



**ALEXANDRIA PARK  
COMMUNITY SCHOOL**

**YEAR  
12**

**CURRICULUM &  
ASSESSMENT  
BOOKLET**

**2024/25**

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## WELCOME TO YEAR 12

This booklet aims to give students, parents and caregivers information about assessment for the Higher School Certificate (HSC) course.

From Term 4 in Year 11, students will commence Year 12 assessment tasks in all subjects. The tasks will determine each student's assessment mark, which is a measure of each student's achievement relative to the performance of other students in the same course at Alexandria Park Community School.

The HSC will show two marks: The Final Examination Mark and the School Based Assessment Mark. The School Based Assessment Mark and Final Examination Mark each comprise 50% of the total HSC result.

There is a difference between qualifying for the HSC and gaining an Australian Tertiary Admission Rank (ATAR). The ATAR is a rank that is used for gaining entry to Tertiary Institutions.

Students, parents and caregivers are urged to read this booklet carefully. Students who are unclear about procedures or their responsibilities should immediately arrange an interview with their supervising Deputy Principal or Year Adviser.



### PRINCIPAL'S MESSAGE

At Alexandria Park Community School we provide a nurturing environment where our students are supported and challenged to perform their personal best. Our staff is motivated by the love of teaching and learning. Their commitment provides a diverse, quality curriculum that allows each student to achieve success in the learning process.

While this is an exciting time, the move to Year 12 is a significant one and can be an anxious time for you and your family. In your diligence to succeed and achieve your potential best in courses, you will need to consider what you want to gain from your last year at Alexandria Park and how you can maximise learning while being involved in all aspects of your school. For some of you, this year will be a preparation for a profession, skilled trade, or a wide variety of careers. In addition, the continued learning experiences and participation as a school leader and the understanding that learning is a lifelong process is critical.

To gain the most 12, you must understand that the workload at school and at home will be more demanding and require more self-discipline than in the past. Whether you are planning to study at a university and need an Australian Tertiary Admission Rank (ATAR) or your HSC reflects a general education pattern of study or whether you have a combined pathway with vocational and academic courses; we know that you will graduate with honour and as a school we are very proud of your efforts.

As Principal, I will be required by the NSW Education Standards Authority (NESA) to sign to say you have met the course requirements for HSC courses. I will not be able to do this if you have not made an honest attempt to complete all set work. Excellent attendance is required for you to complete NESA requirements for your courses and to be deemed eligible for the HSC.

The staff at Alexandria Park Community are committed to supporting your learning and wellbeing and they will work diligently to help you achieve success at the HSC.

I wish you well for your Year 12 and look forward to working with you and our staff to ensure that the HSC class of 2025 strive for their personal best and gain excellent results as we prepare you for your future careers.

Debra Lade  
Principal

# YEAR 12 HIGHER SCHOOL CERTIFICATE

## ASSESSMENT POLICY AND PROCEDURES

### SATISFACTORY COMPLETION OF YEAR 12

- This information is for Higher School Certificate students at Alexandria Park Community School (APCS) and their parents/carers. We advise students to discuss this information with their parents/carers and to contact the school if they have any questions or concerns.
- NSW Education Standards Authority (NESA) Requirements Satisfactory completion of Higher School Certificate courses requires students to meet course completion criteria as well as assessment completion criteria.
- A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:
  - a) followed the course developed or endorsed by NESA;
  - b) and applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
  - c) and achieved some or all of the course outcomes.

To satisfactorily complete a Higher School Certificate course, students must follow NESA course requirements and:

- Have gained the Record of School Achievement (ROSA) or equivalent.
- Have attended 85% of the available school days.
- Have completed HSC: All My Own Work on the NESA website.
- Complete all the requirements of the course such as class work, homework, examinations, assessment tasks, including work placement for VET courses.
- Students must complete assessment tasks that contribute more than 50% of the total assessment marks to qualify for the Higher School Certificate. Students cannot qualify for a Higher School Certificate in a course where they do not meet minimum assessment requirements.
- Satisfactorily complete the NESA minimum standards in numeracy, reading and writing at level 3 or 4.
- Students are directed to the NSW Education Standards Authority (NESA) website for further information <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

## SCHOOL BASED ASSESSMENT

Year 12 students complete school-based assessments as part of their HSC, which contribute 50% of their final HSC mark for a course (except VET and Life Skills courses). Assessment is based on mandatory weightings and components as set out in the syllabuses for each HSC course being studied.

## VET COURSES

Assessment in VET courses is competency based. This means that the student needs to demonstrate that they have gained, and can apply, the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Due to the specific requirements of VET courses it is recommended students speak to the VET Coordinator to ensure they are fully aware of the requirements. Students may elect to undertake the optional written HSC examination. Work placement is a mandatory HSC requirement of each VET course. For each course, a minimum number of 35 hours per year are required in the workplace.

## LIFE SKILLS COURSES

Evidence of achievement of outcomes is gathered through ongoing assessment. There is no requirement for formal assessment of Life Skills outcomes. Life Skills outcomes and content will be assessed on the student's achievement of selected outcomes.

## EXAMINATION RULES AND EXPECTATIONS

At APCS examinations follow the same rules and expectations that apply in the Higher School Certificate along with some rules specific to APCS.

Closer to your school-based examination you will be issued with these rules in writing, along with your examination timetable.

APCS rules include the following:

- FULL SCHOOL UNIFORM IS REQUIRED TO BE WORN DURING ALL EXAMINATIONS, INCLUDING THE HSC.

Following exam room procedures:

- Check your desk and papers carefully.
- Before starting each exam, you must sit at the desk that shows your name and student number. Desks may be set up differently at each exam.
- Ensure that all electronic devices like phones or smart watches are not brought into the exam room.

Make sure that you have the correct exam paper for the course you have entered. When the supervisor asks you to, you must also check that no pages are missing from your exam paper.

You will have a set reading time for each paper. During this time, you must not write, use any equipment, including highlighters, or mark your paper in any way. If you are allowed a dictionary, you can read it, but you cannot write on or mark it during reading time.

You must not:

- Write on anything other than writing books, answer booklets or other writing material provided by the presiding officer. You should not write on any other equipment including your body, clothing or tissues.
- Leave the room, except in an emergency. If you must leave and want to come back to continue the exam, you must be supervised while you are out of the room.
- Leave (finish) the exam in the first hour. Your school may not allow any students to leave early.
- Leave the exam in the last 15 minutes.
- Take an exam paper out of the room. Speak to your teacher if you want to see a paper afterwards.

BEHAVE POLITELY AND TAKE EXAMS SERIOUSLY.

## APCS POLICIES AND PROCEDURES

The policies and procedures at APCS follow those advised by NESA.

An assessment schedule for each subject is provided to students in the Assessment Booklet, containing an outline of all assessment tasks for that year, the weightings of tasks, assessed outcomes and estimated timing within the school calendar.

Students should expect between 2 and 4 formal assessment tasks for each subject. The tasks will form the basis for the reports issued at the end of each semester and therefore they will be designed to assess a range of syllabus outcomes and course content that has been taught in class.

Assessment tasks are compulsory for all students, excluding those completing Life Skill courses. All tasks are important and regardless of the weighting for an individual task, students should do their best to meet the criteria of the task rather than allocate effort based on the weighting.

A written notification will be issued for each assessment task, including exams. It is the student's responsibility to be alert to the notification and due date of tasks by reference to the Assessment Schedule.

Written notification of school based assessment tasks:

- You will be given at least two weeks written notice for a formal assessment task.
- You will sign for this notification which will explain:
  - the type of task (e.g. in-class, submitted, performance, practical)
  - the timing of the task or the time and date due
  - the weighting of the task (e.g. 20%)
  - the outcomes being assessed and
  - the assessment criteria
  - instructions for submission.

With in school examinations, you must follow the same procedures as outlined by the requirements of NESA for all examinations.

It is the student's responsibility to seek the assessment task notification if they are absent when the notification is issued as the assessment task schedule booklet is deemed the first notification.



## SUBMISSION OF ASSESSMENT TASKS

Assessment tasks are to be submitted on the due date by 9am (excluding in class tasks), this includes all material for speeches and oral presentations. Students should ensure that their name is on each page or item of the submitted task. If a student cannot attend school on the day a task is due, then they may submit the task online before 9am.

Major works and practical assessment submission times will be at the discretion of the Head Teacher and will be printed on the assessment task notification along with details of submission.

Each faculty is responsible for coordinating the process of collecting tasks to ensure accurate recording of the time and date that the student submits the task. Students must complete all tasks to the best of their ability or may receive an N warning letter.

Electronic/digital submission will be coordinated by the Head Teacher of the subject. Requirements for digital submission will be clearly stated on the assessment task notification sheet.

## FORMAL EXAMINATIONS AND IN CLASS TASKS

All class assessment tasks and formal examinations will be completed on the designated day and time. Attendance in each lesson prior to the class task or formal examination is required on the day a task is due. Failure to do this will result in a penalty. In special circumstances where a student cannot attend all lessons on the day, special consideration may be requested by submitting an Illness/ Misadventure application. Examinations will NOT be rescheduled for unapproved leave such as vacations.

## TECHNOLOGY AND ASSESSMENTS

Technology failure is not a valid reason for failure to submit an assessment task on time.

Students should:

- Students are to save their work in the cloud, failure to back up your work is not a valid reason for misadventure.
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that data can be accessed at school.
- Check the compatibility of your home software with the school's technology.
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your student.fantastic@education.nsw.gov.au email account).
- A student presenting work produced via computer or submitting work online who experiences computer/technology difficulties or printer failure must follow these procedures by applying for misadventure on the date the task was due by completing a misadventure form (from the Deputy Principal or Head Teacher of that course) presenting it to the Head Teacher of that subject before school along with documentary evidence, such as a note from home.
- If a student chooses or is required to prepare and produce work with the use of technology, it is their responsibility to ensure backups and hard copies are made well in advance of the due date of the assessment task. Program and software compatibility are also potential problems and need to be considered in advance. Malfunctions of computer technology, even theft, without evidence of 'work in progress' are NOT valid reasons for the late submission of an assessment task.

## THE ASSESSMENT PROGRAM FOR LIFE SKILLS COURSES

Students studying Life Skills courses will follow a different assessment program. Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement and can occur in a range of situations or environments such as the school and wider community.

Evidence of achievement can be based on:

- assessment as learning (where students monitor and reflect on their own learning)
- assessment for learning (such as observation during teaching and learning or work samples)
- assessment of learning (assessment activities specifically designed to assess achievement at particular points).

## ABSENCES DUE TO ILLNESS OR MISADVENTURE

It is essential that students ensure that they are present for and complete all assessment tasks. If a student is absent on the day of an assessment task, they must contact the school to explain the absence, and then provide the Head Teacher of the subject with an illness/misadventure form they day they return to school.

- An illness claim **MUST** be supported by a medical certificate dated at the time of the illness specifying the nature of the illness. If a student is still away sick on days after the due date, the medical certificate must cover all days of illness **NOT** just the day of the task.
- Generally speaking 'Misadventure' is for unforeseen misfortune.
- Holidays/travel are **NOT** a valid excuse for missing an assessment task/exam **OR** for requesting an alternate date for the task/exam. This includes asking to sit a task/exam early to accommodate a holiday.
- Technological malfunctions are not automatically considered a valid excuse. (Please refer to notes on 'Technology Problems')
- If a task is submitted after the due date and time and the student has not submitted the appropriate documentation, then the student will be awarded zero for the task.

Where the Head Teacher and Deputy Principal decides that a valid reason has been supplied, the following special procedures will be implemented in all courses in all subjects:

- an extension of time, or
- awarding of a mark based on completion of a substitute task, or
- where neither is feasible nor reasonable, or where the missed task is difficult to duplicate, the Head Teacher and Deputy Principal may authorise the use of an estimate for that task based on other appropriate evidence.

NB: Students who do not make a serious attempt at more than 50% of assessment tasks within a course will receive an 'N' determination for the final assessment submitted to NESA.

## APPLYING FOR AN EXTENSION

If a student has prior knowledge of a circumstance that will impact their ability to submit a task on the due date or attend an in-class task, test or examination, they must complete an Illness/Misadventure Form. This form **MUST** be submitted at least 5 days **BEFORE** the assessment task due date. The decision will be recorded in writing and communicated to the student.

## LATE SUBMISSION OF ASSESSMENT TASKS

Late submission of a task without approved reason from the Head Teacher, via the Illness/Misadventure Form in Years 11 & 12 will result in a zero mark.

## NON-SUBMISSION OR NON-COMPLETION OF ASSESSMENT TASKS

Failure to submit or complete an assessment task will result in a N Warning letter and a zero mark for the task. Students will be required to still submit a missed task or complete an equivalent alternative task in order to resolve the N Warning letter and meet the requirements for satisfactory completion of the course. Feedback on the task will be given to the student.

## NON-SERIOUS ATTEMPT OF ASSESSMENT TASKS

A non-serious attempt is considered as failing to submit a reasonable attempt at a task. This may include, but is not limited to, the following:

- Inappropriate written content submitted as part of a task.
- Inappropriate behaviour during an examination
- Failure to complete significant sections of an assessment (e.g. only attempting the multiple choice and not attempting extended response questions)

The Head Teacher of a subject and Deputy Principal will determine whether a task is a non-serious attempt. In the case of a non-serious attempt an N Warning letter will be issued and the student will be awarded a zero mark.

## APPEALS

Students have the right to ask their teacher for feedback at the time a task is returned but cannot appeal against the teacher's judgement.

Students can appeal to the APCS Appeals Committee to review a student's rank order only if:

- the weightings specified in the assessment program are not those stated by NESAs;
- the weightings for tasks are not consistent with those specified by the published policy; and/or
- there are computational or clerical errors.

The school's Appeals Committee, comprising of the secondary Deputy Principal, the subject Head Teacher and another Head Teacher, will investigate the claim by reviewing and examining appropriate records and report its findings to the student. Students may appeal to NESAs if they consider the process of the review were not carried out properly (refer to the ACE Manual on the NESAs website).

## HONESTY, INTEGRITY AND 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:

- 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
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- unauthorized use of artificial intelligence technologies.

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.

The Head Teacher and Deputy Principal of a subject will make the final determination to record a mark of zero. An N Warning letter will be issued and the student will be required to re-attempt the task or complete an alternative task.

All Stage 6 students must have completed the NESA 'All My Own Work' mandatory program at the start of Stage 6.

A Year 12 student guilty of suspected malpractice will have their name recorded on the NESA Register of Malpractice for HSC assessment tasks and a N Warning letter will be issued.

## 'N' DETERMINATION WARNING

If a student is not meeting the course requirements or fails to complete an assessment task by the due date they are given what is termed a non-completion warning letter. A copy of the N Warning letter is issued to the student and posted home, the letter outlines:

- Any issues of concern or outstanding work.
- The date by which students should redeem the outcomes of the missed work.
- If a student is to be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course, the principal will inform NESA.

## THE 'WARNING LETTER' PROCESS

If you are not working and if you are not attending school and classes regularly (i.e. above 85%) you may be at risk of not meeting the requirements to gain your HSC. If this is the case then teachers will give you formal warnings in writing, as follows:

1. **Warning 1** – A 'FIRST' formal warning letter will be sent by your class teacher and the Head Teacher outlining work that is to be completed and a due date. This letter will be handed to the student and a copy posted to the parent/carer. If the work is not completed and/or there is no improvement, then:
2. **Warning 2** – A 'SECOND' formal warning letter will be issued, and contact will be made with the Head Teacher and your parent/guardian. If this work is not completed and there is still no improvement, then:
3. **Warning 3** – You will be interviewed by the Deputy Principal and a 'THIRD' formal warning letter will be issued. The Deputy Principal or Principal will organise an interview with your parent/carer.

If after these warnings there is still no improvement, the Principal will conduct an interview with you and your parent(s)/carer where the 'N' determination may formally be made.

## 'N' DETERMINATION

If you fail to comply with NESA's requirements for the Higher School Certificate, you may receive an 'N' Determination in a subject. This means that the course will not appear on your Record of Achievement and in some cases, this will mean that you will be illegible for the award of the Higher School Certificate.

For more information see the NESA ACE Manual (<https://ace.nesa.nsw.edu.au/ace-8021>)

## COMMUNICATING WITH OUR SCHOOL

Alexandria Park Community School values parent communication and engagement with our school and recognises the importance of having an effective system in place to assist with this process. The link below to the school community charter outlines the responsibilities of parents, carers, and school staff to ensure our learning environments are collaborative, supportive and cohesive.

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>

If you would like to contact the school, you can do so by:

- Phoning the school admin office on 9698 1967
- In person – please report to the Administration Office
- By email @alexparkcs-schools.nsw.edu.au, please write the name of teacher in the subject box.

Year 12 has a Google Classroom that all students will join, and parents are also invited to join. This is a great place for the Year Adviser to communicate with the students. Parents and students will be invited to join the APCS Sentral Portal. You will be issued with a code that allows you to access information such as school reports, the booking system for Parent Teacher Night, school newsletters and daily notices. A letter with more information will be sent out to all parents and students.

### Who to contact:

POSITION AT APCS	MATTERS THEY DEAL WITH:
Classroom Teachers	First contact for anything pertaining to that individual subject. This may include class work, homework, assignments or a specific incident that occurred in that classroom.
Head Teachers of Each Subject Area	If a parent/carer has worked with their child's classroom teacher and feels that their needs should be further addressed. If a parent/carer would like to share some positive experiences that are happening in the classroom or at home in relation to that topic.
Learning and Support Teachers	If a parent/carer feels that their child needs some support in the classroom due to diverse learning needs.
Year Adviser	Can assist with matters that are occurring outside of the classroom and with wellbeing concerns. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.
Head Teacher Wellbeing	Can assist with matters that are occurring outside the classroom and with wellbeing concerns that are serious in nature. Can also assist with serious ongoing medical condition notifications (diabetes, anaphylaxis).
Deputy Principal	To be notified directly with serious concerns that a parent/carer feels cannot be dealt with by other staff at the school. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.
Principal	To be notified directly with serious concerns that a parent/carer feels cannot be dealt with by the Deputy Principal. If a parent/carer would like to share some positive experiences that are happening at school or at home in relation to their child.

# HSC COURSE INFORMATION





# ENGLISH

SUBJECT	ENGLISH ADVANCED
Outcome	Description
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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	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
<b>1</b>	Common Module: Extended Response	Term 4 Week 9	EA12-1 EA12-2 EA12-7 EA12-8	10	10	20
<b>2</b>	Module A & Module C: Imaginative Response & Reflection	Term 1 Week 7	EA12-3 EA12-5 EA12-6 EA12-9	15	15	30
<b>3</b>	Module B: Multimodal Presentation	Term 2 Week 9	EA12-1 EA12-2 EA12-4 EA12-8	10	10	20
<b>4</b>	All Modules: Written Examination	Term 3 Trial Exam Period	All outcomes	15	15	30
				<b>50</b>	<b>50</b>	<b>100</b>

SUBJECT	ENGLISH STANDARD
Outcome	Description
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.

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	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
1	Common Module: Extended Written Response	Term 4 Week 9	EN12-1 EN12-3 EN12-6	15	5	20
2	Module A: Multimodal Presentation	Term 1 Week 7	EN12-2 EN12-4 EN12-7	10	15	25
3	Module B & Module C: Imaginative response & Reflection	Term 2 Week 10	EN12-5 EN12-8 EN12-9	10	25	35
4	All Modules: Written Examination	Term 3 Trial Exam Period	All outcomes	15	5	20
				<b>50</b>	<b>50</b>	<b>100</b>

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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	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
1	Module A: Extended Written Response	Term 4 Week 9	EAL12 - 1A EAL12 - 3 EAL12 - 6	15	5	20
2	Module C: Multimodal Presentation	Term 1 Week 7	EAL12 - 1B EAL12 - 2 EAL12 - 4	10	15	25
3	Module B & Module D: Writing Portfolio	Term 2 week 10	EAL12 - 5 EAL12 - 7 EAL12 - 8 EAL12 - 9	10	15	25
4	All Modules: Written & Listening Examination	Term 3 Trial Exam period	All outcomes	15	15	30
				<b>50</b>	<b>50</b>	<b>100</b>

SUBJECT		ENGLISH STUDIES
Outcome	Description	
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	

Outcome		Assessment Description				
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in comprehending texts, communicating ideas & using language accurately, appropriately and effectively	Total
1	Common Module: Multimodal Presentation	Term 4 Week 9	ES12-2 ES12-5 ES12-8 ES12-9	15	10	25
2	Elective Module: Imaginative Response	Term 1 Week 8	ES12-1 ES12-4 ES12-7	10	10	20
3	Select Modules: Written Examination	Term 3 Trial Exam Period	All Outcomes	10	5	15
4	All Studied Modules: Portfolio	Term 3 Week 6	All Outcomes	15	25	40
				<b>50</b>	<b>50</b>	<b>100</b>

<b>SUBJECT</b>		<b>ENGLISH EXTENSION 1</b>	
<b>Outcome</b>	<b>Description</b>		
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		

<b>Outcome</b>		<b>Assessment Description</b>				
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
<b>Task Number</b>	<b>Topic &amp; Type of Task</b>	<b>Due Date</b>	<b>Syllabus Outcomes</b>	<b>Knowledge and understanding of complex texts and of how and why they are valued</b>	<b>Skills in complex analysis, sustained composition and independent investigation</b>	<b>Total</b>
<b>1</b>	Common Module: Creative Response & Reflection	Term 4 Week 10	EE12-2 EE12-4 EE12-5	10	20	30
<b>2</b>	Elective Module: Extended Response	Term 2 Week 4	EE12-1 EE12-3 EE12-4	20	20	40
<b>3</b>	All Modules: Examination	Term 3 Trial Exam Period	All Outcomes	20	10	30
				<b>50</b>	<b>50</b>	<b>100</b>

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

<b>Outcome</b>		<b>Assessment Description</b>				
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
<b>Task Number</b>	<b>Topic &amp; Type of Task</b>	<b>Due Date</b>	<b>Syllabus Outcomes</b>	<b>Skills in extensive independent research</b>	<b>Skills in sustained composition</b>	<b>Total</b>
<b>1</b>	Proposal Viva Voce & Major Work Journal Submission	Term 4 Week 10	EEX12-1 EEX12-3 EEX12-4	10	20	30
<b>2</b>	Literature Review & Major Work Journal Submission	Term 1 Week 7	EEX12-1 EEX12-2 EEX12-3 EEX12-4	20	20	40
<b>3</b>	Critique of the Creative Process & Major Work Journal Submission	Term 2 Week 9	All Outcomes	20	10	30
				<b>50</b>	<b>50</b>	<b>100</b>

## CREATIVE AND PERFORMING ARTS (CAPA)

SUBJECT	MUSIC
Outcome	Description
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

Outcome	Assessment Description								
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>					
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Perf	Comp	Musicol	Aural	Elective	Total
1	<b>An Instrument &amp; Its Repertoire</b> Composition & Aural	2024 Term 4 Week 9	H3, H4, H5, H7, H8		10		10		20
2	<b>Music of the 20th &amp; 21st Century</b> Core Performance & Viva Voce	2025 Term 1 Week 8	H1, H2, H4, H5, H6	10		10			20
3	<b>Australian Music</b> Electives 1 & 2	2025 Term 2 Week 8	H1, H2, H4, H6, H9, H10, H11,					30	30
4	<b>Trial Exam</b> Aural Paper & Elective 3	2025 Term 3 Trial Exam period	H1, H4, H6, H9				15	15	30
									<b>100</b>

SUBJECT		VISUAL ARTS
Outcome	Description	
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	

Outcome		Assessment Description				
Please note that this is only a schedule for formal assessment tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	AC/AH	Artmaking	Total
1	<b>Artmaking:</b> Visual arts process diary (VAPD) and viva voce	2024 Term 4 Week 9	H1, H2, H3, H4		20	20
2	<b>Art Criticism and Art History:</b> Essay	2025 Term 1 Week 9	H7, H8, H9, H10	25		25
3	<b>Artmaking:</b> Resolving the Body of Work	2025 Term 3 Three weeks prior to NESA Body of Work due date	H1, H4, H5, H6		30	30
4	<b>Art Criticism and Art History:</b> Trial Examination	2025 Term 3 Trial Exam period	H7, H8, H9, H10	25		25
				<b>50</b>	<b>50</b>	<b>100</b>



## HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

SUBJECT	ABORIGINAL STUDIES
Outcome	Description
H1.1	evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
H1.2	analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
H1.3	assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
H2.1	examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
H2.2	analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
H3.1	assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
H3.2	evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
H3.3	evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
H4.1	plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
H4.2	undertakes community consultation and fieldwork and applies ethical research practices
H4.3	investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b> A - Knowledge and understanding of course content. B - Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives. C - Research and inquiry methods, including aspects of the Major Project. D - Communication of information, ideas and issues in appropriate forms		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in responding to	Total
1	Heritage and Identity in Class Task	Week 10 Term 4 2024	H1.2, H1.3, H2.1, H2.2, H3.3, H4.1	10	5	15
2	Major Project Including Logbook	Week 7 Term 1 2025	H4.1, H4.2	30	10	40
3	Social Justice and Human Rights Reflection	Week 5 Term 2 2025	H1.2, H1.3, H3.1, H3.2, H3.3, H4.1, H4.3	10	5	15
4	Trial Examination	Trial Period Term 3 2025	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1	20	10	30
						<b>100</b>

SUBJECT		ANCIENT HISTORY
Outcome	Description	
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	

Outcome		Assessment Description				
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in: historical enquiry, use of historical concepts to examine the ancient past; communicate understanding of history, sources and evidence, and historical interpretations.	Total
1	<b>Ancient Societies: Option G: Spartan society to the Battle of Leuctra 371 BC</b> Source Analysis	Term 4, 2024	AH12-2, AH12-5, AH12-6	15	10	25
2	<b>Personalities in their Times: Option D: The Near East – Xerxes</b> Historical Analysis	Term 1, 2025	AH12-3, AH12-7, AH12-8	15	10	25
3	<b>Historical Periods: Option D: Persia – Cyrus II to the Death of Darius III</b> Research Task	Term 2, 2025	AH12-2, AH12-6, AH12-7	15	10	25
4	<b>All course content</b> Trial Examination	Term 3, 2035	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10	15	10	25
						<b>100</b>

<b>SUBJECT BUSINESS STUDIES</b>	
<b>Outcome</b>	<b>Description</b>
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

<b>Outcome</b>		<b>Assessment Description</b>				
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
<b>Task Number</b>	<b>Topic &amp; Type of Task</b>	<b>Due Date</b>	<b>Syllabus Outcomes</b>	<b>Knowledge and understanding of course content</b>	<b>Skills in responding to: evaluate contemporary business issues, communication information in appropriate formats, apply mathematical concepts</b>	<b>Total</b>
1	<b>Operations:</b> McDonalds Extended Response	Term 4, 2024	H1, H2, H4, H5, H7, H9	15	10	25
2	<b>Human Resources:</b> Business Report	Term 1, 2025	H2, H4, H5, H6, H8, H9	15	10	25
3	<b>Finance:</b> Stimulus Task - multiple choice and short answers	Term 2, 2025	H1, H2, H4, H6, H9	15	10	25
4	All content Trial Examination	Term 3, 2025	H1, H3, H4, H5, H6, H8	15	10	25
						<b>100</b>

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

<b>Outcome</b>	<b>Assessment Description</b>					
<b>Components</b>	<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task component weighting %</b>
	<b>Nature of task</b>	Case Study: China	Topic Test: Trade and Finance	Writing Task: Fiscal Policy and Economic Issues	Trial Exam	
A	Knowledge and understanding of course content	5	10	10	15	40
B	Stimulus-based skills	5	5	5	5	20
C	Inquiry and research	5	5	5	5	20
D	Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
<b>Task total %</b>		20	25	25	30	100
	<b>Date due</b>	Week 8 Term 4 2024	Week 4 Term 1 2025	Week 5 term 2 2025	Week 3-4 Term 3 2025	

SUBJECT	LEGAL STUDIES
Outcome	Description
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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in investigating, analysing and communicating relevant legal information and issues	Total
1	<b>Crime:</b> In-class Written Task with Multiple Choice	T4, 2024	H1, H3, H6, H7, H10	15	10	25%
2	<b>Human Rights:</b> In-class Short Answer Response	T1, 2025	H2, H5, H6, H7	15	10	25%
3	<b>Choice Topic:</b> Research Extended Response	T2, 2025	H1,H4,H5,H6,H8,H9	15	10	25%
4	<b>All topics:</b> Trial Examination	T3, 2025	H1,H2,H3,H4,H5,H6 ,H7,H8,H9,H10	15	10	25%
						<b>100</b>

<b>SUBJECT</b>	<b>MODERN HISTORY</b>
<b>Outcome</b>	<b>Description</b>
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

<b>Outcome</b>		<b>Assessment Description</b>				
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
<b>Task Number</b>	<b>Topic &amp; Type of Task</b>	<b>Due Date</b>	<b>Syllabus Outcomes</b>	<b>Knowledge and understanding of course content</b>	<b>Skills: undertake the process of historical inquiry, use historical concepts and skills to examine the modern past, communicate their understanding of history, sources and evidence, and historical interpretations.</b>	<b>Total</b>
<b>1</b>	<b>Power and Authority in the Modern world 1919-1946</b> Source task and historical analysis	Term 4 2024, week 9	MH12-4, MH12-5, MH12-6, MH12-8	10	10	20
<b>2</b>	<b>National Study Japan 1904-1937</b> Research essay in class to seen question (ALARM)	Term 1 2025, week 7	MH12-1, MH12-2, MH12-3, MH12-9	15	10	25
<b>3</b>	<b>Peace and Conflict study Indochina 1954-1979</b> In-class essay to a set of seen questions.	Term 2 2025, week 9	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9	15	10	25
<b>4</b>	<b>All course content</b> Trial examination	Term 3 2025 Trial examination period	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	20	10	30
						<b>100</b>

<b>SUBJECT</b>		<b>SOCIETY &amp; CULTURE</b>
<b>Outcome</b>	<b>Description</b>	
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	

<b>Outcome</b>		<b>Assessment Description</b>				
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
<b>Task Number</b>	<b>Topic &amp; Type of Task</b>	<b>Due Date</b>	<b>Syllabus Outcomes</b>	<b>Knowledge and understanding of course content</b>	<b>Communication of information, ideas and issues in appropriate forms</b>	<b>Total</b>
<b>1</b>	Social and Cultural Continuity and Change - Research and in class test	Week 9 T4	H3, H4, H9	15	15	30
<b>2</b>	Popular Culture Extended response	Week 1 T 1	H1, H10	15	15	30
<b>3</b>	Trial	T 3	H1, H3 , H5	20	20	40
				<b>50</b>	<b>50</b>	<b>100</b>

<b>SUBJECT</b>		<b>WORK STUDIES</b>
<b>Outcome</b>	<b>Description</b>	
1	investigates a range of work environments	
2	examines different types of work and skills for employment	
3	analyses employment options and strategies for career management	
4	assesses pathways for further education, training and life planning	
5	communicates and uses technology effectively	
6	applies self-management and teamwork skills	
7	utilizes strategies to plan, organise and solve problems	
8	assesses influences on people's working lives	
9	evaluates personal and social influences on individuals and groups	

<b>Outcome</b>		<b>Assessment Description</b>				
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
<b>Task Number</b>	<b>Topic &amp; Type of Task</b>	<b>Due Date</b>	<b>Syllabus Outcomes</b>	<b>Knowledge and understanding of course content</b>	<b>Skills in responding to</b>	<b>Total</b>
1	Personal Finance Report	Term 1 Week 7	4, 6, 7, 8, 9	10	20	30
2	Teamwork and Enterprise Skills Portfolio of Work	Term2 Week 8	3, 5, 6, 7, 8, 9	10	20	30
3	Exam	Term 3	1, 2, 3, 4, 5, 6, 7, 8, 9	13	27	40
						<b>100</b>



# MATHEMATICS

SUBJECT	MATHEMATICS STANDARD 1
Outcome	Description
MS1-12-1	Uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS1-12-2	Analyses representations of data in order to make predictions and draw conclusions
MS1-12-3	Interprets the results of measurements and calculations and makes judgements about their reasonableness
MS1-12-4	Analyses simple two-dimensional and three-dimensional models to solve practical problems
MS1-12-5	Makes informed decisions about financial situations likely to be encountered post-school
MS1-12-6	Represents the relationships between changing quantities in algebraic and graphical forms
MS1-12-7	Solves problems requiring statistical processes
MS1-12-8	Applies network techniques to solve network problems
MS1-12-9	Chooses and uses appropriate technology effectively and recognises appropriate times for such use
MS1-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	Total
<b>1</b>	In class assessment	Term 4 Week 8	3, 8, 10	15	10	25
<b>2</b>	Investigation Task + Validation	Term 1 Week 8	3, 4, 5, 9, 10	15	10	25
<b>3</b>	In class assessment	Term 2 Week 8	2, 3, 7, 9, 10	10	15	25
<b>4</b>	Trial	Trial Period Term 3	1, 2, 3, 4, 5, 6, 7, 8, 10	10	15	25
				<b>50</b>	<b>50</b>	<b>100</b>

<b>SUBJECT</b>		<b>MATHEMATICS STANDARD 2</b>
<b>Outcome</b>	<b>Description</b>	
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 simple 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	

<b>Outcome</b>		<b>Assessment Description</b>				
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
<b>Task Number</b>	<b>Topic &amp; Type of Task</b>	<b>Due Date</b>	<b>Syllabus Outcomes</b>	<b>Understanding, Fluency and Communication</b>	<b>Problem Solving, Reasoning and Justification</b>	<b>Total</b>
<b>1</b>	In class assessment	Term 4 Week 8	5, 9, 10	10	10	20
<b>2</b>	Investigation Task + Validation	Term 1 Week 8	3, 4, 8, 9, 10	10	15	25
<b>3</b>	In class assessment	Term 2 Week 8	1, 2, 6, 7, 10	15	10	25
<b>4</b>	Trial	Trial Period Term 3	1, 2, 3, 4, 5, 6, 7, 8, 10	15	15	30
						<b>100</b>

<b>SUBJECT</b>		<b>MATHEMATICS ADVANCED</b>
<b>Outcome</b>	<b>Description</b>	
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 used 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	

<b>Outcome</b>		<b>Assessment Description</b>				
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
<b>Task Number</b>	<b>Topic &amp; Type of Task</b>	<b>Due Date</b>	<b>Syllabus Outcomes</b>	<b>Understanding, Fluency and Communication</b>	<b>Problem Solving, Reasoning and Justification</b>	<b>Total</b>
<b>1</b>	In-class task	Term 4 Week 8	1, 4, 5, 10	10	10	20
<b>2</b>	In-class task	Term 1 Week 8	1, 3, 5, 9, 10	10	15	25
<b>3</b>	Investigation task	Term 2 Week 8	2, 3, 4, 6, 7, 10	15	10	25
<b>4</b>	Trial	Trial Period Term 3	1, 2, 3, 4, 5, 6, 7, 8, 10	15	15	30
				<b>50</b>	<b>50</b>	<b>100</b>

SUBJECT	MATHEMATICS EXTENSION 1
Outcome	Description
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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills	Total
1	In class assessment	Term 4 Week 9	11-3, 11-4, 12-1, 12-7	10	10	20
2	Investigation Task + Validation	Term 1 Week 6	12-2, 12-6, 12-7	10	15	25
3	In class assessment	Term 2 Week 8	12-1, 12-2, 12-3, 12-4, 12-7	15	10	25
4	Trial	Trial Period Term 3	12-1, 12-2, 12-3, 12-4, 12-5, 12-7	15	15	30
				<b>50</b>	<b>50</b>	<b>100</b>

<b>SUBJECT</b>		<b>MATHEMATICS EXTENSION 2</b>
<b>Outcome</b>	<b>Description</b>	
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	

<b>Outcome</b>		<b>Assessment Description</b>				
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
<b>Task Number</b>	<b>Topic &amp; Type of Task</b>	<b>Due Date</b>	<b>Syllabus Outcomes</b>	<b>Knowledge and understanding of course content</b>	<b>Skills</b>	<b>Total</b>
<b>1</b>	In class assessment	Term 4 Week 8	1, 4, 7, 8	10	10	20
<b>2</b>	Investigation Task + Validation	Term 1 Week 7	3, 7, 8	10	15	25
<b>3</b>	In class assessment	Term 2 Week 8	1, 2, 3, 5, 7, 8	15	10	25
<b>4</b>	Trial	Trial Period Term 3	1, 2, 3, 4, 5, 6, 7, 8	15	15	30
				<b>50</b>	<b>50</b>	<b>100</b>

# SCIENCE

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

Outcome	Assessment Description					
<b>Assessment Component</b>	<b>NESA Syllabus Weighting (%)</b>	<b>Task</b>	1	2	3	4
		<b>Task Name</b>	Modelling	Data Analysis	Depth Study	Trial Examination
		<b>Date</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Weeks 4 - 7	Term 3 Trial Period
		<b>Outcomes</b>	11/12-4 11/12-6 11/12-7 12-12	11/12-2 11/12-4 11/12-5 12-13	11/12-1, 11/12-2, 11/12-3, 11/12-5, 11/12-6, 11/12-7, 12-15	11/12-1, 11/12-2, 11/12-5, 11/12-6, 11/12-7, 12-12, 12-13, 12-14, 12-15
Knowledge and Understanding	40		5	10	5	20
Skills in Working Scientifically	60		15	10	25	10
<b>TOTAL</b>	<b>100</b>		<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>

SUBJECT		CHEMISTRY			
Outcome	Description	Task 1	Task 2	Task 3	Task 4
CH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation.	✓	✓		
CH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.		✓		✓
CH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information.		✓		✓
CH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.	✓			✓
CH11/12-5	Analyses and evaluates primary and secondary data and information.	✓	✓	✓	✓
CH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.	✓		✓	✓
CH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.	✓		✓	✓
CH12-12	Explains the characteristics of equilibrium systems, and the factors that affect these systems.	✓			✓
CH12-13	Describes, explains and quantitatively analyses acids and bases using contemporary models.		✓		✓
CH12-14	Analyses the structure of, and predicts reactions involving, carbon compounds.			✓	✓
CH12-15	Describes and evaluates chemical systems used to design and analyse chemical processes.				✓

**THE YEAR 11 COURSE IS ASSUMED KNOWLEDGE FOR THE YEAR 12 COURSE**

Outcome	Assessment Description						
Assessment Component	NESA Syllabus Weighting (%)	Task	1	2	3	4	
		Task Name	Practical Investigation	Research Task	Depth Study	Trial Examination	
		Date	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Trial Period	
		Outcomes	11/12-1 11/12-4 11/12-5 11/12-6 11/12-7 12-12	11/12-1 11/12-2 11/12-3 11/12-5 12-13	11/12-5 11/12-6 11/12-7 12-14	11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 12-12, 12-13, 12-14, 12-15	
Knowledge and Understanding	40		5	10	15	10	
Skills in Working Scientifically	60		15	10	20	15	
<b>TOTAL</b>	<b>100</b>		<b>20</b>	<b>20</b>	<b>35</b>	<b>25</b>	

SUBJECT		PHYSICS			
Outcome	Description	Task 1	Task 2	Task 3	Task 4
PH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation.		✓	✓	
PH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.		✓	✓	
PH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information.		✓	✓	
PH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.	✓	✓	✓	
PH11/12-5	Analyses and evaluates primary and secondary data and information.	✓	✓		✓
PH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.	✓			✓
PH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.	✓		✓	
PH12-12	Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles.	✓			✓
PH12-13	Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively.		✓		✓
PH12-14	Describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world.			✓	✓
PH12-15	Explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom.				✓

**THE YEAR 11 COURSE IS ASSUMED KNOWLEDGE FOR THE YEAR 12 COURSE**

Outcome	Assessment Description						
Assessment Component	NESA Syllabus Weighting (%)	Task	1	2	3	4	
		Task Name	Practical Investigation	Modelling	Depth Study	Trial Examination	
		Date	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Trial Period	
		Outcomes	11/12-4 11/12-5 11/12-6 11/12-7 12-12	11/12-1 11/12-2 11/12-3 11/12-4 11/12-5 12-13	11/12-1 11/12-2 11/12-3 11/12-4 11/12-7 12-14	11/12-5 11/12-6 12-12 12-13 12-14 12-15	
Knowledge and Understanding	40		5	5	10	20	
Skills in Working Scientifically	60		15	15	20	10	
<b>TOTAL</b>	<b>100</b>		<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	



# TECHNOLOGY AND APPLIED STUDIES

SUBJECT	DESIGN & TECHNOLOGY
Outcome	Description
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.

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Knowledge and skills in designing, managing, producing and evaluating a major design project	Total
<b>1</b>	Task 1: Project Proposal (Portfolio)	Term 4 Week 8/9	H1.1, H4.1, H5.1, H5.2	0	20	20%
<b>2</b>	Task 2: Case Study (Report)	Term 1 Week 8	H1.1, H3.2, H4.1, H5.1 and H5.2	20	0	20%
<b>3</b>	Task 3: Project MDP (Portfolio and Practical)	Term 2 Week 10	H1.2, H3.2, H4.2, H4.3, H5.1, H5.2, H6.1.	0	40	40%
<b>4</b>	Task 4: Trial HSC (Formal Written)	Term 3 Trial Period	H2.2, H4.3, H5.3	20	0	20%
						<b>100</b>

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

SUBJECT	COMMUNITY & FAMILY STUDIES (CAFS)
Outcome	Description
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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in responding to	Total
1	<b>Core 3- Parenting and Caring:</b> In-Class Source Task	T4 Wk 8	H1.1, H2.2, H3.2, H5.1	10	15	25
2	<b>Core 1- Research Methodologies:</b> Individual Research Project (IRP)	T1 Wk 8	H4.1 , H4.2	5	15	20
3	<b>Core 2- Groups in Context:</b> Design an Informative Brochure On A Community Group.	T2 Wk 7	H2.2, H3.3, H4.2, H5.1, H6.2	10	15	25
4	<b>Option Module: Individuals and Work:</b> Trial Examination	T3 Wk3-5	H1.1-H7.4	15	15	30
				<b>40</b>	<b>60</b>	<b>100</b>

<b>SUBJECT</b>		<b>PERSONAL DEVELOPMENT, HEALTH &amp; PHYSICAL EDUCATION (PDHPE)</b>
<b>Outcome</b>	<b>Description</b>	
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	

<b>Outcome</b>		<b>Assessment Description</b>				
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
<b>Task Number</b>	<b>Topic &amp; Type of Task</b>	<b>Due Date</b>	<b>Syllabus Outcomes</b>	<b>Knowledge and understanding of course content</b>	<b>Skills in responding to</b>	<b>Total</b>
<b>1</b>	<b>Core 2: Factors Affecting Performance</b> Athlete Profile Research Report	T4 WK 8	H7, H8, H11, H16, H17	10	15	25
<b>2</b>	<b>Core 1: Health Priorities in Australia</b> In-Class Written Response	T1 WK 7	H1, H2, H14, H15, H16	10	15	25
<b>3</b>	<b>Option 3: Sports Medicine</b> Verbal Presentation and Written Report	T2 WK 6	H13, H16, H17	10	10	20
<b>4</b>	<b>Option 4: Improving Performance</b> HSC Trial Examination	T3 WK 3-5	H1-H17	10	20	30
						<b>100</b>

<b>SUBJECT</b>	<b>SPORT, LIFESTYLE &amp; RECREATION STUDIES (SLR)</b>
<b>Outcome</b>	<b>Description</b>
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
5.1	accepts responsibility for personal and community health
5.2	willingly participates in regular physical activity
5.3	values the importance of an active lifestyle
5.4	values the features of a quality performance
5.5	strives to achieve quality in personal performance

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in responding to	Total
1	<b>Sports Coaching Module:</b> Design and Present A Training Session	T4 Wk 6	3.1, 3.2, 4.2, 4.5	10	15	25
2	<b>First Aid Module:</b> Practical Assessment Responding to a First Aid Scenario	T1 Wk 8	1.3, 3.6, 4.3, 5.1	10	15	25
3	<b>Healthy Lifestyle Module:</b> In-Class Examination	T2 Wk 7	1.5, 3.5, 4.3, 4.5	20	10	30
4	<b>Games and Sports Applications I Module:</b> Practical Movement Observation	T3 Wks 1-7	1.1, 3.1, 3.2, 4.1, 4.4	10	10	20
				<b>50</b>	<b>50</b>	<b>100</b>

# VOCATIONAL EDUCATION AND TRAINING (VET)

SUBJECT	HOSPITALITY				
RTO - Department of Education - 90333, 90222, 90072, 90162 Qualification: SIT20322 Certificate II in Hospitality Cohort 2024 - 2025 Training Package SIT Tourism, Travel and Hospitality competence of students.					
School Name: ALEXANDRIA PARK COMMUNITY SCHOOL Assessment Schedule Year 12 - 2025					
Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Task 3 The hospitality industry	Task 4 Beverage making 101	Task 5 Working 9 to 5	HSC TRIAL EXAM
Code	Unit of Competency	Term 4 - 2024	Term 1 - 2025	Term 3 - 2025	Term 4 - 2025
SITHIND006	Source and use information on the hospitality industry	✓			
SITHFAB024	Prepare and serve non-alcoholic beverages		✓		
SITHFAB025	Prepare and serve espresso coffee		✓		
SITHFAB027	Serve food and beverages		✓		
BSBTWK201	Work effectively with others			✓	
SITHIND007	Use hospitality skills effectively			✓	
Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.  <b>For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using (40% Preliminary 60% HSC Trial.)</b>  * <b>Examinable units to be confirmed by the teacher.</b>					
The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.					
Cohort 2024 - 2025 Stage 6 Hospitality Qualification SIT20322 Certificate II in Hospitality Training Package SIT Tourism, Travel and Hospitality Version 0.27					

# FORM AND PLANNER





# ILLNESS/MISADVENTURE FORM

## ALEXANDRIA PARK COMMUNITY SCHOOL ILLNESS OR MISADVENTURE APPLICATION FORM



**Name:** \_\_\_\_\_ **Task Due Date:** \_\_\_\_\_ **Task number:** \_\_\_\_\_  
**KLA/Subject:** \_\_\_\_\_ **Class Teacher:** \_\_\_\_\_ **Weighting** \_\_\_\_\_ %

- Illness
  Misadventure
  Extension

**Task Description:**

- Hand in task  
 Oral Presentation  
 Examination  
 Other \_\_\_\_\_

**Supporting Documentation:**

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**Desired outcome:** *(Attach supporting documentation)*

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**Signatures:**

Student: \_\_\_\_\_ Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

**Head Teacher Recommendation:**

Upheld	Dismissed
<input type="checkbox"/> Estimate to be given, ranking to be maintained <input type="checkbox"/> Alternative task to be set, rank to be maintained <input type="checkbox"/> Alternate task to be completed, rank can improve <input type="checkbox"/> Task to be completed <input type="checkbox"/> Marks to be revisited <input type="checkbox"/> Revised due date: _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Zero marks to be awarded to completed task <input type="checkbox"/> Marks to count <input type="checkbox"/> Marks to be deducted <input type="checkbox"/> Task to be completed, ranking cannot improve <input type="checkbox"/> Other _____
<b>Comment:</b>	<b>Head Teacher Signature:</b>

**Checklist:**

- Medical certificate and/or supporting documentation is attached  
 Submission is within timeframes outlined in the Assessment Guidelines  
 Communication of outcomes to student and parent by Head Teacher  
 Details of outcomes recorded in Sentral by Deputy Principal

**Complete the form and submit to the Deputy Principal for final decision:**

**Decision:** \_\_\_\_\_

Deputy Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_

## MY PERSONAL ASSESSMENT PLANNER 2024-2025

COURSE	TASK 1	TASK 2	TASK 3	TASK 4
English Standard				
English Advanced				
English EAL/D				
English Studies				
English Extension 1				
English Extension 2				
Visual Arts				
Aboriginal Studies				
Business Studies				
Economics				
Legal Studies				
Modern History				
Society & Culture				
Work Studies				
Mathematics Standard 1				
Mathematics Standard 2				
Mathematics Advanced				
Mathematics Extension 1				
Mathematics Extension 2				
Biology				
Chemistry				
Physics				
Design & Technology				
Community & Family Studies (CAFS)				
Personal Development, Health & Physical Education (PDHPE)				
Sport, Lifestyle & Recreation Studies (SLR)				
Hospitality				

## STUDENT NOTES

# ALEXANDRIA PARK COMMUNITY SCHOOL



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*Alexandria Park Community School is on Cadigal Land.*