



**MACKILLOP**  
Catholic College  
WARNERVALE

# YEAR 12

# Assessment Handbook

## 2024

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## MESSAGE

At MacKillop Catholic College the majority of students who complete their studies through to Yr 10 are now choosing to complete their HSC as senior students. The HSC is the major school credential for students in NSW and is internationally recognised, meaning students have a number of pathways to tertiary studies or other courses and careers. Sitting for the Higher School Certificate, realises for students in most cases thirteen years of school education.

The changes to the HSC and the pathway for completing Vocational education means all students who satisfy the requirements can receive their HSC credential indicating significant trade qualifications and competencies that may lead to industry vocations. At MacKillop Catholic College, a Trade Training Centre operates to support this valued pathway for our students.

The value of the final two years of secondary education is much more than the HSC credential or the number of students that seek an ATAR (Australian Tertiary Admission Ranking). This ranking (not a mark) is how entry into university courses is determined across Australia and each State through their corresponding UAC Board (this is a separate board to NESA) provides entry into university courses. Over the years, as senior students at this College have completed the HSC so many have gone on to attend university. This trend underpins the many opportunities now available to students who complete their HSC and gain good ATAR rankings for a wide range of university courses.

Belonging to MacKillop Catholic College has many benefits for senior students. The support and nurturing of each person's spirituality and their connectedness with the Catholic community brings opportunities for personal growth with a greater sense of the needs of others. We are blessed at this College to have our Parish of St. Mary of the Cross MacKillop, as a meaningful influence on our lives. Students also have the opportunity to grow in maturity, in an environment where they are treated as young adults and where they are encouraged to be responsible. With their teacher's help, they will grow in understanding of the world beyond school and home, they will be encouraged to develop the capacity for critical thought and they will be supported in becoming independent learners.

Indeed, the process of preparing for and completing the HSC has many additional benefits. The work ethic learnt in the demands of Years 11 and 12 will support those students who respond for the rest of their lives. The HSC is a pathway to future choices in life and should be seen as an opportunity to connect well with the possible options and interests in finding their career path.

The quality of our teachers, their enthusiasm, pastoral care and passion for their subjects are well known and respected across the Central Coast. The senior years are the beginning of a new way to connect with people such as our teachers. The relationship between teacher and senior students can be one of the key elements for a successful journey to the HSC. There is nothing more exciting and challenging for a teacher than bringing out the best in a student who shares the teacher's love of their subject.

This HSC booklet has been designed to provide our parents and students with necessary information about NESA requirements and the components that support the completion of each course. The assessment schedules, weightings and related criteria need to be well understood and the students need to keep these areas in mind as they progress through the Preliminary Year and then the Trial HSC exams that lead up to the final HSC exams.

No student or parent should feel alone with dealing with all that is involved with the senior years. Please do not hesitate to discuss or seek support from teachers, Leaders of Learning, Pastoral Year Coordinator, Leader of Curriculum, College Counsellor or from the executive members of the College. We are all here to support our students.

I take this opportunity to wish students, their families and our staff all the very best for the exciting journey that lies ahead over the coming year.

Leader of Curriculum

## COLLEGE CURRICULUM TEAM

College Principal	Mrs T Appleby
Secondary Principal	Mr P Lynch
Secondary Assistant Principal	Mrs M McGuinness
Religious Education Coordinator	Mrs C Price
Leader of Curriculum	Mr R Jones
Leader of Wellbeing	Mrs K Ardern

### Leaders of Learning

Creative Arts (Visual Arts)	Mrs J Young
Leader of eLearning and Innovation	Mrs S Winkler
English	Mrs K Yates
Human Society & Its Environment	Mrs M Boyd
Japanese	Mrs H Beech
Learning Support	Mrs M Lowe
Mathematics	Mr G Taylor
Performing Arts (Music/Dance/Drama)	Mrs S Baird
Personal Development/Health/Physical Education	Mr D Tomsett
Science	Mr R Herbert
Technological and Applied Studies	Mr D Clair
Vocational Education Training (VET)/Careers Adviser	Mrs K Pearce

### Pastoral Leader of Year 12

Mr J MacNamara

## NESA STAGE 6 MANDATORY STUDY REQUIREMENTS

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- **6 units from Board Developed Courses;**
- **2 units of a Board Developed Course in English;**
- **3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses);**
- **4 subjects.**

To satisfy NESA pattern of study requirements for the Higher School Certificate a student may count a maximum of six units in Year 11 and seven units in Year 12 from courses in Science.

## SCHOOL BASED REQUIREMENTS

### Pattern of study for Year 12 2024 at MacKillop Catholic College

The structure of post compulsory education in NSW is offered by NESA as Stage 6.

Stage 6 is comprised of TWO distinct courses;

- Preliminary Course (Year 11 – Terms 1-3)
- HSC Course (Year 11 –Term 4 to Year 12 Term 3)

All 2 Unit Board Developed Courses must be studied for a minimum of 120 hours. On the current College timetable, this equates to 8 lessons per fortnight. Any 1 Unit Board Developed Courses must be studied for a minimum of 60 hours. On the current College timetable, this equates to 4 lessons per fortnight.

Students wanting to undertake the study of Extension courses in either English, Mathematics, History or Science will need to seek advice from the respective Leader of Learning. Students enrolling in either Preliminary Extension courses of English and/or Mathematics **will not be able to discontinue** these courses until the end of the Preliminary Course, as they will not satisfy NESA requirements.

The HSC pattern of study **MUST** include;

- at least 10 units
- at least six units of Board Developed courses;
- at least two units of a Board Developed course in English;
- at least three courses of two units value (or greater); and
- at least four subjects
- no more than six units of Science
- at least one unit of Religion
- students **MUST** firstly satisfy the requirements for Year 11 Preliminary Course before attempting the HSC Course

At the end of the Year 11 Preliminary Course (approximately Term 3 Week 10), students will be entitled to adjust their pattern of study as long as they have sufficient units to satisfy the eligibility requirements for the Higher School Certificate. Students will not be allowed to discontinue Religion from their pattern of study.

## SATISFACTORY COMPLETION OF A COURSE

NESA requires that a student must satisfactorily complete a Preliminary and an HSC Course, before a result in that course can be obtained at the HSC. 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;
- Achieved some or all of the course outcomes;
- For courses where internal assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the course completion criteria.

### 'N' determinations

NESA has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. **Students may put themselves at risk if they do not regularly attend school.** In special circumstances, the Principal can allow sick students to proceed, but they must attain the outcomes and satisfy the assessment requirements.

While NESA does not stipulate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

In cases of non-completion of course requirements, an 'N' determination will be submitted via Schools Online. Courses that were not satisfactorily completed will not be printed on the Record of Achievement.

### HSC Assessment

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 percent of available marks.

### VET mandatory work placement

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an 'N' determination.

## Warnings

If at any time it appears that a student is at risk of being given an 'N' (Non completion of course requirements) determination in any course, including VET courses, the Principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences of an 'N' determination in a course on Higher School Certificate eligibility.

The Principal must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent or guardian in writing (if the student is under 18 years of age);
- request from the student or parent/guardian a written acknowledgement of the warning;
- issue at least one follow-up warning letter if the issue has not been corrected; and
- retain copies of the warning notice(s) and other relevant documentation

## Requirements for the HSC – Extension Courses

Extension courses are 60-hours and may not be commenced until the related Preliminary course has been completed. Extension course 1 may not be completed without completion of the Preliminary Extension course. HSC Extension course 2 may not be completed without completion of the Preliminary Extension course and HSC Extension course 1. For all Extension courses except HSC Mathematics Extension 2, an HSC Extension course may only be studied concurrently with, or after completing, the HSC 2 unit course in the subject.

## ACCUMULATION OF PRELIMINARY AND HSC COURSES

There is no time restriction on the accumulation of Preliminary courses. Students may accumulate HSC courses towards the Higher School Certificate for up to five years. The five-year period will commence in the first year the student satisfactorily completes an HSC course. It will apply regardless of whether the student defers studies for one or more years during the five-year period. Accumulation of HSC courses cannot extend over more than a five-year period. The five-year period is a 'rolling period' so that students wishing to go beyond the five years will have the earliest year's presentation deleted. Students should submit a Higher School Certificate entry by the due date in any year in which they attempt an HSC course.

Students who are accumulating courses will receive a Record of Achievement or, in the case of candidates studying by self-tuition, a Result Notice for each calendar year of study. These cumulative transcripts will record all preliminary or HSC courses satisfactorily completed, including repeat attempts.

On completion of the accumulation, all patterns of study requirements must have been met for both the Preliminary and HSC study patterns. They need not be met for each calendar year of accumulation. Students who choose to accumulate must be aware that some courses, including Board Endorsed Courses, may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfil Higher School Certificate requirements.

Students who have completed the requirements for the award of the Higher School Certificate may continue to accumulate units beyond the minimum pattern of study. In general, students may not count more than one 240-hour Board Developed Course in the one subject for the award of the Higher School Certificate.

## Accumulation of Extension courses

A student may accumulate an Extension course by presenting the 2 unit HSC course in one year and the related Extension course in a subsequent year within the five-year accumulation period. Extension courses within the VET Curriculum Frameworks may only be undertaken as Preliminary and/or HSC courses by students who are enrolled in, or have completed, the corresponding 240 hour course. While NESA will make every effort to give reasonable notice of changes to courses, students who choose to accumulate Extension courses must be prepared to accommodate such changes.

## Repeating

- A candidate may repeat one or more HSC courses but must do so within the five-year accumulation period
- All satisfactorily completed attempts at HSC courses will be reported on the cumulative Record of Achievement or Result Notice.
- Students should note that UAC only recognises the most recent attempt as being eligible for inclusion in the calculation of the ATAR.
- In the case of Extension courses, students may repeat the Extension course only or the 2 unit course only or both the 2 unit course and the related Extension course.

## Implications of repeating

For students who have already been awarded a Higher School Certificate, and who are repeating a course within the five-year accumulation period, the latest attempt will void all previous results in that course for ATAR calculation purposes.

For students who have completed a 2 unit course and a related Extension course and who wish to change to another course in the same subject area (eg HSC English (Advanced) and HSC English Extension 1 to HSC English (Standard)) the latest attempt will void all previous results in that subject for ATAR calculation purposes.

For students who have not yet completed all requirements for the Higher School Certificate, and who are repeating a course within the five-year accumulation period, the latest attempt will void the previous results in that course both in regard to Higher School Certificate eligibility (i.e. the number of units satisfactorily completed in the current study pattern) and for ATAR calculation purposes.

**Note:** A student who completes a 2 unit Continuers or Background Speakers course is NOT permitted to undertake a 2 unit Beginners course in the same language as a repeat candidate.

## Repeating and/or accumulating in Mathematics and English Extension courses

Whether or not a student has accumulated or repeated Extension course 1 and/or Extension course 2, no more than four units each of Mathematics and English may be counted for Higher School Certificate eligibility. The Record of Achievement reports every unit of Mathematics and English presented for examination by year. The student's latest successfully completed course(s) will be considered for the calculation of an ATAR.

## Repeating a submitted work

Students who repeat a course where a submitted work or project is required may not resubmit a work or project that was entered and marked in a previous year without the special permission of NESA.

## FLEXIBLE DELIVERY COURSE

### NSW School of Languages

MacKillop Catholic College offers senior students the opportunity to study the Japanese Continuers course on campus. However the study of other languages is not always possible for several reasons in which case the option available for students is to study through the NSW School of Languages. This school operates in a distance education mode with students completing the bulk of their learning in their home schools via a variety of strategies including:

- Printed materials
- Telephone and video conferencing lessons
- Computer-assisted communication
- Internet-based exercises delivered via the school's online Learning Management System, Moodle

This mode of delivery requires students to be self-directed and motivated learners. The Leader of Curriculum supervises the NSW School of Languages' students assisting them with the organisation of equipment and telephone lessons as well as monitoring the return of work. Students must attend all lessons and complete all designated work if they are to achieve in their language course. The NSW School of Languages also encourages students to attend face-to-face days which are usually held once a term for students in Years 11 and 12 as these are valuable learning experiences where students meet their teachers and the other members of their class.

### Diocese of Lismore Online Education Centre or Sydney Distance Education

Changes over the past ten years have broadened the options for students enrolling for the Higher School Certificate. Students are no longer confined to a mostly academic pathway or limited to courses that can be taught at their schools. It is now possible to study using several different modes of delivery, attending different campuses and institutions, pursuing various pathways over a number of years. The information in this section deals with one such mode of delivery.

Online, flexible delivery courses have been made available within our Diocesan secondary schools to cater for specific student needs and to address equity issues associated with existing distance education. The intention is to provide students with access to subjects that traditionally have created timetable difficulties due to their very small candidature.

Students must have access to a computer with reliable internet access at home. A teacher will use online resources to provide lesson material, run class lessons/discussions (online conferencing), setting and collecting work. Students follow up these lessons by accessing course materials and resources and completing set work in their own time; this can take place at school during the normal school day or at home in the student's own time.. For most courses students will also be required to travel to a regional location at least twice per year to work with the teacher face to face.

School reports for online subjects will be issued by the Diocese of Lismore Online Education Centre.

This structure and the type of learning involved may not be suited to all students. However, for motivated and conscientious students, this form of delivery may provide the flexibility required to pursue a chosen pattern of study.

Links for further information on external courses:

- [NSW School of Language](#)
- [Online Education Centre - Diocese of Lismore - <http://oec.lism.catholic.edu.au/>](#)
- [Sydney Distance Education High School](#)
- [External VET Courses](#)

## HSC EXCLUSIONS – TAFE DELIVERED VET HSC COURSES

A student should ensure that if he/she is studying a TAFE delivered course do not enrol in other courses (or course components) that are excluded under either Category 1 or Category 2. Exclusions apply to concurrent study during either the preliminary or HSC study pattern.

### **Category 1 - Overlap of Units of Competency**

Students must not undertake the same units of competency or VET modules in more than one VET course.

Where a TAFE delivered course includes particular units of competency, the relevant code numbers are shown in the TAFE documentation. For Board Developed Courses, the code numbers are set out in the syllabus documents. Equivalence between units of competency will normally be stated within the relevant training package(s). If students are undertaking two courses with common modules or units of competency, schools should ensure that options within each course are selected so as to avoid duplication.

## STUDENT RIGHTS & RESPONSIBILITIES

1. A student must work with diligence and sustained effort throughout the course in order to pass the course. This is a NESA rule.
  - Disruptive behaviour does not demonstrate diligence and sustained effort in the classroom environment.
  - Repeated failure to complete learning preparation does not demonstrate diligence and sustained effort.
  - Non-serious attempts at assessment do not demonstrate diligence and sustained effort.
  - Unexplained and constant absence from class does not demonstrate diligence and sustained effort.
2. Students have the right to:
  - be informed of the assessment policies of the school and NESA;
  - receive clear guidelines relating to the requirements of each assessment task
  - receive meaningful feedback that assists them to review their work
  - query the mark for an individual task at the time of its return.
3. A student is expected
  - to become familiar with and follow the assessment requirements set by the school;
  - sign and acknowledge the receipt of all mandatory assessment tasks
  - complete all set tasks on time, or talk to teachers about what is required;
  - avoid behaviour which could be considered malpractice, including plagiarism and submitting work generated by AI (Artificial Intelligence).
  - follow up any concerns with tasks at the time they are marked and returned.
4. If a student has prior knowledge of being absent for an assessment task, the matter must be discussed with the College Leader of Curriculum (as outlined in the [Assessment Policy](#)). All Leave must be approved by the Secondary Principal. An extension of time may be considered.
5. It is the responsibility of any student who is/has been absent :
  - to find out if any assessment tasks have been announced.
  - to report to the Leader of Curriculum on the first day back in school, to collect an Illness Misadventure Appeal.
  - to produce a medical certificate, where illness is involved
  - to produce evidence that is satisfactory to the Principal explaining the absence.
6. Where a student completes an assessment task either at home or in school, but feels he/she has been disadvantaged by illness or misadventure the students must approach the Leader of Curriculum, with the appropriate documentation and complete an Illness Misadventure Appeal.
7. Students must have any presentation (such as an oral, performance, speech) assessments prepared for the first day of the designated assessment period, even if their names are not called for until later in that period. All of the above rules for assessment apply.

## SCHOOL RIGHTS & RESPONSIBILITIES

1. To publish an assessment calendar to be distributed to all Stage 6 students
2. An assessment task may be declared null and void and the students may be asked to complete a different task. This may occur because the task failed to discriminate because some students had an unfair advantage e.g. they had been given the question beforehand or many in the group plagiarised the task. If an assessment task fails to discriminate between students, the weight of an assessment task may be reduced and a substitute task will be applied to make up the difference;
3. A minimum notice of two weeks will be given for the exact date of an assessment task;
4. A student will not perform more than two test-type assessment tasks per day [with the exception of the examination period];
5. There is an assessment free period of one week before the HSC Trial;
6. Vacations taken outside normal school holidays will not be accepted as a valid reason for absence from an assessment task, unless the Leave has been approved by the Principal and appropriate arrangements have been made.
7. A zero mark may be awarded in the event of :
  - **Proven dishonesty or malpractice**
  - **Evidence of plagiarism**
  - **A non-serious attempt at an assessment**
  - **Failure to follow the correct procedure when either away on the day of a 'test-type' task or submission of an assessment task**
8. If a candidate has been given zero marks because of failure to complete assessment tasks worth more than 50% of the final course assessment marks, an N ( non-completion of course) determination will be considered and the student will not be able to proceed in this course to the HSC.
9. An assessment review committee may be formed to decide on the appropriate action, if an appeal has been made.

## CHANGE OF SUBJECTS/COURSE/UNITS

Decisions regarding changes will be left to the discretion of the Secondary Principal, within the guidelines provided below.

Students studying an HSC course may not change subjects or courses unless the Secondary Principal is satisfied that they:

- will be able to complete all HSC course requirements, including assessment requirements.
- no changes in HSC entries may occur after 30th June in the Higher School Certificate examination year, except that the Principal may approve withdrawal from a course up until the due date for the submission of assessments.
- In Mathematics, students changing from Extension 2 to Extension 1 must also complete the Mathematics (2 unit) course. This is permitted only if the school can provide a valid assessment for the 2 unit course. Such changes are permitted up until the due date for submission of assessments (see Higher School Certificate Events Timetable).
- will be able to complete all HSC Course requirements, and ATAR requirements.

Students wishing to change subjects **must** have completed the Change of Subject Form. This form needs to be signed by the parents, the relevant Leaders of Learning, Careers Coordinator and finally the Leader of Curriculum.

## GRANTING OF APPROVED LEAVE

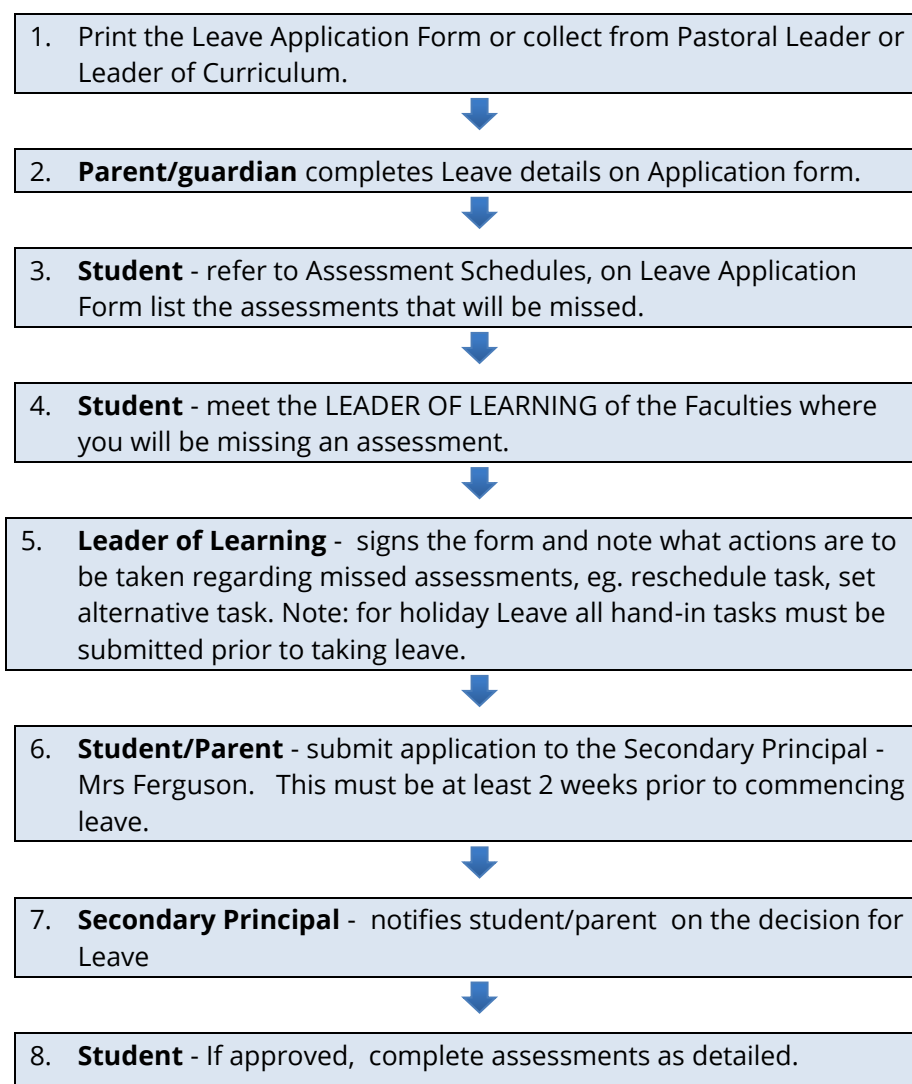
Granting of leave is a matter for the Secondary Principal to determine. The Principal has discretion in granting leave provided that he/she is satisfied that the reason for the absence is not substantial and that the progress of the student towards course outcomes will not be unduly affected.

**Except in extraordinary circumstances, leave will not be granted from any HSC assessment task.**

If a student needs to take leave from an assessment task, they must apply in writing to the Principal at least 2 weeks prior to departure providing clear evidence as to why leave should be given. Students must wait until the Principal has given permission, before taking leave. Students should not automatically assume leave has been granted. If leave is granted from an assessment task, the Leader of Learning will make a decision about the consequences for the student and the task. These may include allowing them to complete the same task at another time OR complete an alternative task at another time OR being provided an estimate based upon evidence of progress through the duration of the course. If a 'Hand in Task' is due at this time the student must submit the task prior to leaving.

Where the period of leave requested is extensive, the student must demonstrate to the Principal that outcomes in each course will be achieved. Educational progress can be ensured by a variety of means, including assignments set by the school, tuition or private study, attendance at another school, distance education lessons and catching up.

### Flowchart – Applying for Leave



## APPEALS

### Procedures for Appeals against 'N' Determinations

Where a Principal has determined that a student is to be issued with an 'N' in any course, the Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to the student, or sent to the student's home address. Principals must also advise the student's parents or guardians in writing of their right to appeal against the Principal's determination. NESAs will review appeals only on the information submitted with the Principal's Determination form, the Student Appeal form and the School Review – Principal's Report form. Copies of all the warning letters that were sent must be included. If a student does not wish to appeal to NESAs, the completed Principal's Determination form should be retained at the school.

### Completion of appeal forms

If a student appeals to the school and the student's appeal is successful at the school level, both the Principal's Determination form and the Student Appeal should be retained at the school. NESAs must be advised so that the 'N' determination may be removed and the alternative grade/assessment mark recorded.

If the student's appeal is unsuccessful at the school level, the Principal's Determination form, the Student Appeal, the School Review – Principal's Report form and any other relevant documentation should be retained at the school unless the student wishes to appeal to NESAs in which case all forms and copies of warning letters must be sent to NESAs for review of the appeal.

### Procedures for student appeals against school

#### School review of assessments

Details of review procedures are the responsibility of individual schools. NESAs's recommended procedures to be employed within schools are outlined below:

- As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review.
- Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.
- In conducting an assessment review it is necessary for the school to ascertain whether:
  - the weightings specified by the school in its assessment program conform NESAs's requirements as detailed in the syllabus packages;
  - the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular,
  - the weightings used for the various assessment tasks should be consistent with those specified in the assessment program;
  - there are no computational or other clerical errors in the determination of the assessment mark.
- Provided the school is satisfied that these conditions have been met, no change to the assessment will be made.

The school must inform students of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESAs. The advice on this appeal to NESAs should include information about grounds for appeal.

## **Student dissatisfaction with Assessment marks**

- If a student is dissatisfied with a mark / ranking and/or assessment task, he or she must discuss this with the Leader of Learning of the respective faculty as soon as possible after the result has been communicated and ideally, within 2 days;
- If he/she is still not satisfied, he/she should speak to the Leader of Curriculum
- If the situation has not been resolved, parents should write a formal letter to the Principal detailing concerns;
- A committee will be formed comprising the Leader of Learning, Leader of Curriculum, Secondary Principal and/or College Principal to consider all aspects of the appeal.
- Parents will be informed in writing of the school's decision.

## **Appeals to NESA**

Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESA. There is no provision for appeal against the marks awarded for individual assessment tasks. NESA will consider only whether:

- a) the school review process was adequate for determining items
- b) the conduct of the review was proper in all respects. Since the appeal is directed to the assessment process, NESA will not itself revise assessment marks or the order of merit

NESA will not consider further appeals from other students whose assessments or ranking may be affected by reviews or appeals. The reason is that, although initiated by individual students, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group.

## **Students' evidence and reasons supporting appeals**

Relevant evidence might include information about:

- a) the school's stated assessment program;
- b) the assessment program as actually implemented;
- c) feedback given to the student about his or her performance in assessment tasks;
- d) the adequacy of the procedures used in the school review;
- e) the propriety with which it was conducted.

Students are not to submit assessment tasks or claims about the marking of assessment tasks, as these are not subject to review or appeal.

## AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities' Technical Committee on Scaling on behalf of universities in NSW and the ACT.

### Eligibility

- To be eligible for an ATAR a student must complete at least 10 units (including at least two units of English) of Board Developed Courses for which there are formal examinations conducted by NESA.
- The Board Developed Courses must include at least three courses of two units or greater and at least four subjects.

Calculation of the ATAR is based on an aggregate of scaled marks in 10 units of Board Developed courses comprising:

- the best two units of English; and
- the best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.
- The ATAR may include units accumulated by a candidate over a total time span of five years.
- If a candidate repeats a unit, only the latest attempt will be available for inclusion in the ATAR.

The universities categorise Board Developed Courses as either Category A or Category B. The following courses are Board Developed Category B courses, offered at MacKillop:

- English Studies - 240 hrs
- Mathematics Standard 1 - 240 hrs
- Business Services – 240 hours
- Construction – 240 hours
- Entertainment Industry – 240 hours
- Hospitality – 240 hours

An optional written examination is offered for the HSC in these courses. If students want the results from these courses to be available for inclusion in the calculation of their ATAR, they must undertake the optional written examination. (Inclusion of these results is also subject to the ATAR rules).

- Board Endorsed Courses (BEC) **cannot be included in the ATAR.**
- Life Skills courses and VET Fitness do not contribute to calculation of the ATAR

For further details:

- [University Admission Centre](#)
- [UAC – What is the ATAR?](#)

## UAC SCALING

To help students considering University entry to decide on which subjects may better equip them for their ATAR they should review the UAC Scaling Report. This report, developed by the University Admission Centre outlines the contribution of each HSC subject to the ATAR in the previous year.

Download the report at:

- [Preliminary Report on the Scaling of the 2022 HSC \(uac.edu.au\)](https://uac.edu.au)

## STAGE 6 ASSESSMENT POLICY & PROCEDURES

The MacKillop Catholic College Stage 6 Assessment Policy has been developed from NESA Assessment in Stage 6.

When consideration is made to student appeals and the matters surrounding the Appeal are not clear cut, the Leader of Curriculum will follow the Christian principle.....

***"caritas urget, justitio ordo".***

The matter may be decided on charitable grounds so long as it does not create an injustice to others.

### Stage 6 HSC Course Assessment Program

This handbook provides the Assessment Schedule for each Stage 6 HSC Course. Each schedule indicates the Assessment Events within a course, including;

- The Term/Week for each Assessment Event to complete the course
- The weighting for each Assessment Event
- The nature of the tasks
- The outcomes to be assessed for each Assessment Event

In Stage 6 HSC Courses students will generally be notified of an Assessment Event in writing,

- at least two weeks prior to the due date,
- indicating the nature of the task and the outcomes its seeking to assess,
- date of issue
- the marking criteria that will be applied
- any alteration to Assessment calendar needs to be conveyed to parents and students in writing

If an assessment task fails to discriminate between students, the weight of an assessment task may be reduced and a substitute task will be applied to make up the difference.

### Assessment Marks

Assessment Events undertaken during the Preliminary component of a course do not contribute directly to the Higher School Certificate. The main purpose of the *Preliminary Assessment Mark* is to determine whether students are eligible to progress to the HSC component – a student whose achievement does not meet progression criteria is not able to continue in that course and faces the risk of having to repeat Year 11.

The School derives the *HSC Assessment Mark* for each student by adding the weighted marks from all formal assessment tasks for the HSC component of that course (to a maximum mark of 50 for a 1 Unit course, 100 for a 2 Unit course), then submits the student's assessment mark for each course to NESA.

For **Board-determined courses**, where the syllabi are determined and distributed by NESA, NESA moderates this assessment mark against performance in the HSC examination for that course and reports the moderated mark alongside the HSC examination mark on the Record of Achievement.

When the Australian Tertiary Admissions Rank (ATAR) is computed, the HSC assessment and examination marks contribute equally to the total mark for each course. In cases of successful appeal on the grounds of illness/misadventure during the HSC examinations, however, the assessment mark may solely be used to count towards the ATAR.

For **Board-endorsed courses** – there is no external HSC examination. If these courses are one-year courses undertaken in Year 11, (eg Exploring Early Childhood) their satisfactory completion, or otherwise, is recorded on the Year 11 Record of School Achievement. When studied as Year 11/12 courses, ( eg Studies in Catholic Thought ) the school assessment marks are reported on the HSC Record of School Achievement, but are not moderated or scaled and do not contribute to the ATAR.

Assessment task marks are recorded and stored using the College's Student Management System, COMPASS. Student academic performance is reported to parents twice during the HSC year.

### **Variation from the published assessment schedule/ calendar**

Should it become necessary in unusual or unforeseen circumstances to change the date of an Assessment Event once it has been given in writing to students, the Leader of Learning will negotiate a new date with the Leader of Curriculum and advise the students in writing. Wherever feasible the Leader of Learning will endeavour to consult with the classes affected, but this will not always be possible.

The three key principles in this procedure will be;

- the date will not generally be made earlier than that originally advised
- the weighting of the Event in the overall Assessment Program will not be varied
- every consideration will be given to ensure that students do not suffer disadvantage.

Other variations from the published student assessment schedule, including assessable outcomes for a specific task, may be altered at the discretion of the Leader of Learning as long as students have received the alterations in writing at the issuing of the task.

### **Invalid or Unreliable Tasks**

An Assessment task and its results, that is deemed to be **invalid**, due to an administrative problem, or **unreliable**, failing to discriminate between students or assess the desired outcomes, by the Leader of Learning in consultation with the Leader of Curriculum and the Secondary Principal may be set aside and an alternate task be set.

- Both students and parents will be notified in writing of this decision.
- An alternate task will be set, marked and the results recorded on Compass.

The original tasks and results will be held by the Leader of Curriculum in case of appeal

### **Submission of tasks**

All assessments (other than class tests/ oral presentations/ folios, 3D models), must be submitted by the student personally to the Assessment Box located near the staff study no later than 9.00am (unless specified otherwise) on the nominated due date. **No responsibility will be taken if a student gives their assessment to another student, teacher or office staff member.** If a student is absent on the day and the Assessment is brought to school by someone else – they must personally lodge it into the Assessment Box (This Box is locked at all times). **Therefore, no responsibility is taken for a misplaced Assessment Task.**

### **What if I think my performance in a task has been affected by illness or misadventure?**

NESA states it is not possible for the school to compensate for the effect of an existing illness or misadventure on your performance during a task. For example, if you are ill and you attempt a task then your mark for that task cannot be adjusted to compensate for your illness.

- a) Students who are so ill that they believe their performance will be adversely affected are advised to remain at home. You must obtain a medical certificate and follow the procedure outlined for being absent.

- b) Students who become ill during an Assessment Event should advise the supervisor. If they are unable to continue they will be sent to sick bay, parents contacted and the student will need to obtain a Medical Certificate.
- c) Students who experience some misadventure, eg car accident on the way to an Assessment Event, are to immediately inform the Front Office by phone or upon arrival at the College. The secretaries will contact the Leader of Curriculum who will decide what steps are to be taken.

## Extensions

Extensions will only be granted by the Leader of Curriculum in the most exceptional circumstances, and should not be assumed by students. Extensions will not be granted for poor organisation, alleged deficiencies in teaching; for instances extended teacher absences, misreading the Assessment Notification, taking leave without Principal approval and technical difficulties, including printing problems, computer malfunctions and loss of Internet.

Should a student wish to seek an extension for an Assessment Task, they must apply three (3) days in advance in writing (supplying documented evidence to validate the claim for the extension) before the task is due. The Leader of Curriculum will consult with the relevant Leader of Learning before making any decision. The Leader of Curriculum will deal promptly with the application and advise the student of the outcome in writing (Illness Misadventure Appeal)

## What if I hand in a task late?

All take home type assessment tasks must be submitted by 9.00am unless alternative arrangements have been specified on the Assessment Notification Sheet. Any tasks submitted after 9.00am will be deemed LATE.

If a student has not applied for and been granted an extension of time for the submission of an assessment task from the Leader of Curriculum, a 20% penalty per day will apply for each day that the assessment task is late. Weekends will receive a 40% penalty. This penalty is applied to the mark awarded for the Task *not* the maximum mark.

## Suspension from School

If a student is under suspension from School, they must assume they will complete all assessment tasks subject to the same conditions as other students – the same tasks in the same time period under the same rules.

In the case of an 'in-class' test type or examination based assessment task students will be direct by the school to either;

- return to School to complete the task at a time and place designated by the Leader of Curriculum
- complete a task under supervision at a separate venue and return it to School via;
  - o another person (not a student) OR
  - o email – forwarded to the Leader of Curriculum at [russell.jones@dbb.catholic.edu.au](mailto:russell.jones@dbb.catholic.edu.au) OR
  - o Express Post: MacKillop Catholic College, PO Box 4367 Lake Haven 2263

Students suspended from and decline the opportunity to attempt and submit an 'in-class' test type or examination based assessment task will be awarded a zero.

In the case of take home type of assessment task –

- return the task to the Leader of Curriculum at [russell.jones@dbb.catholic.edu.au](mailto:russell.jones@dbb.catholic.edu.au)
- OR another person (not a student) submits to the Leader of Curriculum
- OR Express Post by the due date: MacKillop Catholic College, PO Box 4367 Lake Haven 2263

Students suspended from school will not be eligible for an extension and if an assessment task is not submitted by the due date it will be considered as being late and attract a 20% per day penalty (40% weekend).

### **Technological problems associated with assessment tasks**

It is the responsibility of the student to ensure that a printed copy of the assessment task is submitted on the due date. Computers, printers and other devices need to be checked, well in advance of the due date to ensure they are in good working order. Students will not be granted permission for an extension due to technical problems. If a student encounters difficulties of this nature they are to report this to their subject teacher and make alternative arrangements. Students should always employ safe data management practices i.e.: retain all written draft copies, store backup electronic copies (eg. memory stick, the Cloud and email).

### **Plagiarism**

Plagiarism refers to the practice of presenting the ideas of another person as your own.

Examples of plagiarism include:

- Downloading information from the Internet and presenting this as your own work.
- Taking information from a published source (encyclopaedia, book, magazine etc) without acknowledgment.
- Copying another student's work
- Getting help or ideas from another person without acknowledging this.

Whenever you quote information word for word, you must place quotation marks around the quote and you must acknowledge the author. Reference to the text the quote was taken from should be included in your Bibliography.

Students who commit plagiarism in assessment tasks:

- Will be informed by both the Leader of Learning and the Leader of Curriculum.
- Evidence will be provided of the plagiarism to the students.
- Parents/guardians will be informed as soon as possible.
- Students will be informed of the penalty based on the degree of plagiarism for that particular task.
- Students may receive zero for that task and an official N warning letter.

### **Artificial Intelligence -AI**

Submitting assessments (or part of) which is created using Artificial Intelligence is considered as Malpractice. The use of AI in assessment tasks breaches the principles of All My Own Work.

### **Non attempt**

- You are expected to submit all Assessment Tasks to the best of your ability.
- Completing just one section of an assessment task with several sections is considered a Non Attempt.
- Failure to follow the above procedures will result in a N Award Warning Letter being sent to Parents/Guardian of the student.
- Consistent failure to submit Assessment Tasks could result in failure to satisfy NESA requirements i.e. you will be deemed unsatisfactory in a given subject if you fail to make a valid attempt at more than 50% of the Assessment Tasks in that subject.
- An N (non-completion) determination for the subject/s will be given and this could make the student ineligible to receive the HSC.

## **In-class Tasks - presentations, tests and examinations**

### **Late attendance to an in-class tasks**

Students who arrive late for an in-class assessment task, must still report to the class and attempt the assessment task. No extra time will be provided for students that arrive late to class for any assessment task. At the conclusion of the task, if a student believes that circumstances beyond their control have occasioned the lateness, they should report to the Leader of Curriculum's office and complete an Illness Misadventure Appeal. The Leader of Curriculum will consult with the Leader of Learning to determine an appropriate course of action.

Students who arrive late for a school examination must complete and submit an Illness Misadventure Appeal. The Leader of Curriculum will determine an appropriate course of action based on the evidence supplied by the student. In general, the procedures of NESAs will be followed, i.e. students may only be admitted to an examination up to one (1) hour late, and will not be granted extra time in compensation. However, for internal school examinations, the Leader of Curriculum may exercise discretion in this regard; for external / public examinations no such discretion is available.

## Absent from an in-class tasks, presentation, tests or examinations

The first thing the College will do is to establish if you were absent for a valid reason. If your absence was not for a valid reason, you will receive a zero mark for the task.

***Remember.....it is your responsibility to contact the school, provide evidence and find out the course of action to be taken, to ensure you don't get zero.***

### If you know in advance:

- If the absence is planned then application for Leave should be sort – refer to Granting of Approved Leave.
- If the absence is unplanned and for reasons beyond the control of the student (or parents/guardians) then the Assessment Illness/Misadventure Appeal Form must be completed prior to the time scheduled for the Task. **If you DO NOT know in advance and are absent on the day of an Assessment Task then you must**

**1.Contact the School** (4392 9399) by 8.30am on the day itself and leave a message for the Leader of Curriculum.



Be prepared to sit the task on return or hand the task in to the Leader of Curriculum at the start of your first day back at school.

If you are absent on the day of an assessment and come in to hand in your task or arrange for someone else to submit your task then you **MUST** see the Leader of Curriculum before Pastoral class on the day you return and collect an Assessment Illness/Misadventure Appeal Form and follow its directions, including supplying a Medical Certificate.

**2.Submit an Assessment Illness/ Misadventure Appeal Form** to the Leader of Curriculum before Pastoral class on the first day you return to the College,  
~ This form can be printed from this document or collected from the Leader of Curriculum.  
~ You must bring with you a letter from home **AND** the evidence to show your absence was legitimate eg. in the case of sickness a medical certificate that states the absence and that you were in no condition to do the task on the day.  
For reasons other than illness, some other form of evidence is required.  
~ If the Leader of Curriculum is absent see the Assistant Secondary Principal and if the Assistant Secondary Principal is absent see the Secondary Principal or College Principal.



**3.The Leader of Curriculum** will indicate on the Assessment Illness/ Misadventure Appeal Form what course of action will be taken. You will receive a copy of this form which may indicate one of the following:  
i. You may be given a provisional estimate for the missed task. This estimate will be finalized at the completion of the course and will be based on your performance in other *similar* completed tasks; or  
ii.You may be required to complete the missed task or a substitute task as soon as possible at a time decided by the Leader of Learning;  
iii. The award of zero will stand if the absence is not judged to be valid or if you have not followed the procedures set out in this document.

### NOTE

Any task completed after the scheduled time may be used to base an estimate mark; the mark obtained in the task does not necessarily have to be used as the mark for that task.

Students who miss more than one Assessment Task in a particular subject area may be asked by the Leader of Learning to attend a Parent Interview to discuss the implications. Students are reminded that in accordance with directions from NESAs, they will be deemed unsatisfactory in a given subject if they fail to make a valid attempt at more than 50% of the Assessment Tasks in that subject.

## CERTIFICATION OF HSC MAJOR WORKS

In the following courses students are required to complete a practical component as part of the Higher School Certificate examination: Dance; Design and Technology; Drama; English Extension 2; Industrial Technology; Music; Society and Culture; Textiles and Design; and Visual Arts.

### Important WHS considerations regarding Major Works

In respect to issues of health and safety, the development and selection of student projects, major works, exhibitions and performances should:

- Recognise and reflect relevant State and National legislation, regulations and standards including those relating to Work Health Safety, animal welfare, dangerous goods, hazardous substances and weapons.

*NB: Any HSC project that might be considered dangerous to health or safety may not be marked.*

Students should discuss with their class teacher with regard to the suitability of their major work. If they have any questions or uncertainties about their major work, they should consult their teacher.

### Before commencement

Students are not permitted to commence the Major Work until the following requirements have been satisfied:

- Have received a written copy of the course specific guidelines for the project component (as outlined syllabus documents)
- Been informed of the WHS guidelines regarding major works
- Submitted the Practical Project Record of Progress proforma to the class teacher containing an outline of the major work
- Received written consent for the project to commence from the classroom teacher

### During development

During the development phase for the major works, teachers will regularly monitor and assess the student's progress. Students will need to ensure that process diaries, logbooks, body of work, folios, journals are kept up to date. Students will also be informed about the requirements regarding outside assistance and that they discuss any proposed outside assistance with the class teacher before it is undertaken and that outside assistance is correctly and accurately acknowledged in the major work documentation.

### Submission and Certification

The submission Dates for completion and hand-in to school for major work projects are determined by NESA and are published in the *Higher School Certificate Practical Examination Important Dates Schedule*.

Students will need to complete a declaration for the submitted works on which the student must certify that the submitted item or performance is their own work. The class teacher and Principal are both required to certify that the major work or performance was developed under the teacher's supervision, was the student's own work and was completed by the due date.

If either the teacher or the Principal is unable to certify any major work or performance, a non-certification report form is to be forwarded (with the major work) to NESA. NESA will make final determinations on all cases of non-certification and advise both the school and the student at the time of the release of HSC results.

## STAGE 6 EXAMINATION RULES & PROCEDURES

### Before exam assembly

Students will assemble and line up 15 minutes before the advertised starting time of the exam (outside the venue for the exam) in alphabetical order to be marked off from a roll and allocated to a room for the exam

### Equipment requirements

Students must have organised the following equipment and stored in a clear plastic sleeve; all equipment MUST be free from graffiti.

- black pens
- pencil
- eraser
- ruler
- calculator (NESA approved)

During exams students will not be allowed to borrow equipment from other students.

Pencil cases are not permitted in the exam room.

Drink bottles may be taken into the exam room but must be clear plastic with no label.

### Student numbers

All students are to use their NESA student number as a means of identification on all exam papers.

### Malpractice/cheating

Students caught either taking notes into the exam room or gaining any unfair advantage – this will be considered as malpractice and awarded a zero grade for that exam.

Students turning around or communicating with other students – this will be considered as inappropriate behaviour and gaining an unfair advantage. This type of action will be considered as malpractice.

### Illness on the day of the examination

Refer to the [Assessment Policy](#) of this handbook for the correct procedure to follow.

### Late attendance at an assessment task or examination

Students who arrive late for a school examination must complete and submit an Illness Misadventure Appeal. The Leader of Curriculum will determine an appropriate course of action based on the evidence supplied by the student. In general, the procedures of NESA will be followed, *i.e.* students may only be admitted to an examination up to one (1) hour late, and will not be granted extra time in compensation. However, for internal school examinations, the Leader of Curriculum may exercise discretion in this regard; for external / public examinations no such discretion is available.

### Behaviour during the exam

- Students will enter the exam room in silence & sit in the allocated place. Any form of communication between students will be considered as malpractice.
- Students making reference to notes whilst in the exam room will be considered as having an unfair advantage and will be awarded a zero for the test
- Students turning around or communicating with other students will be considered as engaging in inappropriate behaviour & gaining an unfair advantage. This type of action will be considered as malpractice.

- Students should ensure that they been to the toilet before the exam commences
- Students will not be allowed to leave the exam room early. They must remain seated and not disturb other students. Students deliberately disturbing or distracting other students during any part of the exam will jeopardize their paper being marked
- Graffiti of any description on exam papers will not be tolerated. Exam papers defaced, or containing any form of graffiti will not be marked



**MACKILLOP**  
Catholic College  
WARNERVALE

# YEAR 12

## Assessment Schedules

### 2023-24

#### Important points to note

- Times for all assessment tasks are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- All students will receive and sign for the Assessment Notification Sheet.
- Outcomes assessed may vary depending on the content covered.
- **If an assessment task fails to discriminate between students, the weight of an assessment task may be reduced and a substitute task will be applied to make up the difference or an alternate task may be set.**
- In the event that significant discrepancies have occurred during the marking of an assessment task or a problem has occurred with the administration of the task, the Principal, in consultation with the Leader of Learning and the Leader of Curriculum may either;
  - a) cancel the task and ensure that all students complete an alternative task **OR**
  - b) void the entire task in question and recalibrate the final mark for the task **OR**
  - c) void just the section of the task that is discrepant and recalibrate the final mark

In the event of this happening, both students and parents will be notified in writing of this decision. An alternate task will be set, marked and the results recorded on Compass. The original tasks and results will be held by the Leader of Curriculum in case of appeal.

## HSC COURSE - ASSESSMENT CALENDAR 2023-24

This calendar should only be used as a guide. Students will receive the precise date for either the submission of the assessment task or the scheduled date for the 'test type' task on the official Assessment Notification Sheet.

### Term 4 2023

Week	Course	Weight
1		
2		
3		
4		
5	Physics	30
6	SOR I , SOR II , SiCT	Formative
7	Chemistry Japanese Continuers Modern History Music 1 Society and Culture	25 20 20 10 20
8	SENIOR RETREAT – Wed-Fri  English (Studies) English (Standard & Advanced) Mathematics (Std 1, Std 2, Adv) PDHPE	  20 25 20 30
9	Ancient History Biology Business Studies Community and Family Studies Food Technology Industrial Technology Mathematics (Extension 1) Visual Arts	20 15 20 20 25 30 20 20
10	Design & Technology Drama Investigating Science	25 20 30

### Term 1 2024

Week	Course	Weight
1		
2	Legal Studies Science Extension	20 30
3		
4	Drama	20
5	Dance Japanese Continuers Music 1 Studies of Religion 2	15 20 35 20
6	Visual Arts	30
7	Chemistry Community & Family Studies Investigating Science Studies of Religion I Studies in Catholic Thought	25 25 20 15 20
8	Friday public holiday Biology Dance Design & Technology Modern History PDHPE Physics Society and Culture	 40 25 20 25 20 20 25
9	Monday public holiday English (Studies, Standard, Adv) Mathematics (Std 1, Std 2, Adv) Mathematics Extension 1	 25 30 30
10	Business Studies Food Technology Industrial Technology	25 25 30

**Term 2 2024**

Week	Course	Weight
1	Practice Exams	
2	History Extension Legal Studies Studies of Religion 2	30 30 25
3	Swimming Carnival Ancient History	25
4	Japanese Continuers	30
5	Music 1 Science Extension	30 30
6	Drama Investigating Science Mathematics (Std 1 , Std 2 , Adv ) Society and Culture	30 20 20 25
7	Public Holiday Monday English (Standard, Advanced) Mathematics (Extension 1) Modern History Studies of Religion I Studies in Catholic Thought	20 20 25 15 15
8	Chemistry Community & Family Studies Dance English Studies Visual Arts	20 25 30 25 30
9	P/T interviews Thurs/Fri Biology Design & Technology History Extension Legal Studies Physics	15 30 40 20 20
10	Ancient History Business Studies Food Technology PDHPE Studies of Religion 2	25 25 30 20 25

**Term 3 2024**

Week	Course	Weight
1	Dance Industrial Technology Science Extension	30 20 40
2		
3	English Studies Trial Exams	30
4	Trial Exams	
5	Trial Exams	
6		
7		
8		
9		
10		

# ANCIENT HISTORY

CATEGORY A, 2 UNIT

ASSESSMENT TASKS	Due	Outcomes	Component				Task Weight
			A	B	C	D	
1. Part IV Historical Period Historical Analysis	Term 4 Week 9	12.1,12.2, 12.3, 12.4, 12.5,12.8	5	5	5	5	20
2. Part 1 Core:Cities of Vesuvius – Pompeii and Herculaneum Portfolio of Sources	Term 2 Week 3	12.6, 12.7, 12.9,12.10	10	5	5	5	25
3. Part II Ancient Societies: Sparta - sources	Term 2 Week 10	12.5, 12.6, 12.9	10		10	5	25
4. Trial HSC Examination	Term 3 Week 3	12.2, 12.3, 12.4, 12.5, 12.7, 12.9, 12.10	15	10		5	30
Component Weightings			40	20	20	20	100
COMPONENTS			WEIGHTINGS				
A	Knowledge and understanding of course content						40
B	Historical skills in the analysis and evaluation of sources and interpretations						20
C	Historical inquiry and research						20
D	Communication of historical understanding in appropriate forms						20
TOTAL						100	
OUTCOMES A student :							
AH11-1	describes the nature of continuity and change in the ancient world						
AH11-2	proposes ideas about the varying causes and effects of events and development						
AH11-3	analyses the role of historical features, individuals and groups in shaping the past						
AH11-4	accounts for the different perspectives of individuals and groups						
AH11-5	examines the significance of historical features, people, places, events and developments of the ancient world						
AH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument						
AH11-7	discusses and evaluates differing interpretations and representations of the past						
AH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources						
AH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms						
AH11-10	discusses contemporary methods and issues involved in the investigation of ancient history						

ASSESSMENT TASKS	Due	Outcomes	Component		Task Weight
			A	B	
1. Topic test	Term 4, Week 9	BIO12-4, BIO12-5, BIO12-6, BIO12 -7, BIO12-12	5	10	15
2. Depth Study – hand-in investigative interview video	Term 1, Week 8	BIO12-1,BIO12-2,BIO12-3,BIO12-4,BIO12-5, BIO12 -7, BIO12-14	35	5	40
3. Topic test	Term 2, Week 9	BIO12-4, BIO12-5, BIO12-6, BIO12 -7, BIO12-14	5	10	15
4. Trial HSC Exam	Term 3, Week 3	BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12,BIO12-13,BIO12-14,BIO12-15	15	15	30
Component Weightings			60	40	100
COMPONENTS			WEIGHTINGS		
A	Skills in Working Scientifically				60
B	Knowledge and Understanding of Course content				40
TOTAL				100	
OUTCOMES A student :					
BIO 12-1	develops and evaluates questions and hypotheses for scientific investigation				
BIO 12-2	designs and evaluates investigations in order to obtain primary and secondary data and information				
BIO 12-3	conducts investigations to collect valid and reliable primary and secondary data and information				
BIO 12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media				
BIO 12-5	analyses and evaluates primary and secondary data and information				
BIO 12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes				
BIO 12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose				
BIO 12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species				
BIO 12-13	explains natural genetic change and the use of genetic technologies to induce genetic change				
BIO 12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system				
BIO 12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease.				

ASSESSMENT TASKS	Due	Outcomes	Component				Task Weight
			A	B	C	D	
1. OPERATIONS Research and Inquiry- Short responses	Term 4 Week 9	H2,H5,H7	10	5	5		20
2. MARKETING Essay	Term 1 Week 10	H3,H6,H8,H9	5		15	5	25
3. FINANCE Short Answer Style responses and stimulus based questions	Term2 Week 10	H4,H6,H8, H9,H10	10	10		5	25
4. Trial HSC Exam	Term 3 Week 3	H1, H3, H4, H5, H6, H7,H9, H10	15	5		10	30
Component Weightings			40	20	20	20	100
COMPONENTS			WEIGHTINGS				
A	Knowledge and understanding of course content						40
B	Stimulus-based skills						20
C	Inquiry and research						20
D	Communication of business information, ideas and issues in appropriate forms						20
						TOTAL	100
OUTCOMES A student :							
H1	Critically analyses the role of business in Australia and globally						
H2	Evaluates management strategies in response to changes in internal and external influences						
H3	Discusses the social and ethical responsibilities of management.						
H4	Analyses Business functions and processes in large and global businesses.						
H5	Explains management strategies and their impact on businesses						
H6	Evaluates the effectiveness of management in the performance of businesses						
H7	Plans and conducts investigations into contemporary business issues.						
H8	Organises and evaluates information for actual and hypothetical business situations						
H9	Communicates business information, issues and concepts in appropriate formats						
H10	Applies mathematical concepts appropriately in business situations						

ASSESSMENT TASKS	Due	Outcomes	Component		Task Weight
			A	B	
1. Practical investigation, module 5	Term 4 Week 7	CH12-1, CH12-4, CH 12-5, CH 12-6 CH12-7, CH12-12	15	10	25
2. Practical investigation, module 6	Term 1 Week 7	CH 12-2, CH 12-3, CH 12-4, CH 12-5 CH 12-13	20	5	25
3. Topic test ,module 7	Term 2 Week 8	CH 12-4, CH 12-5, CH 12-7, CH 12-14	15	5	20
4. Trial HSC Exam	Term 3 Week 3	CH 12-1, CH 12-2 , CH 12-3, CH 12-4, CH 12-5, CH 12-6, CH 12-7, CH 12-12, CH 12-13, CH 12-14, CH 12-15	10	20	30
Component Weightings			60	40	<b>100</b>
COMPONENTS			WEIGHTINGS		
A	Working Scientifically Skills				60
B	Knowledge and Understanding				40
<b>TOTAL</b>				100	
OUTCOMES <i>A student :</i>					
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				
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				

# COMMUNITY AND FAMILY STUDIES (CAFS)

CATEGORY A, 2 UNIT

ASSESSMENT TASKS	Due	Outcomes	Component			Task Weight
			A	B	C	
1. Independent Research Project (IRP) - in-class analysis task	Term 4 Week 9	H4.1,H 4.2			20	20
2. Groups in Context Questions - hand-in task	Term 1 Week 7	H1.1, H2.2, H2.3, H3.1, H3.3, H5.1, H6.2	15	5	5	25
3. Case Study Technology – IVF - hand-in task	Term 2 Week 8	H2.1, H2.2, H3.4, H6.1	10	10	5	25
4. Trial HSC Exam	Term 3 Week 3	H2.3, H3.2, H5.1, H5.2, H6.1, H6.2	15	10	5	30
Component Weightings			40	25	35	100
COMPONENTS						
A Knowledge and understanding of how the following impact on wellbeing: resource management, positive relationships, range of societal factors, nature of groups, families and communities						40
B Skills in: applying management processes to meet the needs of individuals, groups, families and communities						25
C Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing, and communicating.						35
TOTAL						100
OUTCOMES A student :						
H1.1	analyses the effect of resource management on the wellbeing of individuals, groups, families and communities					
H2.1	analyses different approaches to parenting and caring relationships					
H2.2	evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities					
H2.3	critically examines how individual rights and responsibilities in various environments contribute to wellbeing					
H3.1	analyses the sociocultural factors that lead to special needs of individuals in groups					
H3.2	evaluates networks available to individuals, groups and families within communities					
H3.3	critically analyses the role of policy and community structures in supporting diversity					
H3.4	critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities					
H4.1	justifies and applies appropriate research methodologies					
H4.2	communicates ideas, debates issues and justifies opinions					
H5.1	proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources					

H5.2	develops strategies for managing multiple roles and demands of family, work and other environments
H6.1	analyses how the empowerment of women and men influences the way they function within society
H6.2	formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
H7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society
H7.2	develops a sense of responsibility for the wellbeing of themselves and others
H7.3	appreciates the value of resource management in response to change
H7.4	values the place of management in coping with a variety of role expectations

# DANCE

CATEGORY A, 2 UNIT

ASSESSMENT TASKS	Due	Outcomes	Component				Task Weight
			A	B	C	D	
1. Core Performance	Term 1 Week 5	H1.1, H2.1, H2.2	15				15
2. Studies in Composition - Core Comp and Appreciation	Term 1 Week 8	H1.2, H3.1, H3.2, H4.4	15		10		25
3.Major Study Elective	Term 2 Week 8	H1.1-H4.5 * Dependant on student electives				30	30
4. Trial HSC Exam (Practical and Written)	Term 3 Week 1	H4.1, H4.2, H4.3, H1.1-H3.4	5	5	10	10	30
Component Weightings			20	20	20	40	100
COMPONENTS			WEIGHTINGS				
A	Core Performance						20
B	Core Composition						20
C	Core Appreciation						20
D	Major Study Elective						40
TOTAL						100	
OUTCOMES <i>A student :</i>							
	Through activities in performance, composition and appreciation, a student :						
H1. 1	Understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form						
H1. 2	Performs, composes and appreciates dance as an artform						
H1. 3	Appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances						
H1. 4*	Acknowledges and appreciates the relationship of dance and other media						
H2. 1	Understands performance quality, interpretation and style relating to dance performance						
H2. 2	Performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices						
H2. 3	Values the diversity of dance performance						
H3. 1	Identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent						
H3. 2	Demonstrates the use of the elements of composition/choreography in a personal style in response to a concept/intent						
H3. 3	Recognises the values the role of dance in achieving individual expression						

<b>H3. 4*</b>	Explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
<b>H4. 1</b>	Understands the concept of differing artistic, social and cultural contexts of dance
<b>H4. 2</b>	Recognises, analyses and evaluates the distinguishing features of major dance works
<b>H4. 3</b>	Utilises the skills of research and analysis to examine dance as an artform
<b>H4. 4</b>	Demonstrates in written and oral form, the ability to analyse and synthesise when making discriminating judgments about dance
<b>H4. 5</b>	Acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

# DESIGN AND TECHNOLOGY

CATEGORY A, 2 UNIT

ASSESSMENT TASKS	Due	Outcomes	Component		Task Weight
			A	B	
1.Presentation of MDP Proposal	Term 4 Week 10	H4.1, H4.3,H5.1,H5.2	25		25
2.Case study of Innovation	Term 1 Week 8	H1.1,H1.2,H2.1,H2.2,H3.1,H3.2,H6.2		20	20
3.Project development and realisation - design folio and report	Term 2 Week 9	H1.1,H1.2,H2.1,H2.2,H3.1, H4.2,H4.3,H6.2	30		30
4. Trial HSC Exam	Term 3 Week 3	H1.1,H1.2,H2.1,H2.2,H3.1,H6.1	5	20	25
Component Weightings			60	40	100
COMPONENTS			WEIGHTINGS		
A	Designing and Producing				60
B	Innovation and Emerging Technology				40
TOTAL				100	
OUTCOMES    A student :					
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 and relates these to industrial and commercial practices				
H6.2	critically assesses the emergence and impact of new technologies, and the factors affecting their development				

ASSESSMENT TASKS	Due	Outcomes	Component			Task Weight
			A	B	C	
Extended Response: Contemporary Australian Theatre Practice	T4, Wk 10	H3.1, H3.2, H3.3			20	20
Individual Project: Submission/Performance of Work Under Development	T1 Wk 4	H1.1/H1.7*, H1.2, H1.3, H1.5,	20			20
Group Performance: Work In Progress with logbook	T2 Wk 6	H1.1, H1.3, H1.4, H1.6, H2.1, H2.2, H2.3	20	10		30
Trial HSC Examinations: Written and Practical (GP, IP)	T3 Wk 3-5	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3		20	10	30
Component Weightings			40	30	30	100
<b>COMPONENTS</b>						
A	Making			40		
B	Performing			30		
C	Critically Studying			30		
<b>TOTAL</b>				100		
H1.1	uses acting skills to adopt and sustain a variety of characters and roles					
H1.2	uses performance skills to interpret and perform scripted and other material					
H1.3	uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works					
H1.4	collaborates effectively to produce a group-devised performance					
H1.5	Demonstrates directorial skills					
H1.6	records refined group performance work in appropriate form					
H1.7	demonstrates skills in using the elements of production					
H2.1	demonstrates effective performance skills					
H2.2	uses dramatic and theatrical elements effectively to engage an audience					
H2.3	demonstrates directorial skills for theatre and other media					
H3.1	critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements					
H3.2	analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses					
H3.3	demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements					

ASSESSMENT TASKS	Due	Outcomes	Component		Task Weight
			A	B	
1.Mandatory Module: Texts and Human Experience Written piece with related material	Term 4 Week 8	ES12-1 ES12-5 ES12-8 ES12-9	10	10	20
2.English and Family - written response	Term 1 Week 9	ES 12-1 ES12-2 ES12-5 ES12-7	15	10	25
3.The Big Screen - Multimodal hand-in	Term 2 Week 8	ES12-1 ES12-3 ES12-6 ES12-7	10	15	25
4.Collection of classwork All Modules, portfolio	Term 3 Week 3	ES12-4 ES12-5 ES12-9 ES12-10	15	15	30
Component Weightings			50	50	100
COMPONENTS			WEIGHTINGS		
A	Knowledge and understanding of course content				50
B	Skills in: comprehending texts, communicating ideas, using language accurately, appropriately and effectively				50
TOTAL				100	
OUTCOMES A student :					
OBJECTIVE A: Communicate through speaking, listening, reading, writing, viewing and representing.					
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 (Life Skills Outcomes ENLS6-1, ENLS6-2, ENLS6-3)				
ES 12-2	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 (Life Skills Outcomes ENLS6-4)				
ES 12-3	accesses, comprehends and uses information to communicate in a variety of ways (Life Skills Outcomes ENLS6-5)				
ES 12-4	composes proficient texts in different forms (Life Skills Outcomes ENLS6-6)				
OBJECTIVE B: use language to shape and make meaning according to purpose, audience and context					
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 (Life Skills Outcomes ENLS6-7)				
ES12-6	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes (Life Skills Outcomes ENLS6-8)				
OBJECTIVE C: think in ways that are imaginative, creative, interpretive and critical					
ES12-7	represents own ideas in critical, interpretive and imaginative texts (Life Skills Outcomes ENLS6-9)				
ES12-8	understands and explains the relationships between texts (Life Skills Outcomes ENLS6-10)				
OBJECTIVE D: express themselves and their relationships with others and their world					
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 (Life Skills Outcomes ENLS6-11)				
OBJECTIVE E: learn and reflect on their learning through their study of English					
ES 12-10	monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner (Life Skills Outcomes ENLS6-12)				

ASSESSMENT TASKS	Due	Outcomes	Component		Task Weight
			A	B	
<b>1.Common Module: Texts and Human Experiences</b> Analytical response using prescribed text and related material – in-class essay	Term 4 Week 8	EN12-1 EN12-3 EN12-6 EN12-7	10	15	25
<b>2.Module A: Language, Identity &amp; Culture</b> In class essay	Term 1 Week 9	EN12-2 EN12-4 EN12-5 EN12-8	15	10	25
<b>3.Craft of Writing</b> Imaginative text with reflection Hand in task with multi-modal component	Term 2 Week 7	EN12-1 EN 12-2 EN12-3 EN12-9	10	10	20
<b>4.Trial HSC Exam</b> Common Module, Module A, Module B, Module C (5%)	Term 3 Week 3	EN12-3 EN12-4 EN12-5 EN12-6	15	15	30
Component Weightings			50	50	100
COMPONENTS			WEIGHTINGS		
A	Knowledge and understanding of course content				50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes				50
TOTAL				100	
OUTCOMES <i>A student :</i>					
OBJECTIVE A: communicate through speaking, listening, reading, writing, viewing and representing					
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				
OBJECTIVE B: use language to shape and make meaning according to purpose, audience and context					
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				
OBJECTIVE C: think in ways that are imaginative, creative, interpretive and critical					
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				

<b>OBJECTIVE D: express themselves and their relationships with others and their world</b>	
<b>EN12-7</b>	explains and evaluates the diverse ways texts can represent personal and public worlds
<b>EN12-8</b>	explains and assesses cultural assumptions in texts and their effects on meaning
<b>OBJECTIVE E: learn and reflect on their learning through their study of English</b>	
<b>EN12-9</b>	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

ASSESSMENT TASKS	Due	Outcomes	Component		Task Weight
			A	B	
<b>1.Common Module: Texts and Human Experiences</b> Critical response using prescribed text and related material – in-class essay	Term 4 Week 8	EA12-1 EA12-3 EA12-6 EA12-7	10	15	25
<b>2.Module A: Textual Conversations</b> In-class essay	Term 1 Week 9	EA12-2 EA12-4 EA12-5 EA12-6 EA12-8	15	10	25
<b>3.Craft of Writing</b> Imaginative text with reflection Hand in task with multimodal component	Term 2 Week 7	EA12-1 EA12-2 EA12-3 EA12-9	10	10	20
<b>4.Trial HSC Exam</b> Common Module, Module A, Module B, Module C (5%)	Term 3 Week 3	EA12-3 EA12-4 EA12-5 EA12-6	15	15	30
Component Weightings			50	50	100
COMPONENTS			WEIGHTINGS		
A	Knowledge and understanding of course content				50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules				50
TOTAL				100	
OUTCOMES A student :					
OBJECTIVE A: communicate through speaking, listening, reading, writing, viewing and representing					
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				
OBJECTIVE B: use language to shape and make meaning according to purpose, audience and context					
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				
OBJECTIVE C: think in ways that are imaginative, creative, interpretive and critical					
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				
OBJECTIVE D: express themselves and their relationships with others and their world					
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				
OBJECTIVE E: learn and reflect on their learning through their study of English					
EA12-9	reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner				

ASSESSMENT TASKS	Due	Outcomes	Component		Task Weight
			A	B	
1. Imaginative Text - in-class task	Term 1 Week 6	EE12-2 EE12-3 EE12-4 EE12-5	15	20	35
2.Critical Essay with related material - in-class task	Term 2 Week 8	EE12-1 EE12-3 EE12-4 EE12-5	20	15	35
3.Trial HSC Exam Critical response with related text and imaginative text	Term 3 Week 3	EE12-1 EE12-2 EE12-3 EE12-4	15	15	30
Component Weightings			50	50	100
COMPONENTS			WEIGHTINGS		
A	Knowledge and understanding of texts and why they are valued				50
B	Skills in complex analysis composition and investigation				50
TOTAL				100	
OUTCOMES    A student :					
OBJECTIVE A: articulate understanding through speaking, listening, reading, writing, viewing and representing					
EE12-1	demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies				
OBJECTIVE B: craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts					
EE12-2	analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts				
OBJECTIVE C: express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values					
EE12-3	independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts				
OBJECTIVE D: express understanding of how cultural, historical and social contexts are represented in critical and creative texts					
EE12-4	critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts				
OBJECTIVE E: reflect on and evaluate their own processes of learning and creativity					
EE12-5	reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes				

ASSESSMENT TASKS	Due	Outcomes	Component			Task Weight
			A	B	C	
1.The Australian Food Industry - case study, hand-in	Term 4 Week 9	H1.2, H3.1, H1.4	10	15		25
2.Food Manufacture - experiment and report	Term 1 Week 10	H1.1, H4.2	10		15	25
3.Food Product Development - product and process documentation, hand-in	Term 2 Week 10	H1.3, H4.1, H5.1		15	15	30
4.Trial HSC Exam	Term 3 Week 3	H1.1, H1.2, H2.1, H3.2	20			20
Component Weightings			40	30	30	<b>100</b>
COMPONENTS						WEIGHTINGS
A knowledge and understanding of course content						40
B knowledge and skills in designing, researching, analysing, and evaluating						30
C skills in experimenting with and preparing food by applying theoretical concepts						30
<b>TOTAL</b>						<b>100</b>
OUTCOMES <i>A student:</i>						
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 organization 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.					

# HISTORY EXTENSION

CATEGORY A, 1 UNIT

ASSESSMENT TASKS	Due	Outcomes	Component		Task Weight
			A	B	
1. Historical Process - hand-in log book, annotated bibliography & proposal	Term 2 Week 2	HE12-1, HE12-2, HE12-4	10	20	30
2. History Project - hand-in essay	Term 2 Week 9	HE12-1, HE12-2, HE12-3, HE12-4	10	30	40
3. Trial HSC Exam	Term 3 – Week 3	HE12-1, HE12-3, HE12-4	20	10	30
Component Weightings			40	60	100
COMPONENTS			WEIGHTINGS		
A	Knowledge & understanding of significant historical ideas and processes				40
B	Skills in designing, undertaking, communicating historical inquiry – The History Project				60
TOTAL				100	
OUTCOMES A student :					
HE12-1	analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations				
HE12-2	plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches				
HE12-3	communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues				
HE12-4	constructs an historical position about an area of historical inquiry, and discusses and challenges other positions				

ASSESSMENT TASKS	Due	Outcomes	Component		Task Weight
			A	B	
1.Project Proposal and Management - hand-in	Term 4 Week 9	H3.1, H3.2, H3.3, H4.3, H5.1, H5.2, H6.1, H6.2		30	30
2.Selection and Justification of resources. - hand-in folio	Term 1 Week 10	H1.2, H2.1, H3.1, H3.2, H3.3,H4.1,H4.2,H4.3,H5.1,H5.2,H6.1,H6.2		30	30
3.Production - hand-in folio	Term 3 Week 1	H1.1, H1.2, H1.3, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	20		20
4.Trial HSC Exam	Term 3 Week 3	H1.1, H1.2, H1.3, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	20		20
Component Weightings			40	60	100
COMPONENTS			WEIGHTINGS		
A	Knowledge and understanding of the organisation and management and management processes and techniques used by the focus area.				40
B	Knowledge skills and understanding in designing, managing, problem solving,communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project.				60
TOTAL				100	
OUTCOMES A student :					
H1.1	investigates industry through the study of businesses in one focus area				
H1.2	identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry				
H1.3	identifies important historical developments in the focus area industry				
H2.1	demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques				
H3.1	demonstrates skills in sketching, producing and interpreting drawings				
H3.2	selects and applies appropriate research and problem-solving skills				
H3.3	applies and justifies design principles effectively through the production of a Major Project				
H4.1	demonstrates competence in a range of practical skills appropriate to the Major Project				
H4.2	explores the need to outsource appropriate expertise where necessary to complement personal practical skills				
H4.3	critically applies knowledge and skills related to properties and characteristics of materials/components				
H5.1	selects and uses communication and information processing skills				
H5.2	examines and applies appropriate documentation techniques to project management				
H6.1	evaluates the characteristics of quality manufactured products				
H6.2	applies the principles of quality and quality control				
H7.1	explains the impact of the focus area industry on the social and physical environment				
H7.2	analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment				

# INVESTIGATING SCIENCE

CATEGORY A, 2 UNIT

ASSESSMENT TASKS	Due	Outcomes	Component		Task Weight
			A	B	
1: Depth Study- Scientific Investigations	Term 4 Week 10	INS11/12-1, INS11/12-2, INS11/12-3,, INS11/12-4, INS11/12-5, INS11/12-7,INS12-12	20	10	30
2: Data Analysis	Term 1 Week 7	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-7, INS12-13	15	5	20
3: Analysis of product claim	Term 2 Week 6	INS11/12-1, INS11/12-5, INS11/12-6, INS11/12-7, INS12-14, INS12-15	15	5	20
4: Trial HSC Exam	Term 3, Week 3	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-12, INS12-13, INS12-14, INS12-15	10	20	30
			60	40	100
COMPONENTS			WEIGHTINGS		
A	Skills in Working Scientifically				60
B	Knowledge and Understanding of Course content				40
TOTAL				100	
OUTCOMES A student :					
INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation				
NS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information				
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information				
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media				
INS11/12-5	analyses and evaluates primary and secondary data and information				
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes				
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose				
INS12-12	develops and evaluates the process of undertaking scientific investigations				
INS12-13	describes and explains how science drives the development of technologies				
INS12-14	uses evidence-based analysis in a scientific investigation to support or refute a hypothesis				
INS12-15	evaluates the implications of ethical, social, economic and political influences on science				

# JAPANESE CONTINUERS

CATEGORY A, 2 UNIT

ASSESSMENT TASKS	Due	Outcomes	Component				Task Weight
			A	B	C	D	
1. Planning a trip Composing a written text/oral interaction	Term 4 Week 7	1.1, 1.2, 1.3, 1.4, 3.1, 3.2			10	10	20
2. Technology in daily life Response in English and Japanese to written texts	Term 1 Week 5	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2		20			20
3. Traditional Events Response to spoken text/oral interaction	Term 2 Week 4	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.4, 3.5, 3.6	20		10		30
4. Trial HSC Exam All topics	Term 3 Week 3	2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6,	10	10		10	30
Component Weightings			30	30	20	20	100
COMPONENTS							WEIGHTINGS
A	Listening						30
B	Reading						30
C	Speaking						20
D	Writing						20
TOTAL							100
OUTCOMES A student :							
1.1	uses a range of strategies to maintain communication						
1.2	conveys information appropriate to context, purpose and audience						
1.3	exchanges and justifies opinions and ideas						
1.4	reflects on aspects of past, present and future experience						
2.1	applies knowledge of language structures to create original text						
2.2	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience						
2.3	structures and sequences ideas and information						
3.1	conveys the gist of texts and identifies specific information						
3.2	summarises the main ideas						
3.3	identifies the tone, purpose, context and audience						
3.4	draws conclusions from or justifies an opinion						
3.5	interprets, analyses and evaluates information						
3.6	infers points of view, attitudes or emotions from language and context						

4.1	recognises and employs language appropriate to different social contexts
4.2	identifies values, attitudes and beliefs of cultural significance
4.3	reflects upon significant aspects of language and culture

ASSESSMENT TASKS	Due	Outcomes	Component				Task Weight
			A	B	C	D	
1. <b>Human Rights</b> _including research	Term 1 Week 2	H1, H4, H6, H7,H8	10		10		20
2. <b>Crime</b> - Case Study	Term 2 Week 2	H2,H5,H6,H8	10		10	10	30
3. <b>Family</b> - Essay	Term 2 Week 9	H6, H8,H9,H10	10	10			20
4. <b>Trial HSC Exam</b>	Term 3 Week 3	H2,H3,H6,H9,H10	10	10		10	30
Component Weightings			40	20	20	20	100
COMPONENTS							
A			Knowledge and understanding of course content				40
B			Analysis and evaluation				20
C			Inquiry and research				20
D			Communication of legal information, ideas, and issues in appropriate forms				20
			<b>TOTAL</b>				100
OUTCOMES <i>A student :</i>							
H1	identifies and applies legal concepts and terminology						
H2	describes and explains key features of and the relationship between Australian and international law						
H3	analyses the operation of domestic and international legal systems						
H4	evaluates the effectiveness of the legal system in addressing issues						
H5	explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change						
H6	assesses the nature of the interrelationship between the legal system and society						
H7	evaluates the effectiveness of the law in achieving justice						
H8	locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents						
H9	communicates legal information using well-structured and logical arguments						
H10	analyses differing perspectives and interpretations of legal information and issues.						

# MATHEMATICS STANDARD 1

CATEGORY B, 2 UNIT

ASSESSMENT TASKS		Due	Outcomes	Component		Task Weight	
				A	B		
1. Topic test - in class Assessment		Term 4 Week 8	MS-1-12 3,4,6,9,10	10	10	20	
2. Research Assignment - hand-in task		Term 1 Week 9	MS-1-12 2,7,9,10	15	15	30	
3. Topic Test - in class Assessment		Term 2 Week 6	MS-1-12 1,5,6,9,10	10	10	20	
4. Trial HSC Exam		Term 3 Week 3	MS11-1to10 MS-1-12 1-10	15	15	30	
Outcomes may vary depending on content covered.				Component Weightings	50	50	100
COMPONENTS				WEIGHTINGS			
A	Understanding, fluency and communication.					50	
B	Problem solving, reasoning and justification					50	
					TOTAL	100	
OUTCOMES    A student :							
MS-1-12-1	uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts						
MS-1-12-2	analyses representations of data in order to make predictions and draw conclusions						
MS-1-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness						
MS-1-12-4	analyses simple two-dimensional and three-dimensional models to solve practical problems						
MS-1-12-5	makes informed decisions about financial situations likely to be encountered post-school						
MS-1-12-6	represents the relationships between changing quantities in algebraic and graphical forms						
MS-1-12-7	solves problems requiring statistical processes						
MS-1-12-8	applies network techniques to solve network problems						
MS-1-12-9	chooses and uses appropriate technology effectively and recognises appropriate times for such use						
MS-1-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others						

# MATHEMATICS STANDARD 2

CATEGORY A, 2 UNIT

ASSESSMENT TASKS	Due	Outcomes	Component		Task Weight
			A	B	
1. Topic Test - in-class assessment	Term 4 Week 8	MS-2-12 3,4 6,,9,10	10	10	20
2. Research Assignment - hand-in task	Term 1 Week 9	MS-2-12 2,7,9,10	15	15	30
3. Topic Test - in-class assessment	Term 2 Week 6	MS-2-12 1,5,6,9,10	10	10	20
4. Trial HSC Exam	Term 3 Week 3	MS11-1to10 MS-2-12, 1-10	15	15	30
Outcomes may vary depending on content covered.			50	50	100
Component Weightings					
COMPONENTS			WEIGHTINGS		
A	Understanding, fluency and communication.				50
B	Problem solving, reasoning and justification				50
TOTAL				100	
OUTCOMES A student :					
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 TASKS	Due	Outcomes	Component		Task Weight	
			A	B		
1. Topic Test - in-class assessment	Term 4 Week 8	MA12-,2,9,10	10	10	20	
2. Research Assignment - hand-in task	Term 1 Week 9	MA12-1,3,5,6,7,9,10	15	15	30	
3. Topic Test -in-class assessment	Term 2 Week 6	MA12-1,2,4,8,9,10	10	10	20	
4. Trial HSC Exam	Term 3 Week 3	MA11-1 to 10, MA12-1 to 10	15	15	30	
Outcomes may vary depending on content covered.			Component Weightings	50	50	100
COMPONENTS						WEIGHTINGS
A	Understanding, fluency and communication				50	
B	Problem-solving, reasoning and justification				50	
TOTAL					100	
OUTCOMES A student :						
MA12-1	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts					
MA12-2	models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques					
MA12-3	applies calculus techniques to model and solve problems					
MA12-4	applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems					
MA12-5	applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs					
MA12-6	applies appropriate differentiation methods to solve problems					
MA12-7	applies the concepts and techniques of indefinite and definite integrals in the solution of problems					
MA12-8	solves problems using appropriate statistical processes					
MA12-9	chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use					
MA12-10	constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context					

# MATHEMATICS EXTENSION 1

CATEGORY A, 1 UNIT

ASSESSMENT TASKS	Due	Outcomes	Component		Task Weight
			A	B	
1. Topic Test - in-class assessment	Term 4 Week 9	ME12-1,2,6,7	10	10	20
2. Research Investigation - hand-in task	Term 1 Week 9	ME12-1,3,4,6,7	15	15	30
3. Topic Test - in-class assessment	Term 2 Week 7	ME12-1,2,4,5,6,7	10	10	20
4. Trial HSC Exam	Term 3 Week 3	ME11-1 to 7, ME12-1to7	15	15	30
Outcomes may vary depending on content covered.			Component Weightings		
			50	50	100
COMPONENTS			WEIGHTINGS		
A	Understanding, fluency and communication				50
B	Problem-solving, reasoning and justification				50
TOTAL				100	
OUTCOMES A student :					
ME12-1	applies techniques involving proof and 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 of clearly in appropriate mathematical forms				

# MODERN HISTORY

CATEGORY A, 2 UNIT

ASSESSMENT TASKS		Due	Outcomes	Component				Task Weight
				A	B	C	D	
1. Power and Authority - in-class Historical Analysis		Term 4 Week 7	MH12-2, MH12-3, MH12-5, MH12-8	5	5	5	5	20
2. National Study - in-class extended response		Term 1 Week 8	MH12-1, MH12-4, MH12-5, M12-9	10	5	5	5	25
2. Peace and Conflict - in-class source analysis		Term 2 Week 7	MH12-5, MH12-6, MH12-7	10	5	5	5	25
3. Trial HSC Exam		Term 3 Week 3	MH12-1, MH12-4, MH12-5, MH12-6, MH12-9	15	5	5	5	30
Component Weightings				40	20	20	20	100
COMPONENTS								WEIGHTINGS
A	Knowledge and understanding of course content							M,
B	Historical skills in the analysis and evaluation of sources and interpretations							
C	Historical inquiry and research							
D	Communication of historical understanding in appropriate forms							
								TOTAL
OUTCOMES    A student :								
MH12-1	accounts for the nature of continuity and change in the modern world							
MH12-2	proposes arguments about the varying causes and effects of events and developments							
MH12-3	evaluates the role of historical features, individuals, groups and ideas in shaping the past							
MH12-4	analyses the different perspectives of individuals and groups in their historical context							
MH12-5	assesses the significance of historical features, people, ideas, movements, events and developments of the modern world							
MH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument							
MH12-7	discusses and evaluates differing interpretations and representations of the past							
MH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources							
MH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms							

# MUSIC 1

CATEGORY A, 2 UNIT

ASSESSMENT TASKS	Due	Outcomes	Component					Task Weight
			A	B	C	D	E	
1. Core Performance	Term 4 Week 7	H1, H2	10					10
2.Core Composition with Analysis and Elective 1	Term 1 Week 5	H2, H3, H4, H5, H6, H7, H1-H11*		10	10		15	35
3. Elective 2, Elective 3	Term 2 Week 5	H1-H11*					30	30
4. Trial HSC Aural Exam	Term 3 Week 3	H4, H6, H8				25		25
Component Weightings			10	10	10	25	45	100
COMPONENTS								WEIGHTINGS
A	Performance							10
B	Composition							10
C	Musicology							10
D	Aural							25
E	Electives (Performance, Composition or Musicology)							45
							TOTAL	100
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							
H7	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied							
H8	identifies, recognises, experiments with, and discusses the use and effects of technology in music							
H9	performs as a means of self-expression and communication							
H10	demonstrates a willingness to participate in performance, composition, musicology and aural activities							
H11	demonstrates a willingness to accept and use constructive criticism							

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

CATEGORY A  
2 UNIT

ASSESSMENT TASKS	Due	Outcomes	Component		Task Weight
			A	B	
1. Options - in-class extended response questions	Term 4 Week 8	H8, H13, H16, H17*	10	20	30
2. Research - hand-in task	Term 1 Week 8	H1, H2, H3, H4, H5, H14, H15, H16	5	15	20
3. Training Program Case Study - hand-in component and in-class task	Term 2 Week 10	H7, H8, H9, H10, H16, H17	5	15	20
4. Trial HSC Exam	Term 3 Week 3	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	20	10	30
Component Weightings			40	60	100
COMPONENTS			WEIGHTINGS		
A	Knowledge & Understanding of course content			40	
B	Skills in critical thinking, research, analysis and communicating			60	
TOTAL				100	
OUTCOMES <i>A student :</i>					
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				
H6	demonstrates a range of personal health skills that enables them to promote and maintain health (Option1)				
H7	explains the relationship between physiology and movement potential				
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity				
H9	explains how movement skill is acquired and appraised				
H10	designs and implements training plans to improve performance				
H11	designs psychological strategies and nutritional plans in response to individual performance needs				
H12	analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)				
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Opt 3)				
H14	argues the benefits of health-promoting actions and choices that promote social justice				
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all				
H16	devises methods of gathering, interpreting and communicating information about health and physical activity concepts				
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation				

# PHYSICS

ASSESSMENT TASKS	Due	Outcomes	Component		Task Weight
			A	B	
1. Motion data analysis	Term 4 Week 5	PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-12	20	10	30
2. Motor Construction In class reflection	Term 1 Week 8	PH12-1, PH12-2, PH12-13	15	5	20
3. Scientist video - presentation and in class test	Term 2 Week 9	PH12-4, PH12-5, PH12-7, PH12-14	15	5	20
4. Trial HSC Exam	Term 3 Week 3	PH12- 1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15	10	20	30
Component Weightings			60	40	100
COMPONENTS			WEIGHTINGS		
A	Working Scientifically Skills				60
B	Knowledge and Understanding				40
TOTAL				100	
OUTCOMES A student :					
PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation				
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information				
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information				
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media				
PH11/12-5	analyses and evaluates primary and secondary data and information				
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes				
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose				
PH12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles				
PH12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively				
PH12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world				
PH12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom				

ASSESSMENT TASKS		Due	Outcomes	Component			Task Weight
				A	B	C	
1.Literature review reflection		Term 1 Week 2	SE-1, SE-3, SE-6, SE-7	15	5	10	30
2. Progress report and presentation		Term 2, Week 5	SE-1, SE-2, SE-5, SE-6, SE-7	5	15	10	30
3. Scientific Research - hand-in report		Term 3, Week 1	SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7	10	10	20	40
Component Weightings				30	30	40	100
COMPONENTS							WEIGHTINGS
A	Communicating Scientifically						30
B	Gathering, Recording, analysing and evaluating data						30
C	Application of scientific research skills						40
						TOTAL	100
OUTCOMES    A student :							
SE1	refines and applies the Working Scientifically processes in relation to scientific research						
SE2	analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of science knowledge and scientific methods of inquiry						
SE3	interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan						
SE4	uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets						
SE5	analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research						
SE6	analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets						
SE7	communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report						

ASSESSMENT TASKS	Due	Outcomes	Component			Task Weight
			A	B	C	
1. Personal Interest Project (PIP) Proposal	Term 4 Week 7	H1, H5, H6, H7, H8, H9, H10	5	15		20
2. Topic Test - Social and Cultural Continuity and Change	Term 1 Week 8	H1, H2, H3, H4, H6, H10	10	10	5	25
3. Extended Response- Inclusion and Exclusion	Term 2 Week 6	H2, H3, H5, H7, H8, H9, H10	15		10	25
4. Trial Examination	Term 3 Week 3	H1, H2, H3, H4, H6 H10	20	5	5	30
Component Weightings			50	30	20	<b>100</b>

COMPONENTS		WEIGHTINGS
A	Knowledge and understanding of course content	50
B	Application and evaluation of social and cultural research methods	30
C	Communication of information, ideas and issues in appropriate forms	20
		Total 100
H1	evaluates and effectively applies social and cultural concepts	
H2	explains the development of personal, social and cultural identity	
H3	analyses the relationships and interactions within and between social and cultural groups	
H4	assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy	
H5	analyses continuity and change and their influence on personal and social futures	
H6	evaluates social and cultural research methods for appropriateness to specific research tasks	
H7	selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias	

H8	uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
H9	applies complex course language and concepts appropriate for a range of audiences and contexts
H10	Communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

ASSESSMENT TASKS	Due	Outcomes	Component				Task Weight
			A	B	C	D	
Religion and Belief systems in Australia Post 1945 - Research Toolkit- formative assessment	Term 4 Week 6	H1, H2, H4, H5, H6, H8, H9					
1.Christianity Depth Study – in-class research essay	Term 1 Week 7	HI, H2, H3, H4, H5. H6, H7, H8, H9	5	5	5		15
2.Islam Depth Study - essay in-class, timed conditions	Term 2 Week 7	HI, H2, H3, H4, H5. H6, H7, H8, H9	5		5	5	15
3.Trial HSC Exam	Term 3 Week 3	HI, H2, H3, H4, H5. H6, H7, H8, H9	10	5		5	20
Component Weightings			20	10	10	10	50
COMPONENTS							
A Knowledge and understanding of Course content							20
B Source based skills							10
C Investigation and Research							10
D Communication of information, ideas and issues in appropriate forms							10
			TOTAL				50
OUTCOMES A student :							
H1	Explains aspects of religion and belief systems						
H2	Describes and analyses the influence of religion and belief systems on individuals and society						
H3	Examines the influence and expression of religion and belief systems in Australia						
H4	Describes and analyses how aspects of religious traditions are expressed by the adherents						
H5	Evaluates the influence of religious traditions in the life of adherents						
H6	Organises, analyses and synthesizes relevant information about religion from a variety of sources, considering usefulness, validity and bias						
H7	Conducts effective research about religion and evaluates findings from research						
H8	Applies appropriate terminology and concepts related to religion and belief systems						
H9	Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms						

## STUDIES OF RELIGION 2

CATEGORY A  
2 UNIT

ASSESSMENT TASKS	Due	Outcomes	Component				Task Weight	
			A	B	C	D		
<i>Religion and Belief systems in Australia Post 1945 - Research Toolkit- formative assessment</i>	Term 4 Week 6	H1, H2, H3, H4, H5, H6, H7, H8, H9						
1.Judaism Depth Study - - Research Essay- hand in	Term 1 Week 5	H1, H2, H4, H5, H6, H7, H8, H9	5	5	5	5	20	
2.Christianity Depth Study - in-class essay	Term 2 Week 2	H1, H2, H4, H5, H6, H7, H8, H9	10	5	5	5	25	
3.Religion & Peace - in-class research task	Term 2 Week 10	H1, H2, H4, H5, H6, H7, H8, H9	5	5	10	5	25	
4.Trial HSC Exam	Term 3 Week 3	HI, H2, H3, H4, H5. H6, H7, H8, H9	20	5		5	30	
Component Weightings			40	20	20	20	100	
COMPONENTS								WEIGHTINGS
A	Knowledge and understanding of Course content						40	
B	Source based skills						20	
C	Investigation and Research						20	
D	Communication of information, ideas and issues in appropriate forms						20	
						TOTAL	100	
OUTCOMES    A student :								
H1	Explains aspects of religion and belief systems							
H2	Describes and analyses the influence of religion and belief systems on individuals and society							
H3	Examines the influence and expression of religion and belief systems in Australia							
H4	Describes and analyses how aspects of religious traditions are expressed by the adherents							
H5	Evaluates the influence of religious traditions in the life of adherents							
H6	Organises, analyses and synthesizes relevant information about religion from a variety of sources, considering usefulness, validity and bias							
H7	Conducts effective research about religion and evaluates findings from research							
H8	Applies appropriate terminology and concepts related to religion and belief systems							
H9	Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms							

# RELIGIOUS EDUCATION: STUDIES IN CATHOLIC THOUGHT

NON ATAR  
1 UNIT

ASSESSMENT TASKS	Due	Outcomes	Component				Task Weight
			A	B	C	D	
<i>Virtue, Vice, Salvation</i> <i>ICT Presentation-formative</i>	Term 4 Week 6	12.1, 12.2, 12.5, 12.6, 12.7, 12.8,, 12.10					
1. The Good Works - Research task in-class	Term 1 Week 7	12.1, 12.2, 12.3, 12.4, 12.5, 12.8, 12.9, 12.10	10		5	5	20
2. The Common Good - in class stimulus responses	Term 2 Week 7	12.1, 12.2, 12.3, 12.4, 12.5, 12.7, 12.8, 12.9, 12.10	5	5		5	15
3. Trial HSC Exam	Term3 Week 3	12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10	5	5	5		15
Component Weightings			20	10	10	10	50
COMPONENTS			WEIGHTINGS				
A	Knowledge and understanding of Course content						20
B	Religious skills in: using scripture and Catholic Church documents/ Analysis, synthesis and evaluation based on evidence from theology, philosophy, scripture and other relevant sources.						10
C	Inquiry and research skills						10
D	Communication of religious ideas and understanding in appropriate forms						10
						<b>TOTAL</b>	50
OUTCOMES A student :							
SCT 12.1	Analyses how Scripture and other relevant Church documents, with the integration of faith and reason, continues to guide the Church						
SCT 12.2	Describes the theology of the principal teachings and philosophy of the Catholic Church and key developments over time, which have shaped the Church's response to a range of issues						
SCT 12.3	Describes the significance of historical features and developments of the Catholic Church with reference to key people and issues						
SCT 12.4	Explains the contributions of the Catholic tradition to the understanding of what is good, true and beautiful in society, using a range of examples						
SCT 12.5	Analyses the role of the Catholic Church in guiding believers in facing the challenges of society						
SCT 12.6	Synthesises and interprets a range of writings including Scripture and Church documents that inform Catholic theology						
SCT 12.7	Explains and evaluates developments in theological and philosophical traditions of the Catholic Church to support a religious understanding						
SCT 12.8	Explains and evaluates the human expression of Catholic faith						
SCT 12.9	Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources						
SCT 12.10	Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms						

# VISUAL ARTS

CATEGORY A, 2 UNIT

ASSESSMENT TASKS		Due	Outcomes	Component		Task Weight
				A	B	
<b>1. Art Making:</b> Proposal of the Body of Work. Submission of BOW in progress, VAPD with annotated research. <b>Art Criticism and Art History:</b> Extended written response question 3. Section I of paper		Term 4 Week 9	H1, H2, H3, H4, H8, H9	10	10	20
<b>2. Art Making:</b> Development of the Body of Work. Submission of BOW in progress, VAPD with annotated research. <b>Art Criticism and Art History:</b> Extended written research response. Section II of paper		Term 1 Week 6	H1, H2, H3, H4 H7, H8, H9, H10	15	15	30
<b>3. Art Making:</b> Development of the Body of Work Submission of artworks under development, VAPD including artmaking practice. <b>Art Criticism and Art History:</b> written . Section I of paper.		Term 2 Week 8	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	15	15	30
<b>4. Art Criticism and Art History Trial HSC Examination:</b> written examination. <b>Art Making:</b> Resolving the Body of Work: artworks undergoing refinement, VAPD including curation of works for HSC submission with written evaluation of these decisions.		Term 3 Week 3	H2, H4, H5, H6, H7, H8, H9, H10	10	10	20
Component Weightings				50	50	100
COMPONENTS			WEIGHTINGS			
A	Art Making					50
B	Art Criticism and Art History					50
					<b>TOTAL</b>	100
OUTCOMES <i>A student :</i>						
H1	initiates and organizes artmaking practice that is sustained, reflective and adapted to suit particular conditions					
H2	applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work					
H3	demonstrates an understanding of the frames when working independently in the making of art					
H4	selects and develops subject matter and forms in particular ways as representations in 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					

## WORK AND COMMUNITY – Life Skills

2 UNIT

The Work and the Community Life Skills course is designed to prepare students to transition into adult life in a way that reflects the evolving nature of the role of work in our communities. The course develops students' literacy and numeracy, self-determination, independence, social participation and employability skills so that they have the confidence to recognise themselves as valuable contributors to society and to know what support is available for them.

TASKS	
Tasks in Work and Community are ongoing throughout the courses. For each Life Skills Outcome, students will be deemed either Not Yet Achieved, Achieved with Support or Achieved Independently.	
LIFE SKILLS OUTCOMES <i>A student :</i>	
LS 1	Demonstrates an understanding of what work is and why people work
LS 2	Identifies different types of work and skills for employment
LS 3	Demonstrates knowledge and understanding of rules and regulations in different contexts
LS 4	Demonstrates knowledge and understanding of their entitlements to fair and equal treatment at work and in the community
LS 5	Establishes and maintains connections with appropriate agencies and personnel to enhance post-school opportunities
LS 6	Actively participates in practical vocational learning experiences
LS 7	Communicates appropriately in a variety of settings
LS 8	Uses a variety of strategies, including ICT, to locate, select, organise and communicate information
LS 9	Identifies causes and effects of conflict and applies conflict resolution strategies in a variety of contexts
LS 10	Demonstrates an understanding of self-management in work and community life
LS 11	Demonstrates an understanding of financial management in work and community life
LS 12	Identifies personal strengths, interests and challenges to make choices and set goals
LS 13	Persists with tasks when faced with challenges and adapts their approach when first attempts are not successful

## BUSINESS SERVICES



### Certificate III in Business BSB30120

CATEGORY B, 2 UNIT

MacKillop Catholic College, under the Trustees of the Roman Catholic Church for the Diocese of Broken Bay, is registered by ASQA to provide national qualifications from the *Business Services Training Package*. RTO 90488

#### COMPETENCIES

This VET course is delivered over two years (240hrs) at MCCW face to face and is not divided into Preliminary and HSC courses. Predominately, assessments of competencies are integrated into classroom/workroom activities that are undertaken throughout the course. If a student is assessed as Not Yet Competent for any element of an assessment activity, they will be given other opportunities during the course to demonstrate their competence. Students wanting an ATAR must sit the optional HSC Exam.

Unit Code	Unit Title	HSC Exam	NESA Hours	Pre-requisites
BSBWHS311	Assist with maintaining workplace safety	Assessed	20	nil
BSBPEF201	Support personal well-being in the workplace	Assessed	10	nil
BSBCRT311	Apply critical thinking skills in a team environment	Assessed	20	nil
BSBXCM301	Engage in workplace communication	Assessed	15	nil
BSBPEF301	Organise personal work priorities	Assessed	20	nil
BSBTWK301	Use inclusive work practices	Assessed	15	nil
BSBTEC201	Use business software applications	Assessed	15	nil
BSBSUS211	Participate in sustainable work practices	Assessed	15	nil
BSBWRT311	Write simple documents		20	nil
BSBTEC301	Design and produce business documents		25	nil
BSBTEC302	Design and produce spreadsheets		20	nil
BSBTEC202	Use digital technologies to communicate in a workplace		10	nil
BSBTEC303	Create electronic presentations		15	nil
BSBOPS304	Deliver and monitor a service to customers		20	nil
HLTAID003	ALTERNATIVE ELECTIVE UNIT - Provide First Aid (delivered by an external RTO – credit transfer)		20	nil
	WORKPLACEMENT (MANDATORY)		70	

The mark from the Trial HSC Exam will be submitted to NESA and may be used in the event of a successful misadventure appeal in the HSC.

<b>ASSESSMENT TASK</b> - Trial HSC Examination	Term 3, Week 3	All Compulsory units
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# CONSTRUCTION



## Certificate II Construction Pathways CPC20220

CATEGORY B, 2 UNIT

MacKillop Catholic College, under the Trustees of the Roman Catholic Church for the Diocese of Broken Bay, is registered by ASQA to provide national qualifications from this *Training Package*. RTO 90488

### COMPETENCIES

This VET course is delivered over two years (240hrs) at MCCW face to face and is not divided into Preliminary and HSC courses. Predominately, assessments of competencies are integrated into classroom/workroom activities that are undertaken throughout the course. If a student is assessed as Not Yet Competent for any element of an assessment activity, they will be given other opportunities during the course to demonstrate their competence. Students wanting an ATAR must sit the optional HSC Exam.

Unit Code	Unit Title	Qualification	HSC	NESA Hours	Prerequisites
CPCCCM1015	Carry out measurements and calculations	core	compulsory	20	nil
CPCCCM2005	Use construction tools and equipment *	Cert II Construction	compulsory	0	CPCCWHS2001
CPCCOHS1001	Prepare to work safely in the construction industry	CPC Unit	compulsory	0	nil
CPCCOHS2001	Apply WHS requirements, policies and procedures in the construction industry	core	compulsory	20	nil
CPCCCM1012	Work effectively and sustainably in the construction industry	core	compulsory	30	nil
CPCCCM1013	Plan and organise work	core	compulsory	15	nil
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials	Elective A		20	CPCCWHS2001
CPCCBL2002	Use bricklaying and blocklaying tools and equipment	Elective A		10	CPCCWHS2001
CPCCCM1014	Conduct workplace communication	core	compulsory	10	nil
CPCCCM2001	Read and interpret plans and specifications	core	compulsory	20	CPCCWHS2001
CPCCCA2002	Use carpentry tools and equipment	Elective Group B	elective	10	CPCCWHS2001
CPCCVE1011	Undertake a basic construction project	Core	compulsory	25	CPCCWHS2001
CPCCCA2011	Handle carpentry materials	Elective Group B	elective	20	CPCCWHS2001
CPCCCM2004	Handle construction materials	Elective Group I	elective	20	CPCCWHS2001
CPCCCM2006	Apply basic levelling procedures	Elective Group I	CORE	15	
	Workplacement		Mandatory	70	

The mark from the Trial HSC Exam will be submitted to NESA and may be used in the event of a successful misadventure appeal in the HSC.

<b>ASSESSMENT TASK</b> - Trial HSC Examination	Term 3, Week 3	All Compulsory units
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## ENTERTAINMENT



### CUA 30420 Statement of Attainment towards Certificate III in Live Production and Services

CATEGORY B, 2 UNIT

MacKillop Catholic College, under the Trustees of the Roman Catholic Church for the Diocese of Broken Bay, is registered by ASQA to provide national qualifications from this *Training Package*. RTO 90488

#### COMPETENCIES

This VET course is delivered over two years (240hrs) at MCCW face to face and is not divided into Preliminary and HSC courses. Predominately, assessments of competencies are integrated into classroom/workroom activities that are undertaken throughout the course. If a student is assessed as Not Yet Competent for any element of an assessment activity, they will be given other opportunities during the course to demonstrate their competence. Students wanting an ATAR must sit the optional HSC Exam.

Unit Code	Unit Title	HSC Exam	Hrs
CPCCOHS1001A	Work Safely in the Construction Industry	Assessed	10
CUAIND301	Work Effectively in the Creative Arts Industry	Assessed	20
CUAWHS302	Apply Work Health and Safety practices	Assessed	15
AITXCCS303	Provide Service to Customers	Assessed	20
CUALGT301	Operate Basic Lighting	Assessed	25
CUASTA301	Assist with production operations for live performance	Assessed	25
CUASOU301	Undertake live audio operations	Assessed	25
CUAVSS302	Operate Vision Systems	Assessed	25
BSBWOR301	Organise Personal Work Priorities and Development	Assessed	20
CUAPPR304	Participate in collaborative creative projects	Assessed	20
CUASMT301	Work effectively backstage during performances		25
CUASTA202	Assist with bump in and bump out of shows		20

The mark from the Trial HSC Exam will be submitted to NESA and may be used in the event of a successful misadventure appeal in the HSC.

Any changes to the National Framework will be catered for.

<b>ASSESSMENT TASK</b> - Trial HSC Examination	Term 3, Week 3	All Compulsory units
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## FITNESS

### Certificate III In Fitness SIS30321

CATEGORY B, NON ATAR, 2 UNIT

#### COMPETENCIES

VET courses are not divided into Preliminary and HSC courses; the delivery of Units is flexible. This course is currently transitioning and some units may be changed/added to reflect the latest Industry qualification.

Unit Code	Unit Title	Hrs
HLTAID011	Provide first aid	20
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise.	40
SISFFIT032	Complete pre-exercise screening and service orientation	20
SISFFIT052	Provide healthy eating information	20
BSBOPS304	Deliver and monitor a service to customers	20
SISFFIT033	Complete client fitness assessments	15
SISXFAC001	Maintain equipment for activities	10
SISXIND001	Work effectively in sport, fitness and recreation environments	15
HLTWHS001	Participate in workplace health and safety	15
BSBPEF301	Organise personal work priorities	20
SISXFAC002	Maintain sport, fitness and recreation facilities	15
SISXCAI004	Develop and instruct gym-based exercise programs for individual clients.	30

30 hours of industry Workplacement must be completed for this VET course to be included in the HSC.

Fitness is delivered in partnership with Foundation Education and the Australian Institute of Personal Trainers (RTO Code 32363) for the delivery of this qualification.

# HOSPITALITY

## Certificate II Hospitality (Kitchen Operations) SIT20421



CATEGORY B, 2 UNIT

MacKillop Catholic College, under the Trustees of the Roman Catholic Church for the Diocese of Broken Bay, is registered by ASQA to provide national qualifications from the *Tourism, Travel and Hospitality Training Package (SIT12)*. RTO 90488

### COMPETENCIES

This VET course is delivered over two years (240hrs) at MCCW face to face and is not divided into Preliminary and HSC courses. Predominately, assessments of competencies are integrated into classroom/workroom activities that are undertaken throughout the course. If a student is assessed as Not Yet Competent for any element of an assessment activity, they will be given other opportunities during the course to demonstrate their competence. Students wanting an ATAR must sit the optional HSC Exam.

Unit Code	Unit Title	Qualification	HSC	NESA Hours	Prerequisites
BSBWOR203B	Work effectively with others	Core	Mandatory	15	nil
SITHIND002	Source and use information on the hospitality industry	elective	Mandatory	20	nil
SITXFSA001	Use hygienic practices for food safety	Core	Mandatory	10	nil
SITXWHS001	Participate in safe work practices	Core	Mandatory	15	nil
SITHCCC001	Use food preparation equipment	Core	KO&Cookery Stream	20	SITXFSA001
SITHCCC005	Prepare dishes using basic methods of cookery	Core	KO&Cookery Stream	40	SITXFSA001
SITHKOP001	Clean kitchen premises and equipment	Core	KO&Cookery Stream	10	SITXFSA001
SITXFSA002	Participate in safe food handling practices	elective	KO&Cookery Stream	15	nil
SITXINV002	Maintain the quality of perishable items	Core	elective	5	SITXFSA001
SITHCCC011	Use cookery skills effectively	Core	elective	20	SITXFSA001
SITHCCC002	Prepare and present simple dishes	elective	elective	20	SITXFSA001
SITHCCC006	Prepare appetisers and salads	elective	elective	25	SITXFSA001
SITHCCC003	Prepare and present sandwiches	elective	elective	10	SITXFSA001
SITHFAB005	Prepare and serve espresso coffee	elective	F&B Stream	15	SITXFSA001
HLTAID003	Provide first aid (Possibly)	elective	elective	20	nil
	Workplacement		Mandatory	70	

The mark from the Trial HSC Exam will be submitted to NESA and may be used in the event of a successful misadventure appeal in the HSC.

Any changes to the National Framework will be catered for.

<b>ASSESSMENT TASK</b> - Trial HSC Examination	Term 3 Week 3-5	All Compulsory units
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## STATEMENT OF UNDERSTANDING

**It is important that you understand this document.**

**You will be asked to sign a copy of this document before your enrolment will be accepted.**

I, ..... accept the offer of enrolment at MacKillop Catholic College, and give an undertaking to abide by the following conditions.

1. I recognise and accept the aims of the College as a Catholic School and will support its religious practices and programs. I will attend and participate fully in all RE classes and College liturgies.
2. I understand that my attendance and participation at the Senior Retreat is mandatory. Only the Principal can provide an exemption from these activities.
3. I will accept the rules and discipline, as outlined in the MacKillop Senior Handbook, and will abide by the directions given for the good management of the College. In particular I agree that I shall:
  - Respect the rights of all people in the College community and their property.
  - Be polite and courteous at all times.
  - Be punctual to all my commitments.
  - Wear my designated College uniform correctly at all times.
  - Be well groomed.
  - Remain on the College premises unless I have approved leave.
  - Strive to behave in a manner that will be a credit to myself and the College in any activity, including online activity, attending excursions, and especially when travelling to and from the College.
4. Realising that the two years of Senior Secondary education will require my best efforts, I will accept the conditions of study, which include attendance at all classes, and the work involved in such studies, as prescribed by NESA. I understand that academic commitments normally take precedence over casual employment and external sporting involvement.
5. Realising the harmful nature of tobacco products, alcohol and illegal drugs, I agree to abide by the regulations which forbid their use and / or possession:
  - On my way to and from the College.
  - At the College
  - On excursions, retreats, socials or any College based activity.
6. I will take an active part in College activities and will try to foster a sense of community spirit in the College.
7. The COMPASS is an important means of communication and is to be available to teachers and parents/guardians at any time.
8. I will not advertise or organise any activity which contradicts the values that the College upholds, and I will not use the College's name in association with any social function without the approval of the Principal.

I understand that by not cooperating with the above conditions, my continuing enrolment in this College may be placed in jeopardy.

Student's Signature ..... Date: .....

Mother/Guardian Signature .....

Father/Guardian Signature.....

Print Student Name .....

## ILLNESS MISADVENTURE APPEAL

Student Name: \_\_\_\_\_ Pastoral Class: \_\_\_\_\_ Year: \_\_\_\_\_

Make sure all sections are complete before submitting to the Leader of Curriculum.

### Assessment Task Details

Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Name of Task: \_\_\_\_\_ Date(s) of task/due date: \_\_\_\_\_

Is the task – ☐ Hand-in ☐ In class

Have you complete the task? Yes / No

### Reason for Appeal

☐ Missing the Task ☐ Completed task,requesting special consideration ☐ Requesting an extension

Tick appropriate box and give reason if needed

☐ Illness ☐ Bereavement (funeral) ☐ Misadventure ☐ Approved Leave ☐ Other

Reason:

### Checklist (Tick each item when complete)

- ☐ The school office was notified of the absence: TIME \_\_\_\_\_ DATE \_\_\_\_\_
- ☐ A note from parent/guardian acknowledging this application is attached (Year 10)
- ☐ A medical certificate or other formal documentation is attached (Years 11 & 12)
- ☐ I have read the school Assessment Policy regarding absence, possible penalties and right to appeal any decision.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

### RETURN THE FORM TO THE LEADER OF CURRICULUM

Pastoral/Leader of Curriculum's comment (if required)

Decision

- ☐ Extension without penalty ☐ Sit original task ☐ Sit a substitute task
- ☐ Penalty applies
- ☐ Zero awarded, N Warning Letter

Leader of Curriculum Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## STAGE 6 CHANGE OF SUBJECT FORM 2023/2024



Student Name: \_\_\_\_\_

PROPOSED Pattern of study	
Course	Unit Value

Do you require an ATAR? Yes /No

Number of HSC Units: \_\_\_\_\_

Number of ATAR Units: \_\_\_\_\_

Courses intending to <b>DISCONTINUE</b>	
Course	Unit Value

Courses intending to <b>COMMENCE</b>	
Course	Unit Value

<b>Leader of Learning Recommendation</b>		
I recommend / do not recommend that this student would be a suitable candidate for commencing the nominated course.		
<div style="text-align: right;">             _____  <b>Leader of Learning Signature</b> </div>		
<b>Career's Advisor Approval</b>		
The final pattern of study is consistent with the student's ATAR choice -    Yes    No		
<div style="text-align: right;">             _____  <b>Career's Advisor Signature</b> </div>		
<b>Students and Parent/Guardian Approval</b>		
I approve of the final pattern of study that my son / daughter will complete for the HSC.		
<div style="display: flex; justify-content: space-between;"> <div>             _____  <b>Student Signature</b> </div> <div>             _____  <b>Parent/Guardian Signature</b> </div> <div>             _____  <b>Date</b> </div> </div>		
<b>RETURN TO LEADER OF CURRICULUM</b>		
Approved by Leader of Curriculum _____ <div style="text-align: right;"><b>Signature</b></div>	COMPASS updated: Date: _____ NESA entry amended Date: _____	

# LEAVE APPLICATION FORM

*This form is to be submitted by students in Years 10 – 12 who wish to apply for leave other than illness or misadventure.*

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_ Pastoral Class: \_\_\_\_\_

Start of Leave: \_\_\_\_\_ Return to School: \_\_\_\_\_

\_\_\_\_\_ Total Number of College days missed: \_\_\_\_\_ (for 10 days or greater the Extended Leave form must also be completed)

Reason for Leave: \_\_\_\_\_

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I \_\_\_\_\_ as parent/guardian of \_\_\_\_\_ seek approval of my intention to remove my child from formal education in order to pursue an alternative activity. This application is made in advance (a minimum of 2 weeks prior to the commencement of leave) in order for the College to make a judgement about the allocation of grades and potential eligibility for academic acknowledgement of my child. I accept that failure to complete this declaration will adversely affect my child's ability to demonstrate the academic course requirements and may withdraw them from potential academic awards.

## My child is applying for:

**Learning Leave** OR **Learning and Assessment Leave** (Please circle)

The determination of the type of leave will come from the following two definitions:

### Learning Leave

Learning leave will need to be applied for when:

The student will be withdrawn from formal lessons which form the normal school day Monday to Friday during the designated school term.

The student would NOT miss any formal assessment tasks, as per the Assessment Calendar.

### Learning and Assessment Leave

Learning and Assessment Leave will need to be applied for when:

The student will be withdrawn from formal lessons which form the normal school day Monday to Friday during the designated school term.

The student WILL miss a formal assessment task/s, as per the Assessment Calendar.

For Learning and Assessment Leave the student is to check their Assessment Schedule, detail any assessments that will be missed in the table below and then to check with the appropriate LEADER OF LEARNING what actions are to be taken.

Student to complete			Leader of Learning to complete	
KLA/Subject	Assessment Item (indicate if in class or take home task)	Scheduled Date of Task	Revised Date	LoLT Signature

By applying for leave I acknowledge that the following implications exist:

- My child and I remain responsible for the academic requirements that may not be addressed, as a result of the leave. This includes skill development and content delivery. I may seek assistance (with a minimum of two weeks' notice), from the class teacher, in order to assist my child with their education whilst he/she is on leave.
- This application does not allow my child to be exempt for the formal assessments that are used by the College to determine grades and/ or course marks. My child will have the opportunity to complete any missed assessment item in order to have access to the full range of grades in any course where an assessment has been missed, as per NESA requirements. All tasks must be completed in order for teachers to meet the NESA requirement in relation to grades.
- My child may not be eligible for an academic award in any course for which I have applied for Assessment Leave. I understand that as my child has not completed the assessment item as per the schedule they have not met the same requirement/s as other students and therefore may be at an advantage compared to the cohort.

***I have read and understood the implications of applying for leave. If I have any further questions I will contact the appropriate Leader of Learning or the Leader of Curriculum to seek clarification***

Parent Name (print) \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Student Name (print) \_\_\_\_\_

Date: \_\_\_\_\_

## GLOSSARY OF TERMS

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details

