



CREATING OUR FUTURE



Assessment Handbook
Year 12 2022/23



Education
Public Schools

HSC ASSESSMENT HANDBOOK

This following material is provided for the information of senior students at Toormina High School and their parents / caregivers regarding the Higher School Certificate Course Assessment Guidelines and course schedules. It is not definitive, and reference should be made to NSW Education Standards Authority (NESA) policy documents. **Read it thoroughly** and keep it handy for reference.

What is the HSC Assessment Program 2022-2023?

HSC courses will commence at the beginning of Term 4 2022 and conclude at the end of Term 3, 2023. All students must have satisfactorily completed 12 units of Preliminary courses. All HSC students must have a minimum of 10 units of study for the HSC. All HSC coursework must be satisfactorily completed in a subject to be eligible for the award of the HSC. NESA requires the school principal to certify satisfactory completion. The assessment of HSC courses commences at the start of Term 4. Changes to the HSC study program should not occur after this date.

Assessment is the measurement of actual student performance in various tasks. It is not a measure of potential performance or an estimate of general ability. A school assessment is a mark calculated by the school that compares your performance on assessment tasks with all other students in your school doing the same course. Assessment tasks will be spread through the course.

Why assessments?

It is not possible to test everything you do in a course in an examination, for example, oral work in English, and practical works in visual arts. A school assessment will allow you to be given credit for your performance in these areas.

How will the assessment task be determined?

NESA has provided guidelines for every course, and these have been distributed to every school and college in NSW. Teachers at Toormina High School have used these guidelines to draw up an assessment program for each course offered at this school. Each school throughout NSW must follow the components and weightings contained in the guidelines, although schools will differ in how they assess the components.

What do I need to know about assessments?

The school will give you the following information:

- Aspects of the course which will be assessed.
- How students will be assessed, e.g., what essays, tests, practical work etc, will be used.
- The relative value of the tasks.
- The components and their weightings for each course as specified by NESA.
- When students are going to be assessed.
- The school will also let students know how they are progressing in their assessment tasks.

Do I have to complete the assessment tasks?

Yes.

If you have received zero marks because of failure to complete or make a genuine attempt at assessment tasks totalling more than 50% of the mark value of the course and more than **50%** of the total number of assessments, the principal **must** certify that the course has **not** been studied satisfactorily and neither the examination mark nor the assessment mark will be recorded on the HSC. This could also mean that you become ineligible for the award of an HSC if it causes you to have less than 10 units.

When will assessments begin?

Assessment tasks usually will begin around Week 4, Term 4.

How much notice will I get for my assessment tasks?

You will be issued with an Assessment Calendar at the beginning of each year of the HSC. This will show when you will be expected to complete individual assessment tasks. Teachers are required to advise you at least two weeks in advance of the assessment due date, the topics to be covered in the task the outcomes assessed and the marking criteria.

Your teacher will ask you to sign for and date your assessment task when you receive it. It is good practice for you to note the date you received your assessment task in your diary.

Can teachers change the assessment dates set out in the schedule?

Teachers should follow the dates set in the handbook for tasks. However, in circumstances where it is deemed necessary to alter the assessment task date, teachers will provide written notice of a change in the schedule outlining the task, and the change in dates. A sample letter is included in this handbook for reference.

Which tasks count towards my assessment?

Only some of the work given throughout the HSC course will count towards your assessment. You will be told clearly which pieces of work count toward an assessment mark. It does not follow that the others are unimportant. All work set is important in the general learning process, and failure to complete any tasks is likely to adversely affect examination performance. **Students who do not engage in classwork may not be able to demonstrate that they have met some or all of the course outcomes.** You are required to engage in the learning opportunities provided by the class teacher.

Therefore, your parents may be informed if you fail to complete set work, even if it does not count towards your assessment.

Are some assessment tasks weighted more heavily than others?

In all courses, it is usual for tasks near the end of the course to count for more when determining your final assessment. However, the relative weightings differ from course to course. See course guides.

What if I am absent when assessment task information is given out?

All senior students receive an assessment task calendar, therefore ensuring all students know well in advance the dates of assessment tasks.

If you are absent when individual task information is given out in class, it is **YOUR RESPONSIBILITY** to obtain the specific information relating to that assessment task.

What if I am absent from an assessment task?

Students must make a **genuine attempt** at all assessment tasks. Completion of tasks that carry a weight of exactly 50% is not sufficient. All assessment tasks must be completed. Teacher's will use their professional judgment when reviewing students' performance in tasks to ensure they have made a genuine attempt.

If you are absent from school on the day of your assessment task, contact the school to advise the reason for your absence, you will need to fill in an application form headed "HSC/Preliminary

Assessment Application for Special Consideration - Accident, Misadventure, Illness, Special Circumstance". You will need to make this request within **TWO days** following your absence, and you will have to show that you were away for a legitimate reason. This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a doctor's certificate. **A note from a parent / guardian is not considered an appropriate reason and must be supported by a third-party independent person.** The completed form needs to be given to the school office.

If you are aware in advance that you will be absent for an assessment task, then you are required to submit the HSC/Preliminary Assessment Request for Extension of Time / Substitute Task form **PRIOR** to that assessment task taking place.

If the reason for the absence is considered legitimate then the school may provide the same task later, provide an alternative task, or (in exceptional cases **ONLY**) give an estimate for the task based on other assessment information. **It is important that you be present for assessment tasks.**

If the principal considers that an absence was not for a legitimate reason, the task will still need to be submitted and a mark of **zero will be given** for that task.

What if I hand in a task late?

Zero marks will be given, unless you have gained an extension of time. Extensions will only be granted in exceptional circumstances and must be arranged prior to the due date for the task. Absence from school on the due date will not necessarily ensure an extension. Each case will be treated on its merits.

To request an extension, you must fill out the form headed "HSC / Preliminary Assessment Request for Extension of Time/Substitute Task". This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a doctor's certificate. The completed form needs to be given to your class teacher.

Where do I hand in my assessment task?

All take home (not in-class) written assessment tasks are to be handed in with a submission cover sheet and signed for at the office **by 9 am on the due date**. If the task is a submission of a large project or in electronic format, the instructions for submission will be provided on the assessment task. Any assessment task handed in after that time frame will be determined to be late. Zero marks will be given unless an extension of time has been approved.

All assessment tasks handed in at the office will have clearly marked the time and date received and will be signed by the office attendee and yourself. The time and date will be placed in a book kept securely within the office.

Will I be told my school assessment mark?

School Reports will contain your examination mark and position plus your progressive assessment ranking as at the time of the report. They will not show assessment marks. The mark the school forwards to NESA remains confidential. This is because the mark will be moderated by the examination, and it may change. Your HSC Result Notice will show a final **moderated** assessment mark and your Examination mark. Even if the school's assessment mark does change either up or down after moderation, usually your school rank order for that course does not change.

The school, however, is permitted to give you your marks on individual assessment tasks completed throughout the assessment period.

What if I disagree with the teacher's assessment?

The answer to this depends on whether you disagree with the mark given for a particular task or your position in the course.

If you are concerned about the mark given for a particular task you must discuss this with your teacher when the work is returned. **Marks can only be queried at the time the tasks are returned.**

If you are dissatisfied with your final ranking, you can lodge a written appeal against it. At the end of your last HSC examination, you must collect from the school a sheet, which details your assessment position in each course in relation to other students who took the same course in your school. If this rank or position is significantly different from what you expected you can request that the principal review your assessment. You cannot seek a review of teachers' judgments of the worth of individual performance in assessment tasks.

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 with NESA requirements as detailed in the subject guides.
- 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.

If the review discovers an error, it will be corrected. If no error is found no change will occur. You will be advised of the outcome of the review in writing from the principal. If you are not satisfied with the outcome of the review you may appeal to NESA, which will check to ensure that the school review was carried out correctly. Information regarding the correct procedure for NESA appeals may be obtained from the principal.

How can I appeal against my ranking?

You must use the form headed "Application for Review of HSC Assessment Ranking". Full details should be given as to why you believe your ranking should be changed. Note that both you and your parent, where possible, must sign the sheet. An appeal must be made within the specific period set down for appeals. (See the principal for the closing date).

What if I feel overloaded with work for assessments and study for tests?

If you feel too many tasks are piling up at once, talk to your teachers or Year Advisor as soon as possible to see if changes to due dates can be arranged.

You **are not permitted** to miss periods from your any subjects in order to study before assessment tasks, which are set in class time.

Will my parents be informed if I default in assessment tasks?

A letter will be sent home for failure to hand in an assessment task, or if zero marks are given for any reason such as cheating, copying, plagiarism etc.

What about students who cheat or plagiarise assessment tasks?

If the principal is satisfied that you cheated in any assessment task, a **zero** award will be made. In Year 12 this will also be noted and recorded officially on your records with NESA.

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your exam results.

What will appear on the Record of Achievement?

For each NESA course sat two separately recorded marks will be given, a moderated assessment mark and a scaled examination mark, each out of 100. For an Extension Course you will have an additional assessment and examination score, each out of 50.

For other courses such as NESA Endorsed courses, you will only have a school assessment mark recorded.

In addition, it is likely that some other information will appear which will indicate how you performed in a course in relation to the rest of the state. This may be in the form of percentile bands, ranks, percentage tables or some similar form.

Where else can I get information regarding assessment and the HSC?

Students can access information from the NESA website regarding courses and the HSC examination. Students can also speak to class teachers, careers adviser, the deputy principal or principal for further assistance.

AGRICULTURE

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Report	Farm Product Study	Research Task	Trial HSC Examination Module 1, 2 and elective	
	Term 4 Week 10	Term 1 Week 8	Term 2 Week 8	Term 3 Week 3/4	
	Outcomes Assessed: H1.1 H2.1 H4.1	Outcomes Assessed: H3.1 H3.2 H3.3 H3.4	Outcomes Assessed: H3.4 H4.1 H5.1	Outcomes Assessed: H1.1 H2.1 H2.2 H3.1 H3.2 H3.3 H3.4 H4.1 H5.1	
Working scientifically	5	15	25	10	55%
Knowledge and understanding of course content	15	5	5	20	45%
Total %	20%	20%	30%	30%	100%
Outcomes:					
H1.1	explains the influence of physical, biological, social, historical, and economic factors on sustainable agricultural production				
H2.1	describes the inputs, processes, and interactions of plant production systems				
H2.2	describes the inputs, processes, and interactions of animal production systems				
H3.1	assesses the general business principals and decision-making processes involved in sustainable farm management and marketing of farm products				
H3.2	critically assesses the marketing of a plant or animal product				
H3.3	critically examines the technologies and technological innovations employed in the production and marketing of agricultural products				
H3.4	evaluates the management of the processes in agricultural systems				
H4.1	justifies and applies appropriate experimental techniques, technologies, research methods, and data presentation and analysis in relation to agricultural problems and situations				
H5.1	evaluates the impact of innovation, ethics, and current issues on Australian agricultural systems				

ANCIENT HISTORY

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research and presentation	Source Analysis	Historical Analysis	Trial HSC Examination	
	Cities of Vesuvius: Pompeii and Herculaneum	Ancient Societies	Historical Period	All Topics	
	Term 4 Week 7	Term 1 Week 7	Term 2 Week 5	Term 3 Week 3/4	
	Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:	
	AH12-4 AH12-6 AH12-7 AH12-10	AH12-5 AH12-6 AH12-7 AH12-8	AH12-1 AH12-2 AH12-3 AH12-5 AH12-9	AH12-3 AH12-4 AH12-6 AH12-7	
Knowledge and understanding of course content	5	5	10	20	40%
Historical skills in the analysis and evaluation of sources and interpretations	5		5	10	20%
Historical inquiry and research	5	15			20%
Communication of historical understanding in appropriate forms	5	10	5		20%
Total %	20%	30%	20%	30%	100%
Outcomes:					
AH12-1	accounts for the nature of continuity and change in the ancient world				
AH12-2	proposes arguments about the varying causes and effects of events and developments				
AH12-3	evaluates the role of historical features, individuals and groups in shaping the past				
AH12-4	analyses the different perspectives of individuals and groups in their historical context				
AH12-5	assesses the significance of historical features, people, places, events and developments of the ancient world				
AH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument				
AH12-7	discusses and evaluates differing interpretations and representations of the past				
AH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources				
AH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms				
AH12-10	analyses issues relating to the ownership, custodianship, and conservation of the ancient past				

BIOLOGY

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Report	Depth Study	Research Task	Trial HSC Examination Module 5, 6, 7,8	
	Term 4 Week 7	Term 1 Week 7	Term 2 Week 5	Term 3 Week 3/4	
	Outcomes Assessed: BIO12.1, BIO12.2, BIO12.3, BIO12.4, BIO12.5, BIO12.7, BIO12.12	Outcomes Assessed: BIO12.3, BIO12.4, BIO12.5, BIO12.6 BIO12.7	Outcomes Assessed: BIO12.3, BIO12.4, BIO12.5, BIO12.6, BIO12.7, BIO12.12, BIO12.13, BIO12.14	Outcomes Assessed: BIO12.1, BIO12.2, BIO12.3, BIO12.4, BIO12.5, BIO12.6, BIO12.7, BIO12.12, BIO12.13, BIO12.14, BIO12.15	
Working scientifically	5	20	25	10	60%
Knowledge and understanding	15	0	5	20	40%
Total %	20%	20%	30%	30%	100%
Outcomes:					
BIO12.1	develops and evaluates questions and hypotheses for scientific investigation				
BIO12.2	designs and evaluates investigations in order to obtain primary and secondary data and information				
BIO12.3	conducts investigations to collect valid and reliable primary and secondary data information				
BIO12.4	selects and processes appropriate qualitative and quantitative secondary data and information using a range of appropriate media				
BIO12.5	analyses and evaluates primary and secondary data and information				
BIO12.6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes				
BIO12.7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose				
BIO12.12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species				
BIO12.13	explains natural genetic change and the use of genetic technologies to induce genetic change				
BIO12.14	analyses infectious disease in terms of cause, transmission, management, and the organism's response, including the human immune system				
BIO12.15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease				

BUSINESS STUDIES

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	In Class Report Operations	Marketing Plan Marketing	Financial Ratios/analysis Finance	Trial HSC Examination	
	Term 4 Week 10	Term 1 Week 6	Term 2 Week 8	Term 3 Week 3/4	
	Outcomes Assessed: H2 H5 H6 H9	Outcomes Assessed: H6 H7 H8 H9	Outcomes Assessed: H2 H4 H6 H7 H8 H9 H10	Outcomes Assessed: H1 H3 H4 H5 H9 H10	
Knowledge and understanding of course content	10	10	10	10	40%
Stimulus-based skills	10		10		20%
Inquiry and research		10		10	20%
Communication of business information, ideas, and issues in appropriate forms		5	5	10	20%
Total %	20%	25%	25%	30%	100%
Outcomes:					
H1	critically analyses the role of business in Australia and globally				
H2	evaluates management strategies in response to changes in internal and external influences				
H3	discusses the social and ethical responsibilities of management				
H4	analyses business functions and processes in large and global businesses				
H5	explains management strategies and their impact on businesses				
H6	evaluates the effectiveness of management in the performance of businesses				
H7	plans and conducts investigations into contemporary business issues				
H8	organises and evaluates information for actual and hypothetical business situations				
H9	communicates business information, issues, and concepts in appropriate formats				
H10	applies mathematical concepts appropriately in business situations				

CHEMISTRY

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task	Practical Task	Depth Study	Trial HSC Examination	
	Term 4 Week 6	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3/4	
	Outcomes Assessed: CHEM: 12.1, 12.2, 12.3, 12.5, 12.6, 12.7, 12.12, 12.13, 12.14, 12.15	Outcomes Assessed: CHEM: 12.1, 12.2, 12.3, 12.5, 12.6, 12.7, 12.12, 12.13, 12.14, 12.15	Outcomes Assessed: CHEM: 12.1, 12.2, 12.3, 12.5, 12.6, 12.7, 12.12, 12.13, 12.14, 12.15	Outcomes Assessed: CHEM: 12.1, 12.2, 12.3, 12.5, 12.6, 12.7, 12.12, 12.13, 12.14, 12.15	
Working scientifically	10	10	20	20	60%
Knowledge and understanding	10	10	10	10	40%
Total %	20%	20%	30%	30%	100%
Outcomes:					
CH12.1	develops and evaluates questions and hypotheses for scientific investigation				
CH12.2	designs and evaluates investigations in order to obtain primary and secondary data and information				
CH12.3	conducts investigations to collect valid and reliable primary and secondary data information				
CH12.4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media				
CH12.5	analyses and evaluates primary and secondary data information				
CH12.6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes				
CH12.7	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

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Social Impacts of Technology: Case Study - A selected piece of technology	Research Methodology: Independent Research Project	Groups in Context: Investigation and Pamphlet	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 3/4	
	Outcomes Assessed: H3.4 H4.1 H4.2	Outcomes Assessed: H1.1 H4.1 H4.2	Outcomes Assessed: H2.2 H3.1 H4.2 H5.1	Outcomes Assessed: H1.1 to H6.2	
Knowledge and understanding of course content	10	5	10	15	40%
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60%
Total %	25%	20%	25%	30%	100%
Outcomes:					
H1.1	analyses the effect of resource management on the wellbeing of individuals, groups, families, and communities				
H2.2	evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families, and communities				
H2.3	critically examines how individual's 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 and policy of 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				
H6.2	formulates strategic plans that preserve rights, promote responsibilities, and establish roles leading to the creation of positive social environments				

ENGLISH ADVANCED

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multi-modal Presentation Topic - Common Module: Texts and Human Experiences	Comparative Essay Topic - Module A: Textual Conversations	Portfolio of Writing Topic - Module C: The Craft of Writing	Trial HSC Examination Topics - Common Module (5) Module B (20) Module C (5)	
	Term 1 Week 3	Term 2 Week 1	Term 2 Week 10	Term 3 Week 3/4	
	Outcomes Assessed: EA12-1, EA12-2 EA12-5, EA12-9	Outcomes Assessed: EA12-1, EA12-3 EA12-6, EA12-9	Outcomes Assessed: EA12-4, EA12-5 EA12-7, EA12-9	Outcomes Assessed: EA12-1, EA12-3 EA12-5, EA12-9	
Knowledge and understanding of course content	12.5	12.5	10	15	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	12.5	12.5	10	15	50%
Total %	25%	25%	20%	30%	100%
Outcomes:					
EA12 – 1	independently responds to, composes, and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure				
EA12 – 2	uses, evaluates, and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media, and technologies				
EA12 – 3	critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning				
EA12 – 4	strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts				
EA12 – 5	thinks imaginatively, creatively, interpretively, critically, and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas, and arguments				
EA12 – 6	investigates and evaluates the relationships between texts				
EA12 – 7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued				
EA12 – 8	explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning				
EA12 – 9	reflects on, evaluates, and monitors own learning and refines individual and collaborative processes as an independent learner				

ENGLISH EXTENSION 1

Components	Task 1	Task 2	Task 3	Weighting %
	Imaginative response and reflection	Critical response with Related text	Trial HSC Examination	
	Term 1 Week 5	Term 2 Week 9	Term 3 Week 3/4	
	Outcomes Assessed: EE12 – 2 EE12 – 4 EE12 – 5	Outcomes Assessed: EE12-1 EE12-2 EE12-3 EE12-4	Outcomes Assessed: EE12-1 EE12-3 EE12-4 EE12-5	
Knowledge and understanding of course content	7.5	10	7.5	25%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	7.5	10	7.5	25%
Total %	15%	20%	15%	50%
Outcomes:				
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			
EE12-2	Analyses and experiments with language forms, features, and structures of complex texts, discerningly evaluating their effects on meaning for different purpose, audiences, and contexts			
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			
EE12-4	Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts			
EE12-5	Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes			

English - Standard

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multi-modal Presentation Topic - Common Module: Texts and Human Experiences	Writing Task and Reflection Topic - Module A: Language, Identity and Culture	Portfolio of Writing Topic - Module C: The Craft of Writing	Trial HSC Examination Topics - Common Module (5) Module B (20) Module C (5)	
	Term 1, Week 3	Term 2, Week 1	Term 2, Week 10	Term 3, Weeks 3-4	
	EN12-1 EN12 -2 EN12-5 EN12 - 9	EN12-1 EN12-3 EN12-6 EN12-9	EN12-4 EN12-5 EN12-7 EN12-9	EN12-1 EN12-3 EN12-4 EN12-5 EN12-9	
Knowledge and understanding of course content	12.5	12.5	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	12.5	12.5	10	15	50
Total %	25	25	20	30	100
Outcomes:					
EN12-1	independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure				
EN12-2	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies				
EN12-3	analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning				
EN12-4	adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts				
EN12-5	thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments				
EN12-6	investigates and explains the relationships between texts				
EN12-7	explains and evaluates the diverse ways texts can represent personal and public worlds				
EN12-8	explains and assesses cultural assumptions in texts and their effects on meaning				
EN12-9	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner				

ENGLISH STUDIES

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multi-modal Presentation Topic - Common Module: Texts and Human Experience	Writing Task and Reflection Topic - Module A: Language, Identity and Culture	Portfolio of Writing Topic - Module C: The Craft of Writing	Trial HSC Examination Topics - Common Module (5) Module B (20) Module C (5)	
	Term 1 Week 3	Term 2 Week 1	Term 2 Week 10	Term 3 Week 3/4	
	Outcomes Assessed: EA12-1, EA12-2 EA12-5, EA12-9	Outcomes Assessed: EA12-1, EA12-3 EA12-6, EA12-9	Outcomes Assessed: EA12-4,EA12-5,EA12-7, EA12-9	Outcomes Assessed: EA12-1, EA12-3, EA12-4, EA12-5, EA12-9	
Knowledge and understanding of course content	12.5	12.5	10	15	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	12.5	12.5	10	15	50%
Total %	25%	25%	20%	30%	100%
Outcomes:					
EN12-1	independently responds to, composes, and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure				
EN12-2	uses, evaluates, and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media, and technologies				
EN12-3	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				
EN12-4	strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts				
EN12-5	thinks imaginatively, creatively, interpretively, critically, and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas, and arguments				
EN12-6	investigates and evaluates the relationships between texts				
EN12-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued				
EN12-8	explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning				
EN12-9	reflects on, evaluates, and monitors own learning and refines individual and collaborative processes as an independent learner				



COURSE: Entertainment - HSC

2022/2023

Assessment Events for (Must be edited to suit school delivery – refer to TAS)			Cluster 5	Cluster 6	Cluster 7	½ yearly Exam**	Work Placement 2*	Trial Exam**
			Week 6	Week 1	Week TBA	Week	Week	Week 3/4
			Term 1, 2023	Term 3, 2023	Term TBA	Term	Term	Term 3
			Date:	Date:	Date: TBA	Date:	Date:	Date:
Cluster	Code	Unit of Competency						
5	SITXCCS006 CUASOU306 CUAVSS312	Provide service to customers Operate sound reinforcement systems Operate vision systems						
6	CUASTA311 CUASMT311 CUAIND314	Assist with production operations for live performances Work effectively backstage during performances Plan a career in the creative arts industry						
60 hour specialisation								
7	BSBWOR301 CUAPPR304 CUALGT304	Organise personal work priorities and development Participate in collaborative creative projects Install and operate follow spots						

Depending on the achievement of units of competency, the possible qualification outcome is a CUA30420 - Certificate III in Live Production and Technical Services or a Statement of Attainment towards a CUA30420 - Certificate III in Live Production and Technical Services

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

* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

EXPLORING EARLY CHILDHOOD

Components	Task 1	Task 2	Task 3	Weighting %
	Child Health and Safety	Children's literature	Written Trial exam	
	Term 1 Week 1	Term 2 Week 7	Term 3 Week 3/4	
	Outcomes Assessed: 1.2, 1.3, 2.4	Outcomes Assessed: 1.4, 4.1	Outcomes Assessed: 1.1, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 6.2	
Knowledge and understanding of course content	15	15	20	50%
Skills in critical thinking, research methodology, analysing and communicating	20	20	10	50%
Total %	35%	35%	30%	100%
Outcomes:				
1.1	analyses prenatal issues that have an impact on development			
1.2	examines major physical, social-emotional, behavioural, cognitive and language development of young children			
1.3	examines the nature of different periods in childhood — infant, toddler, preschool, and the early school years			
1.4	analyses the ways in which family, community and culture influence the growth and development of young children			
1.5	examines the implications for growth and development when a child has special needs			
2.2	critically examines factors that influence the social world of young children			
2.3	explains the importance of diversity as a positive issue for children and their families			
2.4	analyses the role of a range of environmental factors that have an impact on the lives of young children			
2.5	examines strategies that promote safe environments			
4.1	demonstrates appropriate communication skills with children and/or adults			
6.2	critically examines all issues including beliefs and values that may influence interactions with others			

EXTENSION HISTORY

Component	Task 1	Task 2	Task 3	Weighting %
	Historical Process (proposal, process log, annotated sources) History Project	Essay History Project	Trial HSC Examination	
	Term 1, Week 8	Term 3, Week 1	Term 3, Week 4	
	Outcomes assessed HE12-1 HE12-2 HE12-4	Outcomes assessed HE12-1 HE12-2 HE12-3 HE12-4	Outcomes assessed HE12-1 HE12-3 HE12-4	
Knowledge and understanding about significant historiographical ideas and processes	10	10	20	40
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	60
Total %	30	40	30	100
Outcomes:				
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				

FOOD TECHNOLOGY

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Report and practical task	Case study and practical task	Research article and practical task	Trial HSC written examination	
	Term 4 Week 7	Term 1 Week 7	Term 2 Week 5	Term 3 Week 3/4	
	Outcomes Assessed: H1.1 H1.2	Outcomes Assessed: H1.4, H3.1, H4.2	Outcomes Assessed: H2.1, H3.2 H4.1, H5.1	Outcomes Assessed: H1.1, H1.2 H1.3, H1.4 H2.1	
Knowledge and understanding of course content	10		10	20	40%
Knowledge and skills in designing, researching, analysing and evaluating		10	10	10	30%
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10		30%
Total %	20%	20%	30%	30%	100%
Outcomes:					
H1.1	explains manufacturing processes and technologies used in the production of food products				
H1.2	examines the nature and extent of the Australian food industry				
H1.3	justifies processes of food product development and manufacture in terms of market, technological and environmental considerations				
H1.4	evaluates the impact of the operation of an organisation within the Australian food industry on the individual, society, and environment				
H2.1	evaluates the relationship between food, its production, consumption, promotion, and health				
H3.1	investigates operations of one organisation within the Australian food industry				
H3.2	independently investigates contemporary nutrition issues				
H4.1	develops, prepares, and presents food using product development processes				
H4.2	applies principles of food preservation to extend the life of food and maintain safety				
H5.1	develops, realises and evaluates solutions for a range of food situations				

School Name: Toormina High School

Student Competency Assessment Schedule

COURSE: SIT20316 Certificate II in Hospitality (Strategy A)

HSC

2022 - 2023

Assessment Events for (Must be edited to suit school delivery – refer to TAS)			Cluster 4	Cluster 5	Cluster 6	Cluster 7	½ yearly Exam**	Work Placement 2*	Trial Exam**
			Week 8	Week 8	Week 10	Week 2	Week	Week	Week 3/4
			Term 4	Term 2	Term 3	Term 3	Term	Term	Term 3
			Date:	Date:	Date:	Date:	Date:	Date:	Date:
Cluster	Code	Unit of Competency							
Cluster 4 Enjoy every bite	SITHCCC003 SITHFAB007	Prepare and present sandwiches Serve food and beverages	x						
Cluster 5 Espresso yourself	SITHFAB005 SITXCCS003	Prepare and serve espresso coffee Interact with customers		x					
Cluster 6 Keeping up to date	SITHIND002 BSBWOR203	Source and use information on the hospitality industry Work effectively with others			x				
Cluster 7 Snack attack	SITHCCC002	Prepare and present simple dishes				x			
Cluster 8 (B) Working in industry (work placement 2)	SITHIND003 BSBSUS201	Use Hospitality skills effectively Participate in environmentally sustainable work practices						x	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20316 Certificate II in Hospitality or a Statement of Attainment towards a SIT20316 Certificate II in Hospitality.

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

* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

LEGAL STUDIES

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Crime Case Lesson	Human Rights In-class responses	Family Law Essay	Trial HSC Examination	
	Term 1 Week 1	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3/4	
	Outcomes Assessed: H1, H6, H7, H8	Outcomes Assessed: H1, H4, H9, H5	Outcomes Assessed: H6, H8, H9, H10	Outcomes Assessed: H2, H3, H7, H9, H10	
Knowledge and understanding of course content	10	10	10	10	40%
Analysis and evaluation	10			10	20%
Inquiry and research		10	10		20%
Communication of legal information, ideas, and issues in appropriate forms		5	5	10	20%
Total %	20%	25%	25%	30%	100%
Outcomes:					
H1	identifies and applies legal concepts and terminology				
H2	describes and explains key features of and the relationship between Australian and international 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 ADVANCED

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	In Class Test	Reference Assisted Test	Assignment/ Investigation	Trial HSC examination	
	Topic: F2, T3	Topics: C2, C3, C4	Topics: S2	Topics: F2, T3, C2, C3, C4, M1, S2, S3	
	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 3/4	
	Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:	
	MA12-1 MA12-5 MA12-9 MA12-10	MA12-3 MA12-6 MA12-7 MA12-10	MA12-1 MA12-3 MA12-4 MA12-8 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-10	
Understanding, Fluency and Communicating	8	14	13	15	50%
Problem Solving, Reasoning and Justification	12	11	12	15	50%
Total %	20%	25%	15%	30%	100%
Outcomes:					
MA12-1	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts				
MA12-2	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts				
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

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-Class Test	Assignment and Validation Task	Assignment/ Investigation	Trial HSC Examination	
	Topics: P1, T3	Topics: V1	Topics: C2, C3	Topics: C2, C3, P1, S1, T3, V1	
	Term 4 Week 8	Term 1 Week 7	Term 2 Week 4	Term 3 Week 3/4	
	Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:	
	ME12-1 ME12-3 ME12-7	ME12-2 ME12-6 ME12-7	ME12-2 ME12-6 ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-7	
Understanding, Fluency and Communicating	13	12	10	15	50%
Problem Solving, Reasoning and Justification	12	13	10	15	50%
Total %	25%	25%	20%	30%	100%
Outcomes:					
ME12-1	applies techniques involving proof or calculus to model and solve problems				
ME12-2	applies concepts and techniques involving vectors and projectiles to solve problems				
ME12-3	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations				
ME12-4	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution				
ME12-5	applies appropriate statistical processes to present, analyse and interpret data				
ME12-6	chooses and uses appropriate technology to solve problems in a range of contexts				
ME12-7	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms				

MATHEMATICS STANDARD 1

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment Topics F2, F3	Assignment Topics M3, M4, M5	Investigation Topics S3	Trial HSC Examination Topics A3, F2, F3, M3, M4, M5, N1, S3	
	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 3/4	
	Outcomes Assessed: MS1-12-5 MS1-12-9 MS1-12-10	Outcomes Assessed: MS1-12-3 MS1-12-9 MS1-12-10	Outcomes Assessed: MS1-12-2 MS1-12-7 MS1-12-9 MS1-12-10	Outcomes Assessed: MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-10	
Understanding, Fluency and Communicating	10	15	10	15	50%
Problem Solving, Reasoning and Justification	15	10	10	15	50%
Total %	25%	25%	20%	30%	100%
Outcomes:					
MS1-12-1	uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts				
MS1-12-2	analyses representations of data in order to make predictions and draw conclusions				
MS1-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness				
MS1-12-4	analyses simple two-dimensional and three-dimensional models to solve practical problems				
MS1-12-5	makes informed decisions about financial situations likely to be encountered post-school				
MS1-12-6	represents the relationships between changing quantities in algebraic and graphical forms				
MS1-12-7	solves problems requiring statistical processes				
MS1-12-8	applies network techniques to solve network problems				
MS1-12-9	chooses and uses appropriate technology effectively and recognises appropriate times for such use				
MS1-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others				

MATHEMATICS STANDARD 2

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	In Class Test	Assignment & Validation Test	Research Task	Trial HSC Examination	
	Topics F4, F5	Topics M6, M7	Topics N2, N3	Topics A4, F4, F5, M6, M7, N2, N3, S4, S5	
	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 3/4	
Components	Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:	Weighting %
	MS2-12-5 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	MS2-12-8 MS2-12-9 MS2-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-10	
Understanding, Fluency and Communicating	10	15	10	15	50%
Problem Solving, Reasoning and Justification	15	10	10	15	50%
Total %	25%	25%	20%	30%	100%
Outcomes:					
MS2-12-1	uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts				
MS2-12-2	analyses representations of data in order to make inferences, predictions and draw conclusions				
MS2-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate				
MS2-12-4	analyses two-dimensional and three-dimensional models to solve practical problems				
MS2-12-5	makes informed decisions about financial situations, including annuities and loan repayments				
MS2-12-6	solves problems by representing the relationships between changing quantities in algebraic and graphical forms				
MS2-12-7	solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data				
MS2-12-8	solves problems using networks to model decision-making in practical problems				
MS2-12-9	chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use				
MS2-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response				

MATHEMATICS EXTENSION 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Class test Topic: N1	Assignment/ Investigation Topics: N1, N2	Class Test Topics: P1, P2, V1	Trial HSC Examination Topics: P1, P2, V1, N1, N2, C1, M1	
	Term 4, Week 8	Term 1, Week 7	Term 2 Week 9	Term 3, Week 3/4	
	MEX12-1 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-7 MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-6 MEX12-7 MEX12-8	
Understanding, Fluency and Communicating	13	12	10	15	50
Problem Solving, Reasoning and Justification	12	13	10	15	50
Total %	20	25	25	30	100
Outcomes:					
MEX12-1	understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts				
MEX12-2	chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings				
MEX12-3	uses vectors to model and solve problems in two and three dimensions				
MEX12-4	uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems				
MEX12-5	applies techniques of integration to structured and unstructured problems				
MEX12-6	uses mechanics to model and solve practical problems				
MEX12-7	applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems				
MEX12-8	communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument				

MODERN HISTORY

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task Power and Authority in the Modern World 1919–1946	Historical analysis National Studies	Essay Peace and Conflict	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3/4	
	Outcomes Assessed: MH12-3, MH12-4, MH12-6, MH12-7, MH12-9	Outcomes Assessed: MH12-2, MH12-5, MH12-8, MH12-9	Outcomes Assessed: MH12-1, MH12-5, MH12-7, MH12-8	Outcomes Assessed: MH12-2, MH12-4, MH12-5, MH12-7, MH12-9	
Knowledge and understanding of course content	5	10	10	15	40%
Historical skills in the analysis and evaluation of sources and interpretations		5	5	10	20%
Historical inquiry and research	10	5	5		20%
Communication of historical understanding in appropriate forms	5	5	5	5	20%
Total %	20%	25%	25%	30%	100%
Outcomes:					
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

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Composition And Elective 1 Music for Radio, Film, Television & Multimedia	Viva Voce, Aural Booklet and Core Performance - an instrument and its repertoire	Presentation of Elective 2 and 3 Music of the 20th and 21st centuries	Trial Examination: Aural skills - Core Performance Electives 1,2,3	
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3/4	
	Outcomes Assessed: Comp: H3, H7, Elec: H2, H8, H10, H11	Outcomes Assessed: Viva: H4, H6 Perf: H1, H5	Outcomes Assessed: Perf: H1, H9 Comp: H3, H7 Viva: H2, H4, H6	Outcomes Assessed: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	
Performance		10			10%
Composition	10				10%
Musicology		10			10%
Aural Skills		10		15	25%
Electives	10		20	15	45%
Total %	20%	30%	20%	30%	100%
Outcomes:					
H1	performs stylistically, music that is characteristic of the 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

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class activity Sports Medicine	Assignment Core 1	Research Task Core 2	Trial HSC Examination	
	Term 4 Week 6	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3/4	
	Outcomes Assessed: H8 H13 H16 H17	Outcomes Assessed: H1, H2, H3, H4, H5, H14, H15	Outcomes Assessed: H7 H10 H11 H16 H17	Outcomes Assessed: H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
Knowledge and Understanding	10	10	10	15	45%
Skills in critical thinking, research, analysing and communicating	10	15	15	15	55%
Total %	20%	25%	25%	30%	100%
Outcomes:					
H1	describes the nature and justifies the choice of Australia's health priorities				
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk				
H3	analyses the determinants of health and health inequities				
H4	argues the case for health promotion based on the Ottawa Charter				
H5	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities				
H7	explains the relationship between physiology and movement potential				
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity				
H9	explains how movement skill is acquired and appraised				
H10	designs and implements training plans to improve performance				
H11	designs psychological strategies and nutritional plans in response to individual performance needs				
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)				
H14	argues the benefits of health-promoting actions and choices that promote social justice				
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all				
H16	devises methods of gathering, interpreting, and communicating information about health and physical activity concepts				
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation				

PHOTOGRAPHY

Components	Task 1	Task 2	Task 3	Weighting %
	Manipulation Photography, digital imaging & video W1-6 V1- 6 DI1-6	Evolution of photography Photography, digital imaging & video W1-6 V1- 6 DI1-6	Movement G1: Individual Project	
	Due Term 1 Week 2	Term 2 Week 3	Term 3 Week 1	
	Outcomes Assessed: M1-6 CH1-5	Outcomes Assessed: M1-6 CH1-5	Outcomes Assessed: M1-6 CH1-5	
Making	25	20	25	70%
Critical and Historical Studies	10	10	10	30%
Total %	35	30	35	100%
Outcomes:				
M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice			
M2	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works			
M3	investigates different points of view in the making of photographs and/or videos and/or digital images			
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images			
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images			
M6	takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works			
CH1	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging			
CH2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations			
CH3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies			
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging			
CH5	CH5- recognises how photography and/or video and/or digital imaging are used in various fields of cultural production			

PHYSICS

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research	Practical	Depth Study	Trial HSC Examination	
	Term 4 Week 10	Term 1 Week 6	Term 2 Week 8	Term 3 Week 3/4	
	Outcomes Assessed: PHY12.1, PHY12.2, PHY12.3, PHY12.4, PHY12.5, PHY12.6, PHY12.7, PHY12.12	Outcomes Assessed: PHY12.3, PHY12.4, PHY12.5, PHY12.6, PHY12.7,	Outcomes Assessed: PHY12.1, PHY12.2, PHY12.3, PHY12.4, PHY12.5, PHY12.6, PHY12.7, PHY12.12, PHY12.13, PHY12.14	Outcomes Assessed: PHY12.1, PHY12.2, PHY12.3, PHY12.4, PHY12.5, PHY12.6, PHY12.7, PHY12.12, PHY12.13, PHY12.14, PHY12.15	
Working scientifically	15	15	20	10	60%
Knowledge and understanding	5	5	10	20	40%
Total %	20%	20%	30s%	30%	100%
Outcomes:					
PHY12.1	develops and evaluates questions and hypotheses for scientific investigation				
PHY12.2,	designs and evaluates investigations in order to obtain primary and secondary data and information				
PHY12.3	conducts investigations to collect valid and reliable primary and secondary data and information				
PHY12.4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media				
PHY12.5	analyses and evaluates primary and secondary data, critical thinking skills and scientific processes				
PHY12.6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes				
PHY12.7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose				
PHY12.12	describes and analyses qualitatively and quantitatively circular motion in a gravitational field, in particular, the projectile motion of particles				
PHY12.13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively				
PHY12.14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in a contemporary world				
PHY12.15	explains and analyses the evidence supporting the relationship between astronomic events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom				

SCIENCE EXTENSION

Component	Task 1	Task 2	Task 3	Weighting %
	Literature Review	Progress Report	Scientific Research Report	
	Term 1, Week 5	Term 2, Week 7	Term 3, Week 6	
	SE-2 SE-3 SE-5 SE-7	SE-1 SE-6 SE-7	SE-1 SE-7	
Communicating scientifically	15	5	10	30
Gathering, recording, analysing and evaluating data	10	10	10	30
Application of scientific research skills	5	15	20	40
Total %	30	30	40	100
Outcomes:				
SE-1 refines and applies the Working Scientifically processes in relation to scientific research				
SE-2 analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry				
SE-3 interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan				
SE-4 uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets				
SE-5 analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research				
SE-6 analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets				
SE-7 communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report				

Course Name: Year 12 Work Studies (2 unit x 120 hours)

Topic	Task	Weight	Due date	Outcomes	Areas of Learning
Module 1: In the workplace	Career Plan	35%	Term 1, Week 10	2,3,4	1,2,3,4,5
Module 2: Preparing Job Applications	Job Application	35%	Term 2, Week 9	10,11,12	3,4,5,6
Module 1 and 2	Classwork	30%	Term 2, Week 10	1-11	1-8

<p>Outcomes:</p> <ol style="list-style-type: none"> 1. investigates a range of work environments 2. examines different types of work and skills for employment 3. analyses employment options and strategies for career management 4. assesses pathways for further education, training and life planning 5. communicates and uses technology effectively 6. applies self-management and teamwork skills 7. utilises strategies to plan, organise and solve problems 8. assesses influences on people's working lives 9. evaluates personal and social influences on individuals and groups 10. investigates a range of work environments 11. examines different types of work and skills for employment 12. analyses employment options and strategies for career management 13. assesses pathways for further education, training and life planning 14. communicates and uses technology effectively 15. applies self-management and teamwork skills 16. assesses influences on people's working lives 	<p>Areas of Learning:</p> <ol style="list-style-type: none"> 1. work phases in life work responsibilities in home school, other experiences and being ready for work moving from school to work working life retirement 2. current skills and interests personal skill sets awards, achievements, experiences and their relevance to employability areas of career interest 3. life and career goals 4. the need to plan to achieve goals 5. identifying pathways to achieve life and career goals time needed to progress through pathways work/life balance 6. Employer Expectations 7. Employment obligations 8. Indicators of success
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Please note: this assessment schedule is to be used in conjunction with VET – Skills for Work and Vocational Pathways assessment schedule when it becomes available.

SOCIETY & CULTURE

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Core: Research Task PIP Proposal	Core: Social and Cultural Continuity and Change In-class responses	Depth Study 1: Popular Culture Essay	Trial HSC Examination Written Paper	
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3/4	
	Outcomes Assessed: H4, H6, H7, H8	Outcomes Assessed: H1, H2, H3, H5	Outcomes Assessed: H5, H7, H9, H10	Outcomes Assessed: H1, H2, H3, H4, H5, H6	
Knowledge and understanding of course content	5	10	15	20	50%
Application and evaluation of social and cultural research methods	10	10		10	30%
Communication of information, ideas and issues in appropriate forms	5		15		20
Total %	20%	20%	30%	30%	100%
Outcomes:					
H1	evaluates and effectively applies social and cultural concepts				
H2	explains the development of personal, social and cultural identity				
H3	analyses relationships and interactions within and between social and cultural groups				
H4	assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy				
H5	analyses continuity and change and their influence on personal and social futures				
H6	evaluates social and cultural research methods for appropriateness to specific research tasks				
H7	selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias				
H8	uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex				
H9	applies complex course language and concepts appropriate for a range of audiences and contexts				
H10	communicates complex information, ideas and issues using appropriate written, oral and graphic forms				

SPORTS, LIFESTYLE & RECREATION

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Resuscitation and first aid application	Lifestyle analysis	Practical	Trial Examination:	
	First Aid, Resuscitation and Sports Injuries	Healthy Lifestyle	Games and Sports applications		
	Term 4 Week 7	Term 1 Week 5	Term 2 Week 8	Term 3 Week 3/4	
	Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:	
	1.1 1.3 3.6 4.5	1.2 1.5 4.5	1.1, 2.3, 3.1, 3.3, 4.4	1.2, 1.5, 2.2, 3.6, 4.5	
Knowledge and understanding	10	10	10	20	50%
Skills	5	5	30	10	50%
Total %	15%	15%	40%	30%	100%
Outcomes:					
1.1	Applies the rules and conventions that relate to participation in a range of physical activities				
1.2	Explains the relationship between physical activity, fitness, and healthy lifestyle				
1.3	Demonstrates ways to enhance safety in physical activity				
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status				
2.2	Analyses the fitness requirements of specific activities				
2.3	Selects and participates in physical activities that meet individual needs, interests, and abilities				
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts				
3.3	Measures and evaluates physical performance capacity				
3.6	Assesses and responds appropriately to emergency care situations				
4.4	Demonstrates competence and confidence in movement contexts				
4.5	Recognises the skills and abilities required to adopt roles that support health, safety, and physical activity				

VISUAL ARTS

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Visual Arts Process Diary and Artist Introduction Topic: Inspiration and design	1st Progression Mark of Major Work In Class Examination Section 1 Topic: Case Studies	2nd Progression Mark of Major Work Section 2 Essay Response Topic: Conceptual Development	Trial HSC Examination – Practical & Theory Student Interviews for Major Works Trial Exam: Topic: Core Theories	
	Term 4 Week 10	Term 2 Week 4	Term 3 Week 1	Term 3 Week 3/4	
	Outcomes Assessed: H3, H4, H7, H8, H9, H10	Outcomes Assessed: H7, H8, H9, H10	Outcomes Assessed: H7, H8, H9, H10	Outcomes Assessed: H1, H2, H3, H4, H5, H6	
Art Making	10	10	15	15	50%
Art Criticism & Art History	5	15	10	20	50%
Total %	15%	25%	25%	35%	100%
Outcomes:					
H1	initiates and organizes art making practice that is sustained, reflective and adapted to suit particular conditions				
H2	applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work				
H3	demonstrates an understanding of the frames when working independently in the making of art				
H4	selects and develops subject matter and forms in particular ways as representations in artmaking				
H5	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways				
H6	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways				
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				

VISUAL DESIGN

Components	Task 1	Task 2	Task 3	Weighting %
	Design project case study/report Module: GD1, PD1, PD2, IED2, IED3, WD1	Design project case study/report Module: GD1, PD1, PD2, IED2, IED3, WD1	Individual Design Project and Design Brief/Portfolio Module: GM	
	Term 4 Week 10	Term 1 Week 6	Term 3 Week 1	
	Outcomes Assessed: DM2, DM6, DM3, CH2, CH3, CH4	Outcomes Assessed: DM1, DM4, DM5, CH1, CH2, CH3	Outcomes Assessed: DM1, DM2, DM3, DM4, DM5, CH1, CH3, CH4	
Design and making	20	20	25	65%
Critical and Historical	15	10	10	35%
Total %	35%	30%	35%	100%
Outcomes:				
DM1	generates a characteristic style that is increasingly self-reflective in their design practice			
DM2	explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works			
DM3	investigates different points of view in the making of designed works			
DM4	generates images and ideas as representations/simulations			
DM5	develops different techniques suited to artistic and design intentions in the making of a range of works			
DM6	takes into account issues of Work Health and Safety in the making of a range of works			
CH1	Generates in their critical and historical practice ways to interpret and explain design			
CH2	investigates the roles and relationships among the concepts of artist/designer, work, world, and audience/consumer in critical and historical investigations			
CH3	distinguishes between different points of view, using the frames in their critical and historical investigations			
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design			

Calendar

	1	2	3	4	5	6	7	8	9	10
Term 4						PDHPE, CH	FT, BI, AH, SLR	MU, MH, SC, vHO , ME, MEX	MS1, MS2, CA, MA	VD, VA, BS, PY, AG, vSW
Term 1	LS, EEC	PH	EA, ET, ES	vSW	EX, SLR, SCE	PY VD, BS, vEN	BI, AH, FT, ME, MEX	AG, SC, MH, MU, vHO , HEX	PDHPE, CH, LS	CA, MA, MS2, MS1
Term 2	EA, ET, ES,		PH	ME, VA	BI, AH, FT	MH SC MU,	PDHPE, CH, EEC LS, SCE	SLR, AG, BS, PY	MS1, MS2, CA, MA, MEX, EX vSW	EA, ET, ES, vHO vSW
Term 3	PH, VA, VD, vEN , HEX		Trial HSC EA, ET, ES, FT, BI, AH, CA, SLR, MA, MS1, MS2, EEC, PDHPE, CH, LS, VA, PY, AG, BS, MU, SC, MH, ME, MEX, EX, HEX			SCE				

ES English Standard	FT Food Technology	PH Photography	MA Mathematics Advanced	EEC Exploring Early Childhood	vSW Skills for Work and Vocational Pathways	PY Physics	vEN Entertainment	vHO Hospitality	ME Maths Extension
ET English Studies	BI Biology	CA Community and Family Studies	MS1 Mathematics Standard 1	PDHPE	VA Visual Arts	VD Visual Design	SC Society and Culture	MU Music	MEX Maths Extension
EA English Advanced	AH Ancient History	MS2 Mathematics Standard 2	LS Legal Studies	CH Chemistry	BS Business Studies	AG Agriculture	MH Modern History	EX English Extension	SLR Sport, Lifestyle and Recreation
HEX History Extension	SCE Science Extension								

SAMPLE ASSESSMENT DOCUMENTS



TOORMINA HIGH SCHOOL ASSESSMENT TASK NOTIFICATION

All Stage 6 Assessment Tasks are in printed in BLUE.

☐ Year 7/8

☐ Year 9/10

☐ Preliminary (Year 11)

☐ HSC (Year 12)

COURSE:	TEACHER:
TASK NUMBER:	TASK WEIGHT: %
DATE OF NOTIFICATION:	
DUE DATE: Term Week	Term Week
Task Description	
Task Outcomes	
Task Instructions EQUIPMENT or RESOURCES: <i>(List any)</i>	
Task Submission	<p>Students must complete assessment task submission form and submit with task as indicated below:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Front office – by 9 am due date <input type="checkbox"/> In-class assessment e.g., test, performance, oral/speeches <input type="checkbox"/> Electronic submission - by 9 am due date <input type="checkbox"/> Larger projects e.g., Art, TAS as advised by faculty
Rubric/Marking Criteria	

Students are reminded that this is a formal Assessment task, absence from school resulting in failure to hand the task in by the due date, will require you to **telephone the school on the due day and support this with a medical certificate or appropriate documentation on your first day back at school. An application for misadventure-illness must also be completed. The Principal will determine the approval of this application. Absence without an explanation** will result in zero marks and an 'N' award warning notification. A non-serious attempt will also result in zero marks and an 'N' award notification. The task must still be completed and submitted to meet NESA requirements.



TOORMINA HIGH SCHOOL ASSESSMENT TASK SUBMISSION

Course:

Student Name:

Teacher's Name

Date Due:

Date Handed in:

Assessment Title:

Assessment Task Number:

**Number of Pages
(not including cover sheet)**

Teacher who marks the Assessment Task to fill in the following

Feedback

Mark:

Rank: (If Stage 6)

Marker's Comments

Marker's Signature

Date:

All My Own Work Declaration

By completing and handing in an assessment task I am certifying that it is all my own work; no one else (including tutors, family or friends) completed the work for me. I have referenced any work used from other sources and have not plagiarised the work of others.

Student signature:

I have kept a copy of my task: Yes / No

Receipt of Submission

Ensure you have kept a receipt as proof that you submitted the assessment task. If you submitted the task via the front office, please keep the receipt.



APPLICATION FOR MISADVENTURE / ILLNESS / OTHER

☐ Preliminary

☐ HSC

Course:

Teacher's Name:

Student Name:

Due date:

Date handed in:

Assessment task:

Application category

☐ Illness, accident or misadventure

(please tick one)

☐ Approved school leave/commitment

☐ Other

Reasons for request: (Include any third-party independent documentation or Doctor's Certificates etc. Letters from parents only, will not be accepted.)

Name of Parent/Carer:

Signature of parent

Student's Signature: :

Date

OFFICE USE ONLY

Teacher's comment:

Head Teacher's recommendation:

Recommended/Not recommended

Principal: Approved/Not Approved

Principal signature:

- ☐ No marks to be awarded
- ☐ Sit or submit the task without penalty
- ☐ Complete an alternative task
- ☐ Task to be submitted with penalty
- ☐ No extension granted
- ☐ Estimate to be given
- ☐ Approve extension without penalty

UPHELD / DECLINED

REASON FOR DECISION:

STUDENT COPY

HEAD TEACHER COPY

CLASS TEACHER

COPY FILE COPY



TOORMINA HIGH SCHOOL

REQUEST FOR EXTENSION OF TIME AND/OR SUBSTITUTE TASK

☐ Preliminary

☐ HSC

Student Name:

Date Due:

Course:

Teacher's Name

Assessment Task:

Details of Request:

Reasons for request: (Include any third-party independent documentation or Doctor's Certificates etc. Letters from parents only, will not be accepted.)

Name of Parent/Carer:

Signature of parent:

Student's Signature:

Date:

OFFICE USE ONLY

Teacher's comment:

Head Teacher's recommendation: Recommended/Not recommended

Principal: Approved/Not Approved

Principal signature:

- ☐ No marks to be awarded
- ☐ Sit or submit the task without penalty
- ☐ Complete an alternative task
- ☐ Task to be submitted with penalty
- ☐ No extension granted
- ☐ Estimate to be given
- ☐ Approve extension without penalty

UPHELD / DECLINED

REASON FOR DECISION:

STUDENT COPY

HEAD TEACHER COPY

CLASS TEACHER

COPY FILE COPY



**TOORMINA HIGH SCHOOL
PRELIMINARY /HSC
NOTIFICATION OF CHANGE TO ASSESSMENT SCHEDULE**

(Date)

Dear Student,

This is to notify you of a required change to the published assessment schedule for **(Course Name)**.
(Reasons)

Task Details: (Insert Task Number, and nature of task)

Original Due Date: (Insert date/Term/Week)

New Due Date: (Insert date/Term/Week)

Students should follow normal procedures regarding requests for Misadventure/Illness or Extension/
Substitute tasks if the task is not submitted by the new due date.

Please detach the section below and return to your teacher to acknowledge your understanding
of the new date requirement.

Should you require further clarification or information you should speak to your teacher or faculty
Head Teacher of the course.

Kind Regards

Teacher

Head Teacher

.....

I _____ have been informed of a change in the assessment
schedule for **(COURSE NAME)**. I understand and acknowledge that the new due date for **(TASK)** is
(NEW DATE).

Student Signature