

GREYSTANES HIGH SCHOOL



Student Assessment Handbook

Higher School Certificate
Year 12
2024

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A Message from the Principal

I congratulate you on your successful completion of the Preliminary HSC program. I am certain that there have been many challenges, triumphs and positive learning experiences over the last year that place you in good stead for the year ahead.

As you look forward and the goal of achieving a HSC is now within reach, it is now time to stop and reflect. The HSC is an international qualification that can open many doors; to further study at TAFE, University and Private colleges; to traineeships and apprenticeships across a diversity of trades; to the workforce and careers across a multitude of industries. In each of these pathways, there is intense competition for places from others.

At this point many of you may be uncertain as to what pathway you wish to follow. But what is certain, is that at the end of the year, the better your performance in the HSC the more choices that you have available to you. In tackling the HSC at Greystanes High School, we as a staff are committed to supporting you in achieving the best HSC result possible. But this is only one half of the success equation. You also need to be committed to working to the best of your ability throughout the year. Every student is different and with this each student's 'best' is different. But at the end of the year I would like you to be able to say that 'I gave 100% and I could not have done any better'.

Important ingredients in a successful HSC campaign include;

- ◆ Establishing clear goals
- ◆ Attending school everyday
- ◆ A commitment of time, energy and perseverance to produce quality work
- ◆ Balance between school, sport, friends and family
- ◆ Developing productive working partnerships with your teachers
- ◆ Effective time management in the completion of class and assessment tasks

To satisfactorily complete the requirements for each HSC course, NESQA requires you to;

- ◆ Apply yourself to your studies to the best of your abilities with diligence and sustained effort
- ◆ Complete all written assignments, speaking tasks, practical work and tests demonstrating the achievement of outcomes
- ◆ Perform tasks required for the assessment program in each course in a serious manner

For this reason it is important that you are familiar with the contents of this booklet. The handbook clearly sets out the rules for the completion of assessment tasks and provides an outline of the assessment program for every subject. Your performance in each assessment task will directly contribute to your final assessment mark in each subject. Importantly, the quality and timely completion of classwork and homework are indicators used by a teacher to determine if you have demonstrated the achievement of course outcomes. Failure to familiarise yourself with the HSC requirements cannot be presented as an excuse.

Just remember '*those who work hard, get lucky*'. I wish you every success in your endeavours.



Grant Sparke
Principal



We empower our learning
community to thrive,
strive and succeed.

Merit Award System 2024

School Values Positive Entry/PBL School Values letter are given to students during the school day for demonstrating the school's values of respect, responsibility, and active learning. **The idea is for immediate and frequent reward and recognition of positive behaviour.**

Some examples of possible positive behaviours that could be rewarded –

Respect	Student	Uses polite and considerate communication Listens attentively to teacher and other students
Responsibility	Student	Assists teacher or other students Helps keep room or playground tidy
Active Learning	Student	Voluntarily seeks feedback and completes work Makes clear effort to improve their understanding

Students will be awarded a school values acknowledgment through an online entry on Sentral. Teachers will tick the relevant core value achieved by the student. The values data will be automatically collated via Sentral and in combination with other positive rewards, the data will be used to award the appropriate achievement level in the Merit system.

Merit/Commendation letters are given out to students in recognition of excellence in academic, creative and sports performance. These are rewards for:

- Best in class/in cohort/or being on task
- Achievement at a certain level
- Personal best attempt in assignment

Students then progress through the award system to receive the Achievement Award per stage. The Achievement and the Bronze Awards will be presented at House Assemblies.

Higher Awards

Silver Award – To gain this award students must have earned 2 Bronze Awards and completed 10 hours of in school community service in a school community program or event (eg. Extra-curricular activity) or external community service (must be negotiated with relevant DP).

Gold Award – In Stage 4, students must have earned a Silver Award and completed 10 hours internal or external community service. In Stage 5 and 6, **students** must have earned a Silver Award and completed 10 external hours of community service.

Silver and Gold awards will be presented at Presentation Night.

Examples of School and Community Service

School service examples:-
Night of Stars performing/assisting
Debating/Public Speaking
Examination reader/writer
Volunteer – Parent Teacher
Year 12 Mocktails waitressing
Grade or KO sports assistant
Library monitor

Community service examples:-

Charity work/fundraising
Volunteer work
Tutoring
Local sporting events helper
Helping at a nursing home

A log sheet tracking a minimum of 10 hours of service must be completed and signed by an independent person (not family). These sheets can be picked up at G Block office.

PLEASE NOTE: PBL Award System runs on a yearly basis but the Bronze, Silver and Gold awards will accumulate to the end of the students HSC year.

Stage 6 Year 11 & 12

Award Structure

Stage 6

NOTE: Students' award totals will reset at the beginning of each stage.

Student reviews
recommend
students across at
least 3 subjects

or

1 Loyalty Card
completely filled
and 1 Green merit

=

1 PBL School
Values Letter

Any combination
of 3 awards (PBL
School Value
letters and Green
Merits

=

Achievement Award

3 Achievement
Awards

=

1 Bronze Award

2 Bronze Awards
and participation
in 10 hours school
or Community
Service

=

Silver Award

1 Silver and
completion of an
additional 10
hours external
Community
Service (*written
evidence is
required*)

=

**Gold Principals
Award (students
have 2 years (each
Stage) to attain
this award**

- ◆ Students to collect initial Loyalty Card from teacher
- ◆ Students to submit Loyalty Card to G Block and collect a new Loyalty Card

BYOD Program

At Greystanes High School there is a mandatory BYOD program across all years. This means that all students are required to bring a device from home that meets the set of specifications determined by the school. These specifications are available on the school website. Please note in particular the specifications related to **wireless compatibility**.

Students will use devices in the classroom under the direction of their teachers to complete a range of classwork and learning activities. Student devices may not be used every day in every lesson; the use of the device will depend upon the particular learning activity and will blend with other activities such as reading, writing, discussion, debate, group activities and assessment. However, it is still expected that students bring a fully charged device to school every day. Students will be using Google Classroom for all subjects and their teachers will give them the codes to sign up at the beginning of the course.

All students and parents are required to read and accept the terms of the school BYOD policy agreement and charter before a device can be used at school. This can be found on the school website. Note that choosing to bring a personal device to school implies that the student and their parent/carer accept the agreement and charter.

It is important that students and parents are aware of the following essential responsibilities and information:

- ◆ **Students are responsible for securing and protecting their own devices at school.** Students and their parents/caregivers are responsible for arranging their own insurance if desired and should be aware of the policy and warranty conditions for their own device. **The school does not accept responsibility for any loss or breakage.**
- ◆ Students are solely responsible for the maintenance and upkeep of their devices. This includes the backing up of data and updating of applications including anti-virus software. **Any loss or damage to a device is not the responsibility of the school or Department.**

Students' devices may be confiscated and returned to parents if the school has reasonable grounds to suspect that a device contains data which breaches the BYOD student user agreement.

Please ensure that devices used for BYOD do not have parental controls or antivirus software that limit configuration of the following areas: network and connectivity, DNS and Proxy, VPN usage. Any limitations in the aforementioned fields can prevent internet access as usage of the DoE proxy is a requirement for internet usage at school.

Note too that students can download Microsoft and Adobe licensed software for free to use on their school device from: bit.ly/byodsoftware

Plagiarism Policy

Policy Rationale

With the explosion of information now available to students, it is essential that they learn how to use the ideas and work of others correctly in their own work and become competent with the accepted ways of acknowledging this use.

This policy aims to help students:

- ◆ understand what plagiarism is,
- ◆ know the procedures that will be used when plagiarism occurs,
- ◆ develop strategies to avoid plagiarism including the correct use of referencing.

Definition of Plagiarism

Plagiarism can be deliberate or inadvertent. Plagiarism is a form of cheating and, as such, is serious student misconduct.

Plagiarism usually takes one of three forms:

- ◆ When students use the ideas, words or work of **other students** and submit these in an assessment task as their own.
- ◆ When students use the ideas, words or work from published sources (internet, books, magazines, electronic databases etc) and submit these in an assessment task **without acknowledgment**.
- ◆ When students **contribute less** than their fellow students to a group assignment and then claim an equal share of the marks.

Procedures for Addressing Plagiarism

Where a teacher believes a student has plagiarised, the matter will be reported to the relevant Head Teacher and the student will be notified and given an opportunity to show why they should not be penalised.

The onus will be on the student to show the Head Teacher that the work submitted is entirely their own and not intentional or inadvertent plagiarism. To help establish the originality of their work, a student may be required to provide their notes and/or draft copies to show how they developed their ideas and/or method of expression.

Where a student admits plagiarising or cannot show the work to be their own, a mark of zero will be awarded and the student will be considered to have not achieved the outcome(s) specified in the task.

Student Disclaimer

All HSC students must:

- ◆ Sign a confirmation of entry form when starting the HSC program. By signing they declare they are aware of plagiarism and malpractice consequences, including the potential loss of their HSC.
- ◆ Sign a declaration for all HSC major projects. This requires the student, their teacher and principal to agree the work submitted is the student's own work and that all outside sources are acknowledged.

How to Reference Sources / Write a Bibliography

If a student requires the inclusion of Referencing or a Bibliography they can find information on style, method and structural layout by accessing **S:\All Students\Library Resources\Writing a bibliography**



Glossary of Terms Used In This Policy

- Acknowledge:** indicate the source of information given
- Bibliography:** a list of books, articles, movies, internet sites or music consulted, appearing at the end of work submitted
- Electronic data base:** .. resources such as Encarta, Encyclopedia Britannica and various other collections of reference materials from CD' or the internet
- Inadvertent:** without intending to or without realising
- Misconduct:** behaviour that is wrong and for which a penalty can be applied
- Onus:** a duty or responsibility
- Reference:** the method used to indicate the original information source

Schedule of Fees – 2024

School Contribution

All secondary schools ask parents to contribute so materials not available from the Department of Education may be provided to students. These contributions are necessary to provide the quality education expected by our school community.

General Contribution	\$100	Senior Students (Years 11 & 12)
	\$80	Junior Students (Years 7 – 10)
	\$45	2 nd Child
	\$30	3 rd and Subsequent Children

It is expected that all families will be committed to pay their share of the additional costs to ensure quality educational experiences for their child. All students benefit from the additional resources purchased using the school contribution. Families with genuine financial hardship should arrange an appointment with the Principal to arrange a full or partial exemption. Students who receive Centrelink support are expected to use part of their payments to meet the school and subject contribution. This is in line with the Federal Government contract for the provision of the payment.

Schedule of Course Fees – 2024

HSC (Year 12)

Subject Technology Access fee(all students)	\$ 65 per year
Construction – VET	\$ 80 per year
Entertainment – VET	\$ 70 per year
**Design & Technology	\$ 40 per year + <i>cost of material for Major Works</i>
Drama	\$ 45 per year
Food Technology	\$ 80 per year
Hospitality – VET - Food and Beverage	\$140 per year
Hospitality – VET - Kitchen Operations	\$140 per year
**Industrial Technology – Timber	\$ 40 per year + <i>cost of material for Major Works</i>
Information Processes & Technology	\$ 30 per year
Music	\$ 55 per year
Visual Arts	\$120 per year

***Students in Design & Technology and Industrial Technology, will be required to purchase material at their own cost for their major works.*

Prices are current at time of publishing

HSC Assessment Policy

This document is provided as a resource to senior students and parents so there will be an understanding of the student's responsibility and that of the school.

The HSC Assessment Policy is consistent with the guidelines provided by NESA. This policy is designed to provide a measure of achievement for each student, in each course and to report that achievement as a rank order in the course.

Assessment procedures vary with each Higher School Certificate course.

The Higher School Certificate is assessed in two separate ways;

1. External examination based assessment
2. Internal school based assessment

External Examination Based Assessment

Students are assessed through state wide external examinations organised by NESA called the Higher School Certificate Examination. These examinations are conducted during October and November of each year. The results of these examinations are reported on separately for the courses studied by each student for the Higher School Certificate. The raw mark from the external examination (50%) is combined with the school internal assessment mark (50%) to create a final mark out of 100 or 50.

Life Skills students, i.e. those on a special program of study for the Higher School Certificate may not be required to sit these external examinations.

Internal or School Based Assessment

Each course of study will have a series of assessment tasks which have particular weightings for the course. These will take a variety of forms including but not limited to essays, topic tests, examinations, research tasks, practical in class assessments and homework. This includes subjects that are externally examined. To be issued a Higher School Certificate, students must have successfully met requirements in a minimum of 10 units of study in Year 12. Trial HSC Examinations are held in early Term 3. Students will be issued a timetable to notify them of date and time of examinations.

Responsibilities and Procedures

Assessment Period

Each course of study outlines in detail, the approximate dates and nature of each of its assessment tasks. Exact dates for each assessment task will be provided, in writing, **at least two weeks prior to the task**. Students are expected to sign the assignment notification sheet as proof of task notification. This sheet will be provided by the class teacher.

Method of Reporting

Two reports will be available throughout the year. Each report will indicate for each course the cumulative assessment rank order, at that stage of the course.

At the completion of each task, students will receive the actual raw mark and rank in that task. Students can request their cumulative rank after each task.

After the final Higher School Certificate paper, students will be given their rank order within the school group, for each course studied.

NESA provides each student with a Student Number. Students use this number to create their own 6 digit PIN. The Student Number and PIN will enable them to access Students Online, where they will find their HSC results. Students must protect this PIN in the same way they would protect any security PIN.

Hardships and Welfare

Students who find themselves experiencing significant hardship throughout the year and as a result cannot complete the required work to meet course outcomes are to contact the relevant Deputy Principal to discuss their situation. The decision of which work, when it is due and how work will get completed will be up to the discretion of the Deputy Principal. Further paperwork and evidence may be required. Student will need to complete Misadventure/Absence (Form B) and submit to Deputy Principal.

What are units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 unit.

Each unit involves class time of approximately 2 hours per week or approximately 3 x 40 periods per week, (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

**2 units = 4 hours per week or approximately
3 x 80 minutes per week, (120 hours per year)
= 100 marks**

The following is a guideline to help you understand the pattern of courses.

2 UNIT COURSE

This is the basic structure for all courses. It has a value of 100 marks.

EXTENSION COURSE

Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, **Music**, some Languages and VET. Undergraduate university courses will be available in some subjects.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

Sport

During Year 12, students may continue Sport or undertake private study at home in their HSC examinable year provided they have satisfied the mandatory Sport hours in Year 11 and maintained satisfactory attendance.

Requirements for the Award of the HSC

If you wish to be awarded the HSC:

- ◆ You must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- ◆ You must sit for and make a serious attempt at the Higher School Certificate examinations.
- ◆ You must study a minimum of 12 units in the Preliminary course achieving a Record of School Achievement (RoSA) and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:-
 - * at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
 - * at least three courses of 2 units value or greater
 - * at least four subjects

At most 6 units of courses in Science can contribute to Higher School Certificate eligibility.

- ◆ The NESA site, contains all the HSC rules and requirements you will need to know.

School Requirements and Policy

Students at Greystanes High are required to undertake their studies so they optimise their life choices by:

- ◆ All HSC students will undertake at least 10 units of study at school for the completion of the HSC year.
- ◆ HSC students are recommended to study a minimum of 12 units for the HSC.
- ◆ All students are expected to have at least a 95% attendance rate to demonstrate genuine and sustained effort in all course work.

Evidence of genuine illness will be required for students that exceed 10 days absence. The development of a students' health plan will be required in such situations.

Australian Tertiary Admission Rank

- ◆ The Australian Tertiary Admission Rank (ATAR) is calculated by the universities Australia wide. The universities categorise Board Developed Courses as either Category A or Category B. To be eligible for an ATAR, you must satisfactorily complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by NESA. These courses must include at least:
 - * eight units from Category A courses
 - * two units of English
 - * three Board Developed Courses of two units or greater
 - * four subjects
- ◆ The ATAR will be based on an aggregate of scaled marks in ten units of Board developed courses comprising:
 - * the best two units of English;
 - * the best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.

If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

The top rank using ATAR will be 99.95.

Assessment and Reporting

- ◆ The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- ◆ Teachers are provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- ◆ The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- ◆ School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- ◆ The other 50% will come from the HSC examination.
- ◆ Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
- ◆ On satisfactory completion of your HSC you will receive a portfolio containing:

The HSC Testamur

The official certificate confirming your achievement of all requirements for the award.

The Record of Achievement

This document lists the courses you have studied and reports the marks and bands you have achieved.

Course Reports

For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course.

Student Responsibilities

1. Assessment tasks must be completed on or by the due date.

Failure to complete a task as required will not be accepted and a **zero mark** will be awarded unless special conditions apply. The following are requirements.

- I. Students must submit or complete the assessment task in the designated lesson on the due date of the task.
- II. Tasks may be submitted to the teacher the day before the due date of a hand in assessment task otherwise the Absence from Assessment Task procedure will apply.
- III. Students must submit online tasks by the designated time on the due date of the task.

2. All work must be that of the students.

In the case of malpractice (e.g. copying the work of others; providing access for others to copy your work or evidence of direct collaboration on the final task/product), the student/s will be penalised or be awarded a zero. This decision will be made by the Principal/Deputy Principal after consultation with the relevant Head Teacher and class teacher.

3. All course work, not only Assessment Tasks, must be completed.

Students should be aware that the Principal must certify that all courses of study have been satisfactorily studied in the HSC Courses i.e. assignments, homework, course summaries, practical work, essays, topic tests, research etc. **Failure to complete course work** may place the student's Higher School Certificate in jeopardy as 10 units of study must be satisfied to be eligible for the Higher School Certificate. N Determination Warning letters will be issued for failure to complete course work. Course work includes class work and homework.

4. Diligence and sustained effort must be demonstrated for all tasks.

Failure to make a **diligent** attempt at Assessment Tasks totalling **in excess of 50%** of the available marks will result in the course not appearing on the student's Record of Student Achievement as they are deemed ineligible in that course through the N Determination process. It may place the award of the Higher School Certificate in jeopardy.

Non-serious or non-genuine attempts at a task will result in a NESAs warning letter being issued and the student will be required to redo the task to a standard reflective of their ability. **Note:** The original mark awarded for the task will stand e.g. 3/15. When re-doing an assessment task, a 'zero' mark will be awarded (i.e. the mark becomes 0/15) if the student does not complete the task to a standard reflective of their ability.

In the case of competency based courses, the VET teachers will determine whether the attempts made by the student to complete the course competencies are genuine.

5. Regular school attendance is expected.

Students are required to maintain a satisfactory record of both attendance and application up to and including the final date set by the Department of Education. This reflects that they are applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course. Students are expected to maintain an attendance greater than 85% for the duration of the course unless ill and documentation is provided.

6. Work must be submitted in an appropriate form and according to an acceptable standard.

Students are advised to provide a signature to the teacher on the Assessment Task Receipt Sheet provided by the teacher. For tasks that require electronic submission via Google Classroom, students must Turn In tasks via the tab. Work submitted must show diligence and sustained effort.

Frequently Asked Questions

What are the notification and receipt systems for assessment tasks?

Teachers will provide written notification regarding an assessment task at least 2 weeks prior to the task. In addition, the teacher will place a copy of the task on the Sentral Student and Parent Portal on the day the task is distributed to the class. If a student is away, this electronic notification is the formal notification for the assessment task. Students will sign for receipt of the task on an Assessment Task Register on their return to school.

An Assessment Task Register is used by teachers to record student signatures and the date when an assessment task is issued in a course. All students in a course are to sign and date to indicate that they have been notified of an assessment task. The same process is to occur when submitting or completing an in class assessment task. Signing and dating the Assessment Task Register indicates that the teacher has received the task and/or the student has completed the task on the due date. This protects the student in the event that the task becomes lost or misplaced.

When should I hand in assessment work?

All work should be submitted or completed on the due date. Students not attending school for the full day at assessment time will need to submit a completed Illness (Form A) or Misadventure/Absence (Form B) and appropriately dated support documentation as outlined for known and unknown absences. Students must hand in their work on the due date in the lesson of the subject of the task or at the time specified by the course teacher. Any time after this will be judged to be “not submitted on time”. If there is no lesson on the due date of the assignment task it must be submitted by the end of the school day.

Where the absence is due to illness or misadventure is **not known** in advance students should contact the relevant Head Teacher on the day of the task, to let the Head Teacher know that they will not be able to submit or complete a particular assessment task. The completed assessment task should be ready for submission on the day of return to school or the student should be ready to complete an in class task on the first day of their return.

What do I do if I cannot hand in or complete an assessment task on time?

If a student cannot submit or complete an assessment task at the appropriate time on the due date because of illness, hardship, a serious family incident, school representation, police action or other known absence they may apply to the relevant Head Teacher, using the Illness (Form A) or Misadventure/Absence (Form B) for an extension of time or a substitute task. This must be completed within 48 hours of the student returning to school. This also applies to school representation where a Misadventure/Absence Form must be provided within 48 hours of return to school. For example; representing the school in sporting events.

What if I know I am going to be absent on the due date of an assessment task?

Where the absence due to illness or misadventure is **known** in advance, the Misadventure/Absence (Form B) must be submitted within 48 hours of your return to school.

Students enrolled in TAFE courses and/or students involved in school business or representing the school must follow the following:

For hand-in tasks, students are to submit the assessment task on the day the task is due or the day before the task is due. For in-class assessment tasks, students need to submit a Misadventure/Absence (Form B) within 48 hours of return to school from the TAFE or school business event. The Form must be signed by the school’s supervising teacher. A new date for completion of the in-class task is to be negotiated with the Head Teacher in consultation with the classroom teacher. Note: The student must be prepared to complete an in-class task on the first day of their return to school.

Students who have been sent on alternative courses or work placements arranged by the Transition Coordinator or the Careers Advisor should inform their teacher in advance that they will be on a course and will not be present on the due date of the assessment task. These students must submit the Misadventure/Absence (Form B) minimum of 48 hours prior to the course/work placement and signed by the supervising teacher of that event.

What if I didn't know I was going to be absent on the due date of an assessment task?

Where the absence due to illness or misadventure is **not known** in advance students should contact the relevant Head Teacher on the day of the task, to let the Head Teacher know that they will not be able to hand in/or complete a particular assessment task. They can do so by contacting the school on 9631 9144. The Head Teacher will explain the Absence from Assessment Task procedure. That is, the Illness (Form A) or Misadventure/Absence Form (Form B), depending on the situation, must be handed in to the relevant Head Teacher within 48 hours of returning to school (including the exam period). A Doctor's Certificate dated the day of the illness or other official documentation, such as a Police Event Number if an accident or incident warranted police action, a death notice, or funeral order of service must be submitted with Form B as evidence for the absence all dated the day of the assessment was due. If there is hardship in obtaining all relevant information, the form must still be submitted to the relevant Head Teacher, within the 48 hour period and a time frame negotiated, between the student and Head Teacher, for when the missing information is to be supplied. The student must hand in their work or be prepared to complete the in-class task on the first day of their return to school. The success of the application will be determined by relevant Head Teacher after assessing whether the student has met the requirements stated within this assessment policy. The student will be informed of their right of appeal if they feel the assessment policy has not been followed.

Can I claim computer problems as my reason for not submitting an assessment task on the due date?

Technology "problems" are not considered as reasonable grounds for a Misadventure Appeal. This includes issues including computer malfunction or failure, upload failure, printer or USB malfunction or failure.

Students are advised to back up their work continuously throughout the completion of the assessment task and print off draft copies which could be submitted if all else fails.

Backing up work includes emailing work to oneself (e.g. use DEC portal email), saving the work to a USB and backing up the work on the computer's hard drive as it is progressively completed.

How can I appeal a decision made about an absence from assessment?

An appeal on the Head Teacher's decision can only be made to the Principal. This will be done by completing the Appeal Form (**Form C**) within two weeks of notification that the Illness (Form A) or Misadventure/Absence (Form B) has been declined. The Appeal Committee consists of the Principal (or nominee) and two Head Teachers other than the Head Teacher dealing with the original illness/misadventure request.

The panel convenor, Principal or Principal's nominee, will co-ordinate the hearing process to examine if the assessment policy has been followed by the teachers and student concerned. The student will be notified verbally of the outcome and a written response on the outcome of the appeal will be provided to the student and a copy sent to the family of the student who appealed.

What if I have been unwell or experienced a misadventure and attended school and completed the task but not performed to the best of my ability due to the illness/misadventure?

In this event the student must complete a Misadventure/Absence Form (Form B) and submit to the Head Teacher with relevant supporting documentation within 48 hours upon return. The Head Teacher will then determine whether the Misadventure request is upheld and the mark or rank will be reviewed. The Deputy Principal may provide documentation to support illness/misadventure at their discretion.

What is the difference between HSC Marks and Australian Tertiary Admission Rank (ATAR)?

Parents and students should note the following:

The average mark, or mean, in the HSC exams is approximately a mark of 70 out of 100 for each 2 unit subject.

- ◆ Both the school reports and HSC results from NESAs are reported in HSC marks and not ATAR rankings.
- ◆ School Assessment Tasks examine a range of skills that are not necessarily tested in the HSC, e.g. oral skills, experimental investigations. Therefore, it may not be valid to expect that assessment.
- ◆ Marks will directly correspond to marks obtained in HSC examinations.
- ◆ ATAR values are a rank order, not a mark. It is a measure of the percentage of the total candidature of students that the candidate beat. The calculation of the ATAR ranking is based on the number of students that completed the Higher School Certificate. They are ranked in order from 99.95 downward.
- ◆ University entrance is based on ATAR results not HSC marks.
- ◆ The mean for ATAR calculations is lower. As a result students can expect (in most cases) that their ATAR will be lower than their HSC marks. Simply averaging school or HSC results will in most cases not give an accurate estimate of ATAR ranking.
- ◆ ATAR calculations use various established manipulations which affect some courses more than others. This may lead to significant changes in mark values between HSC marks and ATAR values for some courses. There are software programs available which estimate or approximate ATAR scores based upon course results.

What are NESAs “N determination” letters?

The purpose of these warning letters is to inform the student and their parent/s or carer/s that they are at risk of not meeting NESAs requirements for a particular course. It states what is required of them to redeem themselves and satisfy course requirements. The NESAs rules state that receiving two or more warning letters may place the award of the Higher School Certificate in jeopardy.

What are the NESAs course requirements and what are the reasons for which students can receive an “N determination” warning letter?

For the Higher School Certificate students are required to:

- ◆ Follow the course developed or endorsed by NESAs
- ◆ Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- ◆ Achieve some or all of the course outcomes.

Students who fail to meet these requirements will receive a letter of warning and an opportunity to redeem their work in order to avoid an “N determination”. The main reasons for issuing such a letter include:

- ◆ Failing to complete or attempt assessment tasks or assignment work by the due date and /or appropriately
- ◆ Failing to regularly complete coursework which includes class and homework appropriately. Additionally it includes practical work.
- ◆ Making a non-serious effort to complete assessment tasks, assignment work major examinations and tests
- ◆ Making a non-serious effort to complete course work

What do ‘N Determination’ or NESAs warning letters mean?

The NESAs warning letters specifies exactly the tasks the student needs to complete to satisfy course requirements. These tasks must be attended to by the due date on the warning letter and before the NESAs cut off date. All students are to be given a chance to redeem themselves.

If a student has received at least 2 or more warning letters, and course work remains outstanding or the student has received a zero for 50% or more of their assessment they may be given an ‘N Determination’ in that subject. This means a non-award for a subject, resulting in the course not being included on their Record of School Achievement. If the loss of the course takes the student below the number of units required, i.e. 10 units or if the course is English, then the student may not receive their Higher School Certificate. A meeting would be held with the Principal in such cases.

What are the consequences for post compulsory students (over 17 years) not meeting course requirements or participating in a satisfactory way in their courses?

The following consequences apply to students who for whatever reason, do not qualify for a Higher School Certificate. They may be:

- ◆ Required to repeat the course in the following year or repeat all courses/the whole year
- ◆ Deemed ineligible for a particular course or courses to be included on their Higher School Certificate as a result of an N Determination.
- ◆ Expelled in accordance with the Department of Education policy on *Suspension and Expulsion of School Students Procedures* for unsatisfactory participation in learning.

Can I appeal my Final Rank Order?

Students may appeal to the school if their Rank Order differs significantly from expectations they have from feedback on their Assessment Tasks throughout the course. The review relates only to the student's Rank Order. An assessment review will only concentrate on the school's procedures for determining the final assessment rank, i.e.

- ◆ The weightings used in compiling the assessment are those specified by NESAs.
- ◆ The marks awarded are consistent with the school's published Assessment Policy.
- ◆ Any computational or clerical errors which are thought to have occurred.

Can I seek clarification for Assessment Task results?

Students may request clarification of marks awarded for a particular task. This request must be made at the time the task is returned by the teacher. Assessment task clarification will concentrate on the faculty's procedures for determining the assessment mark. A teacher's professional judgement cannot be questioned in relation to the achievement of the criteria. Processes may only be challenged e.g. failure to follow school Assessment Policy or NESAs assessment policy.

What happens if I have transferred from another school or am going to another school?

For students arriving at the school between the commencement of the assessment period and the final date of Higher School Certificate entry, the Principal may request information from the previous school. However, this information will only be used as a guide and will not form part of the assessment mark. This means that the student's Rank Order for each course will be determined on the basis of tasks which have been completed from the time of arrival of the student at school. Dependent on the time of change of school, previous school may be responsible for grade.

Overseas or Interstate Travel

The following procedures need to be adopted if students are thinking about taking an overseas or interstate trip with their family. The student must realise that doing this can place their progress into the HSC Course in jeopardy. Any student who is taking leave needs to give the school notice. The Principal can approve up to 100 days leave. **More than 100 days leave requires the approval of the Director Educational Leadership.** Students in Year 10, 11 and 12 are advised not to take or seek leave.

Any plans to travel and miss attending school for a period of time needs to be discussed with the Principal as soon as possible. No student should travel during the HSC Examination period as this leave may not be approved.

Procedure for leave application:

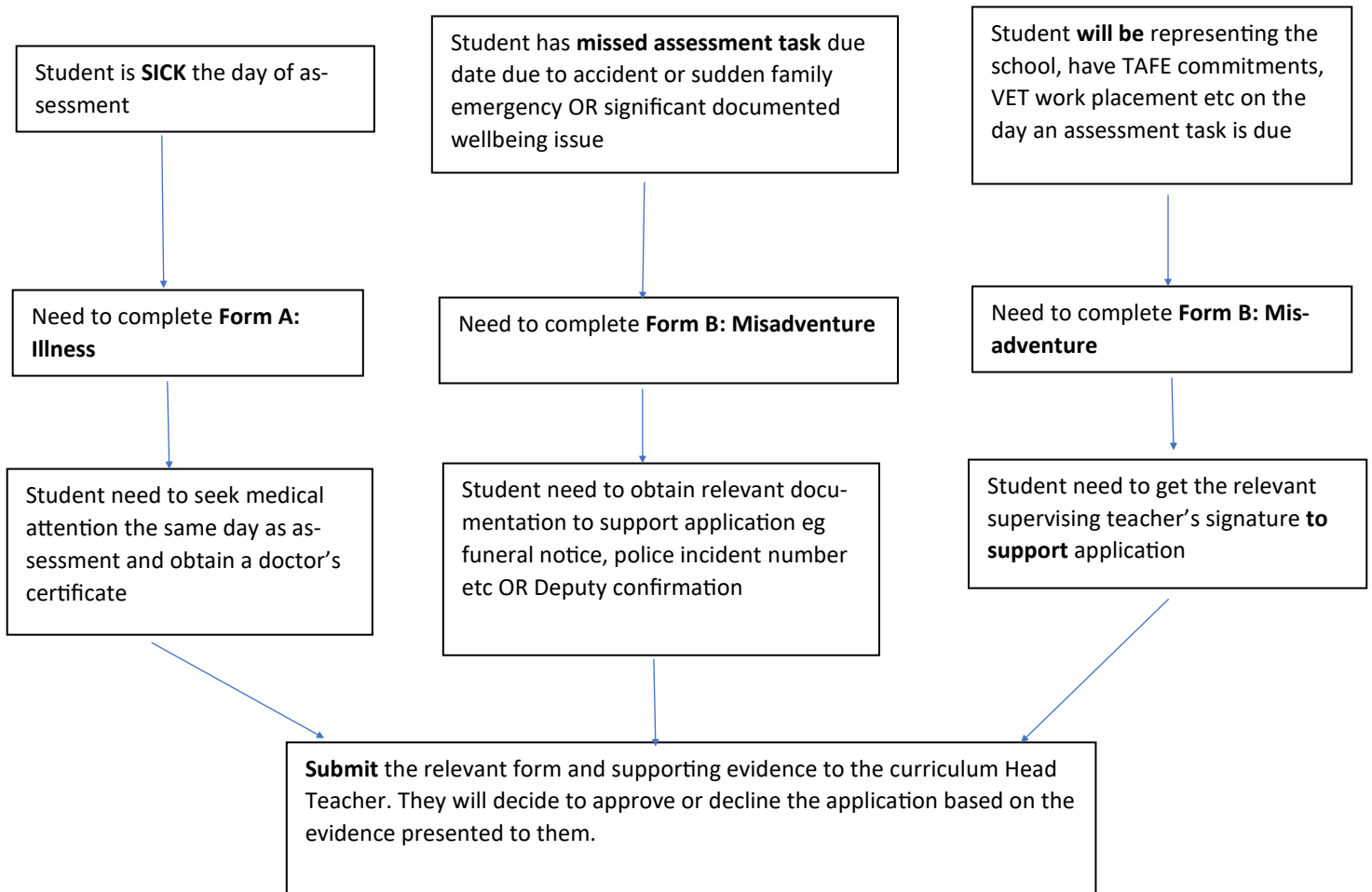
1. Collect a copy of the Overseas or Interstate Variation to Studies form from D Block Office.
2. See the Head Teachers of all the subjects you study and ask them to complete the form.
3. Explain to your family the effect the trip will have on your HSC Course results.
4. Get your parent/guardian's signature on the form after it has been completed.
5. Get your House Group Leader and Year Advisor to sign the forms.
6. Have the exemption form completed by your parents and returned to the Principal.
7. Make an appointment to discuss your proposed absence from school with the Principal.
8. Give your completed forms to the Head Teacher Administration for filing.
9. Complete an Absence from Assessment Task Form if it is known that you are going to miss an assessment task.

What happens if I have COVID or if I need to isolate as a household contact?

- ◆ If you test positive to COVID, submit Form A Illness and attach either:
 - A copy of the record from NSW Health register that you tested positive to COVID or
 - Dr certificate/medical evidence of COVID
- ◆ If you are in isolation as a close contact, submit Form B Misadventure/Absence and attach either:
 - A copy of the record from NSW Health register that your family member who lives with you tested positive to COVID or
 - A Dr certificate that states that you are in isolation or
 - A Dr certificate/medical evidence that states a household member has COVID

Note: This is subject to change depending on NSW Health and DET information.

Illness and Misadventure Process





Illness Form

FORM A

Use this form if student was ill and could not attend/submit assessment task.

SECTION 1-completed by student/parent

Student's Name: _____ Year Group: _____

Subject/Course: _____

Class Teacher: _____

Nature of Assessment Task (e.g.; test, oral task, practical): _____

Date of Assessment Task: _____

Please explain circumstances of illness

Note:

You must submit a Doctors Certificate explaining your illness. It must be dated the same day as the assessment task- a backdated certificate may not be accepted

Student signature: _____

Date: _____

Parent/carer/Executive: _____

Date: _____

Received by HT: _____

Date: _____

.....
SECTION 2- to be completed by HT

Name: _____

Head Teacher Determination:

- Task to be accepted without penalty
- Missed task to be completed on _____ (date)
- Alternative task to be completed on _____ (date)
- An estimate to be given
- A zero mark to be awarded
- Extension granted by _____ (date)

Comments:

Head Teacher signature: _____ Date: _____

Section 3- Student acknowledgment

By signing this acknowledgment, I _____ accept the decision of the Head Teacher.

Student Signature: _____ Date: _____

If you disagree with the decision made here and wish to lodge an appeal complete an APPEALS FORM (C) within 2 weeks of this decision to your Head Teacher or Deputy Principal.

Attach your N Award and supporting documentation to your appeal.



Misadventure/Absence Form

FORM B

Use this form if :

- Student has submitted/completed task however there were extenuating circumstances which have impacted a student's performance e.g. death in family, vehicle accident etc
- An event has happened which has prohibited the student from completing the task which was **NOT** illness e.g.: funeral
- Student is representing the school or attending work placement/TAFE on the day of scheduled assessment

SECTION 1-completed by student/parent

Student's Name: _____ **Year Group:** _____

Subject/Course: _____ **Class Teacher:** _____

Nature of Assessment Task (e.g.; test, oral task, practical): _____

Date of Assessment Task: _____

Please explain the reason for misadventure below

(if student is representing school/attending TAFE please use bottom of form)

Note:

If a student is seeking misadventure due to hardship or unforeseen circumstances, documentation must be provided with this form. For example: death notice/certificate, police report etc.

Student signature: _____ Date: _____

Parent/carer/Executive: _____ Date: _____

Received by HT: _____ Date: _____

.....
Fill in this part if you are representing Greystanes High School and/or attending work placement/TAFE

Reason for absence:

Teacher in charge: _____

Signature: _____ **Date:** _____

SECTION 2- to be completed by HT

Name: _____ Subject: _____

Head Teacher Determination:

- Task to be accepted without penalty
- Missed task to be completed on _____ (date)
- Alternative task to be completed on _____ (date)
- An estimate to be given
- A zero mark to be awarded
- Extension granted by _____ (date)

Comments:

Head Teacher signature: _____ Date: _____

Section 3- Student acknowledgment

By signing this acknowledgment, I _____ accept the decision of the Head Teacher.

Student Signature: _____ Date: _____

If you disagree with the decision made here and wish to lodge an appeal complete the APPEALS FORM and submit within 2 weeks of this decision to your Head Teacher or Deputy Principal.

Attach your N Award and supporting documentation to your appeal.

Appeal Form

FORM C

Greystanes High School

Student's Name: _____ **Subject:** _____

Outcome of Illness Form or Misadventure/Absence Form from Assessment Task application from the Head Teacher and reason given for decision.

Copy of Absence from Assessment Task attached. _____ (Yes/No)

Additional information supporting the appeal attached. _____ (Yes/No)

Statement by parent and student

_____ (Please attach further information if insufficient space)

Parent/Student Signature: _____ **Date:** _____

The **Appeal Panel** consists of Principal (or nominee) and two other executive other than the executive dealing with the original request.

Appeal panel members: _____

Decision of Appeal Panel

(Please attach further information if insufficient space)

Principal's Signature: _____ **Date:** _____

- A copy of the completed form provided to the student.
- Original copy filed by Principal/DP.
- A copy to original Head Teacher.
- A copy of your N Award.

Information about Sign-out Card in Year 12

The Sign-Out Card is a privilege given to Year 12 students who have maintained the school's core values in their senior years. Students who are not issued with the Sign-Out card are provided with a separate Senior Study Area specifically for independent study in the Library. All students may utilise the Library facilities during study periods.

Card Issuing Process:

- ◆ Students on probation will not be issued with a sign-out card until they are cleared of probation.
- ◆ Students are to collect and complete the Year 12 Sign-Out Application form and return it to G Block Office.
- ◆ The Head Teacher Administration will check the eligibility of students for the issue of the Sign-Out card. (See criteria below).
- ◆ All students are to remain at school Term 1 Week 1 during sport. If they are not trialling or assisting in sport, they must report to the Library for supervised study time.
- ◆ If a student is late, leaves early or is away, their receipt of the sign-out card may be delayed.
- ◆ **The sign-out card may be revoked at any time due to attendance, behaviour and/or performance issues.**
- ◆ Students on extended approved leave or extended sick leave will be reviewed separately.

Round 1: Week 2 Term 1 of the academic year

Cards will be issued to Year 12 students who have fulfilled the following requirements:

YEAR	ATTENDANCE:	LATES	EARLY LEAVERS	EARLY LEAVERS WEDNESDAYS	Seminar Payments	Probation
YEAR 11 Term 1-3	EQUAL TO OR MORE THAN 95%	Nil	Nil	Nil	Paid	Nil
YEAR 12 Term 4	EQUAL TO OR MORE THAN 95%	Nil	Nil	Nil		
YEAR 12 Term 1 W1-2	100%	Nil	Nil	Nil		

Students without a sign-out card are to remain at school Term 1 Week 2 during sport. If they are not trialling or assisting in sport, they must report to the Library for supervised study time.

Round 2: Week 3 Term 1 of the academic year

Cards will be issued to Year 12 students who have fulfilled the following requirements:

YEAR	ATTENDANCE:	LATES	EARLY LEAVERS	EARLY LEAVERS WEDNESDAYS	Seminar Payments	Probation
YEAR 11 Term 1-3	EQUAL TO OR MORE THAN 85%	NOT MORE THAN 9	NOT MORE THAN 3	NOT MORE THAN 1	Paid	Nil
YEAR 12 Term 4	EQUAL TO OR MORE THAN 85%	NOT MORE THAN 3	NOT MORE THAN 1	NOT MORE THAN 1		
YEAR 12 Term 1 W1-2	100%	Nil	Nil	Nil		

Students without a sign-out card are to remain at school Term 1 Week 3 during sport. If they are not trialling or assisting in sport, they must report to the Library for supervised study time.

Round 3: Week 4 Term 1 of the academic year onwards

- ◆ Issue of cards are based on individual interviews with HT Admin and/or relevant Deputy Principal.
- ◆ Payment for seminars must be made.
- ◆ Students on probation must fulfil all conditions when a review occurs.

Conditions of Issue of Sign-Out Cards

- ◆ Student's attendance records will be reviewed fortnightly.
- ◆ Student must maintain an attendance of greater than 85%.
- ◆ Student must not be late to school more than 3 times in a term. All notified lateness or early leavers must be supported with evidence.
- ◆ All absences must be supported by valid documentation.
- ◆ Student must not be placed on probation.
- ◆ **The sign-out card may be revoked at any time if attendance is not maintained.**
- ◆ If a student does not have a sign out card, they are advised not to make appointments (for example, health services) on Wednesdays after 12pm. Instead all appointments should be made after school hours. For further clarifications, discuss with Head Teacher Administration.

Conditions of Revoking Sign-Out Cards

- ◆ Student will be provided with a date for the review of their Sign-Out privileges by the Head Teacher Administration.
- ◆ Students without a sign-out card must report to the Library for supervised study time and engage in constructive revision.

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English Standard

Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Multimodal + Writing	Writing	Creative Composition	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 9	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 4-5
Knowledge and understanding of course content	50	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
Task Weighting %	100	20	25	25	30
Syllabus Outcomes		EN12-2 EN12-3 EN12-5 EN12-6 EN 12-7	EN 12-1 EN 12-3 EN 12-5 EN 12-7 EN12-8	EN12-1 EN12-3 EN12-4 EN12-5 EN12-9	EN12-1 EN12-2 EN12-3 EN12-7 EN12-8

Syllabus 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

English Advanced

Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Multimodal + Extended Response	Extended Response	Creative Composition	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 4-5
Knowledge and understanding of course content	50	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
Task Weighting %	100	20	25	25	30
Syllabus Outcomes		EA12-2 EA12-3, EA12-5, EA12-6, EA12-7	EA12-1 EA-12-3 EA12- 4 EA 12-5 EA12-6	EA12-3 EA12-5 EA12-7 EA12-8 EA 12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8

Syllabus 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 Studies					
Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Multimodal + Writing	Writing	Creative Composition	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 9	Term 1 Weeks 10	Term 2 Week 7	Term 3 Weeks 4-5
Knowledge and understanding of course content	50	10	15	10	15
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	50	10	10	15	15
Task Weighting %	100	20	25	25	30
Syllabus Outcomes		ES12-2 ES12-4 ES12-6 ES12-7 ES12-9	ES12-1 ES12-2 ES12-3	ES12-4 ES12-7 ES12-9 ES12-10	ES12-3 ES12-5 ES12-9

Syllabus Outcomes

- ES12-1** comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES12-2** identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES12-3** accesses, comprehends and uses information to communicate in a variety of ways
- ES12-4** composes proficient texts in different forms
- ES12-5** develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
- ES12-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES12-7** represents own ideas in critical, interpretive and imaginative texts
- ES12-8** understands and explains the relationships between texts
- ES12-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
- ES12-10** monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

English Extension 1

Course Components		Task 1	Task 2	Task 3
	Type of Task	Creative Response with Self Reflection	Critical Response with related texts	Trial HSC Examination (creative + critical)
	Syllabus Weighting %	Week 10 Term 1	Week 10 Term 2	Weeks 4-5 Term 3
Knowledge and understanding of complex texts and of how and why	50	15	20	15
Skills in complex analysis, sustained composition and independent investigation	50	15	20	15
Task Weighting %	100	30	40	30
Syllabus Outcomes		EE12-1, EE12-2, EE12-3, EE12-5	EE12-1, EE12-3, EE12-4	EE12-1, EE12-2, EE12-4, EE12-5

Syllabus 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 purposes, 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 Extension 2

		Task 1	Task 2	Task 3
Course Components	Type of Task	Viva Voce (see assessment notification for further details)	Literary Review + Major work draft and journal	Critique of the Creative Writing Process + Major work final draft and journal
	Syllabus Weighting %	Week 8 Term 1	Week 8 Term 2	Week 1 Term 3
Skill in extensive independent research	50	15	20	15
Skills in sustained composition	50	15	20	15
Task Weighting %	100	30	40	30
Syllabus Outcomes		EEX12-2, EEX12-5, EEX12-1, EEX12-3	EEX12-1, EEX12-3, EEX12-4	EEX12-1, EEX12-2, EEX12-4, EEX12-5

Syllabus Outcomes

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

English EALD

Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Multimodal (Speaking and Listening)	Reading + Writing (Topic Test)	Writing	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 10	Term 1 Weeks 10	Term 2 Week 10	Term 3 Weeks 4-5
Knowledge and understanding of course content	50	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
Task Weighting %	100	25	20	25	30
Syllabus Outcomes		EAL12-1A, EAL12-1B, EAL12-3, EAL12-6	EAL12-2, EN12-5, EN12-7,	EAL12-2, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-9	EAL12-4, EAL12-5, EAL12-8, EAL12-9

Syllabus Outcomes

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

Mathematics Standard 1

Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Assignment with class & home component	Topics Assessment	Class Test with Summary Sheet	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 9	Term 2 Weeks 10-11	Term 2 Week 8	Term 3 Weeks 4-5
Understanding, fluency and communication	50	10	15	10	15
Problem solving, reasoning and justification	50	10	10	15	15
Task Weighting %	100	20	25	25	30
Syllabus Outcomes		MS1-12-1 MS1-12-5 MS1-12-6 MS1-12-9 MS1-12-10	MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-7 MS1-12-9 MS1-12-10	All outcomes

Course Objective and Outcomes

Student Objective: develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts

Related outcomes: **a student**

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

Student Objective: develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks.

Related Outcome: **a student:**

MS1-12-3 interprets results of measurements and calculations and makes judgement 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

Student Objective: develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations

Related outcomes: **a student:**

MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use

Student objective: develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs.

Mathematics Standard 2

Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Assignment with class & home component	Topics Assessment	Class Test with Summary Sheet	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 5	Term 1 Weeks 10-11	Term 2 Week 8	Term 3 Weeks 4-5
Understanding, fluency and communication	50	10	15	10	15
Problem solving, reasoning and justification	50	10	10	15	15
Task Weighting %	100	20	25	25	30
Syllabus Outcomes		MS2-12-1 MS2-12-6 MS2-12-9 MS2-12-10	MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-7 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-8 MS2-12-9 MS2-12-10	All outcomes

Course Objective and Outcomes.

Student Objective: develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts

Related 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

Student Objective: develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks

Related outcomes, a student:

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 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

Student Objective: develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations

Related outcomes, a student:

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

Student Objective: develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs

Related outcomes, a student:

MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response.

Mathematics Advanced

Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Assignment with class & home component	Topics Assessment	Class Test with Summary Sheet	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 8	Term 1 Weeks 10-11	Term 2 Week 8	Term 3 Weeks 4-5
Understanding, fluency and communication	50	10	15	10	15
<i>Problem solving reasoning and justification</i>	50	10	10	15	15
Task Weighting %	100	20	25	25	30
Syllabus Outcomes		MA12-1, MA12-4, MA12-6 MA12-9 MA12-10	MA12-1, MA12-3 MA12-6, MA12-7 MA12-9, MA12-10	MA12-2, MA12-3 MA12-5 MA12-6 MA12-7 MA12-9 MA12-10	all outcomes

Syllabus Outcomes

- MA12-1** uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MA12-2** models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
- MA12-3** applies calculus techniques to model and solve problems
- MA12-4** applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MA12-5** applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
- MA12-6** applies appropriate differentiation methods to solve problems
- MA12-7** applies the concepts and techniques of indefinite and definite integrals in the solution of problems
- MA12-8** solves problems using appropriate statistical processes
- MA12-9** chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
- MA12-10** constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Mathematics Extension 1

Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Assignment with class & home component	Topics Assessment	Class Test with Summary Sheet	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9	Term 3 Weeks 4-5
Understanding, fluency and communication	50	10	15	10	15
<i>Problem solving reasoning and justification</i>	50	10	10	15	15
Task Weighting %	100	20	25	25	30
Syllabus Outcomes		ME12-5, ME12-6 ME12-7	ME12-6 ,ME12-7 ME12-3 ME12-2 ME12-1	ME12-6, ME12-7 ME12-2 ME12-1	all outcomes

Syllabus 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 Extension 2

Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Assignment with class and home component.	Topics Assessment	Class Test with Summary Sheet	Trial HSC Examination
	Syllabus Weightings %	Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 8	Term 3 Weeks 4-5
Understanding, fluency and communication	50	10	15	10	15
<i>Problem solving reasoning and justification</i>	50	10	10	15	15
Task Weighting %	100	20	25	25	30
Syllabus Outcomes		MEX12-1 MEX12-2 MEX12-4 MEX12-8	MEX12-1 MEX12-3 MEX12-5 MEX12-8	MEX12-1 MEX12-6 MEX12-7 MEX12-8	All outcomes

Syllabus 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

Investigating Science					
Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Skills & data processing	Secondary sourced research task	Depth Study Report & Practical Test	Trial HSC Examination
	Date of Task	Term 4 Week 8/9	Term 1 Week 6	Term 2 Week 8	Term 3 Weeks 4-5
	Syllabus Weighting %	20	20	30	30
Skills in working scientifically	60	15	15	15	15
Knowledge and understanding of course Content	40	5	5	15	15
Task Weighting %	100	20	20	30	30
Syllabus Outcomes		INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS12-12	INS11/12-4 INS11/12-7 INS12-13	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS 11/12-6 INS 11/12-7 INS12-14	All outcomes

Syllabus Outcomes

INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation

INS11/12-2 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

Particular Course Requirements

Depth Study: Investigating a manufacture's claim (15 hours Depth Study & assessed) Fact or Fallacy.

Biology

Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Topic Test Heredity	Essay Extended Response	Depth study (Research report and in class task)	Trial HSC Examination
	Date of Task	Term 4 Week 8-9	Term 1 Weeks 5	Term 2 Week 4-7	Term 3 Weeks 4-5
	Syllabus Weighting %	20	20	30	30
Skills in working scientifically	60	15	10	25	10
Knowledge and understanding of course content	40	5	10	5	20
Task Weighting %	100	20	20	30	30
Syllabus Outcomes		BIO11/12-6 BIO12-12 BIO12-13	BIO11/12-5 BIO 11/12-6 BIO 11/12-7 BIO12-12 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-7 BIO12-14 BIO12-15	All outcomes

Syllabus Outcomes

- BIO11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5** analyses and evaluates primary and secondary data and information
- BIO11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO12-12** explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- BIO12-13** explains natural genetic change and the use of genetic technologies to induce genetic change
- BIO12-14** analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
- BIO12-15** explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Particular Course Requirements

Excursion: Museum of Diseases in Term 3 Week 4 for Depth Study

Chemistry

Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Skills and data processing	Practical Examination	Depth study excursion and research	Trial HSC Examination
	Date of Task	Term 4 Weeks 8-9	Term 1 Weeks 8-9	Term 2 Weeks 7-10	Term 3 Weeks 4-5
	Syllabus Weighting %	20	20	30	30
Skills in working scientifically	60	15	15	15	15
Knowledge and understanding of course content	40	5	5	15	15
Task Weighting %	100	20	20	30	30
Syllabus Outcomes		CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12	CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-7 CH12-15	All outcomes

Syllabus Outcomes

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 model

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

Particular Course Requirements

Excursion: University Term 3 for Depth Study

Physics					
Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Practical test Advanced Mechanics	Depth Study DC Motor Electromag- netism	Secondary Sources Research Task	Trial HSC Examination
	Date of Task	Term 4 Weeks 8-9	Term 2 Weeks 1-4	Term 2 Week 9	Term 3 Weeks 4-5
	Syllabus Weighting %	20	30	20	30
Skills in working scientific-ly	60	10	25	10	15
Knowledge and understanding of course content	40	10	5	10	15
Task Weighting %	100	20	30	20	30
Syllabus Outcomes		PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-13	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14	All outcomes

Syllabus Outcomes

- 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

Particular Course Requirements

Depth Study: Depth Study

Music 1

Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Viva Voca & Elective 1	Composition & Elective 2	Aural Paper & Elective 3	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 9	Term 1 Week 8/9	Term 2 Week 8-10	Term 3 Weeks 4/5
Performance	10				10
Composition	10		15		
Musicology	10	10			
Aural	25			10	10
Elective 1	15	10			5
Elective 2	15		10		5
Elective 3	15			10	5
Task Weighting %	100	20	25	20	35
Syllabus Outcomes		H1 - H8 Depending on electives	H1 - H8 Depending on electives	H1 - H8 Depending on electives	H1 - H8 Depending on electives

Syllabus Outcomes

- 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

Visual Arts

		Task 1	Task 2	Task 3	Task 4
Course Components	Type of Task	Body of work +VAD	BOW + VAD Theory Task	Body of work +VAD	Trial HSC Examination and Body Of Work
	Syllabus Weighting %	Term 1 Week 3	Term 1 Week 10	Term 3 Week 2	Term 3 Weeks 4-5
	Art Criticism and Art History	50	25	25	25
Art Making	50	10	10	15	15
Task Weighting %	100	10	35	15	40
Syllabus Outcomes		H1, H2, H3, H4	H7, H8, H9, H10	H4, H5, H6	H1 - H10

Syllabus Outcomes

- H1** initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions
- H2** applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3** demonstrates an understanding of the frames when working independently in the making of art
- H4** selects and develops subject matter and forms in particular ways as representations in art-making
- H5** demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6** demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7** applies their understanding of practice in art criticism and art history
- H8** applies their understanding of the relationships among the artist, artwork, world and audience
- H9** demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10** constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

Ancient History

Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Pompeii and Herculaneum	Formal Class Assessment	Historical Analysis Personality in their Time	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 8	Term 1 Weeks 10-11	Term 2 Week 6	Term 3 Weeks 4-5
Knowledge and understanding of course content	40	10			30
Historical skills in the analysis and evaluation of sources and interpretations	20		10	10	
Historical inquiry and research	20	5	10	5	
Communication of historical understanding in appropriate forms	20	10		10	
Task Weighting %	100	25	20	25	30
Syllabus Outcomes		AH 1, 2, 6, 8, 9	AH 3, 4, 6, 7	AH 4, 5, 8, 9, 10	All outcomes

Syllabus 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** assess 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 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

Modern History

Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Source Analysis Core Study: Power and Authority Authority	Formal Class Assessment	Essay Peace and Conflict	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 6	Term 3 Weeks 4-5
Knowledge and understanding of course content	40			10	30
Historical skills in the analysis and evaluation of sources and interpretations	20	10	10		
Historical inquiry and research	20	10	5	5	
Communication of historical understanding in appropriate forms	20		10	10	
Task Weighting %	100	20	25	25	30
Syllabus Outcomes		MH3,4, 6,7	MH 3,4,5,6,8	MH 1,2,5,9	All

Syllabus 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 and groups in shaping the past
- MH12-4** Analyses the different perspectives of individuals and groups in their historical context
- MH12-5** Assess the significance of historical features, people, places, events and developments of the modern world
- MH12-6** Analyses and interprets different types of sources for evidence to support an historical account 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

Business Studies

Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Topic Test	Formal Class Assessment	In Class Test	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9	Term 3 Weeks 4-5
Knowledge and understanding of course content	40		5	10	25
Stimulus Based Skills	20	10	10		
Inquiry and Research	20	10	10		
Communication of business information, ideas and issues in appropriate forms	20			15	5
Task Weighting %	100	20	25	25	30
Syllabus Outcomes		H1, H2, H3 H4, H8, H9	H1, H2 H3, H4 H5, H9, H10	H1, H5, H6, H8, H9	H1 - H10.

Syllabus 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

Economics

Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	The Global Economy	Formal Class Assessment	Economic Issues	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 10	Term 3 Weeks 4-5
Knowledge and understanding of course content	40		10		30
Stimulus Based Skills	20			20	
Inquiry and Research	20	10	5	5	
Communication of business information, ideas and issues in appropriate forms	20	15	5		
Task Weighting %	100	25	20	25	30
Syllabus Outcomes		H1, H3, H5, H9, H10, H12	H1, H2, H4, H6, H7, H9, H10, H11	H1, H2, H10, H4, H7, H10	H1-H10

Syllabus Outcomes

- H1** demonstrates understanding of economic terms, concepts and relationship
- H2** analyses the economic role of individuals, firms, institutions and governments
- H3** explains the role of markets within the global economy
- H4** analyses the impact of global markets on the Australian and global economies
- H5** discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H6** analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H7** evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments.
- H8** applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
- H9** selects and organises information from a variety of sources for relevance and reliability
- H10** communicates economic information, ideas and issues in appropriate forms
- H11** applies mathematical concepts in economic contexts
- H12** works independently and in groups to achieve appropriate goals in set timelines

Legal Studies					
Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Crime Report	Formal Class Assessment	Family Law Task - Research Essay	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 9	Term 1 Weeks 10-11	Term 2 Week 9	Term 3 Weeks 4-5
Knowledge and understanding	40	10	5	5	20
Analysis and Understanding	20	5	5	5	5
Inquiry and Research	20	5	5	10	
Communication of legal information, ideas and issues in appropriate forms	20	5	5	5	5
Task Weighting %	100	25	20	25	30
Syllabus Outcomes		H1, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H9, H10	H3, H4, H5, H6, H7, H8, H9, 10	H1, H2, H3, H4, H5, H6, H7, H9, H10

Syllabus 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

Information Processes and Technology

Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Project Management	Topics Assessment	Project & Topic Test	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 8	Term 1 Weeks 10-11	Term 2 Week 8	Term 3 Weeks 4-5
Knowledge and understanding of course content	60	10	20	10	20
Knowledge and skills in the design and development of Information Systems	40	10	5	15	10
Task Weighting %	100	20	25	25	30
Syllabus Outcomes		H1.1, H1.2, H3.2, H5.2, H3.1, H4.1, H6.1	H1.1, H1.2, H2.1, H2.2, H5.1, H6.2, H7.1	H3.1, H3.2, H4.1, H6.1	H1.1, H1.2, H2.1, H2.2, H3.2, H5.1, H6.2

Syllabus Outcomes

- H1.1** applies an understanding of the nature and function of information technologies to a specific practical situation
- H1.2** explains and justifies the way in which information systems relate to information processes in a specific context
- H2.1** analyses and describes a system in terms of the information processes involved
- H2.2** develops solutions for an identified need which address all of the information processes
- H3.1** evaluates the effect of information systems on the individual, society and the environment
- H3.2** demonstrates ethical practice in the use of information systems, technologies and processes
- H4.1** proposes ways in which information systems will meet emerging needs
- H5.1** justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
- H5.2** assesses the ethical implications of selecting and using specific resources and tools
- H6.1** analyses situations, identifies a need and develops solutions
- H6.2** selects and applies a methodical approach to planning, designing or implementing a solution
- H7.1** implements effective management techniques
- H7.2** uses methods to thoroughly document the development of individual and/or group Projects

Design and Technology

Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	MDP Project proposal	Topics Assessment	Major Project & Folio	Trial HSC Examination
	Syllabus Weighting %	Term 4 Weeks 7	Term 1 Weeks 10-11	Term 2 Week 9	Term 3 Weeks 4-5
Knowledge and understanding of course content	40	5	10	5	20
Knowledge and skills in designing, managing, producing and evaluating a major design project	60	10	10	30	10
Task Weighting %	100	15	20	35	30
Syllabus Outcomes		H1.1, H3.1 H3.2, H4.1 H4.2, H5.1 H5.2	H1.1, H1.2 H2.2, H3.1 H6.2	H1.1, H3.1 H3.2, H4.1 H4.2, H5.1 H5.2	H1.1, H1.2 H2.1, H3.1 H4.3, H6.1

Syllabus Outcomes

- H1.1** critically analyses the factors affecting design and the development and success of design projects
- H1.2** relates the practices and processes of designers and producers to the major design project
- H2.1** explains the influence of trends in society on design and production
- H2.2** evaluates the impact of design and innovation on society and the environment
- H3.1** analyses the factors that influence innovation and the success of innovation
- H3.2** uses creative and innovative approaches in designing and producing
- H4.1** identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2** selects and uses resources responsibly and safely to realise a quality major design project
- H4.3** evaluates the processes undertaken and the impacts of the major design project
- H5.1** manages the development of a quality major design project
- H5.2** selects and uses appropriate research methods and communication techniques
- H6.1** justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
- H6.2** critically assesses the emergence and impact of new technologies, and the factors affecting their development.

Engineering Studies

		Task 1	Task 2	Task 3	Task 4
Course Components	Type of Task	Civil Structures Engineering Report	Topics Assessment	Aeronautical Engineering Report	Trial HSC Examination
	Syllabus Weighting %	Term 4 Weeks 9	Term 1 Weeks 10-11	Term 2 Weeks 8	Term 3 Weeks 4-5
	Knowledge and understanding of course content	10	20	10	20
Knowledge and skills in re-search, problem solving and communication related to engineering practice	40	15	5	10	10
Task Weighting %	100	25	20	25	30
Syllabus Outcomes		H1.1, H2.2, H5.1, H5.2, H6.2	H1.2, H2.1, H2.2, H3.2, H5.1,	H2.1, H2.2, H3.1, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.1, H4.2, H4.3

Syllabus Outcomes

- H1.1** describes the scope of engineering and critically analyses current innovations
- H1.2** differentiates between properties of materials and justifies the selection of materials, components and processes in engineering
- H2.1** determines suitable properties, uses and applications of materials in engineering
- H2.2** analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
- H3.1** demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
- H3.2** uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
- H3.3** develops and uses specialised techniques in the application of graphics as a communication tool
- H4.1** investigates the extent of technological change in engineering
- H4.2** applies knowledge of history and technological change to engineering- based problems
- H4.3** appreciates social, environmental and cultural implications of technological change in engineering and applies them to the analysis of specific problems
- H5.1** works individually and in teams to solve specific engineering problems and in the preparation of engineering reports
- H5.2** selects and uses appropriate management and planning skills related to engineering
- H6.1** demonstrates skills in research and problem-solving related to engineering
- H6.2** demonstrates skills in analysis, synthesis and experimentation related to engineering

Food Technology

Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Australia Food Industry	Food Manufacture	Food Product Development	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 9	Term 1 Week 9	Term 2 Weeks 8	Term 3 Weeks 4/5
Knowledge and understanding of course content	40	10	10	5	15
Knowledge and skills in the designing, researching, analysing and evaluating	30		10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30			25	5
Task Weighting %	100	20	15	35	30
Syllabus Outcomes		H1.2, H1.4, H3.1, H3.2	H1.1 H4.2	H1.3 H3.2, H4.1, H4.2	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2

Syllabus 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 food manufacture 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 food 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

Industrial Technology Timber

Course Components		Task 1	Task 2	Task 3	Task 4
	Type of Task	Folio 1 st Submission Student supplies timber	Industry Study Assessment	Major Project Presentation and Folio Submission	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 5	Term 1 Weeks 10-11	Term 2 Week 9	Term 3 Weeks 4-5
Knowledge and understanding of course content	40		20		20
Knowledge and skills in the design, management, communication and production of a major project	60	15	5	30	10
Task Weighting %	100	15	25	30	30
Syllabus Outcomes		H1.2, H3.1, H4.3, H6.1	H1.1, H2.1, H4.2, H5.1, H5.2, H6.1, H6.2, H7.1	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.2, H6.1, H7.1	H3.1, H4.3, H6.1, H6.2, H7.1

Syllabus Outcomes

- H1.1** investigates industry through the study of businesses in one focus area
- H1.2** identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H2.1** demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1** is skilled in sketching, producing and interpreting drawings
- H3.2** selects and applies appropriate research and problem-solving skills
- H3.3** applies design principles effectively through the production of projects
- H4.1** demonstrates competency in practical skills appropriate to the major project
- H4.2** explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3** critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1** selects and uses communication and information processing skills
- H5.2** selects and applies appropriate documentation techniques to project management
- H6.1** evaluates the characteristics of quality manufactured products
- H6.2** applies the principles of quality and quality control
- H7.1** evaluates the impact of the focus area industry on the social and physical environment

Community And Family Studies

		Task 1	Task 2	Task 3	Task 4
Course Components	Type of Task	Independent Research Project	Research task and in class essay	Extended Response	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 10	Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 4-5
	Knowledge and understanding	40	10	10	20
Skills in critical thinking, research methodology analysing and communicating	60	20	15	15	10
Task Weighting %	100	20	25	25	30
Syllabus Outcomes		H4.1 H4.2	H1.1 H2.2 H3.1 H3.2 H5.1	H2.2, H5.2, H6.1, H2.3	H1.1-H6.2

Syllabus Outcomes

- H1.1** analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1** analyses different approaches to parenting and caring relationships
- H2.2** evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3** critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1** analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2** evaluates networks available to individuals, groups and families within communities
- H3.3** critically analyses the role of policy and community structures in supporting diversity
- H3.4** critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1** justifies and applies appropriate research methodologies
- H4.2** communicates ideas, debates issues and justifies opinions
- H5.1** proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2** develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1** analyses how the empowerment of women and men influences the way they function within society
- H6.2** formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

PD/H/PE

		Task 1	Task 2	Task 3	Task 4
Course Components	Type of Task	Written Report	In Class Essay	Extended Responses	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 4-5
Knowledge and understanding	40	10	5	5	20
Skills in critical thinking, research analysis and critical thinking	60	10	20	20	10
Task Weighting %	100	20	25	25	30
Syllabus Outcomes		H8, H13, H16, H17	H1, H2, H5, H15, H16	H7, H8, H10, H16	H1-H7

Syllabus Outcomes

- H1** describes the nature, and justifies the choice, of Australia's health priorities
- H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** analyses the determinants of health and health inequities
- H4** argues the case for the new public health approach to health promotion
- H5** explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6** demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- H7** explains the relationship between physiology and movement potential
- H8** explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** explains how movement skill is acquired and appraised
- H10** designs and implements training plans to improve performance
- H11** designs psychological strategies and nutritional plans in response to individual performance needs
- H12** analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13** selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14** argues the benefits of health-promoting actions and choices that promote social justice
- H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16** devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17** selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Sport, Lifestyle & Recreation

		Task 1	Task 2	Task 3	Task 4
Course Components	Type of Task	Resistant Training	Aquatics	Games and Sports Applications	Trial HSC Examination
	Syllabus Weighting %	Term 4 Week 8	Term 1 Week 8	Ongoing	Term 3 Weeks 4-5
	Knowledge and understanding	50	15	10	25
Skills	50	5	10	35	
Task Weighting %	100	20	20	35	25
Syllabus Outcomes		H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H2.5, H3.1, H3.2, H3.4, H4.2, H4.4 H4.5	H1.1, H1.3, H2.2, H2.3, H3.1, H3.3 H3.4, H3.6 H4.1, H4.2 H4.4, H4.5	H1.1, H1.3, H2.1, H2.2, H2.3, H3.1, H3.3, H4.	H1.1 – H5.5

Syllabus Outcomes

- H1.1** applies the rules and conventions that relate to participation in a range of physical activities
- H1.2** explains the relationship between physical activity, fitness and healthy lifestyle
- H1.3** demonstrates ways to enhance safety in physical activity
- H1.4** investigates and interprets the patterns of participation in sport and physical activity in Australia
- H1.5** critically analyses the factors affecting lifestyle balance and their impact on health status
- H1.6** describes administrative procedures that support successful performance outcomes
- H2.1** explains the principles of skill development and training
- H2.2** analyses the fitness requirements of specific activities
- H2.3** selects and participates in physical activities that meet individual needs, interests and abilities
- H2.4** describes how societal influences impact on the nature of sport in Australia
- H2.5** describes the relationship between anatomy, physiology and performance
- H3.1** selects appropriate strategies and tactics for success in a range of movement contexts
- H3.2** designs programs that respond to performance needs
- H3.3** measures and evaluates physical performance capacity
- H3.4** composes, performs and appraises movement
- H3.5** analyses personal health practices
- H3.6** assesses and responds appropriately to emergency care situations
- H3.7** analyses the impact of professionalism in sport
- H4.1** plans strategies to achieve performance goal
- H4.2** demonstrates leadership skills and a capacity to work cooperatively in movement context
- H4.3** makes strategic plans to overcome the barriers to personal and community health
- H4.4** demonstrates competence and confidence in movement contexts recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- H5.1** accepts responsibility for personal and community health
- H5.2** willingly participates in regular physical activity
- H5.3** values the importance of an active lifestyle
- H5.4** values the features of a quality performance
- H5.5** strives to achieve quality in personal performance

Vocational Education and Training (VET) Courses

Public Schools NSW, Macquarie Park RTO 90222 is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive the AQF VET qualification Certificate I, II or III, students must meet the assessment requirements of the Industry Training Package (<http://training.gov.au>).

Students will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on National Training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and will assist students to move to various education and training sectors and employment.

There are two types of Stage 6 VET courses available to students:

1. **Board Developed VET courses** count towards the HSC or RoSA and are classified as Category B subjects. These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 x Preliminary and/or HSC units. ONLY ONE Board Developed VET course may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Developed VET courses have specified workplace requirement and include a minimum of 70 hours of **mandatory** industry specific **work placement** that may include up to 50% simulated workplace hours at school as specified by NESA.

2. **Board Endorsed VET Courses** count towards the HSC or RoSA but do not have an HSC examination and therefore do not count in the calculations of the ATAR. Many Board Endorsed VET Courses have mandatory industry specific work placement as specified by NESA.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing any competencies achieved for the VET course undertaken (Transcript).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator, VET Teacher or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and that the course is suitable for their individual needs, knowledge and skills.



Course: Construction (240 indicative hours) Board Developed Course Number: 26201	Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)
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The **CPC20211 Certificate II in Construction Pathways** is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the **CPC08 Construction, Plumbing and Services** Training Package (Release 9.4) (<https://training.gov.au/Training/Details/CPC08>). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.

CPC20122 Certificate II in Construction Pathways Units of Competency

<p>6 Core</p> <p>CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</p> <p>CPCCCM1012A Work effectively and sustainably in the construction industry</p> <p>CPCCCM1013A Plan and organise work</p> <p>CPCCCM1013A Conduct workplace communication</p> <p>CPCCCM1015A Carry out measurements and calculations</p> <p>CPCCCM2001A Read and interpret plans and specifications</p> <p>6 Electives</p> <p>CPCCCA2002B Use carpentry tools and equipment-Group B</p>	<p>6 Electives (cont.)</p> <p>CPCCCA2011A Handle carpentry materials-Group B</p> <p>CPCCCM2006B Apply basic levelling procedures-Group H</p> <p>CPCCCO2013A Carry out concreting to simple forms-Group H</p> <p>CPCCJN2001A Assemble components-Group F</p> <p>CPCCJN2002B Prepare for offsite manufacturing processes-Group F</p> <p>Additional units required to attain an HSC credential in this course</p> <p>CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground</p> <p>CPCCCM2005B Use construction tools and equipment</p> <p>#CPCCWHS1001 Prepare to work safely in the construction industry</p>
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#Successful completion CPCCWHS1001 Prepare to work safely in the construction industry will lead to a General Construction Induction Card (White Card) issued by SafeWork NSW. This is a legal requirement before entering a construction site across Australia.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.

Pathways to Industry
Skills gained in this course transfer to other occupations. Working in the construction industry involves:

communication	problem-solving	teamwork	initiative and enterprise
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Examples of occupations in the construction industry

Builder	shopfitter and joiner	bricklayer
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Mandatory course requirements to attain an HSC credential in this course

Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.

Admission Requirements

To enrol in **CPC20211 Certificate II in Construction Pathways**, students require the physical ability to safely carry out manual activities such as lifting, carrying and shifting loads of materials and climbing, use construction tools and equipment and safely work with a variety of construction materials. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.

Optional HSC examination for ATAR purposes

The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.

Course consumables: \$80

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school.

If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. *Please discuss any matters relating to refunds with your school*

A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.

Exclusions: VET course exclusions can be confirmed with the school.

2023 ENTERTAINMENT INDUSTRY COURSE DESCRIPTOR

Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.

Course:-Entertainment Industry
Board Developed Course (240 hour) 26401

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR) State-

By enrolling in a VET qualification with Public Schools NSW, **Macquarie Park RTO 90222**, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of [CUA30420 - Certificate III in Live Production and Technical Services](#).

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. **To gain the full qualification, students must achieve all 15 competencies.** A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in the entertainment industry. They should be able to use a personal digital device including a personal computer or laptop.

Creative Arts and Culture Training Package (CUA) Units of Competency

2 x Core units

CUAIND311 Work effectively in the creative arts industry
CUAIND314 Plan a career in the creative arts industry

10 x Elective units

CPCCWHS1001 Prepare to work safely in the construction industry
CUAWHS312 Apply work health and safety practices
CUASOU331 Undertake live audio operations
CUALGT311 Operate basic lighting
CUASTA212 Assist with bump in and bump out of shows
SITXCCS006 Provide service to customers
CUASOU306 Operate sound reinforcement systems

10 x Elective units (cont)

CUAVSS312 Operate vision systems
CUASTA311 Assist with production operations for live performances
CUASMT311 Work effectively backstage during performances

NB: 60hr specialisation – NESA course 26403, is required to achieve the full qualification – delivered in the HSC year and consists of:

2 x Core

CUAPPR314 Participate in collaborative creative projects
BSBPEF301 Organise personal work priorities

1 x Elective

CUALGT314 Install and operate follow spots

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

Working within the Live production and Technical Services Industry involves:
Technical production
customer (client) service

teamwork
using digital technologies
creating documents

Examples of occupations in the Live Production and Technical Services Industry:

There are many career choices across the entertainment industry. Some jobs are highly creative or technical, while others are management or customer service oriented. Expertise in technical production is sought after in a range of live performance and event contexts. Key industry priorities are to ensure maintenance and improvement of technical skills and expand capacity to utilise opportunities offered by digital technology, as well as training and development for a new generation of skilled workers to meet workforce needs. Examples are: Front of House Assistant, Technical Assistant (Productions), Special Effects Assistant, Assistant Sound Technician, Follow Spot Operator, Runner, Props Assistant, Technical Production Assistant (Remote Area), Sound Assistant, Assistant Scenic Artist, Stagehand, Lighting, Audio and Staging Assistant, Production Crew, Stage Door Attendant, and Lighting Systems Technician. It also provides a pathway to other roles in similar work environments.

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. [It is permissible for up to 50% of the work](#) placement requirement to be undertaken in a simulated work environment. Students who do not meet these requirements will be 'N' determined as required by NESA. The HSC specialisation study includes an additional 60 hours of course work.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Entertainment Industry is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

Course Cost: Preliminary - \$110 HSC - \$70
White Card: \$ 110. White Card to be delivered by External Provider

Refunds

Refund Arrangements on a pro-rata basis. Please refer to your school refund policy.

A school-based traineeship is available in this course, for more information [click here](#).

Exclusions: VET course exclusions can be checked on the NESA [website](#).

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

Course: Hospitality

Board Developed Course (240 hour) 26511

 2 or 4 Preliminary and/or HSC units in total
 Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW, Macquarie Park RTO 90222, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20316 Certificate II in Hospitality (Release 2) <https://training.gov.au/Training/Details/SIT20316>

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a hospitality environment. They should be able to use a personal digital device including a personal computer or laptop.

Tourism, Travel and Hospitality Training Package (SIT 1.2) Units of Competency

Core	Electives
BSBWOR203 Work effectively with others	SITHFAB004 Prepare and serve non-alcoholic beverages SITHFAB005 Prepare and serve espresso coffee
SITXCOM002 Show social and cultural sensitivity	SITHFAB007 Serve food and beverage
SITXWHS001 Participate in safe work practices	SITXFSA001 Use hygienic practices for food safety
SITHIND002 Source and use information on the Hospitality Industry	SITHCCC001 Use food preparation equipment
SITXCCS003 Interact with customers	SITHCCC003 Prepare and present sandwiches
SITHIND003 Use hospitality skills effectively	SITXCOM001 Source and present information
	BSBSUS201 Participate in environmentally sustainable work practices
	SITXFSA002 Participate in safe food handling practices

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

Working within the hospitality industry involves organising information and records in both paper and electronic forms customer (client) service	teamwork using technologies creating documents
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Examples of occupations in the hospitality industry:

café attendant	catering assistant	food and beverage attendant
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Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.

Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

Course Cost: Preliminary - \$160 HSC - \$140
School Specific equipment and associate requirements for students

Refunds

Refund Arrangements on a pro-rata basis.
 Please refer to your school refund policy

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Exclusions: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>