

Francis Greenway High School

Respect, Responsibility, Cooperation, Commitment



HIGHER SCHOOL CERTIFICATE
ASSESSMENT INFORMATION
YEAR 12 - 2023/2024

HIGHER SCHOOL CERTIFICATE ASSESSMENT BOOKLET

This booklet is issued to students of Francis Greenway High School who are candidates for the Higher School Certificate. Every school is required by the NSW Education Standards Authority (NESA) to devise an assessment program for each Board-developed and Board-endorsed course operating within the school.

Students are provided with an assessment schedule showing tasks to be completed and weightings for components for each course studied. This information is included in this booklet.

PRELIMINARY HSC COURSE AND HSC COURSE

The Higher School Certificate program is divided into two courses, a Preliminary HSC Course and an HSC Course. **Satisfactory completion** of the Preliminary HSC Course is a **prerequisite** for entry into the HSC Course. For examining purposes, the Preliminary HSC Course is to be regarded as assumed knowledge which has been covered by all candidates. Examination specifications ensure that the major focus of the examination will be on HSC Course content.

The HSC Course is to be defined in terms of course content, i.e. the knowledge, skills and understanding of achievable outcomes.

Preliminary HSC and HSC syllabuses are structured into two approximately equal components. Formal assessment to determine the Higher School Certificate assessment mark awarded by the school takes place only during the HSC Course. At Francis Greenway High School the changeover from Preliminary HSC Course to HSC Course will take place after completion of the Preliminary HSC Course, which for most courses is at the end of the first week of Term 4. Formal HSC assessment will start at this time and continue to the completion of the HSC Course. Since assessment is progressive, each student should be able to determine his/her relative position in each course at any time throughout the course.

The internal assessment of a course for the Higher School Certificate is to be conducted in relation to the HSC Course only, except for mathematics courses. For Mathematics, no more than 20 percent of the assessment is to be based on the Preliminary HSC Course. Assessment for Mathematics Extension 1 can be based on the whole of the Extension 1 course (Preliminary HSC and HSC).

COURSE COMPLETION CRITERIA

The following course completion criteria refer to both Preliminary HSC and HSC Courses.

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

- (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; and
- (c) achieved some or all of the course outcomes.

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the Principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' determination. An appeal process exists for students – details of this are contained later in this booklet.

PRELIMINARY HSC COURSES

Satisfactory completion of the Preliminary HSC Course, or its equivalent, is a prerequisite for entry into a HSC Course (for the exception regarding HSC Mathematics Extension 1 see *Assessment and Curriculum Information for the Mathematics, Mathematics Extension 1 and Mathematics Extension 2 Courses* on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>. In cases of non-completion of course requirements, an 'N' determination will be submitted. Courses that were not satisfactorily completed will not be printed on the Record of Student Achievement.

The Extension courses in English and Mathematics comprise 60 hours of Preliminary HSC, 60 hours of HSC Extension Course 1 and 60 hours of HSC Extension Course 2. HSC Extension Course 1 may not be completed without completion of the Preliminary HSC Extension Course. HSC Extension Course 2 may not be completed without completion of the Preliminary HSC Extension Course and HSC Extension Course 1. With the exception of VET, in all other subjects where extension courses are available, they comprise a 60 hour HSC Course which may not be commenced until the related Preliminary HSC Course has been completed.

Principals may allow a student who has received an 'N' determination to proceed to the HSC Course provisionally while concurrently satisfying any outstanding Preliminary HSC Course requirements. Principals will be required to confirm, at the time of HSC entries, that the student has now satisfactorily completed Preliminary HSC Course requirements and that their entry for the HSC Course is valid.

Students who have received an 'N' determination have a right of appeal.

CREDENTIALING

NESA will withhold a course if a student is found to have engaged in malpractice or a non-serious attempt at the examination(s). The basis for withholding the Higher School Certificate is the Education Act 1990, Section 95.

Note: An 'N' determination or Board decision to withhold a course will have the following consequences:

- in a 1 or 2 unit course, that course will not contribute in that year to the required pattern of study;
- in the common component of a related course, neither that course nor the related extension course will contribute in that year to the required pattern of study;
- in the extension course, that course only will not contribute in that year to the required pattern of study.

ATTENDANCE IN RELATION TO THE SATISFACTORY COMPLETION OF A COURSE

For post-compulsory students, Principals may determine an appropriate attendance pattern that will allow each student to achieve the outcomes of each course being studied. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

GRANTING OF LEAVE

Granting of leave is a matter for the individual school Principal to determine. The Principal has discretion in granting leave provided that he or she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

Where the period of leave requested is extensive, the student must demonstrate to the Principal that outcomes in each course will be achieved.

PRELIMINARY AND HSC COURSES

Satisfactory completion of the Preliminary HSC Course or its equivalent is a prerequisite for entry into an HSC Course (the exception being HSC Mathematics Extension 1. Topics from the *Mathematics Extension 1* HSC Course may be taught before all the topics of the *Mathematics Extension 1* Preliminary HSC Course have been taught).

For HSC examining purposes, the Preliminary HSC Course is regarded as assumed knowledge that has been covered by all candidates. Examination specifications ensure that the major focus of the examination will be on HSC Course content.

The HSC Course is defined in terms of course content (i.e. knowledge, skills and understanding outcomes) achievable following completion of the Preliminary HSC Course or its equivalent.

The study of prescribed texts (in any medium) for the Higher School Certificate must not commence until the relevant Preliminary HSC Course has been completed.

Work on the following projects must not commence until the relevant Preliminary HSC Course has been completed:

- Design and Technology major design project;
- Drama group performance or individual projects;
- HSC English Extension 2 major work;
- Industrial Technology major project;
- Music performances, elective compositions, elective musicology essays or Viva Voces;
- Society and Culture personal interest project;
- Textiles and Design major textiles project;
- Visual Arts body of work.

With the exception of the general mathematics and mathematics courses, internal assessment of a course for the Higher School Certificate is to be conducted in relation to the HSC Course only. For the general mathematics course no more than 30 percent, and for the mathematics course no more than 20 percent, of the assessment is to be based on the Preliminary HSC Course. Assessment for Mathematics Extension 1 can be based on the whole of the Extension 1 Course (Preliminary HSC and HSC).

CHANGES OF COURSES/UNITS, HSC COURSES

Students studying an HSC Course may not change courses unless the Principal is satisfied that they:

- have satisfactorily completed the Preliminary HSC Course (or equivalent) of the course they wish to enter; and
- will be able to complete all HSC Course requirements, including assessment.

No changes in HSC entries may occur after September in the Higher School Certificate examination year, except that the Principal may approve withdrawal from a course up until the due date for the submission of assessments (see *Higher School Certificate Events Timetable*).

In Mathematics, a change from Extension 2 to Extension 1 or the 2 unit course is permitted only if the school can provide a valid assessment for the 2 unit course. Such changes are permitted up until the due date for submission of assessments.

WHAT IS THE PURPOSE OF ASSESSMENT?

The purpose of assessment is to judge competence on the basis of performance. This judgement is made on the basis of evidence which may be in a variety of forms.

Teachers will assess the student's actual performance, not potential performance. Assessment marks will not be modified to take into account possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks.

Note: An exam estimate mark is required for VET courses.

VET courses are competency based. No internal assessment mark is required for these courses. NESAs and the Vocational Education and Training Accreditation Board (VETAB) require that for each student a competency-based approach to assessment be used and that a record be held by the registered training organisation (RTO) of the competencies achieved by students. A student's performance is judged against a prescribed standard, not against the performance of other students.

COMMENCEMENT OF HSC INTERNAL ASSESSMENTS

With the exception of Mathematics Extension 1, assessments for the HSC Course must not commence until after the completion of the Preliminary HSC Course. Students who have been allowed to enter the HSC Course on probation will need to complete outstanding Preliminary HSC assessment tasks concurrently with HSC assessment tasks.

Assessment for the Mathematics Extension 1 HSC Course can be based on the whole of Mathematics Extension 1 (both Preliminary HSC and HSC Courses). Assessment for Mathematics Extension 1 should not begin until the school program of HSC assessments for other subjects begins (i.e. no earlier than term 4 of Year 11).

COMPLETION OF HSC INTERNAL ASSESSMENT TASKS

The Board expects students to attempt all assessment tasks set.

For all Board Developed Courses (except VET courses and life skills courses) NESAs require all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they are enrolled. The minimum requirement is that the student must make a genuine attempt at assessment tasks which **contribute in excess of 50 percent** of available marks in the course. A student who does not comply with the assessment requirements in a course will have neither an assessment mark nor an examination mark awarded for that course. In the case of extension courses, students who fail to meet the assessment requirements for the co-requisite 2 unit course will not receive a result in either course.

INTERNAL ASSESSMENT AT FRANCIS GREENWAY HIGH SCHOOL

The assessment marks submitted by the school for each course are intended to indicate students' achievements at the end of the HSC Course. The assessment marks are based on achievements measured at points throughout the course. This measure of students' relative achievements is based upon:

- a wider range of syllabus outcomes than can be measured by the external examination, although internal assessment must cover all the objectives measured by the examination;
- multiple measures and observations made throughout the HSC Course rather than at a single, final examination.

Measuring achievement at points during the course provides a better indication of student achievement than a single examination. It caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment.

The assessment marks submitted by the school reflect the knowledge and skills objectives of the course and the related outcomes. The schools will not include measures of objectives and outcomes from the affective domain (i.e. values and attitudes) in their assessments. Assessments will not be influenced by factors such as student conduct.

A whole school assessment calendar is prepared for HSC courses detailing all assessment tasks and their scheduled dates. This is in the back of the booklet. A minimum of two week's notification is given for formal assessment tasks. A register is maintained to indicate the date that each student receives such formal notification. If a student is absent, it is their responsibility to acquaint themselves with the details of any task notifications.

Where two or more classes undertake a common test, the relevant cohort will complete the test simultaneously. If not logistically possible, every endeavour will be made to ensure that no student is advantaged/disadvantaged.

Each faculty employs specific strategies in the marking of formal assessment tasks to ensure consistency of teacher judgement. As a minimum, check marking of formal assessment tasks is essential. Formal feedback is provided on all assessment tasks. This may involve exemplar scripts, marking grids, verbal discussion and written advice.

NESA standards will be adhered to in the marking of the Trial HSC examinations. In the event of any anomaly, moderation/standardisation may be undertaken to ensure that reported results are consistent with HSC standards. There is an expectation that provided an appropriate study program continues from the Trial to the HSC, student performances will improve.

THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate awarded will show 2 marks for each course studied, an examination mark and a moderated assessment mark.

The HSC report will show the HSC mark earned, ranging from 0 to 100 in each 2 unit course studied or ranging from 0 to 50 in 1 unit courses. A mark of 50 out of 100 on the performance scale will correspond to the minimum standard expected as determined by the examiners in each course. A mark of 50 will separate Band 1 and Band 2 descriptor statements. Marks of 60, 70, 80 and 90 will similarly separate Bands 3, 4, 5 and 6 respectively. A student's achievement in a course will place his or her performance into one of six bands. A descriptor associated with each band will summarise the attainments typically demonstrated by students. The report will also show graphically the state-wide distribution of all students' achievements in each course. Information about how many students in the cohort have achieved a particular standard will also be provided. In extension courses the minimum standard will correspond to a mark of 25 out of 50 on the performance scale. It will separate Band E1 and E2 descriptor statements. Marks of 35 and 45 will similarly separate Bands E3 and E4 respectively.

FRANCIS GREENWAY HIGH SCHOOL HSC REPORTING AND EXAMINATION POLICY

Formal examinations will be held for some subjects, possibly including a:

1. Mid-Course Examination; and/or
2. Trial Higher School Certificate Examination

School reports will be issued twice during the HSC year, with an assessment ranking in each course shown on both the mid-HSC course report and the end of year report. In addition, the report will show the student's level of achievement of relevant outcomes for each course.

FRANCIS GREENWAY HIGH SCHOOL POLICY FOR NON-COMPLETION OF ASSESSMENT TASKS

Assessment tasks will be scheduled to be completed and submitted to teachers for marking on or by specified dates throughout the HSC Course. Attendance, on the day the assessment task is either to be performed or submitted, is essential. At least two calendar weeks notice of the details of a task will be given. Tasks are due in the lesson of that subject on the due date.

The NSW Education Standards Authority (NESA), expects students to attempt all assessment tasks set. It requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they may be enrolled.

Students studying a HSC Course must make a genuine attempt at assessment tasks, which **contribute in excess of 50% of the available marks**. The minimum requirement is that the student makes a genuine attempt at assessment tasks which contribute in excess of 50 percent of available marks in that course. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. If a candidate does not attempt tasks worth in excess of 50%, the Principal must indicate that the course has not been satisfactorily completed. If this was to happen in a 2 unit course for a student who had 11 Units of study, then that student would not have studied satisfactorily the required minimum of 10 units, and so the student would become ineligible for the award of the Higher School Certificate.

Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

In the case of extension courses, students who fail to meet the assessment requirements for the co-requisite 2 unit course will not receive a result in either course.

1. If a student is unable to complete any assessment task by the due date, he or she may hand it in unfinished and receive marks according to the quality of the work done.
2. If however, the student
 - (a) does not hand in any evidence of work by the due date; or
 - (b) is absent from an assessment task, he or she will automatically be awarded zero.
3. If a student is found to have engaged in malpractice in an assessment task a zero mark will be awarded.

In either 2 (a) or (b) above, the student may request **consideration for illness or misadventure**. This request is to be submitted using the prescribed school form to the class teacher or head teacher within two school days following the specified due date for the task or by the second day of return to school after an absence which encompasses the due date. Students are required to supply independent evidence to support consideration of their claim in such circumstances.

Class teachers will make a recommendation regarding the request in consideration of NESA and school assessment guidelines. The relevant Faculty Head Teacher will then make a comment and refer the application to the relevant Senior Executive (Deputy Principal for that Year) for consideration.

If an application for Misadventure Consideration is not lodged under these conditions then the awarded mark will stand. Copies of the Application for Misadventure Consideration are in this HSC Assessment Booklet and are also available at the school office.

After considering the reasons for an application for Misadventure, the Senior Executive will decide whether:

- a. the candidate will be given an estimate based on evidence and is to complete the same task to meet course outcomes at a time arranged by the teacher, or
- b. the student will have the confirmed the mark of zero
- c. there is another determination based on NESA Guidelines.

The Head Teacher of the faculty concerned will inform the student of the result of their application when consulted by the student and maintain a file of all application forms lodged. Any 'estimate based on evidence' will result in the final mark for the task being determined at the end of the assessment program.

Notes

- a. There is no ground for appeal against the value of the mark awarded.
- b. Computer, printer or technology malfunction will not be considered as valid reasons which impact on assessment submission. Students are encouraged to make regular backups and retain draft copies.
- c. Medical certificates and/or other supplementary evidence will be requested to cover absences.
- d. The NSW Education Standards Authority (NESA), guidelines of illness and misadventure shall form the basis for determination of applications.
- e. In the event of a student missing a significant number of tasks, other assessment avenues may be explored.

APPLICATIONS FOR CONSIDERATION OF ILLNESS/MISADVENTURE

NSW Education Standards Authority (NESA) Illness/Misadventure program assists students who:

- are prevented from attending an examination or assessment (including a practical examination) due to illness or unforeseen misadventure, or
- consider that their performance in an examination or assessment has been affected by illness or misadventure immediately before or during the examination or assessment.

Applications may be in respect of

- ➔ Illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the assessment (eg: influenza, asthma attack, cut hand)
- ➔ Misadventure – any event beyond the student's control which allegedly affected the student's performance in the assessment (eg death of a friend or family member, involved in traffic accident, isolation by flood)

Limitations on Applications

Students may only apply in relation to circumstances that occur immediately before or during an assessment and that affect their performance in the assessment.

You cannot submit an application on the basis of:

- difficulties in preparation or loss of preparation time; for example as a result of earlier illness
- alleged deficiencies in teaching; eg: extended teacher absences or long-term matters relating to loss of preparation time, loss of study time or facilities during Year 11,12
- long term illnesses such as asthma, epilepsy or glandular fever, unless you suffer a flare up of that condition during the assessment
- the same grounds for which you received disability provisions, unless you experience additional difficulties during an assessment.
- Computer/printer/technology malfunctions or difficulties
- Misreading the assessment timetable.
- Misreading assessment instructions or notification

If you are unsure whether you are eligible, you should ask your Principal or Deputy Principal.

Francis Greenway High school will be guided by the information provided to students by NSW Education Standards Authority (NESA) and the ACE Manual in terms of determinations regarding applications made for Stage 6 courses.

APPEALING THE OUTCOME OF AN APPLICATION FOR MISADVENTURE CONSIDERATION

Students may lodge an appeal regarding the outcome of an application for Misadventure Consideration. This appeal will be considered by the Appeals Committee which comprises the Principal, the other Deputy Principal and an impartial member of the executive.

The outcome of the appeal will be communicated to the student after the determination is made.

WHAT IS MALPRACTICE?

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Examples of behaviour considered to be cheating include:

- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as their own. *(See appendix 1 for guidelines for assessment referencing)*
- using material directly from books, journals, CDs or the Internet without acknowledging the source;
- submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged;
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

These examples are generally referred to as plagiarism.

Students who submit work for assessment purposes that contain evidence of plagiarism will have their task marked with the plagiarised component removed. Where it is deemed that the entire task is not a student's own work, they will be awarded a 'zero'.

Example: If a student submits a task and 15% of the task is evidenced as being plagiarized or not their own work, the task would be marked out of the possible 85% of the content remaining deemed to be the student's own work.

A student may appeal against the value of the mark awarded if plagiarism is believed to exist. It will be the student's responsibility to prove to the appeal's panel at the school that the submitted work in question is their own. The Malpractice Register must be signed off in NESAs each year by the Deputy Principal regardless of whether students have been identified or not for that cohort.

GENERATIVE ARTIFICIAL INTELLIGENCE (GAI)

The use of Generative Artificial Intelligence (GAI) tools is becoming more common. Examples of how these tools can be used:

- answer simple questions on a topic
- start creative tasks, like stories or poems
- explain information in different ways to help understanding
- test your knowledge or prepare practice questions
- combine information from different sources
- paraphrase information
- learn about critical thinking
- explore the impact of emerging technology.

The use of GAI tools must align with academic integrity. Academic integrity is the expectation that teachers, students, and all members of the education community act with honesty, trust, fairness, respect and responsibility. A range of student behaviours can undermine academic integrity. These include plagiarism, recycling or resubmitting work and fabricating information.

Students copying content created by GAI and submitting it as their own work is plagiarism. The school is utilising software and other measures that will detect such instances of plagiarism. Students must also be aware that GAI can produce incorrect or inaccurate information.

'N' DETERMINATION

The Principal will submit an 'N' determination if a student fails to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course.

The Principal must advise the student of the determination, its consequences and the student's right to a school review and subsequent appeal to the Board using the form supplied by the Board.

REVIEW OF 'N' DETERMINATION

The procedures for a school review of an 'N' determination will follow those laid down for other school reviews of assessments as follows:

- a student seeking a review of an 'N' determination must apply to the Principal by the date listed in the *Higher School Certificate Events Timetable*.
- if the school upholds the appeal, the school advises the NSW Education Standards Authority (NESA) by the date stipulated in the *Higher School Certificate Events Timetable*.
- if the appeal is declined, the student may appeal to NESA. NESA's review will focus on whether the school review properly and correctly considered the matters before it.
- appeals must reach the NSW Education Standards Authority (NESA) by the date stipulated in the *Higher School Certificate Events Timetable*. The Board will advise students and Principals of the outcome of any appeal as soon as possible after the Higher School Certificate examinations.

COURSES STUDIED AT ANOTHER SCHOOL OR INSTITUTION

Schools are not required to submit internal assessments for students studying courses at a school or college other than their own (ie courses studied at the Open High School, OTEN, the Department of Education and Communities' Saturday School of Community Languages, or another secondary school or TAFE). These schools or colleges will submit the assessments. For the purpose of moderation, students will be considered as being part of the course candidature at the school or college where the course is being studied.

In schools, where common study programs exist across two or more schools and where the schools require that assessments be moderated as part of a combined group, schools must make special arrangements with the NSW Education Standards Authority (NESA).

HIGHER SCHOOL CERTIFICATE ASSESSMENT REVIEWS

The NSW Education Standards Authority (NESA) will make available online an individual assessment rank order notice for each student, to be available at the completion of the Higher School Certificate examination. The assessment rank is of the school group for each course.

If the student believes a ranking to be incorrect, an appeal may be lodged with the school for an assessment review. This must be done on the prescribed NSW Education Standards Authority (NESA) form available from the Deputy Principal, and must be submitted by a specified date.

The Assessment Review Panel within this school, consisting of the Head Teacher of the subject concerned, the Year Adviser and Deputy Principal will meet, and will notify the student in writing of the outcome of the review.

Students are not entitled to seek a review of teachers' judgements. An assessment review will relate only to the order of merit, and should focus on the school's procedures as follows:

- a. has the school followed the NSW Education Standards Authority (NESA)' specified weightings in its assessment program?
- b. have the assessment procedures been followed as detailed by the school?
- c. has a computational or clerical error occurred?

If the school is satisfied that these conditions have been met, no change to the assessment will be made. The school will inform the student of the outcome of the review. It will also advise the student of their right to appeal to the Board on the grounds as outlined below.

APPEALS TO THE NSW EDUCATION STANDARDS AUTHORITY (NESA)

If an appeal is not resolved within the school the student may appeal to NESA. There is no appeal against the marks awarded for individual assessment tasks. NESA will consider only whether:

- a. the school review process was adequate as outlined in (a), (b) and (c) above;
- b. the conduct of the review was proper in all respects.

The appeal to NESA should be submitted by the date stipulated in the *Higher School Certificate Events Timetable* on the appropriate form.

SUBMISSION OF ASSESSMENTS TO THE NSW EDUCATION STANDARDS AUTHORITY (NESA)

To enable the moderated assessment marks to give an accurate presentation of student performance, it is important that marks submitted to NESA establish the rank order and reflect the relative differences between students' performance for the course.

* * * * *

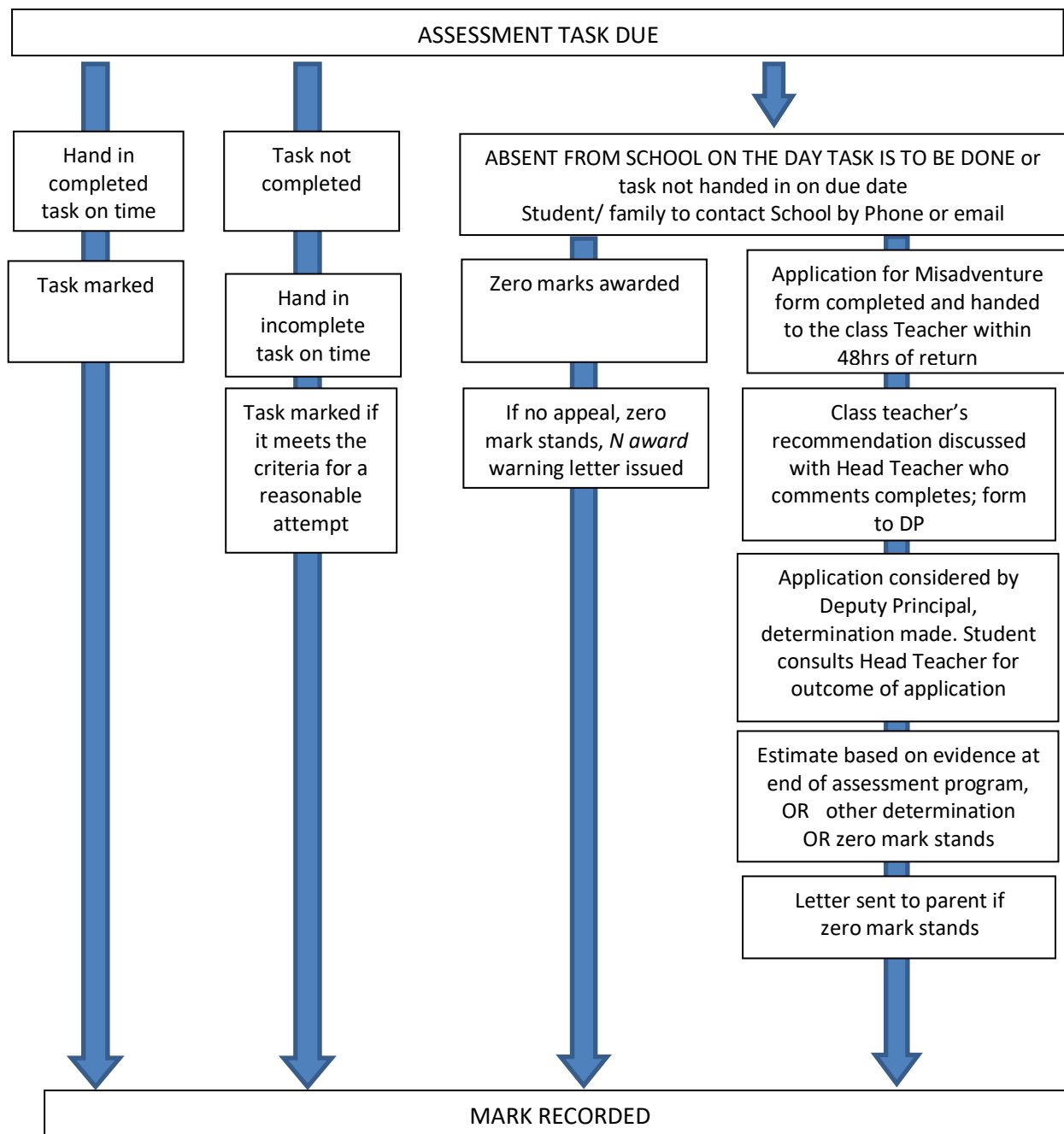
Hopefully this information has clarified assessment for students and parents. Naturally you need to be very conversant with the NSW Education Standards Authority (NESA) procedures, and with the particular policy of Francis Greenway High School. It is essential that the appropriate course assessment details be read thoroughly. You are welcome to contact the school should you require further clarification on the information presented in this booklet.

B. Higginbottom
Principal

ASSESSMENT FLOW CHART

If a candidate knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the candidate must notify their class teacher beforehand. Leave approval may need to be sought – candidates will not be permitted to complete a task in advance of their cohort as the integrity of the task/confidentiality may be breached.

Any student who will be absent from school on the day of an assessment or when task is due is to have student/family contact the school by phone, email or personally.



NOTE:

There are no grounds for an appeal in regards to the mark awarded to a completed assessment task. If a candidate becomes ill during the course of an examination an Illness/Misadventure Appeal must be lodged as per policy.



**Francis Greenway High School Stage 6
Application for Consideration – Illness/Misadventure**



Section A: Student Submission

Section A is to be completed by the student who fails to submit or complete a specified course assessment task on time, or who is absent from an assessment task due to illness, accident or misadventure. *(Forms must be lodged within 2 days of return to school after absence or due date of hand in task.)*

Name: **Course:** **Year:**

Task Number:

Description:
.....

Date Scheduled: **Class Teacher:**

Reason for the Application: (State details and attach supporting documentation)

.....
.....

Medical Certificate/other supporting evidence is attached: **Yes** **No**

.....
Student's signature
Date
Parent/Caregiver's signature

***Students are responsible for consulting faculty Head Teacher for the outcome of their application**

Section B: Staff Consultation

Date Received by Teacher:

Class Teacher Recommendation:

.....
.....

Class Teacher's signature: *Date:*

Head Teacher Comment:

.....

Head Teacher's signature: *Date:*

Section C: Determination

Estimate Based on Evidence	<input type="checkbox"/>
Reason Unacceptable Mark Confirmed	<input type="checkbox"/>
Other	<input type="checkbox"/>

Notes:
.....
.....

Deputy Principal signature: **Date:**

Determination recorded on Sentral by Class Teacher
Completed form filed by Head Teacher – Mark book noted accordingly

APPENDIX 1: ASSIGNMENT AND ASSESSMENT REFERENCING

When completing any work requiring a bibliography or reference list the following guidelines indicate the forms to use. At F.G.H.S. we use A.P.A. American Psychological Association format, unless another format is required by your teacher.

BOOK

One Author: Author's name. (Date). *Title*. Place of Publication: Publisher. e.g. White, Mary. (2003). *Earth alive*. Sydney: Rosenberg.

Two or Three Authors:

e.g. TIMMS, L.J., OLE, J.C. and MILLS B.R. (1999). *Basic chemistry*. New York: McGraw-Hill.

Editor:

e.g. ELLIE, Sue (ed.) (2001). *Fundamentals of biology*. London: Penguin.

JOURNAL ARTICLE in print

Author's name. (Date). Title of article. *Title of Journal*, Volume (issue), pages. e.g. Jones, Greg (1999). The Drug War. *Time*, 7(4), p. 48–52.

JOURNAL ARTICLE from electronic database

Author's name. (Date). Title of article. *Title of Journal*, Volume (issue), pages. Retrieved from... e.g. Jones, Greg (1999). The Drug War. *Time*, 7(4), p.48–52. Retrieved from Australia/New Zealand Reference Centre database.

NEWSPAPER ARTICLE

Author's name. (Date). Title of article. *Title of Newspaper*, pages. e.g. Brown, Linda. (2009, May 4). Racism in Australia. *Newcastle Herald*, p. 2.

NEWSPAPER ARTICLE from electronic database

Author's name. (Date). Title of article. *Title of Newspaper*, pages.
e.g. Brown, Linda. (2009, May 4). Racism in Australia. *Newcastle Herald*, p. 2. Retrieved from Australia/New Zealand Reference Centre database.

ENCYCLOPEDIA

Author's Name, (Date). Title of article *Title of Encyclopedia*. (Volume, pages) Place: Publisher. e.g. Smith, J. (2004). Martin Luther. *Encyclopedia of science and religion* (Vol. 4, p. 898). Cincinnati: Babson Press.

INTERNET SITE – with author

Author's name, (Date). *Title of article*. Retrieved – date, from Internet address e.g. KRYSTEK, Lee. (March, 1998). *The Tale of the Tasmanian Tiger*. Retrieved January 27, 2010, from <http://www.unmuseum.org/ttiger.htm>

INTERNET SITE – with no author

Title of article. (Date). Retrieved – date, from internet address e.g. *Drums from Africa* (2002). Retrieved May 17, 2005, from <http://www.abcd.com/africa/b2k>

DVD or VIDEO RECORDING

Author's Name. (Date). *Title* [video recording]. Place: Publisher/Distributor. e.g. Harrison, S. (Director) (2001). *Othello* [video recording]. London: B.B.C. Worldwide.

IMAGE FROM THE WEB – author & date unknown - n.d.

Title of image [image].(Date). Retrieved – date, from internet address e.g. Spirillus bacteria [image] (n.d.). Retrieved December 6, 2009, from www.microbionet.com.au/bacteria.htm

BROCHURE – no author

Publisher. (Date). *Title* [Brochure]. Place: Publisher/Distributor e.g. Research and Training Centre on Independent Living. (1993). *Guidelines for reporting and writing about people with disabilities* (4th ed.) [Brochure]. Melbourne:

Author

CD ROM

Author's name. (Date). *Title* [CD ROM]. Place: Publisher/Distributor. e.g. LINDEN, Eugene. (1st May, 1994). Sharpening the harpoons. *Time almanac* [CD ROM], New York: Time Publishing.

A 'Bibliography list' is any material read on the topic, even if not referred to in the essay or assignment.

A 'Reference list' includes only information about the sources actually used in the essay or assignment.

Check with your teacher to determine what is required; if in doubt use the bibliography.

In both cases the list should be written **alphabetically** according to the author's last name, **if no author, use the title.**

REFERENCING – USING FOOTNOTES

We use the term "footnotes" to refer to notes that indicate where the information you are using came from. Traditionally researchers have placed such notes at the foot of the relevant page, hence the name, but they may also be found at the end of a piece of work, these are referred to as "endnotes". At FGHS, we will use footnotes at the foot of each page. Generally, every paragraph of an essay, assignment or report should have one or more footnotes to it, indicating the sources for the information you are using.

Purpose:

- As already indicated footnotes should be used to indicate the sources of all the information that you are using in your text. This shows the reader **that you have researched your work** and when you make a point or argument, where your information has come from.
- It allows your teacher to **check your information for accuracy**, and to **give you credit** for finding and presenting the information accurately.
- Failure to footnote means that you may be attempting to pass someone else's ideas off as your own, this is called plagiarism. At university it can result in you failing a course. At FGHS, **you will receive a zero if you plagiarise.**

How do you write them?

Footnotes are generally written this way

[indent] the **author's name, (date). the title of the book** (in italics), the **place and publisher**, and **p. 6. for one page or pp. 1–7. for more than on page.**

It is not necessary to repeat this every time you refer to the same source ...

... if the next footnote is from the same source you simply write...

ibid., p. (ibid is short for ibidem meaning "in the same place", in this case the footnote immediately preceding).

... if you need to repeat an earlier footnote later in your work you simply write ...

the **author's name op.cit. p.** (op.cit. is short for opere citato meaning "in the work cited", in this case a previous footnote but not the immediately preceding one).

Single authored books ...

Caroline Zilboorg, (2004). *Women's writing; past and present*. London: MacMillan, pp. 14–18.

Multiple authored books ...

L.E. Cram and D.A Varvel, (1993). *Carbon, element of energy and life*. Sydney: Cambridge. p. 109.

Many authored books ...

J.F. Smith et al. (2001)., *Hitler's War*. London: Oxford University Press, pp. 164–176

Journal articles...

David Andress, (2003). 'The Guillotine and the French Revolution', *French Historical Studies*, No.22, July, pp. 193–211.

Video ...

Dick Beilby, (2001). *Improving on Nature*, Sydney: A.B.C.

Newspaper ...

John Middleton, (2002 Jan.21). 'Kuwait Aftermath', *Sydney Morning Herald*, p. 23.

Website ...

Lake Macquarie Council, (2002). Retrieved on April 2, 2004, from www.lakemac.com.au

Some things to remember in footnotes:

The author's name is written normally, not surname first.

Use italics for the title of the item.

p. means one page, while **pp.** means more than one page

ibid. means the source is the same as the previous one

op. cit. means the source has previously been referenced, but not immediately before

Below is a piece of an essay that has used footnotes.

The Many Facets of Taboo

The World Book Encyclopedia defines Taboo as "an action, object, person, or place forbidden by law or culture."¹ An encyclopedia of the occult points out that taboo is found among many other cultures including the ancient Egyptians, Jews and others.²

Mary Douglas has analysed the many facets and interpretations of taboos across various cultures. She points out that the word "taboo" originates from the Polynesian languages meaning a religious restriction.³ She finds that "taboos flow from social boundaries and support the social structure."⁴

In reference to Freak Shows at circuses, Rothenberg makes the observation that people who possess uncommon features and who willingly go out in public to display such oddities to onlookers are acting as "modern-day taboo breakers" by crossing the "final boundary between societal acceptance and ostracism."⁵

In traditional British East Africa, between the time of puberty and marriage, a young Akamba girl must maintain an avoidance relationship with her own father.⁶

Looking at taboo in a modern society, McGrath mentions Harris' example of the application of cultural materialism to the Hindu taboo against eating beef.⁷

¹ Alan Dundes, (2000) Taboo. *World Book Encyclopedia*, N.Y.: World Book. Vol. 10, pp. 12–13

² Taboo. *Occultopedia: Encyclopedia of Occult Sciences and Knowledge*, (2004, Feb15). Retrieved on 24th March 2004. from www.occultopedia.com/t/taboo.

³ Mary Douglas, (1994). *Taboo, Man, Myth & Magic*, ed. Richard Cavendish, New York: Cavendish, p. 2546.

⁴ Ibid p. 2549.

⁵ Alan Dundes, op.cit. p.13.

⁶ Sigmund Freud, (1918). *Totem and Taboo*, New York, Collins p. 17.

⁷ Marvin Harris, (1992, March 16) The Cultural Ecology of India's Sacred Cattle, *The Australian*, pp.51–52

GLOSSARY OF HSC KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help you understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Personal Assessment Planner HSC

Week	Term 4	Term 1	Term 2	Term 3
1			SLR	
2				
3				Drama Music
4			Visual Arts	English Studies PDHPE CAFS SLR Numeracy Work Studies
5			Photography	Trial HSC Exams
6		Maths Advanced Photography	PDHPE CAFS Work Studies	Trial HSC Exams
7	Work Studies Maths Advanced Maths Standard 1 Maths Standard 2	Maths Extension 1 Music Visual Arts	IT Timber Maths Extension 1 Maths Standard 1 SLR	
8	Ancient History Japanese IT Timber SLR Visual Arts	English Advanced English Standard Japanese Maths Standard 1	English Advanced English Standard Japanese Ancient History Legal Studies Maths Advanced Numeracy	
9	Biology Business Studies CAFS Investigating Science Legal Studies Maths Extension 1 Music Numeracy PDHPE Photography	Business Studies CAFS IT Timber Maths Standard 2 Work Studies Drama	Investigating Science Maths Standard 2 Music	
10	English Advanced English Standard English Studies Drama	Ancient History English Studies Legal Studies Numeracy PDHPE	Biology Business Studies English Studies	
11		Biology Investigating Science		

**VET courses are not represented on this schedule

ANCIENT HISTORY

HSC 2023 / 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Essay Ancient Society	Source Portfolio Core	Historical Analysis Historical Period/Personality	Trial HSC Examination	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 5/6	
Outcomes assessed	AH12-2 AH12-3 AH12-6 AH12-7 AH12-9	AH12-2 AH12-6 AH12-8 AH12-9 AH12-10	AH12-1 AH12-5 AH12-6 AH12-8 AH12-9	AH12-3 AH12-4 AH12-6 AH12-7 AH12-9	
Components	Weighting %				
Knowledge and understanding of course content	10%	10%	10%	10%	40%
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	5%	5%	20%
Historical inquiry and research	5%	5%	10%	-	20%
Communication of historical understanding in appropriate forms	5%	5%	5%	5%	20%
Total %	25%	25%	30%	20%	100%

HSC Course Outcomes:

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

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

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

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

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

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

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

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

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

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

BIOLOGY

HSC 2023/2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Model and Report Heredity	Depth Study Genetic Change (15 hours)	Research Task Infectious Disease	HSC Trial Examination	
Timing	Term 4 Week 9	Term 1 Week 11	Term 2 Week 10	Term 3 Week 5/6	
Outcomes assessed	BIO12-3 BIO12-4 BIO12-6 BIO12-12	BIO12-1 BIO12-2 BIO12-5 BIO12-7 BIO12-13	BIO12-3 BIO12-5 BIO12-6 BIO12-14	BIO12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Components	Weighting %				
Skills in Knowledge & Understanding	10%	5%	5%	20%	40%
Skills in Working Scientifically	10%	25%	20%	5%	60%
Total %	20%	30%	25%	25%	100%

HSC Course Outcomes:

BIO12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO12-5 analyses and evaluates primary and secondary data and information

BIO12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious diseases

BUSINESS STUDIES

HSC 2023 / 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Operations: In-class extended essay	Marketing Report	Statement Analysis	HSC Trial Examination	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 10	Term 3, Week 5/6	
Outcomes assessed	H1, H4, H5, H7	H2, H3, H8, H9	H5, H6, H8, H10	All outcomes assessed	
Components	Weighting %				
Knowledge & understanding of course content	10	5	10	15	40
Stimulus-based skills	10	0	5	5	20
Inquiry and research	0	15	0	5	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	25	20	30	100

HSC Course Outcomes:

A student:

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

COMMUNITY AND FAMILY STUDIES

HSC 2023 / 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Methodology Individual Research Project	Parenting and Caring Case Study	Groups in Context Research Analysis	Individuals and Work Presentation	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 6	Term 3 Week 4	
Outcomes assessed	H4.2	H2.1 H3.2 H3.4	H3.1 H5.1	H2.3 H3.3	
Components	Weighting %				
Knowledge and Understanding of Course Content	5%	15%	10%	10%	40%
Skills in critical thinking, research methodology, analysing and communicating.	15%	15%	15%	15%	60%
Total %	20%	30%	25%	25%	100%

HSC Course Outcomes:

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

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

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

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

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

H3.4 critically evaluates the impact of social, legal and technological change in 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.

H7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society.

H7.2 develops a sense of responsibility for the wellbeing of themselves and others

H7.3 appreciates the value of resource management in response to change

H7.4 values the place of management in coping with a variety of role expectations.

DRAMA

HSC 2023 / 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Core Study: Australian Drama and Theatre: Contemporary Australian Theatre. -Performance & Essay	Studies in Drama and Theatre: Topic 5: Verbatim Theatre. -Performance & Essay	Development of Group and Individual Project.	CAPA Trial HSC- <i>Written Exam & Performance/Project Showcase</i>	
Timing	Term 4 2023 Week 10	Term 1 2024 Week 9	<u>Ongoing</u> <u>Finalised Term 3 Week 3 2024</u>	Term 3 Week 3 (practical) Term 3 Week 5-6 (Written Exam) 2024	
Outcomes assessed	1.1, 1.5, 1.7, 2.1, 2.3, 3.1	1.1, 1.2, 1.3, 2.2, 3.1, 3.2	1.3, 1.4, 1.5, 1.6, 2.2, 3.3	2.1, 2.2, 2.3, 3.1, 3.2, 3.3	
Components	Weighting %				
Making	10%	10%	20%		40%
Performing	10%	10%		10%	30%
Critical Thinking	5%	5%	10%	10%	30%
Total %	25%	25%	30%	20%	100%

HSC Course Outcomes:

A student:

- 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
- 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

ENGLISH ADVANCED

HSC 2023/ 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Visual Essay	Extended Writing Task and Reflection	Comparative Essay	Trial HSC	
Timing	<u>Date:</u> Term 4 Week 10	<u>Date:</u> Term 1 Week 8	<u>Date:</u> Term 2 Week 8	<u>Date:</u> Term 3 Weeks 5 - 6	
Outcomes assessed	<u>Outcomes:</u> EA12-2, EA12-4, EA12-8	<u>Outcomes:</u> EA12-1, EA12-5, EA12-9	<u>Outcomes:</u> EA12-3, EA12-6, EA12-7	<u>Outcomes:</u> EA12-1, EN12-4	
Components	Weighting %				
Knowledge & Understanding of course content	10%	10%	10%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10%	15%	15%	10%	50%
Total %	20%	25%	25%	30%	100%

HSC Course Outcomes:

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

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

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

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

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

EA12-6 investigates and evaluates the relationships between texts

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

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

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

ENGLISH STANDARD

HSC 2023/ 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Common Module: Texts and Human Experiences Analytical Essay	Module C: The Craft of Writing Imaginative & Reflective Writing	Module B: Close Study of Literature Multimodal Presentation	Common Module: Texts and Human Experiences Module A: Language, Identity and Culture Module B: Close Study of Literature Module C: The Craft of Writing Trial HSC	
Timing	<u>Date:</u> Term 4 Week 10	<u>Date:</u> Term 1 Week 8	<u>Date:</u> Term 2 Week 8	<u>Date:</u> Term 3 Week 5-6	
Outcomes assessed	<u>Outcomes:</u> EN12-3, EN12-6, EN12-7	<u>Outcomes:</u> EN12-4, EN12-9	<u>Outcomes:</u> EN12-2, EN12-5	<u>Outcomes:</u> EN12-1, EN12-4, EN12-8	
Components					Weighting %
Knowledge & Understanding of course content	10%	10%	10%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10%	15%	15%	10%	50%
Total %	20%	25%	25%	30%	100%

HSC Course Outcomes:

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

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

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

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

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

EN12-6 investigates and explains the relationships between texts

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

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

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

ENGLISH STUDIES

HSC 2023 / 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	<i>Texts and Human Experiences</i> <i>Essay</i>	<i>Module A We Are Australian</i> <i>Optional response style; written or multimodal</i>	Module E Playing the Game <i>Research & Persuasive multimodal</i>	Module K The Big Screen <i>Collection of classwork</i>	
Timing	Date: Term 4, Week 10	Date: Term 1, Week 10	Date: Term 2, Week 10	Date: Term 3, Week 4	
Outcomes assessed	ES12-1, ES12-7 ES12-9	ES12-5, ES12-6, ES12-7, ES12-10	ES12-2, ES12-8, ES12-10	ES12-1, ES12-2, ES12-3, ES12-4	
Components	Weighting %				
Knowledge & understanding of course content	10%	10%	15%	15%	50%
Skills in: 1. Comprehending texts 2. Communicating ideas 3. Using language accurately, appropriately and effectively.	10%	10%	15%	15%	50%
Total %	20%	20%	30%	30%	100%

HSC Course Outcomes:

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 composes proficient texts in different forms

ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-7 represents own ideas in critical, interpretive and imaginative texts

ES12-8 understands and explains the relationships between texts

ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES
HSC 2023 / 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Proposal & communication of ideas Presentation	Industry Study	Research Task	Trial Examination	
Timing	Term 4 Week 8	Term 1 Week 9	Term 2 Week 7	Term 3 Week 5/6	
Outcomes assessed	H3.1 H3.3 H5.1 H5.2 H6.1	H1.1 H1.3 H3.2 H5.1 H6.2 H7.1 H7.2	H1.2 H2.1 H3.2 H4.1 H4.2 H4.3	H1.2 H4.3 H6.1 H7.1 H7.2	
Components	Weighting %				
Knowledge and understanding of course content.	5%	10%	15%	10%	40%
Knowledge and skills in the design, management, communication, and production of a major project.	15%	20%	15%	10%	60%
Total %	20%	30%	30%	20%	100%

HSC Course Outcomes:

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

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

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

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

H3.1 Is skilled in sketching, producing and interpreting drawings

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

H3.3 Applies design principles effectively through the production of projects

H4.1 Demonstrates competency in 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

HSC 2023 / 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Practical Investigation	Secondary Research Task	Depth Study	Trial Examination	
Timing	Term 4 Week 9	Term 1 Week 11	Term 2 Week 9	Term 3 Week 5/6	
Outcomes assessed	INS12-1 INS12-3 INS12-5 INS12-13	INS12-4 INS12-5 INS12-6 INS12-12	INS12-1 INS12-2 INS12-6 INS12-7 INS12-15	INS12-7 INS12-12 INS12-13 INS12-14 INS12-15	
Components	Weighting %				
Skills in Knowledge & Understanding	5%	5%	10%	20%	40%
Skills in Working Scientifically	15%	15%	20%	10%	60%
Total %	20%	20%	30%	30%	100%

HSC Course Outcomes:

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

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

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

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

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

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

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

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

JAPANESE BEGINNERS

HSC 2023 / 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Response in English to spoken/visual texts. Neighbourhood	Response in English to written texts/ multimodal presentation in Japanese Q&A Friends, Recreation and Pastimes	Response in English to spoken texts/Conversation and written communication in Japanese. Personal World and Future Plans	Trial Exam	
Timing	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 5/6	
Outcomes assessed	2.2, 2.3, 2.4 2.5	1.1 1.2 1.3 2.1 2.2 2.3 2.4 2.5 3.1 3.2 3.3 3.4	1.1 1.2 1.3 2.1 2.2 2.3 2.4 2.5 3.1 3.2 3.3 3.4	2.1 2.2 2.3 2.4 2.5 2.6 3.1 3.2 3.3 3.4	
Components	Weighting %				
Listening	10%	-	10%	10%	30%
Reading	10%	10%	-	10%	30%
Speaking	-	10%	10%	-	20%
Writing	-	5%	5%	10%	20%
Total %	20%	25%	25%	30%	100%

HSC Course Outcomes:

- 1.1 establishes and maintains communication in Japanese.
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese.
- 1.3 sequences ideas and information.
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately.
- 2.1 understands and interprets information in texts using a range of strategies.
- 2.2 conveys the gist of and identifies specific information in texts.
- 2.3 summarises the main points of a text.
- 2.4 draws conclusions from or justifies an opinion about a text.
- 2.5 identifies the purpose, context, and audience of a text.
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts.
- 3.1 produces texts appropriate to audience, purpose, and context.
- 3.2 structures and sequences ideas and information.
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese.
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.

LEGAL STUDIES

HSC 2023 / 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Crime: Case Study Portfolio	Family: Essay	World Order: Research Task	Trial HSC	
Timing	Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Week 5/6	
Outcomes assessed	H1 H4 H6 H8	H4 H5 H9 H7 H10	H2 H3 H7 H8	All outcomes assessed	
Components	Weighting %				
Knowledge & understanding of course content	5%	10%	5%	20%	40%
Analysis and evaluation	-	10%	-	10%	20%
Inquiry and research	5%	-	15%	-	20%
Communication of legal information, ideas and issues in appropriate forms	10%	5%	5%	-	20%
Total %	20%	25%	25%	30%	100%

HSC Course Outcomes:

H1 identifies and applies legal concepts and terminology

H2 describes and explains key features of and the relationship between Australian and international law

H3 analyses the operations of domestic and international legal systems

H4 evaluates the effectiveness of the legal system and society

H5 explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

H6 assesses the nature of the interrelationship between the legal system and society

H7 evaluates the effectiveness of the law in achieving justice

H8 locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents

H9 communicates legal information using well-structured and logical arguments

H10 analyses differing perspectives and interpretations of legal information and issues

MATHEMATICS ADVANCED

HSC 2023 / 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Class Test Topics: S2, F2	Assignment/ Investigation Topic: T3	Class Test Topics: C3, C4	Trial HSC Examination Topics: F2, T3, C2, C3, C4, M1, S2, S3	
Timing	Term 4 Week 7	Term 1 Week 6	Term 2 Week 8	Term 3 Week 5/6	
Outcomes assessed	MA12-1 MA12-8	MA12-1 MA12-5 MA12-9	MA12-3 MA12-6 MA12-7	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10	
Components	Weighting %				
Understanding, Fluency and Communicating	13%	10%	12%	15%	50%
Problem Solving, Reasoning and Justification	12%	10%	13%	15%	50%
Total %	25%	20%	25%	30%	100%

HSC Course Outcomes:

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

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

MA12-3 applies calculus techniques to model and solve problems

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

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

MA12-6 applies appropriate differentiation methods to solve problems

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

MA12-8 solves problems using appropriate statistical processes

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

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

MATHEMATICS STANDARD 2

HSC 2023 / 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Class Test	Assignment	Assignment	Trial Exam	
Timing	Term 4 Week 7	Term 1 Week 9	Term 2 Week 9	Term 3 Week 5/6	
Outcomes assessed	MS2-12-4 MS2-12-7	MS2-12-1 MS2-12-6 MS2-12-9	MS2-12-8	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-9 MS2-12-10	
Components	Weighting %				
Understanding, Fluency and Communicating	10%	15%	10%	15%	50%
Problem Solving, Reasoning and Justification	15%	10%	10%	15%	50%
Total %	25%	25%	20%	30%	100%

HSC Course Outcomes:

MS2-12-1 Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms

MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

MS2-12-8 solves problems using networks to model decision-making in practical problems

MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

MATHEMATICS STANDARD 1

HSC 2023 / 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Assignment	Assignment	Assignment	Trial Examination	
Timing	Term 4 Week 7	Term 1 Week 8	Term 2 Week 7	Term 3 Week 5/6	
Outcomes Assessed	MS1-12-3 MS1-12-7	MS1-12-6 MS1-12-9	MS1-12-8	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-9 MS1-12-10	
Components	Weighting %				
Understanding, Fluency and Communicating	15%	10%	15%	10%	50%
Problem Solving, Reasoning and Justification	10%	15%	10%	15%	50%
Total %	25%	25%	25%	25%	100%

HSC Course Outcomes:

MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS1-12-2 analyses representations of data in order to make predictions and draw conclusions

MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness

MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems

MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school

MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms

MS1-12-7 solves problems requiring statistical processes

MS1-12-8 applies network techniques to solve network problems

MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use

MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

NUMERACY CEC (MATHEMATICS)

HSC 2023 / 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Class Research Task	Research Task	Investigation	Examination (in-class open book)	
Timing	Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Week 4	
Outcomes assessed	N6-1.1 N6-2.1 N6-3.2	N6-1.2 N6-2.2 N6-2.3	N6-2.5 N6-3.1	N6-1.3 N6-2.4	
Components	Weighting %				
Knowledge and understanding	15%	10%	15%	10%	50%
Skills	15%	10%	10%	15%	50%
Total %	30%	20%	25%	25%	100%

HSC Course Outcomes:

N6-1.1: recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

N6-1.2: applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems

N6-1.3: determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

N6-2.1: chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

N6-2.2: chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

N6-2.3: chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

N6-2.4: chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance

N6-2.5: chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design

N6-3.1: chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

N6-3.2: chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

MATHEMATICS EXTENSION 1

HSC 2023 / 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Class Test Topics: P1, V1	Assignment/ Investigation Topic: S1	Class Test Topics: S1, T3, C2, C3	Trial HSC Examination Topics: P1, V1, S1, T3, C2, C3	
Timing	Term 4 Week 9	Term 1 Week 7	Term 2 Week 7	Term 3 Week 5/6	
Outcomes assessed	ME12-1 ME12-2	ME12-5 ME12-6	ME12-1 ME12-3 ME12-4 ME12-5	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7	
Components	Weighting %				
Understanding, Fluency and Communicating	13%	10%	12%	15%	50%
Problem Solving, Reasoning and Justification	12%	10%	13%	15%	50%
Total %	25%	20%	25%	30%	100%

HSC Course Outcomes:

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

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

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

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

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

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

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

MUSIC 1

HSC 2023 / 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Musicology/ Composition	Electives 1 & 2	Aural Exam/ Core Performance	Aural Exam/ Elective 3	
Timing	Term 4 Week 9	Term 1 Week 7	Term 2 Week 9	Term 3 Practical: Week 3 Theory: Week 5/6	
Outcomes assessed	H2 H3 H5 H7	H1 H9	H1 H4 H6 H9	H1 H4 H6 H9	
Components	Weighting %				
Performance Core	-	-	10%	-	10%
Compositions	10%	-	-	-	10%
Musicology	10%	-	-	-	10%
Aural	-	-	10%	15%	25%
Elective 1	-	15%	-	-	15%
Elective 2	-	15%	-	-	15%
Elective 3	-	-	-	15%	15%
Total %	20%	30%	20%	30%	100%

HSC Course Outcomes:

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

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

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

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

H5 Critically evaluates and discusses performances and compositions

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

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

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

H9 Performs as a means of self-expression and communication

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

H11 Demonstrates a willingness to accept and use constructive criticism

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

HSC 2023/2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Psychology and Nutrition <i>Performance Plan</i>	Priority Health Issues in Australia <i>Research Analysis</i>	Female Athletes Sports Injury Management <i>Case study</i>	Young People Health Inquiry <i>Inquiry Presentation</i>	
Timing	Week 9, Term 4	Week 10, Term 1	Week 6, Term 2	Week 4, Term 3	
Outcomes assessed	H11, H16	H1, H3, H4	H13, H17	H2, H6	
Components	Weighting %				
Knowledge & understanding	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating	15	15	15	15	60
Total %	25	25	25	25	100

HSC Course Outcomes:

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

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

H3 analyses the determinants of health and health inequities

H4 argues the case for health promotion based on the Ottawa Charter

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

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

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

H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity

H14 argues the benefits of health-promoting actions and choices 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, VIDEO AND DIGITAL IMAGING

HSC 2023 / 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Joiner Photography Photomontage, Cubism and photographic genres with focus on artist David Hockney	Traditional Style Discussion about traditional themes and genres using the Frames and Conceptual Framework.	Manipulation and Repetition Explore the use of manipulation and repetition to develop understanding of Artists Practice.	Individual / Collaborative Project Completion of final resolved work/s.	
Timing	Term 4 Week 9	Term 1 Week 6	Term 2 Week 5	Term 3 Week 5-7	
Outcomes assessed	M4, M6, CH1	CH2, CH3, CH4, CH5	M1, M2, M3	M1, M2, M5	
Components	Weighting %				
Making	10%		30%	30%	70%
Critical and Historical Studies	10%	20%			30%
Total %	20%	20%	30%	30%	100%

HSC Course Outcomes:

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

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

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

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

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

SPORT, LIFESTYLE AND RECREATION STUDIES

HSC 2023 / 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Aquatics Water Safety	Sport Administration and Athletics Event Management	Healthy Lifestyle Strategic Lifestyle Improvement Plan	Games and Sports Applications II Skills Performance	
Timing	Term 4 Week 8	Term 2 Week 1	Term 2 Week 7	Term 3 Week 4	
Outcomes assessed	3.6, 4.4	1.6, 4.2	1.5, 4.3	4.1	
Components	Weighting %				
Knowledge & Understanding	15%	10%	20%	5%	50%
Skills	15%	10%	10%	15%	50%
Total %	30%	20%	30%	20%	100%

HSC Course Outcomes:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 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
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 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
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

VISUAL ARTS

HSC 2023 / 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Body of Work Progression Mini Art exhibition and display of VAPD for feedback with accompanying student critique and peer assessment.	In class Written Examination Case studies and content knowledge studied to date – Section II Exam Essay.	Body of Work Final Submission Exhibition of resolved Body of Work. Students will have 2 weeks post assessment to make BOW amendments prior to NESA lock-up.	Trial HSC Examination Conceptual framework, frames and practice relating to traditional and contemporary practice.	
Timing	Term 1, 2024 Week 8	Term 2, 2024 Week 7	Term 3, 2024 Week 4	Term 3, 2024 Week 5/6	
Outcomes assessed	H1-H6	H7-10	H1-6	H7-10	
Components	Weighting %				
Artmaking	15%		35%		50%
Art Criticism and History		20%		30%	50%
Total %	15%	20%	35%	30%	100%

HSC Course Outcomes:

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

H2 applies their understanding to 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

WORK STUDIES

HSC 2023 / 2024

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Personal Budget Task	Teamwork and Enterprise Skills Group Project	Work Placement Diary and Evaluation	Employability Skills Learning Portfolio	
Timing	Term 4 Week 7	Term 1 Week 9	Term 2 Week 6	Term 3 Week 4	
Outcomes assessed	5 7 8 9	1 2 5 6 7	2 3 4 6 9	2 3 4 5 6	
Components	Weighting %				
Knowledge and Understanding	10%	5%	5%	10%	30%
Skills	15%	20%	20%	15%	70%
Total %	25%	25%	25%	25%	100%

HSC Course Outcomes:

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

School Name: Francis Greenway High School

Student Competency Assessment Schedule

COURSE: CPC20220 Certificate II in Construction Pathways & SoA towards CPC20120 Certificate II in Construction

Assessment Events		Task 5	Task 6	Task 7	Trial Exam**
		Week	Week	Week	Week 5&6
Code	Unit of Competency	Term 4	Term 2	Term 3	Term 3
CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	X			
CPCCJN2001 CPCCJN3004	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.

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: Francis Greenway High School

Student Competency Assessment Schedule

Course: SIT20322 Certificate II in Hospitality

Assessment Schedule Year 12 – 2024

		Task 2	Task 3	Task 4	Trial Exam**
<p style="text-align: center;">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.</p>		Week 9	Week 9		Week 5/6
		Term 1	Term 1	Term 1	Term 3
Code	Unit of Competency				
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 NESA reporting requirements.

The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement. Competency assessment is graded as ‘not yet competent’, ‘developing’, ‘competent’. This means a course mark is not allocated.

School Name: Francis Greenway High School

Student Competency Assessment Schedule

COURSE: MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways

Assessment Schedule Yr: 12 - 2024

Assessment events		Task 4	Task 5	Task 6
		Week 5 Term 3	Week 5 Term 3	Week 10 Term 1
Code	Unit of competency			
MEMPE006A	Undertake a basic engineering project	X		
MEMPE001A	Use engineering workshop machines			
MEMPE002A	Use electric welding machines		X	
MEMPE004A	Use fabrication equipment			
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 NESAs to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

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

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