

YEAR 12

ASSESSMENT GUIDE 2022



ENDEAVOUR

SPORTS

HIGH SCHOOL

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Message from the Principal

At Endeavour we believe that there is nothing more important than your learning. To reach your academic potential you will be required to demonstrate diligence and sustained effort to all learning tasks.

You have begun the most important two years of your school life; your senior years will reward dedication and hard work. The best resources you have during this period are your teachers, and it is important that you form strong partnerships with them to deliver the best possible results.

Whilst you may be engaged in a range of activities both inside and outside of school, your learning should always come first. Your HSC is something you keep for life and will be used to open doors to future success.

This Year 12 assessment guide contains carefully designed course assessment schedules, each highlighting formal tasks at a precise date. Teachers will also implement informal strategies to improve your learning.

We want students at Endeavour to reach their potential and expand their intelligence and abilities. I look forward to sharing this journey with you in a learning environment that guarantees academic success.

James Kozlowski
Principal

ENDEAVOUR SPORTS HIGH SCHOOL – STAFF 2022

PRINCIPAL	Mr James Kozlowski	DEPUTY PRINCIPAL 7 9 11	Ms Nagla Jebeile
CAREERS ADVISER	Ms Liri Latimore	DEPUTY PRINCIPAL 8 10 12	Ms Jocelyn Gooch
HEAD TEACHER ADMINISTRATION	Ms Marni Miller	STUDENT ADVISER	Ms Hannah Daly
HSC MENTOR	Dr Ian Paterson	HEAD TEACHER WELLBEING	Ms Gillian Kaladelfos Mr Dave Howlett
DIRECTOR OF SPORTS	Mr Dave Davids	HEAD TEACHER TEACHING & LEARNING	Ms Sarah Hawke

KEY LEARNING AREAS - HEAD TEACHERS

ENGLISH	<ul style="list-style-type: none"> ▪ English Extension 2 ▪ English Extension 1 ▪ English Advanced ▪ English Standard ▪ English Studies 	Ms Aphrodite Chamos
MATHEMATICS	<ul style="list-style-type: none"> ▪ Mathematics Extension 2 ▪ Mathematics Extension 1 ▪ Mathematics Advanced ▪ Mathematics Standard 1 and 2 	Mrs Sandi Williams
SCIENCE	<ul style="list-style-type: none"> ▪ Biology ▪ Chemistry ▪ Earth and Environmental Science ▪ Investigating Science ▪ Physics 	Miss Jessica Rigg Mr Liam Dwyer
HSIE (Human Society and its Environment)	<ul style="list-style-type: none"> ▪ Ancient History ▪ Business Studies ▪ Geography ▪ Legal Studies ▪ Society and Culture 	Ms Susie Smith Ms Maria Certoma
PD/H/PE (Personal Development/Health/Physical Education)	<ul style="list-style-type: none"> ▪ Dance ▪ PD/H/PE ▪ Sport, Lifestyle and Recreation 	Ms Lenore Blades
TAS (Technological and Applied Studies)	<ul style="list-style-type: none"> ▪ Community and Family Studies ▪ Design and Technology ▪ Food Technology ▪ Industrial Technology (Timber and Furnishings) 	Mrs Olivera Souris
CREATIVE AND PERFORMING ARTS	<ul style="list-style-type: none"> ▪ Music ▪ Visual Arts 	Ms Sarah Hawke
VET (Vocational Education and Training)	<ul style="list-style-type: none"> ▪ Construction ▪ Hospitality ▪ Retail Services 	Mrs Olivera Souris Ms Susie Smith Ms Sarah Hawke

STUDENTS RESPONSIBILITIES

Each student has the responsibility to:

- understand the NESA course requirements and procedures for each course of study
- attend school, be aware of due dates for assessment tasks and complete tasks on time
- provide written evidence (for example a Doctor's Certificate) of reason for absence from or late submission of formal assessment tasks
- if suitable, provide a Doctor's Certificate if a task is not submitted on the due date
- use school diary to record set homework, Assessment tasks times and details of formative assessments set by your teacher
- plan a study timetable that gives careful consideration to the requirements of assessment tasks in his/her overall pattern of study
- seek help and advice from the teaching staff and HSC mentor
- be present to do all in –school assessment tasks. This means being present all day on the day a task is due
- be on time for all assessment tasks
- apply himself/herself to the best of his/her ability to all coursework.

HSC ASSESSMENT POLICY

1. Assessment calendar

- 1.1. Students will be issued with a booklet showing the proposed assessable task in all courses. The calendar will give the task name and week for completion. The booklet will also be available on the schools website and emailed home. A student signature is required on receipt of the booklet.
- 1.2. Notice will be given for each specific task. HT's and class teachers will give details of the task in writing including: date, detailed task description, outcomes assessed, marking criteria and any special rules. Two weeks' notice will normally be given for variations to the published assessment Calendar or content of tasks. For each task students will sign the assessment task receipt register.
- 1.3. No assessable task will be set for submission on the last day of term, although students may be required to complete practical work and hand in associated materials.

2. Late submissions

- 2.1. If an assessable task has to be submitted and if a student fails to do so by the specified date and time as set out in the assessment notification, a zero mark will be given, unless a note and medical certificate giving acceptable reasons is given to the teacher, Head teacher or Deputy Principal. This should be given on the first day of the student's return to school. *Refer to 6.*
- 2.2. If a student fails to hand in an assessment task before the holiday period a zero mark will be given unless **6.1** or **6.2** is satisfied.
- 2.3. Medical certificates are necessary if medical reasons are given for late submission. They should be produced on the first day of the students return.
- 2.4. If a student misses scheduled classes or arrives late on an assessable task day without a valid reason a zero mark will be given.
- 2.5. If a student is absent from school on the day before an assessable task without a valid reason a zero mark will be given.

3. Non-submission and non-serious attempt of assessable tasks

- 3.1. A zero mark will be given for non-submission of an assessable task or non-serious attempt of an assessable task.
- 3.2. Any student who enters a non-serious attempt (including but not restricted to inappropriate comments to questions, challenging markers to take away marks, making abusive, rude or derogatory comments, inappropriate diagrams) will receive zero marks for that assessment task. Students will be required to re-attempt the assessment task in order to satisfy course outcomes.
- 3.3. ICT issues are not a valid reasons for non-submission of a task.
- 3.4. Written notification will be given to parents/carers on each occurrence of a zero assessment mark

4. Non-Attendance at a test, exam, field study, practical test

- 4.1. If a student fails to attend an assessment task (examination, field study, practical task, presentation) the student's parent/guardian must notify the school by telephone or SMS on the morning of the task, stating the reason/s for non-attendance. A zero mark will be given, unless a note and/or medical certificate, giving reasons is provided to the DP on the first day back at school.
- 4.2. If a valid reason is given for non-attendance (illness or approved leave) then a mark will be awarded, based on a substitute/alternative task. Failure to complete a substitute/alternative task will mean a zero mark will be given.
- 4.3. In exceptional circumstances, an estimate based on appropriate evidence will be used, where the completion of a substitute/alternate task is not feasible, is unreasonable, or where the missed task is difficult to duplicate.
- 4.4. If a student is late for a test, practical task or examination, no extra time will be given except in extraordinary circumstances.
- 4.5. If no valid reason for non-attendance is given, a zero mark will be awarded.
- 4.6. If a student misses scheduled classes on the day before or during the day of an assessable task, without a valid reason, a zero mark will be awarded.

5. Malpractice, plagiarism and cheating

- 5.1. If a student cheats during assessable tasks or examinations, home assignments, essays, projects or tests, a zero mark will be awarded.
- 5.2. If a student submits a prepared task that the teacher believes is not entirely the student's own work, the student may be required to reproduce the work under examination conditions. Failure to do so will result in a zero mark being awarded.
- 5.3. No mobile phones are to be brought into the room during an assessment task or examination. If a phone rings or is seen during the task or exam this will be regarded as an attempt to cheat and will result in a zero mark being awarded.
- 5.4. If a student submits a piece of work identical to that of another student, and is known to be the work of another student or has been shared by the creator of the task, both students will receive a mark of zero for the task.

6. Valid reasons for non-attendance, late submissions and lateness

- 6.1. Medical reasons (as in 2.3): Illness
- 6.2. Non-medical Reasons: Approved leave - Approval by the Principal/Delegate.
 - 6.2.1. These reasons may be various and include: funerals, interpreting, urgent family travel, personal problems, school commitments, external examinations, specialist appointments, and representative sport.
 - 6.2.2. The appropriate documentation must be submitted by the student (see appendix, Assessment Variation 1 and 2)

7. Unapproved leave

- 7.1 From time to time parents request exemption from school for vacation purposes. Some of these occur during Examination and Assessment periods. This is of concern, particularly during Year 12.

Exemptions will not automatically be approved as per the following extracts from the DEC Attendance Policy:

6.1. Principals can decline to accept an explanation for an absence and record the absence as 'unjustified'. The parent should be advised that the explanation has not been accepted and a reason for the decision provided.

14.1. From the beginning of 2015, family holidays and travel are no longer considered under the Exemption from School -Procedures. Travel outside of vacation period is now counted as an absence for statistical purposes

Should parents still decide to take their children out of school for vacation purposes, the leave is not 'approved' and students will NOT be eligible for misadventure if an assessment task or examination is missed due to non-attendance at school and a zero mark will be recorded.

8. Invalid task

- 8.1 In the case that a task is deemed invalid, advice will be sought from NESAs and a determination decided upon by the appeals committee.

9. Appeals process

- 9.1. A student may appeal to the School Appeals Committee regarding procedures of the assessment process. The committee will comprise - DP, course HT, Stage Coordinator to represent the student.
- 9.2. Such an appeal will not be considered without reasons stated in writing.
- 9.3. An Appeal cannot be made on the basis of a teacher's professional judgement and awarded mark.

10. Plagiarism

- 10.1 Plagiarism can be viewed as the product of poor task/assessment preparation, research skills, and lack of confidence or many other variables. Opportunities for plagiarism have spread with increased access to the internet. In the end it is an act that can potentially provide an unfair advantage to a student in terms of other candidates in the same course.

Definition: plagiarism includes using work of another individual and presenting it as one's own (Macquarie University, Plagiarism Policy, 2003)

The following examples would be classed as plagiarism:

- Downloading an assignment from an online source and submitting it as your own work
- Buying, stealing or borrowing an assignment and submitting it as your own work
- Copying, cutting and pasting text from an electronic source and submitting it as your own work

- Using the words of someone else and presenting them as your own (e.g. presenting an assessment task done by a current or ex-student as your own)
- Relying too much on other people's material – i.e. repeated long quotations. (The Learning Centre, Avoiding Plagiarism, UNSW)

Strategies to avoid Plagiarism

- Make sure you understand the set assessment task and sub-components of the task (Assessment task description, outcomes assessed, marking criteria and any specific rules for the task). If you are not clear of the requirements, ask your teacher and ensure you do this when the task is handed out, rather than leaving it too late to effectively complete the task.
- Plan your resources to thoroughly research the set task. Quality investigation takes time, organisation and management.
- Access only relevant material and a variety of resources if appropriate. If resources are suggested for the assignment/project then make sure that you understand these before other resources/references are considered.
- Acknowledge all sources i.e. books, journals, web pages, letters, films, interviews, lectures, newspapers, etc.
- Avoid excessive passages by another author, even where the sources are acknowledged. Find another form of words to show that you have thoughts about the material and understood it, stating clearly where you found your ideas.

Consequences of Plagiarism:

Plagiarism is a form of malpractice and as such a **zero will be awarded to any student who is guilty of actively plagiarising**

11. Illness or Misadventure Appeals

- 11.1 If the performance of a student is adversely affected by an illness or misadventure then the student may complete an Illness or Misadventure Appeal Form. Forms are available from the Deputy Principal, Head Teachers or the School Counsellor.

For Illness or Misadventure appeals to be considered, students must notify the Head Teacher or Deputy Principal on the day of the task and all evidence associated with the appeal must be included (attached). If the appeal is successful, the performance of the student on the task in question will be reviewed by the Principal (or delegate) with respect to the student's performance on all other tasks that he/she has completed in the course. If the task result deviates significantly from the student's historical result pattern then the Principal may delete that mark and order an estimate

12 ULTIMO RTO VET Vocational Education and training (VET) Courses

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 Education Standards Authority (NESA) and are based on national training packages.

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

Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

NESA Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

NESA Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

NESA Board Endorsed VET courses do count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

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 they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing the competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO (common examples include a white card course, first aid certificate or a barista course), and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

ASSESSMENT SCHEDULES

Year 12 Ancient History

Subject Year 12 Ancient History 2021-2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings					Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understandin g of course content	Historical skills in the analysis and evaluation of sources and interpretatio n	Historical inquiry and research	Communicati on of historical understandin g in appropriate forms	Total Task Weighting	
2021	Task 1	In class exam style - Akhenaten	Term 4, Week 8	10	5		5	20%	AH12-2 AH12-3 AH12-4 AH12-7
2022	Task 2	Research and response - Cities of Vesuvius	Term 1, Week 10	5	5	5	5	20%	AH12-6 AH12-8 AH12-9 AH12-10
2022	Task 3	Research and essay -Julio- Claudians	Term 2, Week 6	5	5	15	5	30%	AH12-1 AH12-3 AH12-6 AH12-5 AH12-8
2022	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	20	5		5	30%	AH12-1 AH12-4 AH12-7 AH12-9
Weighting Total				40	20	20	20	100%	

Scope and sequence of topics to be taught in Year 12 Ancient History:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Akhenaten	Core: Cities of Vesuvius	Julio-Claudians	New Kingdom Egypt during the Ramesside period

Ancient History Year 12 Outcomes to be assessed:

A student,

AH12-1 accounts for the nature of continuity and change in the ancient world

AH12-2 proposes arguments about the varying causes and effects of events and developments

AH12-3 evaluates the role of historical features, individuals and groups in shaping the past

AH12-4 analyses the different perspectives of individuals and groups in their historical context

AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world

AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH12-7 discusses and evaluates differing interpretations and representations of the past

AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

Year 12 Biology

Subject Year 12 Biology 2021-2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Skills in working scientifically 60%	Knowledge and understanding 40%	Total Task Weighting	
2021	Task 1	Module 7 – Infectious Disease Depth Study	Term 4 Week 10	20	10	30%	BIO12-1 BIO12-5 BIO12-6 BIO12-7 BIO12-14
2022	Task 2	Module 5 – Heredity Problem Solving	Term 2 Week 7	20		20%	BIO12-2 BIO12-12
2022	Task 3	Module 6- Genetic Change Research	Term 3 Week 1	10	10	20%	BIO12-3 BIO12-13
2022	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	10	20	30%	BIO12-4 BIO12-12 BIO12-13 BIO12-14 BIO12-15
Weighting Total				60	40	100%	

Scope and sequence of topics to be taught in Year 12 Biology:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Infectious Disease Module	Non-infectious Disease & Disorders	Heredity Module	Genetic Change Module

Biology HSC Outcomes to be assessed:

A student,

BIO12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO12-5 analyses and evaluates primary and secondary data and information

BIO12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO12-15 explains non-infectious disease/disorders and a range of technologies, methods used to assist, control, prevent and treat non-infectious disease

Year 12 Business Studies

Subject Year 12 Business Studies 2021 -2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings				Total Task Weighting	Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge & understanding of course content	Stimulus based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms		
2021	Task 1	Topic Test Operations	Term 4 Week 9	10	5		5	20%	H2 H3 H5
2022	Task 2	Research and Report Marketing	Term 1 Week 8	5		20	5	30%	H2 H3 H4 H7 H9
2022	Task 3	Stimulus Based Skills Test Finance	Term 2 Week 8	10	5		5	20%	H2 H3 H8 H9 H10
2022	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	15	10		5	30%	H1 H2 H3 H4 H5 H6 H8 H9 H10
Weighting Total				40	20	20	20	100%	

Scope and sequence of topics to be taught in Year 12 Business Studies:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Operations	Marketing	Finance	Human Resources, Trial HSC

Business Studies HSC Outcomes to be assessed:

A student,

H1 critically analyses the role of business in Australia and globally

H2 evaluates management strategies in response to changes in internal and external influences

H3 discusses the social and ethical responsibilities of management

H4 analyses business functions and processes in large and global businesses

H5 explains management strategies and their impact on businesses

H6 evaluates the effectiveness of management in the performance of businesses

H7 plans and conducts investigations into contemporary business issues

H8 organises and evaluates information for actual and hypothetical business situations

H9 communicates business information, issues and concepts in appropriate formats

H10 applies mathematical concepts appropriately in business situations

Year 12 Chemistry

Subject Year 12 Chemistry 2021 -2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Skills in working scientifically 60%	Knowledge and understanding 40%	Total Task Weighting	
2021	Task 1	Module 5 - Equilibrium and Acid Reactions Research Presentation	Term 4 Week 7	10	10	20%	CH12-2 CH12-12
2022	Task 2	Module 6 – Acid/base Reactions Practical	Term 1 Week 6	20		20%	CH12-3 CH12-13
2022	Task 3	Module 7 – Organic Chemistry Depth Study	Term 2 Week 8	20	10	30%	CH12-1, CH12-4 , CH12-5, CH12-7, CH12-14
2022	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	10	20	30%	CH12-6 CH12-12 CH12-14 CH12-13 CH12-15
Weighting Total				60	40	100%	

Scope and sequence of topics to be taught in Year 12 Chemistry:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Equilibrium and Acid Reactions	Acid/Base Reactions	Organic Chemistry	Applying Chemical Ideas

Chemistry HSC Outcomes to be assessed:

A student,

CH12-1 develops and evaluates questions and hypotheses for scientific investigation

CH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH12-5 analyses and evaluates primary and secondary data and information

CH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems

CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models

CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds

CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

Year 12 Community and Family Studies							
Subject Year 12 CAFS 2021 -2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating	Total Task Weighting	
2021	Task 1	Independent Research Project	Term 4 Week 9		20	20%	H4.1 H4.2
2022	Task 2	Parenting and Caring Essay	Term 1 Week 9	20		20%	H1.1 H2.1 H3.4 H5.2
2022	Task 3	Social Impact of Technology Research Task	Term 2 Week 8		30	30%	H2.3 H3.4. H4.1. H4.2. H6.1
2022	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	20	10	30%	H1.1 H2.1 H2.2 H2.3 H3.1 H3.2 H3.3 H3.4 H4.2 H5.1 H5.2
Weighting Total				40	60	100%	

Scope and sequence of topics to be taught in Year 12 Community and Family Studies:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Research methodology	Parenting & Caring	Groups in Context	Work & Individuals

Community and Family Studies HSC Outcomes to be assessed:

A student,

H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities

H2.1 analyses different approaches to parenting and caring relationships

H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities

H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing

H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups

H3.2 evaluates networks available to individuals, groups and families within communities

H3.3 critically analyses the role of policy and community structures in supporting diversity

H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities

H4.1 justifies and applies appropriate research methodologies

H4.2 communicates ideas, debates issues and justifies opinions

H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources

H5.2 develops strategies for managing multiple roles and demands of family, work and other environments

H6.1 analyses how the empowerment of women and men influences the way they function within society

H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

Year 12 Dance

Subject Year 12 Dance 2021 -2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings					Syllabus outcomes Which course outcomes will be assessed in the task?
				Core Performance	Core Composition	Core Appreciation	Major Study	Total Task Weighting	
2021	Task 1	Core Appreciation One extended response, prescribed artists and their works	Term 4 Week 10			10		10%	H.1.1 H.1.3 H.4.1 H.4.2 H.4.3 H.4.4 H.4.5
2022	Task 2	Core Performance Presentation of Core Performance work in progress Core Appreciation One extended response, prescribed artists and their works	Term 1 Week 10	10		10		20%	H.1.1 H.1.2 H.1.3 H.2.1 H.2.2 H.2.3 H.1.1 H.1.3 H.4.1 H.4.2 H.4.3 H.4.4 H.4.5
2022	Task 3	Major Study Presentation of work in progress Core Composition Presentation of work in progress	Term 2 Week 10		10		20	30%	H4.1 H4.2 H4.3 H4.4 H4.5
2022	Task 4	Trial HSC Practical Examination - Core composition - Core performance - Major study	Term 3 Week 1	10	10		20	40%	CP: H.1.1 H.1.2 H.1.3 H.2.1 H.2.2 H.2.3 CC: H.1.1 H.1.2 H.1.3 H.3.1 H.3.2 H.3.3 MS: TBA due to student choice
			Weighting Total	20	20	20	40	100%	

Scope and sequence of topics to be taught in Year 12 Dance:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
<p>Core Performance: Refine dance and skills (body skills, sequencing, elements of dance, performance quality)</p> <p>Core Composition: Generating movement as it relates to dance composition (stimulus, ideas, concept/intent, improvisation process)</p> <p>Core Appreciation: Prescribed works Terrain – Bangarra Dance Theatre/ Juliet and Romeo – Mat Eks (Interpretation of the work, components, organising the movement)</p>	<p>Core Performance: Refine dance and skills (body skills, sequencing, elements of dance, performance quality, interpretation, anatomical structure in relation to execution, variety of structure/components of a dance class)</p> <p>Core Composition: Generating movement relevant to a concept/intent, organising the movement as it relates to dance composition</p> <p>Core Appreciation: Prescribed works Terrain – Bangarra Dance Theatre/ Juliet and Romeo – Mat Eks (Interpretation of the work, components, organising the movement)</p> <p>Major Study: develop one of the following - performance, composition, appreciation, film and technology</p>	<p>Core Performance: Refine dance and Skills Refine dance and skills (body skills, elements of dance, performance quality)</p> <p>Core Composition: organising the dance (sequencing, repetition, variation and Contrast, formal structures, unity, appraisal and evaluation)</p> <p>Core Appreciation: Prescribed works Terrain – Bangarra Dance Theatre/ Juliet and Romeo – Mat Eks (Interpretation of the work, components, organising the movement)</p> <p>Major Study: Develop/refine one of the following - performance, composition, appreciation, film and technology</p>	<p>Core Performance: Refine dance/interview skills</p> <p>Core Composition: Refine dance/interview skills</p> <p>Core Appreciation: Prescribed works Terrain – Bangarra Dance Theatre/ Juliet and Romeo – Mat Eks (Interpretation of the work, components, organising the movement)</p> <p>Major Study: Refine one of the following - performance, composition, appreciation, film and technology</p>

Dance HSC Outcomes to be assessed:

- H1.1** understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2** performs, composes and appreciates dance as an artform
- H1.3** appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H1.4** acknowledges and appreciates the relationship of dance and other media
- H2.1** understands performance quality, interpretation and style relating to dance performance
- H2.2** performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
- H2.3** values the diversity of dance performance
- H3.1** identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent
- H3.2** demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent
- H3.3** recognises and values the role of dance in achieving individual expression
- H3.4** explores, applies, demonstrates the combined use of compositional principles, technological skills in a personal style in response to a concept/intent
- H4.1** understands the concept of differing artistic, social and cultural contexts of dance
- H4.2** recognises, analyses and evaluates the distinguishing features of major dance works
- H4.3** utilises the skills of research and analysis to examine dance as an artform
- H4.4** demonstrates in written and oral form, the ability to analyse and synthesis information when making discriminating judgments about dance
- H4.5** acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

Year 12 Design and Technology

Subject Year 12 Design and Technology 2021 -2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Core Composition	Core Appreciation	Major Study Total Task Weighting	
2021	Task 1	Project Proposal Oral Presentation	Term 4 Week 7	30		30%	H1.2 H4.1 H5.1 H1.1 H5.2
2022	Task 2	Innovation and Emerging Technology Case Study	Term 1 Week 3		20	20%	H2.1 H2.2 H3.1 H4.2 H5.2 H6.2
2022	Task 3	Project Development & Management Report	Term 2 Week 1	20	10	30%	H2.2 H6.2 H2.1 H4.2 H1.2 H4.1 H5.1 H1.1
2022	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	10	10	20%	H1.2 H4.1 H5.1 H1.1 H6.2 H2.1 H2.2 H4.2 H3.2 H6.1 H4.3
Weighting Total				60	40	100%	

Scope and sequence of topics to be taught in Year 12 Design and Technology:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Major Design project	Innovation	Testing and Experimentation Design Production	Evaluation

Design and Technology HSC Outcomes to be assessed:

A student,

H1.1 critically analyses the factors affecting design and the development and success of design projects

H1.2 relates the practices and processes of designers and producers to the major design project

H2.1 explains the influence of trends in society on design and production

H2.2 evaluates the impact of design and innovation on society and the environment

H3.1 analyses the factors that influence innovation and the success of innovation

H3.2 uses creative and innovative approaches in designing and producing

H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project

H4.2 selects and uses resources responsibly and safely to realise a quality major design project

H4.3 evaluates the processes undertaken and the impacts of the major design project

H5.1 manages the development of a quality major design project

H5.2 selects and uses appropriate research methods and communication techniques

H6.1 justifies technological activities undertaken in the major design project 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.

Year 12 Earth and Environmental Science							
Subject Year 12 Earth and Environmental Studies 2021 -2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Skills in working scientifically 60%	Knowledge and understanding 40%	Total Task Weighting	
2021	Task 1	Module 5 - Earth's Processes Problem solving	Term 4 Week 8	10	10	20%	EES12-6 EES12-12
2022	Task 2	Module 6 - Hazards Research Task	Term 1 Week 7	20		20%	EES12-2 EES12-13
2022	Task 3	Module 7 - Climate Science Depth Study	Term 2 Week 8	20	10	30%	EES12-1 EES12-3 EES12-5 EES12-7 EES12-14
2022	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	10	20	30%	EES12-4 EES12-12 EES12-13 EES12-14 EES12-15
			Weighting Total	60	40	100%	

Scope and sequence of topics to be taught in Year 12 Earth and Environmental Studies:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Earth's processes	Hazards	Climate Science	Resource management

Earth and Environmental Studies HSC Outcomes to be assessed:

A student,

EES12-1 develops and evaluates questions and hypotheses for scientific investigation

EES12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

EES12-3 conducts investigations to collect valid and reliable primary and secondary data and information

EES12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES12-5 analyses and evaluates primary and secondary data and information

EES12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

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

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

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

Year 12 English Extension 2

Subject Year 12 English Extension 2 2021-2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Skills in extensive independent research	Skills in sustained composition	Total task weighting	
2021	Task 1	Viva Voce <i>(inc. Written Proposal)</i> Major Work Journal	Term 4 Week 10	15	15	30%	EEX 12-1 EEX 12-4 EEX 12-5
2022	Task 2	Literature Review Major Work Journal	Term 2 Week 2	20	20	40%	EEX 12-1 EEX 12-2 EEX 12-3 EEX 12-4
2022	Task 3	Critique of the Creative Process Major Work Journal	Term 3 Week 1	15	15	30%	EEX 12-2 EEX 12-3 EEX 12-5
Weighting Total				50	50	100%	

Scope and sequence of topics to be taught in Year 12 English Extension 2:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Viva Voce <i>Major Work and Journal</i>	Literature Review <i>Major Work and Journal</i>	Critique of the Creative Process <i>Major Work and Journal</i>	<i>Major Work and Reflection Statement</i>

English Extension 2 HSC Outcomes to be assessed:

A student,

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

Year 12 English Extension 1

Subject Year 12 English Extension 1 2021-2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	Total task weighting	
2022	Task 1	Imaginative response and reflection	Term 1 Week 7	15	15	30%	EE12-2 EE12-4 EE12-5
2022	Task 2	Critical response with related text	Term 2 Week 7	20	20	40%	EE12-1 EE12-2 EE12-3 EE12-4
2022	Task 3	Trial HSC Examination	Term 3 Weeks 4-5	15	15	30%	EE12-2 EE12-3 EE12-4 EE12-5
Weighting Total				50	50	100%	

Scope and sequence of topics to be taught in Year 12 English Extension 1:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Common Module: <i>Literary Worlds</i>	Common Module: <i>Literary Worlds</i> + Elective Module	Common Module: <i>Literary Worlds</i> + Elective Module	Common Module: <i>Literary Worlds</i> + Elective Module

English Extension 1 HSC Outcomes to be assessed:

A student,

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

Year 12 English Advanced

Subject Year 12 English Advanced 2021 -2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	Total task weighting	
2021	Task 1	Common Module: <i>Texts and Human Experiences</i> Multimodal presentation including related material	Term 4 Week 9	10	10	20%	EA12-1 EA12-2 EA12-6 EA12-7
2022	Task 2	Module A <i>Textual Conversations</i> Analytical response	Term 1 Week 9	10	10	20%	EA12-1 EA12-3 EA12-6 EA12-8
2022	Task 3	Module C: <i>The Craft of Writing</i> Imaginative, discursive or persuasive response with reflection	Term 2 Week 5	10	10	20%	EA12-2 EA12-4 EA12-5 EA12-9
2022	Task 4	<i>Trial Examination</i> Common Module Module A Module B (20%) Module C (5%)	Term 3 Weeks 4-5	20	20	40%	EA12-1 EA12-2 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8 EA12-9
Weighting Total				50	50	100%	

Scope and sequence of topics to be taught in Year 12 English Advanced:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Common Module: <i>Texts and Human Experiences</i> + Module C: <i>Craft of Writing</i>	Module A: <i>Textual Conversations</i> + Module C: <i>Craft of Writing</i>	Module B: <i>Critical Study of Literature</i> + Module C: <i>Craft of Writing</i>	Module B: <i>Critical Study of Literature</i> + Module C: <i>Craft of Writing</i> + revision of all modules

English Advanced HSC Outcomes to be assessed:

A student:

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

Year 12 English Standard

Subject Year 12 English Standard 2021-2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	Total task weighting	
2021	Task 1	Common Module: <i>Texts and Human Experiences</i> Multimodal presentation	Term 4 Week 9	10	10	20%	EN12-1 EN12-2 EN12-6 EN12-7
2022	Task 2	Module A: <i>Language, Identity and Culture</i> Analytical response	Term 1 Week 10	10	10	20%	EN12-1 EN12-3 EN12-7 EN12-8
2022	Task 3	Module C: <i>Craft of Writing</i> Imaginative, discursive or persuasive response with reflection	Term 2 Week 7	10	10	20%	EN12-2 EN12-4 EN12-5 EN12-9
2022	Task 4	<i>Trial HSC Examination</i> Common Module Module A Module B (20%) Module C (5%)	Term 3 Weeks 4-5	20	20	40%	EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 EN12-8 EN12-9
			Weighting Total	50	50	100%	

Scope and sequence of topics to be taught in Year 12 Standard English:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Common Module: <i>Texts and Human Experiences</i> + Module C: <i>Craft of Writing</i>	Module A: <i>Language, Identity and Culture</i> + Module C: <i>Craft of Writing</i>	Module C: <i>Craft of Writing</i> + Module B: <i>Close Study of Literature</i>	Module B: <i>Close Study of Literature</i> + Revision of all Modules

English Standard HSC Outcomes to be assessed:

A student:

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Year 12 English Studies

Subject Year 12 English Studies 2021-2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of course content	Skills in: comprehending texts, communicating ideas, using language accurately, appropriately and effectively	Total task weighting	
2021	Task 1	Common module: <i>Texts and Human Experiences</i> Speech with related material	Term 4 Week 9	15	10	25%	ES12-1 ES12-2 ES12-5 ES12-8
2022	Task 2	Module C: <i>On the Road</i> Research Task	Term 1 Week 9	10	15	25%	ES12-1 ES12-3 ES12-4 ES12-6
2022	Task 3	Module H: <i>Part of a Family</i> Portfolio – collection of classwork across modules	Term 2 Week 9	15	15	30%	ES12-1 ES12-4 ES12-9 ES12-10
2022	Task 4	Module K: <i>The Big Screen</i> Trial Examination	Term 3 Weeks 4-5	10	10	20%	ES12-1 ES12-2 ES12-3 ES12-4 ES12-5 ES12-6 ES12-7 ES12-8 ES12-9
Weighting Total				50	50	100%	

Scope and sequence of topics to be taught in Year 12 English Studies:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Common module: <i>Texts and Human Experiences</i>	Module C: <i>On the Road</i>	Module A: <i>Part of a Family</i>	Module K: <i>The Big Screen</i>

English Studies HSC Outcomes to be assessed:

A student:

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

Year 12 Food Technology

Subject Year 12 Food Technology 2021 -2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings				Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of course content	Knowledge and skills in designing, researching, analysing and evaluating	Skills in experimenting with preparing food by applying theoretical concepts	Total task Weighting	
2021	Task 1	Food Industry Report	Term 4 Week 8	10	10		20%	H1.2 H1.4 H3.1
2022	Task 2	Food Manufacture Experiment and Preparation	Term 1 Week 9	10		15	25%	H1.1 H4.2 H5.1
2022	Task 3	Food product development	Term 2 Week 8		10	15	25%	H2.1 H4.1 H5.1 H1.3
2022	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	20	10		30%	H1.1 H1.3 H1.4 H3.2 H2.1
Weighting Total				40	30	30	100%	

Scope and sequence of topics to be taught in Year 12 Food Technology:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Australian Food Industry	Food Manufacture	Food Product Development	Nutrition

Food Technology HSC Outcomes to be assessed:

A student,

H1.1 explains manufacturing processes and technologies used in the production of food products

H1.2 examines the nature and extent of the Australian food industry

H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations

H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on
H2.1 evaluates the relationship between food, its production, consumption, promotion and health the individual, society and environment

H3.1 investigates operations of one organisation within the Australian food industry

H3.2 independently investigates contemporary nutrition issues

H4.1 develops, prepares a

H4.2 applies principles of food preservation to extend the life of food and maintain safety

H5.1 develops, realises and evaluates solutions to a range of food situations and presents food using product development processes

Year 12 Geography

Subject Year 11 Geography 2021-2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings					Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of course content	Geographic al tools and skills	Geographical inquiry and research, including fieldwork	Communicati on of geographical information, ideas and issues in appropriate forms	Total Task Weighting	
2021	Task 1	Skills/Stimulus based task	Term 4 Week 10	5	10		5	20%	H8 H9 H10 H11
2022	Task 2	Research/ Extended response Ecosystems at Risk	Term 1 Week 10	10		10	5	25%	H1 H5 H6 H8 H9 H10 H12 H13
2022	task 3	Geography Enquiry Urban Places	Term 2 Week 10	10		10	5	25%	H1 H3 H5 H8 H9 H10 H12 H13
2022	Task3	Trial HSC Examination	Term 3, Weeks4-5	15	10		5	30%	H1 H2 H3 H4 H5 H6 H7 H9 H8 H10 H11 H12 H13
Weighting Total				40	20	20	20	100%	

Scope and sequence of topics to be taught in Year 12 Geography:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Ecosystems at Risk	Ecosystems at Risk Urban Places	Urban Places/ People and Economic Activity	People and Economic Activity

Geography Year 12 Outcomes to be assessed:

A student,

- H1** explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
- H2** explains the factors which place ecosystems at risk and the reasons for their protection
- H3** analyses contemporary urban dynamics and applies them in specific contexts
- H4** analyses the changing spatial and ecological dimensions of an economic activity
- H5** evaluates environmental management strategies in terms of ecological sustainability
- H6** evaluates the impacts of, and responses of people to, environmental change
- H7** justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8** plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9** evaluates geographical information and sources for usefulness, validity and reliability
- H10** applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11** applies mathematical ideas and techniques to analyse geographical data
- H12** explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13** communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms.

Year 12 Industrial Technology Timber and Furniture Products

Subject Year 12 Industrial Technology – Timber & Furniture Products 2021-2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	Knowledge, skills, understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes/ techniques through the design and production of a quality Major Project.	Total Task weighting	
2021	Task 1	Design Portfolio Presentation	Term 4 Week 8	10	20	30%	H 3.1 H3.2 H3.3 H5.1 H5.2
2022	Task 2	Product Analysis	Term 1 Week 5	10	10	20%	H1.2 H3.1 H3.2 H3.3 H4.3 H5.1 H5.2 H6.1
2022	Task 3	Project Development & Management Report	Term 2 Week 9	10	20	30%	H 3.1 H3.2 H3.3 H5.1 H5.2
2022	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	10	10	20%	H1.1 H1.2 H2.1 H4.1 H4.2 H4.3 H6.1 H6.2 H7.1
Weighting Total				40	60	100%	

Scope and sequence of topics to be taught in Year 12 Industrial Technology Timber and Furniture Products:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Preliminary Design	Product Analysis	Portfolio Project	Portfolio Project

Industrial Technology HSC Outcomes to be assessed:

A student:

H1.1 investigates industry through the study of businesses in one focus area

H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry

H1.3 identifies important historical developments in the focus area industry

H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques

H3.1 demonstrates skills in sketching, producing and interpreting drawings

H3.2 selects and applies appropriate research and problem-solving skills

H3.3 applies and justifies design principles through the production of a Major Project

H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project

H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills

H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components

H5.1 selects and uses communication and information processing skills

H5.2 examines and applies appropriate documentation techniques to project management

H6.1 evaluates the characteristics of quality manufactured products

H6.2 applies the principles of quality and quality control

H7.1 explains the impact of the focus area industry on the social and physical environment

H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Year 12 Investigating Science							
Subject Year 12 Investigating Science 2021-2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Skills in working scientifically 60%	Knowledge and understanding 40%	Total Task Weighting	
2021	Task 1	Module 5 – Scientific Investigation Practical	Term 4 Week 10	20		20%	INS12-3 INS12-12
2022	Task 2	Module 6 - Technologies Research Task	Term 1 Week 8	10	10	20%	INS12-2 INS12-13
2022	Task 3	Module 7 – Fact or Fallacy Practical Depth Study	Term 2 Week 6	20	10	30%	INS12-1 INS12-2 INS12-5 INS12-6 INS12-7 INS12-14
2022	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	10	20	30%	INS12-4 INS12-12 INS12-13 INS12-14 INS12- 15
Weighting Total				60	40	100%	

Scope and sequence of topics to be taught in Year 12 Investigating Science:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Scientific Investigations	Technologies	Fact or Fallacy?	Science and Society

Investigating Science HSC Outcomes to be assessed:

A student,

INS12-1 develops and evaluates questions and hypotheses for scientific investigation

INS12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

INS12-3 conducts investigations to collect valid and reliable primary and secondary data and information

INS12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS12-5 analyses and evaluates primary and secondary data and information

INS12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS12-7 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

Year 12 Legal Studies

Subject Year 12 Legal Studies 2021 -2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings					Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understandi ng of course content	Analysis and evaluation	Inquiry and research	Communicat ion of legal information, issues and ideas in appropriate forms	Total Task Weighting	
2021	Task 1	Human Rights Research Task	Term 4 Week 8		5	10	5	20%	H2 H3 H4 H7 H8 H9 H10
2022	Task 2	Crime/Human Rights in-class test	Term 1 Week 8	15	5		5	25%	H1 H2 H3 H5 H9
2022	Task 3	Family Law in-class Extended response	Term 2 Week 9	5	5	10	5	25%	H6 H7 H8 H9 H10
2022	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	20	5		5	30%	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10
Weighting Total				40	20	20	20	100%	

Scope and sequence of topics to be taught in Year 12 Legal Studies:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Human Rights	Crime	Family	Shelter

Legal Studies HSC Outcomes to be assessed:

A students,

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.

Year 12 Mathematics Extension 2

Subject Year 12 Mathematics Extension 2 2021 -2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date Due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Understanding, fluency and communication	Problem solving, reasoning & justification	Total task weighting	
2021	Task 1	Class test Topics: Complex Numbers, Mathematical Proof	Term 4 Week 9	10	10	20%	MEX12-1 MEX12-4 MEX12-7 MEX12-8
2022	Task 2	Assignment/ Investigation	Term 1 Week 8	10	10	20%	MEX12-1 MEX12-4 MEX12-7 MEX12-8
2022	Task 3	Class test Topics: 3D Vectors, Applying Complex Numbers, Further Mathematical Induction, Further Integration	Term 2 Week 8	15	15	30%	MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-7 MEX12-8
2022	Task 4	Trial HSC examination Topics: P1, P2, V1, N1, N2, C1, M1	Term 3 Weeks 4-5	15	15	30%	MEX12-1MEX12-2 MEX12-3MEX12-4 MEX12-5MEX12-6 MEX12-7 MEX12-8
Weighting Total				50	50	100%	

Scope and sequence of topics to be taught in Year 12 Mathematics Extension 2:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Complex Numbers Mathematical Proof	3D Vectors Applying Complex Numbers	Further Mathematical Induction	Mechanics

Mathematics Extension 2 HSC Outcomes to be assessed:

A student,

- 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

Year 12 Mathematics Extension 1

Subject Year 12 Mathematics Extension 1 2021 -2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date Due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Understanding, fluency and communication	Problem solving, reasoning & justification	Total task weighting	
2021	Task 1	Class Test Topics: Vectors, Mathematical Induction	Term 4 Week 10	13	12	25%	ME12-1 ME12-2 MA12-5 ME12-6 ME12-7 MA12-9 MA12-10
2022	Task 2	Class Test Topics: Trigonometric Functions, Further Differentiation, Applications of Vectors,	Term 1 Week 10	12	13	25%	ME12-1 ME12-2 ME12-3 ME12-4 ME12-6 ME12-7
2022	Task 3	Investigative Task Binomial Distributions, Further Integration	Term 2 Week 9	10	10	20%	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7
2022	Task 4	Trial HSC Examination Topics: P1, V1, T3, C2, C3, S1	Term 3 Weeks 4-5	15	15	30%	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7
			Weighting Total	50	50	100%	

Scope and sequence of topics to be taught in Year 12 Mathematics Extension 1:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Vectors Mathematical Induction	Trigonometric Functions Further Differentiation Applications of Vectors	Binomial Distributions Further Integration	Differential Equations

Mathematics Extension 1 HSC Outcomes to be assessed:

A student,

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

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

Year 12 Mathematics Advanced							
Subject Year 12 Mathematics Advanced 2021 -2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date Due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Understanding, fluency and communication	Problem solving, reasoning & justification	Task total weighting	
2021	Task 1	In Class Test Topics: Logs and Exponential, Probability, Sequences and Series	Term 4 Week 9	10	15	25%	MA11-6 MA11-7 MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-9 MA12-10
2022	Task 2	In Class test Topics: Transformations of Functions, Statistics, Trigonometric Functions and Further Differentiation	Term 1 Week 10	15	10	25%	MA12-3 MA12-5 MA12-6 MA12-8 MA12-9 MA12-10
2022	Task 3	Investigative Task	Term 2 Week 9	10	10	20%	MA12-1 to MA 12-10
2022	Task 4	Trial HSC Examination Topics: F2, T3, C2, C3, C4, M1, S2, S3, E1, F1, C1, T1, T2	Term 3 Weeks 4-5	15	15	30%	MA12-1 to MA 12-10
Weighting Total				50	50	100%	

Scope and sequence of topics to be taught in Year 12 Mathematics Advanced:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Probability Logs and Exponential Sequences and Series Transformations of Functions	Trigonometric Functions Further Differentiation Statistics Geometrical Applications of Differentiation	Integration Correlation and Regression Financial Applications of Sequences	Continuous probability distributions

Mathematics Advanced Year 11 Outcomes to be assessed:

A student,

- MA11-6** manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7** uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

Mathematics Advanced HSC Outcomes to be assessed:

A student,

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

Year 12 Mathematics Standard 2							
Subject Year 12 Mathematics Standard 2 2021 -2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date Due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Understanding, fluency and communication	Problem solving, reasoning & justification	Total task weighting	
2021	Task 1	Question Bank Problem Solving Task Topics S1.2, F4.1, F4.2	Term 4 Week 8	10%	15%	25%	MS11-2 MS11-5 MS11-6 MS11-7 MS11-9 MS11-10 MS2-12-5 MS2-12-9 MS2-12-10
2022	Task 2	In Class Task with Summary Sheet Topics M6, M7, A4.1, S4, N2.1	Term 1 Week 10	15%	10%	25%	MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10
2022	Task 3	Investigative Task Topics S4, N2.1, N2.2, F5	Term 2 Week 7	10%	10%	20%	MS2-12-1 to MS2-12-10
2022	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	15%	15%	30%	MS2-12-1 to MS2-12-10
Weighting Total				50	50	100%	

Scope and sequence of topics to be taught in Year 12 Mathematics Standard 2:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Data Analysis S1 Investments F4.1 Depreciation and Loans F4.2 Working With Time M2 Units of Energy and Mass M1.3	Non-right-angled Trigonometry M6 Rates and Ratios M7 Simultaneous Linear Equations A4.1 Bivariate Data Analysis S4	Introduction to Networks N2.1, N2.2 Annuities F5 Non-Linear Relationships A4.2	The Normal Distribution S5 Critical Path Analysis N3

Mathematics Standard Year 11 Outcomes to be assessed:

A student,

MS11-2 represents information in symbolic, graphical and tabular form

MS11-5 models relevant financial situations using appropriate tools

MS11-6 makes predictions about everyday situations based on simple mathematical models

MS11-7 develops and carries out simple statistical processes to answer questions posed

MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts

MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Mathematics Standard 2 HSC Outcomes to be assessed:

A student,

MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms

MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

MS2-12-8 solves problems using networks to model decision-making in practical problems

MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

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

Year 12 Mathematics Standard 1

Subject Year 12 Mathematics Standard 1 2021-2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date Due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Understanding, fluency and communication	Problem solving, reasoning & justification	Total task weighting	
2021	Task 1	Question Bank Problem Solving Task Topics F2 & F3	Term 4 Week 8	10%	15%	25%	MS11-2 MS11-5 MS11- 6 MS11-9 MS11-10 MS1-12-5 MS1-12-9 MS1- 12-10 *MALS6-6 MALS6-13 MALS6-14
2022	Task 2	In Class Task with Summary Sheet Topics F2, F3, M3, M4, A3.1	Term 1 Week 10	15%	10%	25%	MS1-12-3 MS1-12-4 MS1- 12-5 MS1-12-6 MS1-12-9 MS1-12-10 MALS6-1 *MALS6-3 MALS6-8 MALS6-13 MALS6-14
2022	Task 3	Investigative Task Topics F2, F3, M3, M4, A3.1, S3.1, S3.2	Term 2 Week 7	10%	10%	20%	MS1-12-1 to MS1-12-10 *MALS6-1 to MALS6-14
2022	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	15%	15%	30%	MS1-12-1 to MS1-12-10 *MALS6-1 to MALS6-14
Weighting Total				50%	50%	100%	

Scope and sequence of topics to be taught in Year 12 Mathematics Standard 1:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Budgeting & Household Expenses F1.3 Investment F2 Depreciation and Loans F3	Right-angled Triangles M3 Rates M4 Simultaneous Linear Equations A3.1	Statistical Investigation Process S3.1 Bivariate Data Analysis S3.2 Networks and Paths N1	Scale Drawings M5 Graphs of Practical Situations A3.2

Mathematics Standard 1 HSC Outcomes to be assessed:

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

MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness

MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems

MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school

MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms

MS1-12-7 solves problems requiring statistical processes

MS1-12-8 applies network techniques to solve network problems

MS2-12-9 chooses/uses appropriate technology effectively in a range of contexts, applies critical thinking to recognise appropriate times, methods for use

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

* **Life Skills:** MALS6-1 explores mathematical concepts, reasoning and language to solve problems MALS6-2 engages with mathematical symbols, diagrams, graphs and tables to represent information accurately MALS6-3 engages with appropriate tools, units and levels of accuracy in measurement MALS6-4 explores contexts of everyday measurement MALS6-5 demonstrates understanding of money MALS6-6 explores money management and financial decision-making MALS6-7 demonstrates understanding of number and patterns in a range of contexts MALS6-8 solves problems using number and patterns in real-life situations MALS6-9 uses data in a range of contexts MALS6-10 explores probability in a range of contexts MALS6-11 explores plans, maps, networks and timetables MALS6-12 engages with plans, maps, networks and timetables effectively in a range of everyday contexts and situations, MALS6-13 engages with mathematical skills and techniques, including technology, to investigate, explain and organise information MALS6-14 communicates mathematical ideas and relationships using a variety of strategies.

Year 12 Modern History

Subject Year 12	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings					Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understand ing of course content	Historical skills in the analysis and evaluation of sources and interpretati on	Historical inquiry and research	Communica tion of historical understand ing in appropriate forms	Total Task Weighting	
Modern History 2021 -2022									
2021	Task 1	Power & Authority in the Modern World Test	Term 4 Week 9	10		10	10	30%	MH 12.1 MH 12.2 MH 12.3 MH 12.5 MH 12.6 MH 12.7 MH 12.9
2022	Task 2	National Study Russia & USSR Historical Analysis	Term 1 Week 10		10	10		20%	MH12.3 MH12.5 MH12.6 MH12.8 MH12.9
2022	Task 3	Pacific War studies in peace & conflict Essay	Term 2 Week 8	10	5		5	20%	MH12.2 MH12.3 MH12.5 MH12.6 MH12.9
2022	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	20	5		5	30%	MH12.2 MH12.4 MH12.6 MH12.9
Weighting Total				40	20	20	20	100%	

Scope and sequence of topics to be taught in Year 12 Modern History:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Topic 1: Core study Power & Authority in the Modern World 1919-1946	Topic 2 – National Studies - Russia and the Soviet Union 1917-1941	Topic 3: Studies in Peace and Conflict War in the Pacific	Topic 4 - Change in the Modern World Apartheid in South Africa 1960-1994

Modern History HSC Outcomes to be assessed:

A student,

MH12-1 accounts for the nature of continuity and change in the modern world

MH12-2 proposes arguments about the varying causes and effects of events and developments

MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12-4 analyses the different perspectives of individuals and groups in their historical context

MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7 discusses and evaluates differing interpretations and representations of the past

MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Year 12 Music

Subject Year 12 Music 1 2021 - 2022	Task number	Module, topics, task type What topic will be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings						Syllabus outcomes Which course outcomes will be assessed in the task?	
				Performance	Composition	Musicology	Aural	Electives	Total task weighting		
2021	Task 1	Composition Portfolio and Aural Analysis	Term 4 Week 8		10		10			20%	H2 H3 H4 H5 H6 H7 H8 H10
2022	Task 2	Presentation of Performance and Viva Voce	Term 1 Week 6	10		10				20%	H1 H5 H6 H9 H10 H11
2022	Task 3	Presentation or Submission: Elective Option for Topics 1 and 2	Term 2 Week 6						30	30%	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11
2022	Task 4	Trial HSC Examination: Aural Exam and Elective 3	Term 3 Weeks 4-5				15	15		30%	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11
Weighting Total				10%	10%	10%	25%	45%	100%		

Scope and sequence of topics to be taught in Year 12 Music:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Music of the 20th and 21st Centuries	Music for Small Ensembles	Popular Music	Exam preparation HSC practical

Music HSC Outcomes to be assessed:

A student,

H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble

H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied

H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied

H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

H5 critically evaluates and discusses performances and compositions

H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied

H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music

H9 performs as a means of self-expression and communication

H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities

H11 demonstrates a willingness to accept and use constructive criticism

Year 12 PDHPE

Subject Year 12 PDHPE 2021 -2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date Due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of course content	Skills in critical thinking, research, analysis and communicating	Total task weighting	
2021	Task 1	Sports Medicine Prepared Extended responses	Term 4 Week 8	10	10	20%	H13 H17
2022	Task 2	Factors affecting Performance Research Task	Term 1 Week 8	10	15	25%	H7 H8 H10 H11 H17
2022	Task 3	Priority Health Issues in Australia Analysis	Term 2 Week 9/10	10	15	25%	H1 H2 H3 H4 H5 H14 H15 H16
2022	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	10	20	30%	H1-H5 H7-H11 H14-H17
Weighting Total				40	60	100%	

Scope and sequence of topics to be taught in Year 12 PDHPE:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
HSC Option A: Sports Medicine HSC Core 2: Factors affecting performance	HSC Core 2: Factors affecting performance HSC Option B: Improving Performance	HSC Option B: Improving Performance HSC Core 1: Health Priorities in Australia	HSC Core 1: Health Priorities in Australia

PDHPE HSC Outcomes to be assessed:

A student,

- H1** describes the nature and justifies the choice of Australia's health priorities
- H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** analyses the determinants of health and health inequities
- H4** argues the case for health promotion based on the Ottawa Charter
- H5** explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- 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

Year 12 Physics

Subject Year 12 Physics 2021-2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Skills in working scientifically 60%	Knowledge and understanding 40%	Total task weighting	
2021	Task 1	Module 5 - Advance Mechanics Practical task	Term 4 Week 9	20		20%	PH12-3 PH12-12
2022	Task 2	Module 6 - Electromagnetism Depth Study	Term 1 Week 10	20	10	30%	PH12-1 PH12-2 PH12-6 PH12-7 PH12-13
2022	Task 3	Module 7 - The Nature of Light Problem Solving	Term 2 Week 9	10	10	20%	PH12-5 PH12-14
2022	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	10	20	30%	PH12-4 PH12-12 PH12-13 PH12-14 PH12-15
Weighting Total				60	40	100%	

Scope and sequence of topics to be taught in Year 12 Physics:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Advanced Mechanics	Electromagnetism	The Nature of Light	From the Universe to the Atom

Physics HSC Outcomes to be assessed:

A student,

PH12-1 develops and evaluates questions and hypotheses for scientific investigation

PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH12-5 analyses and evaluates primary and secondary data and information

PH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH12-12 describes and analyses qualitatively, quantitatively circular motion, motion in a gravitational field, in particular, the projectile motion of particles

PH12-13 explains & analyses the electric and magnetic interactions due to charged particle, currents, evaluates their effect both qualitatively, quantitatively

PH12-14 describes & analyses evidence for the properties of light & evaluates the implications of this evidence for modern theories of physics in the 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

Year 12 Society and Culture

Subject Year 12 Society and Culture 2021 -2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings				Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of course content	Application and evaluation of social and cultural research methods	Communication of information, ideas and issues in appropriate forms	Total Task Weighting	
2021	Task 1	PIP - Process Reflection and PIP Diary	Term 4 Week 10		10	5	15%	H1 H4 H6 H8 H9 H10
2022	Task 2	Social and Cultural Continuity and Change Topic Test	Term 1 Week 6	10	10	5	25%	H1 H3 H4 H5 H6 H7 H9 H10
2022	Task 3	Social Inclusion and Exclusion Research and extended response	Term 2 Week 6	10	10	10	30%	H1 H2 H3 H5 H7 H9 H10
2022	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	30			30%	H1 H2 H3 H4 H5 H6 H9 H10
Weighting Total				50	30	20	100%	

Scope and sequence of topics to be taught in Year 12 Society and Culture:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Core: Social and Cultural Continuity and Change	Social Inclusion and Exclusion	Popular Culture	Popular Culture continued

Society and Culture Outcomes to be assessed:

A student,

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

Year 12 Sport, Lifestyle and Recreation

Subject Year 12 SLR 2021 -2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date Due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of course content	Skills in critical thinking, research, analysis and communicating	Task total weighting	
2021	Task 1	Module 4: First Aid & Sports Injuries Prepared Response	Term 4 Week 9	10	10	20%	1.3 3.6 4.5
2022	Task 2	Module 12: Resistance Training Research Task and Report	Term 1 Week 5	10	10	20%	1.2 1.3 2.1 2.2 2.3 2.5 3.2 3.3
2022	Task 3	Module 15: Sports Coaching & Training Coaching planning and Presentation	Term 2 Week 9	15	15	30%	1.1 1.3 2.2 2.3 3.1 3.2 4.2 4.5
2022	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	15	15	30%	1.1 1.3 3.1 2.5 4.5 3.3 2.2 3.2
Weighting Total				50	50	100%	

Scope and sequence of topics to be taught in Year 12 Sport, Lifestyle and Recreation:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
Games and Sport Applications I First Aid & Sports Injuries	Resistance Training	Sports Coaching & Training	Games and Sport Applications II

Sport, Lifestyle and Recreation HSC Outcomes to be assessed:

A student,

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Year 12 Visual Arts

Subject Year 12 Visual Arts 2021 -2022	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Artmaking	Critical And Historical Study	Total task weighting	
2021	Task 1	HSC body of work Artmaking – Proposal and VAPD progress mark	Term 4 Week 10	10		10%	H7 H8 H9 H10
2022	Task 2	Historical and Critical Studies task – An extended response to an HSC style question	Term 1 Week 10		25	25%	H1 H2 H3 H4 H5 H6
2022	Task 3	Trial HSC Examination	Term 3 Weeks 4-5		25	25%	H1 H2 H3 H4 H5 H6
2022	Task 4	H.S.C. Body of Work – Artmaking – final submission	Term 3 Week 6	40		40%	H7 H8 H9 H10
Weighting Total				50%	50%	100%	

Scope and sequence of topics to be taught in Year 12 Visual Arts:

Term 4, 2021	Term 1, 2022	Term 2, 2022	Term 3, 2022
HSC Body of Work Art Making HSC Historical/Critical Case Studies and Exam Preparation	HSC Body of Work Art Making HSC Historical/Critical Case Studies and Exam Preparation	HSC Body of Work Art Making HSC Historical/Critical Case Studies and Exam Preparation	HSC Body of Work Art Making HSC Historical/Critical Case Studies and Exam Preparation

Visual Arts HSC Outcomes to be assessed:

A student,

- H1** initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2** applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3** demonstrates an understanding of the frames when working independently in the making of art
- H4** selects and develops subject matter and forms in particular ways as representations in artmaking
- H5** demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6** demonstrates 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



ULTIMO RTO 90072 VET COURSE ASSESSMENT SCHEDULES

Preliminary 2021 – HSC 2022

Vocational Education and Training (VET) Courses

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 Education Standards Authority (NESA) and are based on national training packages.

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

Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Students will require a form of identification, such as a Medicare Card, Birth Certificate, Driver's License or a valid passport for the creation of the USI.

Board Developed VET courses are classified as Category B subjects and **ONLY ONE** may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

Board Endorsed VET courses do count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR.

Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

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 they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based training is based on performance standards that have been set by industry. Competency-based assessment materials are designed to determine if each learner has achieved all the outcomes (skills and knowledge). Students will receive documentation showing the competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

CONSTRUCTION

Preliminary Year 2021 - HSC Year 2022

YEAR	TERM	Units of Competency	HSC STATUS	WEIGHTING	Assessment Task Cluster & Method of Assessment
PRELIMINARY	1	Prepare to work safely in the construction industry	Mandatory	20%	Cluster A – SafeWork NSW WHS Induction Written Test
	1 & 2	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	Mandatory Mandatory	30%	Cluster B - Small project, Oil Stone Case or Concrete Float Practical Teacher observations and written test.
	2 & 3	Use carpentry tools and equipment Handle carpentry materials	Mandatory Elective	50%	Cluster C - Tool box, Saw Horse or BBQ table Practical, Teacher observations and written test.
HSC	2 - 3	Conduct workplace communication Work effectively and sustainably in the construction industry	Elective Mandatory	20%	Cluster D – Skills in Action Observations, portfolio and written test
				10%	Work Placement & Work Place Journal
	4 - 5	Erect and dismantle formwork for footings and slabs on ground Apply basic levelling procedures Carry out measurements and calculations Carry out concreting to simple forms Read and interpret plans and specifications	Elective Elective Mandatory Elective Mandatory	50%	Cluster E - School Project – Concreting Practical, Teacher observations and written test. * Training can be undertaken from Term 1 onwards to develop student skills and collect evidence to contribute to assessment.
					Cluster F – Wall and Floor Tiling Practical, Teacher observations and written test
6 - 7	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	Elective Elective	20%		


 Education
Public Schools

HOSPITALITY- FOOD AND BEVERAGE

Preliminary Year 2021 - HSC 2022

NSW Ultimo, 90072

YEAR	TERM	Units of Competency	HSC STATUS	WEIGHTING	Assessment Task Cluster & Method of Assessment
PRELIMINARY	1	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	Mandatory Mandatory Elective	30%	Cluster A: Getting Ready for Work (as a Sandwich Artist) written task, case study, observation of practical work.
	2 & 3	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	Elective Elective Elective	40%	Cluster B: Introduction to Food Preparation Scenario, written task, case study, observation of practical work.
	3	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	Stream Elective Elective	30%	Cluster C: Non-alcoholic beverages Scenario, written task, case study, role play, observation of practical work.
HSC	4 - 6	Interact with customers Prepare and serve espresso coffee Serve food and beverage Use hospitality skills effectively	Stream Stream Stream Elective	60%	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence.
				10%	Work Placement & Work Place Journal
	7	Work effectively with others Source and use information on the hospitality industry	Mandatory Mandatory	30%	Cluster E: Working in the Hospitality Industry Written questioning, student reflection.

All Mandatory and Stream Units will be ASSESSED IN THE TRIAL AND HSC EXAMINATIONS

RETAIL SERVICES

Preliminary Year 2021 - HSC Year 2022

YEAR	TERM	Units of Competency	HSC STATUS	WEIGHTING	Assessment Task Cluster & Method of Assessment
PRELIMINARY	1	Contribute to workplace health and safety Organise and maintain a store environment	*Mandatory Elective	20%	Cluster A: Safety and Spotless Written task, online quiz, practical and teacher observation
	1 & 2	Work effectively in a service environment Work effectively in a team	*Mandatory *Mandatory	30%	Cluster B: Working in the industry Research, self/peer assessment, simulation, presentation
	2 - 3	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	*Mandatory Elective Elective	50%	Cluster C: Customer Service Teacher observation, written task, portfolio of evidence
HSC	4 - 5	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	*Mandatory *Mandatory *Mandatory	35%	Cluster D: Sales & Security Questioning, scenario, role play
	5 - 6	Produce visual merchandise displays Advise on products and services	*Stream *Stream	30%	Cluster E: Retail General Selling Scenario, direct observation of practical work, written questioning
	7	Control stock Receive and handle retail stock	Elective Elective	25%	Cluster F: Stock Control Written questioning, scenario, direct observation of practical work
			Mandatory	10%	Work Placement & Work Place Journal

***These Units will be ASSESSED IN THE TRIAL AND HSC EXAMINATIONS**

Year 12 Assessment Calendar

TERM 4: 2021

Week	Course	Task	Weight %
7	Chemistry	Task 1: Research Presentation	20
7	Design and Technology	Task 1: Project Proposal oral presentation	30
8	Earth and Environmental Science	Task 1: Problem Solving	20
8	Ancient History	Task 1: Exam style question	20
8	Food Technology	Task 1: Food Industry Report	20
8	Industrial Technology Timber	Task 1: Design Portfolio Presentation	30
8	Legal Studies	Task 1: Human Rights Research Task	20
8	Music	Task 1: Composition Portfolio & Aural Analysis	20
8	Mathematics Standard 2	Task 1: Problem Solving	25
8	Mathematics Standard 1	Task 1: Question Bank	25
8	PDHPE	Task 1: Prepared Extended response	20
9	Business Studies	Task 1: Topic Test Operations	20
9	Community & Family Studies	Task 1: Independent Research Project	20
9	Advanced Mathematics	Task 1: Topic Test	25
9	Physics	Task 1: Practical Task	20
9	English Advanced	Task 1: Common Module: Multimodal Presentation	20
9	English Standard	Task 1: Common Module: Multimodal presentation	20
9	English Studies	Task 1: Speech with related material	25
9	SLR	Task 1: Prepared Response: Module 4	20
9	Modern History	Task 1: Topic Test	30
9	Mathematics Extension 2	Task 1: Class test	20
10	Biology	Task 1: Depth Study: Infectious Disease	30
10	Mathematics Extension 1	Task 1: In class test	25
10	Dance	Task 1: Core Appreciation extended response	15
10	English Extension 2	Task 1: Viva Voce	30
10	Investigating Science	Task 1: Scientific Investigation Practical	20
10	Society & Culture	Task 1: PIP Process reflection & PIP Diary	15
10	Geography	Task 1: Skills/ Stimulus based task	20
10	Visual Arts	Task 1: Major work proposal	10

Year 12 Assessment Calendar
TERM 1: 2022

Week	Course	Task	Weight %
3	Design and Technology	Task 2: Case Study	20
5	Industrial Technology Timber	Task 2: Product Analysis	20
5	SLR	Task 2: Research Task & Report : Module 12	20
6	Music	Task 2: Presentation of Performance & Viva Voce	20
6	Chemistry	Task 2: Research Practical Equil & Acid Reactions	20
6	Society & Culture	Task 2: Topic Test	25
7	Earth and Environmental Science	Task 2: Research Task	20
7	English Extension 1	Task 2: Imaginative response and reflection	30
8	Business Studies	Task 2: Research & Report Marketing	30
8	Legal Studies	Task 2: Crime/Human rights in –class test	25
8	Investigating Science	Task 2: Technologies Research Task	20
8	PDHPE	Task 2: Research Task	25
9	English Advanced	Task 2: Analytical response	20
9	English Studies	Task 2: Research Task: Elective module	25
8	Mathematics Extension 2	Task 2: Assignment	20
9	Community & Family Studies	Task 2: Parenting & Caring Essay	20
9	Food Technology	Task 2: Food Manufacturing Experiment & Preparation	25
10	Ancient History	Task 2: Research and response	20
10	English Standard	Task 2: Analytical response	20
10	Mathematics Extension 1	Task 2: In class test	25
10	Mathematics Advanced	Task 2: Topic Test	25
10	Mathematics Standard 2	Task 2: In class task with summary sheet	25
10	Mathematics Standard 1	Task 2: In class task with summary sheet	25
10	Dance	Task 2: Core Performance	10
10	Modern History	Task 2: Historical Analysis	20
10	Physics	Task 2: Depth Study: Electromagnetism	30
10	Geography	Task 2: Research/ Extended Response	25
10	Visual Arts	Task 2: Extended Response	25

Year 12 Assessment Calendar
TERM 2: 2022

Week	Course	Task	Weight %
1	Design & Technology	Task 3: Project Development & Management Report	30
2	English Extension 2	Task 3: Literature review	40
5	English Advanced	Task 3: Imaginative, discursive or persuasive response with reflection	20
6	Society & Culture	Task 3: Research & Extended response- Inclusion & Exclusion	30
6	Ancient History	Task 3: Research and Essay	30
6	Investigating Science	Task 3: Depth Study	30
6	Music	Task 3: Presentation or Submission	30
7	English Standard	Task 3: Imaginative, discursive or persuasive response with reflection	20
7	English Extension 1	Task 3: Critical response with related text	40
7	Biology	Task 3: Problem solving - Heredity	20
7	Mathematics Standard 2	Task 3: Investigative Task	20
7	Mathematics Standard 1	Task 3: Investigative Task	20
8	Community & Family Studies	Task 3: Social Impact of Technology research task	30
8	Earth and Environmental Science	Task 3: Depth Study	30
8	Business Studies	Task 3: Stimulus Based Skills Test: Finance	20
8	Chemistry	Task 3: Organic Chemistry Depth Study	30
8	Food Technology	Task 3: Food Product Development	25
8	Mathematics Extension 2	Task 3: Class Test	30
8	Modern History	Task 3: Essay	20
9	English Studies	Task 3: Portfolio Task	30
9	Industrial Technology Timber	Task 3: Project Development & Management Report	30
9	Legal Studies	Task 3: Family Law Essay	25
9	Mathematics Extension 1	Task 3: Investigative Task	20
9	Mathematics Advanced	Task 3: Investigation	20
9	Physics	Task 3: Problem Solving: Nature of Light	20
9	SLR	Task 3: Coaching Planning and Presentation	30
9/10	PDHPE	Task 3: Analysis	25
10	Dance	Task 3: Major Study Core Composition work in progress	35
10	Geography	Task 3: Geography Enquiry	25

Year 12 Assessment Calendar

TERM 3: 2022

Week	Course	Task	Weight %
1	Biology	Task 3: Research- Genetic Change	20
1	Dance	Task 4: Practical Trial examination	40
1	English Extension 2	Task 3: Critique of the Creative process	30
4-5	Ancient History	Task 4: Trial High School Certificate Examination	30
4-5	Biology	Task 4: Trial High School Certificate Examination	30
4-5	Business Studies	Task 4: Trial High School Certificate Examination	30
4-5	Chemistry	Task 4: Trial High School Certificate Examination	30
4-5	Community & Family Studies	Task 4: Trial High School Certificate Examination	30
4-5	Design and Technology	Task 4: Trial High School Certificate Examination	20
4-5	Industrial technology: Timber	Task 4: Trial High School Certificate Examination	20
4-5	English Extension 1	Task 4: Trial High School Certificate Examination	30
4-5	English Advanced	Task 4: Trial High School Certificate Examination	40
4-5	English Standard	Task 4: Trial High School Certificate Examination	40
4-5	English Studies	Task 4: Trial High School Certificate Examination	20
4-5	Earth and Environmental Science	Task 4: Trial High School Certificate Examination	30
4-5	Food Technology	Task 4: Trial High School Certificate Examination	30
4-5	Geography	Task 4: Trial High School Certificate Examination	30
4-5	Investigating Science	Task 4: Trial High School Certificate Examination	30
4-5	Legal Studies	Task 4: Trial High School Certificate Examination	30
4-5	Mathematics Extension 2	Task 4: Trial High School Certificate Examination	30
4-5	Mathematics Extension 1	Task 4: Trial High School Certificate Examination	30
4-5	Mathematics Advanced	Task 4: Trial High School Certificate Examination	30
4-5	Mathematics Standard 2	Task 4: Trial High School Certificate Examination	30
4-5	Mathematics Standard 1	Task 4: Trial High School Certificate Examination	30
4-5	Modern History	Task 4: Trial High School Certificate Examination	30
4-5	Music	Task 4: Trial High School Certificate Examination	30
4-5	PDHPE	Task 4: Trial High School Certificate Examination	30
4-5	Physics	Task 4: Trial High School Certificate Examination	30
4-5	Society & Culture	Task 4: Trial High School Certificate Examination	30
4-5	SLR	Task 4: Trial High School Certificate Examination	30
4-5	Visual Arts	Task 4: Trial High School Certificate Examination	25
6	Visual Arts	Task 4: Body of Work: Submission	40



Endeavour Sports High School

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Email: endeavour-h.school@det.nsw.edu.au



Monday, 13th September 2021

Dear Mr & Mrs [PARENT NAME]

OFFICIAL WARNING – Non-completion of a Preliminary Course

This letter is to advise that your daughter, [STUDENT NAME], is in danger of not meeting the requirements for satisfactory completion of the Preliminary course in [SUBJECT].

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the 1st official warning we have issued notifying you that [STUDENT NAME] is at risk of not completing the above course. Previous warning(s) have been sent to you.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if she has not satisfactorily completed the Preliminary Course.

[STUDENT NAME] is not currently meeting one or more of these requirements. In particular, she [DETAILS OF WORK/TASK THAT IS INCOMPLETE].

The following tasks or requirements need to be completed by [STUDENT NAME] to correct the problem.

Task Name/Course Requirement/Course Outcome	Date Task Initially Due	Action Required by Student	Date to be Completed by
	13/9/2021		12/10/2021

Action by parent/guardian

To support [STUDENT NAME] in meeting the course requirements, we request that you discuss this matter with her, and encourage and support her to carry out the required actions. If you have any questions about this matter, please contact Miss S SMITH.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Mrs Sarah Hawke

Miss SUSANNAH SMITH

Jocelyn Gooch - Deputy Principal



Assessment Variation Form 1
Application for alternative assessment task/time

Tasks are scheduled well ahead of time to give students the best opportunity to prepare for best performance.

Students unable to sit any one of these assessment tasks due to **illness** or **individual circumstances** must apply on this form for special consideration as outlined in the Assessment Guide issued to each student. Failure to comply may result in a zero mark for that assessment task:

Section to be completed by Parent/Carer

Student name:	Year:
Parent contact details – name:	Phone:
Subject:	Date of Task:
Type of Assessment Task:	
Reason for non-attendance: _____	

Certificate provided: YES <input type="checkbox"/> NO <input type="checkbox"/>	

Section to be completed by Faculty Head Teacher

Comments and Recommendation:	

Signature:	Date:

Section to be completed by Deputy Principal

Comments and Recommendation:	

Signature:	Date:



Assessment Variation Form 2

Consideration due to misadventure in an assessment task

At the time of an assessment task or during the time leading up to it, events and conditions may arise which prevent students from performing to their present state of knowledge and preparation. Students who feel themselves disadvantaged by such situations or events may apply for special consideration in respect to their ranking in the relevant assessment tasks. All applications will be considered by a panel including the Student Adviser and the Deputy Principal.

Section to be completed by Parent/Carer	
Student name:	Year:
Parent contact details – name:	Phone:
Subject:	Date of Task:
Type of Assessment Task:	
Cause of misadventure: _____ _____ _____	
Supporting documentation provided: YES <input type="checkbox"/> NO <input type="checkbox"/>	
_____ _____ _____	
Student Signature:	Date:
Parent signature:	Date:

Section to be completed panel	
Outcome and Recommendation:	
_____ _____ _____	
Deputy Principal’s Signature:	Date:



Assessment Variation Form 3
Assessment Appeal Form

Section to be completed by Parent/Carer

Student name:	Year:
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Parent contact details – name:	Phone:
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Subject:	Date of Task:
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Type of Assessment Task:

Appeal is lodged on the following grounds:

Supporting documentation provided: YES NO

Student Signature:	Date:
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Parent signature:	Date:
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Section to be completed by Deputy Principal

Recommendation:

Deputy Principal's Signature:	Date:
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Year 12 Study and Homework Planner				
	TERM 4 2021	TERM 1 2022	TERM 2 2022	TERM 3 2022
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				