that a student is at risk of not meeting the school-based assessment requirements in a course, a warning must be given.

N warning process

The school will:

- advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a non-completion ('N') determination
- advise the parent or guardian in writing if the student is under 18
- request from the student and/or parent/guardian a written acknowledgement of the warning
- issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements)

The principal may decide to issue an N determination in any course where over 50% of assessment has not been completed.

Review of N determinations

A student seeking a review of an 'N' determination must apply to the principal by the date listed in the Higher School Certificate HSC key dates and exam timetables.

The principal will appoint a panel to review N determinations. The panel will consist of:

- 2 head teachers, not responsible for the course being N determined
- A deputy principal
- The year advisor

The following details should be examined by the panel where appropriate:

- the student's level of involvement in classwork
- the proportion of the course that was deemed unsatisfactory in warning letters (eg incomplete task was worth 30%)
- the proportion of assignments, homework, etc, completed in each course
- measures taken to improve the student's involvement and whether the student's application improved after warnings or counselling
- the existence of any personal or family problems that have affected the student's studies
- evidence of warning(s).

If the appeal is declined, the student may appeal to NESAs. NESAs' review will focus on whether the school review properly and correctly considered the matters before it.

Appeals must reach NESAs by the date stipulated in the Higher School Certificate HSC key dates and exam timetables. NESAs will advise students and principals of the outcome of any appeal as soon as possible after the Higher School Certificate examinations.

Malpractice

Malpractice is any attempt to gain an unfair advantage over other students.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESAs treat allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the [RoSA](#) or the [HSC](#).

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.

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

Misrepresentation

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

Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents¹, and/or
- referencing incorrect or non-existent sources, and/or
- 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:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

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

Collusion includes but is not limited to:

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

Breach of assessment conditions

All students undertaking an HSC exam or HSC minimum standard test must comply with the assessment conditions set by NESA.

When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.

A breach of assessment conditions includes any breach of:

- HSC exam rules and procedures, and
- HSC minimum standard test rules and procedures.

Managing malpractice

To support students to avoid engaging in malpractice the school will:

- provide advice to students on what constitutes malpractice and how to avoid it (All My Own Work)
- thoroughly brief all students in relation to the requirements, nature and expectations for completing each task, including assessment conditions and required materials for in-class tasks
- allocate class time to planning and drafting an initial response to the task, where possible

In addition, class teachers may use the following strategies:

- ask students to maintain a log book, process diary or journal to show how a response, project, or work was developed
- ask students to submit a draft of the task or section for monitoring at critical points in its development
- have students submit their original drafts in addition to their final work
- require students to reference their work

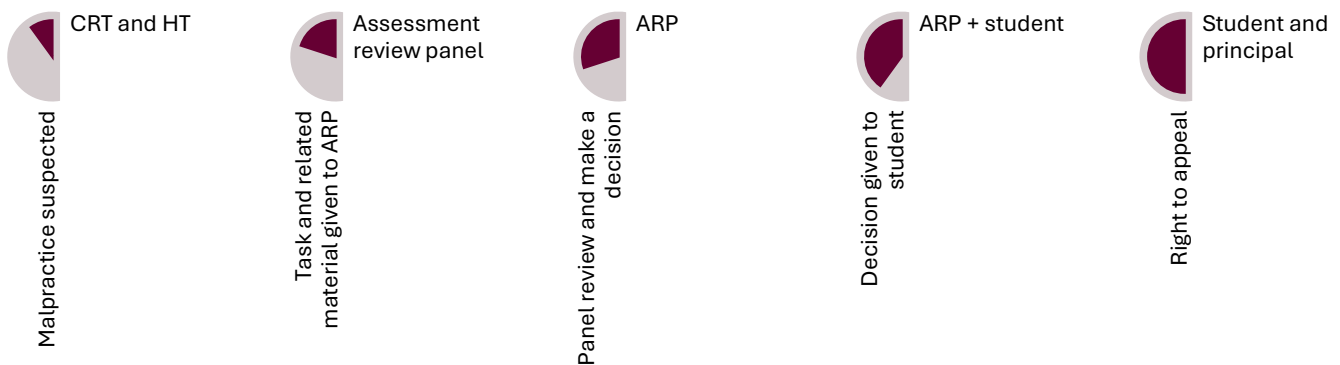
Responding to malpractice

Malpractice will be determined by an Assessment Review Panel (ARP). The panel will consist of the following:

- 2 head teachers from faculties outside of the task area
- A deputy principal

The ARP's decision will be based on:

1. The nature of the assessment task
2. The processes used in administering the task
3. Classroom teacher statement
4. Student statement
5. Any other relevant material



In cases where malpractice has been determined the student has the option to appeal this decision with the principal.

All proven cases of malpractice will result in a zero mark for the task and the student will have their name recorded in the malpractice register on NESAs.

Adjustments for school-based assessment tasks

Through collaborative curriculum planning, teachers must determine, and implement, reasonable adjustments for a student with disability for school-based assessment tasks. Adjustments are actions taken that enable a student with disability to access syllabus outcomes and content on the same basis as their peers.

Adjustments at a school level are not disability provisions for the HSC. Adjustments for school-based assessment tasks may be different to disability provisions approved for HSC exams.

Students seeking disability provisions for the HSC examinations are reminded that applications close at the end of term 1, 2025. The application process generally involves a number of supporting documents from teachers and health care professionals. Students are encouraged to start their application at the beginning of the HSC course by making an appointment with the Learning and Support faculty.

Illness and Misadventure

Absence from Assessment tasks

Students who are absent from any task are required to have a medical certificate (or approved misadventure) indicating their inability to complete the assessment task. All other absences are a zero mark.

Where a student is inconvenienced due to misadventure the school should be notified as early as possible to organise alternate arrangements.

Students are required to submit their illness/misadventure application to the head teacher of the faculty area on the day when they are next at school (do not wait until you have a lesson). Head teachers will present applications to the principal (or deputy principal if the principal is not available).

Substituting assessment tasks

If a student has an upheld illness/misadventure application, students must be provided with an opportunity to attempt the assessment task by either:

- receiving an extension of time to complete the original assessment task or
- completing a substitute assessment task.

In exceptional circumstances where a student cannot complete the assessment task, an estimate based on completed comparable assessment tasks may be given. The estimate must be generated using comparable outcomes, be approved by the principal and be in line with the school's policies and procedures for school-based assessment.

If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/misadventure application declined, they will receive a zero mark for the assessment task.

Extensions

Students seeking an extension must apply in writing no less than 5 school days prior to the task being due using the Misadventure Form. Individual cases will be considered by the class teacher, head teacher and the principal before a final decision is made. It cannot be assumed that extensions are granted automatically.

Technological Failure

Computer/printer failure is not an automatic excuse for inability to complete tasks on the due date. It is the student's responsibility to back up any work in progress and keep a hard copy of the task.

Extensions will only be considered if students can provide proof of work completed and can outline the direction of their work to the teacher.

Administration of tasks

Notification of tasks

In addition to the schedule of dates for assessment tasks, students will receive formal notification for each task, including trial examination tasks. This notification will include:

- components and weightings, as per the assessment schedule, and
- syllabus outcomes assessed, and
- type of the assessment task, and
- scheduled date and time for attempting or submitting the task, and
- marking criteria (where appropriate)

For a formal assessment task with more than one part, the task notification must detail the requirements for each part, including that all parts are to be submitted and/or completed together.

Students absent from school when assessment information is given out

On the day of notification, the class teacher records absent students and has the assessment task register initialed by students. Teachers will put electronic copies of notifications into either their Google classroom or email them to students on the same day. Absent students will sign for their tasks on the next available day.

It is the obligation of the student to ask their teacher about missed work and/or check Google classroom and email.

The submission of tasks

HSC Tasks are to be submitted to teacher by midnight on the due date. Student will initial the sign on sheet to record the submission of their task. This is required even if submission is done electronically.

Teacher absence on the day of a task

In the case of students submitting work, if a teacher is absent on the due date the head teacher or delegeate will collect the assessment task on the due date. If the head teacher is also absent they should notify the deputy principal who will collect the task.

If a teacher is absent on the day a written, oral or performance task is to be administered the head teacher will reschedule the task or provide an alternate supervisor, with all students being appropriately informed.

Students who hand in work late

Assessment tasks handed in late will receive zero (0). A principal approved misadventure form is the only exception to this rule. Students are still required to complete the assessment task to be eligible to gain the award of HSC.

Invalid and Unreliable Tasks

In rare circumstances a task might not adequately discriminate between students (in such a case everyone gets the same, or a very similar, mark).

Sometimes a task might become invalid due to problems associated with its administration (such as significant disruptions).

An assessment task may be deemed to be invalid (or unreliable) if it:

- does not provide a reasonable spread of marks
- fails to discriminate between students of higher and lower ability
- can be demonstrated that all or part of the task was conducted in a manner that has prejudiced or disadvantaged one or more students
- is of a practical nature and produces data or results that are considered to be significantly different to those expected.

If a teacher suspects that a task may be invalid, they will raise the issue with their head teacher. The head teacher and a deputy principal will examine the data concerning the task and decide as to its validity.

Sufficient notice will be provided for any additional tasks and, if necessary, weightings will be adjusted accordingly.

Appeal processes

Appealing assessment task results

Assessment results should be returned to students within a reasonable time frame, normally within two weeks.

Results should include a mark as well as written feedback on where the student can improve. Students may appeal assessment tasks on two grounds – the processes used in the assessment, or the mark awarded for the assessment.

Processes

If you feel that any of the processes listed in this book were not followed by a teacher, you have the right to make an appeal.

Mark

If the mark and rank for a task is not what you expected, then you may approach the relevant teacher for a re-assessment within five (5) full school days after results have been received.

If illness has affected your performance during the task, you must inform the relevant head teacher immediately and complete an illness/ misadventure form. Illness/misadventure cannot be used as the basis for an appeal of results.

If you wish to appeal a result complete the Assessment Appeal form and submit it to the relevant head teacher within 2 days of receiving your results. The head teacher will take the appeal to the principal who will organise an Assessment Review Panel (ARP) to examine the appeal.

If the panel feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re- assessment of other students.

Appealing school assessment ranks

You can find out your assessment ranks (your final position in each school course) in your Students Online account after the final HSC exam.

You cannot appeal your marks for individual assessment tasks. But if you feel your rank is wrong in a course, talk to your teacher immediately. If you are still not satisfied that your rank is correct, you can apply to your principal for a review.

In this review, the school will consider whether it:

1. weighted its assessment tasks in line with the NESA requirements
2. complied with its stated assessment program when deciding your final assessment mark
3. miscalculated or made a clerical error when deciding your assessment mark.

If you want to apply for a review, you must do this before NESA's cut-off date. Your school will tell you the review outcome and inform NESA if your assessment mark should change.

You can appeal to NESA if you are unhappy with your school's review. If you are dissatisfied with the process of the school's review, you can ask your principal to lodge an appeal with NESA. NESA will only consider whether the school's review was:

- adequate for deciding items 1 to 3 above
- done properly.

NESA does not revise assessment marks or rank order. If they uphold the appeal, they will ask the school to correct any errors. The principal can provide you with an assessment rank appeal form. You must lodge appeals to NESA at your school by the cut-off date on the form.

Assessment Calendar Term 4 2024

Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
1A							
2B							
3A							
4B							
5A							
6B	Biology					Food technology	
7A				Ancient History Business Studies Physics	Agriculture Design and Technology	Legal Studies	
8B	Modern History		Maths Standard 1 Maths Standard 2			PDHPE	Maths Ext 2
9A					CAFS Chemistry		Maths Ext 1 (test)
10B		English Standard / Adv	Maths Advanced (test)				
11A	Visual Arts Photography		Industrial Technology - Timber	Industrial Technology - Metal			

Assessment Calendar Term 1 2025

Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
1A							
2B		English Studies					
3A							
4B							
5A	Visual Art Agriculture						
6B				Physics	Design & Technology		
7A			Maths Adv Maths Standard 1 Maths Standard 2	Ancient History			Maths Ext 1
8B	Biology Modern History				CAFS	Engineering Studies PDHPE Food Technology	
9A				Business Studies			
10B					Chemistry	Legal Studies	Maths Ext 2

Assessment Calendar Term 2 2025

Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
1A							
2B		English Studies					
3A							
4B							
5A			Maths Standard 1				
6B	Photography Biology	English Standard / Adv					
7A	Agriculture		Maths Standard 2 Maths Adv		CAFS		
8B	Modern History			Ancient History Business Studies	Chemistry	Engineering Studies Legal Studies PDHPE Food Technology	Maths Ext 2 (test)
9A				Physics	Design & Technology		
10B	English Standard / Adv		Industrial Technology – Timber	Industrial Technology - Metal			Maths Ext 1

Assessment Calendar Term 3 2025

Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
1A							
2B							
3A	TRIALS						
4B	TRIALS						
5A							
6B	Visual Arts Photography		Maths Standard 1				
7A							
8B	English Studies						
9A							
10B							
11A							

Agriculture

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	30%	20%	30%	
Week Due	Term 4 Week 7	Term 1 Week 5	Term 2 Week 7	Term 3 Weeks 3 to 4	
Task Type	Plant/Animal Investigation	Farm Product Study	Independent Research Project	Trial HSC Examination	
Outcomes Assessed	H1.1 H2.1 H2.2 H4.1	H3.1 H3.2 H3.3 H3.4	H3.4 H4.1 H5.1	H1.1 H2.1 H2.2 H3.1 H3.2 H3.3 H3.4 H4.1 H5.1	
	Component Breakdown				Weighting
knowledge, understanding and skills required to manage agricultural production systems	5	10	5	15	35
Knowledge of, and skills in, decision making and the evaluation of technology and marketing	5	10	5	15	35
Skills in effective research, experimentation and communication	10	10	10		30
Total	20	30	20	30	

Syllabus outcomes

H1.1 explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production

H2.1 describes the inputs, processes and interactions of plant production systems

H2.2 describes the inputs, processes and interactions of animal production systems

H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products

H3.2 critically assesses the marketing of a plant OR animal product

H3.3 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products

H3.4 evaluates the management of the processes in agricultural systems

H4.1 justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations

H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

Ancient History

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	25%	25%	25%	25%	
Week Due	Term 4, Week 7	Term 1, Week 7	Term 2, Week 8	Term 3, Week 3/4	
Task Type	Stimulus-based Inquiry	Stimulus and In-class Response	Historical Analysis Presentation	Trial Examination	
Outcomes Assessed	AH12-1 AH12-6 AH12-7 AH12-10	AH12-2 AH12-5 AH12-6 AH12-7 AH12-9	AH12-3 AH12-4 AH12-6 AH12-7 AH12-8	AH12-1 AH12-2 AH12-5 AH12-6 AH12-9	
	Component Breakdown				Weighting
Knowledge and understanding of course content	5%	10%	10%	15%	40%
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	5%	5%	20%
Historical inquiry and research	10%	5%	5%		20%
Communication of historical information, ideas and issues in appropriate forms	5%	5%	5%	5%	20%
Total	25%	25%	25%	25%	

Syllabus outcomes

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

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

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

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

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

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

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

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

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

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

Biology

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	30%	20%	30%	
Week Due	Term 4 Week 6	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 3 to 4	
Task Type	2 nd Hand Investigation	Depth Study	1 st Hand Investigation	Trial HSC Examination	
Outcomes Assessed	BIO 12-4 BIO 12-5 BIO 12-6 BIO 12-12	BIO 12-1 BIO 12-5 BIO 12-6 BIO 12-7 BIO 12-13	BIO 12-2 BIO 12-3 BIO 12-4 BIO 12-14	BIO 12-2 BIO 12-4 BIO 12-5 BIO 12-6 BIO 12-7 BIO 12-12 BIO 12-13 BIO 12-14	
	Component Breakdown				Weighting
Skills in working Scientifically	10	20	10	20	60%
Knowledge and understanding of course content	10	10	10	10	40%
Total					100%

Syllabus outcomes

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

Business Studies

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	25%	25%	25%	25%	
Week Due	Term 4, Week 7	Term 1 Week 9	Term 2 Week 8	Term 3, Weeks 3 and 4	
Task Type	Operations Business Report	Marketing Presentation	Finance In- class Test	Trial HSC Examination	
Outcomes Assessed	H1, H2, H4, H5, . H6, H8, H9	H1, H2, H3, H5, H7, H8	H4, H5, H6, H7, H8, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
	Component Breakdown				Weighting
Knowledge and understanding of course content	10	10	10	10	40%
Stimulus-based skills	5		5	10	20%
Inquiry and Research	5	10	5		20%
Communication of business ideas and issues in appropriate forms	5	5	5	5	20%
Total	25%	25%	25%	25%	8

Syllabus outcomes

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

Community and Family Studies

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	25%	25%	30%	
Week Due	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Week 3/4	
Task Type	Resource management IRP	Groups in context Research task	Extended Response Option 1	Examination	
Outcomes Assessed	H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	H2.3, H3.4, H4.1, H4.2, H6.1	All	
Component Breakdown					Weighting
Knowledge and understanding of course content	5	10	10	15	40 %
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60%
Total	20%	25%	25%	30%	100%

Syllabus outcomes

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

Chemistry

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	20%	30%	30%	
Week Due	Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 3 and 4	
Task Type	1st Hand Investigation	Depth Study	Practical Reports	Trial HSC Examination	
Outcomes Assessed	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-7, CH12-12	CH12-3, CH12-4, CH12-5, CH12-6, CH12-15	CH12-1, CH12-2, CH12-3, CH12-7, CH12-13, CH12-14	All	
	Component Breakdown				Weighting
Skills in Working Scientifically	15	15	20	10	60%
Knowledge and Understanding of Course Content	5	5	10	20	40%
Total	20%	20%	30%	30%	100%

Syllabus outcomes

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

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

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

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

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

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

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

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

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

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

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

Design and Technology

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	30%	20%	30%	20%	
Week Due	Term 4 Week 7	Term 1 Week 6	Term 2 Week 9	Term 3 Week 3/4	
Task Type	Major Project Design Proposal	Research Task: Case Study of an Innovation	Presentation MDP	Trial HSC Examination	
Outcomes Assessed	H3.2, H4.1, H5.2	H2.2, H3.1, H6.2	H4.2, H4.3, H5.1, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2, H6.1	
Component Breakdown					Weighting
Knowledge and understanding of course content		20%		20%	40%
Knowledge and skills in designing, managing, producing and evaluating design projects	30%		30%		60%
Total	30%	20%	30%	20%	100%

Syllabus Outcomes

H1.1 critically analyses the factors affecting design and the development and success of design projects

H1.2 relates the practices and processes of designers and producers to the major design project

H2.1 explains the influence of trends in society on design and production

H2.2 evaluates the impact of design and innovation on society and the environment

H3.1 analyses the factors that influence innovation and the success of innovation

H3.2 uses creative and innovative approaches in designing and producing

H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project

H4.2 selects and uses resources responsibly and safely to realise a quality major design project

H4.3 evaluates the processes undertaken and the impacts of the major design project

H5.1 manages the development of a quality major design project

H5.2 selects and uses appropriate research methods and communication techniques

H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices

H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development

Engineering Studies

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	30%	20%	30%	
Week Due	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 3	
Task Type	Report*	Transport Engineering Problem-Solving	Materials Modification Research	Trial HSC Examination	
Outcomes Assessed	H1.1, H2.2, H3.2, H5.2	H3.1, H3.3, H4.2, H4.3, H6.1, H6.2	H1.2, H2.1, H3.2, H4.1	H1.2, H2.1, H3.1, H3.3, H4.2, H6.1	
	Component Breakdown				Weighting
Knowledge and Understanding of Course Content	10%	15%	15%	20%	60%
Knowledge and skills in research, problem solving and communication related to engineering practice	10%	15%	5%	10%	40%
Total	20%	30%	20%	30%	100%

Syllabus outcomes

H1.1 describes the scope of engineering and critically analyses current innovations

H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications

H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering

H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society

H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice

H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports

H3.3 develops and uses specialised techniques in the application of graphics as a communication tool

H4.1 investigates the extent of technological change in engineering

H4.2 applies knowledge of history and technological change to engineering based problem

H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems

H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports

H5.2 selects and uses appropriate management and planning skills related to engineering

H6.1 demonstrates skills in research and problemsolving related to engineering

H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

English Advanced

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	40%	20%	20%	
Week Due	Term 4 Week 10	Term 2 Week 6	Term 2 Week 10	Term 3 Weeks 3 and 4	
Task Type	Open-Book In-Class Extended Response	Comparative Multi-Modal & Extended Response	Composition and Reflection	Trial HSC Examination	
Outcomes Assessed	EA12-1, EA12-3, EA12-5, EA12-7	EA12-1, EA12-2, EA12-3, EA12-6, EA12-8	EA12-1, EA12-4, EA12-9	All	
Component Breakdown					Weighting
Knowledge and understanding of course content	10	20	10	10	50%
Skills in responding to text and communication of ideas appropriate to audience, purpose and context across all modes	10	20	10	10	50%
Total	20%	40%	20%	20%	100%

Syllabus Outcomes

- EA 12-1** independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA 12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA 12-3** 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
- EA 12-4** strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA 12-5** thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA 12-6** investigates and evaluates the relationships between texts
- EA 12-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA 12-8** explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA 12-9** reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

English Standard

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	40%	20%	20%	
Week Due	Term 4 Week 10	Term 2 Week 6	Term 2 Week 10	Term 3 Weeks 3 and 4	
Task Type	Open-Book In-Class Extended Response	Comparative Multi-Modal & Extended Response	Composition and Reflection	Trial HSC Examination	
Outcomes Assessed	EN12-1, EN12-3, EN12-6, EN12-7	EN12-1, EN12-2, EN12-3, EN12-5, EN12-8	EN12-1, EN12-4, EN12-9	All	
Component Breakdown					Weighting
Knowledge and understanding of course content	10	20	10	10	50%
Skills in responding to text and communication of ideas appropriate to audience, purpose and context across all modes	10	20	10	10	50%
Total	20%	40%	20%	20%	100%

Syllabus Outcomes Outcomes

- EN 12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN 12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN 12-3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
- EN 12-4** adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN 12-5** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN 12-6** investigates and explains the relationships between texts
- EN 12-7** explains and evaluates the diverse ways texts can represent personal and public worlds
- EN 12-8** explains and assesses cultural assumptions in texts and their effects on meaning
- EN 12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

English Studies

	Task 1	Task 2	Task 3	
Task Weighting	30	30	40	
Week Due	Term 1 Week 1	Term 2 Week 1	Term 3 Week 5	
Task Type	Common Module: Analytical Response	Playing the Game: English in Sport Persuasive Composition and Multimodal Reflection	All Modules Portfolio Pieces	
Outcomes Assessed	<i>ES12-1, ES12-5, ES12-8</i>	<i>ES12-2, ES12-3, ES12-9</i>	<i>ES12-1, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8, ES12-9, ES12-10</i>	
Component Breakdown				Weighting
Knowledge and understanding of course content	15	15	20	50%
Skills in: - comprehending texts - communication ideas - using language accurately, appropriately and effectively	15	15	20	50%
Total	30	30	40	100%

Syllabus Outcomes

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

Food Technology

	Task 1	Task 2	Task 3		
Task Weighting	20%	25%	30%	25%	
Week Due	Term 4, Week 6	Term 1, Week 8	Term 2, Week 8	Term 3, Week 3/4	
Task Type	Research Task	Case Study and Practical	Research and Practical	Trial Exam Written Examination	
Outcomes Assessed	H1.2, H1.4, H3.1	H.1.1, H4.2	H1.3, H5.1	H.1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2	
	Component Breakdown				Weighting
Knowledge and Understanding of Course Content	10%	5%	10%	15%	40%
Knowledge and skills in the design, researching, analysing and evaluating	10%	5%	5%	10%	30%
Skills in experimenting with and preparing food by theoretical concepts	0%	15%	15%	0%	30%
Total	20%	25%	30%	25%	100%

Syllabus outcomes

H1.1 , Explains manufacturing processes and technologies used in the production of food products

H1.2 , Examines the nature and extent of the Australian food industry

H1.3 , Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations

H1.4 , Evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment

H2.1 , Evaluates the relationship between food, its production, consumption, promotion and health

H3.1 , Investigates operations of one organisation within the Australian food industry

H3.2 , Independently investigates contemporary nutrition issues

H4.1 , Develops, prepares and presents food using product development processes

H4.2 , Applies principles of food preservation to extend the life of food and maintain safety

H5.1 , Develops, realises and evaluates solutions to a range of food situations

Industrial Technology – Metal and Timber

	Task 1	Task 2	Task 3		
Task Weighting	30%	30%	40%		
Week Due	Do not fill	Do not fill	Do not fill		
Task Type	Industry Case Study	Major Project Production Process	Trial HSC Examination		
Outcomes Assessed	H1.1, H1.2, H1.3, H5.1, H7.1, H7.2	H5.2, H3.2, H3.3, H4.1, H4.3,	H1.2, H1.3, H2.1, H4.3, H7.1, H7.2		
	Component Breakdown				Weighting
Knowledge and Understanding of Course Content	25%	0%	15%		40%
Knowledge and skills in the design, management, communication and production of a major project	5%	30%	25%		60%
Total	30%	30%	40%		100%

Syllabus outcomes

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

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

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

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

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

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

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

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

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

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

H5.1 selects and uses communication and information processing skills

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

H6.1 evaluates the characteristics of quality manufactured products

H6.2 applies the principles of quality and quality control

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

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

Legal Studies

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	30%	25%	25%	
Week Due	Term 4 Week 7	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 3 and 4	
Task Type	Take Home Task	In-Class Essay	Research Task	Trial HSC Examination	
Outcomes Assessed	H1, H2, H3, H4, H8, H10	H1, H4, H7, H8, H9, H10	H1, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Component Breakdown					Weighting
Knowledge and understanding of course content	10	10	10	10	40%
Analysis and Evaluation		10	5	5	20%
Inquiry and Research	5	5	5	5	20%
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20%
Total	20%	30%	25%	25%	100%

Syllabus Outcomes

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

Mathematics Advanced

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20 %	20 %	30 %	30 %	
Week Due	Term 4 Week 10	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 3 and 4	
Task Type	Topic Test	Topic Test	Investigative Task	Trial HSC Examination	
Outcomes Assessed	MA12-3 MA12-4 M112-5	MA12-6 MA12-7	MA12-2 MA12-8	MA12-1 to MA12-10	
	Component Breakdown				Weighting
Understanding, Fluency and Communication	10 %	10 %	15 %	15 %	50 %
Problem Solving, Reasoning and Justification	10 %	10 %	15 %	15 %	50%
Total	20 %	20 %	30 %	30 %	100 %

Syllabus outcomes

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

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

MA12-3 applies calculus techniques to model and solve problems

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

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

MA12-6 applies appropriate differentiation methods to solve problems

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

MA12-8 solves problems using appropriate statistical processes

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

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

Mathematics Extension 1

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20 %	30 %	20 %	30 %	
Week Due	Term 4 Week 9	Term 1 Week 7	Term 2 Week 10	Term 3 Weeks 3 and 4	
Task Type	Topic Test	Investigative Task	Topic Test	Trial HSC Examination	
Outcomes Assessed	ME12-1 ME12-2	ME12-5 ME12-6	ME12-4	ME12-1 To ME12-7	
	Component Breakdown				Weighting
Understanding, Fluency and Communication	10 %	15 %	10 %	15 %	50 %
Problem Solving, Reasoning and Justification	10%	15 %	10 %	15 %	50%
Total	20 %	30 %	20 %	30 %	100 %

Syllabus outcomes

ME12-1

applies techniques involving proof or calculus to model and solve problems

ME12-2

applies concepts and techniques involving vectors and projectiles to solve problems

ME12-3

applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

ME12-4

uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

ME12-5

applies appropriate statistical processes to present, analyse and interpret data

ME12-6

chooses and uses appropriate technology to solve problems in a range of contexts

ME12-7

evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Mathematics Extension 2

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	30%	20%	20%	30%	
Week Due	Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 3 and 4	
Task Type	Assignment	Topic Test	Topic Test	Trial HSC Examination	
Outcomes Assessed	MEX12-4	MEX12-2 MEX12-3	MEX12-5	MEX12 - 1-8	
	Component Breakdown				Weighting
Understanding, Fluency and Communication	15%	10%	10%	15%	50%
Problem Solving, Reasoning and Justification	15%	10%	10%	15%	50%
Total	30%	20%	20%	30%	100%

Syllabus outcomes

MEX12-1

understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts

MEX12-2

chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings

MEX12-3

uses vectors to model and solve problems in two and three dimensions

MEX12-4

uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems

MEX12-5

applies techniques of integration to structured and unstructured problems

MEX12-6

uses mechanics to model and solve practical problems

MEX12-7

applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems

MEX12-8

communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

Mathematics Standard 1

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20 %	25 %	25 %	30 %	
Week Due	Term 4 Week 8	Term 1 Week 7	Term 2 Week 5	Term 3 Weeks 3 and 4	
Task Type	Topic Test	Investigation	Topic Test	Investigation	
Outcomes Assessed	MS1-12-4 MS1-12-5	MS1-12-3 MS1-12-8	MS1-12-5	MS1-12-2 MS1-12-7	
	Component Breakdown				Weighting
Understanding, Fluency and Communication	15 %	10 %	10 %	15 %	50 %
Problem Solving, Reasoning and Justification	5 %	15 %	15 %	15 %	50 %
Total	20 %	25 %	25 %	30 %	100 %

Syllabus outcomes

MS1-12-1

Uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS1-12-2

Analyses representations of data in order to make predictions and draw conclusions

MS1-12-3

Interprets the results of measurements and calculations and makes judgements about their reasonableness

MS1-12-4

Analyses simple two-dimensional and three-dimensional models to solve practical problems

MS1-12-5

Makes informed decisions about financial situations likely to be encountered post-school

MS1-12-6

Represents the relationships between changing quantities in algebraic and graphical forms

MS1-12-7

Solves problems requiring statistical processes

MS1-12-8

Applies network techniques to solve network problems

MS1-12-9

Chooses and uses appropriate technology effectively and recognizes appropriate times for such use

MS1-12-10

Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Note: For those students aiming to do the optional HSC examination, a practice HSC Trial paper will also be conducted during the Trial Examination period in Term 3 (Weeks 3 to 4). This will not count towards the formal school assessment.

Mathematics Standard 2

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20 %	25 %	25 %	30 %	
Week Due	Term 4 Week 8	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 3 and 4	
Task Type	Topic Test	Investigative Task	Topic Test	Trial HSC Examination	
Outcomes Assessed	MS2-12-3 MS2-12-4 MS2-12-5	MS2-12-8	MS2-12-5 MS2-12-6	MS2-12-1 To MS2-12-10	
	Component Breakdown				Weighting
Understanding, Fluency and Communication	15 %	10 %	10 %	15 %	50 %
Problem Solving, Reasoning and Justification	5 %	15 %	15 %	15 %	50%
Total	20 %	25 %	25 %	30 %	100 %

Syllabus outcomes

MS2-12-1

Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2

Analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3

Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4

Analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5

Makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6

Solves problems by representing the relationships between changing quantities in algebraic and graphical forms

MS2-12-7

Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

MS2-12-8

Solves problems using networks to model decision-making in practical problems

MS2-12-9

Chooses and uses appropriate technology effectively in range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

MS2-12-10

Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Modern History

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	25%	25%	25%	25%	
Week Due	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 3 and 4	
Task Type	Research Essay	Oral Presentation	Essay	Trial HSC Exam	
Outcomes Assessed	MH12-3 MH12-4 MH12-6 MH12-7 MH12-9	MH12-2 MH12-5 MH12-7 MH12-8	MH12-2 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9	MH12-3 MH12-4 MH12-5 MH12-7 MH12-9	
Component Breakdown					Weighting
Knowledge & understanding of course content	5	10	10	15	40%
Historical skills in the analysis and evaluation of sources and	5	5	5	5	20%
Historical inquiry and research	10	5	5		20%
Communication of historical understanding in appropriate forms	5	5	5	5	20%
Total %	25%	25%	25%	25%	100%

Syllabus Outcomes

- MH12-1** accounts for the nature of continuity and change in the modern world
- MH12-2** proposes arguments about the varying causes and effects of events and developments
- MH12-3** evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH12-4** analyses the different perspectives of individuals and groups in their historical context
- MH12-5** assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12-7** discusses and evaluates differing interpretations and representations of the past
- MH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Personal Development Health and Physical Education

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	25%	25%	20%	30%	
Week Due	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 3/4	
Task Type	Core 1 Task	Core 2 Task	Option 1 & 2 Task	Trial HSC Examination	
Outcomes Assessed	H2, H4, H14, H16	H8, H10, H11, H17	H8, H13, H16, H17	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
Component Breakdown					Weighting
Knowledge and Understanding of Content	10	10	10	10	40%
Skill in critical thinking, research, analysing and communicating	15	15	10	20	60%
Total	25%	25%	20%	30%	100%

Syllabus Outcomes

- H1** Describes the nature and justifies the choice of Australia's health priorities
- H2** Analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** Analyses the determinants of health and health inequities
- H4** Argues the case for health promotion based on the Ottawa Charter
- H5** Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H7** Explains the relationship between physiology and movement potential
- H8** Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** Explains how movement skill is acquired and appraised
- H10** Designs and implements training plans to improve performance
- H11** Designs psychological strategies and nutritional plan in response to individual performance needs
- H13** Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14** Argues the benefits of health-promoting actions and choices the promote social justice
- H15** Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16** Devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17** Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Photography, Video and Digital Imaging

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	20%	20%	40%	
Week Due	Term 4 Week 11	Term 1 Week 9	Term 2 Week 6	Term 3 Week 6	
Task Type	“The Business of Photography” Website Portfolio	“The Fundamentals of Film” Video Show Reel	“Artist Research and Design Task”	Major Work	
Outcomes Assessed	M3, M4, CH1, CH2, CH5	M1, M2, CH4, CH5	CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6	
	Component Breakdown				Weighting
Making	10%	10%	10%	30%	60%
Critical and Historical Studies	10%	10%	10%	10%	40%
Total	20%	20%	20%	40%	100%

Syllabus outcomes

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Physics

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	20%	30%	30%	
Week Due	Term 4 Week 7	Term 1 Week 6	Term 2 Week 9	Term 3 Weeks 3 and 4	
Task Type	Circular Motion	Motor Models	NASA Depth Study	Trial HSC Examination	
Outcomes Assessed	PH12-4, PH12-5, PH12-12	PH12-2, PH12-6, PH12-13	PH12-1, PH12-4, PH12-5, PH12-6, PH12-7, PH12-14	PH12-1, PH12-2, PH12-4, PH12-5, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15	
	Component Breakdown				Weighting
Skills in working Scientifically	10	10	20	20	60%
Knowledge and Understanding of course content	10	10	10	10	40%
Total	20%	20%	30%	30%	100%

Syllabus outcomes

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

Visual Arts

	Task 1	Task 2	Task 3	Task 4	
Task Weighting	20%	25%	25%	30%	
Week Due	Term 4, week 11	Term 1, Week 5	Term 3 Week 3/4	Term 3, Week 6	
Task Type	Body of Work Development & VAPD	Essay	Trial Examination	VAPD & developing BOW	
Outcomes Assessed	H2, H3, H4, H5	H7, H8, H9, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	
	Component Breakdown				Weighting
Artmaking	20%	0%	0%	30%	50%
Art Criticism & History	0%	25%	25%	0%	50%
Total	20%	25%	25%	30%	100%

Syllabus outcomes

H1 Initiates and organizes artmaking practice sustained, reflective, and adapted to suit certain conditions.

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

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

H4 Selects and develops subject matter and in particular ways as representations in artmaking

Conceptual Strength

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

H6 Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intention within a body of work

P7 Applies their understanding of practice in art criticism & art history

Conceptual framework

P8 Applies their understanding of the relationships among artist, artwork, world and audience

P9 Demonstrates an understanding of how the frames provide exploring for different orientations to critical and historical investigations of art

P10 Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

VET – Construction

VET – Hospitality

Scope and Sequence Schedule - Fitness 2 units x 2 years 2025

Term 2 - Year 12 HSC year of study													
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.		Weeks											
Term 2		1	2	3	4	5	6	7	8	9	10	11	
Task 4: Using skill-based decisions for instruction in the Fitness Industry (85 Hours)													
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise											N/A	
SISFFIT035	Plan group exercise sessions												
SISFFIT036	Instruct group exercise sessions												
Task 5: Instructing Fitness clients (25 Hours)													
SISXCAI009	Instruct strength and conditioning techniques												N/A

Scope and Sequence Schedule - Fitness 2 units x 2 years 2025

Term 3 - Year 12 HSC year of study												
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.		Weeks										
		1	2	3	4	5	6	7	8	9	10	11
Task 5: Instructing Fitness clients (25 Hours)												
SISXCAI009	Instruct strength and conditioning techniques											N/A
Task 6: First Aid (20 Hours)												
HLTAID011	Provide first aid (Online Delivery through IVET)											N/A

Staff Directory

Issue	Staff member to see	Time frame
Need support to complete classwork	Class teacher	As soon as possible The quicker you let your teacher know you need support the sooner you will get it
Need support for assessment task	Class teacher	As soon as you receive the task Your teacher may be able to assist you OR they can organise an Activate or Elevate session for you
Apply for disability provisions for HSC exams	Head teacher - teaching and learning	In term 4 of 2024 Students are reminded the process for applications is long and involves seeing many people Applications must be completed by the end of term 1 2025
Request for an extension	Class teacher	A minimum of 5 days before the due date
Illness/misadventure form	Class teacher	As soon as you return to school
Appeal decision for illness/misadventure	Principal	Within 2 days of receiving notification that your misadventure has not been accepted
Appeal for task	Course head teacher	Within 2 days of receiving your results
Appeal decision for appeal of task	Principal	Within 2 days of receiving notification that your misadventure has not been accepted
Appeal for final assessment ranking	Class teacher See the principal if you are not happy with the class teachers response	Immediately after the final HSC examination



Queanbeyan High School

Assessment Appeal Form (Years 10 to 12)

STEP ONE – student to complete

Name:	Year:
Course:	Teacher:
Task:	Date Due:

Reason for application:

- the marks awarded with reference to the published marking criteria or rubric.
- the administration of the task A - such as, inequitable processes being applied in the management of a task or student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension.
- the administration of the task B – such as interruption during a class test by another student or teacher
- whether the task conforms to the school’s assessment policy as described in this assessment handbook - such as failing to notify that a task is assessable or not including a notified task in the assessment marks.

Details:

Please outline the evidence that you have to support your appeal:

(Include on a separate piece of paper if you need more room)

Signature of student _____

Date _____

Signature of parent _____

Date _____

STEP TWO – Faculty HT to collect form and pass to principal who will have the Assessment Review Panel complete the process.

Assessment review panel decision:

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="padding: 2px 5px;"><input type="radio"/> Supported</th> </tr> <tr> <td style="padding: 5px;"> <p>Resolution Agreement: <i>(Tick outcome)</i></p> <p><input type="checkbox"/> Task to be remarked and new mark to be used as assessment result</p> <p><input type="checkbox"/> Set a substitute task</p> <p><input type="checkbox"/> Other:</p> </td> </tr> </table>	<input type="radio"/> Supported	<p>Resolution Agreement: <i>(Tick outcome)</i></p> <p><input type="checkbox"/> Task to be remarked and new mark to be used as assessment result</p> <p><input type="checkbox"/> Set a substitute task</p> <p><input type="checkbox"/> Other:</p>	OR	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="padding: 2px 5px;"><input type="radio"/> Not Supported</th> </tr> <tr> <td style="padding: 5px;"> <p><input type="checkbox"/> Original assessment result to stand</p> </td> </tr> </table>	<input type="radio"/> Not Supported	<p><input type="checkbox"/> Original assessment result to stand</p>
<input type="radio"/> Supported						
<p>Resolution Agreement: <i>(Tick outcome)</i></p> <p><input type="checkbox"/> Task to be remarked and new mark to be used as assessment result</p> <p><input type="checkbox"/> Set a substitute task</p> <p><input type="checkbox"/> Other:</p>						
<input type="radio"/> Not Supported						
<p><input type="checkbox"/> Original assessment result to stand</p>						

Comments:

Signed: _____
(Head teacher)
(Head Teacher)
(Deputy Principal)

STEP THREE – APPEAL TO PRINCIPAL – Student to complete

A student may appeal the decision in Step 2. Attach reasons for the appeal to this form.

Principal's Decision	<input type="checkbox"/> Supported	<input type="checkbox"/> Not Supported
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Principal Signature: _____

Date: _____



Queanbeyan High School

Illness/ Misadventure Form (Years 10 to 12)

Confidential

Students are responsible for the completion of Page One of the Misadventure Form and to ensure that it is handed to the Faculty Head Teacher. It is the student's responsibility to follow up on the outcome of this application.

- If applying for misadventure due to illness or misadventure on the day of an in-class task, this form must be completed and returned to the Faculty Head Teacher on the day when you are next at school
- If applying for misadventure for ongoing reasons which have affected your performance on an assessment task, this form should be submitted to your teacher 5 school days BEFORE the due date.

STEP ONE – student to complete

Name:	Year:
Course:	Teacher:
Task:	Date Due:

Reason for application:

- Illness Accident/ misadventure
- Procedure Special circumstance

Details:

Attach supporting documents such as medical certificates. The signature and endorsement of the Principal, DP or counsellor may be substituted for details in this part.

Medical Certificate from _____ (doctor)

Attach a copy.

Signature of student _____

Date _____

Signature of parent _____

Date _____

