

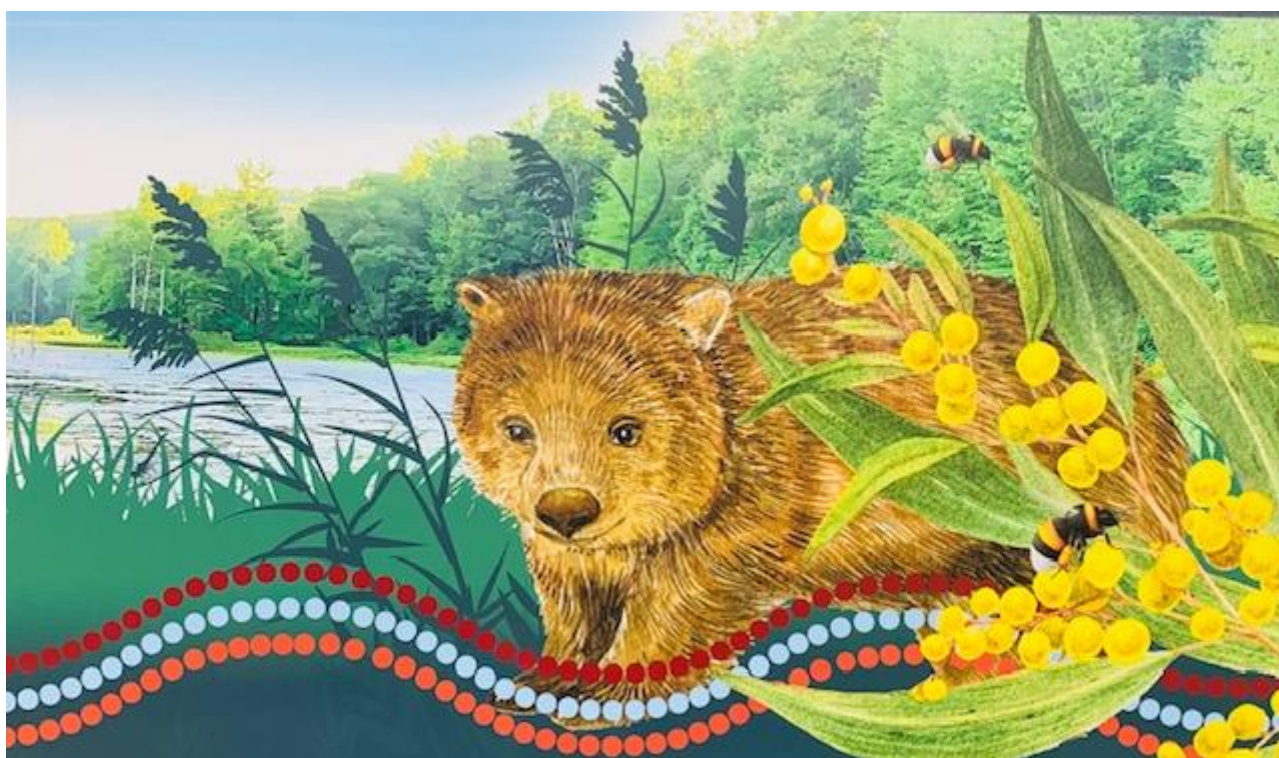


LAKE MUNMORAH HIGH SCHOOL

"SETTING THE STANDARD"

Lake Munmorah High School

2022-23 Year 12 Assessment Procedures and Schedules



02 4358 1411



Carters Road Lake Munmorah NSW 2259



lakemunmor-h.school@det.nsw.edu.au



<https://lakemunmor-h.schools.nsw.gov.au>

IMPORTANT:

The information contained in this assessment procedures and schedules handbook is provided as an outline for students, parents and teachers.

Students will be given more specific information regarding the assessment procedures in each course from their class teacher.

General information and assistance with the Lake Munmorah High School assessment program can be obtained from the Deputy Principal.

*The assessment schedules presented in this handbook are accurate as of October 2022.

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Requirements for the Higher School Certificate and Record of School Achievement

Credentials – Issued by the NSW Education Standards Authority (NESA)

- (a) The Higher School Certificate testamur is awarded to students who have fulfilled all eligibility requirements.
- (b) The Higher School Certificate Record of Achievement is issued to students who have satisfactorily completed any Year 11 or Year 12 course. For each Board Developed HSC course (not including Life Skills courses or VET courses) the Record of Achievement shows the course name, the year in which it was successfully completed, an examination mark, an assessment mark, the HSC mark, and the performance band.

For Vocational Education and Training (VET) courses, if a student elects to sit for the examination, the 240-hour courses in the VET Curriculum Frameworks are reported on the Record of Achievement with an examination mark. If the student elects not to sit for the examination, these courses are reported without a mark.

For each Board Endorsed HSC course (not including VET courses or TAFE delivered courses) the Record of Achievement shows the course name, the year in which it was successfully completed and a school assessment mark.

Students with special education needs who are undertaking special programs of study for the Higher School Certificate receive a Record of Achievement listing any Board Developed and Board Endorsed courses satisfactorily completed including Life Skills courses. The Life Skills courses are reported without a mark.

The Higher School Certificate Record of Achievement is a cumulative record of all Year 11 and Year 12 courses satisfactorily completed.

The Higher School Certificate Record of Achievement contains a statement indicating whether the student is eligible for the award of the Higher School Certificate.

- (c) Course Reports are issued to students for every Board Developed HSC course and VET course (except for Life Skills courses) they complete in a year. The single page Course Report shows the name of the course, the assessment mark and the examination mark, the course performance scale (including the band descriptions and the minimum standard expected for the course) and the distribution of HSC marks for the state-wide candidature of that course. The student's HSC mark for the course is shown on the performance scale.
- (d) A Certificate is awarded to students in VET courses who successfully complete all requirements of an AQF VET Certificate. The certificate lists all units of competency satisfactorily achieved and is issued by the BOSTES jointly with VETAB (Vocational Education and Training Accreditation Board) on behalf of Registered Training Organisations. In the case of TAFE delivered courses the certificate may be issued by TAFE. The qualification is recognised within the Australian Qualifications Framework.
- (e) A Statement of Attainment is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate. In the case of TAFE delivered courses the statement may be issued by TAFE. The Statement of Attainment is recognised within the Australian Qualifications Framework.

Eligibility

A student who is eligible for a Record of School Achievement may enter Year 11 courses.

A student who is not eligible for a Record of School Achievement may enter Year 11 courses:

- if the principal deems that the student has another credential equivalent to the Record of School Achievement; or
- provisionally, if the principal believes that the student has a reasonable chance of satisfactorily completing Higher School Certificate studies

If a student is ineligible for the award of a Record of School Achievement at the end of Stage 5 and the principal will not allow provisional entry to Year 11 course(s), the student may:

- repeat some or all Stage 5 courses

- accumulate new Stage 5 courses

Students in NSW will need a minimum standard of literacy and numeracy to receive the HSC from 2020. The minimum standard will ensure students have the basic reading, writing and mathematics skills needed for everyday tasks and future learning.

Patterns of study

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed courses
- at least two units of English
- at least three courses of two units value or greater (either Board Developed or Board Endorsed courses)
- at least four courses

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six Year 11 units and seven Year 12 units from courses in science

Satisfactory completion of a course

The following course completion criteria refer to both Year 11 and Year 12 courses.

i. Course 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:

- **followed** the course developed or endorsed by the Board; and
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- **achieved** some or all the course outcomes

Note: For HSC courses, students must complete assessment tasks that contribute more than **50 percent** of available marks (see below).

While NESA does not mandate attendance requirements, Principals may determine that, because of absence, the course completion criteria have not been met. Clearly, absences will be regarded seriously by Principals, who must give students early warning of the consequences of such absences. Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. **The principal will then apply the 'N' determination.**

ii. Year 11 Courses

Satisfactory completion of the Year 11 course or its equivalent is a prerequisite for entry into an HSC course. The **minimum requirement** is that the student must make a genuine attempt at assessment tasks that contribute more than **50 percent** of available marks in the course by the scheduled due date. Failure to meet this requirement will be deemed as, 'not meeting the requirements of the course'.

Courses that were not satisfactorily completed will not be printed on Records of Achievement.

Principals may allow a student who has received an 'N' Determination to proceed to the HSC course provisionally while concurrently satisfying any outstanding Year 11 course requirements. Principals will be required to confirm, at the time of HSC entries, that the student has now satisfactorily completed Year 11 course requirements and that their entry for the HSC course is valid. However, if the Year 11 course is **not completed**, an HSC cannot be granted even if requirements for the HSC have been achieved.

Students who have received an 'N' Determination have a right of appeal.

iii. The Record of School Achievement RoSA

The Record of School Achievement (RoSA) is a new credential for all students to recognise school achievement before receiving their Higher School Certificate (HSC).

Instead of just showing what your results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC have also completed some Year 11 courses.

- The RoSA will show your Year 10 grades, as well as any grades for Year 11 courses completed after that. If you start a course but leave school before completing it, your RoSA will show evidence of your enrolment
- Your RoSA will also show results of any VET or Life Skills courses you complete in Year 10 and/or Year 11.

The RoSA will be awarded to all eligible students when they leave school.

- If you transfer from one school to another at the end of Year 10 you will not receive a formal RoSA credential at that time
- To receive a RoSA you will need to meet your school's attendance requirements
- You will be able to request a RoSA through your school when you talk to your teachers or principal about leaving and if you are eligible, your RoSA credential will be sent directly to you
- If you have completed any Life Skills courses, you will receive your Life Skills Profile of Student Achievement at the same time as your RoSA

Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgment.

- Grades for all your courses in Years 10 and 11 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school
- The RoSA credential will report on your achievements in Stage 5 courses, using A to E grades
- Teachers are very experienced already in providing grades based on assessments. As part of introducing the RoSA, the NESA will provide further support and resources to make sure grades are given fairly and consistently from school to school

If you are in Year 10 this year and have told your school you want to leave, you will have the choice to sit literacy and numeracy tests.

- The tests will be offered online and will be taken at your school under the supervision of a teacher. The tests are a useful option if you are looking for jobs where the employer wants to see evidence of a level of literacy and numeracy
- Each test will be of 60 minutes duration
- These will not be pass/fail tests – they will be designed to show levels of achievement that are reasonable to expect from students leaving school after the end of Year 10
- The tests will be offered in schools during several 'windows' each year. You will only be able to sit for the tests once during each window but, if you later decide to stay at school longer, you will be able to take the tests again
- The literacy and numeracy test results will be reported separately from the RoSA credential.

NESA is working on a new online package that will allow students to collect evidence of their extracurricular achievements such as first-aid qualifications or volunteer work.

Grades: Year 12 English Studies, Mathematics Standard 1, Numeracy and Maths in Trade

Students who complete Year 12 English Studies, Mathematics Standard 1 or Numeracy are awarded an A to E grade at the end of the course which reflects their overall achievement on school-based assessment. This grade is reported on the student's HSC Record of Achievement. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades>

English Studies Achievement Level Descriptors can be viewed via the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/achievement%20-level-descriptions>

Mathematics Standard 1 Achievement Level Descriptors can be viewed via the NESA website:
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017/achievement%20-level-descriptions>

Numeracy Achievement Level Descriptors can be viewed via the NESA website:
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/numeracy-cec/achievement-level-descriptions>

Disability provisions

It is crucial that a comprehensive examination support service is offered to students. For both internal and external examinations, eligible students are entitled to one or more of the following provisions: separate small group supervision, reader, writer, extra time, and rest breaks. The Learning and support Team is responsible for determining and approving disability provisions for all school-based assessment tasks. This includes liaising with parents and teachers through a student's Individual Education Plan and conducting NESA approved screening tests.

For students requiring a reader and/or writer in examinations, it is their responsibility to source the relevant support personnel. There are certain qualities recommended by NESA for readers and/or writers. Lake Munmorah High School also require these volunteers to have a WWCC. An information letter containing this information is distributed to these students prior to their first formal examination period.

At the commencement of Term Four, applications are made to NESA for 'disability provisions' in the Higher School Certificate. The Disability Discrimination Act 1992 and the Disability Standards for Education (2005) require the NSW Education Standards Authority (NESA) to ensure that students with a disability can access and respond to an examination. NESA may approve disability provisions for the Higher School Certificate examinations if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from reading the examination questions; and/or communicating his or her responses.

Detailed information about disability provisions can be found at:
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

HSC Minimum standard in numeracy and literacy

All students sitting HSC examinations in or after 2021 will need to meet a minimum standard of literacy and numeracy to receive the Higher School Certificate credential. Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have a level of skills necessary for success after school. Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

For more information: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

Assessment tasks

In all courses, assessment tasks will be designed so that students can demonstrate their level of achievement of the outcomes of the course. There will be a variety of task types which may include formal examinations, practical tests, oral tests, research projects, process diaries, etc., appropriate for the outcomes being assessed. The maximum number of tasks in any 2-unit course for Year 11 will be three and four for Year 12 courses. This may include one formal examination for both. The maximum number of tasks in any 1-unit course, including any extension course, will be three. In the case of Extension courses, students who fail to meet the assessment requirements for the co-requisite 2-unit course may be deemed by NESA not to be eligible to receive a result in either course. All weightings and components are listed here according to the relevant syllabus.

VET courses are competency based. In a competency-based course, assessment of competencies is criterion referenced. All courses within the VET Frameworks have a mandatory work placement requirement. Assessment for courses in the frameworks must meet training package requirements. The 240-hour VET framework courses have a Higher School Certificate external assessment consisting of an optional written examination. The written examination is independent of the competency-based assessment undertaken during the course. The marks achieved by students in the examination are shown on the Record of Achievement and are used as the sole basis for determining the contribution of the courses to the student's Australian Tertiary Admission Rank (ATAR).

Issuing and receiving this assessment policy and assessment notice

- At the commencement of their course all students will be informed of the location of the relevant Assessment Policy on the school website and SENTRAL and asked to sign to acknowledge their awareness of its location. Staff explanation accompanies this process. Ongoing assistance is available from the Year Advisor and the relevant Deputy Principal
- A timetable for assessment tasks is developed to minimise the number of occasions on which students have more than one task scheduled for the same day. All assessment tasks are placed on the assessment calendar by the Class or Head Teacher to avoid clashes with excursions and other events. This calendar is published via SENTRAL
- Students will be given at least two weeks written notice of an assessment task. This notice will include:
 - the nature of the task
 - outcomes
 - assessment criteria
 - the value or weighting of the task
 - marking guidelines
 - the date for its completion or submission

If a student is absent for the issuing of 'notice' it is the student's responsibility to obtain the task information.

There will not be a staggered due date because of 'late' notice.

- No assessment tasks can be held or due in the Non-Assessment Period. The non-assessment period is the week before the trial HSC examination period

Completion of assessment tasks at school

Students have a responsibility to be present in class for all assessment tasks. These tasks take priority over all other school activities. If a student is aware of circumstances that may prevent their attendance in class for a task, they must make these circumstances known to their class teacher and the appropriate Head Teacher before the day of the task. They must use the Illness / Misadventure process. Students must ensure that arrangements have been made for them to complete the task or a substitute task. It is important that students attend on days with scheduled assessment tasks. **Unless stated otherwise assessment tasks will need to be submitted by 2:05pm on the due date.**

Students who are late for school must report to the office and obtain a late pass before attempting an assessment task. The Illness / Misadventure Application process must then be used.

If a class teacher is absent when an assessment is due for completion on that day, the Head Teacher will determine whether the task can proceed with another teacher. If it needs to be rescheduled, all students will be appropriately informed (e.g., sign that they are aware of the new date and time).

Assessment of separate classes in the same course

Where two or more classes exist in a course, they may be timetabled at different times. This requires astute management to safeguard the integrity of an assessment task which may allow one group inadvertent advantage. Students are reminded of the malpractice provisions of this policy and must understand that their interests are best protected by discretion and not assisting a group who may have a similar task to complete later in the school day. Common tasks, conditions and marking procedures need to occur for all students (e.g. one teacher marks all of one section or one task). Head Teachers are to ensure this process occurs.

Submission of assessment tasks completed at home

Assessment tasks completed at home must be submitted by 2:05pm on the due date unless stated differently in the assessment notice.

Students will be notified in writing, as a part of their task notification, of the format in which the submission of the task will be accepted. Students should not assume that they may submit their assessment tasks by email or other digital media. A USB or external hard drive device will NOT be accepted for the submission of any assessment task.

Assessment tasks may be submitted using any of the following methods unless notified otherwise:

- Written hard copy form: assessment tasks must be personally delivered into the possession of the relevant teacher (or delegate) – not left at staffrooms, in classrooms or anywhere else. Students will be asked to sign a register with the classroom teacher to ensure that there is evidence that they have submitted the task by the due date
- Email: assessment tasks will state the email address to which the task must be sent to qualify for appropriate submission of the task. A received email is accepted as a digital signature
- CANVAS Learning Platform: assessment tasks will direct students to the appropriate assignment or CANVAS quiz where their task is to be submitted

Failure to adhere to any of the above will necessitate the use of the 'Illness/ Misadventure Application' process.

PLEASE NOTE: When electronic submission does occur, the following rules will apply:

- The school will not be responsible for unreadable, unusable or virus infected files or media
- The school will only accept assessment tasks which are written in software applications to which school staff have ready access, and, in a format which can be read by most school computers
- The assessment task should be readily identifiable on the medium – clearly identifying the student and task
- The assessment task is not considered submitted if the above conditions are not satisfied
- The school will not be responsible for the non-receipt or delay of emails

Receipt process for:

- Receiving task notices
- Submission of assessment tasks
- Assessment tasks completed in class

Every faculty at Lake Munmorah High School maintains an accurate signed and dated register for:

- students' receipt of each assessment notice
- submission of each assessment task for assessment
- assessment tasks completed in class
- receipt of marked task with feedback, rank, and mark

In addition, student attendance slips are completed before each examination and collected by supervising staff before being transferred to Faculties with completed papers.

Illness / Misadventure application process

If any assessment task is missed, is overdue or late or any other anomaly arises, the Illness / Misadventure Application Process MUST be followed.

If you cannot attend school on the day of an assessment task to submit it or complete the task in person because of a valid reason (illness or misadventure) you must do the following:

1. **Contact the school on the day** and let the office know your name, the course in which you have an assessment task and the reason you will not be at school.
2. **Submit the task on your first day back at school** or negotiate with the Faculty Head Teacher an alternate date to complete an internal assessment.
3. **Collect an Illness / Misadventure Application form** from the school office on the morning you return to school. Any student in these circumstances receives a ZERO mark until a valid reason has been provided and the appeal has been approved. **YOU HAVE THREE DAYS FROM THE DUE DATE OF THE TASK TO LODGE THE ILLNESS / MISADVENTURE APPLICATION FORM.**
4. **Complete the Illness / Misadventure Application form**, outlining your reasons and attaching evidence from a health professional or another relevant person e.g., counsellor or police officer. A parent signature must be on each form before it is processed.
5. **Give the completed Illness / Misadventure Application form to the relevant Head Teacher before school on the next day after your parents have signed it.** Discuss with the Head Teacher when you will do the task missed or a substitute task. You must be prepared to do the task or a substitute task on the day you return or at a time arranged by the Head Teacher. The result of your efforts on this task will depend on the success of your appeal. If it is not successful, a zero-mark stands.
6. **The Head Teacher makes a written recommendation** and transfers the completed Illness / Misadventure Application form to the Deputy Principal who sights relevant documentation and notes it on the form. An appeals committee will then consider the Illness/Misadventure application. The Appeals Committee will consist of the Deputy Principal for that year group, the relevant KLA Head Teacher and the student's Year Advisor.
7. **Head Teachers will be notified of the decision** by the Deputy Principal. Students will be notified of the result of their application by the Head Teacher/Class Teacher.
8. **In the case of an unsuccessful appeal**, the Class Teacher will notify the parents in writing (through an official NESA non-completion of course warning letter) of the outcome of the appeal. If successful, the completed assessment task will be marked as usual, and the mark will stand.
9. **In the event of an application being declined a student may appeal the decision.** In this case the principal will convene a panel, liaising with Head Teachers where necessary. Records of panel meetings will be maintained.

Late submission of an assessment task

If an assessment task is submitted 'late' (i.e., after the due date), a zero mark will be awarded. Students must then follow the Illness / Misadventure Application process. Students have **THREE DAYS FROM THE DUE DATE OF THE TASK TO LODGE AN APPLICATION.**

Failure to complete or submit an assessment task

Where a task is not completed, and there is no valid reason, a zero mark will be recorded for that task and parents will be notified through an official NESA 'non-completion of course' warning letter. Advice on how to satisfactorily meet course requirements will be outlined in this letter. All tasks need to be submitted regardless of reasons so

that performance on relevant outcomes can still be seen.

If a student has a prolonged absence or is physically unable to complete a task (e.g., an accident), the Illness / Misadventure Application process needs to be followed.

Work Placement, representative sport, and other school sanctioned commitments

In the event of an assessment task clashing with work placement, compulsory course excursions, school course camps or representative sports, it is the student's responsibility to notify teachers of this commitment (where possible) at least one week in advance of the due date for the task and make written application through the Illness / Misadventure Application process.

Supporting documentation must indicate that the 'event' manager is aware that you will be missing a scheduled assessment task. You may apply for an extension before the event occurs or submit the task prior to the due date / engagement. If the application is granted, you may be given approval to complete or submit the task in the first lesson in that course upon your return. (NOTE: If the missing task is an 'in-class test' then the relevant head teacher will decide on an appropriate time for the task to be satisfactorily completed).

Approval for late submission / completion of a task must be requested in advance, if this process is not followed, a zero mark will be recorded for that task and parents will be notified through an official NESA non-completion of course warning letter.

Request for extension of time for an assessment task

The Appeals Panel (acting on head teacher recommendation) may grant an extension of time for a student who has used the Illness/Misadventure Application process. A request for an extension due to a known absence must be sought at least one week before the task due date. No teacher is to grant an extension to a student for an assessment task outside the Illness/Misadventure Application process.

Conduct during assessment tasks (including examination periods)

Examinations are assessment tasks. Students must always follow the instructions of their teachers during the conduct of an assessment task. They may not have any notes with them, unless specified within the task parameters.

Students must not behave in any way that is likely to disturb the work of any other student or upset the conduct of the task. This includes ensuring that electronic devices are turned off for the duration of the task.

All work submitted as part, or all an assessment task must be the work of that student. Students have a responsibility to maintain the security of any assessment tasks completed outside class. They must not permit other students to have access to these tasks, particularly students absent for an in-class assessment task. Access may unfairly advantage them through your discussion of the task.

Copying the work of another student and/or permitting work to be copied are examples of dishonest practice. All senior students must have completed the 'All My Own Work' module prior to commencing senior studies and should therefore, be aware of their responsibilities about malpractice.

Malpractice

Proven cases of undertaking or assisting in cheating or dishonest practices (e.g., copying another's work; using material from a source without reference to the source; plagiarism, particularly from websites; buying work; passing off the work of another including parents, tutors, friends, ex-students and relations as your own; breaching school examination rules; using non-approved aides) will receive a zero mark for that section of the task for which the student received an advantage. If you facilitate cheating (e.g., providing your work to be 'looked at' or copied), you are cheating. A written appeal against the decision may be lodged by the student to the principal within five school days.

1. Plagiarism:

- copying any material from books, journals, study notes or tapes, the web, the work of other students, or any other source without indicating this by quotation marks or by indentation, italics or spacing and without acknowledging that source by footnote or citation
- rephrasing ideas from books, journals, study notes or tapes, the web, the work of other students or any other source without acknowledging the source of those ideas by footnotes or citations
- unauthorised collaboration with other students that goes beyond the discussion of general strategies or other general advice

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites, and computer programs.

Penalties for Plagiarism:

Should a student plagiarise, the following penalties may apply:

- an interview with the Deputy Principal
- resubmission of the work to demonstrate satisfactory achievement of outcomes
- a mark of zero may be given
- should a student choose not to resubmit their work the task will be considered a non-attempt
- aiding another student to plagiarise is also a violation of the Plagiarism Policy and will involve a penalty of loss of marks

The following guidelines will help you to avoid plagiarism:

- be familiar with the style of acknowledgement required
- write the source of any notes or copies you make from any document or electronic sources such as the internet. The habit of copying verbatim from a source as you read is dangerous. It is easy to forget that the notes you make are verbatim and to later write them into an essay or report. Keep details of your sources throughout the course of your research. Unintentional plagiarism is often the result of poor study methods
- sources that must be acknowledged include those containing the concepts, experiments, or results from which you have extracted or developed your ideas, even if you put those ideas into your own words
- always use quotation marks or some other acceptable form of acknowledgment when quoting directly from a work. It is not enough merely to acknowledge the source
- be aware of the rules regarding group work and collaboration. Collaboration (appropriately acknowledged) is permitted in the case of team or group projects. It is also permitted in the more general case when the collaboration is limited to the discussion of general strategies or help of a general nature. If you have any doubt about what constitutes authorised and unauthorised collaboration, seek advice from your teacher
- keep a copy of your working papers to assist you, in case you ever need to answer an allegation of plagiarism

Non-serious attempts

If your assessment task effort is deemed by the classroom teacher and head teacher to be non-serious, the matter will be referred to the Deputy Principal for a decision. If confirmed, you will receive a **zero mark** and parents will be notified through an official NESA 'non-completion of course' warning letter. Non-serious attempts may include instances where there is no response to a question(s), extremely short or nonsensical responses, responses of irrelevance or those containing inappropriate comments. Please note that if a section of an examination is omitted, it will contribute its percentage value to the non-completion of 50% of assessment tasks requirement as set down by NESA. **A written appeal against the decision may be lodged by the student to the Principal within Three school days.**

Leave during school term time

All students are expected to be available for lessons and assessment tasks during term time. Please note family holidays are not classified as approved leave. Missing a scheduled assessment task for any reason other than an illness or documented misadventure will generally result in a zero mark being awarded for that task. Leave applications should be submitted to the principal in writing.

Provisional entry of students into HSC courses

The principal may authorise a student who received an 'N' determination in a Year 11 Course to enter the HSC course for that subject, while attempting to satisfy Year 11 requirements.

A student must satisfactorily complete all Year 11 work, commitments and demands before final HSC Course eligibility is confirmed. Regular monitoring of this situation by the relevant Deputy Principal and Head Teacher, and discussion with the principal will decide whether the assessment marks earned under the HSC Assessment procedures will count.

Procedures for students in danger of not meeting NESA requirements

Students will be sent a copy (or over time, copies) of official NESA 'non-completion of course' warning letters (N Warnings) outlining the precise concerns and ways the student can remedy the situation. Absence from school will affect a student's ability to meet course completion criteria and these letters will indicate this impact. These letters will be presented as evidence to assist the principal in determining whether a student has satisfactorily completed a course.

The school's executive staff regularly reviews students who are deemed to be at risk of not successfully completing a course(s). Parents of students who are at risk of receiving an N Determination in specific courses are contacted by the relevant head teacher. Letters regarding non-completion of course requirements are kept on student files.

Student assessment task feedback

All students are entitled to meaningful, punctual feedback – written and/or oral – in relation to the marking guidelines and course outcomes to assist them in their learning in that course. Students will be notified of their assessment rank and cumulative rank at the end of each assessment task.

Students completing HSC courses will also be notified of their cumulative ranking in each course on a report issued by the school prior to the actual external HSC examinations. Final HSC assessment marks WILL NOT be disclosed to students as per NESA policy.

Records / assessment marks

The student's actual performance, not potential performance, must be assessed in each task according to the published marking guidelines. External circumstances will only be considered if the Illness / Misadventure Application process is followed and approved.

Assessment marks are recorded on Sentral by the class teacher. Marks are to be matched to syllabus weightings and checked by the head teacher.

Invalid assessment tasks

Where there is an irregularity with an assessment task, or where there is a problem with its administration, a completed task may have its weighting reduced, a replacement task may be added, or in extreme cases a task may be totally discarded, and a replacement task arranged. Written notification will be given for replacement tasks or date changes.

Disability provisions

NSW Education Standards Authority (NESA) disability provisions can be applied for, and, if approved provided to eligible students in all years of study.

Final assessment rank order notification

Final HSC assessment mark totals are not revealed to students. However, HSC students can collect their final assessment rank order notification from the class teacher at the completion of their final HSC class and within the time for appeals. The principal or delegate will outline its purpose and any steps for procedural fairness or

student appeal. Students can see their final rank in each course by using the Students Online service at the NESA website.

School reviews of assessment

Students who have any concerns about the marking of an assessment task must initially follow this up with their classroom teacher. **If there are ongoing concerns, a written appeal against the decision may be lodged by the student to the appropriate Deputy Principal within five school days.**

Any concerns **in relation to the end of course cumulative rank may be appealed** to NESA as outlined in the ACE Manual.

Responsibilities of each student

Students will achieve to the best of their abilities and potential by taking utmost responsibility for the outcome of their education. Students should:

- know how to access this Assessment Booklet online via the school website
- ensure their parents / guardians are familiar with this policy
- be familiar with all assessment requirements and deadlines for each course
- organise an efficient program of study and work
- complete and submit all assessable tasks by the due date, and to the best of their ability
- seek the best advice and assistance with all work from teachers and discuss openly any difficulties and needs
- seek clarification from teachers to avoid any misunderstandings regarding marks allocated for specific tasks or the task itself.

Important examination information

Examination date

In the event of an examination clashing with work placement, compulsory course excursions, school course camps or representative sports, the following actions need to be adhered to:

- It is the student's responsibility to make a written application through the Illness/misadventure appeal process and notify teachers of this commitment at least one week in advance. The 'event' manager e.g. Sport Coach, excursion organiser must indicate that they are aware that you will be missing a scheduled examination.

If you are otherwise absent on the examination date, you will be expected to complete the examination on the first day you return to school, and will only be given a mark if:

- Evidence is supplied i.e., Doctors Certificate, Funeral Notice etc. and an Illness / Misadventure form is submitted and approved.

If you are late to an examination, you will **NOT** be given extra time.

Equipment

- You are required to provide your own equipment i.e., pens, ruler, pencils, calculator (if allowed and approved).
- Borrowing of equipment during examinations will **NOT** be allowed.

- ✓ Ancient History
- ✓ Biology
- ✓ Business Studies
- ✓ Chemistry
- ✓ Community and Family Studies (CAFS)
- ✓ Earth and Environmental Science
- ✓ English Advanced
- ✓ English Extension 1
- ✓ English Extension 2
- ✓ English Standard
- ✓ English Studies
- ✓ Food Technology
- ✓ Industrial Technology – Timber Products and Furniture Technologies
- ✓ Legal Studies
- ✓ Mathematics Advanced
- ✓ Mathematics Extension 1
- ✓ Mathematics Extension 2
- ✓ Mathematics Standard 1
- ✓ Mathematics Standard 2
- ✓ Maths in Trade
- ✓ Modern History
- ✓ Music 1
- ✓ Personal Development, Health, and Physical Education (PDHPE)
- ✓ Photography, Video and Digital Imagery
- ✓ Physics
- ✓ Society and Culture
- ✓ Sport, Lifestyle and Recreation Studies (SLR)
- ✓ Visual Arts
- ✓ VET – Business Services
- ✓ VET – Construction Certificate II (Board Endorsed VET)
- ✓ VET – Hospitality Food and Beverage Certificate II (Board Endorsed VET)



Ancient History

HSIE FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Source/Article Analysis	Museum Exhibition Curation	Historical Analysis Research Essay	Trial HSC Examination	
Topic / Module	Cities of Vesuvius – Pompeii and Herculaneum	Ancient Societies: Minoan Crete	Personality: Akhenaten	Pompeii and Herculaneum Minoan Crete Akhenaten NKE: Amenhotep III – Ramesses II	
Timing	Term 4 Week 10 2022	Term 1 Week 9 2023	Term 2 Week 9 2023	Term 3 Week 5-6 2023	
Outcomes	AH12-2, AH12-6, AH12-10	AH12-5, AH12-6, AH12-8	AH12-1, AH12-3, AH12-6, AH12-8, AH12-9	AH12-4, AH12-6, AH12-7, AH12-9	
Component					
Knowledge and understanding	5	10	10	15	40
Historical skills	5	5	5	5	20
Historical inquiry and research	5	5	10		20
Communication	5		5	10	20
TOTAL (%)	20	20	30	30	100

Year 12 Course Outcomes	
AH12-1	Accounts for the nature of continuity and change in the ancient world.
AH12-2	Proposes arguments about the varying causes and effects of events and developments.
AH12-3	Evaluates the role of historical features, individuals, and groups in shaping the past.
AH12-4	Analyses the different perspectives of individuals and groups in their historical context.
AH12-5	Assesses the significance of historical features, people, places, events, and developments of the ancient world.
AH12-6	Analyses and interprets different types of sources for evidence to support an historical account or argument.
AH12-7	Discusses and evaluates differing interpretations and representations of the past.
AH12-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from range of sources.
AH12-9	Communicates historical understanding, using historical knowledge, concepts, and terms, in appropriate and well-structured forms.
AH12-10	Analyses issues relating to the ownership, custodianship, and conservation of the ancient past.



Biology

SCIENCE FACULTY

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Research Task	Depth Study	Trial HSC Examination	
Topic / Module	Module 5 & 6 Hereditary + Genetic Change	Module 8 Non-Infectious Disease and Disorders	Module 5- 8 Hereditary, Genetic Change, Non-Infectious Disease and Disorders, Infectious	
Timing	Term 1 Week 4 2023	Term 2 Week 8 2023	Term 3 Week 5-6 2023	
Outcomes	Bio 12-3, Bio 12-4, Bio 12-7, Bio 12-12, Bio 12-13	Bio 12-1, Bio 12- 2, Bio 12-3, Bio 12-4, Bio 12-5, Bio 12-6, Bio 12-7, Bio 12-15	Bio 12-1, Bio 12-2, Bio 12-5, Bio 12-6, Bio 12-7, Bio 12-12, Bio 12-13, Bio 12-14, Bio 12-15	
Component				
Knowledge and understanding	10	10	20	40
Skills	20	30	10	60
TOTAL (%)	30	40	30	100

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



Business Studies

HSIE FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Topic Test	Marketing Case Study	Financial Analysis Statement	Trial HSC Examination	
Topic / Module	Operations	Marketing	Finance	Operations Marketing Finance Human Resources	
Timing	Term 4 Week 8 2022	Term 1 Week 8 2023	Term 2 Week 8 2023	Term 3 Week 5-6 2023	
Outcomes	H2, H3, H8	H6, H7, H8, H9	H5, H8, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Component					
Knowledge and understanding	5	10	10	15	40
Skills	10			10	20
Inquiry and research		10	10		20
Communication	5	5	5	5	20
TOTAL (%)	20	25	25	30	100

Year 12 Course Outcomes	
H1	Critically analyses the role of business in Australia and globally.
H2	Evaluates management strategies in response to changes in internal and external influences.
H3	Discusses the social and ethical responsibilities of management.
H4	Analyses business functions and processes in large and global businesses.
H5	Explains management strategies and their impact on businesses.
H6	Evaluates the effectiveness of management in the performance of businesses.
H7	Plans and conducts investigations into contemporary business issues.
H8	Organises and evaluates information for actual and hypothetical business situations.
H9	Communicates business information, issues, and concepts in appropriate formats.
H10	Applies mathematical concepts appropriately in business situations.



Chemistry

SCIENCE FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Research / Calculations Practical Examination	Practical Examination (Titration)	Depth Study (Organic Chemistry)	Trial HSC Examination	
Topic / Module	Equilibrium and acid reactions	Organic Chemistry	Applying chemical ideas	Equilibrium and acid reactions Organic Chemistry Applying chemical ideas Acid base reactions	
Timing	Term 4 Week 9 2022	Term 1 Week 6 2023	Term 2 Week 9 2023	Term 3 Week 5-6 2023	
Outcomes	CH12-3, CH12-5, CH12-6, CH12-7, CH12-12	CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-13	CH12-1, CH12-3, CH12-5, CH12-6, CH12-7, CH12-14	CH12-4, CH12-5, CH12-6, CH12-12, CH12-13, CH12-14, CH12-15	
Component					
Knowledge and understanding	5	5	10	20	40
Skills	15	15	20	10	60
TOTAL (%)	20	20	30	30	100

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



Community and Family Studies

PDHPE FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Research	In class written response	Application Task	Trial HSC Examination	
Topic / Module	Independent Research Project (IRP)	Groups in Context	Parenting and Caring	Research Methodologies Groups in Context Parenting and Caring Individuals at Work	
Timing	Term 4 Week 10 2022	Term 1 Week 10 2023	Term 2 Week 9 2023	Term 3 Week 5-6 2023	
Outcomes	H4.1, H4.2, 7.1, 7.2	H2.2, H2.3, H3.1, H3.3, H5.1, H6.2	H1.1, H2.1, H3.2, H3.4, H4.2, H5.2, H6.1, 7.3, 7.4	H1.1, H1.2, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2, 7.1, 7.2, 7.3, 7.4	
Component					
Knowledge and understanding	5	10	10	15	40
Skills	15	15	15	15	60
TOTAL (%)	20	25	25	30	100

Year 12 Course Outcomes	
H1.1	Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities.
H2.1	Analyses different approaches to parenting and caring relationships.
H2.2	Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities.
H2.3	Critically examines how individual rights and responsibilities in various environments contribute to wellbeing.
H3.1	Analyses the sociocultural factors that lead to special needs of individuals in groups.
H3.2	Evaluates networks available to individuals, groups, and families within communities.
H3.3	Critically analyses the role of policy and community structures in supporting diversity.
H3.4	Critically evaluates the impact of social, legal, and technological change on individuals, groups, families and communities.
H4.1	Justifies and applies appropriate research methodologies.
H4.2	Communicates ideas, debates issues and justifies opinions.
H5.1	Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources.
H5.2	Develops strategies for managing multiple roles and demands of family, work, and other environments.
H6.1	Analyses how the empowerment of women and men influences the way they function within society.
H6.2	Formulates strategic plans that preserve rights, promote responsibilities, and establish roles leading to the creation of positive social environments.
7.1	Appreciates differences among individuals, groups and families within communities and values their contributions to society.
7.2	Develops a sense of responsibility for the wellbeing of themselves and others.
7.3	Appreciates the value of resource management in response to change.
7.4	Values the place of management in coping with a variety of role expectations.



Earth and Environmental Science

SCIENCE FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Data Analysis	Research	Depth Study	Trial HSC Examination	
Topic / Module	Earth's processes	Climate Science	Resource management	Earth's processes Climate Science Resource management Hazards	
Timing	Term 4 Week 10 2022	Term 1 Week 10 2023	Term 2 Week 8 2023	Term 4 Week 5-6 2023	
Outcomes	EES12-4, EES12-5, EES12-6, EES12-12	EES12-5, EES12-6, EES12-7, EES12-14	EES12-1, EES12-2, EES12-3, EES12-4, EES12-5, EES12-6, EES12-7, EES12-15	EES12-4, EES12-5, EES12-6, EES12-7, EES12-12, EES12-13, EES12-14, EES12-15	
Component					
Knowledge and understanding	5	5	5	25	40
Skills	15	15	25	5	60
TOTAL (%)	20	20	30	30	100

Year 12 Course Outcomes	
EES 12-1	Develops and evaluates questions and hypotheses for scientific investigation.
EES 12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.
EES 12-3	Conducts investigations to collect valid and reliable primary and secondary data and information.
EES 12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
EES12-5	Analyses and evaluates primary and secondary data and information.
EES12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
EES12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
EES 12-12	Describes and evaluates the models that show the structure and development of the Earth over its history.
EES 12-13	Describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems.
EES12-14	Analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate.
EES 12-15	Describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption, and disposal affect the Earth's systems.



English Advanced

ENGLISH FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Multimodal Presentation with Related Material	Comparative Essay	One Piece of Writing and Reflection	Trial HSC Examination	
Topic / Module	Common Module: Texts and Human Experiences	Module A: Textual Conversations	Module C: Craft of Writing	Module B: Critical Study of Literature, Module A, C and Common Module	
Timing	Term 4 Week 10 2022	Term 1 Week 9 2023	Term 2 Week 10 2023	Term 3 Week 5-6 2023	
Outcomes	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-9,	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	
Component					
Knowledge and understanding	15	10	10	15	50
Skills	10	15	10	15	50
TOTAL (%)	25	25	20	30	100
Task 4 - Module B= 15% / Module C= 5% / Common = 5% & Module A= 5%.					

Year 12 Course Outcomes	
EA12-1	Independently responds to, composes, and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure.
EA12-2	Uses, evaluates, and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.
EA12-3	Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning.
EA12-4	Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts.
EA12-5	Thinks imaginatively, creatively, interpretively, critically, and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments.
EA12-6	Investigates and evaluates the relationships between texts.
EA12-7	Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued.
EA12-8	Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning.
EA12-9	Reflects on, evaluates, and monitors own learning and refines individual and collaborative processes as an independent learner.



English Extension 1

ENGLISH FACULTY

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Imaginative Response and Reflection	Critical Response with a Related Text	Trial HSC Examination	
Topic / Module	Literary Worlds: Elective 2. Worlds of Upheaval	Literary Worlds: Elective 2. Worlds of Upheaval	Literary Worlds: Elective 2. Worlds of Upheaval	
Timing	Term 1 Week 10 2023	Term 2 Week 9 2023	Term 3 Week 5-6 2023	
Outcomes	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	
Component				
Knowledge and understanding	15	20	15	50
Skills	15	20	15	50
TOTAL (%)	30	40	30	100

Year 12 Course Outcomes	
EE12-1	Demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience, and context, across a range of modes, media and technologies.
EE12-2	Analyses and experiments with language forms, features, and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences, and contexts.
EE12-3	Independently investigates, interprets, and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts.
EE12-4	Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts.
EE12-5	Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes.



English Extension 2

ENGLISH FACULTY

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Viva Voce	Literature Review	Critique of the Creative Process	
Topic / Module	Major Project	Major Project	Major Project	
Timing	Term 1 Week 3 2023	Term 2 Week 9 2023	Term 3 Week 5-6 2023	
Outcomes	EEX 12-1, EEX 12-3, EEX 12-4	EEX 12-1, EEX 12-2, EEX 12-3, EEX 12-4	EEX 12-1, EEX 12-3, EEX 12-5	
Component				
Skills in extensive independent investigation	15	20	15	50
Skills in sustained composition	15	20	15	50
TOTAL (%)	30	40	30	100

Year 12 Course Outcomes	
EEX12-1	Demonstrates a deep understanding of the dynamic relationships 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 experience, event, or idea.
EEX12-5	Reflects on and evaluates the composition process and the effectiveness of their own published composition.



English Standard

ENGLISH FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Multimodal Presentation with Related Material	Essay	Narrative and Reflection	Trial HSC Examination	
Topic / Module	Common Module: Texts and Human Experiences	Module B: Close Study of Literature	Module C: Craft of Writing	Module A: Language, Identity and Culture, Mod B, C and Common Module	
Timing	Term 4 Week 10 2022	Term 1 Week 9 2023	Term 2 Week 10 2023	Term 3 Week 5-6 2023	
Outcomes	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	
Component					
Knowledge and understanding	15	10	10	15	50
Skills	10	15	10	15	50
TOTAL (%)	25	25	20	30	100
Task 4 = Module B= 15% / Module C= 5% / Common = 5% & Module A= 5%.					

Year 12 Course Outcomes	
EN12-1	Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure.
EN12-2	Uses, evaluates, and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media, and technologies.
EN12-3	Analyses and uses language forms, features, and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning.
EN12-4	Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts.
EN12-5	Thinks imaginatively, creatively, interpretively, analytically, and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments.
EN12-6	Investigates and explains the relationships between texts.
EN12-7	Explains and evaluates the diverse ways texts can represent personal and public worlds.
EN12-8	Explains and assesses cultural assumptions in texts and their effects on meaning.
EN12-9	Reflects on, assesses, and monitors own learning and refines individual and collaborative processes as an independent learner.



English Studies

ENGLISH FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Multimodal Presentation	Research Task and Reflection	Writing Portfolio Collection of Classwork	Trial HSC Examination	
Topic / Module	Mandatory Module: Texts and Human Experiences	On the Road	MiTunes and Text: English and the Language of Song	We are Australians: English in Citizenship, Community and Cultural Identity	
Timing	Term 4 Week 10 2022	Term 1 Week 9 2023	Term 2 Week 10 2023	Term 3 Week 5-6 2023	
Outcomes	ES12.2, ES12.6, ES12.10	ES12.5, ES12.9	ES12.1, ES12.3, ES12.4, ES12.7, ES12.8	ES12.1, ES12.2, ES12.3, ES12.4, ES12.5, ES12.6, ES12.7, ES12.8, ES12.9	
Component					
Knowledge and understanding	15	5	15	15	50
Skills	10	10	15	15	50
TOTAL (%)	25	15	30	30	100

Year 12 Course Outcomes	
ES12-1	Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts, and texts from academic, community, workplace, and social contexts for a variety of purposes.
ES12-2	Identifies, uses, and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal, and digital texts that have been composed for different purposes and contexts.
ES12-3	Accesses, comprehends, and uses information to communicate in a variety of ways.
ES12-4	Composes proficient texts in different forms.
ES12-5	Develops knowledge, understanding and appreciation of how language is used, identifying, and explaining specific language forms and features in texts that convey meaning to different audiences.
ES12-6	Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes.
ES12-7	Represents own ideas in critical, interpretive, and imaginative texts.
ES12-8	Understands and explains the relationships between texts.
ES12-9	Identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage, and persuade different audiences.
ES12-10	Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner.



Food Technology

TAS FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Food Industry Report	Food Manufacture, Experimentation and Equipment	Contemporary Nutrition issues Investigation	Trial HSC Examination	
Topic / Module	The Australian Food Industry	Food Manufacture & Food Product Development	Contemporary Food Issues	The Australian Food Industry Food Manufacture & Food Product Development Contemporary Food Issues	
Timing	Term 4 Week 8 2022	Term 1 Week 6 2023	Term 2 Week 6 2023	Term 3 Week 5-6 2023	
Outcomes	H1.2, H1.4, H3.1	H1.1, H4.2	H2.1, H3.2, H4.1, H5.1	H1.1, H1.3, H1.4, H5.1	
Component					
Knowledge and understanding			10	30	40
Skills in knowledge	15	10	5		30
Skills in experimenting		15	15		30
TOTAL (%)	15	25	30	30	100

Year 12 Course Outcomes	
H1.1	Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods.
H1.2	Examines the nature and extent of the Australian food industry.
H1.3	Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations.
H1.4	Evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society, and environment.
H2.1	Evaluates the relationship between food, its production, consumption, promotion, and health.
H3.1	Investigates operations of one organisation within the Australian food industry.
H3.2	Independently investigates contemporary nutrition issues.
H4.1	Develops, prepares, and presents food using product development processes.
H4.2	Applies principles of food preservation to extend the life of food and maintain safety.
H5.1	Develops, realises, and evaluates solutions to a range of food situations.



Industrial Technology

Timber Products & Furniture Industries

TAS FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Furniture Industry Research and Report	Project Proposal Aural and Visual Presentation	Project Production Video	Trial HSC Examination	
Topic / Module	Industry Study Industry Related Manufacturing Technology	Design, Management and Communication Production	Design, Management and Communication Production	Industry Study Industry Related Manufacturing Technology	
Timing	Term 4 Week 8 2022	Term 1 Week 3 2023	Term 2 Week 10 2023	Term 3 Week 5-6 2023	
Outcomes	H1.1, H1.2, H1.3, H2.1, H6.1, H6.2, H7.1, H7.2	H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H6.1, H6.2	H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H6.2, H7.1, H7.2	
Component					
Knowledge and skills	5	15	15	25	60
Knowledge and understanding	5	15	15	5	40
TOTAL (%)	10	30	30	30	100

Year 12 Course Outcomes	
H.1.1	Investigates industry through the study of businesses in one focus area
H.1.2	Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
H.1.3	Identifies important historical developments in the focus area industry
H.2.1	Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
H.3.1	Demonstrates skills in sketching, producing and interpreting drawings
H.3.2	Selects and applies appropriate research and problem-solving skills
H.3.3	Applies and justifies design principles through the production of a Major Project
H.4.1	Demonstrates competency in a range of practical skills appropriate to the Major Project
H.4.2	Explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H.4.3	Critically applies knowledge and skills related to properties and characteristics of materials/components
H.5.1	Selects and uses communication and information processing skills
H.5.2	Examines and applies appropriate documentation techniques to project management
H.6.1	Evaluates the characteristics of quality manufactured products
H.6.2	Applies the principles of quality and quality control
H.7.1	Explains the impact of the focus area industry on the social and physical environment
H.7.2	Analyses the impact of existing, new, and emerging technologies of the focus industry on society and the environment



Legal Studies

HSIE FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	ICT Task	Research and Report	In-class Extended Response	Trial HSC Examination	
Topic / Module	Human Rights	Crime	Family	Human Rights Crime Family Shelter	
Timing	Term 4 Week 10 2022	Term 1 Week 10 2023	Term 2 Week 10 2023	Term 3 Week 5-6 2023	
Outcomes	H2, H3, H4, H5, H8	H1, H7, H8, H10	H5, H6, H7, H9	H1, H2, H3, H6, H9	
Component					
Knowledge and understanding	5	5	10	20	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research	10	10			20
Communication	5	5	5	5	20
TOTAL (%)	25	25	20	30	100

Year 12 Course Outcomes	
H1	Identifies and applies legal concepts and terminology.
H2	Describes and explains key features of and the relationship between Australian and international law.
H3	Analyses the operation of domestic and international legal systems.
H4	Evaluates the effectiveness of the legal system in addressing issues.
H5	Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change.
H6	Assesses the nature of the interrelationship between the legal system and society.
H7	Evaluates the effectiveness of the law in achieving justice.
H8	Locates, selects, organises, synthesises, and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents.
H9	Communicates legal information using well-structured and logical arguments.
H10	Analyses differing perspectives and interpretations of legal information and issues.



Mathematics Advanced

MATHEMATICS FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weight (%)
Task Type	Assignment	Test with Summary Sheet	Test	Trial HSC Examination	
Topic / Module	Graphing Techniques Trigonometric Functions and Graphs	Differential Calculus Applications of Differentiation	Integral Calculus Descriptive Statistics and Bivariate Data Analysis Bivariate Data Analysis	Graphing Techniques Trigonometric Functions and Graphs Differential Calculus Applications of Differentiation Integral Calculus Descriptive Statistics and Bivariate Data Analysis Modelling Financial Situations Random Variables	
Timing	Term 4 Week 10 2022	Term 1 Week 7 2023	Term 2 Week 10 2023	Term 3 Week 5-6 2023	
Outcomes	MA12-1, MA12-5, MA12-9, MA12-10	MA12-2, MA12-3, MA12-6, MA12-10	MA12-3, MA12-7, MA12-8, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	
Component					
Understanding, Fluency and Communication	5	15	10	20	50
Problem Solving, Reasoning and Justification	15	15	10	10	50
Total (%)	20	30	20	30	100

Year 12 Course Outcomes	
MA12-1	Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts.
MA12-2	Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques.
MA12-3	Applies calculus techniques to model and solve problems.
MA12-4	Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems.
MA12-5	Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs.
MA12-6	Applies appropriate differentiation methods to solve problems.
MA12-7	Applies the concepts and techniques of indefinite and definite integrals in the solution of problems.
MA12-8	Solves problems using appropriate statistical processes.
MA12-9	Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use.
MA12-10	Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context.



Mathematics Extension 1

MATHEMATICS FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Assignment	Test with Summary Sheet	Test	Trial HSC Examination	
Topic	Introduction to Vectors Further Operations with Vectors	Proof by Mathematical Induction Trigonometric Equations	Further Calculus Skills Further Area and Volumes of Solids of Revolution Further Operations with Vectors Differential Equations	Proof by Mathematical Induction Trigonometric Equations Introduction to Vectors Further Calculus Skills Application of Calculus Binomial Distribution	
Timing	Term 4 Week 10 2022	Term 1 Week 7 2023	Term 2 Week 10 2023	Term 3 Week 5-6 2023	
Outcomes	ME12-2, ME12-6, ME12-7	ME12-1, ME12-3, ME12-7	ME12-1, ME12-2, ME12-4, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	
Component					
Understanding, Fluency and Communication	5	15	10	20	50
Problem Solving, Reasoning and Justification	15	15	10	10	50
Total (%)	20	30	20	30	100

Year 12 Course Outcomes

ME12-1	Applies techniques involving proof or calculus to model and solve problems.
ME12-2	Applies concepts and techniques involving vectors and projectiles to solve problems.
ME12-3	Applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations.
ME12-4	Uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution.
ME12-5	Applies appropriate statistical processes to present, analyse and interpret data.
ME12-6	Chooses and uses appropriate technology to solve problems in a range of contexts.
ME12-7	Evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms



Mathematics Extension 2

MATHEMATICS FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Assignment	Test with Summary Sheet	Test	Trial HSC Examination	
Topics	Introduction to Complex Numbers Using Complex Numbers	The Nature of Proof	Further Proof by Mathematical Induction Further Work with Vectors Further Integration	The Nature of Proof Further Proof by Mathematical Induction Further Work with Vectors Introduction to Complex Numbers Using Complex Numbers Further Integration Applications of Calculus to Mechanics	
Timing	Term 4 Week 10 2022	Term 1 Week 7 2023	Term 2 Week 10 2023	Term 3 Week 5-6 2023	
Outcomes	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-5, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	
Component					
Understanding, Fluency and Communication	5	15	10	20	50
Problem Solving, Reasoning and Justification	15	15	10	10	50
Total (%)	20	30	20	30	100

Year 12 Course Outcomes	
MEX12-1	understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
MEX12-2	chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
MEX12-3	uses vectors to model and solve problems in two and three dimensions
MEX12-4	uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
MEX12-5	applies techniques of integration to structured and unstructured problems
MEX12-6	uses mechanics to model and solve practical problems
MEX12-7	applies various mathematical techniques and concepts to model and solve structured, unstructured, and multi-step problems
MEX12-8	communicates and justifies abstract ideas and relationships using appropriate language, notation, and logical argument



Mathematics Standard 1

MATHEMATICS FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Assignment	Test with Summary Sheet	Test	Trial HSC Examination	
Topic	Networks and Paths Investment	Rates Right-Angled Triangles	Simultaneous Linear Equations Further Statistical Analysis Scale Drawings	Types of Relationships Rates Right-Angled Triangles Networks and Paths Investment Further Statistical Analysis Scale Drawings Depreciation and Loans	
Timing	Term 4 Week 10 2022	Term 1 Week 7 2023	Term 2 Week 10 2023	Term 3 Week 5-6 2023	
Outcomes	MS1-12-5 MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-3 MS1-12-4 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-6 MS1-12-7 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-9 MS1-12-10	
Component					
Understanding, Fluency and Communication	5	15	10	20	50
Problem Solving, Reasoning and Justification	15	15	10	10	50
Total (%)	20	30	20	30	100

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



Mathematics Standard 2

MATHEMATICS FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Assignment	Test with Summary Sheet	Test	Trial HSC Examination	
Topic / Module	Network Concepts Investments and Loans	Rates and Ratios Non-Right-Angled Trigonometry Simultaneous Linear Equations	Bivariate Data Analysis Annuities Non-Linear Relationships The Normal Distribution	Types of Relationships Rates and Ratios Non-Right-Angled Trigonometry Network Concepts Investments and Loans Annuities Bivariate Data The Normal Distribution Critical Path Analysis	
Timing	Term 4 Week 10 2022	Term 1 Week 7 2023	Term 2 Week 10 2023	Term 3 Week 5-6 2023	
Outcomes	MS2-12-5 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-10	MS2-12-1, MS2-12-2 MS2-12-3, MS2-12-4 MS2-12-5, MS2-12-6 MS2-12-7, MS2-12-8 MS2-12-9, MS2-12-10	
Component					
Understanding, Fluency and Communication	5	15	10	20	50
Problem Solving, Reasoning and Justification	15	15	10	10	50
Total (%)	20	30	20	30	100

Year 12 Course Outcomes	
MS2-12-1	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts.
MS2-12-2	Analyses representations of data in order to make inferences, predictions and draw conclusions.
MS2-12-3	Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate.
MS2-12-4	Analyses two-dimensional and three-dimensional models to solve practical problems.
MS2-12-5	Makes informed decisions about financial situations, including annuities and loan repayments.
MS2-12-6	Solves problems by representing the relationships between changing quantities in algebraic and graphical forms.
MS2-12-7	Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data.
MS2-12-8	Solves problems using networks to model decision-making in practical problems.
MS2-12-9	Chooses and uses appropriate technology effectively in a range of contexts and applies critical thinking to recognise appropriate times and methods for such use.
MS2-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response.



Maths in Trade

MATHEMATICS FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Assignment	Test with Summary Sheet	Test	Trial HSC Examination	
Topic / Module	Networks and Paths Investment	Depreciation and Loans Scale Drawings	Rates Right-Angled Triangles Further Statistical Analysis	Networks and Paths Investment Depreciation and Loans Scale Drawings Rates Right-Angled Triangles Further Statistical Analysis Graphs of Practical Solutions	
Timing	Term 4 Week 10 2022	Term 1 Week 7 2023	Term 2 Week 10 2023	Term 3 Week 5-6 2023	
Outcomes	MS1-12-5 MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-10	MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-7 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-9 MS1-12-10	
Component					
Understanding, Fluency and Communication	5	15	10	20	50
Problem Solving, Reasoning and Justification	15	15	10	10	50
Total (%)	20	30	20	30	100

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



Modern History

HSIE FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Source Analysis	Research Task	Historical Analysis	Trial HSC Examination	
Topic / Module	Power & Authority	USA 1919-1941	Civil Rights in the USA	Power & Authority USA 1919-1941 Civil Rights in the USA Conflict in Indochina	
Timing	Term 4 Week 9 2022	Term 1 Week 10 2023	Term 2 Week 8 2023	Term 3 Week 5-6 2023	
Outcomes	MH12-1, MH12-4, MH12-6, MH12-9	MH12-2, MH12-4, MH12-5, MH12-8	MH12-3, MH12-5, MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	
Component					
Knowledge and understanding	10	5	10	15	40
Historical skills	10			10	20
Historical inquiry and research		10	10		20
Communication		10	5	5	20
TOTAL (%)	20	25	25	30	100

Year 12 Course Outcomes	
MH12-1	Accounts for the nature of continuity and change in the modern world
MH12-2	Proposes arguments about the varying causes and effects of events and developments
MH12-3	Evaluates the role of historical features, individuals, groups, and ideas in shaping the past
MH12-4	Analyses the different perspectives of individuals and groups in their historical context
MH12-5	Assesses the significance of historical features, people, ideas, movements, events, and developments of the modern world
MH12-6	Analyses and interprets different types of sources for evidence to support an historical account or argument
MH12-7	Discusses and evaluates differing interpretations and representations of the past
MH12-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH12-9	Communicates historical understanding, using historical knowledge, concepts, and terms, in appropriate and well-structured forms



Music 1

CAPA FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Musicology Portfolio Elective 1 Performance/ Composition Portfolio/ Viva Voce	Composition Portfolio Elective 2 Performance/ Composition Portfolio/ Viva Voce	Aural Task Elective 3 Performance/ Composition Portfolio/ Viva Voce	Trial HSC Examination Aural Core Performance Electives 1, 2 and 3	
Topic / Module	Viva Voce and Elective 1	Composition and Elective 2	Aural Task and Elective 3	Trial HSC Aural Examination and Core Performance and Electives 1, 2 and 3	
Timing	Term 4 Week 8 2022	Term 1 Week 9 2023	Term 2 Week 9 2023	Term 3 Week 5-6 2023	
Outcomes	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	
Component					
Core Performance				10	10
Core Composition		10			10
Core Musicology	10				10
Aural			10	15	25
Electives	10	10	10	15	45
TOTAL (%)	20	20	20	40	100

Year 12 Course Outcomes

H1	Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble.
H2	Reads, interprets, discusses, and analyses simple musical scores that are characteristic of the topics studied.
H3	Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.
H4	Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.
H5	Critically evaluates and discusses performances and compositions.
H6	Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening.
H7	Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied.
H8	Identifies, recognises, experiments with, and discusses the use and effects of technology in music.
H9	Performs as a means of self-expression and communication.
H10	Demonstrates a willingness to participate in performance, composition, musicology, and aural activities.
H11	Demonstrates a willingness to accept and use constructive criticism.



Personal Development, Health, and Physical Education (PDHPE)

PDHPE FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Research task	Application task	In class written task	Trial HSC Examination	
Topic / Module	Health Priorities in Australia	Factors Affecting Performance	Improving Performance	Health Priorities in Australia Factors Affecting Performance Improving Performance Sports Medicine	
Timing	Term 4 Week 10 2022	Term 1 Week 10 2023	Term 2 Week 9 2023	Term 3 Week 5-6 2023	
Outcomes	H1, H2, H3, H4, H5, H14, H16	H7, H9, H10, H11	H8, H13, H 17	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16	
Component					
Knowledge and understanding	10	10	10	10	40
Skills	15	15	10	20	60
TOTAL (%)	25	25	20	30	100

Year 12 Course Outcomes	
H1	Describes the nature and justifies the choice of Australia's health priorities.
H2	Analyses and explains the health status of Australians in terms of current trends and groups most at risk.
H3	Analyses the determinants of health and health inequities.
H4	Argues the case for health promotion based on the Ottawa Charter.
H5	Explains the different roles and responsibilities of individuals, communities, and governments in addressing Australia's health priorities.
H7	Explains the relationship between physiology and movement potential.
H8	Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity.
H9	Explains how movement skill is acquired and appraised.
H10	Designs and implements training plans to improve performance.
H11	Designs psychological strategies and nutritional plans in response to individual performance needs.
H13	Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3).
H14	Argues the benefits of health-promoting actions and choices that promote social justice.
H15	Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all.
H16	Devises methods of gathering, interpreting, and communicating information about health and physical activity concepts.
H17	Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.



Photography, Video & Digital Imaging

CAPA FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Video Exhibition	Research Task	Class scaffolded written task	Portfolio Exhibition	
Topic / Module	Stop Motion Animation	Photographic practice	Photographer analysis	Body of Work	
Due Date	Term 4 Week 8 2022	Term 1 Week 8 2023	Term 3 Week 3 2023	Term 3 Week 7 2023	
Outcomes	M1, M2, M3, M4, M5, M6	CH1, CH2, CH3, CH4, CH5	CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6	
Component					
Making	30			40	70
Critical Historical		15	15		30
TOTAL (%)	30	15	15	40	100

Year 12 Course Outcomes	
M1	Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice.
M2	Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works.
M3	Investigates different points of view in the making of photographs and/or videos and/or digital images.
M4	Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images.
M5	Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images.
M6	Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works.
CH1	Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging.
CH2	Investigates the roles and relationships among the concepts of artist, work, world, and audience incritical and historical investigations.
CH3	Distinguishes between different points of view and offers interpretive accounts in critical and historical studies.
CH4	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging.
CH5	Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production.



Physics

SCIENCE FACULTY

Task	Task 1	Task 2	Task 3	Weighting (%)
Task Type	Practical Task	Depth Study	Trial HSC Examination	
Topic / Module	Advanced mechanics	Electromagnetism	Electromagnetism Advanced mechanics The nature of light From the universe to the atom	
Timing	Term 4 Week 9 2022	Term 1 Week 10 2023	Term 3 Week 5-6 2023	
Outcomes	PH12-3, PH12-4, PH12-5, PH12-12	PH12-1, PH12-2, PH12-6, PH12-7, PH12-13	PH12-5, PH12-6, PH12-12, PH12-13, PH12-14, PH12-15	
Component				
Knowledge and understanding	10	10	20	40
Skills	20	30	10	60
TOTAL (%)	30	40	30	100

Year 12 Course Outcomes	
PHY12-1	Develops and evaluates questions and hypotheses for scientific investigation.
PHY12-2	Designs and evaluates investigations to obtain primary and secondary data and information.
PHY12-3	Conducts investigations to collect valid and reliable primary and secondary data and information.
PHY12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
PHY12-5	Analyses and evaluates primary and secondary data and information.
PHY12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
PHY12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
PHY12-12	Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles.
PHY12-13	Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively.
PHY12-14	Describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world.
PHY12-15	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.



Society and Culture

HSIE FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	PIP Proposal Presentation	Written Report	In Class Essay	Trial HSC Examination	
Topic / Module	Personal Interest Project	Continuity and Change	Belief Systems and Ideologies	Continuity and Change Popular Culture Belief Systems and Ideologies	
Timing	Term 4 Week 9 2022	Term 1 Week 4 2023	Term 2 Week 4 2023	Term 3 Week 5-6 2023	
Outcomes	H1, H6, H7, H8, H9, H10	H2, H3, H4, H5, H7, H8, H9	H1, H2, H5, H9, H10	H1, H2, H3, H4, H5, H6	
Component					
Knowledge and understanding	5	10	15	20	50
Application and evaluation	5	10	10	5	30
Communication of information	5	5	5	5	20
TOTAL (%)	15	25	30	30	100

Year 12 Course Outcomes	
H1	Evaluates and effectively applies social and cultural concepts.
H2	Explains the development of personal, social, and cultural identity.
H3	Analyses relationships and interactions within and between social and cultural groups.
H4	Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy.
H5	Analyses continuity and change and their influence on personal and social futures.
H6	Evaluates social and cultural research methods for appropriateness to specific research tasks.
H7	Selects, organises, synthesises, and analyses information from a variety of sources for usefulness, validity, and bias.
H8	Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex.
H9	Applies complex course language and concepts appropriate for a range of audiences and contexts.
H10	Communicates complex information, ideas and issues using appropriate written, oral, and graphic forms.



Software Design & Development

TAS FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Software Solution Case Study	Design Presentation	Project	Exam	
Topic / Module	Development and Impact of Software Solutions	Developing a Solution Package	Interrelationship between software & hardware	Software Development Cycle Development and Impact of Software Solutions Developing a Solution Package Interrelationship between software & hardware	
Timing	Week 5 Term 4 2022	Week 9 Term 1 2023	Week 2 Term 2 2023	Week 5-6 Term 3 2023	
Outcomes	H1.1, H2.2, H3.2, H5.1, H5.2	H2.1, H4.1, H4.2, H5.2, H6.2, H6.4	H3.2, H4.2, H4.3, H5.1, H5.2, H5.3, H6.3	H1.2, H1.3, H3.1, H5.2, H6.1, H6.4	
Component					
Knowledge and understanding	10	10	10	20	50
Knowledge and skills	5	15	20	10	50
TOTAL (%)	15	25	30	30	100

Year 12 Course Outcomes	
H1.1	explains the interrelationship between hardware and software
H1.2	differentiates between various methods used to construct software solutions
H1.3	describes how the major components of a computer system store and manipulate data
H2.1	explains the implications of the development of different languages
H2.2	explains the interrelationship between emerging technologies and software development
H3.1	identifies and evaluates legal, social, and ethical issues in a number of contexts
H3.2	constructs software solutions that address legal, social, and ethical issues
H4.1	identifies needs to which software solutions are appropriate
H4.2	applies appropriate development methods to solve software problems
H4.3	applies a modular approach to implement well-structured software solutions and evaluates their effectiveness
H5.1	applies project management techniques to maximise the productivity of the software development
H5.2	creates and justifies the need for the various types of documentation required for a software solution
H5.3	selects and applies appropriate software to facilitate the design and development of software solutions
H6.1	assesses the skills required in the software development cycle
H6.2	communicates the processes involved in a software solution to an inexperienced user
H6.3	uses and describes a collaborative approach during the software development cycle
H6.4	develops and evaluates effective user interfaces, in consultation with appropriate people



Sport, Lifestyle and Recreation (SLR)

PDHPE FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Practical	Skills and application	Written task	Practical	
Topic / Module	Games and application II	First aid and sports injuries	Healthy Lifestyle	Games and sport application 1	
Timing	Term 4 Week 9 2022	Term 1 Week 5 2023	Term 2 Week 6 2023	Term 3 Week 3 2023	
Outcomes	1.1, 3.1, 4.4	3.6, 4.5, 5.1	1.5, 2.3, 3.5, 4.3, 5.3	1.3, 2.3, 4.2, 4.5, 5.2, 5.5	
Component					
Knowledge and understanding	10	15	15	10	50
Skills	10	15	15	10	50
TOTAL (%)	20	30	30	20	100

Year 12 Course Outcomes	
1.1	Applies the rules and conventions that relate to participation in a range of physical activities.
1.3	Demonstrates ways to enhance safety in physical activity.
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status.
2.3	Selects and participates in physical activities that meet individual needs, interests, and abilities.
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts.
3.5	Analyses personal health practices.
3.6	Assesses and responds appropriately to emergency care situations.
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.
5.5	Strives to achieve quality in personal performance.



Visual Arts

CAPA FACULTY

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Development of the Body of Work	Extended Response	Trial HSC Examination	Final Body of Work	
Topic / Module	Art making	Art Criticism and Art History	Art Criticism and Art History	Art making	
Timing	Term 4 Week 9 2022	Term 1 Week 8 2023	Term 3 Week 5-6 2023	Term 3 Week 7 2023	
Outcomes	H1 H3 H4	H7 H8 H9 H10	H7 H8 H9 H10	H1 H2 H4 H5 H6	
Component					
Knowledge and understanding		20	30		50
Skills	10			40	50
TOTAL (%)	10	20	30	40	100

Year 12 Course Outcomes	
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.



VET Business Services

VET FACULTY



Macquarie Park RTO 90222

School Name: Lake Munmorah High School

Student Competency Assessment Schedule 2023

COURSE: HSC - Business Services

Assessment Tasks for Certificate III in Business BSB30120		Cluster 4	Cluster 5	Cluster 6	Cluster 7	HSC Trial Exam
		Wellbeing	Mastering document design	Sharing is caring	Thinking critically	
		Week: 4 Term: 4, 2022	Week: 5 Term: 1, 2023	Week: 10 Term: 2, 2023	Week: 8 Term: 3, 2023	Week: 5/8 Term: 3, 2023
Code	Unit of Competency					HSC Examinable Units of Competency
BSBPEF201	Support personal wellbeing in the workplace	X				
BSBPEF301	Organise personal work priorities		X			
BSBTEC301	Design and produce business documents		X			
BSBSUS211	Participate in sustainable work practices			X		
BSBTWK301	Use inclusive work practices			X		
BSBTEC303	Create electronic presentations			X		
BSBCRT311	Apply critical thinking skills in a team environment				X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate III in Business BSB30120 or a Statement of Attainment towards Certificate III in Business BSB30120.

Schools may schedule exam items in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

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

BSB30120 Business Services HSC Assessment Schedule August 2022



VET Construction

VET FACULTY

School Name: Lake Munmorah High School

Student Competency Assessment Schedule

COURSE: HSC Construction

2023

Assessment Tasks for CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction		Cluster 5	Cluster 6	Cluster 7
		Option Topic (Choose Topic)	Tools & Equipment	Major Project
Assessment due		Week: 5 Term: 1, 2023	Week: 7 Term: 3, 2023	Week: 10 Term: 3, 2023
Code	Unit of Competency			
CPCCJN2001	Assemble components	X		
CPCCJN3004	Manufacture and assemble joinery components	X		
CPCCCA2002	Use carpentry tools and equipment		X	
CPCCCM2005	Use construction tools and equipment		X	
CPCCCA2011	Handle carpentry materials		X	
CPCCVE1011	Undertake a basic construction project			X
CPCCOM1012	Work effectively and sustainably in the Construction Industry			X

Trial Exam
Week: 5/8 Term: 3, 2023

Depending on the achievement of units of competency, the possible qualification outcome is CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction.

Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

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



VET Hospitality Food and Beverage

VET FACULTY

School Name: Lake Munmorah High School
COURSE: HSC Hospitality – Food and Beverage Stream

Student Competency Assessment Schedule
2023

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster D	Cluster E (Part 1)	Cluster E (Part 2)	Cluster F	Trial HSC Exam
		Safe, Clean and Skilled	Restaurant Service	Restaurant Service	Working in Hospitality	
		Week: 10 Term: 4, 2022	Week: 6 Term: 2, 2023	Week: 9 Term: 2, 2023	Week: 8 Term: 3, 2023	Week: 5/6 Term: 3, 2023
Code	Unit of Competency					HSC Examinable Units of Competency
SITXFA002	Participate in safe food handling practices	X				
SITHCCC001	Use food preparation equipment	X				
SITHFAB007	Serve food and beverage		X	X		
SITXCC003	Interact with customers		X	X		
SITHIND003	Use hospitality skills effectively		X	X		
SITHIND002	Source and use information on the hospitality industry				X	
BSBSUS201	Participate in environmentally sustainable work practices				X	
SITXCOM001	Source and present information				X	

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

Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

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

SIT20316 Hospitality Food and Beverage HSC Assessment Schedule

The following pages contain a copy of all important documents including:

- ✓ Illness / Misadventure Application
- ✓ Lake Munmorah High School Senior Study Agreement
- ✓ Assessment Task Notification Format Sample



Lake Munmorah High School

Illness/ Misadventure Application

Years 10, 11 & 12

INSTRUCTIONS:

1. Student completes Section A only of this form
2. Student AND Parent / Guardian sign form
3. Student hands form (including any documentation) to the relevant Head Teacher
4. The Head Teacher completes Section B and submits the form to the Deputy Principal
5. Deputy Principal completes Section C and informs Head Teacher via school office (Section D) Head Teacher informs the student of the outcome.

Section A: (Student to complete and Parent / Guardian to sign)

Student Name: _____ Year: _____

Subject: _____ Subject Teacher: _____ Date due: _____

Description of task and weighting (e.g., Assessment task 2, Research Report, 20%)

Who did you notify at school on the day the task was due? _____

Explanation: Statement with sufficient details to support your case for special consideration.

The following documentary evidence is attached: (See point 4 over page)

☐ Medical Certificate ☐ Other _____

Student signature: _____ Parent signature: _____ Date: _____

Section B: (Head Teacher use only)

Head Teacher recommendation (must meet LMHS Assessment Policy guidelines)

☐ Alternate Assessment task to be attempted (new arrangements: _____)

☐ Extension of time granted until: _____

☐ Estimate to be given (based on student's performance in other tasks)

☐ No credit for this assessment task (N warning issued)

☐ Other action: _____ Head Teacher Signature: _____

Section C: (Deputy Principal use only)

Panel Decision: ☐ HT recommendation approved ☐ HT recommendation not approved

Signed: _____
Deputy Head Teacher Year Advisor

Section D: (Office use only)

☐ Original application returned to the HT for the student ☐ Copy for Student file (office) ☐ Copy for HT files

Unless notified to the contrary, all assessment tasks must be submitted at the beginning (within first ten minutes) of the first timetabled lesson in that subject on the due date.

If you cannot attend school on the day of an assessment task to submit it or complete the task in person because of a **valid** reason (illness or misadventure) you **must** do the following:

1. **Contact the school on the day** and let the office know your name, the course in which you have an assessment task and the reason you will not be at school.
2. **Submit the task on your first day back at school** or negotiate with the Faculty Head Teacher an alternate date to complete an internal assessment.
3. **Collect an Illness / Misadventure Application form** from the school office on the morning you return to school. Any student in these circumstances receives a ZERO mark until a valid reason has been provided and the appeal has been approved. **YOU HAVE ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE THE ILLNESS / MISADVENTURE APPLICATION FORM.**
4. **Complete the Illness / Misadventure Application form**, outlining your reasons and attaching evidence from a health professional or another relevant person e.g., counsellor or police officer. A parent signature must be on each form before it is processed.
5. **Give the completed Illness / Misadventure Application form to the relevant Head Teacher before school on the next day after your parents have signed it.** Discuss with the Head Teacher when you will do the task missed or a substitute task. You must be prepared to do the task or a substitute task on the day you return or at a time arranged by the Head Teacher. The result of your efforts on this task will depend on the success of your appeal. If it is not successful, a zero- mark stands.
6. **The Head Teacher makes a written recommendation** and transfers the completed Illness / Misadventure Application form to the Deputy Principal **who sights relevant documentation and notes it on the form.**
7. **Head Teachers will be notified of the decision by the Deputy Principal. Students will be notified of the result of their application by the Head Teacher/Class Teacher.**
8. **In the event of an application being declined a student may appeal the decision. In this case the principal will convene a panel**, liaising with Head Teachers where necessary. Records of panel meetings will be maintained.
9. In the case of an unsuccessful appeal, the Class Teacher will notify the parents in writing (through an official NESA non-completion of course warning letter) of the outcome of the appeal. If successful, the completed assessment task will be marked as usual, and the mark will stand.

Lake Munmorah High School

Senior Study Agreement

Why have a Senior Study Agreement?

Depending on the courses selected, senior students may have a timetable that has time slots without classes. These are study periods and could be a single lesson or a double lesson.

Year 11 and 12 students are expected to be responsible for their study, attendance, and progress. The Senior Study Agreement is designed to allow senior students flexibility to balance school, work, and extracurricular activities in a way which best suits everyone. It allows students the opportunity to learn to manage time and work towards successfully completing the Preliminary and HSC Courses with the support of a Student Assessment Support Officer and teachers.

What is the Senior Study Agreement?

This is a 'contract' between LMHS, the senior student and parents. The Senior Study Agreement has rules and conditions, and students can forfeit the Agreement if they do not follow the rules and procedures detailed below.

Study Periods are NOT 'free periods'. What can Senior Students do in Study Periods?

Senior Students may:

- Make appointments with the Student Assessment Support Officers to discuss work or seek help
- Revise work, organise notes and summarise information
- Complete activities begun in the classroom
- Work on Assessment Tasks/assignments or projects
- Complete homework
- Prepare for examinations
- Work with team members on group assignments.
- Read
- Check DoE email and the NESA web site.

How does the Senior Study Agreement Work? *Study Areas:*

There are areas within the school where senior students work when they have a Study Period. Wireless is active and students can use their own devices, or work on the computers provided.

- The dedicated senior study area is in the Resource Centre and all students are timetabled into this room if they have a study period. Students may access other parts of the Resource Centre if they need to borrow resources.

During study periods at school, senior students are NOT to:

- Play games, be on the Quad or areas other than the study areas listed above.
- Wander around the school.
- Leave the school during a one-period study lesson.
- Disturb others.
- Students are not to bring take away fast food onto the school grounds.

During study periods off school grounds:

- Students who have study periods during Period 1 or Period 5 have permission from the school to study at home before coming to school or after leaving school. Upon arrival or prior to departure, all students must sign out at the front office, using their approved early leavers pass

Attendance

- Attending all study periods is crucial for school success. An attendance rate of 95 -100% is expected
- In Year 11 and 12 Roll Call students must make their presence known when they have a study period in the Study Area
- If students repeatedly are marked as absent from the Study Area during their study periods, Ms. Welsh will put consequences in place
- Senior students are expected to be punctual to the Study Area. Persistent lateness results in consequences such as withdrawal of the Senior Study Agreement or detention if applicable

Behaviour

When signing this Agreement to use Study Periods effectively, students agree to be role-models for younger students by:

- Studying in study periods
- Wearing LMHS Senior uniform every day
- Presenting a positive image of self and LMHS through sensible, respectful behaviour in public and in the study area
- Using appropriate language
- Following the PBL expectations
- Keeping the Study area clean at all times

Revocation of the Senior Agreement

The Senior Agreement is a privilege. Students not consistently following the school rules will have the agreement revoked.

What if my parents/caregivers have questions about the Senior Study Agreement?

Contact Ms. Welsh on 43 581411 or by email on Elizabeth.A.Welsh@det.nsw.edu.au

Student Name: _____

Student Signature: _____

Parent Signature: _____



LAKE MUNMORAH HIGH SCHOOL Assessment Task Notification

<FACULTY> – <COURSE/YEAR>

Task Number:	Weighting:	Task Name:	Due Date:
Teacher:		Student:	Class:
Unit/Topics to be Assessed:			
Outcomes to be Assessed:			
Task Description:			
Checklist:			
Marking Guidelines:			
Submission Details:			
You are required to:			
LMHS Assessment Guidelines:			
<ul style="list-style-type: none"> You will be awarded zero for work that is plagiarised – i.e., submitting work that is not your own. Technology problems will not be a valid excuse for the late submission of work. If you have sporting commitments, work placement or other responsibilities, your task is due before the actual due date. This new date is to be agreed upon via consultation with your teacher. If an unknown absence occurs on the due date, marks will only be awarded if evidence is provided for a justified absence. For Year 7-8: Evidence is a note from parent/carer, Doctors Certificate, Funeral Notice etc For Year 9-12: Evidence is a Doctors Certificate with a completed Illness/Misadventure form submitted and approved. Extensions can only be approved if organised prior to the due date. For Year 7-9: This is done via the Head Teacher For Year 10-12: This is done via the Deputy Principal 			

2022-23 Year 12 Assessment Calendar

WEEK	TERM 4 - 2022	TERM 1 - 2023	TERM 2 - 2023	TERM 3 - 2023
1				
2			SDD	
3		English Extension 2 Industrial Technology		SLR Photography
4	Business Services	Biology Society & Culture	Society & Culture	ASSESSMENT FREE PERIOD
5	SDD	Business Services Construction SLR		Trial HSC examinations
6		Chemistry Food Technology	Food Technology Hospitality Food & Beverage SLR	<div> <div> Industrial Technology Music Maths Advanced Maths Extension 1 & 2 Maths Standard 1 & 2 Maths in Trade PDHPE Food Technology Biology Society & Culture Legal Studies Modern History VET optional exams: Business Services Construction Hospitality F&B </div> <div> Ancient History English Advanced English Standard English Ext 1 & 2 English Studies Visual Arts Chemistry CAFS Earth & Environment Business Studies Food Technology Physics SDD </div> </div>
7		Mathematics Advanced Mathematics Extension 1 & 2 Mathematics Standard 1 & 2 Maths in Trade		Construction Photography Visual Arts
8	Business Studies Food Technology Industrial Technology Music Photography	Business Studies Photography Visual Arts	Biology Business Studies Earth & Environmental Science Modern History	Business Services Hospitality F&B
9	Chemistry Modern History Physics Society & Culture Visual Arts SLR	Ancient History English Advanced English Standard English Studies SDD Music	Ancient History Chemistry Community & Family Studies English Extension 1 & 2 Hospitality F&B PDHPE Music	
10	Ancient History Community & Family Studies Earth & Environmental Science English Advanced English Standard English Studies Hospitality F&B Legal Studies Maths Advanced Maths Extension 1 & 2 Maths Standard 1 & 2 Maths in Trade PDHPE	Community & Family Studies Earth & Environmental Science English Extension 1 Legal Studies Modern History Physics PDHPE	Business Services English Advanced English Standard English Studies Industrial Technology Legal Studies Maths Advanced Maths Extension 1 & 2 Maths Standard 1 & 2 Maths in Trade	Construction
11				

2022-23 Year 12 Calendar

WEEK	TERM 4 - 2022	TERM 1 - 2023	TERM 2 - 2023	TERM 3 - 2023
1				
2				
3				
4				Assessment free period
5				TRIAL HSC EXAMINATIONS
6				TRIAL HSC EXAMINATIONS
7				
8				
9				
10				
11				