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Junee High School

HSC Assessment

2023-2024



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INFORMATION FOR SENIOR STUDENTS AND PARENTS/CAREGIVERS

The following material is provided for the information of senior students at Junee High School and their parents/caregivers regarding HSC Assessment. It is not definitive, and reference should be made to school policy documents for further details.

NSW syllabuses promote an integrated approach to teaching, learning and assessment. Schools use syllabuses, assessment and reporting materials and Assessment Certification and Examination (ACE) requirements to develop school-based assessment programs.

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

1. ***What is meant by assessment?***

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

2. ***What is meant by Standards-Referenced assessment?***

Standards-referenced assessment refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

- links the achievement of students to specified standards, through evidence collected from a number and variety of activities and from observations over time
- involves teachers gathering evidence of student achievement formally and informally, to make judgements and to facilitate and monitor students' progress using syllabus outcomes.

Standards describe

- what students are expected to know, understand and do, described in syllabus outcomes, content and standards materials
- how well students have achieved.

3. ***What must I do to have satisfactorily complete a course?***

NSW Education Standards Authority (NESA) expects students to have:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school¹;
- (c) achieved some or all of the course outcomes; and/or
- (d) completed all assessment tasks. However, if you fail to seriously attempt assessment tasks worth more than 50% of the final assessment mark, you will be awarded a zero for that course.

Where a candidate has failed to satisfactorily complete a course, the principal will:

- (a) apply a 'N' (Non-completion) determination and advise NESA accordingly. Courses which were not satisfactorily completed will not be printed on HSC or Result Notices. This may result in a student being ineligible for the award of a Higher School Certificate.
- (b) advise the candidate of the decision and their right of appeal.
- (c) If satisfactory completion of a course is in jeopardy the school will issue at least two N Award Warning letters to parents after which the principal may make an 'N' determination in that course. An 'N' Determination may prevent a student qualifying for the award of an HSC in that cohort.

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

If you feel you have a valid reason for the late submission of an assessment task, then you must approach your teacher, where possible at least two (2) full school days prior to the due date, giving your reasons in writing on

¹ This clause will apply to any students who **continually hand in class work late, truant or who are absent without justification**, as determined by the NSW Department of Education.

the Student Appeal/ Request form. Your parent or caregiver must sign this form. A time extension may be granted in legitimate cases.

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

You will be awarded a zero for that task.

6. ***What happens if I fail to attempt or submit a task?***

If you have a valid reason for a non-attempt, then you will be given the same or a substitute task at a later date. Where this is not feasible, an estimate may be given after discussion with the Principal or Head Teacher. If the explanation is not accepted, you will be awarded zero for that task.

7. ***What are valid reasons?***

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

8. ***What if I am absent when an assessment task is notified?***

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

9. ***What happens if I know I am going to be absent for an assessment task?***

You should notify your teachers at your earliest convenience in writing, where possible. Giving your reasons in writing must be done at least two (2) full school days prior to the due date. This includes where your known absence is due to VET work placement. A documentation (i.e.: medical certificate and /or documented extenuating circumstances will be required. Your parent or caregiver must sign this note. A time extension may be granted in legitimate cases.

10. ***What happens if I am suspended when an assessment task is notified or when it is due?***

It remains the student's responsibility to continue with schoolwork when suspended from school. By checking this booklet, students will know times when assessments are due and will need to check their email and Google Classroom for tasks and schoolwork.

If the student is not present when an assessment task is issued, the relevant Head Teacher will ensure an attempt is made to notify the student of the assessment task.

If the student is not present when an assessment task is due to be submitted, the student is to either

- submit a hard copy of the task at the front office, where it will be given to the teacher and the student given an acknowledgement that the task has been submitted OR
- submit the task electronically (email, google classroom).

If the nature of the assessment task requires the attendance at school, the Principal and Head Teacher may negotiate to allow the student to complete the task at school, usually in a separate room. Where appropriate, the student may be asked to complete the task upon returning from suspension.

11. ***What happens if I am unable to sit for an examination - Mid-Course, Yearly?***

If you are going to be absent from an examination (Mid-course, yearly or Trial HSC Examinations) you must notify your class teacher at least 2(two) full school days before the examination, to make arrangements to sit for the examination(s) at a later date. You may be able to sit for the examinations before the due date.

If you are ill, it is necessary to contact the school immediately. A Medical Certificate or documentation re extenuating circumstances will be required to cover an absence from an examination. You must complete the 'Student Appeal Request Form as soon as you return to school after your absence.

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

12. ***Will my parents or caregiver be informed of any non-attempt?***

Yes. Any such communication, including official warnings given to you, will be stored in your student file and recorded on the school Sentral system.

13. ***Will my general behaviour throughout the year be considered for assessment purposes?***

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

14. ***Are there specific behaviours which will affect my assessment?***

Students should refer to the HSC Rules & Procedures guide concerning malpractice. All HSC candidates, their teachers and others who guide them must comply with the Honesty in Assessment Standard to maintain the integrity of the HSC. All students will have completed "All My Own Work" prior to completing Year 11 to acknowledge they understand malpractice and the importance of honesty on assessment.

You must be entirely honest when completing all your assessment tasks, exams and submitted works. You will be marked only on the quality and originality of the work you have produced.

Any of the following actions will incur a zero mark for any assessment task:

Malpractice includes:

- a) copying part or all of someone else's work and presenting it as your own
- b) using material directly from books, journals, CDs or the internet without giving its source
- c) building on someone else's ideas without giving their source
- d) buying, stealing or borrowing someone else's work and presenting it as your own
- e) submitting work that someone else, like a parent, tutor or subject expert, substantially contributed to
- f) using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- g) paying someone to write or prepare material
- h) breaching school exam rules
- i) cheating in an HSC exam
- j) using non-approved aids in an assessment task
- k) giving false reasons for not handing in work by the due date
- l) helping another student to engage in malpractice (allowing other students to copy your work)
- m) disrupting² an assessment task; and/or
- n) truancy or absence from an assessment task without providing a satisfactory explanation.

15. ***What if I don't make a serious attempt at an assessment task?***

A non-serious attempt will lead to a student being awarded a zero for that task. Non-serious attempts may result from the attempt being as poor as to be considered non-serious or as a result of the use of derogatory remarks, obscene language, insufficient evidence of the student's own work, etc. The Head Teacher, in consultation with the teacher involved, will determine if the attempt is non-serious.

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

No, except with the supervisor's permission in legitimate emergencies.

17. ***Am I entitled to a review of a decision based on a Student Appeal/ Request?***

Yes, if you have a concern that your request for illness, misadventure or time was denied. Application is by writing to the principal who will form a panel to consider the appeal. The principal will inform the student and parent within 7 days.

18. ***Am I entitled to a review of my final assessment rank?***

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

19. ***When may I lodge an appeal against a final HSC assessment?***

² Dependent on the nature of the disruption, only one warning may be given.

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

20. ***Am I entitled to a re-assessment of an individual assessment task?***

The teacher's professional judgement of the worth of a task is not open to appeal. Any computerisation error must be raised with the teacher at the time the task is returned.

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

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

If you need to appeal a Head Teacher's decision refer to the answer to Question 17.

21. ***Will I be warned if my certificate is at risk?***

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

22. ***How much notice will I get for each assessment task?***

Adequate notice should be provided prior to any assessment task being given, usually this is two (2) weeks' notifications, where possible. Students who are absent from school, need to speak to their teachers for missed work. Assessment notifications and the assessment tasks are also found in the subject's Google Classrooms, student Sentral portal and may have been emailed to students. This document may be regarded by a teacher of any course as sufficient notice of the due dates and the nature of upcoming assessment tasks. The published dates in this book should not be altered by a teacher without your being given sufficient notice of the change. A change of date for a task may be allowed after reference has been made to the overall Assessment Schedule Summary (p. 47), the School Calendar and consultation with the relevant Head Teacher.

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

This is allowable, as occasionally a task may need to be rescheduled or reset. However, the new date must be negotiated with the students in that course before it is changed. A notice of the change of date will be kept in the subject Monitoring Folder and provided to the students.

24. ***What feedback will I be given on my performance?***

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

25. ***How do I submit assessment tasks?***

It is the responsibility of students to submit work for assessment during normal class time directly to the teacher or at the time specified by the class teacher. Students and teachers should ensure that receipt of task is noted.

26. ***Where can I check the schedule of assessment tasks and/or seek advice?***

This booklet sets out the schedule of assessment tasks for all subjects and the relevant features of the school's policy for Higher School Certificate Assessment. You should retain it and refer to it if any questions or problems arise. Teachers, Head Teachers, Year Advisor the Deputy Principal and the Principal should all be able to provide additional advice. A copy of this document can be accessed on the school's web page and Sentral student and parent portal.

27. ***How does my assessment result affect my final course mark?***

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

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

Higher School Certificate Illness/Misadventure Form

Name: _____ Year: _____ Date: _____

Subject: _____ Teacher: _____

Assessment Task Number (As per Assessment Policy booklet): _____

Assessment Task Title: _____

- Appeal due to illness, absence or misadventure
- Appeal in relation to the final assessment and/or course rank
- Request for extension of time

I apply for an extension based on consideration of the following factors which may affect my performance in this Assessment Task. (Documentary evidence must be provided, except in exceptional circumstances).

In applying for this special consideration, I assure the principal that I am not seeking unfair advantage over other students in this course.

Medical Certificate is attached: Yes No
Additional Information is attached: Yes No

Student's Signature: _____ Parent/Guardian's Signature: _____

Recommendation of Teacher/Head Teacher:

Signature of Teacher/Head Teacher: _____

Recommendation of Assessment Committee: Illness/Misadventure

Subject/Course: _____ Assessment Task Number: _____

Assessment Task Title: _____

Principal/Deputy Principal: _____ Assessment Coordinator _____

Date: _____

This form is located: www.Junee-h.schools.nsw.edu.au and then to the assessment tab.

- Parent contact
- Copies to student file and parent
- Recorded on Sentral and NESAs Schools Online

Agriculture Scope & Sequence

HSC	Topic/Unit of work
Term 4 2023	<p>Module: Elective 3 - Farming for the 21st Century Outcomes: H3.4, H4.1, H5.1</p> <p>Unit Description- The aim of this elective is to introduce students to the range of developing technologies and for students to appreciate their impact on agriculture. It is also an opportunity for students to gain a further understanding of a new technology.</p>
Term 1 2024	<p>Module: Farm Product Study Outcomes: H3.1, H3.2, H3.3, H3.4</p> <p>Unit Description- Farms are a part of a broader sector in which products are marketed and processed. Students examine the marketing and processing of a product in terms of its quality and quantity and undertake a specific farm product study.</p>
Term 2 2024	<p>Module: Plant/Animal production Outcomes: H1.1, H2.1, H2.2, H4.1</p> <p>Unit Description- Animal production is dependent on plants, which in turn are dependent on the soil and water. Farmers aim to manage the physical and biological processes in soils, plants and animals to produce agricultural products in a sustainable manner. Students examine the ways in which farmers manage and manipulate these processes and systems to maximise outputs.</p>
Term 3 2024	<p>Module: Plant/Animal production Outcomes: H1.1, H2.1, H2.2, H4.1</p> <p>Unit Description- Animal production is dependent on plants, which in turn are dependent on the soil and water. Farmers aim to manage the physical and biological processes in soils, plants and animals to produce agricultural products in a sustainable manner. Students examine the ways in which farmers manage and manipulate these processes and systems to maximise outputs.</p>

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes

Agriculture Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Farming for the 21st Century Research Task	Farm Product Study Practical Report	Plant/ Animal Production Research Task	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 5-6	
Outcomes assessed	H3.1, H3.2, H3.3, H3.4	H1.1, H2.1, H2.2	H3.4, H4.1, H5.1	H1.1, H2.1, H2.2, H3.4, H5.1	
Components					Weighting %
Knowledge & understanding	10	10	5	15	40
Knowledge, understanding and skills required to manage agricultural production systems	10	10	10	10	40
Skills in working scientifically	5		10	5	20
Total %	25	20	25	30	100

Outcomes:

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

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

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

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

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

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

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

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

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

Biology Scope & Sequence

Term	Topic/Unit of Work	Assessment
Term 4 2023	<p style="text-align: center;">Module 5: Heredity Outcomes: <i>BIO12-6,7,12</i></p> <p>Life continues through the processes of reproduction and heredity. Students expand their knowledge of evolution by understanding the cellular processes involved in increasing genetic diversity. They investigate reproduction and inheritance patterns in both plants and animals as well as the role of DNA in polypeptide synthesis and the uses of technologies in the study of inheritance patterns.</p> <p>Students also learn about contemporary research and the work of geneticists across a variety of industries, including medical applications and agriculture. They explore the effects on society and the environment through the application of genetic research.</p>	Building a Scientific Model
Term 1 2024	<p style="text-align: center;">Module 6: Genetic Change Outcomes: <i>BIO12-6,7,13</i></p> <p>Students learn about natural and human-induced causes and effects of genetic change, including mutations, environmental pressure and uses of biotechnology. Students investigate how the processes of inheritance and evolution are applied.</p> <p>The work of scientists in various fields of work, including agriculture, industry and medicine, can be explored within the context of biotechnology. The impact of biotechnology on biological diversity is also explored in this module.</p>	Depth Study
Term 2 2024	<p style="text-align: center;">Module 7: Infectious Disease Outcomes: <i>BIO12-2,3,4,14</i></p> <p>This module examines the treatment, prevention and control of infectious disease both locally and globally. It includes study of the human immune system and its response to an infectious disease. The value of studying infectious disease and its causes and effects is highlighted by the cost to humans in terms of losses in productivity and production and the impact on overall health. The module also considers medical and agricultural applications that draw on the work of a variety of scientists.</p>	Practical Investigation
Term 3 2024	<p style="text-align: center;">Module 8: Non-infectious Disease Outcomes: <i>BIO12-5,6,7,15</i></p> <p>Students engage with the study of non-infectious disease and disorders, including their causes and effects on human health. They explore technologies and their uses in treating disease and disorders as well as the epidemiology of non-infectious disease in populations.</p> <p>This module examines the practical applications of STEM. It looks at the importance of understanding the multidisciplinary nature of science applications. It also examines physiology and engineered solutions to problems related to the management of human disorders.</p>	Trial Examination

Biology Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Building a Scientific Model	Depth Study	Design and Conduct a Practical investigation	Trial HSC Examination	
Timing	Term 4 Week 8	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 5-6	
Outcomes assessed	BIO11/12-3,4,6,7, BIO12-12	BIO11/12-4,6,7, BIO12-13	BIO11/12 1,2,3, BIO12-14	BIO11/12,1,2,3,4,5,6,7 BIO12-12,13,14,15	
Components					Weighting %
Knowledge & understanding	10	5	5	20	40
Skills in working scientifically	10	25	15	10	60
Total %	20	30	20	30	100

Outcomes:

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

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

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

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

BIO11/12-5 analyses and evaluates primary and secondary data and information

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

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

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

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

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

Business Studies Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
Term 4 2023	1	<p align="center">Module 1: Operations (H1, H2, H3, H4, H5, H6, H7, H8, H9)</p> <p>The focus of this topic is the strategies for effective operations management in large businesses.</p>	<p align="center">Test: Multiple choice/Short answers with reference to case study.</p>
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
Term 1 2024	1	<p align="center">Module 2: Finance (H2, H3, H4, H5, H6, H7, H8, H9, H10)</p> <p>The focus of this topic is the role of interpreting financial information in the planning and management of a business.</p>	<p align="center">Financial calculation / evaluation Research / presentation</p>
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
Term 2 2024	1	<p align="center">Module 3: Marketing (H1, H2, H3, H4, H5, H6, H7, H8, H9, H10)</p> <p>The focus of this topic is the main elements involved in the development and implementation of successful marketing strategies.</p>	<p align="center">Research / presentation</p>
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
Term 3 2024	1	<p align="center">Module 4: Human Resources (H2, H3, H4, H5, H6, H7, H8, H9)</p> <p>The focus of this topic is the contribution of human resource management to business performance.</p>	<p align="center">Trial HSC Exam</p>
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		

Business Studies Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Multiple Choice/Short Answers/Case Study	Calculation / evaluation of financial information	Research / presentation	Trial HSC Exam	
Timing	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 4-5	
Outcomes assessed	H1, H2, H3, H4, H5	H5, H8, H9, H10	H2, H3, H4, H7, H8	H1, H2, H3, H5, H6, H9, H10	
Components					Weighting %
Knowledge & understanding	5	5	10	20	40
Stimulus based skills	5	5	5	5	20
Inquiry and research	5	5	10	0	20
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	20	30	30	100

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes

Outcomes:

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for factual 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 Scope & Sequence

HSC	Topic/Unit of work
TERM 4 2023	<p>Parenting and Caring</p> <p>Outcomes: H1.1, 2.1, 2.2, 2.3, 3.2, 3.4, 5.1, 5.2, 6.1</p> <p>This module is concerned with the issues faced by mothers, fathers, siblings and other carers as they effectively manage resources and promote positive interpersonal relationships between family members or with the person for whom they care. Students are required to critically analyse the role of parents and carers in optimising individual and family wellbeing by considering the factors that influence relationships and how parents and carers are supported in their roles.</p>
TERM 1 2024	<p>Groups in Context</p> <p>Outcomes: H1.1, 2.2, 2.3, 3.1, 3.3, 4.1, 4.2, 5.1, 6.2</p> <p>This module builds upon students' knowledge and understanding acquired in the Preliminary course modules Resource Management and Individuals and Groups. Students explore FOUR specific groups within the community who may be experiencing inequities by examining the nature of the group, their specific needs and level of access to services. Students undertake a detailed investigation of TWO groups to examine the role that positive social environments can have on enhancing the wellbeing of the group and individuals within the group.</p>
TERM 2 2024	<p>Research Methodology</p> <p>Outcomes: H4.1, 4.2</p> <p>This module builds upon introductory research opportunities integrated throughout the Preliminary course. It focuses on the processes of inquiry and research, allowing students to pursue an area of interest in an Independent Research Project.</p>
TERM 3 2024	<p>Social Impact of Technology</p> <p>Outcomes: H2.3, 3.4, 4.1, 4.2, 6.1</p> <p>Technology plays an important role in redefining society generally and specifically families, communities and the workplace. While technology is welcomed and accessed by some groups, many inequities exist. In this module, students examine perceptions of technology and investigate historical and international influences on the evolution of technology. Using this fundamental knowledge, students consider the potential benefit of technological developments while investigating the inequities of access experienced by some groups.</p>

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Community and Family Studies Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Portfolio: Parenting and Caring	Presentation: Groups in Context	Independent Research Project: Research Methodology	Trial HSC Examination	
Timing	Term 4, Week 8	Term 2, Week 8	Term 3, Week 8	Term 3, Week 4-5	
Outcomes assessed	H1.1, 2.1, 2.2, 3.2, 3.4	H 1.1, 2.2, 3.1, 3.3, 4.2, 5.1	H4.1, 4.2	H1.1 to H6.2	
Components					Weighting %
Knowledge and understanding of course content	5	5	5	25	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	15	5	60
Total %	25	25	20	30	100

Outcomes:

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

H2.1 analyses different approaches to parenting and caring relationships

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

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

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

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

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

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

H4.1 justifies and applies appropriate research methodologies

H4.2 communicates ideas, debates issues and justifies opinions

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

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

H6.1 analyses how the empowerment of women and men influences the way they function within society

H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

Design and Technology Scope & Sequence

Term	Unit Outline
<p>Term 4 2023</p>	<p>Project Proposal and Management This unit is taught in conjunction with the MDP</p> <p>Factor affecting design</p> <ul style="list-style-type: none"> • Project Proposal • Design practice processes used by designers • Project Management • Resource Management • Research Methods • Creative and Innovative design practice
<p>Term 1 2024</p>	<p>Innovation and Emerging Technologies This unit is taught in conjunction with the MDP</p> <ul style="list-style-type: none"> • Factors that impact on the success or failure of innovation • Entrepreneurial Activity • Ethical and Environmental Issues • Emerging Technologies • Trends in designing
<p>Term 1-3 2024</p>	<p>Developing Realising and Evaluating</p> <ul style="list-style-type: none"> • Design Production • Design in Industrial and Commercial Settings • Project Evaluation • The Impact of the MDP

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Design and Technology Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	MDP Oral Presentation	Innovation Case Study	Research, testing and experimenting	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 3 & 4	
Outcomes assessed	H2.1, H4.1, H4.2 H5.1, H5.2	H2.1, H2.2, H3.1, H4.1, H6.2	H1.1, H3.2, H4.2, H4.3, H5.2, H6.1	H1.1, H2.1, H2.2, H3.1, H4.3, H6.2	
Components					Weighting
Knowledge and understanding of course content		20		20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20		30	10	60
Total %	20	20	30	30	100

Outcomes:

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

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

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

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

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

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

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

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

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

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

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

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

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

Life Skills Outcomes:

DTLS1 - recognises that a process is used to develop design solutions

DTLS2 - explores factors that influence the development of design solutions

DTLS3 - demonstrates awareness that technology can be used for a variety of purposes in a design process

DTLS4 - demonstrates skills and techniques in the context of a design project

DTLS5 - uses a design process in the production of a project

DTLS6 - explores the features of a range of designs

DTLS7 - identifies materials, technologies and techniques for a range of applications

DTLS8 - evaluates the suitability of design for a range of applications

DTLS9 - selects and uses materials, tools and techniques in producing a design project

DTLS10 - demonstrates safe practices in the use and care of tools and in the implementation of techniques

DTLS11 - identifies and explores relationships between design and technology, the individual, society and the environment

English Studies: Scope & Sequence

HSC	Topic/Unit of work
Term 4 2023	<p>Common Module: Texts and Human Experiences Outcomes: ES12-1, ES12-7, ES12-8</p> <p>In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.</p> <p>Students study one prescribed text and a range of short texts that provide rich opportunities to further explore representations of human experiences illuminated in texts. They make increasingly informed judgments about how aspects of these texts, for example context, purpose, structure, stylistic and grammatical features, and form shape meaning. In addition, students select one related text and draw from personal experience to make connections between themselves, the world of the text and their wider world.</p> <p>Text: "Billy Elliot" by Stephen Daldry & related material</p>
Term 1 2024	<p>Module A: We Are Australians- English in citizenship, community & cultural identity Outcomes: ES12-2, ES12-4, ES12-9</p> <p>Through the study of the module <i>We are Australians – English citizenship, community and cultural identity</i>, students study a range of texts in order to develop awareness of complex aspects of Australian citizenship, community and cultural identity, and to develop language skills appropriate to participating in discussion and decision-making about these matters. Students develop understanding of, and practical competence in, the use of language relevant to conducting their lives as citizens and members of communities. They develop skills in accessing and comprehending information that will enable them to have increasingly informed views on matters of public interest and in expressing those views. They investigate the way language is used to represent issues and attitudes, and to influence and engage different audiences.</p> <p>Text: "Looking For Alibrandi" by Melina Marchetta</p>
Term 2 2024	<p>Module N: The Way we Were- English for exploring our past Outcomes: ES12-3, ES12-7</p> <p>Through the study of the module <i>The Way We Were – English for exploring our past</i>, students develop understanding and proficiency in the use of language related to history, with a specific focus on the ways history is presented through texts. They develop knowledge, understanding and skills in comprehending and using terminology and styles and language forms necessary for analysing, discussing, responding to and evaluating general issues and topics relating to 'exploring our past'. They further develop their skills in comprehending, expressing opinions and composing imaginative, analytical, persuasive and informative texts about 'the way we were' in different contexts, for example the local community, the wider community and the workplace.</p> <p>Text: "Black Diggers" by Tom Wright</p>
Term 3 2024	<p>Module C: On the Road – English and the experience of travel Outcomes: ES12-5, ES12-6, ES12-1</p> <p>Through the study of the module <i>On the Road – English and the experience of travel</i>, students develop understanding and proficiency in the use of language related to travel, for example the language used by journalists, filmmakers and those in the travel industry.</p> <p>Students develop knowledge, understanding and skills in comprehending and using appropriate terminology, styles and language forms for analysing, discussing, responding to, and evaluating, issues and topics related to travel. They have opportunities to make judgments about travel advertisements, and locate and comprehend government advice about travel in various overseas countries.</p> <p>Text: "The Secret Life of Walter Mitty" Directed by Ben Stiller</p>

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes

English Studies: Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Extended Writing Task Common Module: Texts and Human Experiences	Multimodal Presentation Module A: We Are Australians- English in citizenship, community & cultural identity	Imaginative Task Module N: The Way we Were- English for exploring our past.	Portfolio Module C: On the Road- English & the experience of travel	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 4-5	
Outcomes assessed	ES12-1, ES12-7, ES12-8	ES12-2, ES12-4, ES12-9	ES12-3, ES12-7	ES12-5, ES12-6, ES12-1	
Life Skills Outcomes	ENLS6-1, ENLS6-2, ENLS6-10	ENLS6-5, ENLS6-6, ENLS6-8, ENLS6-11	ENLS6-7, ENLS6-6, ENLS6-9	ENLS6-12, ENLS6-3, ENLS6-4	
Components					Weighting %
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
Total %	30	20	20	30	100

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 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 in engage and persuade different audiences

Life Skills Outcomes:

ENLS6-1 communicates in a range of everyday contexts for familiar audiences and purposes

ENLS6-2 reads, views and responds to texts in familiar contexts

ENLS6-3 comprehends and responds to a range of texts in familiar and unfamiliar contexts

ENLS6-4 uses strategies to comprehend a range of texts composed for different purposes and contexts

ENLS6-5 accesses information to communicate for different purposes and in different contexts

ENLS6-6 composes texts for a variety of purposes and audiences in a range of modes

ENLS6-7 identifies how language forms and features of texts vary according to purpose, audience and context

ENLS6-8 uses appropriate language forms and features when composing texts for different modes, media, audiences, contexts and purposes

ENLS6-9 represents own ideas and personal experiences in interpretive and imaginative texts

ENLS6-10 compares ideas, purposes and audiences of texts

ENLS6-11 explores texts that express a range of ideas, values, points of view and attitudes

ENLS6-12 reflects on own learning processes and goals

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English: Standard Scope & Sequence

HSC	Topic/Unit of work
Term 4 2023	<p>Common Module: Texts and Human Experiences</p> <p>Outcomes: EN12-1, EN12-2 EN12-3, EN12-6 EN12-7</p> <p>Students deepen their understanding of how texts represents individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences.</p> <p>Text: 'Billy Elliot' - Stephen Daldry</p> <p>Module C: The Craft of Writing</p> <p>In this module, students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.</p> <p>Text: – Ray Bradbury: The Pedestrian</p>
Term 1 2024	<p>Module A: Language, Identity and Culture</p> <p>Outcomes: EN12-3, EN12-4 EN12-5, EN12-6 EN12-7, EN12-8</p> <p>Language has the power to both reflect and shape individual and collective identity. In this module, students consider how their responses to written, spoken, audio, and visual texts can shape their self-perception.</p> <p>Text: Cobby Eckermann, Ali, <i>Inside my Mother</i></p> <p>Module C: The Craft of Writing</p> <p>'The Surfer' - Judith Wright</p>
Term 2 2024	<p>Module B: Close Study of Literature</p> <p>Outcomes: EN12-1, EN12-3 EN12-5, EN 12-6 EN12-9</p> <p>In this module, students develop an informed understanding, knowledge and appreciation of substantial literary text. Through their development of considered personal responses to the text in its entirety, students explore and analyse the particular ideas and characteristics of the text and understand the ways in which these characteristics establish its distinctive qualities.</p> <p>Text: 'The Curious Incident of the Dog in the Nighttime' - Mark Haddon</p>
Term 3 2024	<p>Trial HSC</p> <p>Outcomes: EN12-1, EN12-3 EN12-5, EN12-6 EN12-7, EN12-8</p> <p>Revision – all modules</p>

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes

English: Standard Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Multimodal Presentation Common Module: Texts and Human Experiences Prescribed Text '1984' and related material	Creative Piece and Analysis Module A: Language, Culture and Identity Craft of Writing 15%	Essay Plan and Extended Response Craft of Writing 10% - Namatjira	Trial HSC Examination Paper 1: Texts and Human Experiences Paper 2: Modules	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 4-5	
Outcomes assessed	EN12-1, EN12-2 EN12-3, EN12-6 EN12-7	EN12-3, EN12-4 EN12-5, EN12-6 EN12-7, EN12-8	EN12-1, EN12-3 EN12-5, EN 12-6 EN12-9	EN12-1, EN12-3 EN12-5, EN12-6 EN12-7, EN12-8	
Components					Weighting %
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	15	10	50
Total %	20	25	30	25	100

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 Advanced Scope & Sequence

HSC	Topic/Unit of work
Term 4 2023	<p>Common Module: Texts and Human Experiences</p> <p>Outcomes: EA12-1, EA12-3, EA12-5, EA12-6, EA12-7</p> <p>Students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Text: "1984" – George Orwell</p> <p>Module C: The Craft of Writing</p> <p>Students strengthen and extend knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision. Text: Margaret Atwood, 'Spotty-Handed Villainesses'</p>
Term 1 2024	<p>Module A: Textual Conversations</p> <p>Outcomes: EA12-1, EA12-3, EA 12-5, EA12-6, EA 12-8</p> <p>Students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. Students consider the ways that a reimagining or reframing of an aspect of a text might mirror, align or collide with the details of another text.</p> <p>Text: Plath, Sylvia, Ariel, and Hughes, Ted, Birthday Letters.'</p> <p>Module C: The Craft of Writing – Gwen Harwood, 'Father and Child'</p>
Term 2 2024	<p>Module C: The Craft of Writing continued - Weeks 1-3</p> <p>Outcomes: EA12-2, EA12-3, EA 12-4, EA12-5, EA 12-7, EA12-9</p> <p>Module B: Critical Study of Literature</p> <p>Students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text. Through increasingly informed and personal responses to the text in its entirety, students understand distinctive qualities of the text, notions of textual integrity and significance. Text: Henry IV, Part 1 – William Shakespeare</p>
Term 3 2024	<p>Module B: Critical Study of Literature continued</p> <p>Outcomes: EA12-3, EA12-4, EA 12-5, EA12-6, EA 12-8,</p> <p>Text: Henry IV, Part 1 – William Shakespeare</p> <p>Trial HSC Examination - Revision – all units</p>

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

English: Advanced Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Multimodal Presentation Common Module: Texts and Human Experiences Prescribed Text '1984' and related material	Analytical Essay and Imaginative Task Module A: Textual Conversations (20%) Module C: Craft of Writing (10%)	Speech and Reflection Module B: Critical Study of Literature (20%) Module C: Craft of Writing (10%)	Trial HSC Examination Paper 1: Texts and Human Experiences (5%) Paper 2: Modules A, B and C (15%)	
Timing	Term 4, Week 8	Term 1, Week 9	Term 2, Week 7	Term 3, Trial Examination Period	
Outcomes assessed	EA12-1, EA12-2, EA12-4, EA12-6	EA12-1, EA12-3 EA 12-5, EA12-6 EA 12-8	EA12-1, EA12-3 EA 12-4, EA12-5 EA 12-8, EA12-9	EA12-1, EA12-3, EA12-4 EA 12-5, EA12-6, EA12-7, EA 12-8, EA12-9	
Components	Weighting				
Knowledge & understanding of course content	10	15	15	10	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	30	30	20	100

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

Industrial Technology Timber Scope & Sequence

HSC	Topic/Unit of work
Term 4 2023	<p>Major Project</p> <p>Outcomes: H3.1, H3.2, H3.3, H5.1</p> <p>Design and Planning Presentation</p> <ul style="list-style-type: none"> • Statement of Intent • Initial Ideas • Research • Development of Ideas • Workshop Drawing • Calculations
Term 1 2024	<p>Major Project</p> <p>Outcomes: H2.1, H3.1, H3.2, H3.3, H4.1,</p> <p>Selection and Justification of Components Processes and Other Resources</p> <ul style="list-style-type: none"> • Industry Study • Time Plan • Finance Plan
Term 2 2024	<p>Major Project</p> <p>Outcomes: H2.1, H3.3, H4.1, H5.1, H5.2, H6.2</p> <ul style="list-style-type: none"> • Project Development and Management • Production • Ongoing Evaluation
Term 3 2024	<p>Major Project</p> <p>Outcome: H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2</p> <ul style="list-style-type: none"> • HSC Trial Examination <p>Project and Folio due for Marking by BOS examiners</p>

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Industrial Technology Timber Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Designing and Planning Presentation	Industry Study	Industry Related Product Analysis: Manufacturing Technology	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 6	Term 2 Week 5	Term 3 Week 5	
Outcomes Assessed	H1.2, H3.2, H3.3, H5.1	H1.1, H1.2, H1.3, H7.1, H7.2	H1.2, H2.1, H4.3, H5.1, H5.2, H6.1, H6.2	All	
Components					Weighting %
Knowledge & Understanding	10	10	10	15	45
Knowledge and skills in designing	15	15	15	10	55
Total %	20	25	25	30	100

Outcomes:

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

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

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

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

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

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

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

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

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

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

H5.1 selects and uses communication and information processing skills

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

H6.1 evaluates the characteristics of quality manufactured products

H6.2 applies the principles of quality and quality control

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

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

Legal Studies: Scope & Sequence

HSC	Topic/Unit of work
1 Term 4 2023	<p>Core Topic 1 – Crime Outcomes: H1, H2, H6, H8, H9</p> <p>Using a range of contemporary examples, students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.</p>
2 Term 1 2024	<p>Option Topic 1 – Family Law Outcomes: H1, H3, H4, H6, H7, H8, H9</p> <p>Using contemporary examples, students investigate the legal nature of family relationships and the effectiveness of the law in achieving justice.</p>
3 Term 2 2024	<p>Core Topic 2 – Human Rights Using a range of contemporary examples, students investigate the notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice.</p> <p>Option Topic 2 – World Order Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</p> <p>Using contemporary examples, students investigate the effectiveness of legal and non-legal measures in promoting peace and resolving conflict between nation states.</p>
4 Term 3 2024	<p>Option Topic 2 – World Order continued</p> <p>Trial HSC</p> <p>Revision</p>

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Legal Studies: Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Core Unit 1: Crime Research Task	Option 1: FamilyLaw Essay	Core Unit 2: Human Rights	Trial HSC Examination Core Topics & Option Topics	
Timing	Term 4 Week 8	Term 1 Week 10	Short Answer Task Week 9	Term 3 Weeks 4-5	
Outcomes assessed	H1, H2, H4, H5, H7, H8, H9, H10	H1, H3, H4, H6, H7,H8, H9	H1, H2, H6, H8,H9	H1, H2, H3, H4, H5 H6, H7, H8, H9, H10	
Components					Weighting %
Knowledge and understanding of course content	10	10	5	15	40
Analysis and Evaluation	5	5	5	5	20
Inquiry & research	5	5	5	5	20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	20	25	30	100

Outcomes:

H1 identifies and applies legal concepts and terminology

H2 describes and explains key features of and the relationship between Australian and international lawH3

analyses the operation of domestic and international legal systems

H4 evaluates the effectiveness of the legal system in addressing issues

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

H6 assesses the nature of the interrelationship between the legal system and societyH7

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 identifies and applies legal concepts and terminology

Mathematics: Mathematics Standard 1 Scope & Sequence

HSC	Topic/Unit of Work	Assessment
Term 4 2023	Networks: Networks and Paths (N1) (4 Weeks) Outcomes: MS1-12-8, MS1-12-9 The principal focus of this subtopic is to identify and use network terminology and to solve problems involving networks. Students develop their awareness of the applicability of networks throughout their lives, for example social media networks, and their ability to use associated techniques to optimise practical problems.	Investigation
	Measurement: Rates (M4) (4 Weeks) Outcomes: MS1-12-3 The principal focus of this subtopic is the use of rates to solve problems in practical contexts. Students develop awareness of the use of rates and solve problems in everyday situations such as health sciences, travel and finance.	
	Measurement: Right-angled Triangles (M3) (4 weeks) Outcomes: MS1-12-3, MS1-12-4 The principal focus of this subtopic is to solve problems involving right-angled triangles in a range of practical contexts using Pythagoras' theorem and basic trigonometric ratios. Students develop their ability to justify mathematical thinking and to communicate solutions.	
Term 1 2024	Algebra: Types of Relationships (A3) (4 weeks) Outcomes: MS1-12-1, MS1-12-6 The principal focus of this subtopic is the graphing and interpretation of relationships, and the use of simultaneous linear equations in solving practical problems. Students develop their ability to communicate concisely, use equations to describe and solve practical problems, and use algebraic or graphical representations of relationships to predict future outcomes.	Test w/summary sheet
	Financial Mathematics: Investment (F2) (2-3 weeks) Outcomes: MS1-12-5 The principal focus of this subtopic is to calculate and compare the value of different types of investments over a period of time. Students develop awareness of mechanisms to optimise their financial position, both now and into the future, justifying their thinking and reasoning mathematically.	
Term 2 2024	Financial Mathematics: Depreciation and Loans (F3) (4 weeks) Outcomes: MS1-12-5, MS1-12-9 The principal focus of this subtopic is to gain an understanding of credit cards and reducing balance loans and that an asset may depreciate in value over time rather than appreciate. Students develop their understanding of credit and loans in order to make informed financial decisions.	Assignment
	Statistical Analysis: Further Statistical Analysis (S3) (6 weeks) Outcomes: MS1-12-2, MS1-12-7, MS10-12-9 The principal focus of this subtopic is the development of students' understanding of the purpose and process of statistical investigation, taking into account appropriate basic design principles. Students develop understanding of the complex nature of questionnaire design and potential misconceptions in statistical representations and reasoning.	
Term 3 2024	Measurement: Scale Drawings (M5) (5 weeks) Outcomes: MS1-12-3, MS1-12-4 The principal focus of this subtopic is to interpret and use scale drawings and use similarity in solutions to practical problems involving measurement. Students develop their ability to interpret and use house plans, designs and maps in the calculation of a range of measurements and solve related problems.	Trial Exam
	Trial Examination (2 week)	
	Catch-up/Revision (3 weeks)	

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Mathematics: Mathematics Standard 1 Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Investigation	Written Topic Test (<i>with student summary sheet</i>)	Assignment	Final Examination	
Timing	Term 4 Week 7	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
Outcomes assessed	MS1-12-5 MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-3 MS1-12-4 MS1-12-6 MS1-12-8 MS1-12-9	MS1-12-5 MS1-12-9 MS1-12-0	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	15	10	15	10	50
Total %	30	20	30	20	100

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

Mathematics: Mathematics Standard 2 Scope & Sequence

HSC	Topic/Unit of Work	Assessment
Term 4 2023	Relative Frequency and Probability (S2) (3 Weeks) Outcomes: MA11-8, MS11-9, MS11-10 The principal focus of this subtopic is to draw conclusions related to the chance that an event will occur.	Investigation
	Networks: Network Concepts (N2.1, N2.2) (3 Weeks) Outcomes: MS2-12-8 Students develop their awareness of the applicability of networks throughout their lives, for example social media networks, and their ability to use associated techniques to optimise practical problems.	
	Measurement: Rates and Ratio (M7) (4 Weeks) Outcomes: MS2-12-3, MS2-12-4 Students develop awareness of the use of rates and ratios and solve problems in everyday situations, such as health sciences, energy, and finance.	
Term 1 2024	Measurement: Non-right-angled Trigonometry (M6) (4 weeks) Outcomes: MS2-12-3, MS2-12-4 Students develop their ability to justify mathematical thinking and communicate solutions in an ordered and concise fashion.	Test w/summary sheet
	Algebra: Types of Relationships (A4.1 and 4.2) (4 weeks) Outcomes: MS2-12-1, MS2-12-6 Students develop their ability to communicate concisely, use equations to describe and solve practical problems, and use algebraic or graphical representations of relationships to predict future outcomes. Students also further develop their ability to communicate concisely, use equations to describe and solve practical problems, and use algebraic or graphical representations of relationships to predict future outcomes.	
	Financial Mathematics: Annuities (F5) (2 weeks) Outcomes: MS2-12-5 Students develop awareness of the use of annuities in their lives, for example superannuation and home loans.	
Term 2 2024	Financial Mathematics: Investments and Loans (F4.1 and 4.2) (4 weeks) Outcomes: MS2-12-5 Students further develop awareness of mechanisms to optimise their financial position, both now and into the future, justifying their thinking and reasoning mathematically. Students also develop awareness of mechanisms to optimise their financial position, both now and into the future, justifying their thinking and reasoning mathematically.	Assignment
	Statistical Analysis: Bivariate Data Analysis (S4) (3 weeks) Outcomes: MS2-12-2, MS2-12-7 Students develop the ability to display, interpret and analyse statistical relationships related to bivariate numerical data analysis and use this ability to make informed decisions.	
	Statistical Analysis: The Normal Distribution (S5) (3 weeks) Outcomes: MS2-12-2, MS2-12-7 Students develop techniques to analyse normally distributed data and make judgements in individual cases justifying the reasonableness of their solutions.	
Term 3 2024	Networks: Critical Path Analysis (N3) (3 weeks) Outcomes: MS2-12-8, MS2-12-9, MS2-12-10 Students develop awareness that critical path analysis is a useful tool in project planning, management and logistics.	Trial Exam
	Trial Examinations (2 weeks)	
	Catch-up/Revision (5 weeks)	

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Mathematics: Mathematics Standard 2 Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Investigation	Written Topic Test <i>(with student summary sheet)</i>	Assignment	Trial Examination	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 4-5	
Outcomes assessed	MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6 MS2-12-9 MS2-12-10	MS2-12-2 MS2-12-5 MS2-12-7 MS2-12-9 MS2-12-10	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	10	15	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	20	25	25	30	100

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

Personal Development, Health & Physical Education Scope & Sequence

HSC	Topic/Unit of work
TERM 4 2023	<p>Sports Medicine Outcomes: H8, 13, 16, 17</p> <p>This option module is concerned with the specific issues of prevention, assessment, management of and recovery from sports injury. In this module, students examine how the extent and intensity of sports participation relates to the incidence of sports injuries. They explore the range of technical and scientific approaches for maintaining the wellbeing of athletes. In this module, students research, analyse and debate the merits of current sports medicine approaches. They also explore issues regarding returning to play following injury. As a result of studying this module, students will be prepared to minimise their risk of injury in sports settings. It will also provide an introduction to the requirements for adopting productive support roles such as sports trainers.</p>
TERM 1 2024	<p>Health Priorities In Australia Outcomes: H1, 2, 3, 4, 5, 14, 15, 16</p> <p>This module examines the health status of Australians and investigates, in depth, the current health priority issues in Australia. Students identify and justify the choice of priority issues and examine the roles that the health system and health promotion play in achieving better health for all Australians. In this module, students learn how health can be promoted by personal and community action and by policies and services at all levels of responsibility. This module further introduces concepts of health inequities in Australia.</p>
TERM 2 2024	<p>Factors Affecting Performance Outcomes: H7, 8, 9, 10, 11, 16, 17</p> <p>This compulsory module examines the factors that affect performance. In this module, students explore the physical and psychological bases of performance. They experience and critically analyse approaches to training and skill development and investigate the contributions of psychology, nutrition and recovery strategies to performance. This module enables students to take action to influence their own performance and enhance that of others through coaching applications. Opportunity is provided in the HSC option Improving Performance for more detailed consideration of factors affecting performance and the considerations of a coach in supporting the performance of athletes.</p>
TERM 3 2024	<p>Improving Performance Outcomes: H7, 8, 9, 10, 16, 17</p> <p>In this module, students investigate approaches to the physiological preparation and skill development of athletes. Students will experience and analyse a variety of training methods and look at the application of these methods to Improving performance. The effects of planning on performance and ethical considerations relating to improving athletes' performance are also examined. This module provides students with knowledge and skills necessary to improve their performance as well as enabling them to apply the concepts to various coaching contexts.</p> <p>Revision</p>

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

Personal Development, Health & Physical Education Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Sports medicine: Scenario Application	Health Priorities in Australia: Written Report	Factors Affecting Performance: Research Assignment	Trial HSC Examination	
Timing	Term 4 Week 7	Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 5-6	
Outcomes assessed	H8, H13, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16	H7, H8, H9, H10, H11, H16, H17	All	
Components					Weighting %
Knowledge & understanding	5	5	5	25	40
Skills in critical thinking, research, analysis and communicating	15	20	20	5	60
Total %	20	25	25	30	100

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 (Option 1)

H7 explains the relationship between physiology and movement potential

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

H9 explains how movement skill is acquired and appraised

H10 designs and implements training plans to improve performance

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

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

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

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

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

H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts

H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Textiles & Design Scope & Sequence

HSC	Topic/Unit of work
TERM 4 2023	<p style="text-align: center;">Module: Unit 1 - DESIGN Outcomes: H1.1, H1.2, H2.1, H2.3, H4.1, H4.2, H6.1</p> <p>Historical Design Development Overview of the design developments in one of the focus areas: Apparel. Contemporary Designers MTP FOCUS: Design Inspiration, Visual Design Development, Manufacturing Specifications Practical Application: MTP, Demonstrations & Experiments: Colouration and Decoration Fabric Colouration and Decoration, Principles of Applying Colour, Methods of Fabric Decoration Assessment Task: Task 1: MTP Designing, Planning Oral Presentation (Due Week 8)</p>
TERM 1 2024	<p style="text-align: center;">Module: Unit 1 - DESIGN Outcomes: H1.1, H1.2, H2.1, H2.3, H3.1, H3.2, H4.1, H5.1</p> <p>Cultural Factors that Influence Design MTP FOCUS: Design Inspiration, Visual Design Development, Manufacturing Specifications Practical Application: MTP & Experiments Assessment Task: Task 2: Contemporary Designer Case Study & MTP Process. (Due Week 4)</p> <p style="text-align: center;">Module: Unit 2 - Week 5 PROPERTIES & PERFORMANCES OF TEXTILES</p> <p>Innovation and Emerging Textiles Technology MTP FOCUS: Investigation and Experimentation & Manufacturing Specifications Practical Application: MTP & Experiments Assessment Task: Task 3: Colouration and Decoration Experimentation & MTP Process. (Due Week 8)</p>
TERM 2 2024	<p style="text-align: center;">Module: Outcomes: H1.2, H1.3, H2.1, H2.2, H2.3, H4.1, H4.2 UNIT 2: PROPERTIES & PERFORMANCES OF TEXTILES</p> <p>End-use applications and Use of finishing techniques to enhance fabrics Properties and Performance of Textiles- HSC Questions MTP FOCUS: Investigation and Experimentation & Manufacturing Specifications Practical Application: MTP Focus Time</p> <p style="text-align: center;">UNIT 3: ACTFAI - WEEK 4 Appropriate Textiles Technology and Environmental Sustainability MTP FOCUS: Investigation and Experimentation & Manufacturing Specifications Practical Application: MTP Focus Time</p> <p style="text-align: center;">Trial HSC Exam Preparation</p>
TERM 3 2024	<p style="text-align: center;">Module: UNIT 3: ACTFAI Outcomes: H1.1, H1.2, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1</p> <p>ACTFAI THEORY: Current Issues & the Marketplace</p> <p>MTP FOCUS: MTP FOLIO Due Wk 1 for "fine-tuning". MTP DUE: MONDAY WEEK 5</p> <p>Assessment Task: Task 4: Trial HSC Exam HSC EXAM PREP</p>

Textiles & Design Assessment Schedule

TASK	DUE DATE	WEIGHT	OUTCOMES
MTP Designing, Planning Oral Presentation	Term 4 Week 8	20%	1.1, 1.2, 2.1, 2.3, 4.1, 4.2, 6.1
Contemporary Designer Case Study & MTP Process	Term 1 Week 4	25%	1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 4.1, 5.1
Colouration & Decoration Experimentation	Term 1 Week 8	25%	1.2, 1.3, 2.1, 2.2, 2.3, 4.1, 4.2
MTP Process & Trial Examination	Term 3 Weeks 4/5	30%	1.1, 1.2, 2.2, 3.1, 3.2, 4.1, 5.1, 5.2, 6.1

Outcomes:

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

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

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

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

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

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

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

H3.2 develops knowledge and awareness of emerging textile technologies

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

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

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

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

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

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2023/2024 HSC ASSESSMENT SCHEDULE SUMMARY

Please note: The Assessment Schedule summary may change during the year. Students and parents will be notified of changes

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERM FOUR							Math St PDHPE	Biology Design&Tech English Adv Legal St 1 Math St 2 Textiles	Agriculture Business St CAFS English St IT Timber		
TERM ONE				Textiles		IT Timber	Biology PDHPE	Agriculture Business St Biology Design&T Textiles	English St English Adv Math St 1	Legal St Math St 2	
TERM TWO					IT Timber	Biology Design&Tec	English Adv	Biology Business St CAFS Math St 2	Legal St Math St 1 PDHPE	English St	
TERM THREE					Trial HSC Examinations Week 4-5-6 Agriculture, CAFS, Biology, English Adv, English St, IT Timber, Legal Studies, Maths St 1, Maths St 2, English Studies, Design & Technology.			CAFS	Math St 1		

