

2025

Coffs Harbour High School

Year 12

**Assessment Procedures
and Schedules**

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.

Three useful sites that can provide you with very good information related to your courses and the exam are:

About the HSC

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

Students Online

<https://studentsonline.nesa.nsw.edu.au/>

2024 Higher School Certificate Rules and Procedures

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

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

Kai Lawson
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 9.35am; if they are not on class until period 2, they must swipe before 10.30am and so on. Tutorial groups will be running for students in Years 11 and 12 each day from 9.10am to 9.35pm, these sessions are not compulsory, but students are encouraged to attend these sessions to enhance their preparation for the HSC. One session each week will be a mandatory year meeting.
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.
3. **TAFE courses** - If a student has a TVET class on Wednesday afternoons or other days, then all courses are offered at either TAFE CHEC or Coffs Harbour Campus and not at school. These courses are externally delivered.
4. **Driving to and from school** - *Use of private motor vehicles by students* – 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 cars or motorbikes.
 - Students in Year 11 and 12 with drivers' licences are permitted to drive to and from school at the discretion of their parents.
 - Student drivers are expected to conform to the road rules at all times, and to ensure that no more passengers are carried than are provided for by fitted seat belts.
 - 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 and can only leave after they have signed out of school at the office.
 - Student drivers are not permitted to take other students in their vehicle during the school day.
 - Vehicles must be parked so that they do not obscure or interfere with access to driveways and homes of residents within the vicinity of the school.
5. **Fortnightly year meetings** – Each fortnight, on one morning between 9.10am – 9.35am a Year meeting will be held in the lower library for information to be shared with students, and for students to ask questions about school activities, assessments and major events. All students are expected to attend these sessions.

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

Mr Tony Wilson

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.

Meeting HSC eligibility requirements

To be eligible for the HSC, you must:

- have been granted a RoSA or equivalent that NESA considers satisfactory
- attend a NSW government school, an accredited non-government school, a TAFE or a NESA-recognised school outside NSW
- complete HSC: All My Own Work (or its equivalent). For further information go to educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work, unless entered in pattern of study only comprising of Life Skills courses for Year 11 and Year 12
- satisfactorily complete courses in a Year 11 and Year 12 pattern of study required by NESA
- demonstrate a minimum standard of literacy and numeracy in the form of successful completion of HSC Minimum Standards. For further information go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>
- sit for and make a serious attempt at the required HSC assessments and exams and submit any relevant major works.

NESA – All My Own Work

The **HSC: All My Own Work** program is a compulsory requirement of the HSC, designed to help Year 11 and 12 students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program's content is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

All students commencing year 11, regardless of their pattern of study must complete the quizzes in all five modules to be eligible to be entered into Year 11. This information is provided to the National Educational Standards Authority for compliance.

Further information can be obtain at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

NESA - HSC Minimum Standards

NESA requires that students need to meet the HSC Minimum Standard to receive the HSC.

To show they meet the standard students need to:

- achieve Level 3 or 4 in the online reading test and
- achieve Level 3 or 4 in the online writing test and
- achieve Level 3 or 4 in the online numeracy test.

Only students who meet the HSC minimum standard in all three areas will receive a Higher School Certificate testamur.

Students do not need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement

Many students will have sat their Minimum Standard tests during Year 10. Any Student who did not meet a Level 3 or 4 level during Year 10 will have four additional testing opportunities in each year for Year 11 and Year 12 to meet the standards. Test windows will be advised at school for students to sit and achieve the levels required to meet the HSC Minimum Standards requirements.

- More information regarding the HSC Minimum Standards can be found at <https://www.youtube.com/watch?v=T3y6yuRYBiw>

Accessing Results – NESA Students Online

Students who have completed Year 10 and 11 can access their Year 10 and 11 RoSA and HSC Minimum Standards results via their <https://studentsonline.nesa.nsw.edu.au/> account. The RoSA is a cumulative record and as such, as a student progress through Year 11 and 12 their RoSA can be accessed and downloaded as required.

It is the responsibility of students to ensure that they have activated their account and created a PIN and ensure that all information in their Students Online account is up to date and accurate. Further assistance about accessing Students Online can be obtained from the Head Teacher Senior Studies.

Satisfactory Completion of Courses

The following course completion criteria refer to all Stage 6 courses. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- Followed the course developed or endorsed by NESA.
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- Achieved some or all of the course outcomes.

For courses where school assessment marks are submitted to NESA, students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.

If the Principal determines that a student is in danger of not meeting the above course completion criteria, the student will be given a written warning in sufficient time to correct any problems regarding their satisfactory completion of course requirements.

If the Principal determines that a student has not met the above criteria for satisfactory completion of a course, the school will inform NESA and the student in writing.

If a student does not satisfactorily complete a course, they will receive no results in that course, the course will not appear on their NESA record, and the course will not count towards their pattern of study for the award of a Higher School Certificate.

Satisfactory Completion of VET Curriculum Frameworks

The satisfactory course completion criteria outlined for Stage 6 Courses above also applies to the completion of any courses requiring competency-based assessment.

In addition to this, courses in the VET Industry Curriculum Frameworks have been designed to deliver units of competency that are drawn from Industry Training Packages. Work placement is a mandatory requirement of each framework course, and for some other VET courses. For each course, a minimum number of hours are required in the workplace to enable students to progress towards the achievement of industry competencies and to practise skills acquired in the classroom or workshop. If a student fails to complete the mandatory work placement component of a VET course, it may be determined that they have not made a genuine attempt to complete the course requirements as outlined above.

Satisfactory Attendance

Whilst NESAs do not mandate attendance requirements, Principals may determine that as a result of absence, a student has not met the course completion criteria outlined above. The school will regard absences seriously as teachers, Head Teachers, Year Advisers, Deputies and the Principal must decide if there is sufficient evidence to show that a student is making satisfactory progress towards achieving the outcomes of a course. It is generally accepted that a student's attendance will need to be at least 85% if they are to satisfactorily complete a course of study.

Assessment Procedures

The school reserves the right to substitute or alter any part of this Assessment Information Booklet at any time provided that such changes are consistent with the policy of NESAs, and that students and parents are notified of the change.

General

1. Assessment tasks:
 - a) Each student, including late enrolments and partial enrolments, will receive a copy of the Coffs Harbour High School Assessment Handbook. An electronic copy of the handbook can also be found on the school website.
 - b) The actual weighting for each task in each course is shown in the course-specific assessment schedules included in this document.
 - c) Teachers will issue an Assessment Task notification to each student which clearly describes:
 - The nature of the task.
 - The syllabus outcomes on which achievement will be assessed.
 - The criteria which will be used to measure a student's achievement in relation to the specified outcomes.
 - The due date and format for submission.
 - The amount of AI allowed to be used in the task
2. Students must submit tasks by the due date, during their normal lesson time. The task should be handed to their class teacher. It is the responsibility of the student to arrange an early submission of a task in the event of a planned absence. Where no specific time is noted on the assessment task notification it is assumed that it is to be submitted by 3.10pm
3. In the event that the class teacher is absent on the day a task is due, the faculty Head Teacher will make alternative arrangements to receive the students' work.
4. In the event that the class teacher is absent on the day an in-class task is to be completed, the assessment should go ahead as planned. If this is not possible, the task should be rescheduled at the earliest appropriate date.
5. If a task proves to be invalid or fails to discriminate, the faculty involved may deem it necessary to set a replacement task. It may also be necessary to reschedule a task from the published date. In these circumstances, the following steps should be taken by the teacher(s) involved:

- Consult with the group(s) involved to find a suitable alternative time for the task.
 - Ensure the change does not grossly advantage or disadvantage any student.
 - Advise changes to the published schedule in writing to the affected students, faculty Head Teacher, Year Adviser and the Principal.
 - Ensure adequate notice, usually two weeks, is given.
- 6.** In the case of exams, students should be aware that achievement may be assessed in relation to all of the outcomes covered to that point in the course. The timing of Semester exams is outlined in this Assessment Information Booklet.
- 7.** In a standards-referenced approach to assessment:
- Tasks are designed to focus on outcomes.
 - The types of assessment tasks are appropriate for the outcomes being assessed.
 - Tasks reflect the weightings and components specified in the relevant syllabus documents.
 - Students know the assessment criteria before they begin a task.
 - Students get meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance.
 - Students will be assessed according to their achievements against course standards.
 - Measures that reflect a student's conduct and behaviour are not included.
- 8.** For each assessment task, each student will be given a mark and meaningful feedback on the task. Students will be kept informed of their progress via their academic school reports.
- 9.** Assessment results must be recorded in three locations: the class teacher's daybook, the class teacher's personal Sentral Markbook and a course specific faculty Markbook also in Sentral. These records must show the results on all tasks to date and the current cumulative assessment mark and rank of all students.
- 10.** Assessment task notifications will indicate the degree to which AI can be used in the assessment task as per the table below.

0 No AI use	AI must not be used at any point during the assessment Requires signature acknowledging assessment policy and plagiarism
1 AI-assisted idea generation and structuring	No AI content is allowed in the final submission AI can be used in the assessment for brainstorming, creating structures and generating ideas for improving work AI disclosure statement must be included disclosing how AI was used Link(s) to AI chat(s) must be submitted with final submission
2 AI-assisted edifying	No new content can be created using AI AI can be used to make improvements to the clarity and quantity of student created work to improve final output AI disclosure statement must be included disclosing how AI was used Link(s) to AI chat(s) must be submitted with final submission

3 AI for specific task completion	AI is used to complete certain elements of the task, as specified by assignment directions and/or teacher All AI-created content must be acknowledged and/or cited using proper citation Link(s) to AI chat(s) must be submitted with final submission
4 Full AI use with student oversight	AI use is allowed throughout the entire assessment to support your own work You are responsible for providing student oversight and evaluation of all AI generated content All AI-created content must be acknowledged and/or cited using proper citation Link(s) to AI chat(s) must be submitted with final submission

11. Academic School Reports:

- a) Students will be issued with a Semester 1 Report at the end of Term 2 and a Semester 2 Report at the end of Term 4. Each report will reflect the student's progress towards achieving the outcomes covered and their overall rank for that semester.
- b) Presentation Day awards are based on a student's performance over the whole year. Semester 1 and 2 results will be combined according to the assessment schedules contained in this booklet. This combined mark will be used to rank students in each course. Students who place first in a course will receive an award to acknowledge their academic achievement at the Presentation Day Awards Assembly.
- c) A Common Grade Scale is used to report student achievement in Years 12 in all NSW schools. The scale describes performance at each of the following grade levels:

Grade	Descriptor
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

N Determination	The student has not applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course. In addition, they have not achieved some or all of the course outcomes including work placement for vocational courses They are at risk of not satisfactorily completing the course.
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12. Disability Provisions

- a) Students with special education needs work towards syllabus outcomes identified through a collaborative curriculum planning process. They will be given a range of opportunities to demonstrate achievement of these outcomes. Some students with special education needs will require adjustments to assessment activities to enable them to complete the task. This will ensure they have an equitable opportunity to demonstrate what they know and what they can do.
- b) Adjustments enable a student with special education needs to attempt syllabus outcomes and content on the same basis as their peers. They are intended to provide equitable opportunities for students with special education needs rather than confer an advantage. The types of adjustments made will vary according to the needs of the individual student.
- c) Adjustments can include practical arrangements to help students with special education needs complete assessment tasks. These practical arrangements are known as disability provisions and schools are responsible for any decisions about adjustments to coursework and formal school-based assessment tasks. There is no guarantee that the disability provisions granted at school for coursework and assessment tasks, will also be granted for the HSC examinations.
- d) In order to access adjustments (for example, small group supervision, a reader, a writer, diabetic provisions, etc.) for assessment tasks, students, their parents or carers need to contact the Learning and Support Teachers (LaST) located in the Library. They can explain the process which needs to be followed and the paperwork which needs to be completed.
- e) Any student who wishes to apply for Disability Provisions for formal HSC examinations must complete the NESAs required paperwork for an application to be considered by NESAs. This completed application paperwork needs to be received by the school no later than the end of Term 1 in Year 12 so that NESAs can assess the application. Further information and application forms can be obtained from the Head Teacher Senior Studies and also available here

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Illness/Misadventure

1. Planned absence on the day of an assessment task:

- a) If a student knows they are going to be absent on the day of an assessment task, they must inform their teacher, prior to the absence and complete an Illness/Misadventure form.
- b) Hand-in tasks will need to be submitted to the teacher prior to the absence.
- c) Under no circumstances may a student attempt a formal examination before the scheduled time without express approval of the Deputy Principal.

2. If a student is suspended from school at the time an assessment task is due, the student must make arrangements to submit the task by the due date. If the assessment requires the student to be at school, a revised date to complete the assessment will be made with the teacher and faculty Head Teacher upon return from suspension.

3. Illness/Misadventure at the time of an Assessment Task

It is necessary that a parent or carer contacts the school immediately if one or more of the following occurs:

- a) There is a problem completing an assessment task by the due date or allotted time (assumed 3.10pm close of business). Only in exceptional cases will an extension be given. The Deputy Principal, in consultation with the faculty Head Teacher and the class teacher is the only person who can give an extension. Teachers should regularly monitor student progress so that a fair and reasonable assessment of the situation is possible in the event that a task is submitted late.
- b) A student's performance in an assessment task has been affected by illness or unforeseen misadventure which occurred immediately before or during the assessment period.
- c) A student is prevented from attending an assessment task due to illness and/or misadventure.
- d) A student is prevented from submitting an ongoing assessment task in person (this includes practical projects, reports, speeches etc. requiring preparation before the due date) due to illness and/or misadventure.

Where a student does not submit or sit an assessment task on the due date, students are required to complete an illness / misadventure application form that is to be completed by the student, parent and course teacher. This application must outline the explanation for the non-submission of assessment task and include supporting evidence. It is assumed that students receive a zero mark until the illness / misadventure application has been approved.

All applications for illness/ misadventure must be submitted to the course teacher within five (5) working days of the assessment due date.

A copy of the misadventure form is included in this assessment booklet and can also be found on the school website.

Only in exceptional cases, can the Deputy Principal, in conjunction with the faculty Head Teacher and the class teacher, accept a task without penalty. Where individual circumstances are of a highly confidential and exceptional nature, special cases may be presented to the Principal for consideration.

It should be noted that submission of major works for practical course and formal exams for Year 12 courses are required to follow a different process around misadventure/illness. Please contact the Deputy Principal in these circumstances for further advice.

4. Unacceptable grounds for Illness/Misadventure

The provisions for Illness/Misadventure generally **do not** cover:

- a) Attendance at a family holiday or social occasion.
- b) Attendance at a sporting or cultural event or music event.
- c) Visiting sick relatives or friends.
- d) Alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. This includes technology failure.
- e) Disabilities for which the school has already granted special provisions unless an unforeseen episode occurs.
- f) Long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the assessment task.
- g) Matters avoidable by the student (e.g. misreading or misinterpretation of assessment deadlines or exam timetables and instructions, loss of work due to a technology failure).

Please note that tracking of student Illness/Misadventure will occur in order to monitor repeated occurrences from the same student. It may occur that a first application is accepted and a later one for the same reason is declined. This will ensure that the assessment process is not compromised.

5. Technology and technology failure

- a) With the exception of computer-based courses, the use of computers in the preparation and presentation of assessment tasks is optional. Students using computers must accept responsibility for the loss of any data or the non-completion of tasks due to computer related problems.
- b) If a student suffers any form of technology failure, they will need to provide printouts of drafts or partial drafts or associated notes and summaries in order for extensions or misadventure to be considered.
- c) Students will be solely responsible for maintaining backups of all personal data files, independently of the school's computers and network.

6. Irrespective of the outcome of a request for consideration due to Illness/Misadventure, all students will be required to complete all tasks or a substitute task to show evidence that they have met the course completion criteria.

7. Estimates and Substitute Tasks

- a) A substitute task may be administered, or an estimated mark may be given at the discretion of the faculty Head Teacher when a student is absent from a task with a valid reason.
- b) It is anticipated that parents or the student would have already contacted the school regarding the problem and consideration due to Illness/Misadventure would have been requested.
- c) Consultation between the Deputy Principal, the Year Adviser, the faculty Head Teacher and the teacher will determine appropriate measures for a student who is absent for a

prolonged period with valid reasons, or a student who suffers from a chronic trauma.

- d) Where an estimate is given, this will count as the student having completed the task in relation to the requirement that students must complete more than 50% of the assessment for a course in order for it to count towards the completion of a Stage 6 course for the purpose of their RoSA.

Award of Zero Marks

1. Zero marks will be awarded:

- a) For any task or component of an ongoing task that is submitted late and for which Illness/Misadventure is not approved. This includes tasks submitted after the time stated on the Assessment Task Notification.
- b) If a student is absent from a task without a valid reason.
- c) If there is sufficient evidence of malpractice as outlined below.
- d) If there is sufficient evidence of a non-serious attempt. In all assessment tasks, non-serious attempts will be identified by the teacher and the faculty Head Teacher and dealt with by the Deputy Principal and the Year Adviser
- e) A student refuses to complete a task. This could jeopardise the student's ability to satisfactorily complete a course.
- f) The answers are not written in English, except where required or permitted by the question paper.

2. Frivolous or Objectionable Material.

Teachers and Head Teachers will bring to the Deputy Principal's attention assessment tasks that contain frivolous or objectionable material. Frivolous or objectionable material may result in an assessment task being deemed a non-serious attempt. This could result in a mark of zero.

Malpractice

- 1. Malpractice is any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:**
 - a) Copying someone else's work in part or as a whole and presenting it as their own.
 - b) Using material directly from books, journals, CDs or websites without referencing the source.
 - c) Building on the ideas of another person without reference to the source.
 - d) Buying, stealing or borrowing another person's work and presenting it as their own.
 - e) Submitting work to which another person such as a parent, coach, tutor or subject expert has contributed substantially.
 - f) Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
 - g) Paying someone to write or prepare material.
 - h) Breaching school examination rules.
 - i) Using non-approved aides or devices during an assessment task.

- j) Contriving false explanations to explain work not submitted by the due date.
 - k) Assisting another student to engage in malpractice.
 - l) The use of AI or similar programs to generate and create work for final assessment submission.
2. All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be the student's own work or it must be acknowledged appropriately. Malpractice, including plagiarism, will lead to a student receiving zero marks and may jeopardise their RoSA /HSC results.

Students at Risk of Non-Completion

1. Official Warning that a student is at risk of not completing a course
 - a) Students who do not complete an assessment task, and/or have not been granted approval for Illness/Misadventure will be issued with an official N-warning letter. They will then have two weeks to resolve the issue by completing the task.
 - b) A student who has been issued with at least two N-warnings for the same course is at risk of not meeting the course completion criteria and may be N-determined.
2. Representing the School
 - a) Students who have unresolved N-warning may not be eligible to represent Coffs Harbour High School at any sporting or cultural events.
 - b) Also, they may not be eligible to attend non-curriculum based excursions.
 - c) Once the N-warning has been resolved, the restrictions will be lifted.
3. Official Determination of Non-completion of a Stage 6 Course
 - a) Where it is determined that a student has not met the course completion criteria as outlined in this document, they place themselves at risk of receiving an N-determination. An N-determination will mean that the course will not be listed on the student's NESAs record. Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth more than 50% must be completed.
 - b) NESAs requires that the Principal must warn students as soon as possible and advise their parents or carers in writing if they are at risk of not completing a course. This warning should be given in time for the problem to be corrected. NESAs also requires that if the first warning letter is not effective, a further warning letter(s) should be sent.
 - c) A minimum of two course-specific N-warnings must be issued prior to a final N-determination being made for a course.
 - d) Students who are in danger of being given an N-determination will be interviewed by the teacher and faculty Head Teacher before being referred to the Year Adviser and the Principal. (Notation of any such interview will be recorded in Sentral.)
 - e) A parent/carer interview will be conducted if applicable.
 - f) Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the N-determination as outlined below.
4. Procedures required to issue a Non-Completion of Course Determination

- a) A Principal's Determination Form will be completed for each student who is to be given an N-determination.
- b) Where possible, the Principal will explain to the student the reasons for the determination(s) made on the form and advise them of the consequences of this determination. The course(s) will not be listed on the student's Record of Achievement unless the student seeks a review of this determination and the appeal is successful. The N- determination may also affect the student's ability to commence their Year 12 studies, as they must have successfully completed all of the mandatory Year 11 courses.
- c) Where possible, the student will be advised of their right to seek a reconsideration of this determination, and the procedures involved in submitting an appeal.
- d) Where possible, the Principal will ensure the student has read the Information for Students and read and signed the Student's Declaration on the Principal's Determination Form.

Appeals

1. Assessment Review - Individual Tasks

- a) Students must check assessment results at the time a task is returned to them.
- b) Once a task has been assessed and the mark accepted, i.e. recognised by both the teacher and the student, then it constitutes an agreed mark and cannot be altered. The work does not have to be kept by the teacher, as it cannot be remarked.
- c) If a student does not accept the teachers' judgement of the marks to be awarded for their performance in an assessment task i.e. there is not an agreed mark, they are entitled to lodge an appeal. Students wishing to appeal need to indicate their intention to the teacher who will retain the assessment task and forward it to the faculty Head Teacher.
- d) The appeal will be considered within 3 school days of being submitted to the faculty Head Teacher by a review committee comprised of the Head Teacher of the subject concerned and the alternate Deputy Principal.
- e) If the student's appeal is successful, the student will be informed, and any changes will be recorded.
- f) If the student's appeal is unsuccessful, the student will be informed, and no further actions are available.

2. Appeal an N-determination

- a) A student may appeal an N-determination. When an N-determination is made, the Principal's Report should be completed, and a copy given, together with the Student Appeal form, to the student, or forwarded to the student's home address. A student wishing to appeal needs to complete the Student Appeal form and submit it to the Principal.
- b) If the student's appeal is successful at the school level, notification will be sent to NESAs so that the N- determination can be removed from the unsatisfactory completion of course schedule.
- c) If the student's appeal is unsuccessful at the school level, the Principal's Report form,

the Student Appeal form and any other relevant documentation will be submitted by the date specified to NESA.

- d) Students have the right to appeal to NESA if their appeal is unsuccessful at the school level.

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.



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

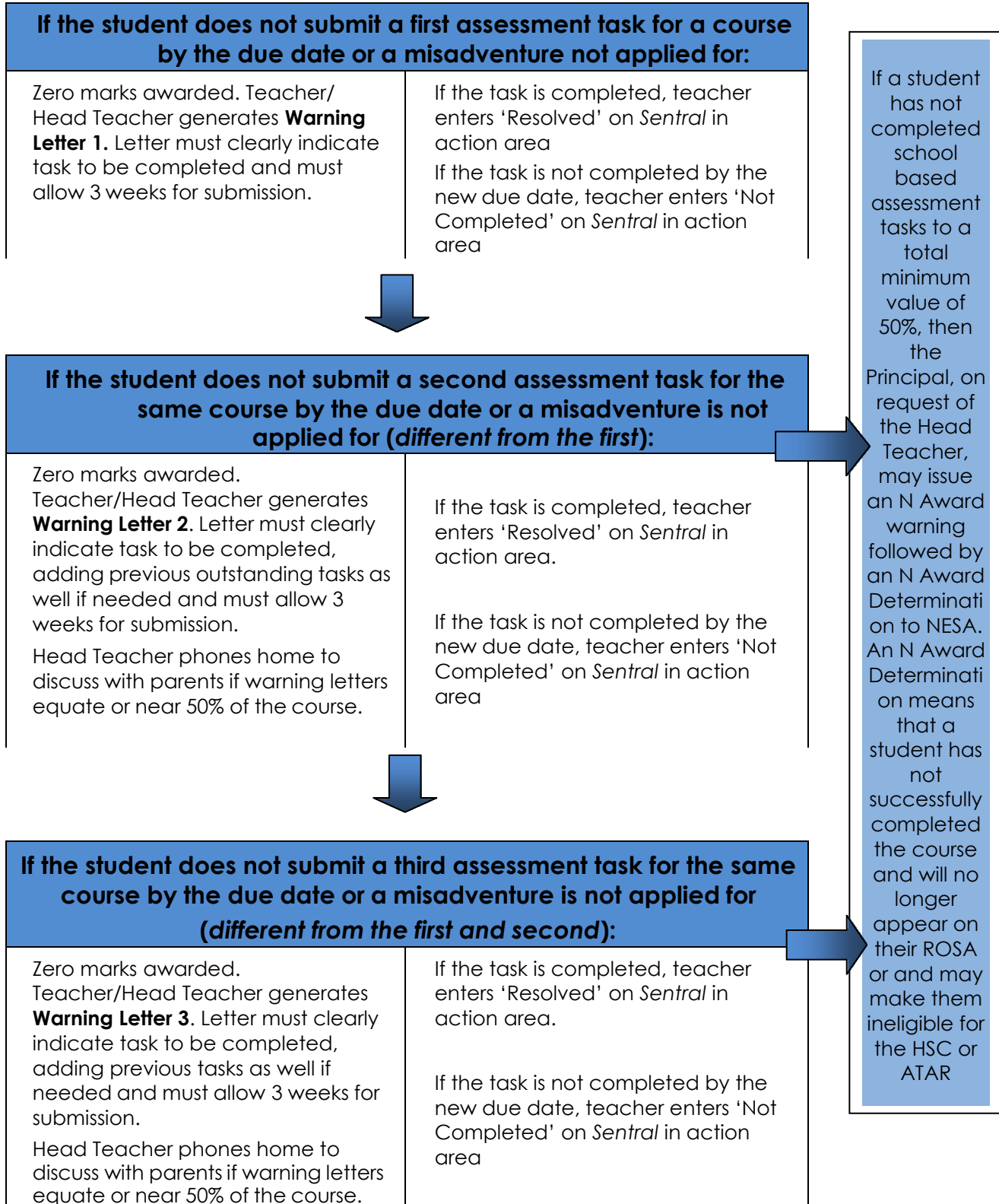
Copy provided to course teacher

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

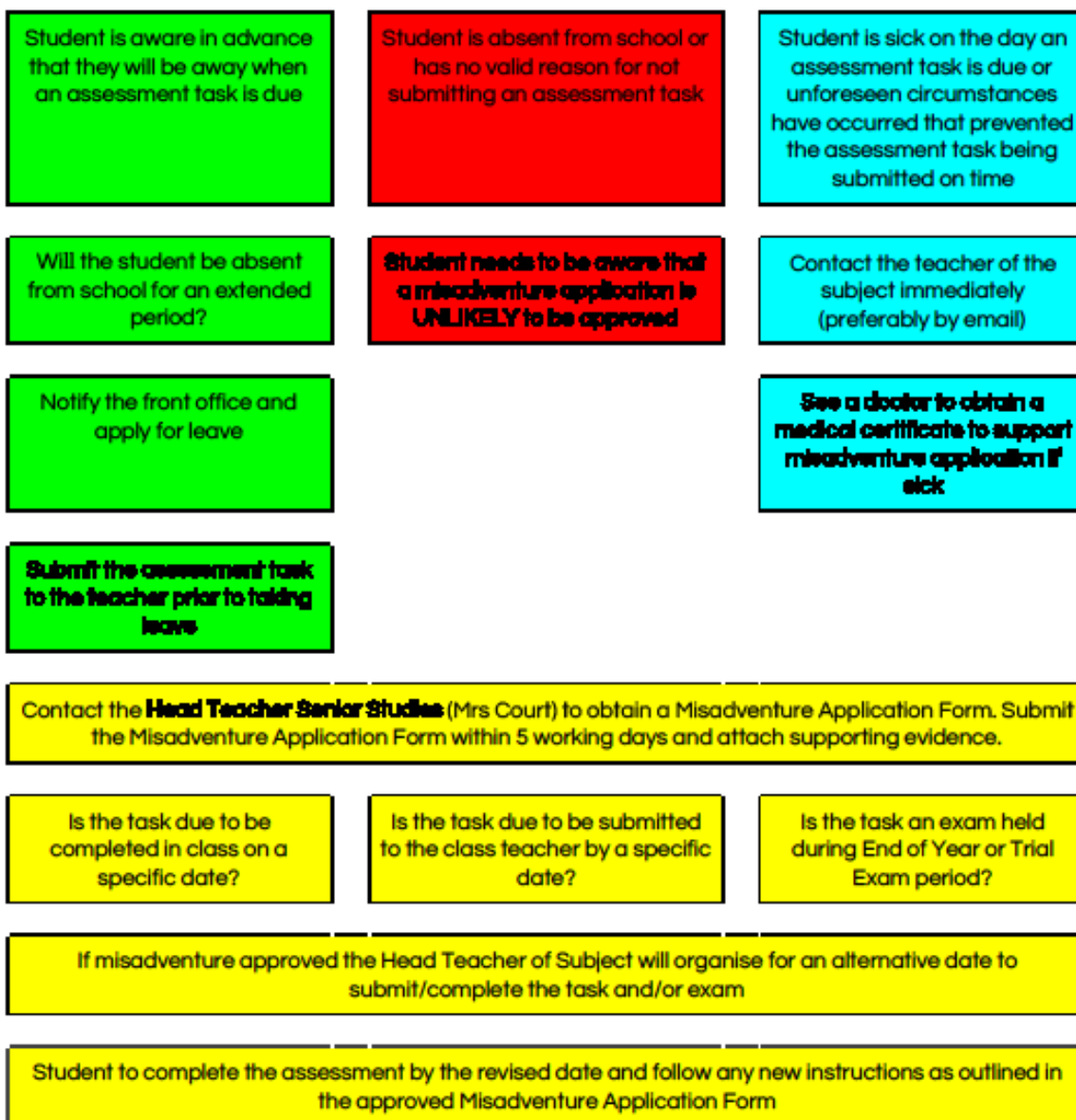




Coffs Harbour High School

Assessment Task Misadventure

FLOW CHART illustrating the management of Assessment Task Misadventure



Year 12 Courses included in this Assessment Guide

Aboriginal Studies
Ancient History
Biology
Business Studies
Chemistry
Community and Family Studies
English Advanced
English Standard
English Studies
English Extension 1
Food Technology
Geography
Industrial Technology
Legal Studies
Marine Studies
Mathematics Standard Pathways 2
Mathematics Standard Pathways 1
Mathematics
Mathematics Extension 1
Modern History
Music 1
Numeracy
Personal Development, Health and Physical Education
Spanish Beginners
Sport, Leisure and Recreation
VET Construction Pathways
VET Hospitality - Kitchen Operations
VET Primary Industries - Horticulture
Visual Art
Visual Design
Work Studies

Other courses not assessed by Coffs Harbour High School

Languages via Distance Education
TAFE delivered VET courses
VET courses delivered via other external Registered Training Organisations

2024/25 ASSESSMENT SCHEDULE					
Component (Syllabus)	Task 1	Task 2	Task 3	Task 4	Weighting %
	Social Justice & Human Rights - Global Perspective	Research & Inquiry Methods	Social Justice & Human Rights - Comparative Study	Trial HSC All Topics	
	AT1: Multimodal	AT2: Major Project	AT3: in-class Essay	AT4: HSC Trial Exam	
	Term 4, Week 7	Term 1, Week 10	Term 2, Week 3	Term 3, Week 5/6	
	Outcomes Assessed H1.2, H3.2, H3.3, H4.1	Outcomes assessed H4.1, H4.2	Outcomes assessed H1.2, H3.1, H3.2, H3.3, H4.3	Outcomes Assessed	
Knowledge and understanding of course content	5	20	5	10	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	-	10	10	25
Inquiry and research, including aspects of the Major Project	5	10	-	5	20
Communication of information, ideas and issues in appropriate forms	-	10	5	-	15
Total %	15	40	20	25	100

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

Outcomes

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

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 9	Term 2, Week 7	Term 3, Weeks 5/6
	Task Type	Research Project: Ancient Societies	Source Analysis: Core Study	Structured Essay: Personality	Trial HSC: All Topics
Components (Syllabus)	Weightings (Syllabus)	Outcomes: 12-4, 12-5, 12-6, 12-7, 12-9,	Outcomes: 12-2, 12-3, 12-5, 12-6, 12-7, 12-8, 12-9, 12-10	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 10	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 5/6
	Task Type	Scientific Modelling Task. Module: Heredity	Topic test. Module: Genetic Change	Depth Study: Module: Infectious Diseases	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 BIO12-13	OUTCOMES: BIO11/12-4 BIO 11/12-5 BIO11/12-6 BIO11/12 -7 BIO12-12	OUTCOMES: BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-14	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.

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					
	Due	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 5/6
	Task Type	Short answer / extended response (In class task) Operations	Research Business Report (Hand in) Marketing	Skills and Seen Questions (In class task) Human Resources	All Topics Trial Year 12 Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes: H2, H6, H8, H9	Outcomes: H5, H7, H8, H9	Outcomes: H3, H4, H5, H6	Outcomes: All Outcomes
Knowledge and Understanding of course content	40	10	10	10	10
Stimulus-based skills	20	5	-	10	5
Inquiry and Research	10	-	10	-	-
Communication of business information, ideas and issues in appropriate forms	30	10	10	-	10
	Marks	25	30	20	25

* 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 9	Term 1, Week 8	Term 2, Week 6	Term 3, Week 5/6
	Task Type	Topic Test	Depth Study	Prac Test	Trial YEAR 12 Examination
Components (Syllabus)	Weightings (Syllabus)	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES
		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 CH12-7 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	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	20	10	15
Knowledge and Understanding	40	10	10	10	15
	Marks	20	30	20	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 10	Term 1, Week 9	Term 3, Week 1	Term 3, Weeks 5/6
	Task Type	Research Project	In class response	Case study	Trial Year 12 Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes: H4.1 H4.2	Outcomes: H3.1 H3.2 H3.3 H4.2 H7.1	Outcome H2.3 H3.4 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 of course content	40	5	10	10	15
Skills in critical thinking, research methodology, analysing and communicating	60	15	15	15	15
	Marks	20	25	25	30

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

Outcomes

H1.1 H6.2

H2.1
H2.2

H2.3

H3.1
H3.2
H3.3
H3.4

H4.1
H4.2
H5.1

H5.2

H6.1

Evaluates strategies to contribute to positive relationships and the well-being of individuals, groups, families and communities
 Critically examines how individual rights and responsibilities in various environments contribute to well-being
 Analyses the sociocultural factors that lead to special needs of individuals in groups
 Evaluates networks available to individuals, groups and families within communities
 Critically analyses the role of policy and community structures in supporting diversity
 Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
 Justifies and applies appropriate research methodologies
 Communicates ideas, debates issues and justifies opinions
 Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
 Develops strategies for managing multiple roles and demands of family, work and other environments
 Analyses how the empowerment of women and men influences the way they function within society
 Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

Analyses different approaches to parenting and caring relationships
 Evaluates

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 7	Term 1, Week 4	Term 2, Week 9	Term 3, Week 5/6
	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 NESAs. There are additional due dates associated to this determined by NESAs.

* 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					
Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Multimodal Presentation Text and Human Experience	Essay Task Mod A Textual Conversations	Writing Portfolio Mod C Craft of Writing	Trial HSC	
Timing	Term 4, Week 10	Term 1, Week 10	Term 3, Week 1	Term 3, Weeks 5/6	
Outcomes assessed	EA12-2 EA12-6 EA12-7 EA12-8	EA12-1 EA12-6 EA12-7 EA12-8	EA12-2 EA12-3 EA12-5 EA12-9	EA12-3 EA12-4 EA12-5 EA12-7 EA12-9	
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 In-class task	Language, Identity and Culture Essay	Craft of Writing Portfolio & reflection	Trial HSC exam	
Timing	Term 4, Week 10	Term 1, Week 8	Term 3, Week 1	Term 3, Weeks 5/6	
Outcomes assessed	EN12-1, EN12-3, EN12-6,	EN12-3, EN12-7, EN12-8	EN12-1, EN12-2, EN12-4, EN12-6, EN12-9	EN12-3, EN12-5, EN12-7, EN12-8	Weighting %
Components					
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts	10	15	10	15	50
Total %	20	30	20	30	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	Analytical response using prescribed text and unseen material Module A: Texts and Human Experiences	Multi Modal presentation using prescribed text Module C: Close Study of Text	Imaginative or Persuasive writing Module D: Focus on writing	Trial HSC	
Timing	Term 4, Week 10	Term 1, Week 10	Term 2, Week 9	Term 3, Week 5-6	
Outcomes assessed	EAL12-1B, EAL12-2, EAL12-6, EAL12-9	EAL12-1A, EAL12-7, EAL12-8	EAL12-3, EAL12-4, EAL12-9	EAL12-1A, EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-8	Weighting%
Components					
Knowledge and understanding of course content	15	15	10	10	50
Skills in responding to texts	15	10	10	15	50
Total %	30	25	20	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

ASSESSMENT SCHEDULE					
Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Related text analysis	Multimodal Task	Portfolio	Trial HSC	
Timing	Term 4, Week 10	Term 1, Week 8	Term 2, Week 9	Term 3, Weeks 5/6	
Outcomes assessed	ES12.1, ES12.2, ES12.5, ES12.8	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	
Components					
Knowledge and understanding of course content	15	10	15	10	50
Skills in responding to texts	10	15	10	15	50
Total %	25	25	25	25	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					
C1	Knowledge and Understanding of course content				
C2	Knowledge and skills in designing, researching, analysing and evaluating				
C3	Skills in experimenting with and preparing food by applying theoretical concepts				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 9	Term 2, Week 7	Term 3, Week 2	Term 3, Weeks 5/6
	Task Type	Research Task	Practical and Experimentation	Investigation	Trial HSC Exam
Components (Syllabus)	Weightings (Syllabus)	Outcomes: H1.2, H1.4, H3.1	Outcomes: H1.3, H4.1, H4.2, H5.1	Outcomes: H2.1, H3.2,	Outcomes: H1.1, H1.3, H1.4, H2.1
C1	40	10		10	20
C2	30	15		15	
C3	30		30		
	Marks	25	30	25	20

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

Outcomes

- H1.1 Explains manufacturing processes and technologies used in the production of food products
- H1.2 Examines the nature and extent of the Australian food industry
- H1.3 Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4 Evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
- H2.1 Evaluates the relationship between food, its production, consumption, promotion and health
- H3.1 Investigates operations of one organisation within the Australian food industry
- H3.2 Independently investigates contemporary nutrition issues
- H4.1 Develops, prepares and presents food using product development processes
- H4.2 Applies principles of food preservation to extend the life of food and maintain safety
- H5.1 Develops, realises and evaluates solutions to a range of food situations

2024/25 ASSESSMENT SCHEDULE					
Component (Syllabus)	Task 1	Task 2	Task 3	Task 4	Weighting %
	Global Sustainability: Topic Test	Ecosystems and Global Biodiversity: Fieldwork Report	Rural and Urban Places: Extended Response	Trial HSC All Topics	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Week 5/6	
	Outcomes Assessed GE12-01, 12-02, 12-04, 12-07	Outcomes assessed GE12-05, 12-06, 12-07, 12-08, 12-09	Outcomes assessed GE12-02, 12-03, 12-04, 12-05, 12-09	Outcomes Assessed All outcomes	
Knowledge and understanding of course content	10	10	10	10	40
Geographical skills and tools	5	5	-	10	20
Analysis and evaluation	-	5	15	-	20
Communication of legal information, ideas and issues in appropriate forms	5	5	-	10	20
Total %	20	25	25	30	100

Outcomes

- GE12-01 analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time
- GE12-02 analyses geographical processes and influences, at a range of scales, that form and transform places and environments
- GE12-03 assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management
- GE12-04 evaluates responses and management strategies, at a range of scales, for sustainability
- GE12-05 synthesises and evaluates relevant geographical information from a variety of sources
- GE12-06 justifies geographical methods used in geographical inquiry and their relevance in the contemporary world
- GE12-07 selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
- GE12-08 applies mathematical ideas and techniques to analyse complex geographical data
- GE12-09 communicates and applies geographical understanding, using geographical knowledge, concepts,

terms and tools, in appropriate forms

ASSESSMENT SCHEDULE					
C1	Knowledge and understanding of course content				
C2	Knowledge and skills in the design, management, communication and production of a major project				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 6	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 5/6
	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					
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 8	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 5/6
	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: H2, H3, H4, H5, H6, H7, H9, H10
Knowledge and understanding of course content	40	10	-	-	30
Inquiry and research	20	-	20	-	
Analysis and evaluation	20	10		10	
Communication of legal information, issues and ideas in appropriate forms	20	-	10	10	
	Marks	20	30	20	30

* 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				
		Task 1	Task 2	Task3
	Due	Term 4, Week 7	Term 2, Week 2	Term 3, Weeks 5/6
	Task Type	Practical Skills and Problem Solving Task Module: Coral Reef Ecology	Secondary Sources Investigation Module: Marine Engineering	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
- 5.2 Applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
- 5.4 Selects, organises, assembles, dismantles, cleans and returns equipment

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 5/6
	Task Type	Reference Assisted Test	Reference Assisted Exam	Investigation Assignment	Trial YEAR 12 Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes:	Outcomes:	Outcomes:	Outcomes:
		MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6 MS2-12-10	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-8 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-10
C1	50	10	15	10	15
C2	50	10	15	10	15
	Weighting %	20	30	20	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 5/6
	Task Type	Class Test with Summary Sheet	Investigation Task	Reference Assisted Class Exam	Trial YEAR 12 Examination
Component s (Syllabus)	Weightings (Syllabus)	Outcomes: MS1-12-1 MS1-12-3 MS1-12-6 MS1-12-10	Outcomes: MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-9 MS1-12-10	Outcomes: MS1-12-2 MS1-12-4 MS1-12-5 MS1-12-7 MS1-12-8 MS1-12-10	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 MS1-12-10
C1	50	10	10	15	15
C2	50	10	10	15	15
	Weighting %	20	20	30	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 10	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 5/6
	Task Type	Investigation	Class Test with Summary Sheet	Reference Assisted Test	Trial YEAR 12 Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes: MA12-4 MA12-3 MA12-6 MA12-9 MA12-10	Outcomes: MA12-1 MA12-3 MA12-7 MA12-8 MA12-10	Outcomes: MA12-1 MA12-5 MA12-8 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	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

- 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 10	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 5/6
	Task Type	Project	Class Test with Summary Sheet	Reference Assisted Class Test	Trial YEAR 12 Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes: ME12-1 ME12-2 ME12-6 ME12-7	Outcomes: ME12-1 ME12-3	Outcomes: ME12-1 ME12-2 ME12-3 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 10	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 5/6
	Task Type	Project	Class Test with Summary Sheet	Reference Assisted Class Test	Trial YEAR 12 Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes: MEX12-1 MEX12-2 MEX12-4 MEX12-7 MEX12-8	Outcomes: MEX12-1 MEX12-4 MEX12-7 MEX12-8	Outcomes: MEX12-1 MEX12-3 MEX12-5 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	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

- 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					
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 10	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 5/6
	Task Type	Source Analysis (in class) Power and Authority in the Modern World	Extended Response Peace and Conflict	Historical Analysis (Research / Hand in) National Study	All Topics Trial Year 12 Examination
Components (Syllabus)	Weightings (Syllabus)	Outcomes: MH 12-1, MH 12-2, MH 12-6, MH 12-7, MH 12-9	Outcomes: MH 12-1, MH 12-2, MH 12-3, MH 12-5, MH 12-7 MH 12-9	Outcomes: MH 12-1 MH 12-2 MH 12-3 MH 12-5 MH 12-8 MH 12-9	Outcomes: All outcomes Except 12-8
Knowledge and understanding of course content	40	5	10	10	15
Historical skills in the analysis and evaluation of sources and interpretations	20	10	-	-	10
Historical inquiry and research	20	-	10	10	-
Communication of historical understandings in appropriate forms	20	5	5	5	5
	Marks	20	25	25	30

* 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 6	Term 1, Week 6	Term 2, Week 7	Term 3, Week 5/6
	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 NESAs. There are additional due dates associated to this determined by NESAs.

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

ASSESSMENT SCHEDULE					
C1	Knowledge and Understanding				
C2	Skills				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Weeks 7-9	Term 1, Weeks 7-9	Term 2, Weeks 7-9	Term 3, Weeks 5-7
	Task Type	Assignment: New Job, New Adventure	Assignment: Planning a Festival	Assignment: Sustainable Design	Assignment: Explorations in Numeracy
Components (Syllabus)	Weightings (Syllabus)	Outcomes: N6-1.1 N6-2.1 N6-2.3 N6-2.4 N6-2.6 N6-3.1	Outcomes: N6-1.3 N6-2.2 N6-2.3 N6-2.4 N6-2.5 N6-3.2	Outcomes: N6-1.2 N6-2.1 N6-2.2 N6-2.3 N6-2.5 N6-3.2	Outcomes: N6-1.1 N6-1.2 N6-1.3 N6-2.6 N6-3.1 N6-3.2
C1	50	10	10	15	15
C2	50	10	15	10	15
	Weighting %	20	25	25	30

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

* This is a Content Endorsed Course. It does not contribute towards the calculation of an ATAR

Outcomes

- N6-1.1** recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2** applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3** determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1** chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2** chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3** chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4** chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5** chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-2.6** chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
- N6-3.1** chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2** chooses and uses appropriate technology to analyse and solve problems, represent

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PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Board Developed Course

Mr M Valentine

ASSESSMENT SCHEDULE					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research task on 'Factors affecting performance'	Written Task on 'Health Priorities in Australia'	Responses to Option(s) Questions	HSC Trial Examination	
	Term 4, Week 9	Term 1, Week 11	Term 2, Week 8	Term 3, Weeks 5/6	
	Outcomes: H7, H8, H9, H10, H13, H16, H17	Outcomes: H1 - H5	Outcomes: H7, H8, H9, H10, H11, H16, H17	Outcomes: H1 - H5, H7 - H11, H13 - H17	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	15	15	10	20	60
Total %	25	25	20	30	100

* 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
- 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
- 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

2024/25 ASSESSMENT SCHEDULE					
Component (Syllabus)	Task 1	Task 2	Task 3	Task 4	Weighting %
	Responses in English and Spanish to written texts Holidays, travel and tourism	Response in English to written texts/interview with teacher Education and work	Response in English & Spanish to spoken texts/speech Future plans and aspirations	Trial HSC All Topics	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5/6	
	Outcomes Assessed 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	Outcomes assessed 1.1, 1.2, 1.4, 2.1, 2.2, 2.5, 2.6	Outcomes assessed 1.1, 1.2, 1.3, 3.1	Outcomes Assessed All outcomes	
Listening	-	10	10	10	30
Reading	10	10	-	10	30
Speaking	-	10	10	-	20
Writing	10	-	-	10	20
Total %	20	30	20	30	100

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

Outcomes

- 1.1 establishes and maintains communication in Spanish
- 1.2 manipulates linguistic structures to express ideas effectively in Spanish
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Spanish-speaking communities to interact appropriately

- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Spanish-speaking communities in texts

- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Spanish
- 3.4 applies knowledge of the culture of Spanish-speaking communities to the production of texts

ASSESSMENT SCHEDULE					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Assessment 1	ICT Research Task	Investigation Task	Practical Assessments 2	
	Ongoing Term 4, Week 10	Ongoing Term 4 + Term 1 Week 10	Ongoing Term 2 + Term 3 Week 5	Ongoing Term 2 + Term 3, Week 5	
	Outcomes: H1.5, H2.3, H3.5, H4.3	Outcomes: H1.3, H3.1, H3.2, H3.3, H4.1, H4.2	Outcomes: H1.1, H1.3, H2.1, H3.1, H3.2, H4.1, H4.4	Outcomes: H1.3, H3.1, H3.2, H3.3, H4.1, H4.2	
Knowledge and understanding	0	25	25	25	50
Skills	25	0	0	0	50
Total %	25	25	25	25	100

* 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

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.

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Construction Pathways CPC20220 (Release 6) or a Statement of Attainment towards a Certificate II in Construction CPC20120 (Release 3).

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

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

All students who study Construction will be studying the Construction Pathways (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 Construction (Release 3)**. 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 –

<ul style="list-style-type: none"> • Practical situations • Practical exams • Written work 	<ul style="list-style-type: none"> • On the job training • Assignments • Verbal/ discussion 	<ul style="list-style-type: none"> • Case Studies • Role play • Short answers 	<ul style="list-style-type: none"> • Examinations • Portfolio • Work Journal
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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). Students wishing to use Construction as part of their ATAR calculation must sit the end of Year 12 exam and Trial exam.

VET CERTIFICATE II HOSPITALITY – KITCHEN OPERATIONS

SIT2046

Mr S Hardy

Board Developed Course

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.

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.

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 –

<ul style="list-style-type: none">• Practical situations• Practical exams• Written work	<ul style="list-style-type: none">• On the job training• Assignments• Verbal/ discussion	<ul style="list-style-type: none">• Case Studies• Role play• Short answers	<ul style="list-style-type: none">• Examinations• Portfolio• Work Journal
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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). Students wishing to use Hospitality as part of their ATAR 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 20422		TASK 15 FENCING	TASK 9 Weather	TASK 10 Chemicals and weeds	TASK 11 Recognise plants	TASK 12 Treat Plants	TASK 13 Environment ally Sustainable	HSC TRIAL EXAM OPTIONAL
		Date: Week 6, Term 4	Date: Week 8, Term 4	Date: Week 5, Term 1	Date: Week 10 Term 1	Date: Week 5 Term 2	Term 3 Date Week 10	Week 5/6 Term 3
Code	Unit of Competency							
<u>AHCINF206</u>	Install, maintain and repair farm fencing	X						
<u>AHCWRK210</u>	Observe and report on weather		X					
<u>AHCCHM201</u>	Apply chemicals under supervision			X				
<u>AHCPMG201</u>	Treat Weeds			X				
<u>AHCPCM204</u>	Recognise plants				X			
AHCPMG202	Treat plants, pests, diseases and disorders					X		
AHCWRK211	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 (AHC20422) or a Statement of Attainment towards a Certificate II in Horticulture (AHC20422).

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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VET CERTIFICATE II PRIMARY INDUSTRIES – HORTICULTURE

AHC 20422 Mr C Hundle

(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 10	Term 3, Weeks 5/6
	Task Type	Extended Response	BOW Development	BOW Development Extended Response	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 NESAs. There are additional due dates associated to this determined by NESAs.

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 7
	Task Type	Module 1 Graphic Design	Module 2 Wearable Design	Module 3 Product Design	Module 4 Interior Design
Components (Syllabus)	Weightings (Syllabus)	CH3, DM4, DM6	DM2, DM5, CH2	CH1, DM1, DM3, DM5	DM3 DM4, DM5, CH2, CH3
C1	70	10	20	20	20
C2	30	5	5	10	10
	Marks	15	25	30	30

* 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

ASSESSMENT SCHEDULE					
C1	Knowledge and understanding				
C2	Skills				
		Task 1	Task 2	Task 3	Task 4
	Due	Term 4, Week 6	Term 1, Week 5	Term 1, Week 10	Term 2, Week 6
	Task Type	Experiencing Work	Balancing Work and Life	Budgeting in the Real World	Job Application and Interview
Components (Syllabus)	Weightings (Syllabus)	Outcomes: 1,2,6	Outcomes: 8,9	Outcomes: 5,7	Outcomes: 2,3,5
C1		10	5	10	5
C2		20	10	20	20
	Marks	30	15	30	25

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

Outcomes

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
1. assesses pathways for further education, training and life planning
2. communicates and uses technology effectively
3. applies self-management and teamwork skills
4. utilises strategies to plan, organise and solve problems
5. assesses influences on people's working lives
6. evaluates personal and social influences on individuals and groups

Courses delivered by external providers

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

LANGUAGES VIA DISTANCE EDUCATION

Ms A Montgomery

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 Ms A Montgomery in the Coffs Harbour High School library and maintain communication with your language teacher at the nominated Distance Education school.

TAFE DELIVERED COURSES

Mr K MacDonald

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
- Check their TAFE provided email address for updates from their teachers
- Undertake and complete the required number of hours associated to work placement for Board Developed courses.
- Follow up and action on any N Award notifications as issued by TAFE
- Contact the TAFE – Schools liaison office should you have any questions – Sharon Brasher - Sharon.brasher@tafensw.edu.au