

YOUR PATHWAY  
YOUR FUTURE

2024

# HIGHER SCHOOL CERTIFICATE

## ASSESSMENT GUIDE



Education &  
Communities

Public Schools NSW



*Five Islands*

SECONDARY COLLEGE



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# FOREWORD

## Introduction

This document provides information relating to the assessment of the Higher School Certificate (HSC) courses at Five Islands Secondary College.

## HSC Assessment

The Higher School Certificate is divided into two components. Students must complete the Preliminary HSC satisfactorily as the prerequisite for entry into the HSC course. While the rules in terms of the minimum pattern of courses vary between the Preliminary HSC and the HSC course, the rules for assessment remain the same across the two courses.

Assessment measures student achievement in a subject as it relates to a broader range of syllabus outcomes than can be measured in the HSC examination alone. For each subject, students must complete a schedule of assessment tasks for both the Preliminary HSC and the HSC. Assessment tasks from the Preliminary HSC do not count towards the HSC assessment mark but in each subject, students must be satisfactory at the end of the Preliminary HSC assessment before being allowed to start the HSC course.

For each subject, a student will be deemed satisfactory in that course if there is sufficient evidence that the student has:

- followed the course developed or endorsed by the National Education Student Authority (NESA)
- attended college regularly
- applied themselves with diligence and sustained effort to the set tasks and experiences provided by the school ie. classwork, assignments, homework and class tests
- made a satisfactory attempt in all exams and assessment tasks
- achieved some or all of the course outcomes.

Students will be provided with an assessment mark and rank (where appropriate) for each assessment task completed.

The Assessment Program begins in Term 4, 2023 and continues until the end of Term 3, 2024.

Only marks for each HSC assessment task counts towards the eventual HSC mark. From the commencement of the HSC component, 50% of the final HSC mark in each subject comes from the school based assessment and 50% depends on student performance in the HSC examination.

Jenny Flowers

Principal

## INFORMATION FOR PARENTS, CAREGIVERS AND STUDENTS

The following material is provided for the information of HSC students at Five Islands Secondary College and their parents/caregivers and students regarding HSC Assessment. It is not definitive and reference should be made to College policy documents for further details.

The information is provided in a question/answer format to highlight the areas and issues about which students and their parents/caregivers should be aware.

### What is meant by assessment?

Assessment is the measurement of actual student performance in various tasks. It is not a measure of their potential performance or an estimate of their general ability.

### What must I do to have satisfactorily studied a course?

NESA expects students to have:

- (a) followed the course developed or endorsed by NESA ;and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- (c) achieved some or all of the course outcomes; and/or
- (d) completed all assessment tasks. However, if you fail to seriously attempt assessment tasks worth 50% or more of the final assessment mark, you will be awarded a zero for that course.

Where a candidate has failed to satisfactorily study a course, the Principal will:

- (a) apply a "N" (Non-completion) determination and advise the NESA accordingly. Courses which were not satisfactorily completed will not be printed on HSC or Result Notices. This may result in a student being ineligible for the award of a Higher School Certificate.
- (b) advise the candidate of the submission and the right of appeal

**Importantly, be aware that a failure to attempt at least 50% of the Total Assessment set for the course results in a MANDATORY (compulsory) N Determination in that course.**

### What happens if I feel I cannot submit an assessment task on time and have a valid reason?

If you feel you have a valid reason for the late submission of an assessment task, then you must approach your teacher, where possible at least two (2) full school days prior to the due date, giving your reasons in writing. Your parent or caregiver must sign this note. A time extension may be granted in legitimate cases.

### What happens if I fail to attempt or submit a task on time without a valid reason?

If you have a valid reason for a non-attempt, then you will be given the same or a substitute task at a later date. Where this is not feasible, an estimate may be given after discussion with the Principal or Head Teacher. If the explanation is not accepted you will be awarded zero for that task. You **must** be prepared to complete the task on the **first day** of your return to the College.

## What are valid reasons?

It is up to students to demonstrate that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will initially be determined by the Head Teacher in consultation with the class teacher on the basis of fairness to all students in the group.

## What if I am absent when an assessment task is notified?

It is your responsibility to ask your teacher about any assessment tasks which may have been notified in your absence. This needs to be done during the first day of your return to school after an absence. It is your responsibility to refer to the schedule provided.

## What happens if I know I am going to be absent for an assessment task?

You should notify your teachers at your earliest convenience in writing, where possible. Giving your reasons in writing must be done at least two (2) full school days prior to the due date. Your parent or caregiver must sign this note. A time extension may be granted in legitimate cases.

## Does my attendance affect my results?

Students **must** attend regularly ie attend at least 90% of all College days each year. Students must meet this attendance requirement until the final day of school as determined by current Department of Education policy relating to student attendance. For the two years of the Higher School Certificate course it is difficult for a student to have an extended period away from school and still successfully complete the HSC course. It is the College's expectation that you attend all time-tabled lessons except if you are ill or if approved leave for exceptional circumstances has been granted by the Principal. College leave may be granted to cover an extended student absence.

## What happens if I am unable to sit for an examination?

If you are going to be absent from an examination you must notify your class teacher, the Head Teacher of that subject and the Year Adviser, to make arrangements to sit for the examination(s) at a later date. You will not be able to sit for the examinations before the due date.

If you are ill, it is necessary to contact the college immediately. A Doctor's Certificate is required to cover an absence from an examination. You must complete the "Student Appeal Form" as soon as you return to school after your absence. This form is available from any Teacher.

If you are ill prior to or during the HSC examination period you must obtain a Doctor's Certificate and contact the school to obtain a NESA "Illness and Misadventure" Appeal Form.

## Will my parents or caregiver be informed of any non-attempt?

Yes they will. Any such communication, including official warnings given to you, will be maintained as records.

## Will my general behaviour throughout the year be taken into account for assessment purposes?

Yes, if it affects your studies or the studies of other students. Your behaviour would affect your ability to meet NESA requirements that "students apply themselves with diligence and sustained effort."

## Are there specific behaviours which will affect my assessment?

All work presented in assessment tasks and external examinations (including submitted works and practical examination) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- Copying someone else's work in part or in whole and presenting it as their own.
- Using material directly from books, journals, CDs or the internet without reference to the source
- Building on the ideas of another person without references to the source
- Buying, stealing or borrowing another person's work and presenting it as their own
- Submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aids during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.
- Cheating during an assessment task
- Truancy or absence from an assessment task without providing a satisfactory explanation

## What if I don't make a serious attempt at an assessment task?

A non-serious attempt will lead to a student being awarded a zero for that task. Non-serious attempts may result from the attempt being so poor as to be considered non-serious or as a result of the use of derogatory remarks, obscene language, insufficient evidence of the student's own work, providing answers to examination questions in a language other than English (unless specifically instructed to do so) etc. The Head Teacher, in consultation with the teacher involved, will determine if the attempt is non-serious.

## Can I leave an examination or set assessment task prior to the time set for its completion?

No, except with the Supervisor's permission in legitimate emergencies, or according to the College's examinations and procedures.

## Am I entitled to a review of my final assessment?

Yes, the College has review procedures to examine legitimate cases. You should first approach the relevant Head Teacher. If that is not satisfactory then you should see the Deputy Principal. If the matter is still not resolved then a panel comprising the Principal, a Deputy Principal, the relevant Head Teacher and the Year Adviser will examine the matter and come to a final decision. This procedure applies to all courses including Frameworks courses.

## When may I lodge an appeal against a final HSC assessment?

You have three (3) days from the time you are notified of your final assessment rank in which to lodge a formal, written appeal, using the "Student Appeal Form". No appeals will be considered after this date. A "Student Appeal Form" is available from any teacher.

## When can students appeal?

Students have the right to appeal if they feel that they have, in any way, been disadvantaged or treated unfairly with regard to:

- denial of Illness or /Misadventure application
- award of an N determination either for all subjects or for one or more subjects
- incorrect College assessment ranking in a subject.

If a student wishes to appeal, they must first notify the Principal in writing using the Student Appeal Form. The Principal will clarify the appeal procedures with the student and their parents. This will include providing all appropriate NESAs documentation. The Principal will then complete an initial review within 7 school days. Depending on the result of the review, the student could then elect to take the matter further, directly with the NESAs. Again, the Principal will provide support and all appropriate documentation to assist the student in this process.

## Am I entitled to a re-assessment of an individual assessment task?

Yes, if the mark and rank is not what the student expected, then the student may approach his/her teacher for a re-assessment within two 2 full school days after results have been received.

If illness has affected your performance during the task, you must inform your class teacher (and, in the case of examinations, the supervising teacher) immediately. A medical certificate may be required.

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

## Will I be warned if my certificate is at risk?

Yes, you will be warned in writing. Your parents or caregiver will be advised and you will be required to provide a written acknowledgment of the warning.

## How much warning will I get for each assessment task?

A minimum of two (2) weeks notification should be provided prior to any assessment task being given. This document may be regarded by a teacher of any course as sufficient notice of the due dates and the nature of upcoming assessment tasks. The published dates in this book should not be altered by a teacher without your being given sufficient notice of the change. A change of date for a task may be allowed after reference has been made to the overall Student Assessment Planner (p.15), the College Calendar and consultation with the relevant Head Teacher. **Assessment tasks should not be set or due during the week prior to the Trial Examinations.**



## What happens if a teacher/faculty wishes to vary the assessment requirements given to you?

This is allowable, as occasionally a task may need to be rescheduled or reset. However, the new date must be negotiated with the students in that course before it is changed.

## What feedback will I be given on my performance

For each task you will be told your assessment and your ranking in that task. You will be informed of your progressive ranking through the school reports.

## How do I submit assessment tasks?

It is the responsibility of students to submit work for assessment during normal class time directly to the teacher or at the time specified by the class teacher. Students and teachers should ensure that receipt of task is noted. If you are using a computer to generate a task then you must ensure you:

- Create a back-up copy of your work
- Use a program compatible with College facilities (if you require compatibility to print, etc.)
- Keep records of draft material

## Where can I check the schedule of assessment tasks and/or seek advice?

This booklet sets out the schedule of assessment tasks for all subjects and the relevant features of the College's policy for Higher School Certificate Assessment. You should retain it and refer to it if any questions or problems arise. Teachers, Head Teachers, the School Counsellor, the Deputy Principal and the Principal should all be able to provide additional advice.

A copy of this document is able to be accessed on the College's web page [www.fiveislands-h.schools.nsw.edu.au](http://www.fiveislands-h.schools.nsw.edu.au)

## When are the Trial Higher School Certificate Exams?

The College holds Trial Higher School Certificate examinations in Term 3.

The examination is held under the same rules and guidelines as the Higher School Certificate. It is a good opportunity to practice your exam techniques under these formal examination conditions. The College provides detailed information before the examination in terms of expected behaviour and appropriate equipment. If you have any questions you should speak to your class teacher/s and/or your Year Adviser.

## How does my assessment result affect my final course mark?

The assessment mark is moderated against the student's performance in the HSC examination. The moderated assessment mark and examination mark are given equal weight in the determination of the student's HSC course mark, which is then used to calculate the ATAR.

Assessment tasks in VET courses are used to determine your achievement of competencies. There is no correlation between the achievement of competencies in VET courses and the ATAR. The HSC VET examination marks are recorded on your HSC and may be used to calculate your ATAR.

## What happens if I require additional support to complete my HSC?

Students with special needs, known as Disability Provisions may request additional support so they can perform successfully and complete all tasks. These include Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a computer, separate supervision, permission to take medication, or other provisions as judged appropriate.

Parents should notify the College immediately at the start of Year 11/12, if they wish such provisions to be considered for their student. The school will co-ordinate the preparation of appropriate evidence and a submission to NESAs for approval.

## Where can I find information about the HSC?

A booklet outlining the rules and procedures will be made available to every student. You should read these rules carefully and talk to your Year Adviser if you have any questions.

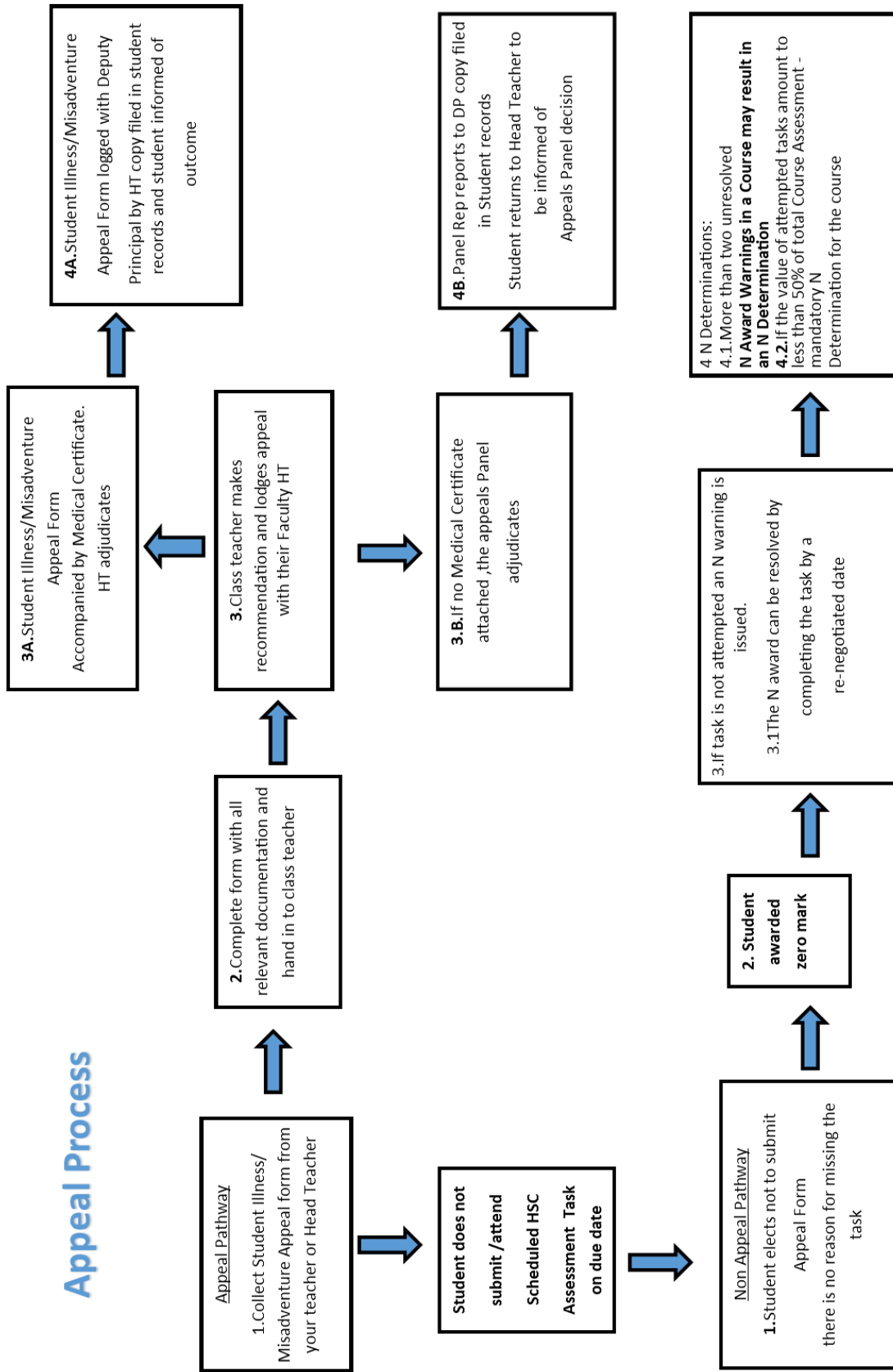
If you miss an examination, an examination mark of zero may be awarded for the course. The Principal must be contacted immediately. If you miss an examination or if you are unable to make it you must lodge an official Illness and/or Misadventure appeal to NESAs. If this appeal is upheld, NESAs may award your assessment mark as a substitute mark. More information is available on the NESAs website: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

## Finishing the Higher School Certificate Year

For Year 12, the finish to the year (and 13 years of schooling) is a very challenging and exciting time. For students there are many distractions which affect how well they focus on the main goal which is to get the best possible HSC result.

During this period, Year 12 must ensure they meet all school requirements. Students must be well behaved and they must not get caught up in any of the hype that is sometimes observed at this time. Poor behaviour will be dealt with in the usual manner according to the College Wellbeing code. Also, participation in events such as the graduation assembly, College formal and HSC exams will depend on the continued co-operation and appropriate behaviour of each student.

## Appeal Process



# STUDENT ILLNESS/MISADVENTURE/APPEAL FORM

*This form must be returned before or within 3 school days of the first day back at school  
To be completed if a student wishes to vary the due date for an assessment task, or due to illness, misadventure or appeal*

**Student's Name:** \_\_\_\_\_

**Subject:** \_\_\_\_\_ **Task Number:** \_\_\_\_\_

**Nature of Assessment Task:** \_\_\_\_\_

**Due Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_ **Class Teacher Name:** \_\_\_\_\_

**Category (please tick one)**

Appeal due to illness, accident or misadventure

Appeal in relation to the final assessment mark and/or course rank

**Reason for Consideration:** (state details to support your case or attach statement)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Medical Certificate is attached: Yes  No

Additional Information is attached: Yes  No

\_\_\_\_\_/\_\_\_\_/\_\_\_\_      \_\_\_\_\_/\_\_\_\_/\_\_\_\_

Signature of student      Date      Signature of Teacher      Date

**Recommendation:**      **Reason for Decision:**

- Complete a substitute task \_\_\_\_\_
- Estimate to be given \_\_\_\_\_
- No marks to be awarded \_\_\_\_\_
- Sit or submit the task without penalty \_\_\_\_\_
- Task to be submitted with penalty \_\_\_\_\_
- Non attempt N warning to be issued \_\_\_\_\_

**New Due Date:** / /

\_\_\_\_\_/\_\_\_\_/\_\_\_\_      \_\_\_\_\_/\_\_\_\_/\_\_\_\_

**Signature of Head Teacher**      **Date**      **Signature of Panel Convenor**      **Date**

Copies of this form are available from all College Teaching Staff

## EXAMINATION RULES AND PROCEDURES

### Attendance

- Attendance is compulsory for all examination students are scheduled to complete. Throughout the exam period, normal classes are suspended, and students not attending exams should be at home actively studying.
- Students must know their exam timetable and attend every scheduled exam on time; misreading the exam timetable will not be accepted as a justifiable reason for missing an examination
- Students must assemble on the Administration Office side of the school hall, near the canteen, **at least TEN (10) Minutes before** the scheduled commencement of the exam. Students will then be instructed on where they will be sitting, expectations and where bags will be placed. Students are not permitted to enter the exam after exam commencement **for any reason**. Students arriving late should report immediately to the Front Office to be referred to the Exam Coordinator/DeputyPrincipal.
- Students will only enter the exam room when directed by the exams supervisor/s
- Rolls will be marked at beginning of each examination

### Organisation during Examinations

- When directed all students must complete attendance slips in every examination.
- **Students are not permitted to leave the exam within the first hour of the exam or in the last 15 minutes as per HSC rules.**
- Bags are to be placed where directed – well away from examination desks.
- **Students are responsible for providing all of their own necessary equipment. All items (pens, pencils, rulers, calculators, etc) brought into the examination hall are to be included in a clear plastic sleeve, to be easily checked and avoid any suspicion of cheating.**
- **Students are NOT permitted to take any electronic devices into any examination – except approved calculators.**

You must NOT bring any of the following into the examination room:

- A mobile phone or smartwatch
- Any electronic device (except a calculator where permitted). This includes communication devices, organisers, tablets (e.g iPads, etc), music players or electronic dictionaries
- Paper or any printed or written material (including your examination timetable)
- Dictionaries, except where permitted in Language examinations
- Correction fluid or correction tape
- Answer booklets are provided. Students must not bring their own answer paper
- **Only clear liquid (bottled water) is permitted in a firm, clear plastic bottle**
- Students will be notified when 10 minutes remain in their exam
- Out of respect for your fellow students, all movement in the hall should be as quiet and respectful as possible. Please lift chairs rather than sliding, lift feet rather than plodding/shuffling, muffle coughs and yawns and wear suitable shoes
- If there is a question or problem, students must raise their hand silently and wait for a supervisor to attend them. Students should then very *quietly* consult with the Supervisor
- Toilet breaks in examination time are to be avoided. If unavoidable, raise your hand and wait for permission from the supervisor. Be respectful and quiet when moving to the toilet

## Performance in Examinations

- Students are not allowed at any time during the exam to borrow equipment from another student as this will disturb that student's concentration
- Students must make a serious, sustained effort to complete all exams to the best of their ability. Failure to do so will lead to a formal N warning and may be deemed as a non-serious attempt and be awarded zero marks. In addition, students who fail to make an adequate attempt may have to re-sit the exam at another time (mostly likely outside normal classroom hours)
- **Students who miss an examination due to illness or unforeseen circumstances should telephone the school and leave a message through the Front Office (Ph: 02 4274 0621).** The normal Assessment Illness/ Misadventure Appeals process will be followed. Failure to follow college procedures will lead to a mark of zero and a formal N warning

## Behaviour in Examinations

- Standard exam rules apply from the time the student enters the exam room and for the duration of the exam. Primarily this means no talking and following all supervisor directions
- Students must not commence writing until instructed to do so by the supervisor
- Any student involved in cheating, copying or submitting work other than their own will receive a mark of zero and a formal N warning
- Students who behave poorly e.g. disobedience, distracting or causing disruption will be moved to rear of exam room or in more extreme circumstances, asked to leave room. In most cases, such behaviour will lead to a mark of zero and a formal N warning
- **Mobile phones should be left at home.**
- The Presiding Officer and Supervisors are in charge of students:
  - When assembling before an examination
  - During the examination
  - After the examination until all students have left
  - You must follow the Supervisors' instructions at all times

## GLOSSARY OF KEY WORDS

Syllabus outcomes, performance bands and examination questions have key words that state what students are expected to be able to do. The glossary below has been developed to provide a common language and consistent meaning and is designed to help students understand what is expected in responses to examination and assessment tasks.

<b>account</b>	Account for, state reasons for, report on. Give an account of, narrate a series of events or transactions
<b>analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>apply</b>	Use, utilise, employ in a particular situation
<b>appreciate</b>	Make a judgement about the value of
<b>assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>calculate</b>	Ascertain/determine from given facts, figures or information
<b>clarify</b>	Make clear or plain
<b>classify</b>	Arrange or include in classes/categories
<b>compare</b>	Show how things are different or opposite
<b>construct</b>	Make, build, put together items or arguments
<b>contrast</b>	Show how things are different or opposite
<b>critically (analysis/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
<b>deduce</b>	Draw conclusions
<b>define</b>	State meaning and identify essential qualities
<b>demonstrate</b>	Show by example
<b>describe</b>	Provide characteristics and features
<b>discuss</b>	Identify issues and provide points for and /or against
<b>distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>evaluate</b>	Make a judgement based on criteria; determine the value of
<b>examine</b>	Inquire into
<b>explain</b>	Relate cause and effect; make relationships between things evident; provide why and/or how
<b>extract</b>	Choose relevant and/or appropriate details
<b>extrapolate</b>	Infer from what is known
<b>identify</b>	Recognise and name
<b>interpret</b>	Draw meaning from
<b>investigate</b>	Plan, inquire into and draw conclusions about
<b>justify</b>	Support an argument or conclusion
<b>outline</b>	Sketch in general terms; indicate the main features of
<b>predict</b>	Suggest what may happen based on available information
<b>propose</b>	Put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
<b>recall</b>	Present remembered ideas, facts or experiences
<b>recommend</b>	Provide reasons in favour
<b>recount</b>	Retell a series of events
<b>Summarise details</b>	Express concisely the relevant
<b>synthesise</b>	Putting together various elements to make a whole

# STUDENT ASSESSMENT PLANNER

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
											Term 4
											Term 1
											Term 2
											Term 3



<b>FISC Ancient History HSC Assessment Schedule - 2024</b>						
<b>Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
		<b>Source Based: Core Topic</b> Cities of Vesuvius: Pompeii and Herculaneum	<b>Research Task: Ancient Societies</b> (Sparta) and Core Topic	<b>Test Historical Periods</b>  (Julio – Claudians)	<b>Trial HSC Examination</b>	
<b>Date</b>		Week 8/ T4	Week 9/T1	Week 6/ T2	Week 5-6/T3	
Outcomes		Outcomes assessed  AH12-6 AH12-8 AH12-9 AH12-10	Outcomes assessed  AH12-1 AH12-2 AH12-3 AH12-9	Outcomes assessed  AH12-1 AH12-2 AH12-3 AH12-9	Outcomes assessed  AH12-1 AH12-2 AH12-3 AH12-4 AH12-5 AH12-6 AH12-7 AH12-8 AH12-9 AH12-10	
Syllabus Components	<b>Weighting</b>					
Knowledge and understanding of course content	<b>40</b>	5	5	10	20	
Historical skills in the analysis and evaluation of sources and interpretations	<b>20</b>	5	5	0	10	
Historical inquiry and research	<b>20</b>	5	10	5	0	
Communication of historical understanding in appropriate forms	<b>20</b>	5	5	10	0	
<b>Marks (Weighting of task)</b>	<b>100</b>	20	25	25	30	

## FISC Biology HSC Assessment Schedule - 2024

Component		Task 1	Task 2	Task 3	Task 4
		Skills Task	Research Task	Depth Study	Trial HSC Examination
Date		Week 9/T4	Week 8/T1	Week 9/T2	Weeks 5-6/T3
Outcomes		Bio11/12:1,5 Bio12: 12	Bio11/12:1 ,2,4,5,6,7 Bio12: 13	Bio11/12:1,2,3, 4,5,6,7 Bio12: 12, 13,14,15	Bio11/12:3,4,6,7 Bio12: 12,13,14,15
Syllabus components	Weighting				
Students <ul style="list-style-type: none"> <li>develop knowledge and understanding of heredity and genetic technologies</li> <li>develop knowledge and understanding of the effects of disease and disorders</li> </ul>	<b>40</b>	0	10	10	20
Students develop skills in applying the processes of Working Scientifically <ul style="list-style-type: none"> <li>Questioning and predicting</li> <li>Planning investigations</li> <li>Conducting investigations</li> <li>Processing data and information</li> </ul>	<b>30</b>	10	5	15	0
Students develop skills in applying the processes of Working Scientifically <ul style="list-style-type: none"> <li>Analysing data and information</li> <li>Problem solving</li> <li>Communicating</li> </ul>	<b>30</b>	5	5	10	10
<b>Marks (Weighting of task)</b>	<b>100</b>	15	20	35	30

## FISC Business Studies HSC Assessment Schedule - 2024

Component		Task 1	Task 2	Task 3	Task 4
		Management Case Study Task	Semester 1 Test	Topic Task	Trial HSC Examination
Date		Week 2/T1	Weeks 9-10/T1	Week 8/T2	Weeks 5-6/T 3
Outcomes		H: 1, 2, 3, 4, 5, 6, 7, 8, 9	H: 1, 2, 3, 4, 5, 6, 7, 9,	H: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	H: 1, 2, 3, 4, 5, 6, 7, 8, 9,10
Syllabus components	<b>Weighting</b>				
Knowledge and understanding	<b>40</b>	5	10	5	20
Stimulus	<b>20</b>	0	10	5	5
Research and inquiry methods	<b>20</b>	15	0	5	0
Communication	<b>20</b>	0	5	10	5
<b>Marks (Weighting of task)</b>	<b>100</b>	20	25	25	30

<b>FISC Ceramics HSC Assessment Schedule - 2024</b>				
<b>Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		<b>OHS</b> Making and Diary - Introduction to Hand Building and surface decoration. Includes artist studies and personal diary reflection on students own practice	Making and Diary – <b>Postmodern artist appropriation.</b> Research a famous Ceramicist using the frames and create 2 ceramic artworks influenced by your chosen artist.	Making and Diary – <b>Public art and production.</b> Work to a design brief to create large ceramic artworks. Includes artist studies and personal diary reflection on students own practice
<b>Date</b>		Week 2/T2	Week 10 /T2	Week 7/T3
<b>Outcomes</b>		M4, M6 CH1, CH2, CH5	M5, M6 CH2, CH3	M5, M6 CH3, CH4, CH5
<b>Syllabus components</b>	<b>Weighting</b>			
Making	<b>70</b>	20	30	20
Critical and Historical Study	<b>30</b>	10	10	10
<b>Marks (Weighting of task)</b>	<b>100</b>	30	40	30

## FISC Community & Family HSC Assessment Schedule - 2024

Component		Task 1	Task 2	Task 3	Task 4
		IRP	Work Task	Family Task	Trial HSC Examination
Date		Week 6 /T4	Week 9-10 /T1	Week 6/T2	Weeks 5-6/T 3
Outcomes		H:3.4,5.1,5.2	H:4.1,4.2, 6.1,6.2 7.1,7.2	H: 2.1,2.2,3.1,3.2	H:1.1,2.3,3.1, 3.2, 3.3,3.4,4.1 4.2,5.1,5.2,6.1 6.2,7.3,7.4
Syllabus components	<b>Weighting</b>				
Knowledge and understanding of course content.	<b>40</b>	0	10	10	20
Skills in critical thinking analyzing and communicating	<b>60</b>	20	15	15	10
<b>Marks (Weighting of task)</b>	<b>100</b>	20	25	25	30

## HSC Drama Assessment Schedule - 2024

Component		Task 1	Task 2	Task 3	Task 4
		IP planning and development + TETE table In class presentation	Half Yearly Examination Written response	Group Performance and IP Workshop Planning and Development	Group Performance and Rationales Submission
Date		Week 9/T4	Week 9 -10/T1	Week 5/T2	Week 3/T3
Outcomes		H1.3, H1.5, H1.7, H2.2, H3.1	H3.2, H3.3, H3.4, H3.5	H1.1, H1.2, H1.4, H2.1, H2.2, H2.3	H1.5, H1.6, H1.8, H1.9, H2.4, H2.5
Syllabus components	<b>Weighting</b>				
Making	<b>40</b>	10	0	15	15
Performing	<b>30</b>	10	0	10	10
Critically Studying	<b>30</b>	5	25	0	0
<b>Marks</b> (Weighting of task)	<b>100</b>	25	25	25	25

## FISC Advanced English HSC Assessment Schedule - 2024

Component		Task 1	Task 2	Task 3	Task 4
		<b>Texts &amp; Human Experience</b> Multi-Modal Presentation + Extended Response	<b>Textual Conversations</b> Extended Response	<b>The Craft of Writing</b> Imaginative Composition + Creative Reflection	Trial HSC Examination
Date		Week 9/T4	Week 10/T1	Week 10/T2	Week 5-6/T3
Outcomes		EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7, EA12-8	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	EA12-2, EA12-3, EA12-4, EA12-5, EA12-9	EA12-3, EA12-4, EA12-5, EN12-6, EA12-9
Syllabus components	<b>Weighting</b>				
C1 – <b>Knowledge</b> and understanding of course content	<b>50</b>	12.5	12.5	12.5	12.5
C2 – <b>Skills</b> in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>	12.5	12.5	12.5	12.5
<b>Marks</b> (Weighting of task)	<b>100</b>	25	25	25	25

## FISC Standard English HSC Assessment Schedule - 2024

Component		Task 1	Task 2	Task 3	Task 4
		<b>Texts and Human Experiences</b> Extended Response and Short Answer Questions	<b>Language Identity and Culture –</b> Critical Response	<b>Craft of Writing</b> Multimodal Creative Composition and Reflective Presentation	Trial HSC Examination
Date		Week 8/T4	Week 8 /T2	Week 3 /T3	Week 5-6/T3
Outcomes		EN12-1, EN12-3, EN12-5, EN12-6, EN12-2, EN12-4	EN12-1, EN12-3, EN12-5, EN12-6, EN12-9	EN12-9, EN12-5, EN12-3, EN12-1, EN12-7	EN12-3, EN12-4, EN12-5, EN12-8, EN12-9
Syllabus components	<b>Weighting</b>				
<b>Knowledge</b> and understanding of course content	<b>50</b>	12.5	12.5	12.5	12.5
<b>Skills</b> in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>	12.5	12.5	12.5	12.5
<b>Marks</b> (Weighting of task)	<b>100</b>	25	25	25	25



<b>FISC English Studies HSC Assessment Schedule - 2024</b>						
<b>Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
		<b>Power Point &amp; Sustained Response</b>	<b>Travel Presentation &amp; Creative Writing</b>	<b>Interview &amp; Transcript Task</b>	<b>Portfolio Task</b>	
<b>Date</b>		Week 7/T4	Week 10/T1	Week 9/T2	Week 4/T3	
<b>Outcomes</b>		ES12-1, ES12-2, ES12-4, ES12-5, ES12-7, ES12-8	ES12-1, ES12-4, ES12-5, ES12-6, ES12-7, ES12-9, ES12-10	ES12-3, ES12-4, ES12-6, ES12-7, ES12-9	ES12-1 ES12-2, ES12-3, ES12-4, ES12-6, ES12-9, ES12-10	
<b>Syllabus components</b>	<b>Weighting</b>					
Knowledge and understanding of course content	<b>50</b>	12.5	12.5	10	15	
Skills in: <ul style="list-style-type: none"> <li>Comprehending texts</li> <li>Communicating ideas</li> <li>Using language accurately, appropriately and effectively</li> </ul>	<b>50</b>	12.5	12.5	10	15	
<b>Marks (Weighting of task)</b>	<b>100</b>	25	25	20	30	

## FISC Exploring Early Childhood 2 Unit 1 Year Assessment Schedule - 2024

Component		Task 1	Task 2	Task 3	Task 4
		Folio & Media, Case Studies and Social Issues, Reading	Play Task	Virtual Parenting/Individual Project	In Class Examination
Date		Term 1 & 2	Term 1 & 2	Term 1 up and including Term 3 Week 10	Week 5-6/T3
Outcomes		H:1.1, 1.5, 2.1,	H:5.1,2.3,2.4, 4.3, 3.1	H:1.3, 2.2, 4.2 ,6.1	H:1.4, 1.2
Syllabus components	<b>Weighting</b>				
Knowledge and understanding	<b>50</b>	20	10	10	10
Skills	<b>50</b>	10	20	20	0
<b>Marks</b> (Weighting of task)	<b>100</b>	30	30	30	10

## FISC Industrial Technology Timber Products & Furniture Technologies HSC Assessment Schedule - 2024

Component		Task 1	Task 2	Task 3	Task 4
		Industry Study Report + Project Research, and Communication	Project Management Report + Production 1	Project Analysis and Production 2	Trial HSC Examination
Date		Week 10/T4	Week 9/T1	Week 10/T2	Weeks 5/6/T 3
Outcomes		H1.1, H1.2, H1.3, H3.1, H3.2, H5.1, H6.2, H7.1	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.2, H2.1 H3.2, H3.3 H4.1, H4.2, H4.3, H6.1 H5.2, H7.2	H4.3, H6.1, H7.1, H7.2
Syllabus components	<b>Weighting</b>				
Industry Study	<b>15</b>	15	0	0	0
Design Management and Communication	<b>20</b>	10	0	5	5
Production	<b>40</b>	0	20	20	0
Industry Related Manufacturing Technology	<b>25</b>	0	5	5	15
<b>Marks (Weighting of task)</b>	<b>100</b>	25	25	30	20

## FISC Investigating Science HSC Assessment Schedule - 2024

Component		Task 1	Task 2	Task 3	Task 4
		Research Task	Skills Task	Depth Study	Trial HSC Examination
Date		Week 7/T4	Week 8/T1	Week 8/T2	Weeks 5-6/T 3
Outcomes		INS11/12: 1,2,4,5,6,7 INS12: 13	INS11/12:1,5 INS12: 12	INS11/12: 1,2,3,4,5,6,7 INS12: 12, 13,14	INS11/12:3,4,6,7 INS12: 12,13,14,15
Syllabus components	<b>Weighting</b>				
Students <ul style="list-style-type: none"> <li>develop knowledge and understanding of science and technology</li> <li>develop knowledge and understanding of contemporary issues involving science</li> </ul>	<b>40</b>	10	0	10	20
Students develop skills in applying the processes of Working Scientifically <ul style="list-style-type: none"> <li>Questioning and predicting</li> <li>Planning investigations</li> <li>Conducting investigations</li> <li>Processing data and information</li> </ul>	<b>30</b>	5	10	15	0
Students develop skills in applying the processes of Working Scientifically <ul style="list-style-type: none"> <li>Analysing data and information</li> <li>Problem solving</li> <li>Communicating</li> </ul>	<b>30</b>	5	5	10	10
<b>Marks (Weighting of task)</b>	<b>100</b>	20	15	35	30

## FISC Legal Studies HSC Assessment Schedule - 2024

Component		Task 1	Task 2	Task 3	Task 4
		Crime Research Task	Semester 1 Test	Option Task	Trial HSC Examination
Date		Week 2/T1	Week 9-10 /T1	Week 9/T2	Weeks 5-6/T3
Outcomes		H: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	H: 1, 2, 3, 4, 5, 6, 7, 9, 10	H: 1, 2, 4, 5, 6, 7, 9, 10	H: 1, 2, 3, 4, 5, 6, 7, 9, 10
Syllabus components	Weighting				
Knowledge and understanding	<b>40</b>	10	5	5	20
Analysis and Evaluation	<b>20</b>	0	10	5	5
Inquiry and research	<b>20</b>	10	0	10	0
Communication of legal information	<b>20</b>	5	5	5	5
<b>Marks</b> (Weighting of task)	<b>100</b>	25	20	25	30

## FISC Marine Studies HSC Assessment Schedule - 2024

Component		Task 1	Task 2	Task 3	Task 4
		Presentation	Skills Task	Research	Trial HSC Examination
Date		Week 8/T4	Week 6/T1	Week 8/T2	Week 5-6/T3
Outcomes		H:1.1-5.4	H:1.1-5.4	H:1.1-5.4	H:1.1-5.4
Syllabus components	Weighting				
Knowledge, understanding and appreciation that promote sound environmental practices in the marine environment	20	0	5	5	10
Ability to manage activities cooperatively and communicate in a marine context	20	0	0	10	10
An ability to apply the skills of critical thinking, research and analysis	20	0	10	10	0
Knowledge and understanding of marine industries and their interaction with society and with leisure pursuits	20	5	5	0	10
Knowledge, understanding and skills of safe practice in the marine context	20	5	0	5	10
<b>Marks</b> (Weighting of task)	<b>100</b>	10	20	30	40

FISC Mathematics Standard 1 HSC Assessment Schedule - 2024					
Component		Task 1	Task 2	Task 3	Task 4
		Class test Rates Network Concepts MS-M4 MS-N1	Investigation Right Angled Trig MS-M3	Class Test Simultaneous Bivariate Data Scale Drawing	Trial HSC Examination Topic: MS-A4, MS-M6, MS-M7, MS-F4, MS-F5, MS-S4, MS-S5, MS-N2, MS-N3
Date		Week 9/T4	Week 9/T1	Week 8/T2	Week 5-6/T3
Outcomes		MS1 -12-3 MS1 -12-8 MS1 -12-9	MS1-12-3 MS1-12-4 MS1-12-10	MS1-12-1 MS1-12-6 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1- 12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8
Syllabus components	<b>Weighting</b>				
Understanding fluency and communicating	<b>50</b>	10	10	10	20
Problem Solving	<b>50</b>	15	10	15	10
<b>Marks (Weighting of task)</b>	<b>100</b>	25	20	25	30

## FISC Mathematics Standard 2 HSC Assessment Schedule - 2024

Component		Task 1	Task 2	Task 3	Task 4
		Class test (1 hr) Rates and Ratios Network Concepts MS-M7 MS-N2	Investigation Non-right-Angled Trig MS-M6	Algebra, Financial Mathematics and Statistical analysis Class Test Topic: MS-A4, MS-F5, MS-S4	Trial HSC Examination Topic: MS-A4, MS-M6, MS-M7, MS-F4, MS-F5, MS-S4, MS-S5, MS-N2, MS-N3
Date		Week 9/T4	Week 9/T1	Week 8/T2	Week 5-6/T3
Outcomes		MS2 -12-3 MS2 12-4 MS2 12-8	MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-5 MSI-12-6 MS2-12-7	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-10
Syllabus components	<b>Weighting</b>				
Understanding fluency and communicating	<b>50</b>	10	10	10	20
Problem Solving Reasoning & Justification	<b>50</b>	15	10	15	10
<b>Marks</b> (Weighting of task)	<b>100</b>	25	20	25	30



## FISC Advanced Mathematics HSC Assessment Schedule - 2024

Component		Task 1	Task 2	Task 3	Task 4
		Sequences and Series Graphs and Equations Class Test M1.2, M1.3, F2, T3	Test Calculus, Applications of Calculus	Descriptive Statistics and Bivariate Data Investigation	Trial HSC Examination
Date		Week 9/T4	Week 8-9/T1	Week 8/T2	Week 5-6/T3
Outcomes		MA12-2, MA12-4, MA12-9, MA12-10 MA12-1, MA12-5	MA12-3, MA12-6, MA12-7, MA12-10	MA12-1, MA12-5, MA12-9, MA12-10,	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8
Syllabus components	<b>Weighting</b>				
Concepts skills and Techniques	<b>50</b>	15	10	15	10
Reasoning and Communication	<b>50</b>	5	15	10	20
<b>Marks (Weighting of task)</b>	<b>100</b>	20	25	25	30

## FISC Modern History HSC Assessment Schedule - 2024

Component		Task 1	Task 2	Task 3	Task 4
		<b>Research and presentation</b>  <b>Core Topic:</b>  Power and Authority in the Modern World 1919-1946	<b>Source Based Study</b>  Peace and conflict: (Conflict in Indochina)	<b>Historical Analysis</b> Russia and Soviet Union 1917-1941	<b>Trial HSC Examination</b>
Date		Week 9/T4	Week 9/T1	Week 9/T2	Week 5-6/T3
Outcomes		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
Syllabus components	<b>Weighting</b>				
Knowledge and understanding of course content	<b>40</b>	5	10	10	15
Historical Skills in the analysis and evaluation of sources and interpretations	<b>20</b>	0	5	5	10
Historical inquiry and research	<b>20</b>	10	5	5	0
Communication of historical understanding in appropriate forms	<b>20</b>	5	5	5	5
<b>Marks (Weighting of task)</b>	<b>100</b>	20	25	25	30

## FISC PDHPE HSC Assessment Schedule - 2024

Component		Task 1	Task 2	Task 3	Task 4
		<b>Core 2 Video Analysis</b> Factors Affecting Performance	<b>Option 1 Scenario Response</b> Sports Medicine	<b>Core 1 In-Class Task</b> Health Priorities in Australia	<b>Trial HSC Examination</b> Core 1, Core 2, Option 3
Date		Term 4, Week 8	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 5-6
Outcomes		H7, H8, H9, H10, H11, H16, H17	H8, H13, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16	H1, H2, H3, H4, H5, H14, H15, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17
Syllabus components	<b>Weighting</b>				
Knowledge and understanding of course content	<b>40</b>	10	10	10	10
Skills in critical thinking, research, analysis and communicating	<b>60</b>	15	15	10	20
<b>Marks</b> (Weighting of task)	<b>100</b>	25	25	20	30

## FISC Photography 2 Unit 1 Year HSC Assessment Schedule - 2024

Component		Task 1	Task 2	Task 3
		“Introduction To Practice In Digital Imaging” Making & Diary (DI1)	“Developing a Point of View” Digital Photography Making & Diary (WP4)	“Manipulated Forms” in Digital Photography (DI4)
Date		Week 10/T1	Week 10/T2	Week 7/T3
Outcomes		M1, M2, M4, M6 CH1, CH2, CH5	M2, M4, M5, M6 CH2, CH3	M1, M3, M5, M6 CH3, CH4, CH5
Syllabus components	<b>Weighting</b>			
A Making	<b>70</b>	20	20	30
B Critical and Historical Study	<b>30</b>	10	10	10
<b>Marks</b> (Weighting of task)	<b>100</b>	30	30	40

<b>FISC Physics HSC Assessment Schedule - 2024</b>						
<b>Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
		Skills Task	Research Task	Depth Study	Trial HSC Examination	
Date		Week 7/T4	Week 8/T1	Week 8/T2	Weeks 5-6 /T 3	
Outcomes		PH11/12: 1,5 Ph12: 12	PH11/12: 1,2,4,5,6,7,P H12: 13	PH11/12: 1,2,3,4,5,6,7 PH12: 12, 13,14	PH11/12: 3,4,6,7 PH12: 12,13,14,15	
Syllabus components		<b>Weighting</b>				
Students <ul style="list-style-type: none"> <li>• develop knowledge and understanding of advanced mechanics and electromagnetism</li> <li>• develop knowledge and understanding of the role of evidence and prediction in the development of theories in physics</li> </ul>		<b>40</b>	0	10	10	20
Students develop skills in applying the processes of Working Scientifically <ul style="list-style-type: none"> <li>• Questioning and predicting</li> <li>• Planning investigations</li> <li>• Conducting investigations</li> <li>• Processing data and information</li> </ul>		<b>30</b>	10	5	15	0
Students develop skills in applying the processes of Working Scientifically <ul style="list-style-type: none"> <li>• Analysing data and information</li> <li>• Problem solving</li> <li>• Communicating</li> </ul>		<b>30</b>	5	5	10	10
<b>Marks (Weighting of task)</b>		<b>100</b>	15	20	35	30

## FISC Society and Culture HSC Assessment Schedule - 2024

Component		Task 1	Task 2	Task 3	Task 4
		Research Methods Report	Half Year Test Core & Depth Study 1	Depth Study 2 Task-Extended Response	Trial HSC Examination
Date		Week 9/T4	Week 9-10/T1	Week 6/T2	Week 5-6/T3
Outcomes		H: 1,3, 4, 5, 6, 7, 8, 9, 10	H: 1, 2, 3, 4, 5, 6, 7, 9, 10	H: 1,3 4, 6, 7, 9, 10	H: 1, 2, 3, 4, 5, 6, 7, 9, 10
Syllabus components	<b>Weighting</b>				
Knowledge and Understanding	<b>50</b>	10	15	5	20
Application and Evaluation of Social and Cultural Research Methods	<b>30</b>	10	5	10	5
Communication	<b>20</b>	5	5	5	5
<b>Marks</b> (Weighting of task)	<b>100</b>	25	25	20	30

## FISC Sports, Lifestyle & Recreation HSC Assessment Schedule - 2024

Component		Task 1	Task 2	Task 3
		Skills Test and Topic Test	Coaching Presentation Task	Resistance Training Program
Date		Week 9/T1	Week 5/T2	Week 6/T3
Outcomes		H:1.1,1.3,2.2,3.1 3.6,4.4,4.5	H:1.1,1.3,3.2,4.2,4.5	H:1.2,1.3,2.2,2.5,3.2,3.3
Syllabus components	Weighting			
Knowledge and Understanding	<b>50</b>	20	10	20
Skill	<b>50</b>	10	20	20
<b>Marks (Weighting of task)</b>	<b>100</b>	30	30	40

## FISC Visual Arts HSC Assessment Schedule - 2024

Component		Task 1	Task 2	Task 3	Task 4
		Research and Presentation	Progress review of Body of Works	Trial HSC Examination	Body of Works
Date		Week 6/T4	Week 5/T2	Week 5-6 /T3	Weeks 7/T3
Outcomes		H8, H9	H1, H2, H3, H4	H8, H9, H10, H7	H2, H4, H5, H6
Syllabus components	Weighting				
A Art making	<b>50</b>	0	20	0	30
B Art Criticism and Art History	<b>50</b>	20	0	30	0
<b>Marks (Weighting of task)</b>	<b>100</b>	20	20	30	30



<b>Visual Design HSC Course Assessment Schedule - 2024</b>					
<b>Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Product Design	Photoshop Task	Cultural Ethics Task	Individual Design Project
Date		Week 6 /T4	Week 9-10 /T1	Week 6/T2	Weeks 2-3/T 3
Outcomes		DM1, DM2,	DM3, DM4, DM5, DM6	CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4
Syllabus components	<b>Weighting</b>				
Knowledge and understanding of course content.	<b>50</b>	10	15	15	10
Skills in critical thinking analysing and communicating.	<b>50</b>	10	15	15	10
<b>Marks (Weighting of task)</b>	<b>100</b>	20	30	30	20

\* Assessment Task dates will be negotiated with students who commence the course late

<b>FISC Work Studies 1 Unit HSC Assessment Schedule - 2024</b>				
<b>Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Research Investigation	Quiz	Interview and Report
Date *		T4/Wk8	T2/Wk2	T3/Wk2
Outcomes		1, 3, 4, 5	1, 2, 3, 4, 5, 7, 8, 9	1, 3, 4, 5
Syllabus components	<b>Weighting</b>			
Knowledge and understanding outcomes and course content	<b>30</b>	10	6	14
Skills outcomes and course content	<b>70</b>	25	14	31
<b>Marks (Weighting of task)</b>	<b>100</b>	35	20	45

<b>FISC Connected Learning WRAP HSC Assessment Schedule - 2024</b>				
<b>Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Research Project	Post-school/Career Planning Portfolio	Final Course Test
Date: Due dates for tasks will be notified in class. You will be given written notification.				
Outcomes		3.1, 3.3, 3.4, 3.5, 4.1,	3.5, 4.2, 4.5, 4.5	3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 4.3, 4.6
Syllabus components	<b>Weighting</b>			
Knowledge and Understanding	<b>40</b>	25	5	10
Skills	<b>30</b>	10	15	5
Communication of Historical Understanding	<b>30</b>	5	20	5
<b>Marks (Weighting of task)</b>	<b>100</b>	40	40	20

**This is translated to a mark out of 50 for the reports and NESA assessment**



### School Delivered Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain an HSC or RoSA and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW RTOs are accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

**Board Developed Industry Curriculum Framework (ICF)** courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

**Board Endorsed Courses (BECs)** are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

### Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

### Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

### School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser

**School Name:**

**Assessment Schedule Yr: 11 - 2023**

Code	Assessment Events	Task 1		Task 2		Task 3		Task 4		Preliminary 1/2 Year Exam**		Preliminary Yearly Exam**	
		Week	TBA depending on school delivery	Week	Term 1	Week	Term 2	Week	Term 3	Week	Term	Week	Term
	Unit of Competency	Term	Date	Term	Date	Term	Date	Term	Date	Term	Date	Term	Date
CPCWHS1001	Prepare to work safely in the construction industry	X											
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry			X									
CPCCOM1011 CPCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations					X							
CPCCOM2001 CPCCOM1013	Read and interpret plans and specifications Plan and organise work								X				

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

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

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

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

School Name:

Assessment Schedule Yr: 12 - 2024

Code	Unit of Competency	Task 5		Task 6		Task 7		½ yearly Exam**		Trial Exam**	
		Week Term 4 Date:	Week Term 2 Date:	Week Term 3 Date:	Week Term 2 Date:	Week Term 3 Date:	Week Term 3 Date:	Week Term Date:	Week Term Date:		
<b>Assessment Events</b> (Remove Task 5 Options not being delivered – refer to TAS)											
CPCCBL2001 CPCCBL2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	X									
CPCCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	X									
CPCGCJN2001 CPCGCJN3004	Assemble components Manufacture and assemble joinery components	X									
CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials		X								
CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the construction industry					X					

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

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

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

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

**School Name:**
**Assessment Schedule Year 11 - 2023**


Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1		Preliminary Yearly Exam** (Optional)
		Week Term 2 Date	Week Term Date	
Code	Unit of Competency			
SITXFA005	Use hygienic practices for food safety		X	
SITXWHS005	Participate in safe work practices		X	
SITXFA006	Participate in safe food handling practices		X	
SITHCC025	Prepare and present sandwiches		X	
SITXCOM007	Show social and cultural sensitivity		X	
SITXCCS011	Interact with customers		X	

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards SIT20322 Certificate II in Hospitality.**

**The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**  
**\* Selected units only to be confirmed by your teacher.**

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

School Name:

Assessment Schedule Year 12 – 2024

Code	Unit of Competency	Assessment Tasks for SIT20322 Certificate II in Hospitality				Trial Exam**
		Task 2	Task 3	Task 4	½ yearly Exam**	
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week Term 4 Date:	Week Term 5 Date:	Week Term 7 Date:	Week Term Date:	
SITHIND006	Source and use information on the hospitality industry	X				
SITHFAB024	Prepare and serve non-alcoholic beverages		X			
SITHFAB025	Prepare and serve espresso coffee		X			
SITHFAB027	Serve food and beverages		X			
BSBTWK201	Work effectively with others			X		
SITHIND007	Use hospitality skills effectively			X		

Depending on the achievement of units of competency, the possible qualification outcome is **SIT20322 Certificate II in Hospitality**

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

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

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



Qualification: MEM10119 Certificate I in Engineering &amp; MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways

Cohort 2023 – 2024 59732 2 Units x 2 Years

Training Package MEM05 Metal and Engineering (version 11.1) &amp; MEM - Manufacturing and Engineering (Release 2.1)

**School Name:**
**Assessment Schedule Yr: 11 - 2023**

Code	Unit of competency	Assessment events		
		Task 1 Week 10 Term 1	Task 2 Week 2 Term 3	Task 3 Week 10 Term 3
MEM13015	Work safely and effectively in manufacturing and engineering			
MEM16006	Organise and communicate information	X		
MEM11011	Undertake manual handling			
MEM18001	Use hand tools			
MEM18002	Use power tools/hand held operations		X	
MEM12024	Perform computations			
MEM16008	Interact with computing technology			
MEM07032	Use workshop machines for basic operations			X

**\* Students must complete 35 hours of work placement during the course in 2023.**

Depending on the achievement of units of competency, the possible qualification outcome is a MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

\*\*Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy. Public Schools NSW, Tamworth (RTO 90162) have engaged NESAs to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nsw.edu.au/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESAs directly for additional copies of their transcript.

Qualification: MEM10119 Certificate I in Engineering &amp; MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways

Cohort 2023 – 2024      59732 2 Units x 2 Years

Training Package MEM05 Metal and Engineering (version 11.1) &amp; MEM - Manufacturing and Engineering (Release 2.1)

**School Name:**
**Assessment Schedule Yr: 12 - 2024**

Code	Unit of competency	Assessment events			
		Task 4	Task 5	Task 6	
MEMPE006A	Undertake a basic engineering project	Week 5 Term 3	Week 5 Term 3	Week 10 Term 1	
MEMPE001A	Use engineering workshop machines	X			
MEMPE002A	Use electric welding machines				
MEMPE004A	Use fabrication equipment		X		
MEMPE005A	Develop a career plan for the engineering and manufacturing industry			X	

**\* Students must complete 35 hours of work placement during the course 2023.**

Depending on the achievement of units of competency, the possible qualification outcome is a MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

\*\*Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy. *Public Schools NSW, Tamworth (RTO 90162)* have engaged NESA to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nsw.edu.au/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESA directly for additional copies of their transcript.

## Assessment Summary for SIR30216 Certificate III in Retail

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Add information
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Add information

Assessment Plan			Evidence Collection				HSC
Cluster	Unit of Competency (Code and Title )		Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples,	Portfolio – purposeful collection of annotated and validated pieces of evidence	Questioning – written or oral related to knowledge	NESA Status Mandatory
Cluster 1 – Teamwork in a service environment	SIRXIND001	Work effectively in a customer service environment	Y	Y		Y	Y
	SIRXCOM001	Work effectively in a team	Y	Y		Y	Y
Cluster 2 – Safely maintain the store environment	SIRXWHS002	Contribute to workplace health and safety	Y	Y		Y	Y
	SIRXIND002	Organise and maintain the store environment	Y	Y		Y	
Cluster 3 - Handling retail stock	SIRRINV001	Receive and handle retail stock	Y	Y		Y	
	SIRRINV002	Control stock	Y	Y		Y	
Cluster 4 - Serving the customer	SIRXCEG001	Engage the customer	Y	Y		Y	Y
	SIRXCEG002	Assist with customer difficulties	Y	Y		Y	
	SIRXCEG003	Build customer relationships and loyalty	Y	Y		Y	
Cluster 5 - Point of sale procedures and security	SIRXSLS002	Follow point-of-sale procedures	Y	Y		Y	Y
	SIRXRSK001	Identify and respond to security risks	Y	Y		Y	Y
Cluster 6 - Selling and advising the retail customer	SIRXSLS001	Sell to the retail customer	Y	Y		Y	Y
	SIRXPDK001	Advise on products and services	Y	Y		Y	Y
Cluster 7 - Merchandise displays	SIRRMER001	Produce visual merchandise displays	Y	Y		Y	Y

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIR30216 Certificate III in Retail. The Statement of Attainment towards SIR30216 Certificate III in Retail will only be the possible AQF outcome if at least one UoC has been achieved.

# APPENDIX – ASSESSMENT OUTCOMES

## ANCIENT HISTORY

- 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

### Questioning and predicting

- BIO11/12-1** Develops and evaluates questions and hypotheses for scientific investigation

### Planning investigations

- BIO11/12-2** Designs and evaluates investigations in order to obtain primary and secondary data and information

### Conducting investigations

- BIO11/12-3** Conducts investigations to collect valid and reliable primary and secondary data and information

### Processing data and information

- BIO11/12-4** Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

### Analysing data and information

- BIO11/12-5** Analyses and evaluates primary and secondary data and information

### Problem solving

- BIO11/12-6** Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

### Communicating

- BIO11/12-7** Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO12-12** Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- BIO12-13** Explains natural genetic change and the use of genetic technologies to induce genetic change
- BIO12-14** Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
- BIO12-15** Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

## BUSINESS STUDIES

- 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

## CERAMICS

Students should be encouraged to:

- Appreciate the characteristics of practice in ceramics in making and in the critical and historical investigations of this field
- Appreciate the role and contribution of the ceramics artist/designer in different cultures
- Appreciate the different meanings ceramic works can sustain and their material properties
- Appreciate the different ways the world can be interpreted in ceramic works
- Value the role of an audience as a body of critical consumers and appreciate opportunities to view ceramics as audience members
- Value how significant interpretations of ceramics are sustained.

## COMMUNITY & FAMILY

- 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
- 7.1** Appreciates differences among individuals, groups and families within communities and values their contributions to society
- 7.2** Develops a sense of responsibility for the wellbeing of themselves and others
- 7.3** Appreciates the value of resource management in response to change
- 7.4** Values the place of management in coping with a variety of role expectations

## DRAMA

- 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
- H1.8** Recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9** Values innovation and originality in group and individual work
- 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
- H2.4** Appreciates the dynamics of drama as a performing art
- H2.5** Appreciates the high level of energy and commitment necessary to develop and present a performance
- 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

**H3.4** Appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies

**H3.5** Appreciates the role of the audience in various dramatic and theatrical styles and movements

## ADVANCED ENGLISH

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

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

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

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

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

**EA12-6** Investigates and evaluates the relationships between texts

**EA12-7** Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

**EA12-8** Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

**EA12-9** Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

## STANDARD ENGLISH

**EN12-1** Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EN12-2** Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  
**EN12-3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

**EN12-4** Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

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

**EN12-6** Investigates and explains the relationships between texts  
**EN12-7** explains and evaluates the diverse ways texts can represent personal and public worlds

**EN12-8** Explains and assesses cultural assumptions in texts and their effects on meaning

**EN12-9** Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

## ENGLISH STUDIES

**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

## EXPLORING EARLY CHILDHOOD

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

## INDUSTRIAL TECHNOLOGY - TIMBER

- 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

## INVESTIGATING SCIENCE

### Questioning and predicting

**INS11/12-1** Develops and evaluates questions and hypotheses for scientific investigation

### Planning investigations

**INS11/12-2** Designs and evaluates investigations in order to obtain primary and secondary data and information

### Conducting investigations

**INS11/12-3** Conducts investigations to collect valid and reliable primary and secondary data and information

### Processing data and information

**INS11/12-4** Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

### Analysing data and information

**INS11/12-5** Analyses and evaluates primary and secondary data and information **Problem solving**

**INS11/12-6** Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

### Communicating

**INS11/12-7** Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**INS12-12** Develops and evaluates the process of undertaking scientific investigations

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

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

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

## LEGAL STUDIES

**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.

## MARINE STUDIES

**1.1** Relates with a respectful and caring attitude to the ocean and its life forms

**1.2** Identifies the roles of individuals or groups involved in maritime activities

**1.3** Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course

**1.4** Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea

**1.5** Demonstrates an awareness of the value of the ocean as a source of historical information

**2.1** Appreciates the importance of effective management practice

**2.2** Works effectively within a group

**2.3** Communicates information by writing reports, giving short talks and contributing to discussions

**3.1** Evaluates information, situations, equipment manuals and written or manual procedures

**3.2** Collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing

**3.3** Generates information from data by calculating, inferring, interpreting and generalizing

**3.4** Carries out planned research activities using appropriate measurements, observations, classification and recording skills

**4.1** Identifies marine vocations and a range of leisure pursuits

**4.2** Appreciates marine environments as sources of employment and leisure

**5.1** Values the rules and operating principles of marine equipment and applies them

**5.2** Applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment

**5.3** Interprets and follows instructions, with accuracy

**5.4** Selects, organises, assembles, dismantles, cleans, and returns equipment



## MATHEMATICS STANDARD 1

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

## MATHEMATICS STANDARD 2

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

## MATHEMATICS ADVANCED

- 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

## MODERN HISTORY

**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

## HISTORY

- Demonstrates a commitment to social justice through valuing diversity, equity and supportive environments
- Shows responsibility and a willingness to act for personal and community health
- Shows a willingness to question issues that impact on health and performance
- Values the technical and aesthetic qualities of and participation in physical activity

**H1** Describes the nature and justifies the choice of Australia's health priorities

**H2** Analyses and explains the health status of Australians in terms of current trends and groups most at risk

**H3** Analyses the determinants of health and health inequities

**H4** Argues the case for health promotion based on the Ottawa Charter

**H5** Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities

**H6** Demonstrates a range of personal health skills that enables them to promote and maintain health

(Option 1)

**H7** Explains the relationship between physiology and movement potential

**H8** Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity

**H9** Explains how movement skill is acquired and appraised

**H10** Designs and implements training plans to improve performance

**H11** Designs psychological strategies and nutritional plans in response to individual performance needs

**H12** Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport  
(Option 2)

**H13** Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity  
(Option 3)

**H14** Argues the benefits of health-promoting actions and choices that promote social justice

**H15** Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all

**H16** Devises methods of gathering, interpreting 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

- 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

### Questioning and predicting

**PH11/12-1** Develops and evaluates questions and hypotheses for scientific investigation

### Planning investigations

**PH11/12-2** Designs and evaluates investigations in order to obtain primary and secondary data and information

### Conducting investigations

**PH11/12-3** Conducts investigations to collect valid and reliable primary and secondary data and information

### Processing data and information

**PH11/12-4** Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

### Analysing data and information

**PH11/12-5** Analyses and evaluates primary and secondary data and information

### Problem solving

**PH11/12-6** Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

### Communicating

**PH11/12-7** Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

## SOCIETY & CULTURE

**H1** Evaluates and effectively applies social and cultural concepts

**H2** Explains the development of personal, social and cultural identity

**H3** Analyses relationships and interactions within and between social and cultural groups

**H4** Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy

**H5** Analyses continuity and change and their influence on personal and social futures

**H6** Evaluates social and cultural research methods for appropriateness to specific research tasks

**H7** Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias

**H8** Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex

**H9** Applies complex course language and concepts appropriate for a range of audiences and contexts

**H10** Communicates complex information, ideas and issues using appropriate written, oral and graphic forms

## SPORT, LIFESTYLE & RECREATION

- 1.1 Applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 Explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 Demonstrates ways to enhance safety in physical activity
- 1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status
- 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 Elects 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
- 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
- 3.4 Composes, performs and appraises movement
- 3.5 Analyses personal health practices
- 3.6 Assesses and responds appropriately to emergency care situations
- 3.7 Analyses the impact of professionalism in sport plans strategies to achieve performance goal
- 4.1 Demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 Makes strategic plans to overcome the barriers to personal and community health
- 4.4 Demonstrates competence and confidence in movement contexts
- 4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- 5.1 Accepts responsibility for personal and community health
- 5.2 Willingly participates in regular physical activity
- 5.3 Values the importance of an active lifestyle
- 5.4 Values the features of a quality performance
- 5.5 Strives to achieve quality in personal performance

## VISUAL ARTS

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

## VISUAL DESIGN

**DM1** Generates a characteristic style that is increasingly self-reflective in their design practice

**DM2** Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works

**DM3** Investigates different points of view in the making of designed works

**DM4** Generates images and ideas as representations/simulations

**DM5** Develops different techniques suited to artistic and design intentions in the making of a range of works

**DM6** Takes into account issues of Work Health and Safety in the making of a range of works

**CH1** Generates in their critical and historical practice ways to interpret and explain design

**CH2** Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations

**CH3** Distinguishes between different points of view, using the frames in their critical and historical investigations

**CH4** Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

## WORK STUDIES

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