



Gilgandra
High School

Stage 6

Higher School Certificate (HSC)

Assessment Booklet

2022 / 2023

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Section 1: Eligibility requirements for the Award of a Higher School Certificate

1.1. To be eligible for the award of the Higher School Certificate (HSC) students must:

- 1.1.1. have gained the Record of School Achievement or such other qualifications as the NSW Education Standards Authority (NESA) considers satisfactory;
- 1.1.2. have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a college of TAFE;
- 1.1.3. have completed **HSC: All My Own Work** (or its equivalent)
- 1.1.4. have demonstrated a minimum standard of literacy and numeracy;
- 1.1.5. have satisfactorily completed courses that comprise the pattern of study required by the NESA for the Award of the Higher School Certificate;
- 1.1.6. sit for and make a serious attempt at the required HSC examination(s).

1.2. **Pattern Of Study**

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

- 1.2.1. at least 6 units from Board Developed courses;
- 1.2.2. at least two units of a Board Developed Course English;
- 1.2.3. at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses);
- 1.2.4. at least four subjects.

To satisfy the pattern of study requirements for the HSC, a student may count up to six (6) units of Science in Year 11 and seven (7) units of Science in Year 12.

1.3. **Satisfactory Completion Of A Course / Course Completion Criteria**

Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course. (Exception: HSC Mathematics Extension 1).

Students must satisfactorily complete the Preliminary course before commencing the corresponding HSC Course. The following course completion criteria refers to both Preliminary and HSC courses:

A student will be considered to have satisfactorily completed a course if in the Principal's view, there is sufficient evidence that the student has:

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

1.4. **Attendance**

Principals may determine an appropriate attendance pattern which will enable students to achieve the outcomes of each course studied. That is, Principals may determine that as a result of absences, the course(s) completion criteria has not been met.

Students will be warned of the consequences of cumulative absences. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

1.5. **Change Of Subjects / Courses**

1.5.1. **Year 11**

Year 11 changes of subjects must be completed by Week 4 of Term 1. Under exceptional circumstances, changes of courses recommended by the Principal, Head Teachers of Science and Mathematics may take place for a short period of time after the deadline. This is at the Principal's discretion and must not be assumed as a right by students.

1.5.2. **Year 12**

Students may drop a 1 unit or 2 unit subject at the beginning of Term 4 if they pick up an extension course which may be offered in: English, Mathematics, History, Music, some languages and VET courses.

All other students cannot drop a course until after the final Year 11 reports have been received and "Pattern of Study – Change Form" (obtained from Deputy Principal) has been completed and returned.

1.5.3. **Pathways**

Students may change from a full-time pattern of study to a part-time (Pathways) pattern with the Principal's approval. Other course changes will not be permitted.

Section 2: Assessment in Stage 6

2.1. **Starting Time**

2.1.1. Year 11 – Tasks may commence at any stage in Term 1 of the Preliminary year.

2.1.2. Year 12 - Tasks may commence in Term 4 of the Preliminary year.

2.2. **The Assessment "Calendar" as published in Assessment Booklets**

The Assessment "Calendar" indicates the date which the tasks in various subjects take place. It is aimed for students managing their time and providing warning well in advance for students, that tasks will fall due. This is developed and published at the commencement of the course.

Students should note that the assessment calendar is a guideline. It can be subject to alteration for a

specific reasons e.g. teacher absence, widespread student illness etc. Under such circumstances a later date would be established as approved by the Principal, and students notified in writing of the variation to timing and or content. Students will be required to sign to acknowledge the change of assessment details.

2.3. **Protected Learning Time**

In order to help students achieve their personal best, the following conditions will be in place during the **week (1) week prior** to formal examination periods:

2.3.1. No assessment task will be held or fall due.

2.3.2. No Variation to Routine will be permitted to be undertaken by Stage 6 students unless prior approval is sought from the Principal, who will assess the relevance of the variation to the senior students.

2.4. **Time Management**

The solution to time management at the HSC is **not** to concentrate on any one area of senior courses at the expense of another. Students should organise and plan their study time in advance so that both assessment and non-assessment tasks receive adequate attention. Time off school should not be taken for anything but legitimate reasons, such as sickness.

Students are advised that their attendance will be closely monitored. Particular attention will be given to days just prior to Assessment Task submission in all subject areas. This should allow any undesirable patterns of non-attendance to be detected, and parents informed of this.

Students studying courses that require the submission of a **major project / performance** need to be aware that the Higher School Certificate Examination dates for these tasks are set by the NESA. The school has no control over these dates. This may cause crowding of tasks near or during the Trial Higher School Certificate Examinations.

2.5. **Assessment Notification, Submission and Feedback**

2.5.1. Students will receive an Assessment Notification at least **two weeks** prior to the due date for a task. The notification will detail:

2.5.1.1. when the task will be assessed (date of the week);

2.5.1.2. what will be assessed;

2.5.1.3. how it will be assessed;

2.5.1.4. the relative value of the task;

2.5.1.5. course outcomes assessed.

2.5.2. Students will be required to sign to acknowledge the following:

2.5.2.1. Assessment Notification – to be signed on the day the student receives the Assessment

Notification

2.5.2.2. Assessment Submission – to be signed on the day the student submits their task

2.5.2.3. Assessment Returned – to be signed when the student receives their submitted task back

2.6. **Value**

The composition of the assessment tasks varies for each subject and is detailed in the subject information which will be distributed by your course / subject teachers. These are formulated according to the NESA guidelines.

2.7. **Assessment Tasks**

Assessment Tasks, which include Formal Examinations, are an ongoing process which takes place in Year 12. Component marks for various tasks accumulate to provide a final mark (per subject).

2.7.1. **Composition of the Mark**

2.7.1.1. While assessment tasks provide a substantial element, there are many other aspects taken into account which cannot be readily measured in either internal examinations or a single external examination. These vary from subject to subject and include:

2.7.1.1.1. Aural (listening) skills;

2.7.1.1.2. Communication skills;

2.7.1.1.3. Understanding of concepts;

2.7.1.1.4. Research skills;

2.7.1.1.5. Practical skills etc.

2.7.2. **Marks awarded for assessment tasks**

These are provided and allow students to determine their relative ranking for each task.

2.8. **Feedback**

2.8.1. Teacher feedback about student learning is essential for students and integral to teaching, learning and assessment. Stage 6 feedback can clarify for students:

2.8.1.1. how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being addressed; and

2.8.1.2. how to improve their learning.

2.8.2. While it is not a requirement for teachers to provide informal feedback to students during the development of student work for a formal assessment task, it may be a valuable way for teachers to monitor student progress and the authorship of student work. Marks or grades are not to be attributed to informal feedback. Faculties and Head Teachers will make decisions regarding the provision of informal feedback ensuring equal opportunity for all students to receive feedback from teachers.

2.8.3. Feedback enables students to recognise strengths as well as areas for improvement, and to

identify and plan with their teacher the next steps in their learning. Students should be provided with feedback that:

- 2.8.2.1. is timely, specific and related to the learning and assessment intention;
- 2.8.2.2. is constructive and provides meaningful information to students about their learning in a variety of forms;
- 2.8.2.3. focuses on the outcomes of the task and corrects misunderstandings;
- 2.8.2.4. identifies and reinforces students' strengths;
- 2.8.2.5. provides information about how they can improve;
- 2.8.2.6. facilitates the development of and provides opportunities for self-assessment and reflection during the learning process; and
- 2.8.2.7. informs future teaching and learning opportunities.

2.8.4. Feedback can occur at any point in the teaching, learning and assessment cycle. It may:

- 2.8.4.1. include regular teacher-student dialogue to guide student learning
 - 2.8.4.2. focus on particular knowledge, understanding and skills related to outcomes and content, and/or processes applied to the task.
- 2.8.5. Students may benefit from opportunities to self-assess, self-monitor and make judgements about their work in relation to standards and should be provided with regular opportunities to reflect on their learning.

The various forms, policies and descriptions which follow are common to all faculties and the subject taught by them in this school.

2.9. **Ranking**

Ranking is a student's standing or rating relative to other students undertaking the same course.

Ranking for individual assessment tasks is given to students, and a cumulative ranking is provided on the following reports:

- 2.9.1. Half Year – for both Year 11 and Year 12
- 2.9.2. Final End of Course – for both Year 11 and Year 12

Reports also give students feedback on their level of achievement of their course outcomes.

2.10. **Request for Extension of Time**

These applications are to be submitted to the class teacher on a Misadventure/Illness appeal form

prior to the day of the assessment. They will be judged by the Head Teacher in conjunction with the class teacher. Students must not assume that application for extension of time will be automatically accepted and therefore should submit such applications as early as possible. (NB Failure of computer hardware or software will not normally be considered as valid reason for extension of time to be granted).

2.11. Factors Influencing the Quality of Tasks Submitted

In the marking of Assessment Tasks schools are not permitted to compensate for factors such as extended illness, misadventure or domestic problems etc. which may have affected a student's performance, unless a student has applied for consideration of illness or misadventure. Teachers will award a mark or grade for what is actually submitted. We do not make allowances for conditions or potential in the marking scheme.

2.12. Student Sick on Day of Assessment Task

If a student is sick on the day of an Assessment Task they should:

- 2.12.1. notify school via phone
- 2.12.2. obtain a medical certificate.
- 2.12.3. provide a reason if no medical certificate is provided. It is at the Principal's discretion whether this reason is acceptable and if the appeal will be considered.
- 2.12.4. Complete an Illness/Misadventure Appeal Form available from the Deputy Principal or Year Adviser. The Appeal form must be presented to the Head Teacher with supporting material **within 48 hours** of return to school.

2.13. Collusion / Plagiarism

Where it is evident that students have colluded to prepare a submitted task i.e. two or more students have together prepared and shared a submission for an assessment task, or the student has copied the material presented as the assessment task from another source, a reduced award will be given as determined by the Head Teacher and Principal.

The Head Teacher, with approval of the Principal, may recommend either of the following options:

- 2.13.1. a zero award for all students involved;
- 2.13.2. students re-submit the task with a mark penalty applied.

2.14. Special Provisions

Special provisions may be provided to assist students with assessment tasks and examinations if the student has a special need which would prevent him or her from:

- 2.14.1. reading and interpreting school-based assessments including tests.
- 2.14.2. communicating their responses

Special provisions are granted so that specific syllabus outcomes may be assessed accurately without students with special needs being disadvantaged.

Students who wish to apply for special provisions should see Head Teacher Wellbeing or the School Counsellor.

2.15. Students Transferring to Gilgandra High School

The previous school is to provide assessment marks for HSC Courses for students who transfer after 30th June in the year of the HSC examination. The marks will be developed from assessment information collected during the student's period at the school. For the purpose of moderation these students will be regarded by the NESA as being members of the previous school.

Where a student transfers to a school where a course being studied is not available, the course being studied may be continued through distance education, OTEN, an outside tutor, at another school or Institute of TAFE. If none of these options is available to the student, the Principal may permit the student to change subjects/courses/ units within the regulations outlined ***ACE 8068 Changes of HSC course***.

2.16. Invalid tasks/parts of tasks or non-discriminating tasks.

If the class teacher has a concern that an assessment task has not functioned as required, or there are problems in the task's administration, they are to notify their Head Teacher immediately. The Head Teacher, with approval of the Principal, will determine a suitable resolution in consultation with all involved. In extreme cases, an invalid task may need to be discarded completely, or a replacement task may be organised. Students will be notified of the determination and given two school days to appeal the decision in writing to the Principal, before the determination is implemented.

Section 3: Assessment in VET courses

3.1. All VET courses are competency-based courses. NESA and the Australian Qualifications Framework (AQF) require that a competency-based approach to assessment is used. Assessment must:

3.1.1. meet the requirements of the national training package or nationally accredited qualification/course on which the VET course is based; and

3.1.2. be conducted by a qualified assessor under the auspices of an RTO which may be a school, TAFE college or other VET provider.

3.2. Recognition of Prior Learning (RPL)

A student may apply for Recognition of Prior Learning (RPL). RPL allows students to achieve competencies as a result of formal and informal training regardless of how, when or where the learning occurred. Students must apply to class teacher using the Application for RPL.

3.3. Unit Assessment

Assessment may be conducted for individual units of competency or for groups of units of competency. All performance criteria needs to be met to demonstrate the achievement of an element of competency and all elements of competency must be achieved in order to demonstrate the achievement of a unit of competency. Skill assessment is assessed as Competent / Not Competent.

Teachers will usually organise a number of chances for students to demonstrate competency. Students may seek further opportunities to demonstrate those competencies, but these need to occur without disruption to the work of fellow students.

Should a student require additional attempts to achieve competence, students must negotiate with their teacher, providing sufficient time for additional assessment opportunities to be completed, prior to NESA entries.

3.4. Hospitality Practical Tasks

In cases of student absence from practical assessment or need for reassessment involving food items, if not feasible to reassess in an alternate class practical task students will be required to supply their own ingredients for reassessment. Assessment in all outcomes covered to date in class to be completed by end of each term.

3.5. Work Placement

- 3.5.1. Work placement is compulsory for all students in all VET subjects to achieve mandatory course requirements. Students are required to notify all of their class teachers when they will be attending Work Placement so that an alternate date for assessments can be set (if necessary).
- 3.5.2. Should Work Placement be set during a time when students are required to submit an assessment task or sit an examination, they must complete an Illness/Misadventure Form requesting a new date for the task.

Section 4: Non-Assessment Tasks

- 4.1. Non-assessment tasks, as set by the classroom teacher, need to be completed by the specified time. Students unable to complete the task by the specified date should ask the teacher for an extension at least two school days before the task is due. These tasks ensure that a student has adequately

studied a course, and this cannot be achieved through Assessment alone. Extensions will not automatically be granted and only one extension will be given if it is appropriate.

4.2. Non-assessable task should be completed on time because:

- 4.2.1. The teacher needs all the class work so that all tasks can be marked at the same time. This will ensure fair marking.
- 4.2.2. Your workload has been organised in such a way that you gain the maximum amount of benefit from tasks.
- 4.2.3. The teacher needs to know the areas of course work where you are having difficulty. Problem areas can be identified and remedied as soon as possible.
- 4.2.4. These tasks should be seen as being revision for examinations and assessment tasks.

4.3. **Failure To Complete Non-Assessment Tasks**

Failure to complete non-assessment tasks can result in any or all of the following:

- 4.3.1. The matter will be recorded by the teacher and reported to the Head Teacher and the Year Adviser;
- 4.3.2. An unsatisfactory comment may be made on the student's report;
- 4.3.3. A letter to parents or an interview with parents informing them of unsatisfactory progress;
- 4.3.4. Students may be detained to complete the task under the supervision of the teacher;
- 4.3.5. Students can be deemed as not having satisfied the course requirements and issue of the HSC in that subject could be in question.

4.4. **Concern Regarding Application in HSC Course**

A warning letter will be issued to a student if the Principal has sufficient evidence that the student has not:

- 4.4.1. **followed** the course developed or endorsed by the NESA; and
- 4.4.2. **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- 4.4.3. **achieved** the outcomes of each course to a degree acceptable by the school.

Section 5: Application for extended leave form - travel

Students need to complete this form signed by the Principal if they are away for an extended period (over 1 week) of time and it affects assessment tasks.

Section 6: Appeals Process

6. Appeals process:

6.1. Refer to the following flowchart for information on grounds for appeal, how to lodge an appeal and the appeals process.

6.2. The provision of the appeals process does not cover:

6.2.1. long term illness such as glandular fever, asthma and epilepsy unless there is a flare-up during the examination. (Chronic sickness is not in itself an acceptable basis for appeal)

6.2.2. matters that could have been avoided by the student. e.g.

6.2.2.1. forgetting to hand in a task

6.2.2.2. misreading a timetable

6.2.2.3. excursion or extra curricula event that prevents the student sitting the task on the set/due date - if HT or teacher not informed before hand

6.2.3. matters relating to the loss of time towards the end of tasks preparation period

6.2.4. alleged inadequacies of teaching

6.2.5. long term family situations

6.2.6. matters relating to failure to perform at usual standard in assessment tasks other than exams

6.2.7. computer failure or malfunction generally will not be grounds for appeal.

6.3. **Appeals Time-frame**

Misadventure/Illness appeals must be submitted:

6.3.1. prior to the due date for requests for extension of time

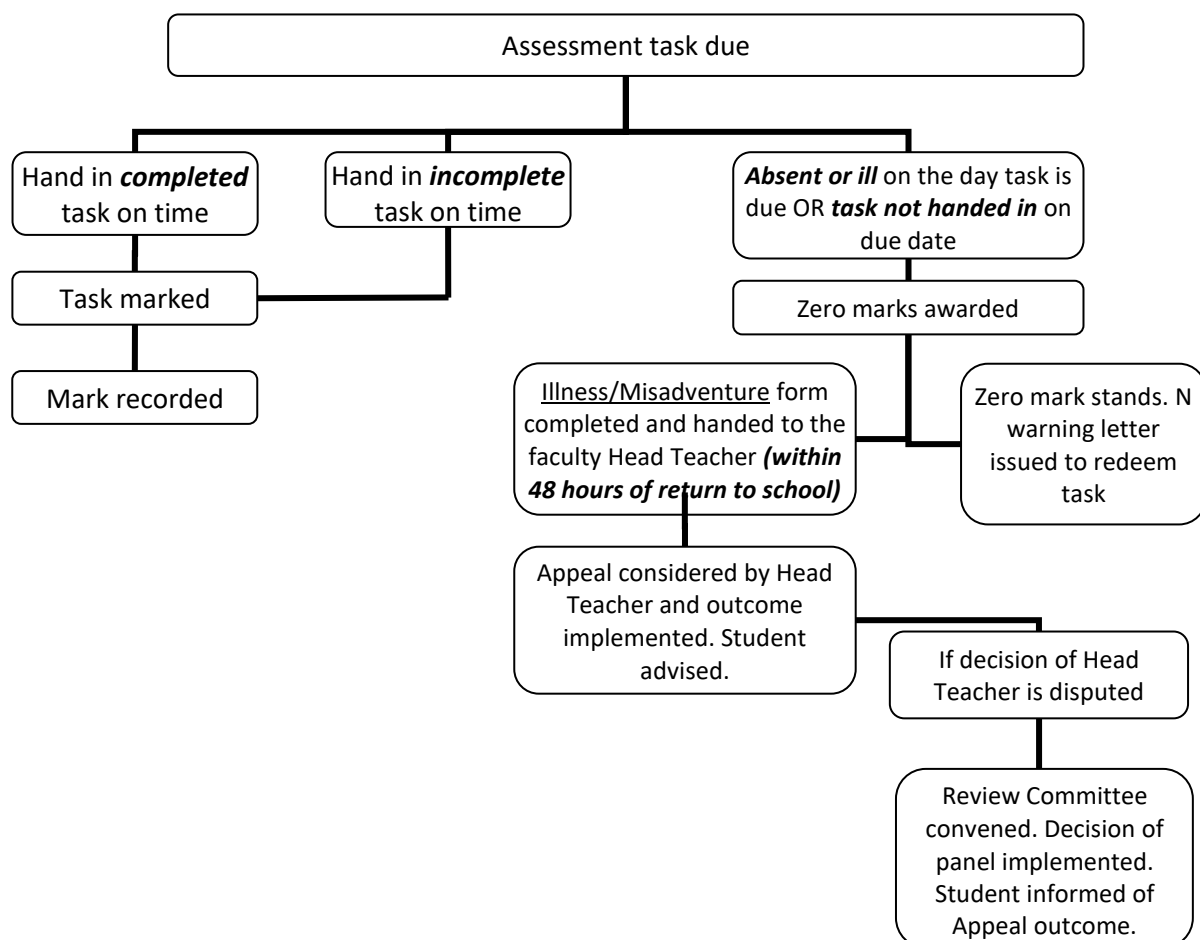
6.3.2. prior or on the due date for “failure to submit task” or “failure to sit for school set exam”

6.3.3. if appeal is based on illness, appeal must be presented within 48 hours of return to school.

6.4. Students are advised that appeals for late submission, misadventure or illness will be strengthened if they contact the school by phone, on or before the due date, and submit medical certificates if applicable.

Section 7: RoSA, Preliminary and HSC Assessment Flow Chart

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand. Leave approval may need to be sought.



NOTE: There are no grounds for an appeal in regard to the mark awarded to a completed assessment task. If a candidate becomes ill during the course of an assessment and/or examination an Illness/Misadventure Appeal must be lodged as per policy.

Section 8: Appeals Process (VET Courses only)

Students have access to an appeals process if they feel in any way dissatisfied with the assessment process. Difficulties over assessment should be approached informally at first with a view to resolving them through discussion between student and assessor(s). If not resolved by discussion, between teacher and student, the teacher's direct supervisor will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve the concerns, a formal appeals process should be initiated. Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the Principal clearly stating their grounds for appeal (see the Principal).

The school must record all appeal submissions. At the request of the school an appeals panel is convened to review the assessment process and to decide whether or not there are justifiable grounds for appeal. The panel may call for the student and the assessor to present their views in person before reaching a decision.

The panel will comprise of a qualified VET teacher from another school a RTO representative and a community representative.

If the student's appeal is upheld, the RTO arranges a re-assessment process with the student. The student should have the right to request that different assessor(s) be involved in the alternative assessment to avoid any fears of recrimination.

If the appeal is rejected, the student has the right to lodge a further appeal with Maitland Office. When this next course of action is taken, all assessment records and details of the appeal process need to be made available to the training authority to assist their deliberations.

Section 9: Assessment and Examination Rules for Senior Students

- 9.1. As senior examinations are an important component of the final assessment mark, the importance of adhering to the examination rules cannot be stressed too highly. These rules are:
 - 9.1.1. No student will leave the school grounds during the period of examination unless prior arrangements have been made with the Year Co-ordinator. At the completion of the examination students may leave the school grounds.
 - 9.1.2. Only authorised equipment or material shall be used by students during examinations or assessment tasks. The subject department responsible for the paper/task will specify authorised equipment etc.
 - 9.1.3. No borrowing of equipment will be permitted during the examination.
 - 9.1.4. Writing paper is issued by the school. No other paper is to be in a student's possession.
 - 9.1.5. Students' bags, folders etc. are to be left outside in area designated by exam supervisor.
 - 9.1.6. It is each student's responsibility to ensure:
 - 9.1.6.1. That your name or examination number is placed on each page.
 - 9.1.6.2. that all pages are handed in at the conclusion of the examination. Any work inadvertently taken from the room will not be accepted for marking.
 - 9.1.6.3. that all pages handed in are securely fastened together.
 - 9.1.7. Leaving the examination room early is not permitted.
 - 9.1.8. Late arrivals will be treated in the same manner as in the HSC. That is, generally no additional time will be allowed except in major emergencies affecting a number of candidates, e.g. floods, transport strikes, etc.

- 9.2. Malpractice occurs if a student is in possession of unauthorised information during a test, examination or assessment task. Malpractice can result in the award of zero for the examination or task. Students should note that the following factors are not relevant in instances of malpractice:
- 9.2.1. the quantity or quality of the information
 - 9.2.2. the motives or intent of the student
 - 9.2.3. establishing that the information was used by the student
 - 9.2.4. It is therefore extremely important that all students should check to see that they have not inadvertently taken information into the examination room eg. notes used for study. Such notes would constitute malpractice unless given to the supervisor before the examination commences.
- 9.3. Students will sit in places determined by the supervisor.
- 9.4. Students **are to wear school uniform**.
- 9.5. **No eating** of foodstuffs in the examination room. An exception may be made for medicinal substances, such as throat lozenges, but permission must be obtained from the examination supervisors. Bottles of water are permitted.
- 9.6. Students will remain seated at the end of the examination until all examination material is collected and then will leave the room under the directions of the supervisors.
- 9.7. Students will only be allowed to visit the toilet after obtaining permission from the supervisor and will be accompanied by a supervisor to the toilet area.
- 9.8. **No talking** is permitted in the examination room once the exam has commenced and until all papers are collected.
- 9.9. Students must NOT bring any of the following into the examination room:
- 9.9.1. Mobile phone or smartwatch
 - 9.9.2. Any electronic device (except a calculator where permitted). This includes communication devices, organisers, tablets (eg iPads, etc), music players or electronic dictionaries
 - 9.9.3. Paper or any printed or written material (including your examination timetable)
 - 9.9.4. Dictionaries, except where permitted in Languages examinations
 - 9.9.5. Correction fluid or correction tape
- 9.10. Students who become sick during the course of the examination and are unable to continue are to notify the supervisor and then report to the front office. Students who leave the exam room sick cannot re-enter and recommence this exam.

Section 10: Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do.

A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help you understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of : narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications

Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse / evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, (analyse/reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

It is important to note that exam questions for the Higher School Certificate will also continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in exam papers.

Key Words and Levels of Response

Along with the mark value and space provided in exam booklets, the key words can help you to judge how much an answer needs to cover.

The table below provides a general guide to the kind of response required by each of the key words. The table is not intended to be prescriptive, and you will notice that some key words appear in more than one row.

Groupings of Syllabus knowledge, skills and understandings	Groupings of key words
Skills in analysis and critical thinking.	Analyse, distinguish, examine, explain, extract, investigate
Skills in application and performance	Demonstrate, discuss, apply, calculate, construct
Knowledge, recall and understanding	Define, describe, explain, give an account, identify, outline, recall, recount
Skills in evaluation	Appreciate, assess, discuss, evaluate, justify, predict, account for
Skills in problem solving	Apply, calculate, clarify, compare, contrast, construct, deduce, demonstrate, investigate, predict, propose, recommend
Skills in synthesis and creative thinking	Classify, extrapolate, interpret, summarise, synthesise

The left-hand column in the table is a grouping of the knowledge, skills and understanding typically found in Stage 6 syllabuses.

The key words from the glossary are grouped in the right-hand column alongside the groupings of knowledge, skills and understanding.

The terms in the right-hand column such as 'describe', 'identify' and 'outline' are typically used in questions requiring recall of knowledge. Questions using these terms generally require less depth and are worth fewer marks than questions using terms such as 'assess', 'evaluate' and 'justify' which call for higher-order thinking. The latter generally require an answer of greater depth and usually attract higher marks.

Other terms such as 'explain' and 'discuss' can vary considerably in the mark value and depth of response required.

Section 11: Web Addresses

NSW Department of Education

<https://education.nsw.gov.au/>

NSW Education Standards Authority (NESA)

<http://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

NESA Students Online

<https://studentsonline.nesa.nsw.edu.au/>

Universities Admission Centre

<https://www.uac.edu.au/>

TAFE New South Wales

<https://www.tafensw.edu.au/>

Section 12: Procedure for Evaluating HSC Course Assessment Policies

In term 3 each year a current copy of the school's "HSC Course Assessment Policies" is seen by each member of the school executive for evaluation/ review, suggested changes and additions. The Deputy Principal collates the following year's document and checks that it contains all the information suggested by the NESA.

Parents or students with suggestions for future policy documents should discuss or give them in writing to a member of the school executive staff. Please note that this document is to be used in conjunction with NESA "Rules and Procedures for the HSC" that each candidate receives and signs for at the beginning of their HSC course.

Section 13: Teachers with Family Members and/or Close Friends in Stage 6 at Gilgandra High School

Wherever practical, teachers will avoid teaching or being involved in educational decisions involving family members or close friends. Where it is not practical to avoid such situations completely, another member of staff will make any significant decisions relating to the student's assessments and have those endorsed by a supervisor. The management processes and systems in these circumstances will be approved by the Principal prior to the commencement of the course and monitored through existing line management support.

Appendix 1: Illness / Misadventure Form

STUDENT SECTION

Student Name: _____ Year: _____ Subject: _____

Task: _____ Date of Task: _____

Reason **extension / estimate / new date** (*please circle*) is required: (documentary evidence from parent/doctor must be provided if you are claiming illness – in line with NESA requirements)

I hereby request an extension of time / new date / forward date to complete the task

Student signature: _____ Date: ____ / ____ / ____

Parent signature: _____ Date: ____ / ____ / ____

HEAD TEACHER SECTIONAfter consultation with the classroom teacher I **have / have not** granted the student:

Classroom Teacher signature: _____ Date: ____ / ____ / ____

Head Teacher signature: _____ Date: ____ / ____ / ____

REVIEW COMMITTEE SECTION (only completed if Head Teacher decision is appealed)Based on the above recommendation I **have / have not** granted the student:

Principal / Deputy signature: _____ Date: ____ / ____ / ____

DECISION NOTIFICATION

Student Notified: Date: ____ / ____ / ____ Time: _____ Copy of decision given: Y N

Parent Notified (phone) : Date: ____ / ____ / ____ Time: _____

Teacher signature: _____ Date: ____ / ____ / ____

Appendix 2: Official Warning Letter: Non-completion of HSC course

This will be printed on school letterhead

{Date}

Dear {Parent/Carer}

N Award Warning - Non Completion of a Higher School Certificate Course

This letter is to advise that your {SonAndDaughter}, {PrefName} {Surname}, is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course in **Subject**.

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

Please regard this as the {1st, 2nd} Official Warning that we have issued concerning {PrefName}'s participation in {Subject}.

A minimum of two course specific warnings must be issued prior to a final 'N' Determination being made for a course.

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

- a) Followed the course developed or endorsed by NESA; and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the Course by the School; and
- c) Achieved some or all of the outcomes.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date {PrefName} has not satisfactorily met the following Course Completion Criteria:
{IncidentNawardBoardReasons}

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.

<i>Task Name/Course Requirement/Course Outcome</i>	<i>Date Task Initially Due (if applicable)</i>	<i>Action Required by student</i>	<i>Date to be completed by (if applicable)</i>

In order for {PrefName} to satisfy the Course Completion Criteria, the above tasks, requirements or outcomes will need to be satisfactorily completed or achieved.

Please discuss the matter with {PrefName} and contact the School if further information or clarification is needed.

Yours faithfully

Class Teacher Head Teacher Principal

----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----

Please detach this section and return it to the school (Ref: {IncidentReference})

Requirements for the satisfactory completion of a HSC Course {1st, 2nd} Official Warning - {Subject}

- I have received the letter dated {Date} indicating that {PrefName} {Surname} is in danger of not having satisfactorily completed {HisAndHer} {Subject} HSC Course.

Parent/Guardian Signature _____ Date _____

Student Signature _____ Date _____

Appendix 3: Assessment Task template

COURSE	
TASK NUMBER	
TASK WEIGHT	%
DATE OF NOTIFICATION	
DUE DATE	

OUTCOMES ASSESSED**TASK DESCRIPTION****TASK INSTRUCTIONS**

Teacher's signature: _____ Head Teacher's signature _____

Stage 6 – HSC Subjects

Scopes & Sequences

Assessment Schedules

HSC Assessment Schedule Overview

	Wk	Assessments Scheduled
Term 4 2022	1	
	2	
	3	
	4	
	5	PE; RO (PI)
	6	
	7	MH
	8	MS2; NUM
	9	AH; BIO
	10	DT; EA; ES; EST; PVD; SLR; CON; HOSP
Term 1 2023	1	
	2	
	3	
	4	
	5	PE; CON; HOSP
	6	DT; PVD; VA
	7	EA; EE; ES; EST
	8	AH; BIO; MS2; MH; NUM; RO (PI)
	9	
	10	ME; HOSP
	11	
Term 2 2023	1	
	2	
	3	SLR
	4	PVD
	5	
	6	MS2; NUM; VA
	7	EE
	8	EA; ES; EST; MH; HOSP
	9	BIO; DT; PE
	10	AH
Term 3 2023	1	SLR
	2	
	3	
	4	Protected Learning Time
	5	HSC Trial Exams – All subjects
	6	
	7	ME; RO (PI)
	8	CON
	9	
	10	HOSP

Ancient History

Scope & Sequence – 2022/2023

	Week	Topic Covered
Term 4 2022	1	Personalities in their Times <i>Option A: Egypt - Hatshepsut</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 1 2023	1	Core Study <i>Cities of Vesuvius: Pompeii & Herculaneum</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2023	1	Ancient Societies <i>Option F: Bronze Age – Minoan Crete</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2023	1	Historical Period
	2	<i>Option A: New Kingdom Egypt to the death of Thutmose IV</i>
	3	
	4	
	5	Protected Learning Time
	6	Trial HSC Exam period
	7	Historical Period (continued)
	8	
	9	
	10	
		HSC Revision

Ancient History HSC Assessment Schedule – 2022/2023					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Personalities in their Times	Core Study	Ancient Societies	All	
	Historical Analysis	Research and Source Analysis	Research and In Class Response	Formal Examination	
	Week 9 Term 4	Week 8 Term 1	Week 10 Term 2	Week 5-6 Term 3	
	AH12-5 AH12-6 AH12-8 AH12-9	AH12-5 AH12-6 AH12-8 AH12-9 AH12-10	AH12-1 AH12-2 AH12-3 AH12-7 AH12-9	AH12-1 AH12-3 AH12-4 AH12-6 AH12-7 AH12-9	
Knowledge and understanding of course content	5	5	10	20	40
Historical skills in analysis and evaluation of sources and interpretations	5	5		10	20
Historical inquiry and research	5	10	5		20
Communication of historical understanding in appropriate forms	5	5	10		20
TOTAL	20	25	25	30	100

HSC 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

Biology

Scope & Sequence – 2022/2023

	Week	Topic Covered
Term 4 2022	1	Module 5 <i>Heredity</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 1 2023	1	Module 6 <i>Genetic Change</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2023	1	Module 7 <i>Infectious Disease</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2023	1	Module 8
	2	<i>Non-Infectious Disease and Disorders</i>
	3	
	4	Protected Learning Time
	5	
	6	Trial HSC Exam period
	7	
	8	Module 8 (continued)
	9	
	10	

Biology HSC Assessment Schedule – 2022/2023					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Heredity	Genetic Change	Infectious Disease	All	
	Depth Study Research Task	Literature Review	Practical Task	Formal Examination	
	Week 9 Term 4	Week 8 Term 1	Week 9 Term 2	Week 5-6 Term 3	
	BIO11/12-1 BIO11/12-3 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO12-4	BIO11/12-1 to BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Working Scientifically	10	10	20	15	60
Knowledge and Understanding	10	10	10	15	40
Total	20	20	30	30	100

HSC Outcomes – A student:

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

Certificate 1 in Engineering

Assessment Summary for **Manufacturing and Engineering** Introduction:

MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways.

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 35 hours in total	Term 2, Week 4
There is NO HSC Examination available in this Board Endorsed Course. This VET course cannot be used in the calculation of an ATAR	N/A

Assessment Plan			Evidence Collection			
Cluster	Competency codes	Title of competency	Written Task/Questioning – written or oral related to knowledge e.g. quizzes, interviews	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks
Cluster 1 – Welcome to the Industry	MEM13015	Work safely and effectively in manufacturing and engineering				
	MEM16006	Organise and communicate information	x	x	x	
	MEM11011	Undertake manual handling				
Cluster 2 – Right tool, Right job	MEM18001	Use hand tools				
	MEM18002	Use power tools/hand held operations	x	x	x	
Cluster 3 – Engineering in Practice	MEM12024	Perform computations				
	MEM16008	Interact with computer technology	x	x	x	
	MEM07032	Use workshop machines for basic operations				
Cluster 4 – Can we build it	MEMPE006A	Undertake a basic engineering project				
	MEMPE001A	Use engineering workshop machines	x	x	x	x
Cluster 5 – Sparks and Noise	MEMPE002A	Use Electric welding machines				
	MEMPE004A	Use fabrication equipment	x	x		

Cluster 6 – My pathway	MEMPE005A	Develop a career plan for the engineering and manufacturing industry	x		x	
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You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the MEM10119 Certificate I in Engineering. The Statement of Attainment towards MEM10119 Certificate I in Engineering will only be the possible AQF outcome if at least one UoC has been achieved. The Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways will only be the possible AQF outcome if at least one UoC has been achieved.

Certificate II in Construction Pathways

Assessment Summary for CPC20220 **Certificate II in Construction Pathways** and Statement of Attainment towards CPC20120 Certificate II in Construction

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2, Week 5
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, Weeks 5-6

Assessment Plan			Evidence gathering techniques			
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work	Portfolio – purposeful collection of annotated and validated pieces of	Questioning – written or oral related to knowledge e.g. quizzes.
Cluster 5 – Option 3	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	✓	✓		✓
Cluster 6	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	✓	✓	✓	✓
Cluster 7	CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	✓	✓		✓

All the requirements of the VET qualification as stated in the TAS must be met to achieve the CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction. The Statement of Attainment towards CPC20211 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction will be the possible AQF outcome if at least one UoC has been achieved in each qualification.

Certificate II in Hospitality

Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2, Week 7
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, Weeks 5-6

Assessment Plan			Evidence Collection				HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio or direct observation – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Working Together	BSBWOR203 BSBCMM201	Work effectively with others		X		X	Y
		Communicate in the Workplace		X		X	-
Cluster 2 – Safe and hygienic food preparation	SITXFSA001 SITHCCC001 SITXFSA002	Part A Use hygienic practices for food safety	X			X	Y
		Part B Use food preparation equipment	X	X		X	-
		Participate in safe food handling practices	X	X		X	-
Cluster 3 – Café Skills	SITHFAB005 SITHFAB004	Part A Prepare and serve espresso coffee	X	X	X	X	Y
		Part B Prepare and serve non-alcoholic beverages	X	X	X	X	Y

Cluster 4 – Safe and Sustainable work practices	SITXWHS001 BSBSUS201	Participate in safe work practices Participate in environmentally sustainable work practices	X X	X X		X X	Y -
Cluster 5 – Interacting with diverse customers	SITXCCS003 SITXCOM002	Interact with customers Show social and cultural sensitivity	X X	X X		X X	Y -
Cluster 6 – Serving food and beverages	SITHFAB007	Serve food and beverage	X	X	X	X	Y
Cluster 7 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 8 – Use hospitality skills effectively	SITHIND003	Use hospitality skills effectively	X	X	X	X	-

****Units highlighted need to be assessed by an assessor that holds three years industry experience ie Cluster 3, 6 and 8. Please refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20316 Certificate II in Hospitality. The Statement of Attainment towards SIT20316 Certificate II in Hospitality will only be the possible AQF outcome if at least one UoC has been achieved.

The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement. Competency assessment is graded as 'not yet competent', 'developing', 'competent'. This means a course mark is not allocated.

Certificate II in Rural Operations

Assessment Summary for AHC21216 Certificate II in Rural Operations

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2, Week 3
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, Weeks 5-6

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 1	AHCWHS201	Participate in work health and safety processes	X	X	X	Mandatory focus area
Cluster 2	AHCWRK204	Work effectively in the industry	X		X	Mandatory focus area
Cluster 2	AHCWRK209	Participate in environmentally sustainable work practices	X	X	X	Mandatory focus area
Cluster 3	AHCWRK201	Observe and report on weather	X	X	X	Mandatory focus area
Cluster 4	AHCCHM201	Apply chemicals under supervision	X	X	X	Mandatory focus area
Cluster 4	AHCPMG201	Treat weeds	X	X	X	

Trainers must deliver and assess Cluster 1, 2, 3, 4, then select either Cluster 5 (Livestock stream) and select optional clusters to total of at least 15 units.

Clusters DO NOT NEED TO BE ASSESSED IN ORDER.

Assessment Plan		HSC
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Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 5	AHCLSK202	Care for health and welfare of livestock	X	X	X	Stream focus area
Cluster 5	AHCLSK205	Handle livestock using basic techniques	X	X	X	
Cluster 5	AHCLSK206	Identify and mark livestock	X		X	

Cluster 5 (includes Livestock stream)

Cluster 7 Tractors and machinery

Assessment Plan					
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 7	AHCMOM202	Operate tractors	X	X	X
Cluster 7	AHCMOM304	Operate machinery and equipment	X	X	X

Cluster 8 Feed and Water Livestock

Assessment Plan					
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 8	AHCLSK211	Provide feed for livestock	X	X	X
Cluster 8	AHCLSK209	Monitor water supplies	X	X	X

Cluster 9 Fencing

Assessment Plan					
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Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 9	AHCINF202	Install, maintain, and repair farm fencing	X	X	X
Cluster 9	AHCINF201	Carry out basic electric fencing operations	X	X	X

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the AHC21216 Certificate II in Rural Operations. The Statement of Attainment towards AHC21216 Certificate II in Rural Operations will only be the possible AQF outcome if at least one UoC has been achieved.

Design and Technology
Scope & Sequence – 2022/2023

	Week	Topic Covered
Term 4 2022	1	<p style="text-align: center;">Designing and Producing</p> <p style="text-align: center;"><i>Designing and Managing</i> (Content H1.1; H1.2; H4.1; H5.1; H5.2)</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 1 2023	1	<p style="text-align: center;">Innovation and Emerging Technologies</p> <p style="text-align: center;"><i>Design and Innovation</i> (Content H2.1; H2.2; H3.1; H3.2; H6.1)</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2023	1	<p style="text-align: center;">Innovation and Emerging Technologies</p> <p style="text-align: center;"><i>Technology and the MDP</i> (Content H4.2; H6.2)</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2023	1	Designing and Producing
	2	<p style="text-align: center;"><i>Evaluating design and the MDP</i> (Content H4.3)</p>
	3	
	4	
	5	Protected Learning Time
	6	Trial HSC Exam period
	7	HSC Revision
	8	
	9	
	10	

Design and Technology HSC Assessment Schedule – 2022/2023					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Designing and Producing	Innovation & Emerging Technologies	Innovation & Emerging Technologies	All topics	
	Multimodal Presentation	Case Study	Multimodal Presentation	Formal Examination	
	Term 4 Week 10	Term 1 Week 6	Term 2 Week 9	Term 3 Week 5-6	
	H1.1 H4.1 H5.1 H5.2	H2.2 H3.1 H6.1 H6.2	H4.2 H6.1 H1.1 H3.2 H4.3 H5.2	H1.1 H1.2 H2.1 H3.1 H3.2 H4.2 H5.2 H6.1 H6.2	
Knowledge and understanding of course content		20	12	8	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	30		18	12	60
Total	30	20	30	20	100

HSC 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 and relates these to industrial and commercial practices
H6.2	critically assesses the emergence and impact of new technologies, and the factors affecting their development

English - Advanced

Scope & Sequence – 2022/2023

	Week	Topic Covered
Term 4 2022	1	<p style="text-align: center;">Common Module <i>Texts and Human Experiences</i> <i>"The Merchant of Venice" William Shakespeare</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 1 2023	1	<p style="text-align: center;">Module A <i>Textual Conversations</i> <i>"The Complete Poems" John Keats</i> <i>"Bright Star" Jane Campion</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2 2023	1	<p style="text-align: center;">Module C <i>The Craft of Writing</i> <i>"What Time is it Now, Where You Are?" Colum McCann</i> <i>"That Crafty Feeling" Zadie Smith</i> <i>"How to Marry Your Daughters" Helen Garner</i> <i>"The Lady of Shalott" Lord Alfred Tennyson</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2023	1	HSC Revision
	2	
	3	
	4	Protected Learning Time
	5	Trial HSC Exam period
	6	
	7	HSC Revision
	8	
	9	
	10	

English Advanced HSC Assessment Schedule – 2022/2023					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Common Module	Module A	Module C	All	
	Extended Response	Multimodal	Creative Writing and Reflection	Formal Examination	
	Term 4 Week 10	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 5/6	
	EA12-1 EA12-6 EA12-7 EA12-8	EA12-2 EA12-5 EA12-7 EA12-8	EA12-1 EA12-3 EA12-4 EA12-9	EA12-1 EA12-3 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8	
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total	25	20	25	30	100

HSC 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 of meaning
EN12-4	Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN12-5	Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
EN12-6	Investigates and explains the relationships between texts
EN12-7	Explains and evaluates the diverse ways texts can represent personal and public worlds
EN12-8	Explains and assesses cultural assumptions in texts and their effects on meaning
EN12-9	Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

English – Extension 1

Scope & Sequence – 2022/2023

	Week	Topic Covered
Term 4 2022	1	Common Module <i>Literary Worlds</i>
	2	
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Term 1 2023	1	Elective 2 <i>Worlds of Upheaval</i> <i>"Frankenstein" Mary Shelley</i> <i>"Waiting for Godot" Samuel Beckett</i>
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Term 2 2023	1	Elective 2 <i>Worlds of Upheaval</i> <i>"Open Ground: Poems 1966-1996" Seamus Henry</i>
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Term 3 2023	1	HSC Revision
	2	
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	4	Protected Learning Time
	5	Trial HSC Exam period
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	7	HSC Revision
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English Extension 1 HSC Assessment Schedule – 2022/2023				
Component	Task 1	Task 2	Task 3	Weighting
	Literary Worlds	Elective 2: Worlds of Upheaval	Literary Worlds + Elective 2	
	Imaginative Response	Critical Response	Formal Examination	
	Term 1 Week 7	Term 2 Week 7	Term 3 Week 5-6	
	EE12-1 EE12-2 EE12-3 EE12-4 EE12-5	EE12-1 EE12-2 EE12-3 EE12-4 EE12-5	EE12-1 EE12-2 EE12-3 EE12-4 EE12-5	
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
Total	30	40	30	100

HSC 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

English - Standard

Scope & Sequence – 2022/2023

	Week	Topic Covered
Term 4 2022	1	<p style="text-align: center;">Common Module <i>Texts and Human Experiences</i> <i>"Billy Elliot" Stephen Daldry</i></p>
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Term 1 2023	1	<p style="text-align: center;">Module A <i>Language, Identity and Culture</i> <i>"The Penguin Henry Lawson Short Stories" Henry Lawson</i></p>
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Term 2 2023	1	<p style="text-align: center;">Module C <i>The Craft of Writing</i> <i>"May Your Pen Grace the Page" Luka Lesson</i> <i>"Dear Mrs Dunkley" Helen Garner</i> <i>"The Fringe Benefits of Failure" JK Rowling</i> <i>"The Pedestrian" Ray Bradbury</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2023	1	HSC Revision
	2	
	3	
	4	Protected Learning Time
	5	Trial HSC Exam period
	6	
	7	HSC Revision
	8	
	9	
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English Standard HSC Assessment Schedule – 2022/2023					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Common Module	Module A	Module C	All	
	Extended Response	Multimodal	Creative Writing and Reflection	Formal Examination	
	Term 4 Week 10	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 5-6	
	EA12-1 EA12-5 EA12-7	EA12-2 EA12-5 EA12-7 EA12-8	EA12-1 EA12-3 EA12-4 EA12-9	EA12-1 EA12-2 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8	
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total	25	20	25	30	100

HSC 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 of meaning
EN12-4	Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN12-5	Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
EN12-6	Investigates and explains the relationships between texts
EN12-7	Explains and evaluates the diverse ways texts can represent personal and public worlds
EN12-8	Explains and assesses cultural assumptions in texts and their effects on meaning
EN12-9	Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

English - Studies

Scope & Sequence – 2022/2023

	Week	Topic Covered
Term 4 2022	1	<p>Common Module</p> <p><i>Texts and Human Experiences</i></p> <p><i>“Go Back To Where You Came From” Ivan Mahoney</i> (Series 1 – Episodes 1, 2 & 3)</p> <p><i>“The Response” Madman</i></p>
	2	
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Term 1 2023	1	<p>Module C</p> <p><i>On the Road</i></p>
	2	
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Term 2 2023	1	<p>Module F</p> <p><i>MiTunes and Text</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2023	1	<p>Module K</p> <p><i>The Big Screen</i></p>
	2	
	3	
	4	Protected Learning Time
	5	Trial HSC Exam period
	6	
	7	Module K (continued)
	8	
	9	
	10	

English Studies HSC Assessment Schedule – 2022/2023					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Common Module	Module C	Module F	Module K	
	In-class Extended Response	Multimodal	Collection of Classwork	Formal Examination	
	Term 4 Week 10	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 5-6	
	ES12-1 ES12-7 ES12-9	ES12-2 ES12-5 ES12-7 ES12-8	ES12-1 ES12-3 ES12-6	ES12-1 ES12-3 ES12-4 ES12-5 ES12-6 ES12-7 ES12-8	
Knowledge and understanding of course content	15	10	15	10	50
Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	10	15	15	10	50
Total	25	25	30	20	100

HSC 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

Mathematics Standard 2

Scope & Sequence – 2022/2023

	Week	Topic Covered
Term 4 2022	1	Topic: Networks Subtopic: MS-N2 Network Concepts
	2	
	3	
	4	
	5	Topic: Measurement Subtopic: MS-M7 Rates & Ratios and MS-M5 Scale Drawings
	6	
	7	
	8	Topic: Financial Mathematics Subtopic: MS-F4 Investments and Loans
	9	
	10	
Term 1 2023	1	Topic: Measurement Subtopic: MS-M6 Non-right-angled Trigonometry
	2	
	3	
	4	
	5	Topic: Statistical Analysis Subtopic: MS-S4 Bivariate Data Analysis
	6	
	7	
	8	Topic: Types of Relationships Subtopic: MS-A4.1 Simultaneous linear equations
	9	
	10	
	11	
Term 2 2023	1	Topic: Financial Mathematics Subtopic: MS-F5 Annuities
	2	
	3	
	4	Topic: Types of Relationships Subtopic: MS-A4.2 Non-linear relationships
	5	
	6	
	7	Topic: Statistical Analysis Subtopic: MS-S5 The normal distribution
	8	
	9	
	10	
Term 3 2023	1	Topic: Networks Subtopic: MS-N3 Critical path analysis
	2	
	3	
	4	Protected Learning Time
	5	Trial HSC Exam period
	6	
	7	HSC Revision
	8	
	9	
	10	

Mathematics Standard 2 HSC Assessment Schedule – 2022/2023					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Rates and Ratios	Bivariate Data Analysis	Non-linear relationships	Measurement, Data, Networks, Algebra, Financial Mathematics	
	Limited Scope Test	Investigative Task	Assignment	Formal Examination	
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 6	Term 3 Week 5-6	
	MS2-12-3 MS2-12-10	MS2-12-2 MS2-12-7 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-6 MS2-12-9 MS2-12-10	MS2-12-1 to MS2-12-10	
Understanding, fluency and communication	15	10	10	15	50
Problem solving, reasoning and justification	15	10	10	15	50
Total	30	20	20	30	100

HSC 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

Modern History

Scope & Sequence – 2022/2023

	Week	Topic Covered
Term 4 2022	1	<p style="text-align: center;">Core Study</p> <p style="text-align: center;"><i>Power and Authority in the Modern World 1919-1946</i></p>
	2	
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Term 1 2023	1	<p style="text-align: center;">National Study</p> <p style="text-align: center;"><i>Option G: USA 1919-1941</i></p>
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Term 2 2023	1	<p style="text-align: center;">Peace and Conflict</p> <p style="text-align: center;"><i>Option B: Conflict in the Pacific 1937-1951</i></p>
	2	
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	8	<p style="text-align: center;">Change in the Modern World</p> <p style="text-align: center;"><i>Option C: Civil Rights in the USA 1945-1968</i></p>
	9	
	10	
Term 3 2023	1	
	2	
	3	
	4	Protected Learning Time
	5	Trial HSC Exam period
	6	
	7	HSC Revision
	8	
	9	
	10	

Modern History HSC Assessment Schedule – 2022/2023					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Core Study	National Studies	Peace and Conflict	Change in the Modern World	
	Research and Source Analysis	Historical Analysis	Research and In-class Response	Formal Examination	
	Term 4 Week 7	Term 1 Week 8	Term 2 Week 8	Term 3 Week 5-6	
	MH12-3 MH12-4 MH12-6 MH12-7 MH 12-9	MH12-2 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9	MH12-2 MH12-5 MH12-7 MH12-8	MH12-1 MH12-3 MH12-4 MH12-5 MH12-7 MH12-9	
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5		10	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total	20	25	25	30	100

HSC 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

Numeracy

Scope & Sequence – 2022/2023

	Week	Topic Covered
Term 4 2022	1	Topic: 3.1 Percentages
	2	
	3	Topic: 3.2 Operations with Numbers
	4	
	5	Topic: 3.3 Finance
	6	Subtopic: 3.3.1 Spending Money
	7	Topic: 3.4 Location, time and temperature
	8	Subtopic: 3.4.2 Time
	9	Topic: 3.3 Finance
	10	Subtopic: 3.3.2 Earning Money
Term 1 2023	1	Topic: 3.3 Finance
	2	Subtopic: 3.3.3 Personal Finance
	3	Topic: 3.4 Location, time and temperature
	4	
	5	Topic: 3.5 Space and Design
	6	
	7	
	8	
	9	Topic: 3.4 Location, time and temperature
	10	
	11	
Term 2 2023	1	Topic: 4.2 Statistics and probability
	2	Subtopic: 4.2.2 Probability
	3	Topic: 4.1 Rates and ratios
	4	
	5	Subtopic: 4.1.1 Rates
	6	Topic: 4.2 Statistics and probability
	7	
	8	
	9	Topic: 4.3 Exploring with NRMT
	10	Subtopic: 4.3.1 Numeration and 4.3.2 Operations
Term 3 2023	1	Topic: 4.1 Rates and ratios
	2	Subtopic: 4.1.2 Ratios & 4.1.3 Rates and Ratios
	3	HSC Revision
	4	Protected Learning Time
	5	Trial HSC Exam period
	6	
	7	Topic: 4.3 Exploring with NRMT Subtopic: 4.3.3 Time; 4.3.4 Measurement; 4.3.5 Statistics & probability and 4.3.6 Shape and location
	8	
	9	
	10	

Numeracy Assessment Schedule – 2022/2023					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Finance	Space and Design	Rates	Number, Measurement, Finance, Statistics	
	Open book in class test	Investigative Task	Assignment	Formal Examination	
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 6	Term 3 Week 5-6	
	N6-1.1 N6-1.3 N6-2.4 N6-2.6	N6-1.1 N6-1.2 N6-1.3 N6-2.2 N6-2.5 N6-2.6 N6-3.1 N6-3.2	N6-1.3 N6-2.1 N6-3.1 N6-3.2	N6-1.1 to N6-2.6	
Knowledge and understanding	15	10	10	15	50
Skills	15	10	10	15	50
Total	30	20	20	30	100

HSC Outcomes – A student:	
N6-1.1	recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
N6-1.2	applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
N6-1.3	determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
N6-2.1	chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
N6-2.2	chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
N6-2.3	chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
N6-2.4	chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
N6-2.5	chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
N6-2.6	chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
N6-3.1	chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
N6-3.2	chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

PDHPE

Scope & Sequence – 2022/2023

	Week	Topic Covered
Term 4 2022	1	Option Topic 3 <i>Sports Medicine</i>
	2	
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Term 1 2023	1	Core Topic 2 <i>Factors affecting Performance</i>
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Term 2 2023	1	Core Topic 1 <i>Health Priorities in Australia</i>
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	9	
	10	
Term 3 2023	1	Option Topic 4 <i>Improving Performance</i>
	2	
	3	
	4	Protected Learning Time
	5	Trial HSC Exam period
	6	
	7	HSC Revision
	8	
	9	
	10	

PDHPE HSC Assessment Schedule – 2022 / 2022					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Sports Medicine	Factors Affecting Performance	Health Priorities in Australia	All HSC topics	
	Written Response	Case study	Interpreting data	Formal Examination	
	Term 4 Week 5	Term 1 Week 5	Term 2 Week 9	Term 3 Week 5-6	
	H8 H13 H16 H17	H7 H11 H17	H1 H2 H15 H16	H1 to H5 H7 to H11 H14 to H17	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating	10	15	15	20	60
Total	20	25	25	30	100

HSC 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 health promotion based on the Ottawa Charter
H5	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H6	demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
H7	explains the relationship between physiology and movement potential
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	explains how movement skill is acquired and appraised
H10	designs and implements training plans to improve performance
H11	designs psychological strategies and nutritional plans in response to individual performance needs
H12	analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
H14	argues the benefits of health-promoting actions and choices that promote social justice
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H16	devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Photography, Video and Digital Imaging

Scope & Sequence – 2022/2023

	Week	Topic Covered
Term 4 2022	1	Field of Practice: Digital Imaging <i>Incorporating WHS</i> <i>Module DI1 – The Manipulated Form</i> <i>Module DI5 – The Arranged Image</i>
	2	
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Term 1 2023	1	Field of Practice: Wet Photography & Digital Imaging <i>Incorporating WHS</i> <i>Module WP1 – Introduction to Practice in Wet Photography</i> <i>Module D13 – Traditions, Conventions, Styles and Genres</i>
	2	
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Term 2 2023	1	Field of Practice: Video <i>Module V2 – Developing a Point of View</i>
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	8	Individual / Collaborative Project
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	10	
Term 3 2023	1	
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	9	
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Photography, Video & Digital Imaging HSC Assessment Schedule – 2022/2023					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Digital imaging	Wet Photography & Digital Imaging	Individual / Collaborative Project	All	
	Portfolio	Portfolio & Case Study	Portfolio & Research	Formal Examination	
	Term 4 Week 10	Term 1 Week 6	Term 3 Week 4	Term 3 Week 5	
	M1 to M6	M1 to M6 CH1 to CH5	M1 to M6	CH1 to CH5	
Making	25	20	25		70
Critical and historical studies		10		20	30
Total	25	30	25	20	100

HSC Outcomes – A student:	
M1	Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
M2	Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
M3	Investigates different points of view in the making of photographs and/or videos and/or digital images
M4	Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
M5	Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
M6	Takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works
CH1	Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
CH2	Investigates the roles and relationships among the concepts of artist, work, world and audience 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 and/or video and/or digital imaging
CH5	Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Sport, Lifestyle & Recreation (SLR)

Scope & Sequence – 2022/2023

	Week	Topic Covered
Term 4 2022	1	Module 11 <i>Outdoor Recreation</i>
	2	
	3	
	4	
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	10	
Term 1 2023	1	Module 1 <i>Aquatics</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	Module 15 <i>Sports Coaching and Training</i>
	9	
	10	
	11	
Term 2 2023	1	Module 9 <i>Healthy Lifestyles</i>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2023	1	
	2	
	3	
	4	Protected Learning Time
	5	Trial HSC Exam period
	6	Trial HSC Exam period
	7	Revision
	8	
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SLR HSC Assessment Schedule – 2022/2023					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Outdoor Recreation	Sports Coaching & Training	Healthy Lifestyle	All Topics	
	Planning and Practical	Practical Task	Research	Formal Examination	
	Week 10 Term 4	Week 3 Term 2	Week 1 Term 3	Week 5-6 Term 3	
	1.1 1.3 1.4 2.3 3.6 4.2 4.4	1.3 2.1 2.2 3.1 3.2 4.2 4.5	1.5 3.5 4.3	1.3 2.2 3.1 3.2 3.6 4.5	
Knowledge and understanding	10	10	20	10	50
Skills	20	20	5	5	50
Total	30	30	25	15	100

Please note: highlighted outcomes are applicable to the topics we study

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

Visual Arts

Scope & Sequence – 2022/2023

	Week	Topic Covered
Term 4 2021	1	<p>Critical and Historical Studies CONTEXT 1 - CHRONOLOGY/HISTORY Case Study 1 Syllabus Content: Frames: Structural, Cultural, Subjective, Post Modern Conceptual Framework: Artist-Artwork-World-Audience Practice: Art History, Artmaking Artmaking N.E.S.A Body of Work art making requirements B.O.W. - Beginning the Journey</p>
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Term 1 2023	1	<p>Critical and Historical Studies CONTEXT 2 - WHAT IS CONTEMPORARY ART? Case Study 2 & Case Study 3 Syllabus Content: Frames: Structural, Cultural, Subjective, Post Modern Conceptual Framework: Artist-World-Audience Practice: Art History, Art Criticism, Artmaking Artmaking Documenting process of the B.O.W in VAPD BOW journey development</p>
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Term 2 2023	1	<p>Critical and Historical Studies CONTEXT 3 - THE ARTWORLD Case Study 3 & 4 Syllabus Content: Frames: Structural, Cultural, Subjective, Post Modern Conceptual Framework: Artist-Artwork-World-Audience Practice: Art History, Art Critics, Artmaking Artmaking BOW development / resolution. VAPD documentation</p>
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Term 3 2023	1	Critical and Historical Studies
	2	CONTEXT 3 (continued) - THE ARTWORLD
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	4	Protected Learning Time
	5	
	6	Trial HSC Exam period
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	8	Artmaking BOW final resolution.

	9	VAPD final documentation
	10	

Visual Arts HSC Assessment Schedule – 2022/2023					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Development of the Body of Work	Case Study 3	All Case Studies	Body of Work and VAPD	
	Submission of works in progress, VAPD with annotated research and critical evaluation of material and conceptual intention through the structural frame	Extended written research response.	Formal Examination	Resolving the Body of Work: submission of artworks under development. VAPD, written analysis of intention and artmaking practice through the conceptual framework	
	Term 1 Week 6	Term 2 Week 6	Term 3 Week 5-6	Term 3 Week 6	
	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	
Artmaking	25			25	50
Art criticism and art history		25	25		50
TOTAL	25	25	25	25	100

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