

**YEAR 12**

**ASSESSMENT GUIDE 2023**



**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 2023

<b>PRINCIPAL</b>	Mr James Kozlowski	<b>DEPUTY PRINCIPAL 10 and 12</b>	Ms Nagla Jebeile
<b>CAREERS ADVISER</b>	Ms Liri Latimore	<b>DEPUTY PRINCIPAL 7 and 9</b>	Ms Jocelyn Gooch
<b>DIRECTOR OF SPORTS</b>	Mr Dave Davids	<b>DEPUTY PRINCIPAL 8 and 11</b>	Ms Lenore Blades
<b>HEAD TEACHER ADMINISTRATION</b>	Ms Marni Miller	<b>STUDENT ADVISER</b>	Ms Madi Jessop
<b>HSC MENTOR</b>	Dr Ian Paterson	<b>HEAD TEACHER WELLBEING</b>	Ms Gillian Kaladelfos
<b>HEAD TEACHER TEACHING &amp; LEARNING</b>	Ms Sarah Hawke	<b>HEAD TEACHER WELLBEING</b>	Mr Dave Howlett

## KEY LEARNING AREAS - HEAD TEACHERS

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

## STUDENTS RESPONSIBILITIES

**Each student has the responsibility to:**

- understand the NESA course requirements and procedures for each course.
- attend school, note all due dates for assessment and complete tasks on time.
- provide written evidence (for example a Medical Certificate) of reason for absence from or late submission of formal assessment tasks.
- provide a Medical Certificate if a task is not submitted on the due date and contact the school immediately on the day you are absent.
- use your 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 at school all day to complete assessment tasks or the day a task is due.
- be on time for all assessment tasks.
- apply themselves with sustained diligence to complete all coursework and tasks.

## HSC ASSESSMENT POLICY

This Year 12 assessment guide contains carefully designed course assessment schedules, each highlighting formal tasks at a precise date. This policy has been written to satisfy NESA and Department of Education requirements. The policy and procedures will be applied fairly and consistently, any decisions made by the appeals panel will be referred to the Principal, and the Principal's decision in this process will be final.

### 1. Assessment calendar

- 1.1. Students will be issued with a booklet showing the formal assessable tasks in all courses. The calendar will give the task name and week for completion. All students will receive a copy of the booklet via email. The booklet will also be distributed in a hard copy and a student signature is required upon receipt of the booklet to confirm the student has received and read the policy and understands their requirements and responsibilities.
- 1.2. Notice will be given for each specific task. Teachers will give details of the task in writing via email and in some cases hard copy. 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.

### 2. Illness Misadventure Process

- 2.1 Any student who is unable to complete an assessment task due to illness or misadventure must follow the school's illness/misadventure processes as outlined below.

### 3. Late submissions of assessable tasks

- 3.1. 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 parent note, appropriate medical evidence, medical certificate giving valid reasons is given to the class teacher, Head teacher or Deputy Principal. Parents should make contact with the school on the day of the assessment to notify the Head Teacher or Deputy Principal that the student is absent. The documentation should be presented on the first day of the student's return to school. *Refer to 7.*
- 3.2. If a valid reason is given for non-attendance (illness or approved leave) then a mark will be awarded, based on an alternative task. Failure to complete an alternative task will mean a zero mark will be given.
- 3.3. If a student fails to hand in an assessment task before the holiday period without a valid reason, a zero mark will be given unless 7.1 or 7.2 is satisfied.
- 3.4. Medical certificates are necessary if medical reasons are given for late submission. They should be produced on the first day of the students return.
- 3.5. If a student misses scheduled classes on an assessable task day without a valid reason a zero mark may be given.
- 3.6. If a student is absent from school on the day before an assessable task without a valid reason, and who is deemed to gain an unfair advantage, a zero mark may be awarded.



#### **4. Non-submission and non-serious attempt of assessable tasks**

- 4.1. A zero mark will be given for non-submission of an assessable task or non-serious attempt of an assessable task as determined by a panel consisting of Deputy Principal and Head Teacher Teaching and Learning.
- 4.2. 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.
- 4.3. ICT issues are not a valid reasons for non-submission of a task.
- 4.4. Written notification will be given to parents/carers on each occurrence of the award of a zero assessment mark. A student will receive a N award warning letter and will be expected to re-sit the task.

#### **5. Non-Attendance at a test, exam, field study, practical test**

- 5.1. 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 Deputy Principal on the first day back at school.
- 5.2. 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.
- 5.3. If a student is late for a test, practical task or examination, no extra time will be given except in extraordinary circumstances.
- 5.4. If no valid reason for non-attendance is given, a zero mark will be awarded.

#### **6. Malpractice, plagiarism and cheating**

- 6.1. If a student cheats during assessable tasks or examinations, home assignments, essays, projects or tests, a zero mark will be awarded.
- 6.2. 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.
- 6.3. No mobile phones or smart watches 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.
- 6.4. 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.
- 6.5. In the above cases, a panel will be convened to investigate the malpractice. The panel will consist of the Deputy Principal and a head Teacher and an appropriate consequence will be determined in line with the HSC assessment policy.

- 6.6 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.
- 6.7 Plagiarism is a form of malpractice and as such a zero will be awarded to any student who is guilty of actively plagiarising. Any incidence of plagiarism or malpractice will be reported to the NESA Statewide malpractice register.

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

#### **NESA ACE Manual – 9022 - Honesty in HSC Assessment – the Standard**

This standard sets out NESA's requirements for students submitting their own work in HSC assessments.

Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with this standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Higher School Certificate. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course.

#### **NESA ACE Manual 9023 - Honesty in HSC assessment: what constitutes malpractice**

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results.

**Malpractice is any activity that allows students to gain an unfair advantage over other students.** It includes, but is not limited to

The following examples would be classed as plagiarism. It includes but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source

- 
- building on the ideas of another person without reference to the source
  - buying, stealing or borrowing another person's work and presenting it as their own
  - submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
  - using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
  - paying someone to write or prepare material
  - breaching school examination rules
  - using non-approved aids during an assessment task
  - assisting another student to engage in malpractice

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills

### **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.

## **7. Valid reasons for non-attendance, late submissions and lateness**

**7.1** Medical reasons as outlined in **3.3**: Illness

**7.2** Non-medical Reasons: Approved leave - Approval by the Principal/Delegate.

**7.3** These reasons may be various and include: funerals, urgent family travel, personal problems, school commitments, external examinations, specialist appointments, and representative sport.

- 7.4 The appropriate documentation must be submitted by the student. See appendix, Assessment Variation Form 1, Application for alternative assessment task/time and Assessment Variation Form 2, Consideration due to misadventure in an assessment task.
- 7.5 An alternate task, an extension of time or in exceptional circumstances an estimate for the task may be issued. This will be determined by the Deputy Principal and Head Teacher.

## 8. Unapproved leave

- 8.1 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.
- 8.2 Exemptions will not automatically be approved as per the following extracts from the DOE 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.

## 9. Invalid task or unreliable results

- 9.1 In the case that a task is deemed invalid or produces unreliable results, advice will be sought from NESAs and a determination decided upon by the appeals panel. The panel will consist of the Deputy Principal, a Head Teacher and may consist of a Year Advisor.
- 9.2 If a student, parent or teacher have concerns about the validity of reliability of a task, they can lodge an appeal in writing.

## 10. Appeals process

- 10.1 A student may appeal to the School Appeals Panel regarding procedures of the assessment process. The panel will consist of the Deputy Principal, Head Teacher and the Year Advisor to represent the student.
- 10.2 Such an appeal will not be considered without reasons stated in writing.
- 10.3 An Appeal cannot be made on the basis of a teacher's professional judgement and awarded mark.

## 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.
- 11.2 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 2022-2023	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 interpretation	Historical inquiry and research	Communicatio n of historical understanding in appropriate forms	Total Task Weighting	
2022	Task 1	Research and response – Historical Analysis- Cities of Vesuvius	Term 4, Week 8	5	5	5	5	20%	AH12-6 AH12-8 AH12-9 AH12-10
2023	Task 2	In class exam style - Akhenaten	Term 1, Week 10	10	5		5	20%	AH12-2 AH12-3 AH12-4 AH12-7
2023	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
2023	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	20	5		5	30%	AH12-1 AH12-4 AH12-7 AH12-9
<b>Weighting Total</b>				<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
Core: Cities of Vesuvius	Akhenaten	Julio-Claudians	New Kingdom Egypt during the Rameside 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 2022-2023	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	
2022	Task 1	Module 5 - Heredity Problem Solving	Term 4 Week 9	20		20%	BIO12-2 BIO12-12
2023	Task 2	Module 6- Genetic Change Depth Study	Term 1 Week 5	20	10	30%	BIO12-1 BIO12-5 BIO12-6 BIO12-7 BIO12-13
2023	Task 3	Module 7 - Infectious Disease Research	Term 2 Week 4	10	10	20%	BIO12-3 BIO12-14
2023	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	10	20	30%	BIO12-4 BIO12-12 BIO12-13 BIO12-14 BIO12-15
<b>Weighting Total</b>				<b>60</b>	<b>40</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
Heredity Module	Genetic Change Module	Infectious Disease Module	Non-infectious Disease & Disorders

### 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 2022 -2023	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		
2022	Task 1	Extended Response Operations	Term 4 Week 9	10		10	5	25%	H1 H2 H5 H8
2023	Task 2	Research and Report Marketing	Term 1 Week 9	10		10	5	25%	H3 H4 H5 H7 H9
2023	Task 3	Stimulus Based Skills Test Finance	Term 2 Week 8	10	10			20%	H4 H6 H8 H9 H10
2023	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	10	10		10	30%	H2 H3 H4 H5 H6 H8 H9 H10
<b>Weighting Total</b>				<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
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 2022 -2023	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	
2022	Task 1	Module 5 - Equilibrium and Acid Reactions Research Presentation	Term 4 Week 7	10	10	20%	CH12-2 CH12-12
2023	Task 2	Module 6 – Acid/base Reactions Practical	Term 1 Week 7	20		20%	CH12-3 CH12-13
2023	Task 3	Module 7 – Organic Chemistry Depth Study	Term 2 Week 10	20	10	30%	CH12-1 CH12-4 CH12-5 CH12-7 CH12-14
2023	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				<b>60</b>	<b>40</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
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 2022 -2023	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	
2023	Task 1	Research Methodology Independent Research Project	Term 1 Week 2		20	20%	H4.1 H4.2
2023	Task 2	Groups in Context Writing Task	Term 1 Week 10	10	15	25%	H1.1 H3.3
2023	Task 3	Parenting and Caring Detailed Study	Term 2 Week 8	10	15	25%	H3.2 H5.1 H6.1
2023	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	20	10	30%	H1.1 H2.1 H2.2 H2.3 H3.1 H 3.2 H3.3 H3.4 H4.1 H5.1 H5.2 H6.1 H6.2 H7.1 H7.2 H7.3 H7.4
Weighting Total				<b>40</b>	<b>60</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
Research methodology	Groups in Context	Parenting & Caring	Individuals and Work

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**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

**H7.1** appreciates differences among individuals, groups and families within communities and values their contributions to society

**H7.2** develops a sense of responsibility for the wellbeing of themselves and others

**H7.3** appreciates the value of resource management in response to change

**H7.4** values the place of management in coping with a variety of role expectations



## Year 12 Design and Technology

Subject Year 12 Design and Technology 2022 -2023	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	
2022	Task 1	Project Proposal Oral Presentation	Term 4 Week 7	30		30%	H1.2 H4.1 H5.1 H1.1 H5.2
2023	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
2023	Task 3	Project Development Folio Progress Report	Term 2 Week 1	20	10	30%	H2.2 H6.2 H2.1 H4.2 H1.2 H4.1 H5.1 H1.1
2023	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
<b>Weighting Total</b>				<b>60</b>	<b>40</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
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 2022 -2023	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	
2022	Task 1	Module 5 - Earth's Processes Problem solving	Term 4 Week 8	10	10	20%	EES12-6 EES12-12
2023	Task 2	Module 6 - Hazards Research Task	Term 1 Week 7	20		20%	EES12-2 EES12-13
2023	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
2023	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, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
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 1

Subject Year 12 English Extension 1 2022-2023	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	
2023	Task 1	Imaginative response and reflection	Term 1 Week 4	15	15	40%	EE12-2 EE12-4 EE12-5
2023	Task 2	Critical response with related text	Term 2 Week 7	20	20	30%	EE12-1 EE12-2 EE12-3 EE12-4
2023	Task 3	Trial HSC Examination	Term 3 Weeks 4-5	15	15	30%	EE12-2 EE12-3 EE12-4 EE12-5
<b>Weighting Total</b>				<b>50</b>	<b>50</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
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 2022 -2023	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	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
2023	Task 2	Module A <i>Textual Conversations</i> Analytical response	Term 1 Week 7	10	10	20%	EA12-1 EA12-3 EA12-6 EA12-8
2023	Task 3	Module C: <i>The Craft of Writing</i> Imaginative, discursive or persuasive response with reflection (20%) and Module B <i>Critical Study of Literature</i> Analytical response (15%)	Term 2 Week 10	20	15	35%	EA12-3 EA12-4 EA12-5 EA12-9
2023	Task 4	<i>Trial Examination</i> Common Module Module A Module B (20%) Module C (5%)	Term 3 Weeks 4-5	10	15	25%	EA12-1 EA12-2 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8 EA12-9
<b>Weighting Total</b>				<b>50</b>	<b>50</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
Common Module: <i>Texts and Human Experiences</i>  Module 4: <i>Textual Conversations</i>	Module A: <i>Textual Conversations</i> + Module C: <i>Craft of Writing</i>	Module C: <i>Craft of Writing</i> + Module B: <i>Critical Study of Literature</i>	Module B: <i>Critical Study of Literature</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 2022-2023	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	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
2023	Task 2	Module B: <i>Close study of Literature</i> Analytical response	Term 1 Week 7	10	10	20%	EN12-1 EN12-3 EN12-7 EN12-8
2023	Task 3	Module C: <i>Craft of Writing</i> Imaginative, discursive or persuasive response with reflection (20%) & Module A: <i>Language, identity and Culture: Analytical Response</i> (15%)	Term 2 Week 10	20	15	35%	EN12-4 EN12-5 EN12-6 EN12-9
2023	Task 4	<i>Trial HSC Examination</i> Common Module Module A Module B Module C (5%)	Term 3 Weeks 4-5	10	15	25%	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, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
Common Module: <i>Texts and Human Experiences</i>	Module B: <i>Close, Study of Literature</i> + Module C: <i>Craft of Writing</i>	Module C: <i>Craft of Writing</i> + Module A: <i>Language, Ideas and Culture</i>	Module 4: <i>Language, Identity and Culture</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 2022-2023	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	
2022	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
2023	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
2023	Task 3	Module F: <i>Mi Tunes and Text</i> Portfolio – collection of classwork across modules	Term 2 Week 9	15	15	30%	ES12-1 ES12-4 ES12-9 ES12-10
2023	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
<b>Weighting Total</b>				<b>50</b>	<b>50</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
Common module: <i>Texts and Human Experiences</i>	Module C: <i>On the Road</i>	Module F: <i>Mi Tunes and Text</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 2022 -2023	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	
2022	Task 1	Food Industry Report	Term 4 Week 8/9	10	10		20%	H1.2 H1.4 H3.1
2023	Task 2	Food Manufacture Experiment and Preparation	Term 1 Week 8/9	10		15	25%	H1.1 H4.2 H5.1
2023	Task 3	Food product development	Term 2 Week 8/9		10	15	25%	H2.1 H4.1 H5.1 H1.3
2023	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	20	10		30%	H1.1 H1.3 H1.4 H3.2 H2.1
<b>Weighting Total</b>				<b>40</b>	<b>30</b>	<b>30</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
Australian Food Industry	Food Manufacture	Food Product Development	Contemporary Nutrition

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**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 and presents food using product development processes

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

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

### Year 12 Industrial Technology Timber and Furniture Products

Subject Year 12 Industrial Technology – Timber & Furniture Products 2022-2023	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	
2022	Task 1	Design Portfolio Presentation	Term 4 Week 8	10	20	30%	H 3.1 H3.2 H3.3 H5.1 H5.2
2023	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
2023	Task 3	Project Development & Management Report	Term 2 Week 9	10	20	30%	H 3.1 H3.2 H3.3 H5.1 H5.2
2023	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				<b>40</b>	<b>60</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
Preliminary Design	Product Analysis	Portfolio Project	Portfolio Project

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## **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 2022-2023	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	
2022	Task 1	Module 5 – Scientific Investigation Practical	Term 4 Week 10	20		20%	INS12-3 INS12-12
2023	Task 2	Module 6 - Technologies Research Task	Term 1 Week 8	10	10	20%	INS12-2 INS12-13
2023	Task 3	Module 7 – Fact or Fallacy Depth Study	Term 2 Week 6	20	10	30%	INS12-1 INS12-2 INS12-5 INS12-6 INS12-7 INS12-14
2023	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				<b>60</b>	<b>40</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
Scientific Investigations	Technologies	Fact or Fallacy?	Science and Society

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## 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 2022 -2023	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	
2022	Task 1	Human Rights Research Task	Term 4 Week 8		5	10	5	20%	H2 H3 H4 H7 H8 H9 H10
2023	Task 2	Crime/Human Rights in-class test	Term 1 Week 9	15	5		5	25%	H1 H2 H3 H5 H9
2023	Task 3	Family Law in-class Extended response	Term 2 Week 9	5	5	10	5	25%	H6 H7 H8 H9 H10
2023	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	20	5		5	30%	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10
<b>Weighting Total</b>				<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
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 2022 -2023	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	
2022	Task 1	<b>Assignment</b> Topics: Complex Numbers, Applying Complex Numbers	Term 4 Week 10	10	10	20%	MEX12-1 MEX12-4 MEX12-7 MEX12-8
2023	Task 2	<b>Mathematics Task</b> Topics: Complex Numbers, Applying Complex Numbers, Mathematical Proof, 3D Vectors	Term 1 Week 8	10	10	20%	MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-7 MEX12-8
2023	Task 3	<b>Class test</b> Topics: 3D Vectors, Mathematical Induction, Integration	Term 2 Week 8	15	15	30%	MEX12-1 MEX12-2 MEX12-3 MEX12-7 MEX12-8
2023	Task 4	<b>Trial HSC examination</b> 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	<b>50</b>	<b>50</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
Complex Numbers Applying Complex Numbers	Mathematical Proof 3D Vectors	Integration 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 2022 -2023	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	
2022	Task 1	<b>Class Test</b> Topics: Vectors, Mathematical Induction, Applications of Vectors	Term 4 Week 10	13	12	25%	ME12-1 ME12-2 ME12-6 ME12-7
2023	Task 2	<b>Mathematics Task</b> Topics: Trigonometric Functions, Further Differentiation	Term 1 Week 10	12	13	25%	ME12-1 ME12-2 ME12-3 ME12-4 ME12-6 ME12-7
2023	Task 3	<b>Mathematics Task</b> Further Integration, Binomial Distributions	Term 2 Week 9	10	10	20%	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7
2023	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
			<b>Weighting Total</b>	<b>50</b>	<b>50</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
Vectors	Trigonometric Functions	Further Integration	Differential Equations
Mathematical Induction	Further Differentiation	Binomial Distributions	
Applications of Vectors			

**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



**Year 12 Mathematics Advanced**

Subject Year 12 Mathematics Advanced 2022 -2023	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	
2022	Task 1	<b>In Class Test</b> 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
2023	Task 2	<b>Mathematics Task</b> Topics: Transformations of Functions, Trigonometric Functions, Further Differentiation and Integration	Term 1 Week 10	15	10	25%	MA12-3 MA12-5 MA12-6 MA12-7 MA12-9 MA12-10
2023	Task 3	<b>Mathematics Task</b> Topics: Statistics Correlation and Regression Financial Applications of Sequences	Term 2 Week 9	10	10	20%	MA12-1 to MA 12-10
2023	Task 4	<b>Trial HSC Examination</b> 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
			<b>Weighting Total</b>	<b>50</b>	<b>50</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
Probability Logs and Exponential Sequences and Series Transformations of Functions	Trigonometric Functions Further Differentiation Geometrical Applications of Differentiation Integration	Statistics 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 2022 -2023	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	
2022	Task 1	<b>Question Bank Problem Solving Task</b> 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
2023	Task 2	<b>Mathematics Task</b> 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
2023	Task 3	<b>Mathematics Task</b> Topics S4, N2.1, N2.2, N3, F5	Term 2 Week 7	10%	10%	20%	MS2-12-1 to MS2-12-10
2023	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	15%	15%	30%	MS2-12-1 to MS2-12-10
Weighting Total				<b>50</b>	<b>50</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
Budgeting and Household Expenses F1.3 Data Analysis S1.2 Linear Relationships A2 Units of Energy and Mass M1.3	Investments, Depreciation and Loans F4.1, F4.2 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 Critical Path Analysis N3 Annuities F5	Non-Linear Relationships A4.2 The Normal Distribution S5

**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 2022-2023	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	
2022	Task 1	Question Bank Problem Solving Task Topics F1,S1, A2 M1	Term 4 Week 8	10%	15%	25%	MS11-2 MS11-5 MS11- 6 MS11-9 MS11-10
2023	Task 2	<b>Mathematics Task</b> Topics F2, F3, M3, M4	Term 1 Week 10	15%	10%	25%	MS1-12-3 MS1-12-4 MS1- 12-5 MS1-12-9 MS1-12-10
2023	Task 3	<b>Mathematics Task</b> Topics M4, A3, S3, N1	Term 2 Week 7	10%	10%	20%	MS1-12-1, MS1-12-6, MS1- 12-7, MS1-12-8, MS1-12-9, MS1-12-10
2023	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	15%	15%	30%	MS1-12-1 to MS1-12-10
<b>Weighting Total</b>				<b>50%</b>	<b>50%</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
Budgeting & Household Expenses F1.3 Data Analysis S1.2 Linear Relationships A2 Units of Energy and Mass M1.3	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 engage 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 Greek

Subject Year 12 Modern Greek Beginners 2022-2023	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?
				Listening	Reading	Speaking	Writing	Task total weighting	
2022	Task 1	Reading & Speaking skills Test	Term 4 Week 9		10	10		20%	Interacting: <b>1.1 1.4</b> Understanding Texts: <b>2.1 2.2 2.3</b>
2023	Task 2	Listening, Reading & Writing skills Test	Term 1 Week 9	10	10		10	30%	Interacting: <b>1.2 1.3</b> Understanding Texts: <b>2.4 2.5 2.6</b> Producing Texts: <b>3.1 3.2</b>
2023	Task 3	Listening & Speaking skills Test	Term 2 Week 7	10		10		20%	Understanding Texts: <b>2.3 2.4 2.5</b> Producing Texts: <b>3.2 3.3</b>
2023	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	10	10		10	30%	Interacting: <b>1.3</b> Understanding Texts: <b>2.3 2.6</b> Producing Texts: <b>3.3 3.4</b>
<b>Weighting Total</b>				<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100%</b>	

## Scope and sequence of topics to be taught in Year 12 Modern Greek (Beginners):

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
Travel: Booking hotels, excursions, transport	Weather: climate, forecasts, conditions	School: Subjects, friends and school environment	Future plans/ aspirations

### Modern Greek (Beginners) Year 12 Outcomes to be assessed:

A student,

#### Interacting

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

#### Understanding Texts

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

#### Producing Texts

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



**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	
2022	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
2023	Task 2	National Study Russia & USSR Historical Analysis	Term 1 Week 11		10	10		20%	MH12.3 MH12.5 MH12.6 MH12.8 MH12.9
2023	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
2023	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	20	5		5	30%	MH12.2 MH12.4 MH12.6 MH12.9
<b>Weighting Total</b>				<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
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 2022 - 2023	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	
2022	Task 1	Composition Portfolio and Aural Analysis	Term 4 Week 8		10		10		20%	H2 H3 H4 H5 H6 H7 H8 H10
2023	Task 2	Presentation of Performance and Viva Voce	Term 1 Week 6	10		10			20%	H1 H5 H6 H9 H10 H11
2023	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
2023	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
<b>Weighting Total</b>				<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>25%</b>	<b>45%</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
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 2022 -2023	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	
2022	Task 1	Sports Medicine Prepared Extended responses	Term 4 Week 8	10	10	20%	H13 H17
2023	Task 2	Factors affecting Performance Research Task	Term 1 Week 8	10	15	25%	H7 H8 H10 H11 H17
2023	Task 3	Health Priorities in Australia Exam style questions	Term 2 Week 9/10	10	15	25%	H1 H2 H3 H4 H5 H14 H15 H16
2023	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	10	20	30%	H1-H5 H7-H11 H14-H17
Weighting Total				<b>40</b>	<b>60</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
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

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**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 2022-2023	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	
2022	Task 1	Module 5 - Advance Mechanics Practical task	Term 4 Week 9	20		20%	PH12-3 PH12-12
2023	Task 2	Module 6 - Electromagnetism Depth Study	Term 1 Week 10	20	10	30%	PH12-1 PH12-2 PH12-6 PH12-7 PH12-13
2023	Task 3	Module 7 - The Nature of Light Problem Solving	Term 2 Week 9	10	10	20%	PH12-5 PH12-14
2023	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	10	20	30%	PH12-4 PH12-12 PH12-13 PH12-14 PH12-15
<b>Weighting Total</b>				<b>60</b>	<b>40</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
Advanced Mechanics	Electromagnetism	The Nature of Light	From the Universe to the Atom

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## 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 <b>Year 12</b> Society and Culture 2022 -2023	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	
2022	Task 1	PIP - Process Reflection	Term 4 Week 10		10	5	15%	H1 H4 H6 H8 H9 H10
2023	Task 2	Social and Cultural Continuity and Change Topic Test	Term 1 Week 7	10	10	5	25%	H1 H3 H4 H5 H6 H7 H9 H10
2023	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
2023	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	30			30%	H1 H2 H3 H4 H5 H6 H9 H10
<b>Weighting Total</b>				<b>50</b>	<b>30</b>	<b>20</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
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 2022 -2023	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	
2022	Task 1	Module 4: First Aid & Sports Injuries Prepared Response	Term 4 Week 9	10	10	20%	1.3 3.6 4.5
2023	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
2023	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
2023	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
<b>Weighting Total</b>				<b>50</b>	<b>50</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
Games and Sport Applications I First Aid & Sports Injuries	Resistance Training	Sports Coaching & Training	Games and Sport Applications II

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## **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 Textiles and Design

Subject Year 12 Textiles and Design 2022-2023	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 and knowledge in the design, manufacture and management of textiles projects	Task total weighting	
2022	Task 1	Major Textiles Project: Designing & Planning Proposal	Term 4 Week 8		20	20%	H2.1 H2.3 H4.2
2023	Task 2	Contemporary Designer Report	Term 1 Week 9	20		20%	H5.1 H5.2
2023	Task 3	Major Textiles Project: Investigation & Experimentation Report	Term 2 Week 7		30	30%	H1.1 H1.2 H2.2 H3.1 H4.2
2023	Task 4	Trial HSC Examination	Term 3 Weeks 4-5	30		30%	H1.3 H3.1 H3.2 H4.1 H5.2 H6.1
<b>Weighting Total</b>				<b>50</b>	<b>50</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
Design	Properties & Performance of Textiles	Australian Textile, Clothing, Footwear & Allied Industries	Major Textile Project

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## Textiles and Design Year 12 Outcomes to be assessed:

A student will develop,

- 1. Knowledge and skills in experimentation, critical analysis and the discriminatory selection of textiles for specific end-uses**
  - H1.1** critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
  - H1.2** designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
  - H1.3** identifies the principles of colouration for specific end-uses
- 2. practical skills in design and manipulation of textiles through the use of appropriate technologies**
  - H2.1** communicates design concepts and manufacturing specifications to both technical and non-technical audiences
  - H2.2** demonstrates proficiency in the manufacture of a textile item/s
  - H2.3** effectively manages the design and manufacture of a Major Textiles Project to completion
- 3. the ability to apply knowledge and understanding of the properties and performance of textiles to the development and manufacture of textile items**
  - H3.1** explains the interrelationship between fabric, yarn and fibre properties
  - H3.2** develops knowledge and awareness of emerging textile technologies
- 4. skills in experimentation, critical analysis and the discriminatory selection of textiles for specific end-uses**
  - H4.1** justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses
  - H4.2** selects and justifies manufacturing techniques, materials and equipment for a specific end-use
- 5. knowledge and understanding of Australian Textile, Clothing, Footwear and Allied Industries**
  - H5.1** investigates and describes aspects of marketing in the textile industry
  - H5.2** analyses and discusses the impact of current issues on the Australian textiles industry
- 6. an appreciation of the significance of textiles in society**
  - H6.1** analyses the influence of historical, cultural and contemporary developments on textiles

## Year 12 Visual Arts

Subject Year 12 Visual Arts 2022 -2023	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	
2022	Task 1	HSC body of work Artmaking – Proposal and VAPD progress mark	Term 4 Week 10	10		20%	H7 H8 H9 H10
2023	Task 2	Historical and Critical Studies task – An extended response to an HSC style question	Term 1 Week 10		25	20%	H1 H2 H3 H4 H5 H6
2023	Task 3	Trial HSC Examination	Term 3 Weeks 4-5		25	30%	H1 H2 H3 H4 H5 H6
2023	Task 4	H.S.C. Body of Work – Artmaking – final submission	Term 3 Week 6	40		30%	H7 H8 H9 H10
<b>Weighting Total</b>				<b>50%</b>	<b>50%</b>	<b>100%</b>	

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

Term 4, 2022	Term 1, 2023	Term 2, 2023	Term 3, 2023
HSC Body of Work Art Making HSC Historical/Critical Case Studies Case Study 1 - Contemporary Issues / Case Study 2 - Symbolism Exam Preparation	HSC Body of Work Art Making HSC Historical/Critical Case Studies Case Study 2 – Symbolism / Case Study 3 - Appropriation Exam Preparation	HSC Body of Work Art Making HSC Historical/Critical Case Studies Case Study 3 - Appropriation / Case Study 4 - Innovations and Conventions Exam Preparation	HSC Body of Work Art Making HSC Historical/Critical Case Studies Case Study 4 - Innovations and Conventions / Case Study 5 - Modernism Exam Preparation

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**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





Education

## ULTIMO RTO 90072 VET COURSE ASSESSMENT SCHEDULES

### Preliminary 2022 – HSC 2023

#### 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.

## BUSINESS SERVICES

### Preliminary Year 2022 - HSC Year 2023

YEAR	TERM	Units of Competency	HSC STATUS	WEIGHTING	Assessment Task Cluster & Method of Assessment
<b>PRELIMINARY</b>	1	Contribute to health and safety of self and others Use business technology	Mandatory Elective	30%	<b>Cluster A: At the Office</b> Written task, scenario, observation of practical work, risk assessment.
	2	Deliver a service to customers Communicate in the workplace	Mandatory Elective	30%	<b>Cluster B: Service with a Smile</b> Scenario, written task, presentation, role play.
	3	Participate in environmentally sustainable work practices Handle mail Organise and complete daily work activities	Mandatory Elective Elective	40%	<b>Cluster C: It's in the Post</b> Scenario, written task, case studies, self-assessment.
	<b>OR</b> <b>3</b>	Participate in environmentally sustainable work practices Use digital technologies to communicate remotely Create electronic presentations	Mandatory Elective Elective		<b>Cluster C: Quality presentations</b> Scenario, written task, case studies, self-assessment.
<b>HSC</b>	3 - 4	Develop keyboarding speed and accuracy Produce digital text documents	Elective Elective	30%	<b>Cluster D: Fast and On Task</b> Written task, teacher observation, portfolio of evidence, product assessment
				10%	<b>Work Placement &amp; Work Place Journal</b>
	5 - 6	Create and use spread sheets Process and maintain workplace information Prepare and process financial documents	Elective Mandatory Mandatory	35%	<b>Cluster E: Minding Your Own Business</b> Written task, scenario, observation of practical work, portfolio of evidence.
7	Contribute to workplace innovation Work effectively in a business environment	Mandatory Mandatory	25%	<b>Cluster F: Back to the Future</b> Written task, case study, scenario.	

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

 Education  
Public Schools

**CONSTRUCTION**  
**Preliminary Year 2022 - HSC Year 2023**

NSW Ultimo, 90072

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%	<b>Cluster A – SafeWork NSW WHS Induction</b> Written Test
	1 & 2	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	Mandatory Mandatory	30%	<b>Cluster B - Small project, Oil Stone Case or Concrete Float Practical</b> Teacher observations and written test.
	2 & 3	Use carpentry tools and equipment Handle carpentry materials	Mandatory Elective	50%	<b>Cluster C - Tool box, Saw Horse or BBQ table</b> Practical, Teacher observations and written test.
HSC	2 - 3	Conduct workplace communication Work effectively and sustainably in the construction industry	Elective Mandatory	20%	<b>Cluster D – Skills in Action</b> Observations, portfolio and written test
				10%	<b>Work Placement &amp; Work Place Journal</b>
	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%	<b>Cluster E - School Project – Concreting</b> 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.
	6 - 7	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	Elective Elective	20%	<b>Cluster F – Wall and Floor Tiling</b> Practical, Teacher observations and written test

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

 Education  
Public Schools

NSW Ultimo, 90072

**HOSPITALITY- FOOD AND BEVERAGE  
Preliminary Year 2022 - HSC 2023**

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%	<b>Cluster A: Getting Ready for Work</b> <b>(as a Sandwich Artist)</b> 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%	<b>Cluster B: Introduction to Food Preparation</b> 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%	<b>Cluster C: Non-alcoholic beverages</b> 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%	<b>Cluster D: Café Culture</b> Role play, written questioning, observation of practical work, student reflection, portfolio of evidence.
				10%	<b>Work Placement &amp; Work Place Journal</b>
	7	Work effectively with others Source and use information on the hospitality industry	Mandatory Mandatory	30%	<b>Cluster E: Working in the Hospitality Industry</b> Written questioning, student reflection.

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



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NSW Ultimo, 90072

## RETAIL SERVICES Preliminary Year 2022 - HSC Year 2023

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%	<b>Cluster A: Safety and Spotless</b> Written task, online quiz, practical and teacher observation
	1 & 2	Work effectively in a service environment Work effectively in a team	*Mandatory *Mandatory	30%	<b>Cluster B: Working in the industry</b> Research, self/peer assessment, simulation, presentation
	2 - 3	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	*Mandatory Elective Elective	50%	<b>Cluster C: Customer Service</b> 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%	<b>Cluster D: Sales &amp; Security</b> Questioning, scenario, role play
	5 – 6	Produce visual merchandise displays Advise on products and services	*Stream *Stream	30%	<b>Cluster E: Retail General Selling</b> Scenario, direct observation of practical work, written questioning
	7	Control stock Receive and handle retail stock	Elective Elective	25%	<b>Cluster F: Stock Control</b> Written questioning, scenario, direct observation of practical work
			Mandatory	10%	<b>Work Placement &amp; Workplace Journal</b>

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

**Year 12 Assessment Calendar**
**TERM 4: 2022**

<b>Week</b>	<b>Course</b>	<b>Task</b>	<b>Weight %</b>
7	Chemistry	Task 1: Research Presentation	20
7	Design and Technology	Task 1: Project Proposal oral presentation	30
8	Ancient History	Task 1: Research and Response	20
8	Earth and Environmental Science	Task 1: Problem Solving	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
8	Textiles & Design	Task1: Major Textiles Project and Proposal	20
8/9	Food Technology	Task 1: Food Industry Report	20
9	Advanced Mathematics	Task 1: Topic Test	25
9	Biology	Task 1: Module 5: Hereditary Problem Solving	20
9	Business Studies	Task 1: Research Task	25
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	Modern Greek	Task 1: Reading and Speaking Skills Text	20
9	Modern History	Task 1: Topic Test	30
9	Physics	Task 1: Practical Task	20
9	SLR	Task 1: Prepared Response: Module 4	20
10	Mathematics Extension 2	Task 1: Assignment	20
10	Mathematics Extension 1	Task 1: In class test	25
10	Investigating Science	Task 1: Scientific Investigation Practical	20
10	Society & Culture	Task 1: PIP Process reflection	15
10	Visual Arts	Task 1: Major work proposal	20

## Year 12 Assessment Calendar

### TERM 1: 2023

Week	Course	Task	Weight %
2	Community & Family Studies	Task 1: Independent Research Project	20
3	Design and Technology	Task 2: Case Study	20
3	English Extension 1	Task 2: Imaginative response and reflection	40
5	Biology	Task 2: Depth Study	30
5	Industrial Technology Timber	Task 2: Product Analysis	20
5	SLR	Task 2: Research Task & Report [Module 12]	20
6	English Advanced	Task 2: Analytical response	20
6	English Standard	Task 2: Analytical response	20
6	Music	Task 2: Presentation of Performance & Viva Voce	20
7	Chemistry	Task 2: Research Practical Equil & Acid Reactions	20
7	Society & Culture	Task 2: Topic Test	25
7	Earth and Environmental Science	Task 2: Research Task	20
8/9	Food Technology	Task 2: Food Manufacturing Experiment & Preparation	25
8	Community & Family Studies	Task 2: Writing Task	25
8	Investigating Science	Task 2: Technologies Research Task	20
8	PDHPE	Task 2: Research Task	25
8	Mathematics Extension 2	Task 2: Mathematics Task	20
9	Business Studies	Task 2: Research & Report Marketing	25
9	English Studies	Task 2: Research Task: Elective module	25
9	Legal Studies	Task 2: Crime/Human rights in –class test	25
9	Modern Greek	Task 2: Listening, Reading and Writing skills Test	30
9	Textiles & Design	Task 2: Contemporary Designer Report	20
10	Ancient History	Task 2: Exam Style response	20
10	Mathematics Extension 1	Task 2: Mathematics Task	25
10	Mathematics Advanced	Task 2: Mathematics Task	25
10	Mathematics Standard 2	Task 2: Mathematics Task	25
10	Mathematics Standard 1	Task 2: Mathematics Task	25
10	Physics	Task 2: Depth Study: Electromagnetism	30
10	Visual Arts	Task 2: Extended Response	20
11	Modern History	Task 2: Historical Analysis	20

## Year 12 Assessment Calendar

### TERM 2: 2023

Week	Course	Task	Weight %
1	Design & Technology	Task 3: Folio Progress Report	30
4	Biology	Task 3: Research	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 Extension 1	Task 3: Critical response with related text	30
7	Mathematics Standard 2	Task 3: Mathematics Task	20
7	Mathematics Standard 1	Task 3: Mathematics Task	20
7	Modern Greek	Task 3: Listening and Speaking Skills Test	20
7	Textiles & Design	Task 3: Investigation and Report	30
8	Business Studies	Task 3: Stimulus Based Skills Test: Finance	20
8	Community & Family Studies	Task 3: Detailed Study	25
8	Earth and Environmental Science	Task 3: Depth Study	30
8	Mathematics Extension 2	Task 3: Class Test	30
8	Modern History	Task 3: Essay	20
8/9	Food Technology	Task 3: Food Product Development	25
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: Mathematics Task	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: Exam Style Question	25
10	English Advanced	Task 3: Module B and Module C Task	35
10	English Standard	Task 3: Module A and Module C	35
10	Chemistry	Task 3: Organic Chemistry Depth Study	30



## Year 12 Assessment Calendar

### TERM 3: 2023

Week	Course	Task	Weight %
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	25
4-5	English Standard	Task 4: Trial High School Certificate Examination	25
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	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 Greek	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	Textiles & Design	Task 4: Trial High School Certificate Examination	30
4-5	Visual Arts	Task 4: Trial High School Certificate Examination	30
6	Visual Arts	Task 4: Body of Work: Submission	30



**Endeavour Sports High School**

Cnr Taren Pt Rd & The Boulevarde  
Caringbah NSW 2229  
Ph: 02 9524 0615  
Fax: 02 9540 4458  
Email: endeavour-h.school@det.nsw.edu.au

Dear \_\_\_\_\_

**OFFICIAL WARNING – Non-completion of a Higher School Certificate Course**

This letter is to advise that your daughter, \_\_\_\_\_ is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in Drama.

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 \_\_\_\_\_ is at risk of not completing the above 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. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

\_\_\_\_\_ is not currently meeting one or more of these requirements. In particular, .

The following tasks or requirements need to be completed by \_\_\_\_\_ to correct the problem.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
		8/9/2022		22/9/2022

Action by parent/guardian

To support \_\_\_\_\_ 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 Ms A Chamos.

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

\_\_\_\_\_  
Ms Aphrodite Chamos

\_\_\_\_\_  
Mrs Nagla Jebelle - Deputy Principal

Provider name CRICOS  
Provider number 00588M



**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**

<b>Student name:</b>	<b>Year:</b>
<b>Parent contact details – name:</b>	<b>Phone:</b>
<b>Subject:</b>	<b>Date of Task:</b>
<b>Type of Assessment Task:</b>	
<b>Reason for non-attendance:</b> _____	
_____	
_____	
_____	
Certificate provided: YES <input type="checkbox"/> NO <input type="checkbox"/>	

**Section to be completed by Faculty Head Teacher**

<b>Comments and Recommendation:</b>	
_____	
_____	
<b>Signature:</b>	<b>Date:</b>

**Section to be completed by Deputy Principal**

<b>Comments and Recommendation:</b>	
_____	
_____	
<b>Signature:</b>	<b>Date:</b>



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

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



**Assessment Variation Form 3**  
**Assessment Appeal Form**

**Section to be completed by Parent/Carer**

<b>Student name:</b>	<b>Year:</b>
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<b>Parent contact details – name:</b>	<b>Phone:</b>
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<b>Subject:</b>	<b>Date of Task:</b>
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**Type of Assessment Task:**

**Appeal is lodged on the following grounds:**

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**Supporting documentation provided: YES  NO**

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<b>Student Signature:</b>	<b>Date:</b>
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<b>Parent signature:</b>	<b>Date:</b>
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**Section to be completed by Deputy Principal**

**Recommendation:**

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<b>Deputy Principal's Signature:</b>	<b>Date:</b>
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<b>Year 12 Study and Homework Planner</b>				
	<b>TERM 4 2022</b>	<b>TERM 1 2023</b>	<b>TERM 2 2023</b>	<b>TERM 3 2023</b>
<b>Week 1</b>				
<b>Week 2</b>				
<b>Week 3</b>				
<b>Week 4</b>				
<b>Week 5</b>				
<b>Week 6</b>				
<b>Week 7</b>				
<b>Week 8</b>				
<b>Week 9</b>				
<b>Week 10</b>				