

COFFS HARBOUR HIGH SCHOOL



Year 12 Assessment Procedures and Schedules

2019 — 2020

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YEAR ADVISER



A MESSAGE FROM YOUR YEAR 12 ADVISER

To all Year 12 students and your families

Welcome back! The four terms of the Year 12 course will flash by. It will be an intensive time of work and enjoyment of the remaining time you have with your friends and teachers.

The Year 12 exam although a formidable task ahead, is just a milestone as you move from being a student to the next part of your life. Stay focused and plan how you use your time so that you stay in control of your workload and meet assessment deadlines. All work must be completed on time for assessment tasks to count.

Your teachers are keen to support and help you. It is important to communicate early with your teachers if you have any problems with your work or completing tasks on time. If you experience stress or personal problems that interfere with your ability to feel in control of life and study, please speak to me or a teacher before you fall behind.

Although everyone wants to succeed in Year 12, it is important to remember that there are many other pathways to higher education and training. Work hard and do your best but don't think of Year 12 as the only way to access your future goals if you don't do as well as expected.

Two useful sites that can provide you with very good information related to your courses and the exam are <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC> and <https://studentsonline.nesa.nsw.edu.au/>.

I am looking forward to this last year with you, stay positive and enjoy the great moments and days that occur along the way.

Sue Backhouse
YEAR 12 ADVISER

A message from the Deputy Principal

Special Responsibilities of Year 12 students

1. **Signing in each day** – students will swipe their ID cards at the roll office each morning to verify their attendance for the day. **Please ensure that you sign in before the start time of your first lesson;** i.e. if a student has a class in period 1, they must swipe before 9.10am; if they are not on class until period 2, they must swipe on before 10.10am and so on.
2. **Leaving the school grounds and leaving early** – students in Year 11 and Year 12 are permitted to leave the school for the day after their **last** class. They must swipe at the office to indicate that they have left for the day. **Students are not permitted to leave during study periods** and then return to attend other classes. Students in term 4 (Year 12 ONLY) may leave the school during recess or lunch to walk to the Jetty shops for recess or lunch, provided they follow our code of behaviour and uphold our school values when they are dressed in our uniform in public. If students breach our code of behaviour whilst out of the school during school hours, this privilege will be withdrawn.
3. **TAFE and Southern Cross University courses** - If a student has a TVET class on Wednesday afternoons, then all courses are offered at either TAFE CHEC or Coff Harbour Campus and not at school. If a student is undertaking a Headstart course, then both courses are offered by Southern Cross University. These courses are externally delivered.
4. **Driving to and from school** – students in Year 11 and 12 are permitted to drive to and from school, provided they have completed the *Driving to school form* which is signed by parents and kept on file in the office. Students who are passengers in cars driven by Yr 11 or 12 students must also complete the *Passenger in a car driven by a student form* which is signed by parents and kept on file in the office. Please note that students are not to leave the school grounds throughout the school day (including during study periods or within breaks from classes) to travel in their cars.

Please contact me at the school should you have any inquiries about information provided or indeed any other questions or concerns relating to your child.

Ms Kathy Steward

Deputy Principal – Year 12

OPTIONS FOR STUDY IN YEAR 12

At Coffs Harbour High School, students in Year 12 fit into one of the following categories, depending upon their academic ability, career aspirations, interests and skills:

1. **YEAR 12 course/ATAR pathway** means that students are studying at least 10 units of Board Developed Courses and they are eligible to apply for an ATAR and attend University. They may include one VET course in these 10 units. Many higher ability students across the State elect to study 12 to 14 units.
2. **YEAR 12 course/NON ATAR pathway** means that students are studying at least 10 units which may be a combination of Board Developed and Board Endorsed Courses. They are not eligible to apply for an ATAR or attend University and are more likely to have career aspirations which include TAFE or on the job training. (Students are reminded that there are other pathways to university for mature aged students, should they change their mind in a few years).
3. **Year 12 course/Record of Student Achievement (ROSA)** means that students are studying courses which are mostly Board Endorsed and may include substantial time at TAFE, such as the TVET course. These students are generally keen to exit to employment once they turn 17 years.

ASSESSMENT REQUIREMENTS IN YEAR 12

Year 12 ATAR and Year 12 NON-ATAR students

1. Assessment consists of a series of tasks which measure a student's achievement in a particular course.
2. The purpose of Year 12 assessment is to compare the achievement of all students within a course and rank them accordingly, showing relative differences.
3. A variety of formal assessment tasks are used in each course, in addition to the Final Exam. These tasks may be completed in the classroom or assigned as homework or study activities, for example written, practical, oral, aural tests, assignments, essays, projects, field work, oral presentations, research, design and creation of major works, demonstrations, rehearsed and impromptu performances. The final Higher School Certificate Examination is included for courses which are externally assessed and contribute to ATAR.
4. Your final school assessment total is sent to the New South Wales Educational Standards Authority (NESA) in Term 3 of Year 12. NESA will moderate this school mark using the Year 12 exam marks obtained by all students in your course at Coffs Harbour High School. The rank order within each course will not change, but the mark given by the school will be altered by this process. This moderated assessment mark will appear on your YEAR 12 along with your own Year 12 examination mark for each course. These marks will be allocated within one of six performance bands with band 6 being the highest.
5. All Board Developed Course assessments will contain a school based final assessment worth 50% and a final NESA Year 12 exam also worth 50%. Students are expected to ensure they attend and complete the final Year 12 exam to successfully complete the course.
6. The Australian Tertiary Admission Rank (ATAR) calculated by the universities is based on your raw exam mark and your moderated assessment mark where you have selected a combination of courses which will make you eligible for an ATAR.

Vocational Education – Dual Accreditation

Students who have elected to study a VET (Vocational Education and Training) course will be assessed on their ability to achieve competency standards over a continuous, two-year course of study (as opposed to other courses which separate Year 11 and Year 12 requirements).

Students have the opportunity to gain *Industry Accreditation* by achieving the required competency standards AND *Higher School Certificate Accreditation* by sitting for the Higher School Certificate Examination in the Vocational Education course.

The school's responsibilities in relation to school-based assessments

1. At the commencement of each course each faculty is required to provide students with a list of all assessment tasks to be completed through the course and the value (weighting) of each task. The list will indicate the time that the task is due. **These details are found in this book.**
2. Students will be notified of the specific date and time when each assessment task will fall due at least *10 school days prior to the date of the task*.
3. Students will be provided with clear instructions on the basis on which their performance will be judged. This advice is called a "RUBRIC" and will be issued, in writing, with each task.
4. The same or equivalent tasks will be undertaken by all students in a course, regardless of which class they are in. Marking procedures will include consultation between teachers and double marking where appropriate.
5. A student's attitude, interest or conduct are not considered when marking an assessment task. However, it is obvious that effort, interest and attitude will affect a student's ability to achieve and may also affect the achievement of other students.
6. Award zero marks (0%), if a student fails to submit an assessment task when it is due, and no misadventure form is received or accepted.
7. Award zero marks (0%), to assessment task *submitted late* (after the stipulated time on the notified due date), but record that completion of the task will be accredited towards satisfying mandatory Year 12 course requirements.
8. Award zero marks (0%), to an assessment task where a student has been found guilty of malpractice (eg, cheating in an exam, copying the work of others).
9. No school-based assessments are allowed after the Trial Year 12 examination. This is to allow students time to consolidate learning and apply themselves to intensive study programs in preparation for the Year 12 examinations.

Student responsibilities in relation to school-based assessments

1. You are expected to complete all assessment tasks by the due date and time.
2. Use the calendar pages at the back of this book to track all of your assessment tasks.
3. Some assessment tasks involve attendance at excursions, field studies etc. Attendance is compulsory. Where financial hardship is a factor, the Head Teacher Welfare should be approached for assistance.
4. It is your responsibility to ensure that you make backup copies of all assessment tasks. Failure of technology is not a valid reason for failing to submit a task on time.
5. It is your responsibility to ensure that you keep a record of any assessments that are submitted to teachers via email as proof of submitting assessments. Failure of technology is not a valid reason for failing to submit a task on time.
6. All work submitted for assessment must be your own work. Any breach of this rule will result in a mark of zero. For further details on rules associated to submission of work go to https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Year_12/Year_12-all-my-own-work
7. It is your responsibility to be aware of assessment task dates for all of your courses and to organise your schedule accordingly.
8. Students must attend all timetabled classes and will not be granted leave of absence to study for other assessment tasks in these times.
9. Students who are absent on the day when the class is notified of an assessment task are responsible for obtaining details from their teachers immediately on their return to school. They will be expected to complete the task on time.
10. If you know in advance that you are going to miss an assessment task, either hand in the assessment task before the absence or negotiate alternative arrangements with your teacher and/or Head Teacher of the faculty. Documentation explaining the absence (as outlined above) will be required.
11. If you are sick on the day when an assessment item is due you must arrange to get the task to the teacher by the deadline set for the task. You are required to obtain a medical certificate from your doctor to confirm your absence from school and/or inability to submit the assessment tasks due to illness, and then apply for a *Misadventure form*.
12. Where you feel there is a valid reason, such as serious illness, for missing a task or being unable to submit a task, you **must** complete a *Misadventure form* and report to the relevant teacher or Head Teacher **immediately** upon your return to school with supporting documentation, such as a medical certificate, to discuss your case.
13. If your *Misadventure form* is accepted, the choice of completing the original task, completing an alternative task or receiving an estimate for the task rests with the Head Teacher of the relevant faculty.
14. Assessment tasks may be submitted to the course teacher in person, by courier, by postal mail or by e-mail to the school address. The assessment task must be submitted at the stipulated time. Where no time is stipulated it cannot be submitted after 3.20pm on the day it is due.

SATISFACTORY COMPLETION OF COURSES

Students are reminded that in order to complete Year 12 satisfactorily they must achieve some or all of the course outcomes *in at least ten units of study in Year 12*.

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:

1. Followed the course developed or endorsed by the NSW Educational Standards Authority;
2. Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
3. Achieved some or all of the course outcomes;
4. Sat for and made genuine attempts to complete all examinations;
5. Completed formal assessment tasks worth in excess of 50% of the total available marks, within the timeframe determined by Coffs Harbour High School's Year 12 Formal Assessment Schedule;
6. Maintained a satisfactory record of attendance of more than 80%.

UNSATISFACTORY COMPLETION OF COURSES

A student will be considered *unsatisfactory* in a course if they **fail to apply themselves with diligence and sustained effort** to the set tasks and experiences required by the school to achieve some or all of the course outcomes. Indicators of concern include:

1. An excessive number of absences or lateness to school, particularly if these are unexplained.
2. An excessive rate of absences from, or lateness to, classes in one or more courses, particularly if these are unexplained.
3. Poor achievement in class tests, assignments etc, caused by lack of application.
4. Poor classroom behaviour which inhibits your own and others' learning.
5. Failure to submit assessment tasks.
6. Failure to submit assessment tasks on time on the due date.
7. Failure to complete class work and homework.
8. Proven case of copying, plagiarism or cheating

WARNING LETTERS TO STUDENTS

If at any stage during the course it appears that a student will not achieve a sufficient number of outcomes, a *Warning Letter will be sent*. The purpose of these letters is:

1. To give students a warning in time for them to correct the problem.
2. To clarify their current status regarding an unsatisfactory designation.

If a student receives *Warning Letter 1*, *Warning Letter 2* and *Warning Letter 3* for the same subject, the Head Teacher of the subject will refer the student to the Deputy Principal/Principal.

An interview with the parents and student will be held and if satisfactory progress towards fulfilling the requirements cannot be demonstrated, the Principal is obliged to issue an "N" award Determination.

The student is entitled to appeal to the NSW Educational Standards Authority about the "N" award Determination. If the "N" award issued by the school is upheld by the NSW Educational Standards Authority, the student will not be given Year 12 accreditation in that particular course. This would necessitate studying these units again the following year to complete the correct number of units. Year 12 would be awarded when 10 units are completed.

APPEALING A SCHOOL BASED ASSESSMENT MARK

If a student is unhappy with an assessment mark, they have the right of appeal, following the process outlined below.

1. See your classroom teacher *within two (2) school days* of receiving your mark and explain the reason for your unhappiness. Attempt to negotiate a solution.
2. If you are still unhappy after the interview, see the Head Teacher of the faculty immediately. If necessary the Head Teacher may refer the problem to the Principal and Deputy Principal of Year 12.
3. Students may appeal against an assessment mark within five (5) working days of notification to the Principal.
4. Where a student's performance is deemed unsatisfactory and an "N" Award in a particular course is recommended, the student has the right of appeal initially to the Principal and, subsequently, to the NSW Educational Standards Authority.
5. Where a student's position at Coffs Harbour High School is declared invalid due to Non-Serious Attempt, the student has the right of appeal through the School Education Director.

STUDENT SUPPORT

All students are encouraged to seek support from teaching staff during the year as needed. These support staff include:

Support personnel	Type of support
Classroom Teachers	Assistance with course work and assessment tasks.
Head Teachers	Warning Letters, Misadventure forms and appeals of assessment marks.
Year Advisers	Assistance and support with wellbeing related issues which may impact on school for the student.
Mentors	A teacher whom the student has a good relationship with and can seek support from.
School Counsellor	Support and counselling relating to personal and wellbeing issues and disabilities.
Careers Adviser	Career and exit planning, assistance and advice about scholarships, UAC guide, University Open days.
Learning and Support Teacher	Support and advice about Disability Provisions including having a reader/writer, additional time or rest breaks for exams if a student has a learning disability or medical illness which affects their performance.
Deputy Principals and Principal	Final "N" Award determinations, wellbeing issues.

REPORTING TO PARENTS/CAREGIVERS

Parents/carers are encouraged to participate in their children's education through regular communication with the teaching staff at Coffs Harbour High School.

Parents/carers are invited to contact teachers throughout the year, to arrange phone conferences, progress reports and interviews.

Coffs Harbour High School report to parent/carers through information evenings; Student's Examination Reports; Parent/Carer/Teacher Evenings.

The NSW Educational Standards Authority reports to parents/carers through the issue of the Higher School Certificate.

Additional information regarding HSC Rules and Procedures can also be found at <https://www.educationstandards.nsw.edu.au/wps/wcm/connect/93317702-e7e8-4f9a-be83-d5c04078b0a2/2020-hsc-rules-and-procedures.pdf?MOD=AJPERES&CVID>



Illness/Misadventure Application Form

Year 11 and Year 12 Assessments

SECTION 1: Student to Complete

STUDENT: _____ Year level _____

Have you missed / not completed more than one task / examination due to this illness or misadventure?

YES NO

Course	Class Teacher	Task Description	Due Date:
			/ /
			/ /

Select one

- I have been unable to submit the task by the required date
 I have been / or will be unable to attempt a task/s or examination /s on the required date

Reason for Application

- Illness – Please have a Doctor / Medical certificate as evidence of illness (Section 2)
 Misadventure – Please attach independent evidence of the Misadventure (Section 3)

Description of illness / Misadventure: _____

Student Signature: _____ Date form submitted: ____/____/____

Parent Signature: _____

SECTION 2: Medical Evidence to support Application

Please attach a copy of a valid Medical Certificate from your Medical Practitioner that includes specific dates and an explanation of the medical incident to support your application.

SECTION 3: Independent Evidence of Misadventure

Type of Misadventure	Date of Misadventure
Please describe how the misadventure affected the student's to complete this assessment task / examination on the due date. (Attach relevant supporting documentation)	
Name of person making statement _____	
Signature of person making statement _____ Date: ____/____/____	

Once this first page is completed, students are to give it to their course teacher.

The teacher shall submit their comments and seek approval from their Head Teacher then the Deputy Principal.

SECTION 4: Teacher / Head Teacher / Deputy Principal to complete.

Course Name: _____ Teacher Comment: _____

Teacher name and Signature: _____ Date ____/____/____

APPLICATION DECISION (As recommended by the Head Teacher, based on all evidence supplied)

UPHELD

- (a) Further extension of time: until new due date ____/____/____
- (b) Alternative task to be undertaken
- (c) Estimate to be given
- (d) No penalty, because of acceptable extenuating circumstances

DISMISSED

- (e) Submitted late without acceptable reason, so mark of 0% will be recorded
- (f) Zero mark for non-attempt to be recorded for this task
- (g) As per assessment notification

Head Teacher Signature _____ Date ____/____/____

Application Approved by Deputy Principal _____ Date ____/____/____

SECTION 5: DECISION APPEAL (must be lodged within two school days of receiving the decision above)

I wish to appeal against the above decision. Reason for appeal (attach extra documentation if needed)

Student Signature: _____ Date ____/____/____

RESULT OF APPEAL: Upheld / Dismissed

Principals Signature _____ Date ____/____/____

Once completed and signed by both Head Teacher and Deputy Principal the form is to be given to HT Senior Studies for entry into Sentral. A copy of the completed form is also to be provided to the student by the Deputy Principal.

Office Use only:

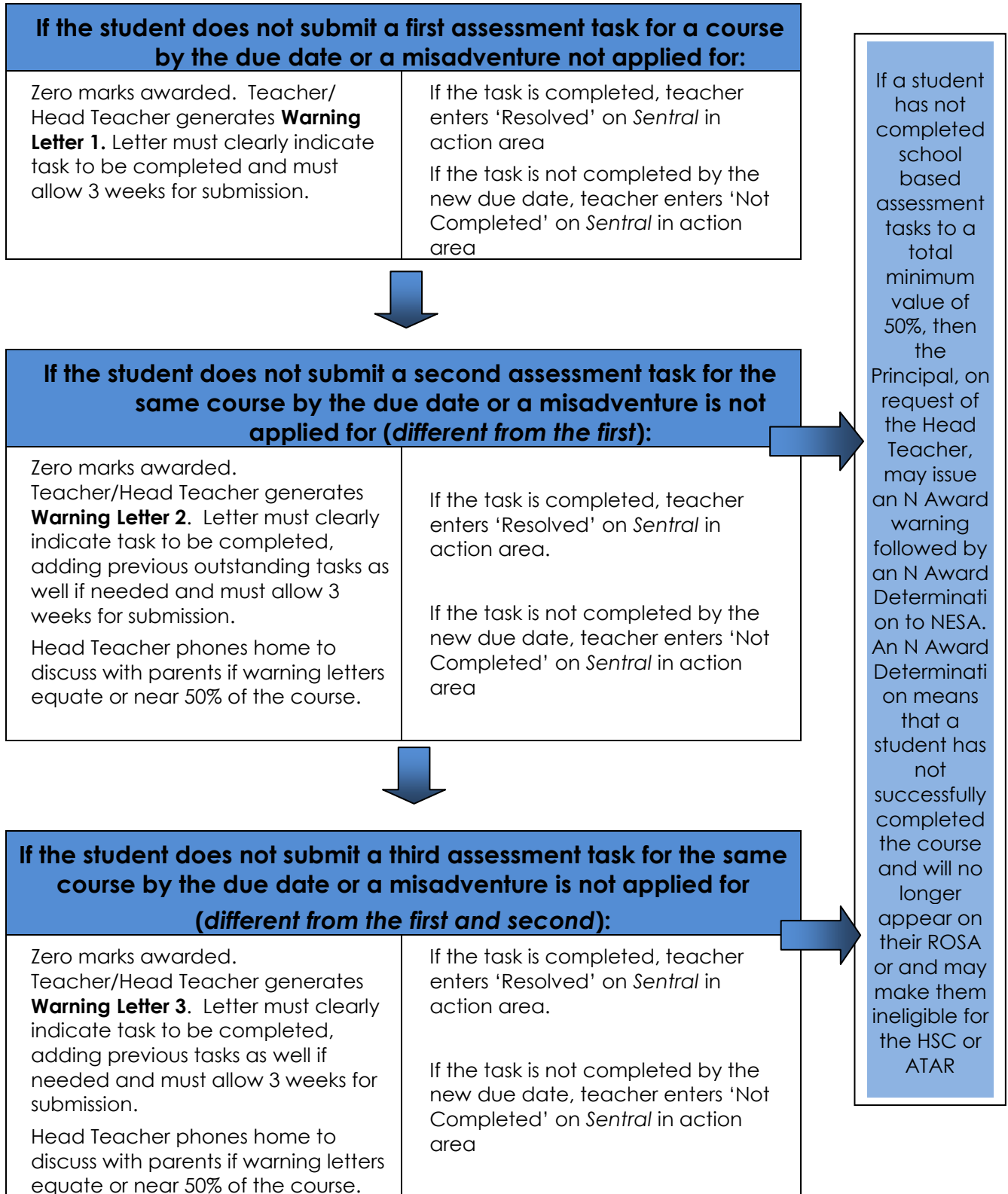
Copy provided to student

Illness / Misadventure entered into Sentral by HT Senior Studies

Final copy to be placed in student file.

NON-COMPLETION OF TASKS AND N AWARDS FOR YEAR 11 AND YEAR 12 COURSES

PROCEDURES FOR N AWARD WARNINGS AND N AWARD DETERMINATION





Coffs Harbour High School

Assessment Task Misadventure



Year 12 Courses included in this Assessment Guide

Aboriginal Studies
Ancient History
Biology
Business Studies
Chemistry
Community and Family Studies
Design and Technology
Earth and Environmental Science
English Advanced
English Standard
English EAL/D
English Studies
English Extension 1
English Extension 2
Exploring Early Childhood
History Extension
Industrial Technology
Legal Studies
Lifestyle Studies
Marine Studies
Mathematics Standard Pathways 2
Mathematics Standard Pathways 1
Mathematics
Mathematics Extension 1
Mathematics Extension 2
Modern History
Music 1
Personal Development, Health and Physical Education
Photography, Video and Digital Media
Physics
Society and Culture
Science Extension
Sport, Leisure and Recreation
Textiles & Design
VET Hospitality
VET Primary Industries
Visual Art
Visual Design

Other courses not assessed by Coffs Harbour High School

Languages via Distance Education
TAFE delivered VET courses
Southern Cross University Head Start

ASSESSMENT SCHEDULE					
C1	Knowledge and Understanding of Course content				
C2	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives				
C3	Research and inquiry methods, including aspects of the Major project				
C4	Communication of information, ideas and issues in appropriate forms				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 9	Term 1, Week 10	Term 2, Week 7	Term 3, Weeks 4/5
	Task Type	Oral Presentation: Social Justice and Human Rights- Global Perspective (Major Project Proposal due T4 Wk 8)	Major Project: <u>Log</u> (15%) and <u>Final project</u> (25%)	In-class Essay: Heritage & Identity- Comparative studies 1 & 2 (Health & Criminal Justice)	Trial HSC: All Topics
Components (Syllabus)	Weightings (Syllabus)	Outcomes: H1.2, H3.1, H3.2, H3.3	Outcomes: H4.1, H4.2	Outcomes: H1.2, H3.1, H3.2, H3.3, H4.3	Outcomes: H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.3
C1	40	5	15	5	15
C2	25	5	10	5	5
C3	20		15		5
C4	15	5		5	5
	Marks	15	40	15	30

*This course also has an externally assessed Year 12 exam in Term 4

Outcomes

Knowledge and Understanding - A Student:

- H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
- H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
- H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
- H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
- H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
- H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
- H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
- H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples

Skills - A Student:

- H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
- H4.2 undertakes community consultation and fieldwork and applies ethical research practices
- H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

ASSESSMENT SCHEDULE					
C1	Knowledge and Understanding of Course Content				
C2	Historical Skills in the Analysis & Evaluation of Sources & Interpretations				
C3	Historical Inquiry & Research				
C4	Communication of historical understanding in appropriate forms				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 8	Term 1, Week 3	Term 2, Week 7	Term 3, Weeks 4/5
	Task Type	Research Project: Core Study - Pompeii and Herculaneum	Source Analysis: New Kingdom Egypt Society	Structured Essay: Fall of the Roman Republic 78-31 BC	Trial HSC: All Topics
Components (Syllabus)	Weightings (Syllabus)	Outcomes: 12-2, 12-3, 12-5, 12-6, 12-7, 12-8, 12-9, 12-10	Outcomes: 12-4, 12-5, 12-6, 12-7, 12-9	Outcomes: 12-1, 12-2, 12-3, 12-4, 12-5, 12-7, 12-9	Outcomes: All outcomes except 12-8
C1	40			20	20
C2	20		20		
C3	20	20			
C4	20			10	10
	Marks	20	20	30	30

*This course also has an externally assessed Year 12 exam in Term 4

Outcomes **Knowledge and Understanding**

A Student:

- 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 development
- 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

Skills

A Student:

- 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

ASSESSMENT SCHEDULE					
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 7	Term 1, Week 5	Term 2, Week 6	Term 3, Weeks 4/5
	Task Type	Practical Task	Research Task	Depth Study Presentation	Trial YEAR 12 Examination
Components (Syllabus)	Weightings (Syllabus)	OUTCOMES: BIO11/12-1 BIO11/12-2 BIO 11/12-3 BIO11/12-6 BIO11/12 -7 BIO12-12	OUTCOMES: BIO11/12-4 BIO 11/12-5 BIO11/12-6 BIO11/12 -7 BIO12-13	OUTCOMES: BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-14 BIO12-15	OUTCOMES: ALL OUTCOMES
Skills in Working Scientifically	60	15	10	20	15
Knowledge and Understanding	40	5	10	10	15
	Marks	25	20	25	30

* This course also has an externally assessed Year 12 exam in Term 4.

Outcomes:

Skill 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

Knowledge and Understanding Outcomes

- BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of the 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 disruption to homeostatic mechanisms 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, and prevent and treat non-infectious disease

ASSESSMENT SCHEDULE					
C1	Knowledge and Understanding of course content				
C2	Stimulus-based skills				
C3	Inquiry and Research				
C4	Communication of business information, ideas and issues in appropriate forms				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 4/5
	Task Type	Operations Tasks	Marketing Business research Report	Finance – Financial Statement Analysis	All Topics Trial Year 12 Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes: H2, H4, H5, H9	Outcomes: H6, H7, H8, H9	Outcomes: H1, H5, H8, H9, H10	Outcomes: All Outcomes
C1	40	5	5	20	15
C2	20	5		5	10
C3	20	5	10		
C4	20	5	5	5	5
	Marks	20	20	30	30

* This course also has an externally assessed Year 12 exam in Term 4.

Outcomes

- H1 Critically analyses the role of business in Australia and globally
- H2 Evaluates management strategies in response to changes in internal and external influences
- H3 Discusses the social and ethical responsibilities of management
- H4 Analyses business functions and processes in large and global businesses
- H5 Explains management strategies and their impact on businesses
- H6 Evaluates the effectiveness of management in the performance of businesses
- H7 Plans and conducts investigations into contemporary business issues
- H8 Organises and evaluates information for actual and hypothetical business situations
- H9 Communicates business information, issues and concepts in appropriate formats
- H10 Applies mathematical concepts appropriately in business situations

ASSESSMENT SCHEDULE					
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 8	Term 1, Week 6	Term 2, Week 6/7	Term 3, Week 4/5
	Task Type	Practical Task	Topic Test	Depth Study	Trial YEAR 12 Examination
Components (Syllabus)	Weightings (Syllabus)	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES
		CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-14 CH12-15	CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12 CH12-13	CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12 CH12-13 CH12-14 CH12-15	CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12 CH12-13 CH12-14 CH12-15
Skills in Working Scientifically	60	10	15	20	15
Knowledge and Understanding	40	10	5	10	15
	Marks	20	20	30	30

* This course also has an externally assessed Year 12 exam in Term 4.

Outcomes - Skills

A Student:

- CH11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5** analyses and evaluates primary and secondary data and information
- CH11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Outcomes - Knowledge and Understanding

A Student:

- CH12-12** explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13** describes, explains and quantitatively analyses acids and bases using contemporary models
- CH12-14** analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15** describes and evaluates chemical systems used to design and analyse chemical processes

ASSESSMENT SCHEDULE					
C1	Research Methodology				
C2	Groups in Context				
C3	Parenting and Caring				
C4	Option				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 9 Term 1, Week 5	Term 1, Week 9	Term 3, Week 1	Term 3, Weeks 4/5
	Task Type	IRP	Written Task	Research Oral	Trial Year 12 Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes: H4.1 H4.2	Outcomes: H2.1 H2.2 H2.3 H3.1 H3.3	Outcomes: H3.4 H4.1 H4.2	Outcomes: H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H4.2, H5.1, H5.2, H6.1, H6.2
Knowledge and Understanding	40	5	15	10	10
Skills in applying management	25	5	5	5	10
Research Methodology Skills	35	15	5	5	10
	Marks	25	25	20	30

*This course also has an externally assessed Year 12 exam in Term 4

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 environments contribute to well-being
- 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

ASSESSMENT SCHEDULE					
C1	Knowledge and understanding				
C2	Knowledge and skills in the designing, managing, producing and evaluating a major design project				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 5	Term 1, Week 4	Term 2, Week 9	Term 3, Week 4/5
	Task Type	Investigative Component of Major Design Project	Case Study Report	Research & Testing &	Trial YEAR 12 Examination
Components (Syllabus)	Weightings (Syllabus)	H1.1, H3.2, H4.1, H5.2	H1.1, H1.2, H2.1, H3.1, H6.2	H2.2, H4.2, H4.3, H5.2, H6.1	H1.2, H2.1, H2.2, H3.1, H6.1, H6.2
C1	40		20		20
C2	60	30		30	
	Marks	30	20	30	20

* This course also has an externally assessed Major Work that is marked externally by NESA. There are additional due dates associated to this determined by NESA.

* This course also has an externally assessed Year 12 exam in Term 4.

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

ASSESSMENT SCHEDULE					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Task	Depth Study Presentation	Research Analysis	Trial Examination	
	Term 4, Week 8	Term 1, Week 10	Term 2, Week 8	Term 3, Week 4/5	
	Outcomes: EES 11/12-1 EES11/12-2 EES 11/12-3 EES 11/12-5 EES 11/12-6 EES11/12-7 EES 11/12-12	Outcomes: EES 11/12-1 EES11/12-4 EES 11/12-5 EES 11/12-6 EES11/12-7 EES 11/12-13	Outcomes: EES 11/12-4 EES 11/12-5 EES 11/12-6 EES11/12-7 EES 11/12-14 EES12 - 12	Outcomes: EES 11/12-1 EES11/12-2 EES 11/12-3 EES 11/12-4 EES 11/12-5 EES 11/12-6 EES11/12-7 EES 11/12-12 EES 11-12 EES 11-13 EES 11-14 EES 11-15	
Skills in working Scientifically	15	25	10	10	60
Knowledge and understanding	5	5	10	20	40
Total %	20	30	20	30	100

* This course also has an externally assessed Year 12 exam in Term 4.

Outcomes - Skills

A Student;

EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation

EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES11/12-5 analyses and evaluates primary and secondary data and information

EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

A Student;

EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history

EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems

EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate

EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

ASSESSMENT SCHEDULE					
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Multimodal Presentation Text and Human Experience	Essay Task Mod A Textual Conversations	Writing Portfolio Mod C Craft of Writing Mod B Critical Study of text	Trial HSC	
Timing	Term 4, Week 10	Term 1, Week 10	Term 3, Week 1	Term 3, Weeks 4-5	
Outcomes assessed	EA12-1 EA12-4 EA12-7 EA12-8	EA12-6 EA12-7 EA12-8 EA12-9	EA12-2 EA12-3 EA12-5 EA12-9	EA12-3 EA12-5 EA12-7	Weighting %
Components					
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts	10	15	10	15	50
Total %	25	25	20	30	100

* This course also has an externally assessed Year 12 exam in Term 4.

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

ASSESSMENT SCHEDULE					
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Text and Human Experience Review task	Language, Identity and Culture Reading and writing task	Trial HSC exam	Craft of Writing Portfolio & reflection	
Timing	Term 4, Week 5	Term 1, Week 8	Term 3, Weeks 4 - 5	Term 3, Week 7	
Outcomes assessed	EN12-1, EN12-3, EN12-6,	EN12-3, EN12-7, EN12-8	EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-2, EN12-4, EN12-6, EN12-9	Weighting %
Components					
Knowledge and understanding of course content	10	15	15	10	50
Skills in responding to texts	10	15	15	10	50
Total %	20	30	30	20	100

* This course also has an externally assessed Year 12 exam in Term 4.

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

ASSESSMENT SCHEDULE					
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Reading and Writing task using prescribed text and unseen material Module A: Texts and Human Experiences	Analytical response using prescribed text Module C: Close Study of Text	Imaginative or Persuasive writing Module D: Focus on writing	Trial HSC	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Week 4-5	
Outcomes assessed	EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7	EAL12-1A, EAL12-3, EAL12-4, EAL12-5, EAL12-7	EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-9	EAL12-1A, EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-9	Weighting %
Components					
Knowledge and understanding of course content	10	15	15	10	50
Skills in responding to texts	15	10	10	15	50
Total %	25	25	25	25	100

* This course also has an externally assessed Year 12 exam in Term 4.

Outcomes:

- EAL12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EAL12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts
- EAL12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
- EAL12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning
- EAL12-4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
- EAL12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts
- EAL12-6 investigates and evaluates the relationships between texts
- EAL12-7 integrates understanding of the diverse ways texts can represent personal and public worlds
- EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
- EAL12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

ASSESSMENT SCHEDULE					
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Related text analysis	Multimodal presentation	Portfolio	Trial HSC	
Timing	Term 4, Week 10	Term 2, Week 5	Term 2, Week 9	Term 3, Weeks 4/5	
Outcomes assessed	ES12.1, ES12.2, ES12.5, ES12.8,	ES12.2, ES12.3, ES12.4, ES12.6,	ES12.1, E12.10, ES12.4, ES12.7, ES12.9,ES12.10	ES12.3, ES12.4, ES12.5, ES12.9, ES12.10	Weighting %
Components					
Knowledge and understanding of course content	15	15	10	10	50
Skills in responding to texts	10	15	15	10	50
Total %	25	30	25	20	100

* This course DOES NOT have an externally assessed Year 12 exam in Term 4.

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

ASSESSMENT SCHEDULE				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Portfolio Task Literary Worlds	Multimodal Task Prescribed + related texts	Trial HSC Examination	
Timing	Term 1, Week 3	Term 2, Week 10	Term 3, Week 4-5	
Outcomes assessed	EE12-1, EE12-2, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-1, EE12-2, EE12-4,	
Components				
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts	15	20	15	50
Total %	30	40	30	100

Outcomes:

- EE12-1: A student demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE12-2: A student analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
- EE12-3: A student independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
- EE12-4: A student critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
- EE12-5: A student reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

ASSESSMENT SCHEDULE				
Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Viva Voce	Literature Review	Critique of the creative process	
Timing	Term 1, Week 6	Term 2, Week 5	Term 3, Week 1	
Outcomes assessed	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Components				
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts	15	20	15	50
Total %	30	40	30	100

Outcomes:

- EEX12-1: A student demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
- EEX12-2: A student strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
- EEX12-3: A student applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
- EEX12-4: A student undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
- EEX12-5: A student reflects on and evaluates the composition process and the effectiveness of their own published composition

ASSESSMENT SCHEDULE					
C1	Knowledge and Understanding				
C2	Skills				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 7	Term 1, Weeks 8	Term 2, Week 6	Term 3, Week 6
	Task Type	Food & Nutrition	Young Children and the Media	Historical and Cultural Contexts	Children's literature
Components (Syllabus)	Weightings (Syllabus)	1.2, 1.3, 1.5, 4.1, 5.1,	2.2, 2.4, 3.1, 6.2	1.1, 1.4, 2.1, 2.3, 2.5, 6.1	4.2, 4.3, 6.2
C1	50	15	5	15	15
C2	50	15	15	15	15
	Marks	30	20	30	20

* This course DOES NOT have an externally assessed Year 12 exam in Term 4.

Outcomes

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

ASSESSMENT SCHEDULE				
C1	What is History?			
C2	History Project			
		Task 1	Task 2	Task 3
	Due	Term 4, Week 9	Term 2, Week 9	Term 3, Weeks 4/5
	Task Type	Historical Process Project Proposal Process Log T1 W6 Bibliography +Synopsis T2 W9	Essay (with final submission of Historical Process documents)	Trial HSC Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes: HE 12.2	Outcomes: HE12.2 HE 12.3, HE12.4	Outcomes: HE12.1, HE12.3
Knowledge and understanding	60	10	10	40
Skills	40	10	30	
	Marks	20	40	40

Outcomes:

Knowledge and Understanding:

A Student;

HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

Skills:

A Student;

HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Board Developed Course

ASSESSMENT SCHEDULE					
C1	Knowledge and understanding of course content				
C2	Knowledge and skills in the design, management, communication and production of a major project				
	Due	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 3	Term 1, Week 4	Term 2, Week 8	Term 3, Weeks 4/5
	Task Type	Folio Communication – Oral presentation	Industry Study Report	Project Development & Mock Interview	All Topics Trial Year 12 Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes:	Outcomes:	Outcomes:	Outcomes:
		H1.2, H3.1, H3.3, H5.2	H1.1, H1.2, H3.1, H3.2, H3.3, H5.1, H5.2	H1.1, H1.2, H3.1, H3.2, H3.3, H5.1, H5.2	H1.2, H4.3, H6.1, H7.1
C1	40		20		20
C2	60	20	10	20	10
	Marks	20	30	20	30

* This course also has an externally assessed Year 12 exam in Term 4.

* This course also has an externally assessed Major Work that is marked externally by NESAs. There are additional due dates associated to this determined by NESAs. The major project is usually due during the trial exam period.

Outcomes

- H1.1 Identifies industry through the study of business in a focus area
- H1.2 Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in 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 competence 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 Selects 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 Evaluates the impact of the focus area industry on the social and physical environment

ASSESSMENT SCHEDULE					
C1	Core: Crime				
C2	Core: Human Rights				
C3	Option 7: World Order				
C4	Option 1: Family Law				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 8	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 4/5
	Task Type	In-class Structured Response	Human Rights Report	Extended Response	All Topics Trial Year 12 Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes: H1, H2, H8	Outcomes: H1, H3, H4, H5, H6, H7, H8	Outcomes: H3, H5, H8, H9, H10	Outcomes: H1, H2, H3, H4, H5, H6, H7, H9, H10
C1	25	20			5
C2	25		20		5
C3	25			20	5
C4	25				25
	Marks	20	20	20	40

* This course also has an externally assessed Year 12 exam in Term 4.

Outcomes

- H1 Identifies and applies legal concepts and terminology
- H2 Describes and explains key features of and the relationship between Australian and international law
- H3 Analyses the operation of domestic and international legal systems
- H4 Evaluates the effectiveness of the legal system in addressing issues
- H5 Explains the role of law in encouraging co-operation 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.

ASSESSMENT SCHEDULE					
C1	Knowledge and understanding				
C2	Skills				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 10	Term 1, Week 8	Term 2, Week 9	Term 3, Week 5
	Task Type	Workplace Skills Booklet	Budgeting issues presentation	Research Project	End of Year exam
Components (Syllabus)	Weightings (Syllabus)	Outcomes: 1.1, 4.1, 5.2, 5.3	Outcomes: 1.3, 2.1, 3.1, 3.3, 4.2, 4.3, 5.2	Outcomes: 1.1, 1.2, 1.3, 4.1, 5.1	Outcomes: 1.2, 1.3, 2.2, 3.2, 5.1, 5.2, 5.3
C1	60	10	10	20	20
C2	40	5	5	20	10
	Marks	15	15	40	30

* This course DOES NOT have an externally assessed Year 12 exam in Term 4.

Outcomes

- H1.1 Identifies their role in a range of environments including school, family and the local community
- H1.2 Describes the characteristics and roles of various groups in society
- H1.3 Discusses the responsibilities that individuals and groups have in the community
- H2.1 Identifies the factors that contribute to the development of self-esteem and self-worth
- H2.2 Describes the factors that impact on individual self-esteem and self-worth
- H3.1 Identifies individual responsibilities for developing and maintaining relationships
- H3.2 Discusses how relationships between individuals change
- H3.3 Develops skills in coping with unexpected situations which impact on relationships
- H4.1 Communicates effectively across a range of environments
- H4.2 Uses decision making skills to assist with daily living
- H4.3 Identifies and manages the use of resources to assist in the achievement of goals
- H5.1 Uses decision making skills to assist in daily living
- H5.2 Identifies and manages the use of resources to assist in the achievement of goals
- H5.3 Articulates a more informed attitude to the realities of work

Topics:

Leaving School; Finding Employment; First Aid; Workplace Health and Safety, Lifestyle Choices and Management, Healthy Living, Leisure and Recreation; Budgeting and Personal Finance

ASSESSMENT SCHEDULE				
	Due	Task 1	Task 2	Task3
		Term 4, Week 7	Term 2, Week 2	Term 3, Weeks 4/5
	Task Type	Practical Skills and Problem-solving Task Module: Coral Reef Ecology	Secondary Sources Investigation Module: Marine Engineering	Trial YEAR 12 Examination
Components (Syllabus)	Weightings (Syllabus)	1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 3.2, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.3, 3.4, 5.2	1.2, 1.3, 1.4, 1.5, 2.3, 3.1, 3.3
Skills in Working Scientifically	60	30	30	
Knowledge and Understanding	40			40
	Marks	30	30	40

* This course DOES NOT have an externally assessed Year 12 exam in Term 4.

Outcomes

- 1.1 Relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 Identifies the roles of individuals or groups involved in maritime activities
- 1.3 Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- 1.5 Demonstrates an awareness of the value of the ocean as a source of historical information

- 2.1 Appreciates the importance of effective management practice
- 2.2 Works effectively within a group
- 2.3 Communicates information by writing reports, giving short talks and contributing to discussions

- 3.1 Evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 Collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3 Generates information from data by calculating, inferring, interpreting and generalising
- 3.4 Carries out planned research activities using appropriate measurements, observations, classification and recording skills

ASSESSMENT SCHEDULE					
C1	Understanding, fluency and communication				
C2	Problem Solving, Reasoning and Justification				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 4/5
	Task Type	Reference Assisted Test	Reference Assisted Exam	Investigation Assignment	Trial YEAR 12 Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes: MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6	Outcomes: MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-8	Outcomes: MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-9 MS2-12-10	Outcomes: MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-10
C1	50	5	15	15	15
C2	50	5	15	15	15
	Weighting(%)	10	30	30	30

* This course also has an externally assessed Year 12 exam in Term 4.

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

ASSESSMENT SCHEDULE					
C1	Understanding, fluency and communication				
C2	Problem Solving, Reasoning and Justification				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 9	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 4/5
	Task Type	Class Test with Summary Sheet	Financial Investigation Task	Reference Assisted Class Test	Trial YEAR 12 Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes: MS1-12-3 MS1-12-4 MS1-12-6	Outcomes: MS1-12-5 MS1-12-9 MS1-12-10	Outcomes: MS1-12-1 MS1-12-2 MS1-12-6 MS1-12-7 MS1-12-8	Outcomes: 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
C1	50	10	15	10	15
C2	50	10	15	10	15
	Weighting(%)	20	30	20	30

* This course DOES NOT have an externally assessed Year 12 exam in Term 4

* This is a Category B Course. Only one Category B course can be included in the calculation of the ATAR

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

ASSESSMENT SCHEDULE					
C1	Understanding, fluency and communication				
C2	Problem Solving, Reasoning and Justification				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Weeks 8	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 4/5
	Task Type	Class Test with summary sheet	Project	Reference assisted Calculus Test	Trial YEAR 12 Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes: MA12-1 MA12-5 MA12-8	Outcomes: MA12-3 MA12-6 MA12-8 MA12-9 MA12-10	Outcomes: MA12-3 MA12-6 MA12-7 MA12-9 MA12-10	Outcomes: MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-10
C1	50	10	10	10	15
C2	50	10	10	20	15
	Weighting(%)	20	30	20	30

* This course also has an externally assessed Year 12 exam in Term 4.

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

ASSESSMENT SCHEDULE					
C1	Understanding, fluency and communication				
C2	Problem Solving, Reasoning and Justification				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 9	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 4/5
	Task Type	Class Test with summary sheet	Reference Assisted Class Test	Project	Trial YEAR 12 Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes: ME12-3 ME12-7	Outcomes: ME12-2 ME12-5 ME12-7	Outcomes: ME12-1 ME12-4 ME12-6 ME12-7	Outcomes: ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-7
C1	50	10	10	15	15
C2	50	10	10	15	15
	Weighting%	20	20	30	30

* This course also has an externally assessed Year 12 exam in Term 4.

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

ASSESSMENT SCHEDULE					
C1	Understanding, fluency and communication				
C2	Problem Solving, Reasoning and Justification				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Weeks 8	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 4/5
	Task Type	Class Test with summary sheet	Project	Reference Assisted Class Test	Trial YEAR 12 Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes: MEX12-4 MEX12-7 MEX12-8	Outcomes: MEX12-1 MEX12-2 MEX12-4 MEX12-7 MEX12-8	Outcomes: MEX12-3 MEX12-6 MEX12-7 MEX12-8	Outcomes: MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-6 MEX12-7 MEX12-8
C1	50	10	10	10	15
C2	50	10	10	20	15
	Marks	20	20	30	30

* This course also has an externally assessed Year 12 exam in Term 4.

Outcomes

- MEX12-1** understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
- MEX12-2** chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
- MEX12-3** uses vectors to model and solve problems in two and three dimensions
- MEX12-4** uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
- MEX12-5** applies techniques of integration to structured and unstructured problems
- MEX12-6** uses mechanics to model and solve practical problems
- MEX12-7** applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
- MEX12-8** communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

ASSESSMENT SCHEDULE					
C1	Core Study: Power & Authority in the Modern World				
C2	National Study: USA 1919- 1941				
C3	Peace & Conflict: Indochina 1954 - 1979				
C4	Change in the Modern World: American Civil Rights				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 10	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 4/5
	Task Type	Source Based Test C1	In-Class Essay C3	Research Essay C2	All Topics Trial Year 12 Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes: MH 12-1, MH 12-2, MH 12-3, MH 12-4, MH 12-5	Outcomes: MH 12-3, MH 12-4, MH 12-5, MH 12-6, MH 12-9	Outcomes: MH 12-3 MH 12-5 MH 12-8 MH 12-9	Outcomes: All outcomes
C1	25	20			5
C2	25		20		5
C3	25			20	5
C4	25				25
	Marks	20	20	20	40

* This course also has an externally assessed Year 12 exam in Term 4.

Outcomes

- MH 12-1** accounts for the nature of continuity and change in the modern world
- MH 12-2** proposes arguments about the varying causes and effects of events and developments
- MH 12-3** evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH 12-4** analyses the different perspectives of individuals and groups in their historical context
- MH 12-5** assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH 12-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- MH 12-7** discusses and evaluates differing interpretations and representations of the past
- MH 12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH 12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

ASSESSMENT SCHEDULE					
C1	Performance				
C2	Composition				
C3	Musicology				
C4	Aural				
C5	Elective I				
C6	Elective II				
C7	Elective III				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 8	Term 1, Week 6	Term 2, Week 6	Term 3, Week 4/5
	Task Type	Performance	Composition/ Musicology	Performances	Trial YEAR 12 Examination
Components (Syllabus)	Weightings (Syllabus)				Aural and Performance
1	10	10			
2	10		10		
3	10		10		
4	25				25
5	15			15	
6	15			15	
7	15				15
	Marks	10	20	30	40

* This course also has an externally assessed Year 12 exam in Term 4.

* This course also has an externally assessed Major Work that is marked externally by NESA. There are additional due dates associated to this determined by NESA.

Outcomes

Through activities in performance, composition, musicology and aural, a student:

- 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

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Board Developed Course

Mrs J Pearce

ASSESSMENT SCHEDULE					
C1	Knowledge and Understanding of: <ul style="list-style-type: none"> • Factors that affect health • The way the body moves 				
C2	Skills in: <ul style="list-style-type: none"> • Influencing personal and community health • Taking action to improve participation and performance in physical activity 				
C3	Skills in Critical Thinking, Research and Analysis				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 10	Term 1, Week 10/11	Term 2, Weeks 8-9	Term 3, Weeks 4/5
	Task Type	Research task on 'Factors affecting performance'	Written Task on 'Health Priorities in Australia'	Responses to 'sports medicine' and 'Improving Performance' Questions	Trial Year 12 Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes: H7, H8, H9, H10, H11, H16, H17	Outcomes: H1 – H6	Outcomes: H7, H8, H9, H10, H13, H16, H17	Outcomes: H1 - H5, H7 - H11, H13 - H17
Knowledge and Understanding	40	10	10	10	10
Skills in applying management	30	5	10	5	10
Research Methodology Skills	30	10	5	5	10
	Marks	25	25	20	30

* This course also has an externally assessed Year 12 exam in Term 4.

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 the new public health approach to health promotion
- H5** Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities

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- 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

ASSESSMENT SCHEDULE					
		<ul style="list-style-type: none"> Making 			
		<ul style="list-style-type: none"> Critical & Historical Study 			
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 9	Term 1, Week 8	Term 2, Weeks 8	Term 3, Weeks 7
	Task Type	Portfolio 1	Portfolio 2	Portfolio 3	Portfolio 4
Components (Syllabus)	Weightings (Syllabus)	Outcomes:	Outcomes:	Outcomes:	Outcomes:
		M1, M3, M5, M6	M1, M2, M4, M6, CH2, CH5	M1, M2, M3, CH1, CH4	M1, M2, M3, M4, M5, M6, CH1, CH2, CH4
Making	70	15	15	20	20
Critical & Historical Study	30		10	10	10
	Marks	15	25	30	30

* This course DOES NOT have an externally assessed Year 12 exam in Term 4.

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

ASSESSMENT SCHEDULE					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Depth Study: Secondary Sources Investigation Module: Advanced Mechanics	First Hand Investigation Module: Electromagnetism	Practical Skills and Problem-Solving Task Module: Advanced Mechanics, Electromagnetism and The Nature of Light	HSC Trial Examination	
	Term 4, Weeks 9/10	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 4/5	
	Outcomes: PH11/12-1 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12	Outcomes: PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH11/12-7 PH12-13	Outcomes: PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14	Outcomes: PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 PH12-15	
Skills in Working Scientifically	15	15	20	10	60
Knowledge and Understanding	5	5	10	20	40
Total %	20	20	30	30	100

* This course also has an externally assessed Year 12 exam in Term 4.

Outcomes:

A student;

Skills:

- PH11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

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- PH11/12-5** analyses and evaluates primary and secondary data and information
- PH11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

- PH12-12** describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13** explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14** describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15** explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

ASSESSMENT SCHEDULE					
Component	Task 1	Task 2	Task 3	Weighting %	
	Poster and Oral Presentation of research proposal	Statistical Case Study	Scientific Research Report		
	Term 1, Week 5	Term 2, Week 6	Term 3, Week 6		
	Outcomes SE – 1 SE – 3 SE - 6 SE - 7	Outcomes SE – 4 SE – 5 SE - 7	Outcomes SE – 1 SE - 7		
Communicating scientifically	15	5	10	30	
Gathering, recording, analysing and evaluating data	5	15	10	30	
Application of scientific research skills	10	10	20	40	
Total %	30	30	40	100	

* This course also has an externally assessed Year 12 exam in Term 4.

Outcomes:

A Student;

- SE-1** refines and applies the Working Scientifically processes in relation to scientific research
- SE-2** analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
- SE-3** interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
- SE-4** uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
- SE-5** analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
- SE-6** analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
- SE-7** communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

ASSESSMENT SCHEDULE					
C1	Personal Interest Project				
C2	Society and Cultural Continuity and Change				
C3	Popular Culture				
C4	Social Conformity and Nonconformity				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 4/5
	Task Type	Social and Cultural Continuity and Change – PowerPoint PIP submission Friday Week 4 PIP submission Week 9	Popular Culture Focus Study – Extended Response. PIP submission Friday Week 3	Social Conformity and Non-conformity in class Essay. PIP submission Friday week 1 PIP submission Thursday Week 10	All Topics Trial Year 12 Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes: H1, H5, H6, H7, H10	Outcomes: All Outcomes	Outcomes: H1, H2, H3, H7, H9, H10	Outcomes: All Outcomes
Knowledge and understanding course content	50	5	10	15	20
Application and evaluation of social cultural research methods	30	15	10		5
Communication of information, ideas and issues in appropriate forms	20	5	5	5	5
	Marks	25	25	20	30

* This course also has an externally assessed Year 12 exam in Term 4.

* This course also has an externally assessed Personal Interest Project that is marked externally. There are additional due dates associated to this determined by NESAs.

Outcomes

- H1** Evaluates and effectively applies social and cultural concepts
- H2** Explains the development of personal, social and cultural identity
- H3** Analyses relationships and interactions within and between social and cultural groups
- H4** Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
- H5** Analyses continuity and change and their influence on personal and social futures
- H6** Evaluates social and cultural research methods for appropriateness to specific research tasks
- H7** Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
- H8** Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
- H9** Applies complex course language and concepts appropriate for a range of audiences and contexts
- H10** Communicates complex information, ideas and issues using appropriate written, oral and graphic forms

ASSESSMENT SCHEDULE					
C1	Knowledge and understanding				
C2	Skills				
		Task 1	Task 2	Task 3	Task 4
	Due	Ongoing Term 4, Week 10	Term 2 Week 1/2	Term 3, Week 1/ 2	Ongoing Term 3 Week 5
	Task Type	Practical Assessment 1	ICT Research Task	Sports Portfolio	Practical Assessments 2
Components (Syllabus)	Weightings (Syllabus)	Outcomes: 1..5, 2.3, 3.5, 4.3	Outcomes: 1.3, 3.1, 3.2, 3.3, 4.1,4.2	Outcomes: 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	Outcomes: 1.3, 3.1, 3.2, 3.3, 4.1, 4.2
C1	50	30		20	
C2	50		25		25
	Marks	30	25	20	25

* This course DOES NOT have an externally assessed Year 12 exam in Term 4.

Outcomes

- H1.1 Applies the rules and conventions that relate to participation in a range of physical activities
- H1.2 Explains the relationship between physical activity, fitness and healthy lifestyle
- H1.3 Demonstrates ways to enhance safety in physical activity
- H1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia
- H1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status
- H1.6 Describes administrative procedures that support successful performance outcomes
- H2.1 Explains the principles of skill development and training
- H2.2 Analyses the fitness requirements of specific activities
- H2.3 Selects and participates in physical activities that meet individual needs, interests and abilities
- H2.4 Describes how societal influences impact on the nature of sport in Australia
- H2.5 Describes the relationship between anatomy, physiology and performance
- H3.1 Selects appropriate strategies and tactics for success in a range of movement contexts
- H3.2 Designs programs that respond to performance needs
- H3.3 Measures and evaluates physical performance capacity
- H3.4 Composes, performs and appraises movement
- H3.5 Analyses personal health practices
- H3.6 Assesses and responds appropriately to emergency care situations
- H3.7 Analyses the impact of professionalism in sport
- H4.1 Plans strategies to achieve performance goal
- H4.2 Demonstrates leadership skills and a capacity to work co-operatively in movement context
- H4.3 Makes strategic plans to overcome the barriers to personal and community health
- H4.4 Demonstrates competence and confidence in movement contexts
- H4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- H5.1 Accepts responsibility for personal and community health
- H5.2 Willingly participates in regular physical activity
- H5.3 Values the importance of an active lifestyle
- H5.4 Values the features of a quality performance
- H5.5 Strives to achieve quality in personal performance

ASSESSMENT SCHEDULE					
C1	Skills and knowledge in the design, manufacture and management of a major textiles project				
C2	Knowledge and understanding of course content				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4 Week 4	Term 4 Week 9	Term 1 Week 9	Term 3 Week 4/5
	Task Type	Design Inspiration Presentation	Research Task 1 Design Inspiration	Research Task 2 Investigation and Experimentation	Trial YEAR 12 Examination
Components (Syllabus)	Weightings (Syllabus)	H1.1, H1.2, H2.1, H2.2, H2.3	H1.3, 2.1, H2.3, H3.2, H5.2, H6.1	H2.1, H2.2, H2.3, H3.1, H4.1, H4.2	H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1
C1	50	5	15	15	15
C2	50	5	15	15	15
	Marks	10	30	30	30

*This course also has an externally assessed Year 12 exam in Term 4

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 requirement
- 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

VET CERTIFICATE II HOSPITALITY – KITCHEN OPERATIONS

SIT2046

Mr S Hardy / Miss M Mead

Board Developed Course

		Event 4	Event 5	Event 9	Holistic And Event 10	Trial YEAR 12 Exam*	Work Placement 2*
		Date: Week 6, Term 1	Date: Week 9, Term 1	Date: Week 3, Term 2	Date: Week 1, Term 3	Date: Weeks 4/5 Term 3	Date: Week 8, Term 1
Code	Unit of Competency						
SITHCCC005	Prepare dishes using basic methods of cookery	X					
SITHKOP001	Clean kitchen premises and equipment	X					
SITHCCC001	Source and use information on the hospitality industry		X				
SITHCCC008	Prepare vegetables, fruit, eggs and farinaceous				X		
BSBSUS201	Participate in environmentally sustainable work practices			X			
SITHFAB005	Prepare and serve espresso coffee						
SITHCCC011	Use cookery skills effectively				X		
SITHCC001	Use food preparation equipment						

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Kitchen Operations (SIT20416) or a Statement of Attainment towards a Certificate II in Kitchen Operations (SIT20416).

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.

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VET CERTIFICATE II HOSPITALITY – KITCHEN OPERATIONS

SIT2046

Mr S Hardy/Miss M Mead

Board Developed Course

(continued)

Students who study Hospitality gain credit towards the NSW YEAR 12 and credit towards National Vocational Qualifications under the Australian Qualifications Framework.

All students who study Hospitality will be studying the Hospitality Operations (240 indicative hours) Course. If students are competent in **all** units of work and **complete** the 70 hours of work placements they will receive a **Statement of Attainment towards Certificate II in Hospitality (Kitchen Operations)**. The competencies will be recorded in a Student Log.

Definition of Competency – Based Assessment

Competency based assessment is largely activity based and practical. It is the process of collecting evidence and making judgements on student progress towards satisfying the performance criteria set out in a standard, or learning outcome. Competence implies that an individual displays an understanding of the knowledge that underpins the practical performance of the task. At an appropriate point a judgement is made as to whether competency has been achieved.

Satisfactory Completion of Competencies

Students are assessed according to whether or not they have achieved the learning outcomes specified in the modules they have undertaken. This form of assessment judge's performance against a prescribed standard, not against other students. Students are assessed as having achieved or not yet having achieved a particular competence. It is up to the teacher's professional judgement to make certain that all aspects of the assessment process are valid, reliable, fair and flexible.

The teacher will do this by:

- Gathering evidence about a student's performance. This is ideally completed by direct observation in the workplace or by simulation of the workplace. Evidence is also gathered by traditional assessment tools such as written tests and assignments.
- Identifying performance criteria that can be used to judge whether a student is performing to the required standard.
- Measuring that evidence against the performance criteria.

Students will be assessed by –

- a. Practical situations
- b. Practical exams
- c. Written work
- d. On the job training
- e. Assignments
- f. Verbal/ discussion
- g. Case Studies
- h. Role play
- i. Short answers
- j. Examinations
- k. Portfolio
- l. Work Journal

Students can nominate to undertake the optional exam unit during the YEAR 12 year. For students intending to undertake the YEAR 12 examination, an estimate of their likely YEAR 12 examination mark will be calculated using results from trial examination(s). *YEAR 12 Examinable units. Students wishing to use Hospitality as part of their ATA calculation must sit the end of Year 12 exam and Trial exam.

VET CERTIFICATE II PRIMARY INDUSTRIES – HORTICULTURE

AHC 20416

Mr C Hundle

Board Developed Course

Primary Industries Horticulture AHC 20416		Cluster 3 and 9 Weather and Fencing	Cluster 7 Tractors	Cluster 1 and 2 WHS and Working in Industry	Trial YEAR 12 Exam*	Work Placement 2* 35 hours
		Date: Week 9, Term 4	Date: Week 8, Term 1	Date: Week 7, Term 2	Date: Weeks 4/5 Term 3	Date: Week 5, Term 1
Code	Unit of Competency					
AHCINF202	Install, repair and maintain farm fencing	X				
AHCWRK201	Observe and report on weather	X				
AHCBIO201	Inspect and clean machinery for plant, animal and soil material		X			
AHCMOM202	Operate Tractors		X			
AHCMOM304	Operate machinery and equipment		X			
AHCWHS201	Participate in Work, Health and Safety processes			X		
AHCWRK204	Work effectively in the industry			X		
AHCWRK205	Participate in workplace communications			X		
AHCWRK209	Participate in environmentally sustainable work practices			X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Horticulture (AHC20416) or a Statement of Attainment towards a Certificate II in Horticulture (AHC20416).

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

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(continued)

Students who study Primary Industries gain credit towards the NSW YEAR 12 and credit towards National Vocational Qualifications under the Australian Qualifications Framework.

All students who study Primary Industries will be studying the Horticulture (240 indicative hours) Course. If students are competent in **all** units of work and **complete** the 70 hours of work placements they will receive a **Statement of Attainment towards Certificate II in Primary Industries (Horticulture)**.

Definition of Competency - Based Assessment

Competency based assessment is largely activity based and practical. It is the process of collecting evidence and making judgements on student progress towards satisfying the performance criteria set out in a standard, or learning outcome. Competence implies that an individual displays an understanding of the knowledge that underpins the practical performance of the task. At an appropriate point a judgement is made as to whether competency has been achieved.

Satisfactory Completion of Competencies

Students are assessed according to whether or not they have achieved the learning outcomes specified in the modules they have undertaken. This form of assessment judge's performance against a prescribed standard, not against other students. Students are assessed as having achieved or not yet having achieved a particular competence. It is up to the teacher's professional judgement to make certain that all aspects of the assessment process are valid, reliable, fair and flexible.

The teacher will do this by:

- Gathering evidence about a student's performance. This is ideally completed by direct observation in the workplace or by simulation of the workplace. Evidence is also gathered by traditional assessment tools such as written tests and assignments.
- Identifying performance criteria that can be used to judge whether a student is performing to the required standard.
- Measuring that evidence against the performance criteria.

Students will be assessed by –

- a. Practical situations
- b. Practical exams
- c. Written work
- d. On the job training
- e. Assignments
- f. Verbal/ discussion
- g. Case Studies
- h. Role play
- i. Short answers
- j. Examinations
- k. Portfolio
- l. Work Journal

Students can nominate to undertake the optional exam unit during the YEAR 12 year. For students intending to undertake the YEAR 12 examination, an estimate of their likely YEAR 12 examination mark will be calculated using results from trial examination(s). *YEAR 12 Examinable units. Students wishing to use Hospitality as part of their ATAR calculation must sit the end of Year 12 exam and Trial exam.

ASSESSMENT SCHEDULE					
C1	Artmaking				
C2	Art Criticism and Art History				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 9	Term 1, Week 8	Term 2, Week 9	Term 3, Weeks 4/5
	Task Type	Research project -	Development BOW	Development BOW Research Project	Body of Work Trial YEAR 12 Examination
Components (Syllabus)	Weightings (Syllabus)	H6, H7, H8, H9, H10	H1, H2, H3, H4, H5	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
C1	50		10	15	25
C2	50	15		15	20
	Marks	15	10	30	45

* This course also has an externally assessed Year 12 exam in Term 4.

* This course also has an externally assessed Major Work that is marked externally by NESA. There are additional due dates associated to this determined by NESA.

Outcomes

- H1 Initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions
- H2 Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3 Demonstrates an understanding of the frames when working independently in the making of art
- H4 Selects and develops subject matter and forms in particular ways as representations in art-making
- 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

ASSESSMENT SCHEDULE					
C1	Knowledge and understanding				
C2	Skills				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Week 6
	Task Type	Design Brief Visual Diary	Major Project Progress	Major Project Progress Research Assignment	Major Project
Components (Syllabus)	Weightings (Syllabus)	CH1 CH2, CH3	DM2, DM3 DM4, DM5,	CH1, CH2, CH3, CH4	DM1, DM2, DM3 DM4, DM5,
C1	70		15	20	35
C2	30	10		20	
	Marks	10	15	40	35

* This course DOES NOT have an externally assessed Year 12 exam in Term 4.

Outcomes

- DM1 Generates a characteristic style that is increasingly self-reflective in their design practice
- DM2 Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3 Investigates different points of view in the making of designed works
- DM4 Generates images and ideas as representations/simulations
- DM5 Develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6 Takes into account issues of Work Health and Safety in the making of a range of works

- CH1 Generates in their critical and historical practice ways to interpret and explain design
- CH2 Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 Distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4 Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Courses delivered by external providers

All courses below are delivered and assessed by schools other than Coffs Harbour High School.

LANGUAGES VIA DISTANCE EDUCATION

Mrs A Greenham/ Mrs G Latham

Board Developed Courses

All language courses delivered by approved Distance Education providers have their own set of assessment schedules, deadlines and guidelines for students to adhere to.

For full details, please liaise with Mrs Greenham in the Coffs Harbour High School library and maintain communication with your language teacher at the nominated Distance Education school.

TAFE DELIVERED COURSES

Mrs D Court

Board Developed Courses and Board Endorsed Courses

All TAFE delivered courses are bound by the same processes and expectations in relation to attendance and completion of VET competencies. Students are required to meet the submission requirements of courses as outlined by TAFE.

It is student's responsibility to:

- Advise their TAFE teacher of any absences
- Advise their TAFE teacher of any change of address and other information
- Enrol in the online work placement registration forums to undertake work placement for all Board Developed TAFE delivered courses
- Undertake and complete the required number of hours associated to work placement for Board Developed courses.

SCU HEAD START

Mrs D Court

Board Endorsed Courses

Two courses are offered by Southern Cross University for students in Year 12 to undertake as part of their HSC – Biology and Communications in Organisation.

Both courses require students to attend courses at Southern Cross University and submit assessments and sit examinations in line with the Universities guidelines.

