



**COFFS HARBOUR  
SENIOR COLLEGE**

# 2025 Year 12 Courses Assessment Handbook

## IMPORTANT NOTICE

The Assessment Schedule of Tasks may change slightly for some courses due to these ongoing changes. The latest version of this handbook is on the college website in the Current Students tab:

<http://www.seniorcollege.com.au/current-students/>.

All assessment task notifications will be on *Stile*.



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**Separate Insert – Summary of Assessment Tasks**

# HSC ASSESSMENT POLICY

## Introduction

This booklet aims to give students, parents/carers information about HSC Assessment at Coffs Harbour Senior College.

## HSC Courses

From Term 4 in Year 11 until the end of Term 3 in Year 12, students will complete coursework for the Award of the Higher School Certificate (HSC). The satisfactory completion of an HSC course requires the school principal to have sufficient evidence that the student has:

- followed the course developed or endorsed by NESAs; 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 of the outcomes.

Students, parents and caregivers are urged to read this booklet carefully. Students who are uncertain about procedures or their responsibilities should contact their Year Adviser, Careers Adviser or relevant Deputy Principal.

## Pattern of Study

To qualify for the Higher School Certificate students must complete both Year 11 and HSC courses. The Year 11 and HSC patterns must include:

- at least 12 units at Preliminary Level and at least 10 units at HSC level
- at least 6 units that are Board Developed Courses
- at least 3 courses of 2 unit value or greater
- at least 4 subjects
- 2 units of English in Preliminary and 2 units of English in HSC
- Successfully completed HSC Minimum Standard Tests

## Course Choice and Eligibility for the Australian Tertiary Admission Rank (ATAR)

Students must meet the following requirements to be eligible for an Australian Tertiary Admissions Ranking:

- 10 Units of Study (at least 6 units must be NESAs Developed including mandatory English.)
- At least 4 subjects
- 3 courses of 2 Units or greater.
- All of the above requirements AND 10 Units of NESAs Developed study with examinations.

Please note that NESAs Endorsed Courses are not eligible for ATAR Calculation.

## Extension Courses

Extension courses for Year 11 students are available in English and Mathematics. Students who show proficiency in either of these courses may choose to enrol in an extension course which builds on the content of the 2 unit course with an additional value of 1 unit.

In Year 12 English and Mathematics, a second extension course is available which goes beyond the standard of Extension 1. In addition to English and Mathematics, extension courses are available in Science, History, Music and some languages. Students should discuss their interest in studying an extra extension unit with their teacher and Head Teacher of the relevant course.

## **Eligibility for Extension Courses**

Students will need to meet with their subject teacher and relevant Head Teacher to discuss enrolment in an extension course for Year 12.

We strongly recommend that students picking up new extension courses in Year 12 (Extension 2 Mathematics, Extension 2 English, Science Extension, History Extension, Music Extension and Japanese Extension) **do not include** these as part of their first 10 units of study. These students should carry additional units until after Term 4 Year 11 when individual cases will be considered dependent upon performance.

Mathematics Extension 1 and English Extension 1 may be counted in the first 10 units of study as students have already proven themselves in Year 11. However, students identified at the end of the Year 11 Course as performing poorly in Extension 1 Mathematics and/or Extension 1 English will be advised to not count these courses in their first 10 units. These students must carry additional units.

## **The School Assessment Policy**

### **Assessment Process**

#### **HSC Assessment**

From Term 4 in Year 11 until the end of Week 6 Term 3 in Year 12 students will complete Assessment Tasks in all courses for the Award of Higher School Certificate. The tasks will determine the student's assessment mark which is a measure of the student's achievement relative to the performance of other students in the same course. Each student will be ranked according to their performance in each course. The final rank will be available to students at the completion of their school-based assessment and prior to their HSC examinations.

#### **HSC Maximum Number of Tasks**

Each faculty translates its course requirements into student tasks. There will be a maximum of four formal Assessment Tasks in Year 12. One of these tasks may be a formal written examination with a maximum weighting of 30% for the Year 12 course.

#### **HSC Start and Finish**

For the HSC course, Assessment Tasks begin in Term 4 of the Year 11 calendar year. In-class assessment will cease two weeks before the Trial HSC examinations, with the exception of any course that requires submitted work. Some of these subjects include but are not limited to Extension 2 English, Society and Culture, Design and Technology, Science, Textiles and Design, Industrial Technology, Visual Arts, Music 2, Music Extension, Dance and Drama.

#### **HSC Commencement Date**

NESA mandates that subjects need to satisfy 120 indicative hours. The school will set the dates at the beginning of the calendar year. Stage 6 VET courses do not need to distinguish between Preliminary and HSC. Mathematics Extension 1 HSC may be taught before all the topics of the Preliminary course. The school should not begin formal assessment for the Mathematics Extension 1 HSC course until the school program of HSC assessments for other courses begins.

#### **Notification of Assessment Tasks**

So that students can be informed well in advance of their obligations, an assessment calendar has been developed. In unforeseen exceptional circumstances, the class teacher, after consultation with the Head Teacher and Deputy Principal, may change a date of an Assessment Task with due written notice to all relevant students.

It is the student's responsibility to be alert to the notification of the tasks by attending all lessons and monitoring online learning platforms such as SENTRAL and STILE. Students will sign for the receipt of the task, the submission of the task and the return of the task which will include the rank for the task and the cumulative rank.

#### **Timing of Assessment Tasks**

Course guidelines and the assessment schedule set out the Term and Week for each task. Class teachers will advise in writing the precise timing at least two weeks before the task is due and will inform students of the task and the outcomes to be assessed. Students will sign for the receipt of the task.

Students will have a maximum of two Assessment Tasks per day to complete or submit.

For Year 12 there will be a two-week assessment free period prior to the Trial HSC examinations. This excludes subjects where there is a project component.

Practical HSC examination dates and Language Oral Examinations will be advised by NESAs in Term 3.

The time for the hand in of tasks is to be by 9.45am, unless completing a practical aspect in class as set out in the notification. If a student has a class at this time, they are expected to be in class and submit before 9am.

### **Completion of Assessment Tasks**

Students are expected to make a genuine attempt at all Assessment Tasks.

Students must keep a copy of their Assessment Task and if requested, students must be able to provide evidence that their work is their own. This could include drafts, evidence of planning, a timestamped document or a version and edit history.

If a student has an upheld Illness/Misadventure Application, the school must provide the student with an opportunity to attempt the Assessment Task by either:

- a. providing an extension of time to complete the original Assessment Task, or
- b. providing the student with a substitute Assessment Task.

The school must ensure the substitute Assessment Task is in accordance with the illness/misadventure provisions in the school's policies and procedures for school-based assessment.

In exceptional circumstances where a student cannot complete the Assessment Task, the school may provide an estimate based on completed comparable Assessment Tasks which contain comparable outcomes, approved by the Principal and in line with the school's policies and procedures for school-based assessment.

If a student does not complete an Assessment Task by the due date or attend a scheduled Assessment Task, and has their Illness/Misadventure Application declined, the school must record a zero mark for the task. There will be a function on Sentral Markbook to differentiate between a zero for non-completion, zero for unapproved late completion and zero for attempted but no marks scored.

### **Bibliographies and Reference Lists**

As part of the assessment process, students are required to complete and submit a bibliography as proof of their research and evidence that the assessment is their own work. If the task specifically asks for a reference list, this will take the place of the bibliography. Coffs Harbour Senior College encourages the use of APA7th as the referencing system of choice. Students have access to scaffolds and guides to assist in referencing in this format. Referencing is an important element of academic rigour, and this will assist students in their learning and prepare them for a smooth transition into tertiary study.

### **Feedback**

Teachers:

- a. must assess the student's actual performance, not potential performance, and
- b. must provide students with feedback on their performance in each Assessment Task, and indicate the student's marks in the task, relative to the outcomes.

When the Assessment Task is returned to the student, teachers will provide the result awarded and written comments indicating what the student has achieved, relative to the outcomes and what the student could do to improve this result. The template below may be used.

<i>Things I am doing well:</i>	<i>Areas for improvement:</i>	<i>How do I do it?</i>

Students will receive their rank for the task and the cumulative rank after each task. Students will sign for the return of the task.

### **Course Requirements**

To have satisfactorily completed a course, students will:

- A. follow the course developed or endorsed by NESAs
- B. apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- C. achieve some or all of the course outcomes.

The Principal may determine that because of absence or unsatisfactory performance, the course completion criteria may not be met. Due warning will be given to students whose attendance or performance is unsatisfactory.

### **'N' Determination**

Students who have not complied with the student responsibilities and course requirements cannot be regarded as having satisfactorily completed the course.

Should this occur, the Principal will notify NESA that the student should be issued with an "N" determination. This could mean the non-award of the Year 11 Record of School Achievement or Higher School Certificate.

### **Students taught by teacher parents**

Where students are taught by a parent who is also a teacher, the Head Teacher will allocate marking appropriately.

### **Exceptions and Variations to Policy**

The Principal reserves the right to alter the school assessment policy should exceptional circumstances present themselves. In such cases, advice from NESA will guide variations.

### **Rules and Procedures for Assessment**

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

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice or cheating. Malpractice in any form, including plagiarism, is unacceptable. Coffs Harbour Senior College takes allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. See below for Malpractice Policy and Procedures.

The following will be followed at Coffs Harbour Senior College:

1. Students must demonstrate they are serious candidates for both the Year 11 and HSC course by their regular attendance at school and in lessons and through their satisfactory performance in Assessment tasks. They must present themselves on time at the place specified for each Assessment Task or hand in each Assessment Task at the time specified.
2. Students are expected to have a back-up digital copy of any work created digitally. Technology failure is not an acceptable excuse for missing an Assessment Task due date.
3. All Assessment Tasks must be submitted with a cover sheet with a completed declaration of All My Own Work statement if requested by the class teacher.

### **Non-completion**

- If a student submits a task which is deemed to be a non-serious attempt by the teacher, then zero marks may be awarded.
- Students who fail to submit or attend an Assessment Task by the due date and time, or who fail to attend an Assessment Task with no valid reason will be given zero.
- Students who fail to submit or attend an Assessment Task by the due date and time but who have a valid reason must complete the Illness and Misadventure Application Form. Students may be allocated an extension of time or an alternative task. In exceptional circumstances it may be necessary to give an estimated mark.

### **Late submission**

- Tasks must be submitted by the due date prior to 9:45am, unless otherwise specified within school hours. Late submissions receive zero. If a student has a class at this time, they are expected to be in class and submit before 9am.

### **Illness/Misadventure**

#### **Absent the day before an Assessment Task or Partial Absence on the day of an Assessment Task**

- When a student is absent due to illness or misadventure on the day before an Assessment Task is due, or part of the day of an Assessment Task, they must complete an Illness /Misadventure Application Form. In the case of illness, misadventure or an explained absence, they must describe and provide supporting documentation.



- If a student's absence is unexplained, they will receive zero mark for that Assessment Task
- If a student misses any timetabled lesson, for an unexplained reason, on the day an Assessment Task is due, they will receive zero mark for that task.

### **Absent the due day of an Assessment Task**

If a student is aware they will be absent, other than on school business, on the due date of a task, they must complete a Leave of Absence Form which are available from the Front Office. This must be completed as soon as the student knows of their upcoming absence. The student must contact the relevant Head Teacher to make alternative arrangements as soon as possible. They may be required to submit or complete before the published due date.

- If the student knows in advance that they will be absent on school business on the due date, they must contact the relevant Head Teacher to make alternative arrangements as soon as possible.
- On the first day of return to school after absence due to illness or misadventure, an Illness/ Misadventure Application Form must be obtained from the office, or printed from the school website, and returned with the required documents within two days to the relevant Deputy Principal. This must include a written explanation for their absence. Independent evidence of illness must be provided by a medical practitioner and supporting documentation is required for misadventures. The student may need to re-sit the task or a substitute task (which may be immediately if appropriate) or given an extension. In exceptional circumstances with Principal approval, an estimated mark may be used.
- Where a student becomes ill or experiences an incident that affects their performance during an Assessment Task, the Head Teacher should be notified immediately. The student will complete an Illness/Misadventure Application Form and return with the required documents within two days to the relevant Deputy Principal. The student may need to re-sit the task or a substitute task, or an estimated mark may be used.
- Where a student requests an extension for an Assessment Task due to illness and/or misadventure prior to an Assessment Task, an Illness/Misadventure Application Form with relevant documentation must be completed and submitted to the relevant Deputy Principal.
- The relevant Head Teacher will inform the student of the outcome of the Illness/Misadventure Application.
- Failure to follow Illness and Misadventure policy may result in zero marks for that task.

### **Rules and Procedures for Examinations**

- If a student misses Examinations because they have misread the timetable, they will receive zero for the examination mark in that course. The final version of a timetable will be distributed to students in advance of the Examinations.
- Behaviour in Examinations. - students must remain for the entire length of the examination. Any student found to be disturbing the examination may receive zero marks for that task.
- If a student accidentally brings into the examination room anything with notes on it, paper or other unauthorized material or equipment, they are to hand them to the supervisor before the examination starts. There will be no penalty.
- Students found with notes, paper, unauthorised material, any communication device, mobile phone or similar in the examination room may have a penalty imposed, such as zero for this examination, or no result for the course.
- Equipment for tests and examinations needs to be clarified with the classroom teacher prior to the examination. It is the student's responsibility to make sure they obtain this information.

Examination supervisors will inspect any equipment brought into the examination room. Students must bring their equipment into the examination room in a clear container (such as a zip lock bag or plastic sleeve). Equipment should bear only the original inscribed information. Students must supply materials which are in working order (this includes calculators). Students cannot appeal on the grounds that their examination equipment did not work correctly. Students may bring an unmarked bottle of water in a clear bottle into the examination room.

Students may only use calculators that are NESAs approved. Well before the examination, students should verify with their teachers that their calculator is approved. Students are not permitted to borrow equipment during examinations.

- Where a student misses an examination task because of illness or misadventure, the school should be contacted prior to the task or examination. If possible, the student will be expected to sit for that missed task during the assessment period. On return to school, an Illness/ Misadventure Application Form must be completed and a medical certificate and/or other supporting documents for the day of the examination attached. If the task cannot be completed during the assessment period, an estimated mark may be used.

- When a student becomes ill or suffers an accident that affects their performance during a task or examination, the front office should be notified as soon as possible. On return to school an Illness/Misadventure Application Form must be completed with an attached medical certificate and/or supporting documents for the day of the examination and/or an examination supervisor's report completed. The medical certificate must state the exact illness. It cannot say that the student was absent due to 'a medical condition'. The student may need to re-sit the examination or an estimated mark may be used.
- Leave for absence other than Illness and Misadventure will not be granted for the examinations unless in exceptional circumstances, and with the approval of both the relevant Deputy Principal and the Principal. Leave applications will be considered provided all examinations can be completed within the examination period.
- If a student sits for an examination and also has an Illness and Misadventure appeal upheld, the student's rank in other Assessment Tasks may be used to determine their examination mark.
- Accelerated Students sitting a formal examination will be granted a leave of absence from their normal lessons for the day prior to and day of their examination. Requests for leave of absence should be to the Head Teacher Administration.

### **Disability Provisions for the HSC Examinations**

Disability Provisions are granted by NESAs to students sitting the Higher School Certificate examinations to address the effects of a special need on examination performance.

Regardless of the nature of the special need, the provisions granted are solely determined by the implications of that need on examination performance. Provisions include Braille papers, large print papers, use of a reader and/or writer, extra time, rest breaks, use of a personal computer etc.

The due date for Disability Provisions application forms is always the last day of Term 1 of the HSC examination year. In exceptional circumstances and with new information, students may receive permission at a later date. Please note that NESAs do not approve all requests for adjustments or special provisions and there is no guarantee a student will be provided with their preferred choice of special provisions.

At Coffs Harbour Senior College application forms for Disability Provisions are available from the Learning and Support Teacher.

Any additional supports or adjustments must be arranged with the Learning and Support Teacher and should be noted in a student's Learning and Support Plan.

### **Submitted Works and Practical Examinations for HSC Courses (Year 12)**

The following courses require you either to undertake practical examinations or to submit major works or projects:

- Aboriginal Studies
- Dance
- Design and Technology
- Drama
- English Extension 2
- History Extension
- Industrial Technology
- Languages
- Music 2 and Music Extension
- Science Extension
- Society and Culture
- Textiles & Design
- Visual Arts

Students are required to certify that any submitted works are their own. Class teachers must certify that they have been completed under the teacher's supervision. If school staff cannot certify the works, students may not be awarded marks for them, or may receive reduced marks.

Submitted artworks and other projects must conform to the size, weight and duration limits set by NESAs. Teachers will provide the exact specifications but, as a guide, a submitted work will be deemed to be oversized if it cannot be conveniently lifted and moved by a single person.

Dangerous artwork may not be marked; for example, artwork which includes barbed wire or cutting edges. Works incorporating hypodermic syringes or needles are prohibited and any such work will receive zero marks.

**Works must NOT be framed under glass or rigid plastic.** It impedes close inspection of the submission, and if broken, may cause damage to the work or to markers. It is recommended that 2D works are presented either flat, or in a folder or box. If works are mounted, simple cardboard mounts are preferred.

The oral/aural language examinations and practical examinations for Music are held separately from the written examinations.

## **Appeal and Review**

### **Timeline and initiating an appeal or request for review**

Students may request a review within five school days of a task being returned. Students or parents/carers must email the Deputy Principal and relevant Head Teacher with a completed Appeal Request Form.

### **In-school review of assessment marks**

Students who think that they have a valid reason to appeal the final mark that they have been allocated for a task must first refer to the marking criteria. Students may request an Assessment Review Form from the Front Office within five days of feedback being returned to students.

The Head Teacher and Deputy Principal will confer, and the appeal will either be upheld or declined. Written notification will be given to the student. If the appeal is upheld, the Assessment Task will be remarked by a second teacher or Head Teacher and the student will be awarded the agreed mark from both markers.

Should the student believe that they have reasonable grounds to appeal the decision again, they may request a meeting with the Principal.

### **Assessment Reviews for HSC Rankings**

Students may ask for a review of their assessment rank if the school's ranking (order of merit) is significantly different from their expected ranking, based on feedback from their performances on Assessment Tasks throughout the year. Any review will be concerned with the student's ranking. Students cannot ask for a review of a teacher's judgement on individual tasks.

The review of a student's ranking will occur after the last internal Assessment Tasks have been submitted. The review will be carried out by the school's Assessment Review Committee which will consist of:

- Deputy Principal(s)
- Head Teacher(s) of the course in question or a nominee.

## **Appeals**

Appeals can be made if the student thinks:

- the weighting of the tasks did not fit NESA requirements
- the procedure of the assessment did not conform to the assessment program
- computational or clerical error was responsible for an incorrect ranking
- the conduct of the review was not proper.

## **HSC and Preliminary HSC Malpractice Policy and Procedures**

The following guidelines give an overview of HSC Malpractice Policy and Procedures at Coffs Harbour Senior College.

Cases of Malpractice will be dealt with on a case by case basis, in line with the decisions of the School Executive, the NESA Board and the ACE Manual. In some cases it may be necessary to call an Assessment Review Panel to review malpractice cases. The panel will review each malpractice case on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the principal who is the final decision maker in all matters of assessment at the College.

Candidates for the HSC, as well as their teachers and others who guide them, must comply with NESA's requirements for upholding the integrity of HSC school-based assessment and exams.

Students are responsible for knowing and complying with NESA's ACE Rules and policies regarding malpractice including:

All My Own Work (and/or its equivalent), and

HSC Rules and Procedures Guide,

HSC minimum standard: Malpractice and breaches of test rules

HSC practical exams.

HSC practical exams: Malpractice and breaches of test rules

CHSC Assessment Rules and Procedures

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable at Coffs Harbour Senior College. Coffs Harbour Senior College and NESAs treat allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the Preliminary HSC, RoSA or the HSC.

Schools must act on any form of malpractice that is brought to their attention. Where a student is found to have engaged in malpractice in an HSC school-based Assessment Task, this may be recorded in the NESAs Malpractice Register. Students will be provided with the school's malpractice policy at the commencement of their Preliminary studies. Students and parents/carers are responsible for familiarising themselves with NESAs and the school's malpractice policy.

A zero mark may be recorded for tasks where malpractice is involved. Malpractice is defined as any activity that allows a student to gain an unfair advantage over other students. Breach of Assessment Rules or Conditions, Collusion, Misrepresentation and Plagiarism could include, but are not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- re-submitting a task you have previously submitted.

The use of computer-generated text or other content from sources such as Bard or ChatGPT may only be used when explicit consent to do so has been stated clearly in a task notification. This applies to any submittable task, including formative, summative, informal or formal assessment. If permission is given to use AI, then explicit referencing must be provided by students. This must accurately identify any or all use of AI generated text. The use of AI Generated work without appropriate referencing and permission will constitute malpractice in the form of collusion and may result in the student receiving zero marks for that task.

Any assignments/Assessment Tasks submitted must be student's own work. Plagiarism is the theft of someone else's work. This includes copying the work of another person directly and intermingling it with your own work or simply presenting something that you didn't write as your own. Plagiarism may result in the student receiving zero marks for that task. Students who are found to have knowingly allowed their work to be copied or who have given their work to another student may also receive zero marks for that task.

Students found to have copied another student's work will also receive a NESAs 'N' determination Official Warning Letter. All students have the responsibility to protect their intellectual property (their own work). Where advised by the teacher, students will be required to submit their assessment with an HSC: All My Own Work declaration form. These are included in all assessment notifications at the College.

If requested, students must be able to provide evidence that their work is their own. This could include drafts, evidence of planning, a timestamped document or a version and edit history.

Coffs Harbour Senior College reserves the right to:

Change the date or conditions of an Assessment Task if necessary to be fair to all students or because of unforeseen circumstances.

Set a substitute task if, for any reason, the initial task fails to discriminate or is found to be invalid.

If a problem occurs during an in-class, test, performance or other timed Assessment Task, the student should attempt to complete the task and afterwards request that its validity be determined by the assessment review panel.

Students found to have engaged in Malpractice will be entered into the NESA Malpractice Register and may receive a zero grade.

Students are expected to have a back-up digital copy of any work created digitally. Technology failure is not an acceptable excuse for missing an Assessment Task due date.

All hand-in tasks must contain a bibliography if requested by the teacher.

If a student submits a task which is deemed to be a non-serious attempt by the teacher, then zero marks may be awarded.

Students who fail to submit or attend an Assessment Task by the due date and time, or who fail to attend an Assessment Task with no valid reason will be given zero. Students must demonstrate they are serious candidates for both the Year 11 and HSC course by their regular attendance at school and in lessons and through their satisfactory performance in Assessment Tasks. They must present themselves on time at the place specified for each Assessment Task or hand in each Assessment Task at the time specified.

### **Definitions:**

**All My Own Work (AMOW):** AMOW is an educational program designed to instruct students about scholarship principles and ethical practices, and comprises content across 4 topics related to locating and acknowledging sources of information, plagiarism, copyright, and working with others. To be eligible for entry into a Preliminary and/or HSC course, and for the award of the HSC, all students must complete All My Own Work (AMOW) or its equivalent, and all other eligibility requirements.

**Breach Of Assessment Conditions:** A breach of assessment conditions includes any breach of HSC exam rules and procedures, HSC Assessment Procedures and HSC minimum standard test rules and procedures.

**Collusion** is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment. Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

**Malpractice** occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage. It can include some or all of the following: Breach of Assessment Rules or Conditions, Collusion, Misrepresentation and Plagiarism.

**Misrepresentation** is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

- Misrepresentation can include but is not limited to:
- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

**Non-serious attempt** is when a student does not display a minimum engagement with an assessment or examination. To meet the eligibility requirements for the HSC, students must attend and make a serious attempt in all their HSC exams. For an HSC exam or HSC minimum standard attempt to be considered a serious attempt, students must respond to and demonstrate academic engagement with the task. Non-serious attempts include but are not limited to:

- answering only multiple-choice questions, and/or
- responses containing objectionable material:
- abuse directed at a member of school staff, Presiding Officer(s) or NESA, and/or
- obscene symbols, drawings, or comments.

**Plagiarism** is when a student pretends to have written, created or developed work that has originated from another source. Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

**For more information:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

<https://curriculum.nsw.edu.au/ace-rules/ace2/hsc-practicals>

<https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice>

<https://curriculum.nsw.edu.au/ace-rules/ace3/course-commencement>

<https://curriculum.nsw.edu.au/ace->

[rules/ace10/malpractice#acerule=n10\\_1\\_reporting\\_malpractice\\_in\\_school\\_based\\_assess&part=content\\_0](https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice#acerule=n10_1_reporting_malpractice_in_school_based_assess&part=content_0)

## Illness and Misadventure

### ASSESSMENT TASK PROCEDURE FOR ILLNESS/MISADVENTURE/ABSENCE

Have you missed or will you miss an assessment task / exam?

Contact the administration office on 66593054 or email [coffsharbs-h.school@det.nsw.edu.au](mailto:coffsharbs-h.school@det.nsw.edu.au)  
The office will inform the relevant Head Teacher and ask that you submit an Illness Misadventure Form

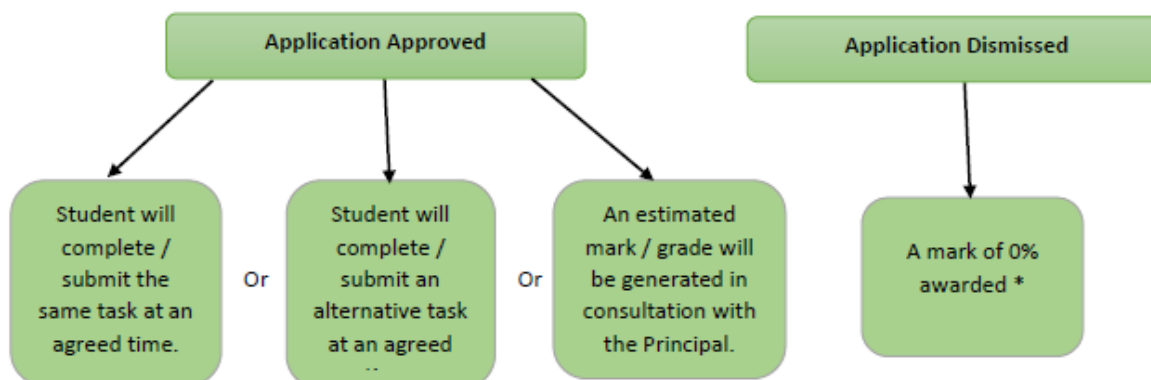
Complete and Submit IM Form immediately or within 2 days of return to school.  
To the Office

The Deputy Principal will liaise with Teacher / Head Teacher about the Application. (IM forms can be found on the college website or the administration office).

The Teacher / Head Teacher will contact you with the result of the Application and discuss the required resolution.

Note: You do not need to fill in an illness misadventure form if your absence is due to a College approved activity (Excursion / Sport) but you **MUST** contact the Head Teacher of the Subject involved prior to the absence to organise for the task to be completed.

#### Possible Outcomes of an Illness Misadventure Application



If a student is sick during a task they must let the supervisor know and start illness/misadventure procedure

If a student misses a re-set task they must start the whole illness/misadventure procedure over again

\*An appeal process exists for this outcome.

## Assignment/Assessment Task Cover Sheet

Please attach this signed cover sheet to every assignment/assessment task you submit.

<b>NESA Student Number:</b>	
<b>Subject:</b>	<b>Due Date:</b>
<b>Task Title:</b>	<b>Date of Submission:</b>

### All My Own Work

#### 1. Acknowledgement of sources by compiling a bibliography

One of the most important elements of good practice involves careful acknowledgement of the ideas of others used in your response. This acknowledgement should occur in your answer at the point where you use another's ideas (e.g. Jones, 2007, p.92, i.e. author's surname, date of publication, page) and in a bibliography at the conclusion of your response.

#### 2. Avoiding plagiarism

Plagiarism involves using the work of another person and presenting it as your own. These are some ways you would be plagiarising, unless you have clearly acknowledged your source:

- Copying out part(s) of any document from any source, including the internet;
- Using someone else's ideas or conclusions, even if you have put them in your own words;
- Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded some parts.

#### DECLARATION:

I have read and understood the **All My Own Work** statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

Student Initial /Confirmation: ..... Date: .....



# Individual Course Assessment Schedules

## 2 Unit ABORIGINAL STUDIES

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/aboriginal-studies>

### Summary of Course Content:

1960s onwards (120 indicative hours)

#### Part I: Social Justice and Human Rights Issues

A - Global Perspective (20% of indicative course time) **AND**

B - Comparative Study (30% of indicative course time)

#### Part II: 20% of indicative course time

A - Aboriginality and the Land, **OR**

B - Heritage and Identity

#### Part III: Research and Inquiry Methods – Major Project (30% of indicative course time)

### Course Outcomes:

A student develops the skills to:

H1.1 evaluate the impact different viewpoints of colonialism on Aboriginal and other Indigenous people

H1.2 analyse and discuss the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous people

H1.3 assess the representation of Aboriginal peoples for bias and cultural stereotyping

H2.1 examine contemporary expressions of Aboriginal and other Indigenous people's culture, heritage and identity

H2.2 analyse the importance of country as a contemporary issue impacting on Aboriginal and other Indigenous people's culture, political, social and economic life

H3.1 assess the effectiveness of Government policies, legislation and legal decisions in addressing discrimination

H3.2 evaluate the impact of Government policies, legislation and legal decisions of the socioeconomic status of Aboriginal peoples and communities

H3.3 evaluate the initiatives that promote the social economic and political independence of Aboriginal and other Indigenous peoples

H4.1 plan, investigate, analyse, synthesize and communicate relevant information incorporating Aboriginal and other indigenous people's perspectives

H4.2 undertake community consultation and fieldwork and apply ethical research practices

H4.3 investigate and compare the histories and cultures of Aboriginal peoples and other Indigenous peoples

### NESA Assessment Components:

A - Knowledge and understanding of course content 40%

B - Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives 25%

C - Research and inquiry methods including aspects of the major projects 20%

D - Communication of information, ideas and issues in appropriate forms 15%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Extended response: Global human rights and social justice	Major Project due	Research task: Heritage and Identity	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 7	Term 1, 2025 Week 11	Term 2, 2025 Week 5	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	H1.2, 3.1, 3.2, 3.3	H4.1, 4.2, 4.3	H1.3, 2.1, 2.2,	H1.1, 1.3, 2.1, 2.2	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	10	5	5	<b>25</b>
Research and inquiry methods including aspects of the major projects		10	10		<b>20</b>
Communication of information, ideas and issues in appropriate forms		10		5	<b>15</b>
<b>Total %</b>	<b>10</b>	<b>40</b>	<b>20</b>	<b>30</b>	<b>100</b>

## 2 Unit ANCIENT HISTORY

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017>

### Summary of Course Content:

Part I:	Core: Cities of Vesuvius – Pompeii and Herculaneum	25%
Part II:	Ancient Societies	25%
Part III:	Personalities in Their Times	25%
Part IV:	Historical Periods	25%

### Course Outcomes:

*A student:*

- AH12.1 accounts for the nature of continuity and change in the ancient world
- AH12.2 proposes arguments about the varying causes and effects of events and developments
- AH12.3 evaluates the role of historical features, individuals and groups in shaping the past
- AH12.4 analyses the different perspectives of individuals and groups in their historical context
- AH12.5 assesses the significance of historical features, people, places, events and developments of the ancient world
- AH12.6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH12.7 discusses and evaluates differing interpretations and representations of the past\
- AH12.8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH12.9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH12.10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

### NESA Assessment Components:

A - Knowledge and understanding of course content	40%
B - Historical Skills in the Analysis of sources and interpretations	20%
C - Historical inquiry and research	20%
D - Communication of historical understanding in appropriate forms	20%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Core Study: Research and analysis	Historical Period: Extended Response	Society Study: source analysis	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 10	Term 1, 2025 Week 11	Term 2, 2025 Week 10	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	AH12.6, 12.7, 12.8, 12.10	AH12.1, 12.2, 12.3, 12.4, 12.7, 12.8, 12.9	AH12.4, 12.6, 12.7, 12.9	AH12.2, 12.3, 12.4, 12.5, 12.7, 12.9	
Components	Weighting %				
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Historical Skills in the Analysis of sources and interpretations	5	5	5	5	<b>20</b>
Historical inquiry and research	5	10	5		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## 2 Unit BIOLOGY

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/biology-2017>

### Summary of Course Content:

Brief overview of course:

**Module 5 Heredity** - Students investigate reproduction and inheritance patterns in plants and animals. They investigate the role of DNA in polypeptide synthesis and the uses of technologies in the study of inheritance patterns.

**Module 6 Genetic Change** - Students investigate genetic change, including mutations, environmental pressure and uses of biotechnology. They investigate how the processes of inheritance and evolution are applied.

**Module 7 Infectious Disease** - Students examine the treatment, prevention and control of infectious diseases. They investigate the role of the human immune system and its response to infection.

**Module 8 Non-Infectious Diseases and Disorders** - Students investigate non-infectious diseases and disorders including their causes and effects on human health. They examine technologies and their uses in treating disease and disorders as well as the epidemiology of non-infectious disease in populations.

### Course Outcomes:

A student:

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

*Working Scientifically are outcomes 1–7. Knowledge and Understanding outcomes are numbered 12–15.*

### NESA Assessment Components:

- A - Skills in Working Scientifically      60%
- B - Knowledge and understanding      40%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Research/Validation Task	Practical and Comprehension Task	Depth Study	Trial HSC Examination	
<b>Timing</b>	Term 4, 2024 Week 7	Term 1, 2025 Week 6	Term 2, 2025 Week 7	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	BIO 12-4, 12-5, 12-6, 12-7	BIO 12-4, 12-5, 12-6, 12-7	BIO 12-1, 12-4, 12-5, 12-6, 12-7	BIO 12-1 to 12-15	
<b>Components</b>					<b>Weighting %</b>
Skills in working scientifically	10	20	20	10	<b>60</b>
Knowledge and understanding	5	10	5	20	<b>40</b>
<b>Total %</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>100</b>

## 2 Unit BUSINESS STUDIES

**Syllabus:** Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies>

### Summary of Course Content:

Operations  
Marketing  
Finance  
Human Resources

### Course Outcomes:

*A student:*

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

### NESA Assessment Components:

A - Knowledge and understanding of course content	40%
B - Stimulus based skills	20%
C - Inquiry and research	20%
D - Communication of business ideas in appropriate forms	20%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Short answers and report: Operations	Marketing research task	HR: question/s (skills and seen questions)	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 9	Term 1, 2025 Week 10	Term 2, 2025 Week 7	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	H1, 3, 4, 5, 6, 8, 9	H1, 2, 4, 5, 7, 8, 9	H2, 3, 4, 5, 6, 8, 9	H1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Stimulus based skills	5	5	5	5	<b>20</b>
Inquiry and research		10	10		<b>20</b>
Communication of business ideas in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>100</b>

## 2 Unit CHEMISTRY

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/chemistry-2017>

### Summary of Course Content:

**Module 5** - Students investigate the effects of changes in temperature, concentration of chemicals and pressure on equilibrium systems, and consider that these can be predicted by applying Le Chatelier's principle. Students make predictions by comparing equilibrium calculations and equilibrium constants.

**Module 6** - Students analyse how and why the definitions of both an acid and a base have changed over time, and how the current definitions characterise the many chemical reactions of acids.

**Module 7** - Students examine the principles and applications of chemical synthesis in the field of organic chemistry. Current and future applications of chemistry include techniques to synthesise new substances. Students investigate the many classes of organic compounds and their characteristic chemical reactions.

**Module 8** - Students investigate a range of methods used to identify and measure quantities of chemicals. They process and analyse data involving the identification and quantification of ions present in aqueous solutions. Students deduce or confirm the structure and identity of organic compounds by interpreting data from qualitative tests.

### Course Outcomes:

A student:

- 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
- CH12-12 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

*Working Scientifically are outcomes 1–7. Knowledge and Understanding outcomes are numbered 12–15.*

### NESA Assessment Components:

- A - Skills in Working Scientifically                      60%
- B - Knowledge and understanding                      40%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Investigation Equilibrium and Acid Reactions	Practical Skills and Acid/base Reactions	Depth Study	Trial HSC Examination	
<b>Timing</b>	Term 4, 2024 Week 8	Term 1, 2025 Week 9	Term 2, 2025 Week 8	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	CH 12-2, 12-3, 12-4, 12-7, 12-12	CH 12-1, 12-2, 12- 3, 12-4, 12-5, 12-6, 12-7, 12-13	CH 12-1, 12-4, 12-5, 12-6, 12-7, 12-14	CH 12-1 to 12-15	
Components					Weighting %
Skills in Working Scientifically	15	15	20	10	<b>60</b>
Knowledge and understanding	5	5	10	20	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## 2 Unit COMMUNITY & FAMILY STUDIES

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhp/community-family-studies-syllabus>

### Summary of Course Content:

#### Core Modules (75% total)

- Research Methodology 25%
- Groups in Context 25%
- Parenting and Caring 25%

#### Option Modules (25% total)

Select one of the following options:

- Family and Societal Interactions 25%
- Social Impact of Technology 25%
- Individuals and Work 25%

### Course Outcomes:

A student

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

### NESA Assessment Components:

- A - Knowledge and understanding 40%
- B - Skills in critical thinking, research methodology, analysing and communication 60%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Individual Research Project Analysis	Presentation	Research Task	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 8	Term 1, 2025 Week 6	Term 2, 2025 Week 5	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	H4.1, 4.2	H2.1,2,3,3.1.5.2	H1.1, 2.2, 3.1, 3.3	H1.1, 2.1,3.2, 3.4	
Components	Weighting %				
Knowledge and understanding	5	10	5	20	<b>40</b>
Skills in critical thinking, research methodology, analysing and communication	15	15	20	10	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## 2 Unit DANCE

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/dance-syllabus>

### Summary of Course Content:

In the HSC course, students continue their study of dance as an artform. They continue core study in the three core components. Students also undertake an in-depth study of dance in one of the major study components, either Performance, Composition, Appreciation or Dance and Technology. The three core study components are each allocated 20 percent of time, and the major study is allocated 40 percent.

Core content - Dance Appreciation / Core Performance / Core Composition.

Major Study – Appreciation OR Performance OR Composition OR Dance & Technology

### Course Outcomes:

A student

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

### NESA Assessment Components:

A – Performance	20%
B – Composition	20%
C – Appreciation	20%
D – Major Study	40%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Appreciation and Performance	Major Study and Appreciation	Composition	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 8	Term 1, 2025 Week 6	Term 2, 2025 Week 8	Term 3, 2025 Week 2	
<b>Outcomes assessed</b>	H 1.1, 1.2, 1.3, 2.1, 2.2, 4.3, 4.4, 4.5	H1.1, 1.2, 1.3, 2.1, 2.2	H1.1, 1.2, 1.3, 3.1, 3.2, 4.1, 4.3, 4.4, 4.5	H1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4,	
<b>Components</b>					<b>Weighting %</b>
Performance	15			5	<b>20</b>
Composition			15	5	<b>20</b>
Appreciation	10		10		<b>20</b>
Major Study		20		20	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>



## 2 Unit DESIGN & TECHNOLOGY

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/tas/design-and-technology-syllabus>

### Summary of Course Content:

This course covers design theory, processes, environmental and social issues, communication, research, and the use of technologies, materials, tools, and techniques. It includes hands-on activities to develop design and production skills. Students will work on design projects, including a Major Design Project with a supporting folio, where they will apply design, production, and evaluation skills to address a specific need or opportunity.

### Core content:

Innovation and emerging technologies  
Designing and producing

### Course Outcomes:

A student:

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

### NESA Assessment Components:

- A - Knowledge and understanding of course content 40%
- B - Knowledge and skills in designing, managing, producing and evaluating a major design project 60%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Project Proposal and Planning Presentation	Innovation and Emerging Technology Case Study*	Project Development, Testing and Management Report	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 6	Term 1, 2025 Week 6	Term 2, Week 4	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	H2.1, 4.1, 4.2	H2.2, 3.1, 3.2, 6.2	H4.3, 5.1, 5.2, 6.1	H1.1, 1.2, 2.1, 2.2, 3.1, 6.2	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content		20		20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## 2 Unit **DISTANCE EDUCATION COURSES**

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages>

Distance Education courses will be assessed by either the Camden Haven Distance Education Centre (DEC) or the Open High School (OHS).

## 2 Unit DRAMA

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus>

### Summary of Course Content:

Drama provides students with the opportunity to engage in collaborative and individual experiences to develop skills in interpretation, communication, performance and critical analysis. Students engage with the cultural traditions and social contexts of drama and theatre through critical study and experiences in practical workshop activities and performances.

- Australian Drama and Theatre – Dramatic Traditions
- Studies in Drama and Theatre – Approaches to Acting
- The Group Performance
- The Individual Project

### Course Outcomes:

A student

- H1.1 uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 uses performance skills to interpret and perform scripted and other material
- H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual group devised works
- H1.4 collaborates effectively to produce a group-devised performance
- H1.5 demonstrates directorial skills
- H1.6 records refined group performance work in appropriate form
- H1.7 demonstrates skills in using the elements of production
- H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9 values innovation and originality in group and individual work
- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media
- H2.4 appreciates the dynamics of drama as a performing art
- H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance
- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

### NESA Assessment Components:

A – Making	40%
B – Performing	30%
C – Critically Studying	30%

Group Performance and Individual Projects are assessed as a process mark. Individual Projects will be reviewed through presentation of work, Logbook and interview with the final process mark allocated in Term 3. Group Performances will be reviewed in Term 2 with the final process mark allocated in Term 3.

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Studies in Drama and Theatre "Approaches to Acting": Students facilitate an Acting Workshop & complete a written reflection.	Australian Drama & Theatre Practical Performance and Written Reflection.	Individual Project Group Devised Performance Submission – IP & GD Logbook IP Rationale	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 8	Term 1, 2025 Week 8	Term 2, 2025 Week 9	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	H1.1, H1.4, 1.5, H2.1, 2.3, H3.1, 3.2, 3.3	H1.1, 1.2, 1.3, H2.3, H3.1, 3.2, 3.3	H1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 H2.1, 2.2, 2.3	H3.1, 3.2, 3.3	
<b>Components</b>					
Making	10	10	20		<b>40</b>
Performing	5	5	20		<b>30</b>
Critically Studying	5	5		20	<b>30</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>100</b>

## 2 Unit EARTH & ENVIRONMENTAL SCIENCE

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/earth-and-environmental-science-2017>

### Summary of Course Content:

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and nonrenewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

It includes the study of the following modules:

**Module 5** – Earth's Processes

**Module 6** - Hazards

**Module 7** – Climate Science

**Module 8** – Resource Management

### Course Outcomes: A student:

- EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- EES11/12-2 designs and evaluates investigations to obtain primary and secondary data and information
- EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES11/12-5 analyses and evaluates primary and secondary data and information
- EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history
- EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
- EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
- EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

### NESA Assessment Components:

- A - Skills in Working Scientifically                      60%
- B - Knowledge and Understanding                      40%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Practical Skills and Data Analysis Task	Annotated Bibliography Task	Depth Study Task	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 8	Term 1, 2025 Week 8	Term 2, 2025 Week 9	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	EES11/12.4, 5, 6,7 EES12.12	EES11/12.1 to 7 EES12.15	EES11/12.1 to 7 EES12.12 to 15	EES11/12.1 to 7 EES12.12 to 15	
Components					Weighting %
Skills in Working Scientifically	15	15	20	10	<b>60</b>
Knowledge and understanding	5	5	10	20	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## 2 Unit ECONOMICS

**Syllabus:** Go to

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/economics>

### Summary of Course Content:

1. The Global Economy
2. Australia's Place in the Global Economy
3. Economic Issues
4. Economic Policies and Management

### Course Outcomes:

*A student:*

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

### NESA Assessment Components:

A - Knowledge and understanding of course content	40%
B - Stimulus based skills	20%
C - Inquiry and research	20%
D - Communication of economic information in appropriate forms	20%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Research Task - Globalisation	Short answers on Economic Issues and skills in class	Extended response: seen	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 9	Term 2, 2025 Week 5	Term 2, 2025 Week 9	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	H1, 2, 8, 9, 10, 12	H1, 2, 7, 8, 10, 11, 12	H1, 2, 6, 7, 9, 10, 12	H1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Stimulus based skills		10	5	5	<b>20</b>
Inquiry and research	10	5	5		<b>20</b>
Communication of economic information in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## 2 Unit ENGINEERING STUDIES

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/tas/engineering-studies-syllabus>

### Summary of Course Content:

This course provides students with the opportunity to study engineering by investigating a range of applications and fields of engineering. Students learn about historical and societal influences, the scope of the profession and develop skills in technical communication. Students apply knowledge of engineering mechanics, hydraulics, electricity, electronics and engineering materials to solve engineering problems

### Course Outcomes:

*A student:*

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

### NESA Assessment Components:

- A – Knowledge and understanding of course content 60%
- B – Knowledge and skills in research, problem solving and communication related to engineering practice 40%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Civil Engineering: Truss Analysis and Report	Personal and Public Transport: Topic Test	Aeronautical/Telecommunications: Careers in Engineering Report	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 10	Term 1, 2025 Week 6	Term 2, 2025 Week 7	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	H1.2, 2.1, 3.1, 3.2, 3.3, 4.1, 5.1, 5.2, 6.1, 6.2	H1.1, 1.2, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2	H1.2, 2.1, 3.1, 3.3, 5.1, 5.2, 6.1, 6.2	H1.1, 1.2, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 4.3, 6.1	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	15	25	10	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	15	5		20	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## 2 Unit ENGLISH STUDIES

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english>

### Summary of Course Content:

Core content: Texts and Human Experiences

Modules: the study of 2 – 4 Modules

### Course Outcomes:

*A student:*

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

### NESA Assessment Components:

A - Knowledge and understanding of course content

50%

B - Skills in comprehending texts and communicating ideas using language accurately, appropriately and effectively

50%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Common Module: Multimodal Presentation on set text and related text	Elective 1 / 2: Extended Response	Elective: Writing Portfolio	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 9	Term 1, 2025 Week 10	Term 2, 2025 Week 9	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	ES12-1, 12-2, 12-5, 12-6, 12-8, 12-9	ES12-4, 12-7, 12-9 12-10	ES12-1, 12-3, 12-4, 12-5, 12-6, 12-7, 12-10	ES12-1, 12-2, 12-3, 12-4, 12-5, 12-7, 12-6, 12-9	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	15	15	10	<b>50</b>
Skills in comprehending texts and communicating ideas using language accurately, appropriately and effectively	15	10	15	10	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>

## 2 Unit ENGLISH STANDARD

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english>

### Summary of Course Content:

Core content: Texts and Human Experiences

Module A: Language, Identity and Culture

Module B: Close Study of Literature

Module C: Craft of Writing

### Course Outcomes:

*A student:*

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

### NESA Assessment Components:

A - Knowledge and understanding of course content

50%

B - Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes

50%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Common Module: Multimodal Presentation and Personal Response	Module A: Extended Response	Module C: Response and Reflection	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 9	Term 1, 2025 Week 9	Term 2, 2025 Week 8	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	EN12-1,12-2, 12-5,	EN12-3, 12-7, 12-8	EN12-1, 12-4, 12-5, 12-9	EN12-1, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>



## 2 Unit ENGLISH ADVANCED

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english>

### Summary of Course Content:

Common Module: Texts and Human Experiences

Module A: Textual Conversations

Module B: Critical Study of Literature

Module C: Craft of Writing

### Course Outcomes:

*A student:*

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

### NESA Assessment Components:

A - Knowledge and understanding of course content

50%

B - Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes

50%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Common Module: Multimodal Presentation and Personal Response	Module A: Comparative Response	Module C: Response and Reflection	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 10	Term 1, 2025 Week 10	Term 2, 2025 Week 9	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	EA 12-1, 12-2, 12-3, 12-5, 12-7	EA 12-3, 12-5, 12- 6, 12-8	EA 12-3, 12-4, 12-5, 12-9	EA 12-1, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# 1 Unit ENGLISH EXTENSION 1

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english>

## Summary of Course Content:

Common Module: Literary Worlds  
One Elective from this common module

## Course Outcomes:

*A student:*

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

## NESA Assessment Components:

- A - Knowledge and understanding of complex texts and how and why they are valued 50%
- B - Skills in complex analysis, sustained composition and independent investigation 50%

## Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	
Nature of task	Literary Worlds Portfolio	Elective: Critical Response	Trial HSC Exam	
Timing	Term 1, 2025 Week 2	Term 2, 2025 Week 5	Term 3, 2025 Weeks 4 - 6	
Outcomes assessed	EE12-1, 12-2, 12-4	EE12-1, 12-3, 12-5	EE12-1, 12-2, 12-4	
Components				Weighting %
Knowledge and understanding of complex texts and how and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis, sustained composition and independent investigation	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## 1 Unit ENGLISH Extension 2

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english>

### Summary of Course Content:

Major Work

### Course Outcomes:

*A student:*

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

### NESA Assessment Components:

A - Skills in extensive independent investigation 50%

B - Skills in sustained composition 50%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Viva Voce addressing the proposal for the Major Work	Literature Review: the impact of independent investigation on the development of the Major Work	Critique of the creative process with journal evidence	
<b>Timing</b>	Term 4, 2024 Week 9	Term 2, 2025 Week 2	Term 3, 2025 Week 2	
<b>Outcomes assessed</b>	EEX12-1, 12-3, 12-4	EEX12-4, 12-5	EEX12-1, 12-2, 12-3, 12-4, 12-5	
<b>Components</b>				<b>Weighting %</b>
Skills in extensive independent investigation	15	20	15	<b>50</b>
Skills in sustained composition	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## 2 Unit ENTERPRISE COMPUTING

**Syllabus:** Go to <https://curriculum.nsw.edu.au/learning-areas/tas/enterprise-computing-11-12-2022/teaching-and-learning>

### Summary of Course Content:

The Year 12 course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.

- Data Science
- Data Visualisation
- Intelligent Systems
- Enterprise Project

### Course Outcomes:

*A student:*

- EC-12-01 explains how systems meet the needs of a range of enterprises
- EC-12-02 explains the function of data and information within enterprise computing systems
- EC-12-03 explains and evaluates how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
- EC-12-04 explains how data is used in enterprise computing systems
- EC-12-05 applies tools and resources to analyse complex datasets
- EC-12-06 analyses how innovative technologies have influenced enterprise computing systems
- EC-12-07 explains the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment
- EC-12-08 justifies the selection and use of tools and resources to design and develop an enterprise computing system
- EC-12-09 selects and applies methods to record the management and evaluate the development of an enterprise computing system
- EC-12-10 evaluates the effectiveness of an enterprise computing system
- EC-12-11 communicates an enterprise computing solution to a specific audience

### NESA Assessment Components:

- A - Knowledge and understanding of course content 50%
- B - Knowledge and skills in the practical application of the content 50%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Data Science Task	Data Visualisation task	Individual Enterprise project	Trial HSC Exam	
Timing	Term 4, 2024 Week 9,	Term 1, 2025 Week 10	Term 2, 2025 Week 10	Term 3, 2025 Weeks 4-6	
Outcomes assessed	EC-12-02, 12-04, 12-05	EC-12-01, 12-05, 12-06, 2-11	EC-12-06, 12-07, 12-08, 12-09, 12-10, 12-11	EC-12-01, 12-02, 12-03, 12-04, 12-05, 12-06, 12-07, 12-08, 12-09, 12-10, 12-11	
Components					Weighting %
Knowledge and understanding of course content	10	10	15	15	50
Knowledge and skills in the practical application of the content	10	10	15	15	50
<b>Total %</b>	20	20	30	30	<b>100</b>

## 2 Unit FOOD TECHNOLOGY

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/tas/food-technology-syllabus>

### Summary of Course Content:

This course covers key areas of the food industry, focusing on food quality, contemporary nutrition issues, food manufacture, and food product development.

### Course Outcomes:

A student:

- H1.1 explains manufacturing processes and technologies used in the production of food products
- H1.2 examines the nature and extent of the Australian food industry
- H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on 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

### NESA Assessment Components:

A - Knowledge and understanding of course content	40%
B - Knowledge and skills in designing, researching, analysing and evaluating	30%
C - Skills in experimenting with and preparing food by applying theoretical concepts	30%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Case Study Australian Food Industry	In class response	Research task	Trial HSC Exam	
Timing	Term 4, 2024 Week 7	Term 1, 2025 Week 8	Term 2, 2025 Week 6	Term 3, 2025 Weeks 4-6	
Outcomes assessed	H1.2, 1.4, 3.1,	H1.1, 1.3, 4.2, 5.1	H3.2	H1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 4.2, 5.1	
Components					Weighting %
Knowledge and understanding of course content	10	5	5	20	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	10	10	5	5	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts		5	20	5	<b>30</b>
Total %	20	20	30	30	100

## 2 Unit FRENCH BEGINNERS

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages>

### Summary of Course Content:

For the HSC students undertaking Beginners French must study all topics listed in the syllabus, including topics previously studied in the Year 11 Course but at greater depth. This includes:

- Social Interaction
- Personal Identifications
- Leisure
- Travel and tourism
- Shopping and Services

### Course Outcomes:

A student:

- H1.1 establishes and maintains communication in French
- H1.2 manipulates linguistic structures to express ideas effectively in French
- H1.3 sequences ideas and information
- H1.4 applies knowledge of the culture of French-speaking communities to interact appropriately
- H2.1 understands and interprets information in texts using a vast range of strategies
- H2.2 conveys the gist of and identifies specific information in texts
- H2.3 summarises the main points of a text
- H2.4 draws conclusions from or justifies an opinion about a text
- H2.5 identifies the purpose, context and audience of a text
- H2.6 identifies and explains aspects of the culture of French-speaking communities in texts
- H3.1 produces texts appropriate to audience, purpose and context
- H3.2 structures and sequences ideas and information
- H3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in French
- H3.4 applies knowledge of the culture of French-speaking communities to the production of texts

### NESA Assessment Components:

C1 – Listening	30%
C2 – Speaking	20%
C3 – Reading	30%
C4 – Writing	20%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Oral Presentation	Aural Comprehension	Response to Written Text	Trial HSC Exam	
Timing	Term 4, 2024 Week 10	Term 1, 2025 Week 10	Term 2, 2025 Week 10	Term 3, 2025 Weeks 4-6	
Outcomes assessed	H1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	H1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	H2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	H1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Components					Weighting %
Listening		25		5	30
Speaking	15			5	20
Reading			20	10	30
Writing			10	10	20
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

## 2 Unit GEOGRAPHY

**Syllabus:** Go to <https://curriculum.nsw.edu.au/learning-areas/hsie/geography-11-12-2022/overview>

### Summary of Course Content:

Elective 1 – Global sustainability (30 hours)

Elective 2 – Rural and urban places (45 hours)

Elective 3 – Ecosystems and global biodiversity (45 hours)

### Course Outcomes:

*A student*

GE-12-01: analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time

GE-12-02: analyses geographical processes and influences, at a range of scales, that form and transform places and environments

GE-12-03: assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management

GE-12-04: evaluates responses and management strategies, at a range of scales, for sustainability

GE-12-05: synthesises and evaluates relevant geographical information from a variety of sources

GE-12-06: justifies geographical methods used in geographical inquiry and their relevance in the contemporary world

GE-12-07: selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments

GE-12-08: applies mathematical ideas and techniques to analyse complex geographical data

GE-12-09: communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

### NESA Assessment Components:

A - Knowledge and understanding of course content	40%
B - Geographical skills and tools	20%
C - Geographical inquiry and research, including fieldwork	20%
D - Communication of geographical information, ideas and issues in appropriate forms	20%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Fieldwork report Ecosystems and biodiversity	Research Task: Rural and Urban Places	Geographical inquiry skills/tools – mapping activities Global sustainability	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 7	Term 1, 2025 Week 8	Term 2, 2025 Week 8	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	GE-12-02, 12-04, 12-07	GE-12-03, 12-05, 12-09	GE-12-01, 12-04, 12- 08	GE-12-01, 12-02, 12- 08, 12-09	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	5	15	<b>40</b>
Geographical skills and tools	5	5	5	5	<b>20</b>
Geographical inquiry and research, including fieldwork	5	5	5	5	<b>20</b>
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

# 1 Unit HISTORY Extension

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/history-extension-2017>

## Summary of Course Content:

- Project
- Case Study
  - Selected Readings

## Course Outcomes:

*A student:*

HE12.1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

HE12.2 plans, conducts and presents a substantial historical investigation involving analysis, syntheses and evaluation of information from historical sources of differing perspectives and historical approaches

HE12.3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

HE12.4 constructs a historical position about an area of historical inquiry and discusses and challenges other positions

## NESA Assessment Components:

A - Knowledge and understanding of significant historical ideas and processes 40%

B - Skills in designing, understanding and communicating historical inquiry and analysis 60%

## Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Historical Process	Historical Project	Trial HSC Exam	
<b>Timing</b>	Term 1, 2025 Week 4	Term 2, 2025 Week 6	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	HE12.2, 12.3	HE12.1, 12.3, 12.4	HE12.1, 12.3, 12.4	
Components				Weighting %
Knowledge and understanding of significant historical ideas and processes	10		30	<b>40</b>
Skills in designing, understanding and communicating historical inquiry and analysis	20	40		<b>60</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



## 2 Unit INDUSTRIAL TECHNOLOGY

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/tas/industrial-technology>

### Summary of Course Content:

Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgements about issues, decisions and problems arising from this interaction.

Students achieve this by applying practical experiences to the study of the technology, management and organisation of industry.

There are 4 sections to be studied in the HSC course

- Industry Study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology

### Course Outcomes:

*A student:*

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

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

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

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

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

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

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

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

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

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

H5.1 selects and uses communication and information processing skills

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

H6.1 evaluates the characteristics of quality-manufactured products

H6.2 applies the principles of quality and quality control

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

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

### NESA Assessment Components:

A - Knowledge and understanding of course content

40%

B - Knowledge and skills in the design, management, communication and production of a major projects

60%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Major Project proposal & Progress interview	Industrial Relations Task	Industry related manufacturing technology- Video of process	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Weeks 8/9	Term 1, 2025 Week 4	Term 2, 2025 Week 10	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	H1.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2	H1.1, 1.2, 1.3, 3.2, 5.1, 7.1, 7.2	H1.2, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2	H1.1, 1.2, 1.3, 2.1, 3.1, 4.2, 4.3, 6.1, 7.1, 7.2	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Knowledge and skills in the design, management, communication and production of a major projects	20	10	20	10	<b>60</b>
Total %	25	20	25	30	<b>100</b>

## 2 Unit INVESTIGATING SCIENCE

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/investigating-science-2017>

### Summary of Course Content:

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. It includes the study of the following modules:

**Module 5** - Scientific Investigations

**Module 6** - Technologies

**Module 7** - Fact or Fallacy?

**Module 8** - Science and Society

### Course Outcomes:

*A student:*

INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS12-12	develops and evaluates the process of undertaking scientific investigations
INS12-13	describes and explains how science drives the development of technologies
INS12-14	uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS12-15	evaluates the implications of ethical, social, economic and political influences on science

### NESA Assessment Components:

A - Skills in Working Scientifically	60%
B - Knowledge and Understanding	40%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Practical Skills and Data Analysis Task	Annotated Bibliography Task	Depth Study Task	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 6	Term 1, 2025 Week 3	Term 2, 2025 Week 3	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	INS11/12.4, 5, 6, 7 INS12.12	INS11/12.1 to 7 INS12.13	INS11/12. 1, 4, 5, 6, 7 INS12.14	INS11/12.1 to 7 INS12.12 to 15	
Components	Weighting %				
Skills in working scientifically	15	10	20	15	<b>60</b>
Knowledge and understanding	5	10	10	15	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## 2 Unit LEGAL STUDIES

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies>

### Summary of Course Content:

A: Human Rights	20% of course time
B: Crime	30% of course time
C: Focus Study 1	25% of course time
D: Focus Study 2	25% of course time

### Course Outcomes:

*A student:*

- 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, organizes, synthesizes 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

### NESA Assessment Components and Weightings:

A - Knowledge and Understanding of course content	40%
B - Analysis and evaluation	20%
C - Inquiry and research	20%
D - Communication of legal information, issues and ideas in appropriate forms	20%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	In-class task: Core-Crime – multiple choice and short answer (stimulus)	Human Rights Short answer	Focus Study – seen question -extended response	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 9	Term 1, 2025 Week 10	Term 2, 2025 Week 7	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	H1, 2, 6, 7	H 2, 3, 5, 10	H4, 7, 8, 9	H1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
Components					Weighting %
Knowledge and Understanding of course content	10	5	5	20	<b>40</b>
Analysis and evaluation	5	5	5	5	<b>20</b>
Inquiry and research	5	5	10		<b>20</b>
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## 2 Unit MATHEMATICS STANDARD 1

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics>

### Summary of Course Content:

Financial Mathematics  
 Statistical Analysis  
 Measurement  
 Networks  
 Algebra and Modelling

### Course Outcomes:

A student

- MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS1-12-2 analyses representations of data in order to make predictions and draw conclusions
- 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

### NESA Assessment Components:

A – Knowledge and skills                      50%  
 B – Applications                                    50%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Assessment Task 1	Assessment Task 2	Assessment Task 3	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 9	Term 1, 2025 Week 10	Term 2, 2025 Week 9	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	MS1-12-3,4,5,7,8,10	MS1-12- 2,3,4,5,7,8,9,10	MS1-12- 1,2,3,4,5,6,7,8,9,10	MS1-12- 1,2,3,4,5,6,7,8,9,10	
<b>Components</b>					<b>Weighting %</b>
Knowledge and skills	7.5	12.5	15	15	<b>50</b>
Applications	7.5	12.5	15	15	<b>50</b>
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

### Please Note:

Mathematics Standard 1 is a category B course and no more than 2 units of category B courses can be included in any formal ATAR calculations

## 2 Unit MATHEMATICS STANDARD 2

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics>

### Summary of Course Content:

Financial Mathematics  
 Statistical Analysis  
 Measurement  
 Networks  
 Algebra and Modelling

### Course Outcomes:

A student

- MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions
- 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

### NESA Assessment Components:

A – Knowledge and skills                      50%  
 B – Applications                                      50%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Assessment Task 1	Assessment Task 2	Assessment Task 3	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 9	Term 1, 2025 Week 10	Term 2, 2025 Week 9	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	MS2-12- 2,3,4,5,6,7,8,9,10	MS2-12- 1,2,3,4,5,6,7,8,9,10	MS2-12- 1,2,3,4,5,6,7,8,9,10	MS2-12- 1,2,3,4,5,6,7,8,9,10	
<b>Components</b>					<b>Weighting %</b>
Knowledge and skills	7.5	12.5	15	15	<b>50</b>
Applications	7.5	12.5	15	15	<b>50</b>
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

## 2 Unit MATHEMATICS ADVANCED

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics>

### Summary of Course Content:

Functions  
Trigonometric Functions  
Calculus  
Financial Mathematics  
Statistical Analysis.

A sound knowledge of the Year 11 Mathematics course is a prerequisite.

### Course Outcomes:

A student

MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

MA12-3 applies calculus techniques to model and solve problems

MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

MA12-6 applies appropriate differentiation methods to solve problems

MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems

MA12-8 solves problems using appropriate statistical processes

MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

### NESA Assessment Components:

A – Knowledge and skills                      50%

B – Applications                                      50%

### Schedule of tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Assessment Task 1	Assessment Task 2	Assessment Task 3	Trial HSC exam	
Timing	Term 4, 2024 Week 9	Term 1, 2025 Week 10	Term 2, 2025 Week 9	Term 3, 2025 Weeks 4-6	
Outcomes assessed	MA12 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	MA12 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	MA12 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	MA12 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
Components					Weighting %
Knowledge and skills	7.5	12.5	15	15	50
Applications	7.5	12.5	15	15	50
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

# 1 Unit MATHEMATICS Extension 1

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics>

## Summary of Course Content:

All Mathematics Advanced topics  
 Proof  
 Vectors  
 Trigonometric Functions  
 Calculus  
 Statistical Analysis

## Course Outcomes:

A student

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

## NESA Assessment Components:

A – Knowledge and skills                      50%  
 B – Applications                                      50%

## Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Assessment Task 1	Assessment Task 2	Assessment Task 3	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 10	Term 1, 2025 Week 11	Term 2, 2025 Week 10	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	ME12 1, 2, 3, 4, 5, 6, 7	ME12 1, 2, 3, 4, 5, 6, 7	ME12 1, 2, 3, 4, 5, 6, 7	ME12 1, 2, 3, 4, 5, 6, 7	
<b>Components</b>					<b>Weighting %</b>
Knowledge and skills	7.5	12.5	15	15	<b>50</b>
Applications	7.5	12.5	15	15	<b>50</b>
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

# 1 Unit MATHEMATICS Extension 2

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics>

## Summary of Course Content:

All Mathematics and Extension 1 topics

Proof

Vectors

Complex Numbers

Calculus

Mechanics

## Course Outcomes:

A student

MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts

MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings

MEX12-3 uses vectors to model and solve problems in two and three dimensions

MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems

MEX12-5 applies techniques of integration to structured and unstructured problems

MEX12-6 uses mechanics to model and solve practical problems

MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems

MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

## NESA Assessment Components:

A – Knowledge and skills                      50%

B – Applications                                      50%

## Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Assessment Task 1	Assessment Task 2	Assessment Task 3	Trial HSC Exam	
Timing	Term 4, 2024 Week 8	Term 1, 2025 Week 9	Term 2, 2025 Week 8	Term 3, 2025 Weeks 4-6	
Outcomes assessed	MEX12 1, 2, 3, 4, 5, 6, 7, 8	MEX12 1, 2, 3, 4, 5, 6, 7, 8	MEX12 1, 2, 3, 4, 5, 6, 7, 8	MEX12 1, 2, 3, 4, 5, 6, 7, 8	
Components					Weighting %
Knowledge and skills	7.5	12.5	15	15	50
Applications	7.5	12.5	15	15	50
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>



## 2 Unit MODERN HISTORY

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017>

### Summary of Course Content:

Part I:	Core Study: Power and Authority in the Modern World 1919-1946	25%
Part II:	National Studies	25%
Part III:	Peace and Conflict	25%
Part IV:	Change in the Modern World	25%

### Course Outcomes:

*A student:*

- MH12.1 accounts for the nature of continuity and change in the modern world
- MH12.2 proposes arguments about the varying causes and effects of events and developments
- MH12.3 evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH12.4 analyses the different perspectives of individuals and groups in their historical context
- MH12.5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH12.6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12.7 discusses and evaluates differing interpretations and representations of the past
- MH12.8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12.9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

### NESA Assessment Components:

A - Knowledge and understanding of course content	40%
B - Source-based skills-analysis, synthesis and evaluation of historical information from a variety of sources	20%
C - Historical inquiry and research	20%
D - Communication of historical understanding in appropriate forms	20%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Source analysis: Core Study: Power and Authority in the Modern World	Research Task: National Study	Research Task: Peace and Conflict	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 9	Term 1, 2025 Week 6	Term 2, 2025 Week 9	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	MH12.4, 12.5, 12.6, 12.9	MH12.3, 12.4, 12.7, 12.8,	MH12.1, 12.2, 12.6, 12.7	MH12.2, 12.4, 12.7, 12.9	
Components	Weighting %				
Knowledge and understanding of course content	10	5	5	20	<b>40</b>
Source-based skills-analysis, synthesis and evaluation of historical information from a variety of sources	5		10	5	<b>20</b>
Historical inquiry and research		15	5		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## 2 Unit MUSIC Course 1

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus>

### Summary of Course Content:

Students will develop knowledge and understanding about the use of the following musical concepts – duration, pitch, dynamics and expressive techniques, tone colour, texture, and structure through performance, composition, musicology and aural within the context of a range of styles, periods and genres.

### Course Outcomes:

A student

- H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 improves 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

### NESA Assessment Components:

A – Composition	10%	<b>• Electives can be performance, composition or musicology</b>	
B – Musicology	10%		
C – Performance	10%		
D – Aural	25%		
E – Electives:	Topic 1 - 15%	Topic 2 - 15%	Topic 3 - 15%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	CORE Composition Elective 1 Performance	CORE Musicology Elective 2 Performance Aural- Practice Questions	Core Performance Elective 3	HSC Trial Aural Exam & Finalised Elective components	
<b>Timing</b>	Term 4, 2024 Weeks 8/9	Term 1, 2025 Weeks 8/9	Term 2, 2025 Week 7	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	H1,3,4, 6,8,9,11 H1,5,7,10,11	H1, 2, 4, 6, 8, 10, 11 H1,5,7,10,11 H2,4,6,8	H1,3,5,7,8,9,10,11	H1, 3,5,7,8, 9,10 11 H2, 4, 6, 8,	
<b>Components</b>	<b>Weighting %</b>				
Composition	10				<b>10</b>
Musicology		10			<b>10</b>
Performance			10		<b>10</b>
Aural		10		15	<b>25</b>
Electives	10	10	10	15	<b>45</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## 2 Unit MUSIC Course 2

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-2-syllabus>

### Summary of Course Content:

In the HSC course, students study the mandatory topic plus ONE additional topic.

**MANDATORY TOPIC:** Music of the last 25 years (Australian focus)

The study of this topic must include:

- (a) art music (as distinct from traditional and popular music)
- (b) at least ONE other area within the topic from:
  - popular music
  - jazz
  - music in radio, film, television and multimedia
  - music for theatre

**ADDITIONAL TOPIC:** Students choose ONE topic

- Music of a Culture
- Renaissance Music
- Classical Music
- Music 1900 – 45
- Medieval Music
- Baroque Music
- Nineteenth Century Music
- Music 1945 to Music 25 years ago

### Course Outcomes:

A student

- H1 performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
- H2 demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols, reflecting those characteristically used in the mandatory and additional topics
- H3 composes works focusing on a range of concepts for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
- H4 stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social cultural and historical contexts
- H5 analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
- H6 discusses constructively, criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
- H7 critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- H8 understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
- H9 identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H10 performs as a means of self-expression and communication
- H11 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H12 demonstrates a willingness to accept and use constructive criticism

### NESA Assessment Components:

A – Composition	20%	B – Musicology	20%
C – Performance	20%	D – Aural	20%
E – Elective	20%		

## 2 Unit MUSIC Course 2 continued

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Composition Core</b> Mandatory Topic: Music of the last 25 years (Australian Focus) Submit composition and portfolio (work in progress)	<b>Performance Core</b> Mandatory Topic: Music of the last 25 years (Australian Focus) <b>Performance</b> including <b>reflection</b> on own interpretation. <b>Aural Paper:</b>	<b>Presentation or Submission</b> Additional Topic <b>Presentation of elective</b> (Performance/Composition/Musicology)	<b>Trial HSC Exam:</b> Musicology and Aural Skills Paper + Core Performance + Sight Singing Electives – non assessable	
<b>Timing</b>	Term 4, 2024 Weeks 9	Term 1, 2025 Week 8	Term 2, 2025 Week 8	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	H2, 3, 4, 5, 6, 7, 9	H1, 2, 5, 6, 7	H1-9*	H2, 5, 6, 7, 8	
<b>Components</b>					<b>Weighting %</b>
Composition		20			<b>20</b>
Musicology	20				<b>20</b>
Performance			10	10	<b>20</b>
Aural				20	<b>20</b>
Electives			20		<b>20</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# 1 Unit MUSIC Extension

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-extension-syllabus>

## Summary of Course Content:

Performance – Through performance and related activities, a student performs with highly developed technical skill and stylistic refinement as both a soloist and as a member of an ensemble.

*Or*

Composition – Through composition and related activities, a student will compose a highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style.

*Or*

Musicology – Through musicology and related activities, a student will present an extended essay demonstrating mastery of research, argument and data from primary and secondary sources.

## Course Outcomes:

A - Performance Outcomes *Through performance and related activities, a student:*

- H1 Performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member
- H2 Leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others
- H3 Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed
- H4 Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed
- H5 Presents concert and recital programs, which includes solving problems concerning programming, organization and management of concert practice and program direction
- H6 Critically analyses the use of musical concepts to present a stylistic interpretation of music performed

*Or*

B - Composition Outcomes *Through composition and related activities, a student:*

- H1 Composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style
- H2 Leads critical evaluation and discussion sessions on all aspects of his/her own compositions of others
- H3 Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style
- H4 Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed
- H5 Presents, discusses and evaluates the problem solving process with regard to composition and the realization of the composition
- H6 Critically analyses the use of musical concepts to present a personal compositional style

*Or*

C - Musicology Outcomes *Through musicology and related activities, a student:*

- H1 Presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
- H2 Leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others
- H3 Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research
- H4 Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
- H5 Presents, discusses and evaluates the problem solving process and the development and realization of a research project
- H6 Critically analyses the use of the musical concepts to articulate their relationship to the style of music analysed

## NESA Assessment Components:

A – Performance 100% *Or* B – Composition 100% *Or* C – Musicology 100%

\* Teachers will select appropriate outcomes based on Elective options selected by each student

## 1 Unit MUSIC Extension continued

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<p><b>Performance</b> – present critical comparison of interpretive decisions within two professional recordings of repertoire</p> <p><b>OR Composition</b> Portfolio and presentation of concept analysis of chosen works for compositional ideas.</p> <p><b>OR Musicology</b> portfolio and presentation of research and critical analysis of works</p>	<p><b>Performance</b> presentation of repertoire and reflection of own concert practice</p> <p><b>OR Composition</b> portfolio of draft compositions including revisions, alterations, and reflections.</p> <p><b>OR Musicology</b> portfolio with viva voce including analysis or works from primary sources and musicology observations</p>	<p><b>TRIAL HSC Examination</b></p> <p><b>Performance</b> presentation of repertoire and critical appraisal of peer performances</p> <p><b>OR Composition</b> submission of preliminary recording and portfolio with appraisal and revision of performance considerations</p> <p><b>OR Musicology</b> portfolio with written draft including annotations of critical evaluations and reflections.</p>	
<b>Timing</b>	Term 1, 2024 Week 7	Term 2, 2025 Week 8	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	H1-6*	H1-6*	H1-6*	
<b>Components</b>				<b>Weighting %</b>
Performance <b>OR</b> Composition <b>OR</b> Musicology	40	40	20	<b>100</b>
<b>Total %</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

\* Teachers will select appropriate outcomes based on Elective options selected by each student

## 2 Unit PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/pdhpe-syllabus>

### Summary of Course Content:

Core 1 - Health Priorities in Australia  
 Core 2 - Factors Affecting Performance  
 Option/Sports Medicine  
 Option/Improving Performance

### Course Outcomes:

A student

- H1 describes the nature, and justifies the choice, of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for the new public health approach to health promotion
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training and 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.

### NESA Assessment Components:

A - Knowledge and understanding of course content 40%  
 B - Skills in critical thinking, research, analysis and communicating 60%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Sports Medicine <i>Case Study</i>	Factors Affecting Performance <i>Topic Test</i>	Health Priorities <i>Research Task</i>	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 7	Term 1, 2025 Weeks 9	Term 2, 2025 Week 6	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	H8, 13, 16, 17	H7, 10, 16, 17	H1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17	H8, 10, 11, 13, 16, 17	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Skills in critical thinking, research, analysis and communicating	10	10	20	20	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## 2 Unit PHOTOGRAPHY, VIDEO & DIGITAL IMAGING

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/photography-video-and-digital-imaging>

### Summary of Course Content:

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that makes use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

### Course Outcomes:

A student:

- M1 generates a characteristic style that is increasingly self reflective in their photographic, video and 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, videos and digital images
- M4 generates images and ideas as representations/simulations in the making of photographs, videos and digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs, videos and digital images
- M6 takes into account issues of work health and safety in the making of photographs, videos and digital works
- CH1 generates in their critical and historical practice ways to interpret and explain photography, video and digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical 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, video and digital imaging
- CH5 recognises how photography, video and digital imaging are used in various fields of cultural production

### NESA Assessment Components:

- A – Making 70%
- B – Critical and Historic Studies 30%

### Schedule of tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Making Task First Module	Photographic analysis.	Making Task Second Module	Making Task Portfolio of work	
<b>Timing</b>	Term 4, 2024 Week 8	Term 1, 2025 Week 7	Term 2, 2025 Week 7	Term 3, 2025 Week 3	
<b>Outcomes assessed</b>	M1, M2, M3, M4, M5, M6	CH1, CH2, CH3, CH4, CH5, CH6	M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6	
<b>Components</b>					<b>Weighting %</b>
Making	20		20	30	<b>70</b>
Critical & Historic Studies		30			<b>30</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>



## 2 Unit PHYSICS

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/physics-2017>

### Summary of Course Content:

Students will complete the following modules throughout the HSC course.

Module 5 - Advanced Mechanics

Module 6 - Electromagnetism

Module 7 - Nature of Light

Module 8 - From the Universe to the Atom

### Course Outcomes:

- PH11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5** analyses and evaluates primary and secondary data and information
- PH11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH12-12** describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13** explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14** describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15** explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Working Scientifically Outcomes 1-7, Knowledge and Understanding Outcomes 12-15

### NESA Assessment Components:

- A - Skills in Working Scientifically 60%
- B - Knowledge and Understanding 40%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	First-Hand Investigation Module 5 – Advanced Mechanics	Depth Study – DC motor model + Infographic Module 6 – Electromagnetism	Research Module 7 – Nature of Light	Trial HSC Exam	
<b>Timing</b>	Term 4, 2024 Week 8	Term 1, 2025 Week 8	Term 2, 2025 Week 6	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	PH11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 12-12	PH11/12-1, 11/12-2, 11/12-3, 11/12-6, 11/12-7, 12-13	PH11/12-5, 11/12-6, 12- 14	PH11/12-1, 11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 12-12, 12-13, 12-14, 12-15	
<b>Components</b>					<b>Weighting %</b>
Skills in Working Scientifically	15	25	10	10	<b>60</b>
Knowledge and understanding	5	5	10	20	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

# SCHOOL DELIVERED VET SUBJECTS

## Framework Courses

Courses within Industry Curriculum Frameworks (Frameworks) count as Board Developed unit credit for the HSC. Frameworks include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their ATAR.

As such, students undertaking these subjects will be assessed through competencies throughout the course and also sit an examination at the end of the course. Additionally, they will also have the option to sit a HSC examination in the chosen course for inclusion in ATAR calculations.

At the college, these include the following subjects:

- Business Services
- Construction
- Entertainment Industry
- Hospitality
- Retail Services
- Skills for Work (no optional exam)

Note: All of these courses also have a mandatory 35 hours of work placement for each year in both the Year 11 and Year 12 courses.

## Board Endorsed Courses

These courses are competency based and are reported without a mark. There are no formal, written assessments for these courses.

At the college, these include the following subjects:

- Maritime Operations
- Sport Coaching

Note: Sport Coaching includes a mandatory 35 hours of work placement

## Content Endorsed Courses

These courses are competency based and are reported without a mark. There are no formal, written assessments for these courses.

At the college, these include the following subjects:

- Marine Studies
- Photography, Video and Digital Imaging

## 1 Unit SCIENCE EXTENSION

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/science-extension-syllabus>

### Summary of Course Content:

The *Science Extension Stage 6 Syllabus* focuses on the nature, development and processes of science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. In doing this, students extend their knowledge of the discipline(s), conduct further analysis and authentic scientific investigations, and uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

It includes the study of the following modules:

**Module 1** – The Foundations of Scientific Thinking

**Module 2** – Scientific Research Proposal

**Module 3** – The Data, Evidence and Decisions

**Module 4** – The Scientific Research Report

### Course Outcomes: A student:

- SE-1** refines and applies the Working Scientifically processes in relation to scientific research
- SE-2** analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
- SE-3** interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
- SE-4** uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
- SE-5** analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
- SE-6** analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
- SE-7** communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

### NESA Assessment Components:

A - Communicating Scientifically	30%
B - Gathering, recording, analysing and evaluation data	30%
C - Application of scientific research skills	40%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Annotated Bibliography Task	Scientific Research Report	HSC Trial Exam	
<b>Timing</b>	Term 4, 2024 Week 6	Term 3, 2025 Week 2	Term 3, 2025 Week 4 - 6	
<b>Outcomes assessed</b>	SE-1, 3, 5	SE-1 to 7	SE-1 to 7	
<b>Components</b>				<b>Weighting %</b>
Communicating scientifically	10	10	10	<b>30</b>
Gathering, recording, analysing and evaluating data	10	10	10	<b>30</b>
Application of scientific research skills	10	20	10	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

**Recommendation:** The study of Stage 6 Science Extension requires students to engage in quantitative research involving high order statistical analysis. It is recommended that students undertaking this course also study Stage 6 Mathematics to at least the Advanced level.

## 2 Unit SOCIETY & CULTURE

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture>

### Summary of Course Content:

Personal Interest Project

Social and Cultural Continuity and Change

TWO Depth Studies from:

Popular Culture

Belief Systems

Social Inclusion and Exclusion

Social Conformity and Non-Conformity

### Course Outcomes:

*A student:*

H1 evaluates and effectively applies social and cultural concepts

H2 explains the development of personal, social and cultural identity

H3 analyses relationships and interactions within and between social and cultural groups

H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy

H5 analyses continuity and change and their influence on personal and social futures

H6 evaluates social and cultural research methods for appropriateness to specific research tasks

H7 selects, organizes, synthesizes 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

### NESA Assessment Components:

A - Knowledge and understanding of course content 50%

B - Application and evaluation of social and cultural research methods 30%

C - Communication of information, ideas and issues in appropriate forms 20%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Task	In-class task	Trial HSC Exam	
Timing	Term 4, 2024 Week 7	Term 2, 2025 Week 2	Term 3, 2025 Weeks 4-6	
Outcomes assessed	H1, 4, 6, 7, 8	H1, 3, 5, 9, 10	H1, 2, 3, 4, 5, 6, 7, 9, 10	
Components				Weighting %
Knowledge and understanding of course content	10	20	20	50
Application and evaluation of social and cultural research methods	15	10	5	30
Communication of information, ideas and issues in appropriate forms	10	5	5	20
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## 2 Unit SOFTWARE ENGINEERING

**Syllabus:** Go to <https://curriculum.nsw.edu.au/learning-areas/tas/software-engineering-11-12-2022/overview>

### Summary of Course Content:

The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software. A major software engineering project provides students with the opportunity to further develop project management skills.

- Secure Software Architecture
- Programming for the Web
- Software Automation
- Software Engineering Project

### Course Outcomes:

*A student:*

SE-12-01 justifies methods used to plan, develop and engineer software solutions

SE-12-02 applies structural elements to develop programming code

SE-12-03 analyses how current hardware, software and emerging technologies influence the development of software engineering solutions

SE-12-04 evaluates practices to safely and securely collect, use and store data

SE-12-05 explains the social, ethical and legal implications of software engineering on the individual, society and the environment

SE-12-06 justifies the selection and use of tools and resources to design, develop, manage and evaluate software

SE-12-07 designs, develops and implements safe and secure programming solutions

SE-12-08 tests and evaluates language structures to refine code

SE-12-09 applies methods to manage and document the development of a software project

### NESA Assessment Components:

A - Knowledge and understanding of course content

50%

B - Knowledge and skills in the design and development of software solutions

50%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Programming for the Web	Secure Software Architecture	Software Engineering Project	Trial HSC Examination	
<b>Timing</b>	Term 4, 2024 Week 9	Term 1, 2025 Week 8	Term 2, 2025 Week 10	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	SE-12-02, 12-03, 12-06, 12-07, 12-08	SE-12-01, 12-02, 12-03, 12-04, 12-05, 12-06, 12-07, 12-08, 12-09	SE-12-01, 12-02, 12-03, 12-04, 12-05, 12-06, 12-07, 12-08, 12-09	SE-12-01, 12-02, 12-03, 12-04, 12-05, 12-06, 12-07, 12-08	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	10	15	15	<b>50</b>
Knowledge and skills in the practical application of the content	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## 2 Unit TEXTILES & DESIGN

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/textiles-and-design-syllabus>

### Summary of Course Content:

This course provides students with the opportunity to learn about design including fabric colouration, historical design, cultural design factors and contemporary designers. Students learn about fibres, yarns, fabrics, innovations and emerging textile technologies, environmental sustainability, current issues and the Australian Textile Industry. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of textile projects. Throughout Year 12 students develop a Major Textiles Project including supporting documentation.

### Course Outcomes:

*A student:*

H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project

H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements

H1.3 identifies the principles of colouration for specific end-uses

H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences

H2.2 demonstrates proficiency in the manufacture of a textile item/s

H2.3 effectively manages the design and manufacture of a Major Textile Project to completion

H3.1 explains the interrelationship between fabric, yarn and fibre properties

H3.2 develops knowledge and awareness of emerging textile technologies

H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses

H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use

H5.1 investigates and describes aspects of marketing in the textile industry

H5.2 analyses and discusses the impact of current issues on the Australian textiles industry

H6.1 analyses the influence of historical, cultural and contemporary developments on textiles

### NESA Assessment Components:

A - Knowledge and understanding of course content 50%

B - Skills and knowledge in the design, manufacture and management of a major textiles project 50%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Hand-in Research and Oral Presentation + diary	In class Response	Investigation / Experimentation	Trial HSC Exam	
Timing	Term 4, 2024 Week 6	Term 1, 2025 Week 7	Term 2, 2025 Week 3	Term 3, 2025 Weeks 4-6	
Outcomes assessed	H1.1, 1.2, 2.1, 6.1	H 1.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1	H2.2, 2.3, 3.1, 4.1, 4.2	H2.1, 1.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1	
Components					Weighting %
Knowledge and understanding of course content	10	15	5	20	50
Skills and knowledge in the design, manufacture and management of a major textiles project	15	10	15	10	50
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## 2 Unit VISUAL ARTS

**Syllabus:** Go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus>

### Summary of Course Content:

Students learn about:

- how they may 'own' practice in art making, art criticism, and art history.
- how they may further relate concepts of the art world involving the agencies of artist, artwork, world, audience
- how they may develop their own informed points of view in increasingly independent ways using the frames
- how they may further develop meaning and interest in their work

### Course Outcomes:

A student

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

### NESA Assessment Components:

- A – Art Criticism and Art History                      50%
- B – Development of the Body of Work                      50%

### Schedule of Tasks:

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Case study in class writing task	Body of work progress and VAPD	BOW resolution and VAPD	Trial HSC examination	
<b>Timing</b>	Term 4, 2024 Week 7	Term 1, 2025 Week 5	Term 3, 2025 Week 2	Term 3, 2025 Weeks 4-6	
<b>Outcomes assessed</b>	H8, H10	H1, H2, H3, H4	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
<b>Components</b>	<b>Weighting %</b>				
Art Criticism and Art History	20			30	<b>50</b>
Development of the Body of Work		20	30		<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



## Illness / Misadventure Application Form

(Refer to Assessment Handbook)

**A separate form is required for each task / course.**

**SECTION 1: Student and Parent / Carer to complete**

**STUDENT NAME:** \_\_\_\_\_ **YEAR:** \_\_\_\_\_

**Reason for Application (tick all that apply):**

- Absent the day before a task - Please provide the evidence detailed in Section 2
- Absent the day of a task
- Non-submission
- Late submission

Course	Class Teacher	Task Description (Exam, In Class, Hand In)	Due Date
			/ /

**Nature of Application:**

- School Approved Activity (Sport / Excursion) or School Approved Leave.** Contact relevant Head Teacher to arrange alternative arrangements as soon as possible.
- Illness** – provide the evidence in Section 3
- Misadventure** – provide the evidence detailed in Section 4

**Description of Illness / Misadventure:**

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**Student Signature:** \_\_\_\_\_ **Date** \_\_/\_\_/\_\_

**Parent / Carer Signature:** \_\_\_\_\_ **Date** \_\_/\_\_/\_\_



**SECTION 2: ABSENT THE DAY BEFORE A TASK, PARTIAL ABSENCE THE DAY OF THE TASK**

Please attach the following supporting information:

- Date/s of illness or misadventure
- Impact on student's ability to attend school
- Any additional information

**SECTION 3: INDEPENDENT EVIDENCE OF ILLNESS**

Please attach a Medical Certificate detailing the following information:

- Date/s of illness
- Impact on student's ability to participate or complete the Assessment Task on or by the due date.

Please note, Medical Certificates can be issued from TeleHealth Providers, a General Practitioner, Hospital, Allied Health Provider or a Pharmacist.

**SECTION 4: INDEPENDENT EVIDENCE OF MISADVENTURE**

Please attach independent evidence of Misadventure. This may include, but is not limited to:

- Police Report.
- Roadside Assistance / Insurance Report
- SES Report

Deputy Principal Approval Check.

In Class Task                       Hand In Task                       Examination Task

Teacher / Head Teacher Notes

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**APPLICATION DECISION** (based on all evidence supplied):

**UPHELD**

- (a) Task now due for completion / submission \_\_\_ / \_\_\_ / \_\_\_
- (b) Estimate generated in consultation with Principal.
- (c) Other: \_\_\_\_\_

**DISMISSED**

- (d) Zero mark for non-attempt to be recorded for this task
- (e) Other: \_\_\_\_\_

Deputy Principal: \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_

Head Teacher: \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_

Class Teacher: \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_

Office Staff: Hardcopy added to Student File Date: \_\_\_ / \_\_\_ / \_\_\_



**Illness / Misadventure Appeal Form**

**Student name:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Subject:** \_\_\_\_\_ **Nature of Task:** \_\_\_\_\_

**Head Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_ / \_\_\_ / \_\_\_

**Reason to appeal must be lodged within two college days of receiving the above decision**

**Date lodged at front office (Office Stamp):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I wish to appeal the above decision. Reason for appeal: (attach extra documentation to support appeal)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Students signature:** \_\_\_\_\_ **Date:** \_\_\_ / \_\_\_ / \_\_\_

**Parents signature:** \_\_\_\_\_ **Date:** \_\_\_ / \_\_\_ / \_\_\_

**Result of appeal:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Principals signature:** \_\_\_\_\_ **Date:** \_\_\_ / \_\_\_ / \_\_\_

Coffs Harbour Senior College

**APPLICATION FOR MARKING REVIEW**

[This application must be submitted within two College working days of the task being returned]

**STUDENT SECTION**

STUDENT \_\_\_\_\_ CLASS \_\_\_\_\_

COURSE \_\_\_\_\_ TASK \_\_\_\_\_

Date of Task: \_\_\_/\_\_\_/\_\_\_

Date Task Returned for Student to Retain: \_\_\_/\_\_\_/\_\_\_

Which Question/Section/Part AND/OR which aspect of the Marking Criteria is involved in this requested marking review?

Why do you think your response is deserving of a higher mark AND/OR how do you believe you have met this criteria at a higher level than is indicated by the allocated mark?

Student's SIGNATURE \_\_\_\_\_

DATE: \_\_\_/\_\_\_/\_\_\_

[Now forward this completed form with the whole task to your teacher for consideration]

**TEACHER SECTION**

Date Application was Lodged: \_\_\_/\_\_\_/\_\_\_

Date of Review: \_\_\_/\_\_\_/\_\_\_

DECISION (circle one):      Mark Stands

Mark Altered (to new mark: \_\_\_\_\_ )

Name of Teacher \_\_\_\_\_

Signature of Teacher \_\_\_\_\_

Endorsement of Head Teacher \_\_\_\_\_

