

Girraween High School



2024-2025

Year 12

Assessment Policy Booklet

As of 02/05/2025

Amended: English (Advanced) Assessment Schedule (02/05/2025)

Contents

| | |
|---|-----------|
| A message from the Principal | 3 |
| 1.The Higher School Certificate | 4 |
| 1.1 School-Based Assessment | 4 |
| 1.2 HSC Examination..... | 4 |
| 1.3 Student Responsibility and Requirements | 4 |
| 1.4 Eligibility | 4 |
| 1.5 Performance Bands | 5 |
| 1.6 Australian Tertiary Admission Rank (ATAR) | 5 |
| 1.7 Pattern of Study..... | 5 |
| 1.8 Satisfactory Completion of a Course | 5 |
| 1.9 Course Changes, Late Enrolments, Accelerants and Pathways Students..... | 6 |
| 1.10 Zero Marks..... | 6 |
| 1.11 Non-Attempt of Tasks or Non-Serious Attempt of Tasks..... | 6 |
| 1.12 Completion of 50% of Total Value of Tasks..... | 7 |
| 1.13 Warning of 'N' Determination | 7 |
| 1.14 'N' Determinations and Appeals..... | 7 |
| 2. Disability Provisions..... | 7 |
| 3. Assessments | 8 |
| 3.1 Responsibilities | 8 |
| 3.2 Assessment Schedule Booklet and Timeframe | 8 |
| 3.3 Notification of Assessment Tasks | 9 |
| 3.4 Absence When a Task Is Notified | 9 |
| 3.5 Submission of Tasks..... | 9 |
| 3.6 Oral Tasks | 10 |
| 3.7 Extension to Submit or Complete an Assessment Task..... | 10 |
| 3.8 Prior Knowledge of Absence | 10 |
| 3.9 STUVAC & Incursions | 10 |
| 4. Illness/Misadventure/School Business | 11 |
| 4.1 Evidence of Illness / Misadventure | 11 |
| 4.2 Illness / Misadventure Procedures..... | 11 |
| 4.3 Absence Before a Task and Attendance on The Day of a Task..... | 11 |
| 4.4 Absences before the Trial Higher School Certificate Examinations | 12 |
| 4.5 Illness / Misadventure on the day of an Assessment Task..... | 12 |
| 4.6 Alternative Tasks | 12 |
| 5. Ensuring Consistency of Assessments | 13 |
| 5.1 Feedback..... | 13 |
| 5.2 Confirming Mark Accuracy & Final Ranking | 13 |
| 5.3 Confidentiality of Final Mark | 13 |
| 5.4 Appealing the NESA rank..... | 13 |
| 5.5 Non-Discriminating (by marks) or Invalid Tasks | 14 |
| 5.6 Assessment Concerns | 14 |
| 6. Malpractice..... | 14 |
| 6.1 Malpractice in Assessment Tasks | 14 |
| 6.2 Artificial Intelligence and malpractice | 15 |
| 7. Referencing..... | 16 |
| 7.1 Referencing and Plagiarising | 16 |
| 7.2 Plagiarism | 17 |
| 7.3 Referencing Guide | 17 |
| 7.4 Referencing Summary | 20 |
| Individual Courses & Assessments | 21 |
| Ancient History Assessment Schedule..... | 22 |
| Ancient History - Scope and Sequence..... | 23 |
| Biology Assessment Schedule | 24 |
| Biology Scope and Sequence | 25 |

| | |
|--|----|
| Business Studies Assessment Schedule | 26 |
| Business Studies - Scope and Sequence | 27 |
| Chemistry Assessment Schedule | 28 |
| Chemistry Scope and Sequence | 29 |
| Economics Assessment Schedule | 30 |
| Economics - Scope and Sequence..... | 31 |
| Engineering Studies - Assessment | 32 |
| Engineering Studies - Scope and Sequence | 33 |
| English (Advanced) Assessment Schedule | 34 |
| English Advanced - Scope and Sequence | 35 |
| English Standard Assessment Schedule..... | 36 |
| English Standard - Scope and Sequence..... | 37 |
| English Extension 1 Assessment Schedule..... | 38 |
| English Extension 1 - Scope and Sequence | 39 |
| English Extension 2 Assessment Schedule..... | 40 |
| English Extension 2 - Scope and Sequence | 41 |
| History Extension Assessment Schedule | 42 |
| History Extension - Scope and Sequence | 43 |
| Japanese Continuers Assessment Schedule | 44 |
| Japanese - Continuers Scope and Sequence..... | 45 |
| Japanese Extension Assessment Schedule | 46 |
| Japanese Extension - Scope and Sequence | 47 |
| Legal Studies Assessment Schedule..... | 48 |
| Legal Studies - Scope and Sequence | 49 |
| Mathematics Advanced Assessment Schedule..... | 50 |
| Mathematics Advanced - Scope and Sequence | 51 |
| Mathematics Extension 1 Assessment Schedule..... | 52 |
| Mathematics Extension 1 - Scope and Sequence | 53 |
| Mathematics Extension 2 Assessment Schedule | 54 |
| Mathematics Extension 2 - Scope and Sequence | 55 |
| Modern History Assessment Schedule | 56 |
| Modern History - Scope and Sequence | 57 |
| PDHPE Assessment Schedule..... | 58 |
| PDHPE - Scope and Sequence | 59 |
| Physics Assessment Schedule | 60 |
| Physics - Scope and Sequence..... | 61 |
| Society and Culture Assessment Schedule | 62 |
| Society and Culture - Scope and Sequence | 63 |
| Software Engineering Assessment Schedule | 64 |
| Software Engineering - Scope and Sequence..... | 65 |
| Studies of Religion Assessment Schedule | 66 |
| Studies of Religion - Scope and Sequence | 67 |
| Summary of Year 12 Assessment Tasks..... | 68 |
| Statement of Authenticity and Academic Integrity | 69 |

A message from the Principal

The booklet outlines the requirements set by the NSW Education Standards Authority (NESA) and Girraween High School's specific rules to ensure these requirements are met. A particularly important section is the School Assessment Procedures, which must be followed to ensure fairness and equity for all students. Adhering to these procedures will give you the best chance to maximise your marks, as your school assessment contributes 50% to your final HSC result.

I encourage you to spend time reading and fully understanding your rights and responsibilities regarding assessments. If you have any questions or uncertainties, please don't hesitate to ask for clarification.

The key to a successful year lies in commitment, organisation, and planning. Developing your own assessment calendar, regularly using your homework diary, and managing your time effectively will be critical. If you haven't established these habits yet, now is the time to begin.

Should you experience any difficulty with planning, meeting assessment requirements, managing stress, or if you are unsure about any aspect of your studies, please seek help straight away. We are here to support every student in achieving their potential, but we can only assist if we are aware of any issues you may be facing.

You can reach out to the following staff members for advice and support:

- Year Adviser
- Head Teacher Wellbeing
- School Counsellor
- Deputy Principals
- Principal
- Head Teachers or your classroom teachers for subject-specific matters

One of the most important steps you can take this year is to maintain balance in your life. While the HSC is an important milestone, it is not the entirety of your life. Make sure to schedule time for relaxation, exercise, and social activities. A healthy and consistent sleep pattern is also crucial for reducing stress and maintaining focus. Sharing your study plan with your family and seeking their support during this time will be valuable.

Please remember that each of you can achieve your goals. With dedication and your best effort, success is well within reach.

I wish you all a productive and fulfilling year ahead.

Mr L. Crangle
Principal

1. The Higher School Certificate

The final Higher School Certificate (HSC) result is based on a combination of school-based assessment tasks and the HSC examination for each subject, each contributing 50% to your overall mark.

1.1 School-Based Assessment

A student's final HSC result will be based on two sets of marks: 50% from school-based assessment tasks completed throughout each course and 50% from the HSC examination results. The moderated assessment marks shown on the Record of Achievement allow for comparison of performance between students from different schools who have completed the same course.

Each school conducts an assessment program for its students in each course and reports the assessment marks to NESA. These marks provide a rank order of students and reflect the relative differences in their performances. Due to variations in assessment tasks, marking standards, and student abilities across schools, NESA applies a process of moderation to ensure fairness. Moderation adjusts the school's assessment marks using the school group's HSC examination performance, allowing for comparison of students' achievements across different schools for the same course. NESA requires that schools provide an assessment of each student's performance in each Higher School Certificate Course.

The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations. (ACE 8072)

The details of the school assessment program, including procedures and requirements, are outlined in the Assessment Booklet provided. It is important to note that assignments or projects developed for assessment in one subject may not be used, either in part or in full, for assessment in any other subject.

1.2 HSC Examination

The other set of marks, which accounts for 50% of a student's overall result, will be determined by their performance in the HSC examination for each subject presented.

Upon satisfactory completion of the Higher School Certificate, NESA (NSW Education Standards Authority) will issue a portfolio of documents including:

- **HSC Testamur:** The official certificate confirming that the student has met all the requirements for the award of the HSC.
- **Record of Achievement:** A document listing the HSC courses completed, including marks and performance bands. Grades A–E are also included for Year 11 courses.
- **Course Reports:** For each HSC Board-Developed course, a Course Report will be provided, outlining marks, a Performance Scale, and Performance Band description, along with a graph showing the state-wide distribution of marks.

1.3 Student Responsibility and Requirements

Your performance in both school-based assessments and the HSC examination is equally important. NESA sets specific requirements for schools and students, and it is your responsibility to ensure that you are familiar with these requirements. Detailed syllabus and assessment information can be found on the NESA website:

www.educationstandards.nsw.edu.au.

If you have any questions or need further clarification regarding senior assessment, you can contact your Year Adviser, Faculty Head Teachers, or Deputy Principal.

1.4 Eligibility

To be eligible for the award of the Higher School Certificate, students must:

- a) have gained the Record of School Achievement or such other qualifications as NESA considers satisfactory
- b) have completed *HSC: All My Own Work* (or its equivalent)
- c) have demonstrated the [minimum standard of literacy and numeracy](#), and
- d) have **satisfactorily completed courses** that comprise the pattern of study required by the Board for the award of the Higher School Certificate
- e) undertake and make a serious attempt at the requisite Higher School Certificate examinations.

1.5 Performance Bands

Six Performance Bands (Band 6 being the highest) give students an indication of their performance in a course in relation to stated syllabus outcomes, and relative to other students in NSW who completed the course.

For 2 Unit Courses, the maximum possible marks is 100, and:

- Band 6 corresponds to marks from 90 to 100
- Band 5 corresponds to marks from 80 to 89
- Band 4 corresponds to marks from 70 to 79
- Band 3 corresponds to marks from 60 to 69
- Band 2 corresponds to marks from 50 to 59
- Band 1 corresponds to marks from 0 to 49.

Extension courses are of 1 unit value and have a maximum possible mark of 50, with the exception of Mathematics Extension 2. Four bands are used in reporting extension courses:

- Band E4 corresponds to marks from 45 to 50
- Band E3 corresponds to marks from 35 to 44
- Band E2 corresponds to marks from 25 to 34
- Band E1 corresponds to marks from 0 to 24.

1.6 Australian Tertiary Admission Rank (ATAR)

NESA provides the HSC data (consisting of both the Examination Marks and Assessment Marks) from which the ATARs are calculated, and the Universities Admissions Centre (UAC) then advises individual students of their ATAR. The ATAR is a number between 0.00 and 99.95 (with increments of 0.05). It provides a measure of overall academic achievement in the HSC, which assists universities in ranking applicants for university selection.

A candidate's ATAR is based upon the best ten units, subject to the following conditions:

- a) the best two units of English must be included in the ATAR
- b) the best eight units from the remaining NESA-Developed Courses are included

The ATAR is a rank, not a mark. The only purpose of the ATAR is to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose. Further information is available on the UAC website: www.uac.edu.au

1.7 Pattern of Study

Candidates for the Higher School Certificate must undertake a program of study consisting of at least 12 units of Year 11 Courses, and at least 10 units of HSC Courses. Both the Year 11 and HSC patterns of study **MUST** include:

- at least two units of a Board Developed course in English,
- at least four more units of Board Developed courses
- at least three courses which are of two-unit value (or greater), and
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate, a maximum of six Year 11 units and seven HSC units can be counted from science courses.

For students entered in Mathematics Extension 2, both Mathematics Extension 1 and Mathematics Extension 2 are counted as 2-unit courses.

Girraween High School Requirements

All students must complete at least 12 units throughout Year 11 Terms 1–3, and are expected to study at least 11 units in Year 11 Term 4.

1.8 Satisfactory Completion of a Course

Students will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that they have:

- a) **followed the course developed or endorsed by NESA**
- b) **applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school**

c) achieved the majority or all of the course outcomes.

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including such things as assignments, class participation and practical work. **Students are required to complete all set tasks, not only those for assessment.** For the Principal to deem them as satisfactorily completing the course, students must make a serious attempt at assessment tasks **in excess of 50%** of the available marks for a course.

Attendance is an integral part of satisfactorily completing a course as there is a strong correlation to attendance and student performance. Both the Department of Education and the school recognise a **minimum of 90% attendance** for satisfactory completion of course work. Multiple absences could lead to subject N-Determination Warning letter(s) for non-completion of work. The principal may determine that, as a result of absences, the course completion criteria in subjects might not be met. Multiple N-Determination warning letters could lead to **expulsion for unsatisfactory participation of a student over 17 years of age.**

1.9 Course Changes, Late Enrolments, Accelerants and Pathways Students

For students changing courses, the principal must be satisfied that they will be able to complete all course outcomes before the completion of the HSC course. NESA entrance and completion dates for courses must be adhered to.

Accelerants should complete all assessment tasks, or the equivalent, that are undertaken by students completing the usual course program. The school will endeavour to minimise the conflicting demands of Year 11 and HSC Assessment, but this cannot be guaranteed.

Pathways students are to meet the same satisfactory course completion requirements as other students.

1.10 Zero Marks

A **ZERO** mark may be awarded when a student:

- submits a hand in task 5 or more days late
- does not attempt a task (non-attempt)
- does not make a serious attempt at a task (non-serious attempt)
- is found to be involved in serious malpractice

In such cases:

- parents/guardians will be informed in writing
- copies of the parental notification will be submitted to the Year Adviser, Deputy Principal and Principal.

Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N' determination for that course.

1.11 Non-Attempt of Tasks or Non-Serious Attempt of Tasks

Students are expected to make a serious attempt at all assessment tasks. NESA defines a serious attempt as the submission of an assessment task that:

- Meets the requirements of the set task.
- Demonstrates the student's best effort and academic engagement.

To be considered a serious attempt, students must:

- Respond to the task in a manner that demonstrates academic engagement, and
- Provide answers in English, unless otherwise instructed.

If a student fails to make a serious attempt, a mark of ZERO may be awarded.

Definition of a Non-Serious Attempt

A non-serious attempt occurs when a student submits an assessment task that shows little or no thought or effort, is generally incomplete, or contains frivolous or objectionable material. Specific examples include, but are not limited to:

- Submitting answers only to multiple-choice questions without attempting other sections of the task.
- Including objectionable material in the submission, such as:
 - Abuse directed at school staff, Presiding Officers, or NESA.
 - Obscene symbols, drawings, or comments.

Consequences of a Non-Serious Attempt

Where the Faculty Head Teacher determines that a student has made a non-serious attempt, a mark of ZERO may be awarded for the assessment task.

1.12 Completion of 50% of Total Value of Tasks

Students **MUST** satisfactorily complete more than 50% of all assessment tasks set for a course for the Principal to deem them as satisfactorily completing the course.

1.13 Warning of 'N' Determination

Students undertaking the HSC Course must make a genuine/serious attempt to satisfactorily complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, regardless of whether these tasks contribute to the final assessment mark. **Attendance is an integral part of satisfactorily completing a course.**

It is a matter for the class teacher's professional judgment to determine whether a student has made a genuine attempt to complete these requirements. Students must make a serious attempt at assessment tasks that contribute in excess of 50% of the total assessment mark.

Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course. Students and parents/guardians will be informed in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.

1.14 'N' Determinations and Appeals

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student does not meet course and assessment requirements in an HSC course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Year 11 Courses and 10 units of HSC Courses which fulfil NESA pattern of study requirements, they will not be eligible for the award of the HSC.

In the case of Extension Courses, students who do not meet the assessment requirements of the co-requisite 2 Unit course will not receive a result in either course.

Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the principal, relevant Head Teacher and one teacher not involved in the assessment of the subject. The outcome of the appeal will be notified to the student, the parents and NESA.

2. Disability Provisions

At Girraween High School, we adhere to the NSW Education Standards Authority (NESA) guidelines regarding Disability Provisions for both internal and external examinations and assessments. Our goal is to ensure that students with identified and documented permanent or temporary disabilities can fully access and participate in these tasks.

Provision of Disability Adjustments Reasonable adjustments and Disability Provisions will be made for students whose disabilities affect their ability to perform in exams or assessments. These provisions aim to promote access, equity, and success.

Application Process for Disability Provisions Students or parents wishing to apply for Disability Provisions must consult with the Deputy Principal to initiate the application process.

Identification and Documentation of Disabilities

- For diagnosed learning disabilities, relevant documentation and professional assessments are required to justify Disability Provisions.

- Medically diagnosed disabilities must be supported by appropriate documentation from a treating clinician.
- Students seeking well-being support that may necessitate Disability Provisions can be identified by the school counsellor, who may recommend provisions with the submission of supporting medical documentation.

Students may also be identified as requiring Disability Provisions through a valid Illness/Misadventure Application, ensuring fair access to assessments or exams.

Approval Process

- For school assessments, the Deputy Principal will approve Disability Provisions in accordance with NESA guidelines after reviewing the submitted evidence and documentation.
- For the Higher School Certificate (HSC), NESA will provide approval based on the documentation submitted by the school on behalf of the student. The student and parents will need to gather all necessary documentation well before the due date set by NESA.

Disability Provisions and Modifications All Disability Provisions will align with NESA guidelines to ensure consistency between school assessments and the HSC. Provisions may include, but are not limited to, small group supervision (24 students or less), rest breaks, reader/writer assistance, or specialised equipment, and will be allocated based on individual needs and proper documentation.

If, at the beginning of an assessment task, a student feels that an approved provision has not been implemented, it is their responsibility to immediately inform the supervising teacher or invigilator. Failure to do so may affect their ability to appeal the matter later.

3. Assessments

3.1 Responsibilities

The school is responsible for:

- a) setting assessment tasks which will be used to measure student performance in each component of a course
- b) specifying a mark/weighting for each assessment task
- c) informing students of the requirements of each assessment task
- d) keeping records of each student's performance on each assessment task
- e) providing students with information on their progress.

Different courses will have different numbers and types of assessment tasks.

Further details about each assessment task can be obtained from the course teacher or the Head Teacher for the subject.

Students are responsible for:

- a) meeting all course requirements, including attendance in classes
- b) applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- c) being aware of assessment requirements and procedures
- d) making a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N determination' for that course.
- e) their personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged
- f) submitting all tasks on or before the due date
- g) being present for all 'in-class' tasks and examinations.

3.2 Assessment Schedule Booklet and Timeframe

This Assessment Booklet provides you with an assessment schedule for each of your subjects. Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting. At the conclusion of the subject assessment schedules in this Assessment Booklet is a Summary of Assessment Tasks – this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

Students must be informed in writing of the ACTUAL date and details of the assessment task, at least **TWO WEEKS** before the task.

3.3 Notification of Assessment Tasks

The due date and details of an assessment task will be notified to students in writing at least **TWO WEEKS** before the task.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for the notice to be given two weeks prior, provided the task is not being brought forward. **Any changes of date will be notified in writing.**

Note that written notification has precedence over any information listed in the assessment schedules contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task.

In some circumstances, it may be necessary to alter the date of the task (that is, Term and Week) from that listed in the assessment schedule in this Assessment Booklet. When this occurs, students **MUST** be informed of any changes to the date – in writing, and TWO WEEKS in advance. The principal will give approval if it is not possible to give notice two weeks in advance for changed tasks.

Note: If it occurs that an assessment task has been scheduled at a time which subsequently coincides with industrial action by staff, then the task will be postponed, and students will be informed in writing of the re-scheduled date of the task.

The written notification of each task must include:

- the date and time of when the task will take place or when the task is due
- components and their weighting as specified in the syllabus package
- the general nature of the assessment task
- the weight value of the task in relation to the total weighted mark for the course.

For assessment tasks completed outside the classroom, the written notification should also include:

- a [Statement of Authenticity and Academic Integrity](#) (this must be signed by the student and submitted with the completed assessment task).

Where appropriate, marking criteria/information about how the task will be assessed will also be included.

Dates for assessment tasks will be submitted to the Deputy Principal responsible for the School Calendar who will monitor the schedule of tasks to ensure that tasks are evenly spread and clashes avoided. Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the Deputy Principal and fill out an Illness / Misadventure / School Business form **well before the date**.

3.4 Absence When a Task Is Notified

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit to the Deputy Principal for their Year or the Principal an ***Illness / Misadventure Application Form*** (with relevant documentation).

3.5 Submission of Tasks

For assessment tasks which are completed outside the classroom:

- a [Statement of Authenticity and Academic Integrity](#) (which is part of the written notification) must be signed by the student and submitted with the completed assessment task
- students must use and follow the school's *Acknowledging Sources in Assessment Tasks* to acknowledge any component of the student's work that has been written, created or developed by others
- all tasks are to be submitted by the designated day and time (as per the written notification).

All tasks submitted after the designated time will be deemed to be LATE. All faculties must maintain a record of tasks submitted. Tasks must be submitted in accordance with the instructions from the faculty.

3.6 Oral Tasks

Oral tasks usually consist of two components – a written submission and the oral presentation itself. The form of the written submission will be explained by your teacher when the task is distributed.

All written submissions must be handed in by the designated time on the due date. All written submissions handed in after this time will be deemed LATE, unless there are exceptional circumstances, and the student will receive a **reduction of 20% per day off the marks for the written submission component of the task**.

In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified time and day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students **MUST** attend class at the time indicated for their oral presentation. It is the student's responsibility to be ready to give their oral presentation at the designated time on the designated date. Any student that is not present to give their oral presentation at the designated time on the designated date will be deemed LATE, unless there are exceptional circumstances, and the student will receive a late penalty of 20% per day for the oral presentation component of the task.

In some circumstances, the written submission is the transcript of the oral presentation. If this transcript is not submitted by the designated time on the designated date, the student will receive a late penalty of 20% per day for the task, unless there are exceptional circumstances.

3.7 Extension to Submit or Complete an Assessment Task

It is the student's responsibility to ensure all assessment tasks are submitted by the due date or performed in class at the specified time. Unless an application for an extension has been approved by the Faculty Head Teacher, in conjunction with the Deputy Principal, the late submission or completion of a task will result in a **20% reduction of marks per day being awarded** for that task.

Extensions for assessment tasks completed outside the classroom must be granted by the Faculty Head Teacher, in conjunction with the Deputy Principal, using the school's ***Illness / Misadventure Application Form*** well before the **due date** of the task.

If a student is unable to complete a task at the specified time they must seek an extension from the Faculty Head Teacher, in conjunction with the Deputy Principal, using the school's ***Illness / Misadventure Application Form***.

Extensions will only be granted in cases of severe illness or other exceptional circumstances. A medical certificate will be required in cases of illness. Holidays, routine medical or dental appointments, driving tests, part-time work commitments and routine sporting commitments are examples of grounds likely to be unsuccessful when applying for an extension.

If your extension is not granted, you must submit the incomplete task or complete the task by the designated date.

An extension of time for the submission or completion of tasks may only be granted by the Deputy Principal after consultation with the appropriate Head Teacher. **Applications submitted after the due date (of task submission) or specified time (of completing the task) will not be considered.**

3.8 Prior Knowledge of Absence

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, which includes being absent due to another school organised activity, the student must **NOTIFY THEIR CLASS TEACHER well before the due date**.

Students **MUST** either submit the task before the due date or make arrangements for its submission on the due date. All tasks submitted after the designated time will be deemed LATE.

3.9 STUVAC & Incursions

STUVAC (Study Vacation) days are when there are no timetabled classes so students can choose to be at home to prepare for exams.

GHS generally only grants STUVAC for the following reasons:

- a day before any GHS Stage 6 Formal Examination Period that does not start on a Monday
- the days between Year 12 Graduation and the start of the HSC Written Examinations

- a day before the Trial HSC (written) and HSC (written) for Accelerated Students (either with GHS or external providers) unless the examination is on a Monday
- the first day of the Year 10 Term 4 Assessment Period for students who attended the overseas excursion to Japan.

On the day HSC Major Project or submitted works are due to be submitted, your teacher may organise an incursion day at school for you to finalise your Major Project or submitted work.

For HSC Performance Exam subjects, you teacher may organise a short rehearsal to test sound, lighting etc. the day before the performance.

4. Illness/Misadventure/School Business

4.1 Evidence of Illness / Misadventure

Illness/misadventure provisions exist to support students whose performance in an assessment task is impacted by circumstances beyond their control. These provisions apply when illness or misadventure occurs immediately before or during the assessment task, affecting the student's ability to perform.

Applications for illness/misadventure may be based on:

- **Illness or injury:** Such as physical ailments (e.g. influenza, stomach virus) directly affecting the student's performance.
- **Misadventure:** Events beyond the student's control (e.g. the recent death of a family member or friend, or an exceptional circumstance) that impact performance.
- **School business:** Events organised through the school (eg. Zone sport) which clash with the assessment tasks.

Grounds unlikely to be accepted for Illness / Misadventure:

- Attendance at cultural events or family holidays.
- Inadequacies of teaching.
- Loss of preparation or study time.
- Disabilities for which NESA has already granted provisions, unless unforeseen complications arise during the task.
- Long-term illnesses, unless there is an acute episode immediately before or during the task.
- Avoidable circumstances (e.g. routine appointments, driving tests, part-time work, sporting commitments).

The school's illness/misadventure process mirrors NESA's HSC procedures. NESA will not uphold applications unless the reasons for absence are deemed sufficiently serious. If illness or misadventure prevents attendance, students must follow the school's Illness/Misadventure Procedures.

4.2 Illness / Misadventure Procedures

1. **Submission of Tasks:** Students are responsible for ensuring all assessment tasks are submitted by the due date or completed at the specified time. Absence on the due date is not grounds for an extension unless there are exceptional circumstances, which must be approved by the Deputy Principal.
 - If a student cannot submit a task due to valid illness or misadventure, they need to notify the school by 9:00 am on the day the task is due. The student needs to arrange with the relevant teacher to either submit the task electronically, or have the task delivered to the school's front office by the designated due time.
 - Upon returning to school, the student must submit an Illness/Misadventure application to the Deputy Principal, including supporting evidence. For illness, a medical certificate must be provided.If no application is submitted, or the application is denied, a 20% penalty per day late will be applied.

4.3 Absence Before a Task and Attendance on The Day of a Task

Students are required to attend all timetabled lessons and scheduled school activities during the **three school days** leading up to an assessment task. If a task is due later in the day, **students must attend all lessons prior to the task on that day.**

If a student is unable to meet this requirement, they must submit an Illness/Misadventure form explaining why they were unable to attend school during the three school days before the assessment or why they missed lessons on the day of the task.

Students applying on the grounds of illness **must** also submit a medical certificate as part of the Illness/Misadventure Form. The certificate must confirm that the illness occurred within the three-day period prior to the assessment or on the day of the assessment, as applicable. **Medical certificates obtained after the event will not be accepted.**

If the evidence provided is **not approved**, the student's assessment mark for **the task may be reduced by 10%.**

4.4 Absences before the Trial Higher School Certificate Examinations

In the two school weeks prior to these major examinations:

- students **MUST** attend all timetabled lessons or scheduled school activities (for the dates of the required days, see Summary of Assessment Tasks). Any student absent in this time will require a medical certificate to verify their absence and **MUST** see the Deputy Principal for their Year or the Principal, **on the day of their return to school**, to submit an ***Illness / Misadventure Application Form*** with their medical certificate. Medical certificates obtained after the event will not be accepted.
- the expectation is that all classes are taught by the regular class teacher. During this time the school will endeavour to minimise teachers being on an excursion for another year group or being on Professional Learning activities.
- if students know that they will be absent during this time due to exceptional circumstances, they need to apply to the Deputy Principal responsible for their Year or the Principal using the school's ***Illness / Misadventure Application Form*** **well before the start** of the major examinations – documentary evidence will be required for verification.
- the Deputy Principal or Principal may grant exceptions for student absence during this time due to exceptional circumstances, such as student involvement in school representative fixtures.

The steps outlined above must be followed if a student is sick **DURING** the completion of a task at school, or if a student believes that a **misadventure** have adversely affected their performance.

4.5 Illness / Misadventure on the day of an Assessment Task

Absence on the Day of an Assessment Task: If a student is absent on the day of a scheduled task, they need to notify the school by 9:00 am. Upon returning, the student must submit an Illness/Misadventure Application with supporting evidence. The student must be prepared to complete the task, or a substitute task, upon returning to school.

Trial HSC Examinations: During the Trial HSC Examination period, students must complete missed exams on the school day following the expiry of their medical certificate. Rescheduling is to be arranged with the Deputy Principal. A zero mark will be recorded if no application is submitted within five school days, including all days during an exam period, or if the application is denied.

Sickness During an Assessment Task:

If a student is unwell on the day of a school test or examination, they are strongly advised to not sit for the task. If the student does not attempt the task, they must obtain a medical certificate and follow the illness/misadventure process.

Should a student begin an assessment task and become unwell, there are limited options available, as the school must assess the student's actual performance rather than the potential performance.

Students feeling unwell just before or during an assessment must notify the supervising teacher immediately. The teacher will assess and discuss with the student of their options which are outlined below.

- If the student decides to continue with the task despite being unwell, no extra time will be given and the result achieved will not be adjusted.
- In the instance where the student is too unwell to continue with the assessment task, in most circumstances the mark will not be adjusted.

Note: Applications submitted after assessment task results have been issued will not be considered under any circumstances.

4.6 Alternative Tasks

A student's performance in an alternative task can be reviewed by the Subject Head Teacher if:

- the student's performance is not commensurate with their performance in other assessments and/or
- the difficulty of the alternative task may not equate with the difficulty of the original task

After determination of the final mark, there are no grounds for further appeal.

If a student repeatedly misses an alternative task, an alternative mode of assessment will be utilised as determined by the Subject Head Teacher. An alternative mode of assessment may decrease in complexity in comparison to the original task. This means that a student is likely to experience difficulty in demonstrating understanding of course outcomes at a high level. As a result, a student may only achieve a limited mark that is commensurate with the level of understanding they have demonstrated.

In exceptional circumstances where a student cannot complete the assessment task, schools 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.

5. Ensuring Consistency of Assessments

5.1 Feedback

Feedback on assessment tasks will typically be provided within 2-4 school weeks after the task/assessment period is completed. Teachers will offer feedback during a nominated lesson, or across several lessons for more complex tasks.

Generally during feedback sessions, students are not allowed to have any writing apparatus on their persons.

Any queries related to marks must be raised with the teacher during the specific lesson that feedback for the individual question of concern is provided, where the teacher will record the student's specific query, collect the paper and investigate the matter. A mathematical error can be addressed by the teacher in that lesson.

For queries related to marking, the teacher(s) will review the queries without student presence, unless there are exceptional circumstances. The resolution of the query will be noted on the front page of the assessment task and there is the possibility that your mark could be adjusted either up, no change or down to ensure consistency with the marking criteria. **No further correspondence or additional queries will be accepted after this feedback process.**

If a student is absent on the day of the feedback, the teacher may choose to schedule an additional feedback session. There is no expectation for a teacher to give you detailed 1:1 feedback. If the student has a query as to the marking, it must be raised during this session.

With extended response answers some faculties also use check marking, common script marking or double marking to provide consistency. These responses are generally not open to queries.

5.2 Confirming Mark Accuracy & Final Ranking

After the completion of each HSC assessment task, students are required to sign off to confirm that the mark entered in the school's system is accurate. Each sign off should only include the mark for that task.

Ranks are only provided on school reports.

Reports contain indicative ranks calculated from marks available at the time. There may be extenuating occasions where the school rank on the students' reports is different to the NESA ranks.

Assessment Rank Order Notices will be available to HSC candidates via Students Online after the final HSC examination.

Should the school report rank differ from what was expected, a review of the ranking may be requested by the student to the principal. Marks awarded by teachers for individual assessment tasks are **not** subject to this review mechanism.

The NESA rank is the final rank.

5.3 Confidentiality of Final Mark

The final HSC assessment mark for each subject is confidential and is not given to students as per NESA guidelines.

5.4 Appealing the NESA rank

Immediately talk to the subject Head Teacher if you believe your NESA rank is incorrect. Students can find out your NESA assessment ranks (your final position in each school course) in your [Students Online](#) account after the final HSC exam.

You cannot appeal your marks for individual assessment tasks. But if you feel your rank is wrong in a course, talk to your subject Head Teacher immediately.

If you are still not satisfied that your rank is correct, you can apply to your principal for a review.

In this review, the school will consider whether it:

- weighted its assessment tasks in line with the NESA requirements
- complied with its stated assessment program when deciding your final assessment mark
- miscalculated or made a clerical error when deciding your assessment mark.

If you want to apply for a review, the school needs time to investigate and determine the outcome prior to the NESA cut-off date. The cut-off date is generally 1 week after the final HSC exam.

5.5 Non-Discriminating (by marks) or Invalid Tasks

If a task, or a component /question within a task, is found to be non-discriminating (does not give a range of marks) between students, invalid or there were problems associated with its administration, the task may be discarded and an alternative task set; or the component / question within the task may be discarded while the rest of the task is deemed to be valid.

In these circumstances, the Head Teacher, in consultation with the relevant Deputy Principal, may determine whether it is necessary for another task to be set, and/or adjust the weightings accordingly. If it is decided that the original task is still to be used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course. The Head Teacher and Deputy Principal may decide to discard the original task completely and a replacement task will be organised.

If an alternative task is to be given the students must be informed in writing (with sufficient notice).

5.6 Assessment Concerns

Where circumstances arise in the administration of the assessment of HSC courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Deputy Principal.

FURTHER INFORMATION

The Assessment Certification Examination (ACE) website provides up-to-date information about the rules and procedures set by NESA (NSW Education Standards Authority) in relation to the Higher School Certificate and the Record of School Achievement.

The URL for the ACE website is: <https://curriculum.nsw.edu.au/ace-rules>

6. Malpractice

6.1 Malpractice in Assessment Tasks

Malpractice is any activity that allows students to gain an unfair advantage over other students. Malpractice in any form including

- plagiarism,
- collusion,
- misrepresentation
- breach of assessment conditions

is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.

Each student's mark in an assessment task will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the school's **Acknowledging Sources in Assessment Tasks**. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. 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.

For assessment tasks which are completed outside the classroom, a **Statement of Authenticity and Academic Integrity** must be signed by the student and submitted with the completed assessment task. Students must abide by the principles of this statement.

By signing this statement, a student is certifying that:

- the planning, development, content and presentation of this assessment task is their own work in every respect
- the assessment task has not been copied from another person's work or from books or the internet or any other source
- they have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development
- they have read, understood and have followed the school's *Acknowledging Sources in Assessment Tasks* (included in the Assessment Policy Booklet that has been issued).

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately.

Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task and will jeopardise their Record of School Achievement (RoSA) and/or their Higher School Certificate (HSC).

Types of malpractice include, but is not limited to:

- cheating, attempting to cheat, or assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- building on the ideas of another person without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting an assessment task in any way
- breaching school examination rules (this includes being found with a **mobile phone** or **technological device**, including a **programmable watch** such as an Apple watch, during an in-class assessment task or major examination).
- using non-approved aids during an assessment task
- gaining or attempting to gain marks through dishonest representation
- contriving false explanations to explain work not handed in by the due date.

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

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

Any student found involved in serious malpractice in completing an assessment task may be awarded a mark of ZERO for that task.

The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Head Teacher of the course involved and notified immediately to the Deputy Principal. The Deputy Principal will determine the appropriate action should malpractice be proven.

If the student chooses to, then they may appeal to the principal within 24 hours of the decision being taken. The principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

6.2 Artificial Intelligence and malpractice

Artificial Intelligence (AI) refers to the use of computer programs which can undertake tasks or activities such as the writing / rewriting of essays, answering questions and problem solving.

The use of Artificial Intelligence Applications (AIA) in an assessment may be a breach of academic honesty which constitutes malpractice. Academic honesty can be breached in a number of ways.

These include, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially

Use of AIA in assessments may not help students to build their critical thinking skills and problem-solving skills and will not be able to be referenced appropriately. Furthermore, teachers must have confidence when marking assessments that they are marking the students' own work as opposed to work generated by an AIA.

The process of preparing material for assessment is an important part of students' learning experience. It allows students to demonstrate their understanding of concepts and apply what they have learnt in different domains and settings. To prove the integrity of their work, students should be able to produce multiple drafts and /or research notes in case of disputes. Assessment supports students in their development of analytical skills, evaluative judgement, communication skills, and presentation skills.

Any Assessment Task that is not the student's own work including AIA generated responses may be considered as plagiarism which is a form of malpractice. Hence, the student could receive a zero mark for the assessment task.

7. Referencing

7.1 Referencing and Plagiarising

Referencing is a method of acknowledging the variety of sources of information and ideas that you have used while completing assessment tasks outside the classroom. Its purpose is to acknowledge the original source of ideas and work that is not your own. Direct quotations, facts and figures, as well as ideas and theories, from both published and unpublished works, must be referenced. Referencing is necessary to avoid plagiarism, to verify quotations and paraphrasing, and to enable readers (and markers) to follow up and read more fully the cited author's work.

Information that you are required to reference includes:

- quotations (exact words), or paraphrasing (information rewritten in your own words)
- ideas, arguments or specific information (such as statistics) proposed and developed by someone else.

The following types of sources do not need to be acknowledged:

- your own experiences or experimental results
- your original ideas, arguments or compositions
- common knowledge.

Common knowledge includes:

- facts that are commonly known (such as there are 12 months in a year)
- statements of facts that are easily available in a number of different kinds of sources (such as World War II began in 1939).

Referencing generally has two key elements:

- ❶ an in-text reference (that is, within the text of the assessment task) that indicates you have used a phrase, idea or concept from someone else
- ❷ a complete Reference List at the end of the assessment task giving full details of all sources referred to in the assessment task.

There are many referencing systems available. At Girraween High School, the **Harvard Style** of referencing is to be used when completing assessment tasks outside the classroom. If an assessment task is not referenced in the required format, you may be suspected of plagiarism.

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task and will jeopardise their Record of School Achievement (RoSA) and/or their Higher School Certificate (HSC) .

Note: Some Senior Courses require students to follow specific referencing systems:

- In English Extension 2, for the submitted Major Work, students must follow NESA referencing requirements. These requirements will be outlined to students by their English teacher.

- In Year 11, HSC and Elective History courses, when instructed, students must follow the Footnote Referencing System. This system will be outlined to students by their history teacher.
- In Legal Studies, when instructed, students must follow the Legal Citation Referencing System. This system will be explained to students by their Legal Studies teacher.

7.2 Plagiarism

Plagiarism is a form of **malpractice** or **cheating**.

Plagiarism is presenting another person's work as your own work by copying or reproducing it without acknowledgement of its source.

Plagiarism includes, but is not limited to:

- substantial parts of your presented or submitted assessment task has been copied from the work of someone else
- your assessment task contains a substantial body of copied material (including from the internet) without acknowledgement of the source through correct referencing
- engaging another person to produce or conduct research for your assessment task.

Plagiarism is seldom an issue when students properly acknowledge the source of the material. When completing an assessment task outside the classroom, to avoid the risk of plagiarism, students need to do two things – use in-text references and complete a Reference List.

Students found to be guilty of serious plagiarism in an assessment task could receive **ZERO marks** for the task.

7.3 Referencing Guide

In-text References

If you directly quote an author, discuss their ideas, research or paraphrase their text in your assessment task, you must provide an in-text reference (that is, within the text of your task) acknowledging their name, the year of publication, e.g. (Smith & Jones 2016)

You must then list all the references cited in your task, with full bibliographic details in alphabetical order, in your **Reference List** at the end of your task.

Quote

If you include a direct quote (word-for-word), the in-text citation must include the page number/s where the quotation appeared, e.g. ... "correct referencing is a necessity" (Smith & Jones 2016, p. 16). Page numbers are also required when paraphrasing specific information.

When 30 or more words are quoted, quotation marks are NOT used. Instead, begin quoting the material on a new line and indent the text 5 spaces (use the Indent tool to keep all lines of the quote evenly indented) and include specific page number(s) in your in-text reference.

Paraphrase

This is where you use someone else's ideas, information, theories etc, but rewrite it in your own words. Note that no quotation marks are used here.

Example: Satellites can be put into orbit around the Earth, the orbital velocity depends on the altitude above the Earth's surface. In other words, orbital velocity depends on the radius of orbit. (Warren 2008, p. 17)

Note

- When no author is available, cite the work by its title in both its in-text citation, e.g. (Smith 2009), and also in the reference list. In the reference list, ignore articles such as "A", "An", and "The" when alphabetising by title.
- When no publication date is available, use n.d. (no date) in the place of the year, e.g. Smith (n.d.) notes that ...
- If a DOI (Digital Object Identifier) is available for your source, place it at the end of the reference as shown in the journal article example below.

Creating a Reference List

Your references must appear at the end of your task in a new section entitled **Reference List**. The references listed are arranged alphabetically by author. Where a source has no author, it is cited by its title, and ordered in the list alphabetically by the first significant word of the title. Start a new line for each reference.

A **Reference List** only includes material from sources such as books, journals and electronic sources, including the internet, which are cited within the assessment task.

For some courses, such as Stage 6 Society and Culture, a **Bibliography** may be required. A Bibliography is a list of relevant sources of all materials you read while preparing and writing your task, even if they were not all referenced within the actual assessment task. Your teacher will inform you if a Bibliography is needed and the format to be used.

Books & Articles

| Type | In-Text Citation | Reference List |
|-----------------------------|--|---|
| Book with one author | ... notes its prominence (Weller 2011) OR Weller (2011) notes that ... | Weller, M 2011, <i>The digital scholar: how technology is transforming academic practice</i> , Bloomsbury Publishing, New York. |
| Magazine Article | (Rick & Erlandson 2009) (Rick & Erlandson 2009, p. 952) | Rick, TC & Erlandson, JM 2009, 'Coastal exploitation', <i>Science</i> , 21 August, pp. 952-953. |
| News Paper Article | (Browne 2010) (Browne 2010, p. 45) | Browne, R 2010, 'This brainless patient is no dummy', <i>Sydney Morning Herald</i> , 21 March, p. 45. |

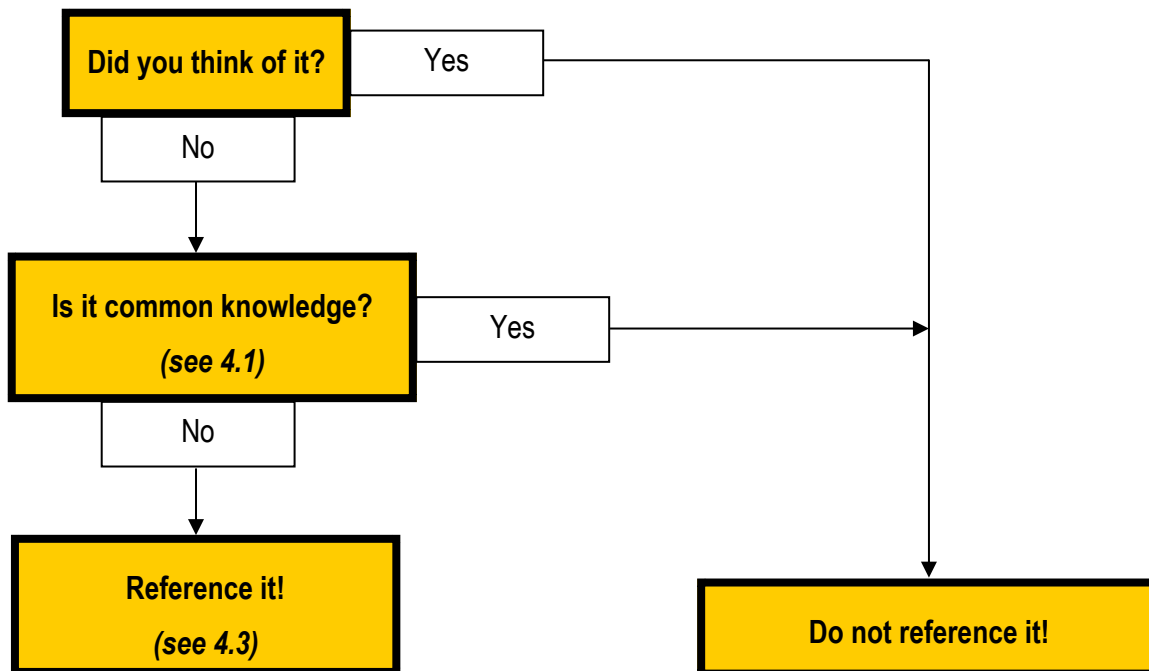
Online Resources

| Type | In-Text Citation | Reference List |
|---|--|--|
| Email | SENDER'S NAME (sender's email address), date . <i>Subject of message</i> . Email to RECIPIENT'S NAME (recipient's email address) Jones (2008) stated... | JONES, A (ajones@hotmail.com), 4 May 2008, <i>Writing essays</i> . Email to D. BROWN (d.brown@hotmail.com) |
| eBook | ... the most prestigious of the British universities (Bhopal & Danaher 2013) OR Bhopal and Danaher (2013) suggest ... | Bhopal, K & Danaher, PA 2013, <i>Identity and pedagogy in higher education: international comparisons</i> , e-book, Bloomsbury Academic, London, viewed 15 February 2018, https://ebookcentral.proquest.com |
| Web page with author/s listed <i>Follows the same author formatting as other resources</i> | ... notes its prominence (Palmer 2008) OR Palmer (2008) notes that ... | Palmer, LF 2008, <i>Insufficient milk syndrome: a fallacy becomes a reality</i> , viewed 15 February 2018, http://babyreference.com/insufficient-milk-syndrome-a-fallacy-becomes-a-reality/ |
| Web page without author/s <i>Title becomes main entry, use full title in-text; subsequent in-text citation can be abbreviated</i> | ... its demise (<i>\$250m funding boost for malaria vaccine</i> 2003) Subsequent entries: ... (<i>\$250m funding boost</i> 2003) | <i>\$250m funding boost for malaria vaccine</i> 2003, viewed 15 February 2018, http://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220/ |
| Web page without a date <i>Use (n.d.) instead of a year</i> | ...in assessment (Australian College of Midwives n.d.) | Australian College of Midwives n.d., <i>Midwifery practice review</i> , viewed 15 |

| | | |
|--|--|---|
| | OR The Australian College of Midwives (n.d.) state that ... | February 2018, https://www.midwives.org.au/what-mpr |
| Online Journal article with one author <i>Follow this format for articles from databases or in print</i> | (Clark 2003) | Clark, J 2003, 'Estimating the area of Virginia', <i>Journal of Online Mathematics and its Applications</i> , vol. 3, viewed 6 October 2009, http://mathdl.maa.org/mathDL/4/?pa=content&sa=viewDocument&nodeId=507 . |
| YouTube and other streaming video | ... colour (Vsauce 2013) OR Vsauce (2013) posits that ... | Vsauce 2013, <i>Is your red the same as my red?</i> , online video, viewed 15 February 2018, https://www.youtube.com/watch?v=evQsOFQju08 |
| DVD on YouTube | ...ever-present question about art is how it impacts on us (Gough 2017). | Gough, P 2017, <i>What makes art good or bad?</i> , video recording, YouTube, viewed 17 July 2017, < https://www.youtube.com/watch?v=XNQVe4qgtx8 >. |

University of Newcastle Library, August 2018. Based on the Style Manual for Authors, Editors and Printers, 6th edition, using the Monash Harvard style.

7.4 Referencing Summary



What is Referencing?

Referencing is a method of acknowledging the sources of information and ideas that you have used while completing assessment tasks.

It has two key elements:

- an **in-text reference** that indicates you have used a phrase, idea or concept from someone else
- a complete **Reference List** at the end of the assessment task giving full details of all sources referred to in the task.



Why do you have to reference properly?

- to acknowledge your sources
- to give your readers information to identify and consult your sources
- to ensure your information is accurate.



What if you don't reference properly?

- you may be suspected of **plagiarism** (that is, not acknowledging someone else's ideas or writing)
- students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.

What is a Bibliography?

A bibliography is an alphabetical list of the sources (books, magazines, newspapers, CD-ROMS, internet, interviews etc.) used to prepare an assignment.

Individual Courses & Assessments

YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025**SUBJECT: Ancient History****2 Unit**

| TASK | Type of Task and Description | Knowledge and understanding | Historical skills in the analysis and evaluation of sources and interpretation | Historical inquiry and research | Communication of historical understanding in appropriate forms | Overall Weighting | Outcomes | Due Date |
|---------------------------------|--|------------------------------------|---|--|---|--------------------------|---|--------------------------|
| 1. Source Analysis | Students will analyse sources derived from the topic " <i>Cities of Vesuvius</i> " and write responses to questions based on the provided sources and their own knowledge. | 5% | 5% | 5% | 5% | 20% | AH12-2 AH12-6 AH12-7 AH12-8 AH12-9 AH12-10 | Term 4, Week 10 |
| 2. Research and Essay | Students will undertake independent research on the topic " <i>The Julio-Claudians</i> " and will write a response to an unseen essay question under test conditions. | 5% | 5% | 10% | 5% | 25% | AH12-2 AH12-4 AH12-5 AH12-6 AH12-7 AH12-8 AH12-9 | Term 1, Week 7 |
| 3. Historical Analysis | Students will collate a portfolio of sources on the topic " <i>Agrippina the Younger</i> " and complete a historical analysis task. | 10% | 5% | 5% | 5% | 25% | AH12-3 AH12-4 AH12-5 AH12-6 AH12-7 AH12-8 AH12-9 | Term 2, Week 4 |
| 4. Trial HSC Examination | Students will undertake a 3hr + 5-minute Trial Examination which will test all topics of the Year 12 Ancient History course. The examination will consist of short answer, source-based and essay responses. | 20% | 5% | | 5% | 30% | AH12-1 AH12-2 AH12-3 AH12-4 AH12-5 AH12-6 AH12-7 AH12-9 AH12-10 | Term 3, Weeks 2-4 |
| | | 40% | 20% | 20% | 20% | 100% | | |

Ancient History - Scope and Sequence

Overview: The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

| Term | Topic | Approximate Duration | Outline |
|------|--|----------------------|--|
| 4 | Core study: Cities of Vesuvius – Pompeii and Herculaneum | 10 weeks | Students investigate the range and nature of archaeological and written sources for the study of the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. In investigating this topic, students develop and apply their knowledge and skills to understand different types of sources and relevant issues. |
| 1 | Historical Period: The Julio-Claudians AD 14-69 | 10 weeks | Through an investigation of the archaeological and written sources for Rome in the time of the Julio-Claudians AD 14–69, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate. |
| 2 | Personalities and their Times: Agrippina the Younger | 10 weeks | Students develop an understanding of Agrippina the Younger in the context of her time, through a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate. |
| 3 | Ancient Societies: Spartan society to the Battle of Leuctra 371 BC | 10 weeks | Through an investigation of key features of Spartan society to the Battle of Leuctra 371 BC, and their interrelated nature, students examine a range of archaeological and written sources and relevant historiographical issues. |

| | | |
|---|-------------------------|---------------|
| YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025 | SUBJECT: Biology | 2 Unit |
|---|-------------------------|---------------|

| TASK | Type of Task and Description | Knowledge & Understanding | Skills in Working Scientifically | Overall Weighting | Outcomes | Due Date |
|---------------------------------|--|--------------------------------------|---|--------------------------|---|-----------------------------|
| 1. Skills Task | This task assesses the Working Scientifically Skills outcomes. Students may be required to carry out an experiment, solve problems, and process and analyse qualitative and quantitative data and information. | 0% | 20% | 20% | BIO11/12(2-6) | Term 4 Weeks 8-9 |
| 2. Depth Study | The Depth Study will allow for students to further explore one or more concepts covered in the course in further depth and detail. It covers Working Scientifically Skills in questioning and predicting and communicating, and two other areas. | 0% | 25% | 25% | BIO11/12(1, 7) Two of BIO11/12 (2-6) BIO12-13 | Term 1 Week 8 |
| 3. Topic Test | Students will complete a test that primarily assesses their Knowledge and Understanding. Questions will incorporate some Working Scientifically Skills outcomes. | 20% | 5% | 25% | BIO11/12(4-7) BIO12-14 | Term 2 Week 8 |
| 4. Trial HSC Examination | The trial examination is a formal, 3 hour written examination comprising of 20 multiple choice questions and 80 marks of short and long response questions, assessing all Knowledge and Understanding content covered prior to its completion. Questions relating to Working Scientifically Skills will also be incorporated throughout the examination. | 20% | 10% | 30% | BIO11/12(1-7) BIO12(12-15) | Term 3 Weeks 2-4 |
| | | 40% | 60% | 100% | | |

Biology Scope and Sequence

Overview: The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

| Term | Topic | Approximate Duration | Outline |
|------|---------------------------------------|----------------------|---|
| 4 | Heredity | 10 Weeks | <p>Life continues through the processes of reproduction and heredity. Students expand their knowledge of evolution by understanding the cellular processes involved in increasing genetic diversity. They investigate reproduction and inheritance patterns in both plants and animals as well as the role of DNA in polypeptide synthesis and the uses of technologies in the study of inheritance patterns.</p> <p>Students also learn about contemporary research and the work of geneticists across a variety of industries, including medical applications and agriculture. They explore the effects on society and the environment through the application of genetic research.</p> |
| 1 | Genetic Change | 10 Weeks | <p>Students learn about natural and human-induced causes and effects of genetic change, including mutations, environmental pressure and uses of biotechnology. Students investigate how the processes of inheritance and evolution are applied.</p> <p>The work of scientists in various fields of work, including agriculture, industry and medicine, can be explored within the context of biotechnology. The impact of biotechnology on biological diversity is also explored in this module.</p> |
| 2 | Infectious Disease | 10 Weeks | <p>This module examines the treatment, prevention and control of infectious disease both locally and globally. It includes study of the human immune system and its response to an infectious disease.</p> <p>The value of studying infectious disease and its causes and effects is highlighted by the cost to humans in terms of losses in productivity and production and the impact on overall health. The module also considers medical and agricultural applications that draw on the work of a variety of scientists.</p> |
| 3 | Non-infectious Diseases and Disorders | 10 Weeks | <p>Students engage with the study of non-infectious disease and disorders, including their causes and effects on human health. They explore technologies and their uses in treating disease and disorders as well as the epidemiology of non-infectious disease in populations.</p> <p>This module examines the practical applications of STEM. It looks at the importance of understanding the multidisciplinary nature of science applications. It also examines physiology and engineered solutions to problems related to the management of human disorders.</p> |

YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025**SUBJECT: Business Studies****2 Unit**

| TASK | Type of Task and Description | Knowledge and understanding of course content | Stimulus-based skills | Inquiry and research | Communication of business information, ideas and issues in appropriate forms | Overall Weighting | Outcomes | Due Date |
|-------------------------------|---|--|------------------------------|-----------------------------|---|--------------------------|------------------------------------|-----------------------------|
| 1. Operations Report | Students will be required to complete an operations report through research and application. The report will be on a business which is provided to the students and will cover a variety of concepts and strategies. | 10% | | 5% | 5% | 20% | H1, H2, H4, H5, H6, H7, H8, H9 | Term 4 Week 10 |
| 2. In class topic test | Students will be required to complete an in class topic test on the Finance topic reflecting HSC style questions | 10% | 5% | 5% | 5% | 25% | H5, H6, H7, H8, H9 and H10 | Term 1 Week 10 |
| 3. Marketing Essay | Students will complete an in-class response on the topic of Marketing. In the response students will be required to support their theory understanding with case study application | 10% | 10% | | 5% | 25% | H1, H2, H4, H5, H6, H7, H8, H9 | Term 2 Week 9 |
| 4. Trial Examination | Students will be tested on all four topics of the HSC course- Finance, Operations, Marketing and Human Resources. The examination will be in the same format as the HSC examination- twenty multiple choice, four short answer responses, one report and one extended response. | 10% | 5% | 10% | 5% | 30% | H1, H2, H3, H4, H5, H6, H9 and H10 | Term 3 Weeks 2-4 |
| | | 40% | 20% | 20% | 20% | 100% | | |

Business Studies - Scope and Sequence

Overview: Each topic in the Business Studies syllabus addresses the knowledge and understanding objectives such as the nature, role and structure of business, internal and external influences on business, the functions and processes of business activity and management strategies and their effectiveness.

| Term | Topic | Approximate Duration | Outline |
|------|-------------------------------|----------------------|--|
| 4 | Operations | 10 weeks | The focus of this topic is the strategies for effective operations management in large businesses. Students learn about the role of operations management, influences, operations processes and operations strategies. |
| 1 | Finance | 10 weeks | The focus of this topic is the role of interpreting financial information in the planning and management of a business. |
| 2 | Marketing Human Resourcing | 10 weeks | The focus of this topic is the main elements involved in the development and implementation of successful marketing strategies. |
| 3 | Human Resourcing | 10 weeks | The focus of this topic is the contribution of human resource management to business performance. |

| YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025 | | | SUBJECT: Chemistry | | | 2 Unit |
|--|--|---------------------------|----------------------------------|-------------------|---|-----------------------------|
| TASK | Type of Task and Description | Knowledge & Understanding | Skills in Working Scientifically | Overall Weighting | Outcomes | Due Date |
| 1. Topic Test | Students will complete a topic test that assesses their Knowledge and Understanding of the content covered in Module 5. Questions will incorporate some Working Scientifically Skills outcomes. | 15% | 5% | 20% | CH11/12(4-7) CH12-14 | Term 4 Week 8-9 |
| 2. Depth Study | The Depth Study will allow for students to further explore one or more concepts covered in the course in further depth and detail. It covers Working Scientifically Skills in questioning and predicting and communicating, and two other areas. | 5% | 20% | 25% | CH11/12(1, 7) Two of CH11/12 (2-6) CH12 -12 | Term 1 Week 9 |
| 3. Skills Task | This task assesses the Working Scientifically Skills outcomes. Students may be required to carry out an experiment, solve problems, and process and analyse qualitative and quantitative data and information. | 0% | 25% | 25% | CH11/12(1-7) | Term 2 Week 7 |
| 4. Trial HSC Examination | The trial examination is a formal, 3 hour written examination comprising of 20 multiple choice questions and 80 marks of short and long response questions, assessing all Knowledge and Understanding content covered prior to its completion. Questions relating to Working Scientifically Skills will also be incorporated throughout the examination. | 20% | 10% | 30% | CH11/12(1-7) CH12(12-15) | Term 3 Weeks 2-4 |
| | | 40% | 60% | 100% | | |

Chemistry Scope and Sequence

Overview: The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

| Term | Topic | Approximate Duration | Outline |
|------|--------------------------------|----------------------|--|
| 4-1 | Organic Chemistry | 12 Weeks | Each class of organic compounds displays characteristic chemical properties and undergoes specific reactions based on the functional groups present. These reactions, including acid/base and oxidation reactions, are used to identify the class of an organic compound. In this module, students investigate the many classes of organic compounds and their characteristic chemical reactions. By considering the primary, secondary and tertiary structures of organic materials, students are provided with opportunities to gain an understanding of the properties of materials – including strength, density and biodegradability – and relate these to proteins, carbohydrates and synthetic polymers. Students deduce or confirm the structure and identity of organic compounds by interpreting data from qualitative tests of chemical reactivity and determining structural information using proton and carbon-13 nuclear magnetic resonance (NMR) spectroscopy. |
| 1 | Equilibrium and Acid Reactions | 10 Weeks | Chemical systems may be open or closed. They include physical changes and chemical reactions that can result in observable changes to a system. Students study 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 also analyse the quantitative relationship between products and reactants in equilibrium reactions to determine an equilibrium constant. From this calculation, they predict the equilibrium position, either favouring the formation of products or reactants in a chemical reaction. |
| 2 | Acid/Base Reactions | 10 Weeks | Acids and bases, and their reactions, are used extensively in everyday life and in the human body. The chemistry of acids and bases contributes to industrial contexts and the environment. Therefore, it is essential that the degree of acidity in these situations is continually monitored. By investigating the qualitative and quantitative properties of acids and bases, students learn to appreciate the importance of factors such as pH and indicators. |
| 3 | Applying Chemical Ideas | 8 Weeks | Students investigate a range of methods used to identify and measure quantities of chemicals. They investigate and process data involving the identification and quantification of ions present in aqueous solutions. This is particularly important because of the impact of adverse water quality on the environment. Students also learn about how knowledge of Chemistry is applied in industry to design synthesis processes. |

| YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025 | | | | SUBJECT: Economics | | | 2 Unit | |
|---|---|---|-----------------------|----------------------|--|-------------------|---|---------------------|
| TASK | Type of Task and Description | Knowledge & understanding of course content | Stimulus based skills | Inquiry and Research | Communication of economic information, ideas and issues in appropriate forms | Overall Weighting | Outcomes | Due Date |
| 1. Global Economy | <i>Research, Short Answers, Multiple choice and/ or Essays:</i> Students research on Global economy as well as a free trade agreement and international organisation and answer a series of questions based on this research. | 3 | | 20 | 2 | 25% | H1, H2, H3, H4, H5, H6, H8, H10, H11, H12 | Term 4 Week 8 |
| 2. Australia's place in the global economy | <i>Stimulus and Skills based test:</i> Students will undertake a topic test that assesses students understanding of Australia's place in the Global Economy. Students respond to a series of multiple-choice questions and extended response question | 2 | 20 | | 3 | 25% | H1, H2, H3, H7, H8, H9, H10, H11, | Term 1 Week 8 |
| 3. Economic Issues | <i>Research, Multiple Choice and Essay writing:</i> Students do research and answer extended response/multiple choice question/s addressing Economic Issues. | 15 | | | 5 | 20% | H1, H2, H3, H4, H6, H7, H8, H9, H10 | Term 2 Week 8 |
| 4. Trial Examination | All topics: Students will undertake a 3hr and 5-minute examination which will test all aspects of the Year 12 course. This examination consists of multiple choice, short answer, and extended response questions. | 20 | | | 10 | 30% | H1, H2, H3, H4, H5, H6, H7, H8, H10, H11 | Term 3 Weeks 2-4 |
| | | 40% | 20% | 20% | 20% | 100% | | |

Economics - Scope and Sequence

Overview: is to develop students' knowledge, understanding, skills, values and attitudes for effective economic thinking that contributes to socially responsible, competent economic decision-making in a changing economy.

| Term | Topic | Approximate Duration | Outline |
|------|---|----------------------|---|
| 4 | The global economy | 10 weeks | Examine the effects of globalization on economic growth and the quality of life, levels of unemployment, rates of inflation and external stability. They also assess the potential impact on the environment of continuing world economic development and the effects of protectionist policies on the global economy. |
| 1 | Australia's place in the global economy | 10 weeks | Students examine the effects of changes in trade and financial flows on Australia's economic performance. They analyze the effects of changes in the value of the Australian dollar on the Australian economy, calculate the main components of Australia's balance of payments, analyze the relationship between the balance of the capital and financial account and the net income balance. |
| 2 | Economic issues | 10 weeks | The students identify and analyze problems facing contemporary and hypothetical economies. They calculate an equilibrium position for an economy using leakages and injections, determine the impact of the (simple) multiplier effect on national income, explain the implications of the multiplier for fluctuations in the level of economic activity in an economy and calculate the unemployment rate and the participation rate using labor force statistics. |
| 3 | Economic policies and managements | 10 weeks | The students analyses the opportunity cost of government decisions in addressing specific economic problems or issues. They investigate structural changes in the Australian economy resulting from microeconomic policies. They learn about the general effects of macroeconomic and microeconomic policies on an economy by selecting an appropriate policy mix to address a specific economic problem. |

YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025**SUBJECT: Engineering Studies****2 Unit**

| Task | Type and Description of Task | Knowledge and Understanding of course content | Knowledge and skills in research solving and communication | Overall Weighting | Outcomes | Due Date |
|--|--|---|--|-------------------|--|---------------------------------|
| 1. Civil Engineering Solutions and Report | Students will work collaboratively to design, construct and test to failure a model bridge. They will develop a thorough understanding of the engineering structural design principles through research and class work, with a focus on the analysis of tensile and compressive forces acting on the bridge structural members. Students will evaluate the performance of their design by submitting an engineering report. | 15% | 10% | 25% | H1.1, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H6.1 | Term 4, Week 8 to Week 9 |
| 2. Topic Test Personal and Public Transport | Students will sit for a Topic Test focused on Personal and Public Transport unit of work. This test will examine the historical and societal influences that guided the development of personal and public transport systems, engineering mechanics, communication techniques and engineering material as they apply to bicycles and other transport media such as motorbikes, automobiles, trains and aircraft. Students will require a clear understanding of the needs that have driven human transport developments, engineering communication techniques, and materials and processes that have been used to satisfy those needs as well as the environmental impacts of personal and public transport systems. | 10% | 15% | 25% | H2.1, H2.2, H3.1, H3.3, H4.3, H6.1 | Term 1, Week 8 |
| 3. Aeronautical Engineering Research Task | This task requires students to demonstrate a comprehensive grasp of the nature and range of work performed by Aeronautical Engineers. The research will cover the role of engineers as managers, innovators in materials and structural design of aircraft, and ethical decision-makers who are legally and morally responsible for the impact of their decisions. The task will embed student's practical understanding of engineered flight by requiring them to create and present a flight simulation instructional tutorial. | 15% | 10% | 25% | H1.1, H1.2, H2.2, H3.2, H4.3, H5.1, H5.2, H6.1 | Term 2, Week 8 |
| 4. Trial HSC Examination | Students will sit for the Trial HSC Examination. This is a HSC style examination covering all topics studied in this course. This includes: Civil Structures, Personal and Public Transport, Aeronautical Engineering and Telecommunications Engineering. | 20% | 5% | 25% | H1.1, H2.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2 | Term 3, Weeks 2-4 |
| | | 60% | 40% | 100% | | |

Engineering Studies - Scope and Sequence

Overview: The Engineering Studies Stage 6 Syllabus includes a Preliminary course of 120 hours (indicative time) and a HSC course of 120 hours (indicative time). There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for study of the HSC course. The HSC course consists of four modules comprising two engineering application modules and two engineering focus modules. Each module is compulsory. During the HSC course students are required to produce two Engineering Reports with one report from either of the engineering application modules and one from either of the engineering focus modules.

| Term | Topic | Approximate Duration | Outline |
|------|--|---|---|
| 4 | Unit 1 Civil Structures (Module EAM* 4) | 10 weeks | Focus task: Select one or more civil structures in this module. Some examples of civil structures include: bridges, roads, dams, buildings, cranes and lifting devices, parklands and children's playgrounds and equipment. |
| 1 | Unit 2 Personal and Public Transport (Module EAM* 5) | 10 weeks (8 Weeks + 2 Weeks CAD + Drawing) | Focus task: Select one or more forms of transport in this module. Some examples include: bicycles, motor cars, boats, motor cycles, buses, trucks, trains and trams. |
| 2 | Unit 3 Aeronautical Engineering (Module EFM** 2) | 10 weeks | Focus task: One or more examples of aeronautical engineering must be used to develop an understanding of the scope and nature of this profession. Some examples include: design and construction of recreational aircraft, general aviation aircraft, military aircraft, space craft, agricultural aircraft, helicopters and home-built aircraft. |
| 3 | Unit 4 Telecommunications Engineering (Module EFM** 3) | 10 weeks | Focus Task: One or more examples of telecommunications engineering must be used to develop an understanding of the scope and nature of this profession. Some examples include: telephone systems (fixed and mobile), radio systems, television systems and satellite communication systems |

| YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025 | | | SUBJECT: English (Advanced) | | | 2 Unit | |
|--|--|--------|-----------------------------|-------------------|---|---------------------|--|
| TASK | Type of Task and Description | Skills | Content | Overall Weighting | Outcomes | Due Date | |
| 1. Common Module | Paper 1 - Test You will complete a two-part test on the Common Module. Section 1 – Short answer responses to unfamiliar texts. Section 2 – Extended response on the prescribed text, <i>The Crucible</i> and a related text of your choice. | 15 | 10 | 25% | EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7 | Term 4 Week 9 | |
| 2. Module C | You will compose a response to a question and or stimulus. This could be in the style of a discursive, persuasive or imaginative text. You could be given choice for the style and form you will create, or the style and form could be specified in the instructions for the task. You could be required to write an explanation/reflection on your choices as a composer. This will be completed in class. | 10 | 10 | 20% | EA12-3, EA12-4, EA12-5, EA12-7, EA12-9 | Term 1 Week 6 | |
| 3. Module A | You will write an extended response to a question based on <i>The Tempest</i> and <i>Hag-seed</i> . The question could include a stimulus. This will be completed in class. | 10 | 15 | 25% | EA12-1, EA12-3, EA12-5, EA12-6, EA12-8 | Term 2 Week 5 | |
| 4. Trial HSC Examination | <u>Paper 1</u> Reading Task (5%) Extended Response (5%) <u>Paper 2</u> Module A (5%) Module B (10%) Module C (5%) | 15 | 15 | 30% | EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8 | Term 3 Weeks 2-4 | |
| | | 50% | 50% | 100% | | | |

English Advanced - Scope and Sequence

Overview:

This course provides students with the opportunity to explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts. Students strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts.

| Term | Topic | Approximate Duration | Outline |
|-------|------------------------------|----------------------|---|
| 4 | Texts and Human Experiences | 8 Weeks | <p>In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.</p> <p>Texts: <u>The Crucible</u>, Arthur Miller (drama) and a related text of your own choosing</p> |
| 1 | The Craft of Writing | 6 Weeks | <p>In this module, students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.</p> <p>Text: A collection of short prescribed texts</p> |
| 1 - 2 | Textual Conversations | 8 Weeks | <p>In this module, students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. Students consider the ways that a reimagining or reframing of an aspect of a text might mirror, align or collide with the details of another text. In their textual studies, they also explore common or disparate issues, values, assumptions or perspectives and how these are depicted. By comparing two texts students understand how composers (authors, poets, playwrights, directors, designers and so on) are influenced by other texts, contexts and values, and how this shapes meaning.</p> <p>Texts: <u>The Tempest</u>, Shakespeare (drama) <u>Hag-Seed</u>, Margaret Atwood (novel)</p> |
| 2 - 3 | Critical Study of Literature | 9 Weeks | <p>In this module, students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text. Through increasingly informed and personal responses to the text in its entirety, students understand the distinctive qualities of the text, notions of textual integrity and significance.</p> <p>Text: T. S Eliot (poetry)</p> |

| YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025 | | | | SUBJECT: English Standard | | 2 Unit |
|--|---|------------|------------|---------------------------|---|-----------------------------|
| TASK | Type of Task and Description | Skills | Content | Overall Weighting | Outcomes | Due Date |
| 1. Common Module | <i>Paper 1 - Test– Sections 1 and 2 are of equal value</i> You will complete a two-part test on the Common Module. Paper 1 - Section 1 – Short answer responses to unfamiliar texts. Paper 2 - Section 2 – Extended response on the prescribed text, <i>Billy Elliot</i> and a related text of your choice. | 15 | 10 | 25% | EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7 | Term 4 Week 9 |
| 2. Module C | Multimodal Text You will create and submit a multimodal text in response to a question and or stimulus. This could be in the style of a discursive, persuasive or imaginative text. You could be given choices for the style and form you will create, or the style and form could be specified in the instructions for the task. You could be required to submit an explanation/reflection on your choices as a composer. | 10 | 10 | 20% | EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9 | Term 1 Week 6 |
| 3. Module B | You will write an extended response to a question based on <i>The Curious Incident of the Dog in the Night Time</i> . The question could include a stimulus. This will be completed in class. | 10 | 15 | 25% | EN12-1, EN12-3, EN12-5, EN12-7, EN12-8 | Term 2 Week 5 |
| 4. Trial Examination | <u>Paper 1</u> Reading Task (5%) Extended Response (5%) <u>Paper 2</u> Module A (10%) Module B (5%) Module C (5%) | 15 | 15 | 30% | EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8 | Term 3 Weeks 2-4 |
| | | 50% | 50% | 100% | | |

English Standard - Scope and Sequence

Overview: The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

| Term | Topic | Approximate Duration | Outline |
|-------|--------------------------------|----------------------|---|
| 4 | Texts and Human Experiences | 8 Weeks | In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media. Text: <u>Billy Elliot</u> , Stephen Daldry (film) |
| 1 | The Craft of Writing | 6 Weeks | In this module, students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision. Text: Collection of short prescribed texts |
| 1 - | Close Study of Literature | 9 Weeks | In this module, students develop an informed understanding, knowledge and appreciation of a substantial literary text. Through their development of considered personal responses to the text in its entirety, students explore and analyse the particular ideas and characteristics of the text and understand the ways in which these characteristics establish its distinctive qualities. Text: <u>The Curious Incident of the Dog in the Night -Time</u> , Mark Haddon (novel) |
| 2 - 3 | Language, Identity and Culture | 9 Weeks | Language has the power to both reflect and shape individual and collective identity. In this module, students consider how their responses to written, spoken, audio and visual texts can shape their self-perception. They also consider the impact texts have on shaping a sense of identity for individuals and/or communities. Through their responding and composing students deepen their understanding of how language can be used to affirm, ignore, reveal, challenge or disrupt prevailing assumptions and beliefs about themselves, individuals and cultural groups. Text: Contemporary Asian Australian Poets |

| YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025 | | SUBJECT: English Extension 1 | | | 1 Unit | |
|--|---|------------------------------|---------|-------------------|------------|---------------------|
| TASK | Type of Task and Description | Skills | Content | Overall Weighting | Outcomes | Due Date |
| 1.Common Module | <i>Literary Worlds</i> <i>Creative and or Critical Response(s)</i> This is a test in which students could be required to compose medium length and/or extended creative composition in response to quotes, questions and/or stimuli. A short critical/reflective response may be required as part of the task. | 20% | 15% | 35% | 1, 2, 3, 5 | Term 4 Week 9 |
| 2. Elective | <i>Worlds of Upheaval</i> <i>Critical Response</i> This test requires students to respond to a question in essay form and make detailed reference to a related text of their own choosing. | 15% | 20% | 35% | 1, 2, 3, 4 | Term 2 Week 10 |
| 3. Trial HSC Examination | <i>Literary Worlds</i> Students will be provided with stimulus material or a question/quote and be required to respond with either an imaginative creative or a critical composition or a combination of these forms. <i>Worlds of Upheaval</i> Students will be required to write a critical essay in response to a question using two prescribed texts and at least one text of their own choosing. Students will be expected to answer in the form of an essay. | 15% | 15% | 30% | 1, 2, 3, 4 | Term 3 Weeks 2-4 |
| | | 50% | 50% | 100% | | |

English Extension 1 - Scope and Sequence

Overview: The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

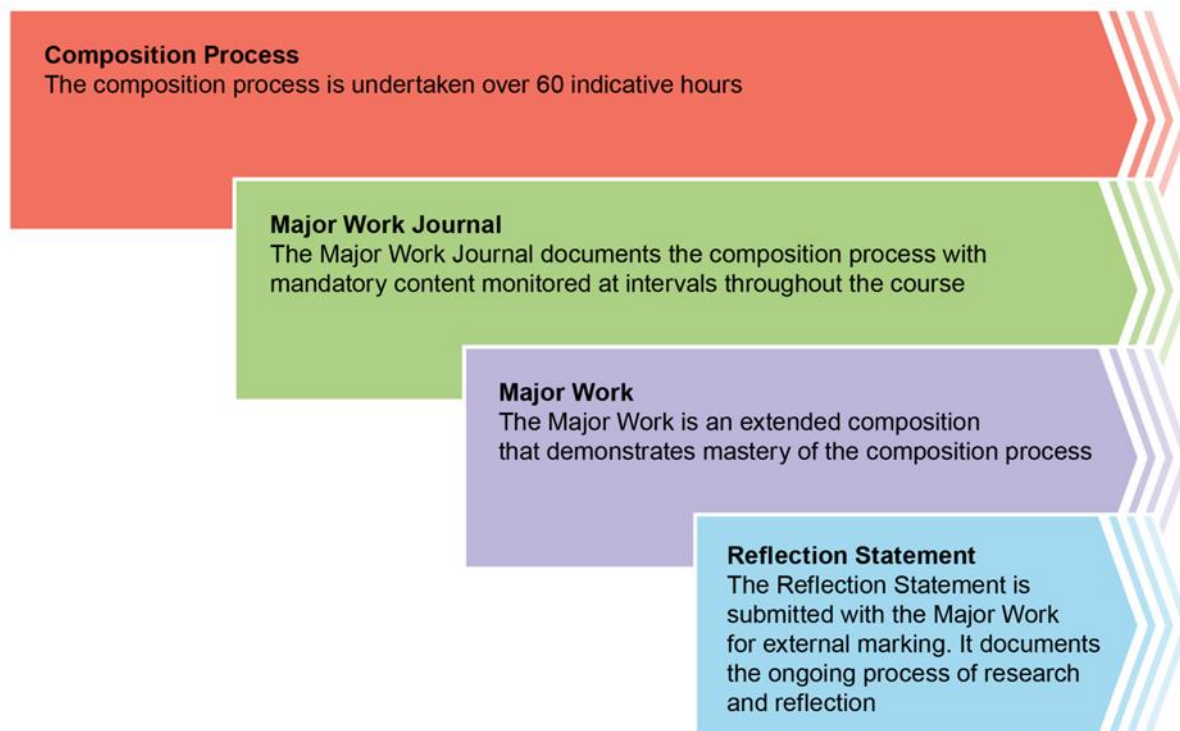
| Term | Topic | Approximate Duration | Outline |
|-------|-------------------------------|----------------------|---|
| 4 | Literary Worlds | 8 Weeks | <p>In this module students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Students evaluate how ideas and ways of thinking are shaped by personal, social, historical and cultural contexts. They extend their understanding of the ways that texts contribute to their awareness of the diversity of ideas, attitudes and perspectives evident in texts.</p> <p>Text: A collection of short texts</p> |
| 2 - 3 | Worlds of Upheaval - Elective | 2 Terms | <p>In this elective, students explore and evaluate textual representations of the experiences of individuals and communities seeking unity, certainty, solace, justice or restoration in periods of significant social and political change and upheaval. They analyse how texts represent the predicaments, aspirations, motivations and ideas of individuals and groups in periods of upheaval and reflect on the potential of texts to activate change in attitudes, perspectives and social circumstances. Students consider how texts representing worlds of social and political change may challenge literary conventions and traditional societal values. They critically evaluate how texts represent shifting values, contexts and attitudes, and reconsider their own values and assumptions in relation to these representations.</p> <p>Texts: <u>Frankenstein</u>, Mary Shelley (novel) <u>Metropolis</u>, Fritz Lang (film) <u>Waiting for Godot</u> (Drama)</p> |

| | | |
|---|-------------------------------------|---------------|
| YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025 | SUBJECT: English Extension 2 | 1 Unit |
|---|-------------------------------------|---------------|

| TASK | Type of Task and Description | Skills | Content | Overall Weighting | Outcomes | Due Date |
|---|---|---------------|----------------|--------------------------|-----------------|---------------------------|
| 1.Viva Voce | Presentation and explanation of the written proposal. The Viva Voce gives students an opportunity to present information on the major concept(s), scope, emphases and form of their proposed Major Work. The Major Work Journal must be submitted for monitoring with this assessment task. | 15% | 15% | 30% | 1, 2, 4 | Term 4, Week 5 |
| 2.Literature Review | Research, reflection and evaluation of related literature. This is a research and reflection task in which students will examine how their Major Work supports or extends the field of texts in their chosen form. The Major Work Journal also must be submitted for monitoring for this assessment task. | 20% | 20% | 40% | 1, 2, 3, 4 | Term 1, Week 9 |
| 3.Critique of the Creative Process | An evaluation of and reflection on the features of the Major Work and the ways their processes of revision and editing of the composition have contributed to the student's development as a composer and the quality of their Major Work. The Major Work Journal also must be submitted for monitoring for this assessment task. | 15% | 15% | 30% | 1, 2, 3, 4, 5 | Term 2, Week 7 |
| | | 50% | 50% | 100% | | |

English Extension 2 - Scope and Sequence

Overview: The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.



| YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025 | | | SUBJECT: History Extension | | 1 Unit | |
|--|--|---|--|-------------------|----------------------------------|--------------------------|
| TASK | Type of Task and Description | Knowledge and understanding about significant historiographical ideas and processes | Skills in designing, undertaking and communicating historical inquiry and analysis | Overall Weighting | Outcomes | Due Date |
| 1. History Project - Historical Process | Students complete the proposal, process log and annotated sources for the History Project. | 15% | 15% | 30% | HE12-1, HE12-2, HE 12-3, HE 12-4 | Term 2, Week 1 |
| 2. History Project - Essay | Students complete a 2500 word essay for the History Project, including a bibliography of all sources used. | 10% | 30% | 40% | HE12-1, HE12-2, HE 12-3, HE 12-4 | Term 2, Week 7 |
| 3. Trial HSC Examination | Students complete a 2 hour written examination with 10 minutes reading time. | 15% | 15% | 30% | HE12-1, HE 12-3, HE 12-4 | Term 3, Weeks 2-3 |
| | | 40% | 60% | 100% | | |

History Extension - Scope and Sequence

Overview: In History Extension students have the opportunity to investigate how the changing social and economic contexts of people of the past gave rise to different schools of historical interpretation

| Term | Topic | Approximate Duration | Outline |
|------|--|----------------------|---|
| 4 | Constructing History – Key Questions | 10 weeks | Four key questions provide a framework for investigating the construction of history with a focus on historiography. Students engage in the complex and intellectually demanding study of History Extension by applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these key questions: Who are historians? What are the purposes of history? How has history been constructed, recorded and presented over time? Why have approaches to history changed over time? |
| 1 | Constructing History – Key Questions and the History Project | 10 weeks | Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. The case study provides for an examination of historiography within a specific historical context. Students will undertake an individual investigative project, focusing on an area of changing historical interpretation. |
| 2 | History Project Case Study: Western Imperialism | 10 weeks | Students investigate changing interpretations of western imperialism in the 19th century. Students examine the historians and approaches to history (including recent historiography) that have contributed to historical debate in the areas of: origins and/or aims of western imperialism, policies, methods and nature of western imperialism and the impact and influence on colonising and Indigenous nations |
| 3 | Case Study: Western Imperialism | 10 weeks | Students continue to investigate changing interpretations of western imperialism in the 19th century. |

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|---|-------------------------------------|---------------|
| YEAR 12 ASSESSMENT SCHEDULE: 2024-2025 | SUBJECT: Japanese Continuers | 2 Unit |
|---|-------------------------------------|---------------|

| Task | Type and Description of Task | Listening | Reading | Speaking | Writing | Overall Weighting | Outcomes | Due Date |
|--|---|------------|------------|------------|------------|-------------------|---------------------------------------|------------------------------|
| 1. Response in English to spoken texts | <p><u>Listening:</u> Respond to audio texts and answer questions. Write answers in English.</p> <p><u>Reading:</u> Read a text written in Japanese on the topic learnt in class. Write answers in English.</p> | 20% | 10% | | | 30% | 3.1 - 3.6, 4.2 - 4.3 | Term 4, Week 9 |
| 2. Reading and responding and Writing in Japanese | <p><u>Speaking:</u> Interview a classmate and video record. Speak for approx. 5 minutes individually.</p> <p><u>Reading and Responding:</u> Read a text written in Japanese. Write approx. 400 <i>ji</i> in Japanese to respond to the text.</p> <p><u>Writing:</u> Create a written document in Japanese related to the topic learnt in class. Write approx. 400 <i>ji</i>. all together.</p> | | 10% | 10% | 10% | 30% | 1.1, 1.2, 1.4 2.1 - 2.3, 4.1 | Term 1, Week 10 |
| 3. Conversation | <p><u>Speaking:</u> Make a conversation with a teacher for 10 minutes. No preparation time.</p> | | | 10% | | 10% | 1.1, - 1.4, 4.1 | Term 2, Week 9 |
| 4. Trial HSC Examination | <p><u>Written:</u> Students will complete a written examination which will assess all aspects of the course (Listening, Reading and Writing).</p> | 10% | 10% | | 10% | 30% | 2.1 -2.3 3.1 - 3.6 4.1 - 4.3 | Term 3, Weeks 2-4 |
| | | 30% | 30% | 20% | 20% | 100% | | |

Note: Due to NESAC component weighting restriction individual components are used as shown above to calculate the school-based mark and not the entirety of the Trial HSC.

Japanese - Continuers Scope and Sequence

Overview: This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics covered provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

| Term | Topic | Approximate Duration | Outline |
|------|--|----------------------|---|
| 4 | Tradition, culture and events in everyday life | 10 weeks | <p>Japanese Speaking Communities – Traditions and Culture <i>Talk about Japanese public holidays, tradition and events and compare with Australia's. Talk about the Influence of Japanese culture on your daily life and others'. Students do this by using the following language structures:</i></p> <ul style="list-style-type: none"> Potential form, relative clauses, adjectives into nouns, —みたい、—よう、—し、—はず、—うちに、—になる、—ようになる |
| 1 | Living in Japan and Future Plans | 10 weeks | <p>Japanese Speaking Communities – Planning a trip, future and Travelling in Japan <i>Reflect on Japanese and Australian daily life, comparing city and country life in Japan, discussing home stays and student exchanges in Japan. Students talk about future plans and discuss significant events in your final year of high school. Students do this by using the following language structures:</i></p> <ul style="list-style-type: none"> conditional form with —ば, something seems a certain way, likeness —らしい, giving and receiving favours, —てもら、—てくれます, requesting in a polite and formal way, —てくださいませんか, —ていただきますか, according to —によると, expressing possibility かもしれません、でしょう, use かどうか for saying whether or not |
| 2 | Environment and Changing society | 10 weeks | <p>The Changing World – Current Issues Talk about environmental issues. Discuss recycling and other ways of helping the environment. Talk about how the changes in society have impacted family relationships. Students do this by using the following language structures:</p> <ul style="list-style-type: none"> Indicating purpose ために, read big numbers, express moral obligation べき, talk about necessity using ひつよう, create structures using verb nominalisation, describe being just about to do something, being in the middle of something, having done something using ところ |
| 3 | Revision and HSC Past Paper | 10 weeks | Students revise all of the language structures, vocabulary and kanji characters learnt in the stage 6 course. Students complete Past HSC Paper in class time for practice and feedback. |

| YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025 | | | | SUBJECT: Japanese Extension | | 1 Unit | |
|--|---|-----------------------------------|------------------------|-----------------------------|----------------------|-------------------------------|------------------------|
| Task | Type and Description of Task | Text analysis (Part A, Part B) | Writing (on Issues) | Speaking (on Issues) | Overall Weighting | Outcomes | Due Date |
| 1. Prescribed Text and Prescribed Issues | <p>Magazine article: Write an analysis of aspects of the film/extracts <i>Like Father, Like Son</i>.</p> <p>Scripts: Create a script based on an extract from <i>Like Father, Like Son</i>. Write approx. 400 ji.</p> <p>Writing: Create a script on an issue based on provided texts. 300 ji</p> | 30% | 10% | | 40% | 1.1, 1.2, 2.1, 2.2, 2.3 | Term 1, Week 8 |
| 2. Prescribed Issues | <p>Writing: Choose one of 3 writing questions in relation to the prescribed issues and write an essay-style response. 400 ji in Japanese.</p> <p>Speaking: Prepare a speech on a given issue in Japanese. The speech topic is given before the task. Speak for 3 mins. You will have 7 minutes to write notes on the day.</p> | | 20% | 10% | 30% | 1.1, 1.2 | Term 2 Week 8 |
| 3. Trial Examination | <p>Part A: Analyse an extract from the film <i>Like Father, Like Son</i> by responding in English to comprehension questions.</p> <p>Part B: Respond to a provided extract, writing from a particular perspective in a specified context in Japanese.</p> <p>Writing: Choose one of 2 writing questions. Write app.600 ji essay in Japanese.</p> <p>Speaking: Choose one of 2 speaking topics. Speak for approx. 3 minutes with 7 minutes to prepare.</p> | 10% | 10% | 10% | 30% | 1.1, 1.2, 2.1, 2.2, 2.3 | Term 3 Weeks 2-4 |
| | NB: While tasks are similar, the content assessed varies. | 40% | 40% | 20% | 100% | | |

Note: Due to NESAC component weighting restriction individual components are used as shown above to calculate the School based mark not the entirety of the Trial HSC.

Japanese Extension - Scope and Sequence

Overview: This course provides students with the opportunity to extend their ability to use and appreciate Japanese as a medium for communication and creative thought and expression.

| Term | Topic | Approximate Duration | Outline |
|------|---|----------------------|--|
| 4 | Text Analysis on the prescribed film extract 1-3 & Prescribed Issue "Journey" | 10 weeks | <p>Text Analysis: Students understand background to the prescribed film. Watch the film and identify the content and characters in the film. Read the extracts and identify film techniques that are significant. Discuss the prescribed issues and sub-issues within the prescribed text.</p> <p>Issues: Students read a variety of texts in Japanese within the prescribed issues of "Journey". Students identify meaning and evaluate how each text presents the prescribed issues. Students creates original texts in a range of text types.</p> |
| 1 | Text Analysis on the prescribed film extract 4-7 & Prescribed Issue "Connectedness" | 10 weeks | <p>Text Analysis: Read the extracts and identify film techniques that are significant. Discuss the prescribed issues and sub-issues within the prescribed text.</p> <p>Issues: Students read a variety of texts in Japanese within the prescribed issues of "Connectedness". Students identify meaning and evaluate how each text presents the prescribed issues. Students creates original texts in a range of text types.</p> |
| 2 | Text Analysis on the prescribed film extract 7-10 & Prescribed Issue "Impact of the Past" | 10 weeks | <p>Text Analysis: Read the extracts and identify film techniques that are significant. Discuss the prescribed issues and sub-issues within the prescribed text.</p> <p>Issues: Students read a variety of texts in Japanese within the prescribed issues of "Impact of the Past". Students identify meaning and evaluate how each text presents the prescribed issues. Students creates original texts in both written and spoken texts.</p> |
| 3 | Revision & Past HSC Paper | 10 weeks | Students listen to monologues that presents the prescribed issues in Japanese and create their own monologues. Students revise all course content and attempt Past HSC Paper in class time for practice and feedback. |

YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025**SUBJECT: Legal Studies****2 Unit**

| TASK | Type of Task and Description | Inquiry & Research | Communication | Analysis and Evaluation | Knowledge & understanding | Overall Weighting | Outcomes | Due Date |
|---|--|-------------------------------|----------------------|--------------------------------|--------------------------------------|--------------------------|---|--------------------------|
| 1. Research, multiple choice and extended response | Students will undertake independent research on the topic "Crime" write a response to unseen question under test conditions. | 5% | 5% | 5% | 5% | 20% | H1, H3, H4, H7, H9 | Term 4, Week 8-9 |
| 2. Topic Test Crime and Human rights | Students will undertake independent research on and complete multiple choice and short answer questions regarding the Crime and Human Rights topics | 10% | 5% | 5% | 5% | 25% | H1, H6, H7, H8, H9, H10 | Term 1, Week 10 |
| 3. Research and Essay | Students will undertake independent research on either "Workplace" or "Family" and will write an essay to unseen questions under test conditions. | 5% | 5% | 5% | 10% | 25% | H1, H4, H7, H8, H9 | Term 2, Week 8 |
| 4. Trial Examination | Students will undertake a 3hr + 5 minute Trial Examination which will test all aspects of the Year 12 Legal Studies Course. The examination will consist of multiple choice, short answer, extended response and essay questions. | | 5% | 5% | 20% | 30% | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 | Term 3, Weeks 2-4 |
| | | 20% | 20% | 20% | 40% | 100% | | |

Legal Studies - Scope and Sequence

Overview: The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies, which consider how changes in societies influence law reform.

| Term | Topic | Approximate Duration | Outline |
|------|---------------------|--------------------------|---|
| 4 | Crime | 12 weeks (30% of course) | Through the use of a range of contemporary examples, students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms. Students investigate the nature of crime, the criminal investigation process, the criminal trial process, sentencing and punishment, young offenders and international crime. |
| 1 | Human Rights | 8 weeks (20% of course) | Through the use of a range of contemporary examples, students investigate the notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice. Students investigate the nature and development of human rights, promoting and enforcing human rights, and investigate contemporary issues which illustrate the promotion and enforcement of human rights. |
| 2 | Option 1: Family | 10 weeks (25% of course) | Through the use of contemporary examples, students investigate the legal nature of family relationships and the effectiveness of the law in achieving justice. Students investigate the nature of family law, responses to problems in family relationships and contemporary issues concerning family law. |
| 3 | Option 2: Workplace | 10 weeks (25% of course) | Through the use of contemporary examples, students investigate legal rights and responsibilities and the effectiveness of the law in achieving justice in the workplace. Students investigate the nature of workplace law, regulation of the workplace and contemporary issues concerning the workplace. |

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| YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025 | SUBJECT: Mathematics Advanced 2 Unit |
|---|--|

| TASK | Type of Task and Description | Understanding, Fluency and Communication | Problem Solving, Reasoning and Justification | Overall Weighting | Outcomes | Due Date |
|------|---|--|--|-------------------|---|--------------------------------|
| 1. | Test: 90 Minute test during the Assessment period on Probability Distributions, Sequences and Series, Graphs and Equations This will cover the syllabus components S1.2, M1.2 and M1.3, F2 | 10% | 10% | 20% | MA 11-7, MA12-1, MA 12-4, MA 12-8, MA 12-10 | Term 4 Week 8&9 |
| 2. | In - Class Test: 90 Minute test on Graphs and Equations, Curve Sketching using derivatives, Integration. This will cover the syllabus components F2, T3, C3.1, C4.1, and C4.2. | 12.5% | 12.5% | 25% | MA 12-1, MA 12-3, MA 12-5 MA 12-6, MA 12-7, MA 12-10 | Term1 Week 10 |
| 3. | In - Class Test: 90 Minute Test covering the topics of Exponential and Logarithmic Functions, Trigonometric Functions. This will cover the syllabus components of C2.1, C2.2, C3.2, C4.1, and C4.2. | 12.5% | 12.5% | 25% | MA 12-1, MA12-3, MA 12-5, MA 12-6, MA 12-7, MA 12-10 | Term2 Week 6&7 |
| 4. | Trial Examination: 3 Hour Examination covering all components of the Y12 Advanced Mathematics Course. | 15% | 15% | 30% | All outcomes to be assessed. MA 12-1 to MA 12-8, MA12-10 | Term 3 Weeks 2-4 |
| | | 50% | 50% | 100% | | |

Mathematics Advanced - Scope and Sequence

Overview: This course provides students with the opportunity to develop their knowledge, understanding and skills in mathematics and working mathematically. Students have the opportunity to develop ways of thinking and use mathematics as a powerful way of viewing and modelling the world to investigate patterns, order, generality and uncertainty.

| Term | Topic | Approximate Duration (Weeks) | Outline |
|------|---|------------------------------|--|
| 4 | Series and Sequences | 3 | applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems |
| | Graphs and Equations | 5 | uses the concepts of functions and relations to model, analyse and solve practical problems also involves periodic functions |
| 1 | Curve Sketching | 2 | applies appropriate differentiation methods to solve problems |
| | Integration | 2 | applies the concepts and techniques of indefinite and definite integrals |
| | Exponential and Logarithmic Functions | 4 | manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems |
| | Trigonometric functions | 2 | trigonometric functions enable the solving of practical problems involving the manipulation of trigonometric expressions |
| 2 | Motion | 2 | motion in a straight line |
| | Rates | 2 | development of connection between gradient of the tangent to a curve and the instantaneous rate of change of a function |
| | Finance | 2 | solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques |
| | Statistics-Displaying Data | 2 | Statistical Analysis involves the exploration, display, analysis and interpretation of data to identify and communicate key information |
| | Statistics-Continuous Probability distributions | 1 | develop understanding of the probability density function, random variables, normal distribution, its properties and uses |
| 3 | Trial Exam period and Revision for HSC | 10 | |

| YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025 | | | SUBJECT: Mathematics Extension 1 | | | 1Unit |
|--|--|--|--|-------------------|---|---------------------|
| TASK | Type of Task and Description | Understanding, Fluency and Communication | Problem Solving, Reasoning and Justification | Overall Weighting | Outcomes | Due Date |
| 1. | Test: 90 Minute test during the Assessment period on Further Trigonometry, Mathematical Induction, Harder 2unit. This will cover the syllabus components ME P1, ME T2, ME T3. | 12.5% | 12.5% | 25% | ME 12-1, ME 12-3, ME 12-7 | Term 4 Week 8&9 |
| 2. | In - Class Test: 90 Minute Test covering the topics of Vectors, Harder 2unit. This will cover the syllabus components of V1.1, V1.2. | 10% | 10% | 20% | ME 12-2, ME 12-7 | Term1 Week 9 |
| 3. | In - Class Test: 90 Minute Test covering the topics of Further rates, Projectile motion, Inverse trigonometry This will cover the syllabus components ME C1, ME C2, V1.3 | 12.5% | 12.5% | 25% | ME 12-1, ME 12-2, ME 12-7 | Term2 Week 8 |
| 4. | Trial Examination: 2 Hour Examination covering all components of the Y12 Mathematics Extension 1 Course. | 15% | 15% | 30% | All outcomes to be assessed. ME 12-1 to ME 12-5, ME 12-7 | Term 3 Weeks 2-4 |
| | | 50% | 50% | 100% | | |

Mathematics Extension 1 - Scope and Sequence

Overview: Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

| Term | Topic | Approximate Duration (Weeks) | Outline |
|------|------------------------|------------------------------|---|
| 4 | Further Trigonometry | 2 | The topic Trigonometric Functions involves the study of periodic functions in geometric, algebraic, numerical and graphical representations. It extends to include the exploration of both algebraic and geometric methods to solve trigonometric problems. |
| | Induction | 2 | Students develop the use of formal mathematical language and argument to prove the validity of given situations using inductive reasoning. |
| 1 | Vectors | 3 | The topic Vectors involves mathematical representation of a quantity with magnitude and direction and its geometrical depiction. This topic provides a modern language and approach to explore and explain a range of object behaviours in a variety of contexts from theoretical or real-life scenarios. |
| 2 | Further Rates | 1 | The principal focus of this subtopic is to develop the ability to study motion problems in an abstract situation, which may in later studies be applied to large and small mechanical systems, from aeroplanes and satellites to miniature robotics. Students also study the mathematics of exponential growth and decay, two fundamental processes in the natural environment. |
| | Projectile Motion | 1 | The principal focus of this subtopic is to understand the concept of projectile motion, and model and analyse a projectile's path and apply calculus to the equations of motion to solve problems involving projectiles |
| | Further Calculus | 2 | The principal focus of this subtopic is to further develop students' knowledge, skills and understanding relating to differentiation and integration techniques. |
| | Differential Equations | 2 | The principal focus of this subtopic is to develop an understanding of applications of calculus in a practical context, including the more accessible kinds of differential equations and volumes of solids of revolution, to solve problems. |
| 3 | Binomial Distributions | 1 | The principal focus of this subtopic is to develop an understanding of binomial random variables and their uses in modelling random processes involving chance and variation. |

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| YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025 | SUBJECT: Mathematics Extension 2 | 1 Unit |
|---|---|---------------|

| TASK | Type of Task and Description | Understanding, Fluency and Communication | Problem Solving, Reasoning and Justification | Overall Weighting | Outcomes | Due Date |
|------|--|--|--|-------------------|---|--------------------------------|
| 1. | Test: 90 Minute test during the Assessment period on Complex Numbers This will cover the syllabus components N1.1, N1.2, N1.3, N2.1, N2.2 | 12.5% | 12.5% | 25% | MEX12 – 1 MEX12 – 4 MEX12 - 7 MEX12 - 8 | Term 4 Week 8&9 |
| 2. | In - Class Test: 90 Minute test on the basics and applications of Proof. This will cover the syllabus components MEX - P1, MEX - P2 | 10% | 10% | 20% | MEX12 – 1 MEX12 – 2 MEX12 - 7 MEX12 – 8 | Term1 Week 10 |
| 3. | In - Class Test: 90 Minute Test covering the topics of Vectors and Integration. This will cover the syllabus components of V1.1, V1.2, V1.3, MEX – C1 | 12.5% | 12.5% | 25% | MEX12 – 1 MEX12 – 3 MEX12 – 5 MEX12 - 7 MEX12 - 8 | Term2 Week 9 |
| 4. | Trial Examination: 3 Hour Examination covering all components of the Y12 Mathematics Extension 2 Course. | 15% | 15% | 30% | All outcomes to be assessed. MEX12 – 1 to MEX12 – 8 | Term 3 Weeks 2-4 |
| | | 50% | 50% | 100% | | |

Mathematics Extension 2 - Scope and Sequence

Overview: Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.

| Term | Topic | Approximate Duration (Weeks) | Outline |
|------|------------------------------|------------------------------|---|
| 4 | Complex Numbers | 3 | The topic Complex Numbers involves investigating and extending understanding of the real number system to include complex numbers. A knowledge of complex numbers enables exploration and the development of understanding of the relationship between algebra, geometry and the extension of the real number system. |
| 1 | Proof | 2 | The topic Proof involves the communication and justification of an argument for a mathematical statement in a clear, concise and precise manner and lays the foundations for understanding the structure of a mathematical argument and in developing students' ability to reason, justify, communicate and critique mathematical arguments and statements necessary for problem-solving and generalising patterns. |
| 2 | Vectors | 2 | The topic Vectors involves mathematical representation of a quantity with magnitude and direction and its geometrical depiction in two and three dimensions and ways in which this behaviour can be expressed, including the consideration of position, location and movement. Vectors are easy to generalise to multiple topics and fields of study, including engineering, structural analysis and navigation. |
| | Integration | 2 | This topic involves the development of a broader range of techniques and strategies to solve complex problems related to differential equations, integration and in developing students' knowledge, understanding and capacity to operate with and model change situations for example Chemistry, Physics and the construction industry. |
| | Motion | 2 | The topic Mechanics involves the study of change in the motion of objects when acted upon by forces. A knowledge of mechanics enables understanding of the behaviour of objects according to mathematical law in order to model physical systems and predict the behaviour of objects that are under the influence of forces such as gravity and air resistance. |
| 3 | Trial Exams and HSC Revision | 10 | |

| YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025 | | | SUBJECT: Modern History | | | | 2 Unit | |
|---|--|-----------------------------|--|---------------------------------|--|-------------------|--|--------------------------|
| TASK | Type of Task and Description | Knowledge and understanding | Historical skills in the analysis and evaluation of sources and interpretation | Historical inquiry and research | Communication of historical understanding in appropriate forms | Overall Weighting | Outcomes | Due Date |
| 1. Research and short answer questions | Students will undertake independent research on the topic " <i>Apartheid in South Africa</i> " and will write a response to unseen HSC-style questions under test conditions | 5% | | 10% | 5% | 20% | MH12-1 MH12-2 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9 | Term 4, Week 9 |
| 2. Source Analysis | Students will analyse sources derived from the topic " <i>Power and Authority in the Modern World</i> " and write responses to questions based on the provided sources and their own knowledge. | 10% | 10% | | 5% | 25% | MH12-1 MH12-3 MH12-4 MH12-5 MH12-6 MH12-7 MH12-9 | Term 1, Week 8 |
| 3. Historical Analysis | Students will collate a selection of sources and information based on the topic " <i>Russia and the Soviet Union</i> ". Students will then create a podcast-style recording where they incorporate the sources and information they have gathered. | 5% | 5% | 10% | 5% | 25% | MH12-2 MH12-3 MH12-4 MH12-5 MH12-7 MH12-8 MH12-9 | Term 2, Week 8 |
| 4. Trial HSC Examination | Students will undertake a 3hr + 5 minute Trial Examination which will test all aspects of the Year 12 Modern History course. The examination will consist of short answer, source-based and essay responses. | 20% | 5% | | 5% | 30% | MH12-1 MH12-2 MH12-3 MH12-4 MH12-5 MH12-6 MH12-7 MH12-9 | Term 3, Weeks 2-4 |
| | | 40% | 20% | 20% | 20% | 100% | | |

Modern History - Scope and Sequence

Overview: The HSC course provides for in-depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students undertake consultation with Aboriginal communities and study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

| Term | Topic | Approximate Duration | Outline |
|--------|---|------------------------|--|
| Term 4 | Change in the Modern World: Apartheid in South Africa 1960–1994 | [30 hours] 10 weeks | Students will investigate key features of the history of ONE of the following, focusing on political and social change, and the role of individuals and groups. The Historical concepts and skills content will be integrated as appropriate. |
| Term 1 | Core Study: Power and Authority in the Modern World | [30 hours] 10 weeks | Through a focus on the nature of power and authority 1919–1946, and a broader transnational perspective, students investigate the rise of fascist, totalitarian and militarist movements after World War I; what drew people to these movements; the regimes that emerged and ongoing international efforts to achieve collective security. Through a study of Germany as a key example, students develop an understanding of how a democracy can collapse, the impact of dictatorship on a society, the elimination of individual freedoms, and the threats that dictatorships can pose to peace and security. This provides students with insights that contribute to a critical perspective on power and authority in the contemporary world. In investigating this topic, students develop and apply their knowledge and skills to understand different types of sources and relevant historiographical issues. The Historical concepts and skills content is also integrated as appropriate. |
| Term 2 | National Study: Russia and the Soviet Union 1917–1941 | [30 hours] 10 weeks | Students investigate key features, individuals, groups, events and developments that shaped the history of a selected nation. Students will investigate ONE country during a specific period of the 20th century. The Historical concepts and skills content is to be integrated as appropriate. |
| Term 3 | Peace and Conflict: Cold War 1945–1991 | [30 hours] 10 weeks | Students will investigate key features, individuals, groups, events and developments that shaped the history of a selected nation. Students will investigate ONE country during a specific period of the 20th century. The Historical concepts and skills content is to be integrated as appropriate. |

YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025**SUBJECT: PDHPE****2 Unit**

| TASK | Type of Task and Description | Skills | Content | Overall Weighting | Outcomes | Due Date |
|---|--|---------------|----------------|--------------------------|---------------------|-----------------------------|
| 1: Factors Affecting Performance (Core 2) | In class topic test on the content and concepts studied throughout the unit. | 15 | 10 | 25% | H7-11, H16, H17 | Term 4 Week 8 |
| 2: Health Priorities in Australia (Core 1) | Research task and health report (word limit included) on the content and concepts studied throughout the unit. | 15 | 10 | 25% | H1-5, H14-16 | Term 2 Week 1 |
| 3: Sports Medicine (HSC Option 3) | Research task (word limit included) combined with an in-class written response on the content and concepts studied throughout the unit | 10 | 10 | 20% | H8, H13, H16, H17 | Term 2 Week 7 |
| 4: HSC Trial Examination | Formal examination on all content and concepts studied throughout the year up until this point. | 20 | 10 | 30% | H1-5, H7-11, H14-17 | Term 3 Weeks 2-4 |
| | | 60% | 40% | 100% | | |

PDHPE - Scope and Sequence

Overview: In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

| Term | Topic | Approximate Duration | Outline |
|------|--------------------------------|----------------------|--|
| 4/1 | Factors Affecting Performance | 13 Weeks | This compulsory module examines the factors that affect performance. In this module, students explore the physical and psychological bases of performance. They experience and critically analyse approaches to training and skill development and investigate the contributions of psychology, nutrition and recovery strategies to performance. |
| 1/2 | Health Priorities in Australia | 11 Weeks | This compulsory module examines the health status of Australians and investigates, in depth, the current health priority issues in Australia. Students identify and justify the choice of priority issues and examine the roles that the health system and health promotion play in achieving better health for all Australians. |
| 2 | Sports Medicine | 5 Weeks | This option module is concerned with the specific issues of prevention, assessment, management of and recovery from sports injury. In this module, students examine how the extent and intensity of sports participation relates to the incidence of sports injuries. They explore the range of technical and scientific approaches for maintaining the wellbeing of athletes. |
| 2/3 | Improving Performance | 5 Weeks | In this module, students investigate approaches to the physiological preparation and skill development of athletes. Students will experience and analyse a variety of training methods and look at the application of these methods to improving performance. The effects of planning on performance and ethical considerations relating to improving athletes' performance are also examined. |

| YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025 | | | SUBJECT: Physics | | 2 Unit | |
|--|--|---------------------------|----------------------------------|-------------------|--|-----------------------------|
| TASK | Type of Task and Description | Knowledge & Understanding | Skills in Working Scientifically | Overall Weighting | Outcomes | Due Date |
| 1. Skills Task | This task assesses the Working Scientifically Skills outcomes. Students may be required to carry out an experiment, solve problems, and process and analyse qualitative and quantitative data and information. | 0% | 20% | 20% | PH11/12-(2-6) | Term 4 Week 8-9 |
| 2. Depth Study | The Depth Study will allow for students to further explore one or more concepts covered in the course in further depth and detail. It covers Working Scientifically Skills in questioning and predicting and communicating, and two other areas. | 5% | 20% | 25% | PH11/12 (1, 7) Two of PH11/12 (2-6) PH12-13 | Term 1 Week 7 |
| 3. Topic Test | Students will complete a test that assesses their Knowledge and Understanding of the content covered in Modules 7 & 8. Questions will incorporate some Working Scientifically Skills outcomes. | 15% | 10% | 25% | PH11/12(4-6) PH12-14, PH12-15 | Term 2 Week 7 |
| 4. Trial HSC Examination | The trial examination is a formal, 3 hour written examination comprising of 20 multiple choice questions and 80 marks of short and long response questions, assessing all Knowledge and Understanding content covered prior to its completion. Questions relating to Working Scientifically Skills will also be incorporated throughout the examination. | 20% | 10% | 30% | PH11/12(1-7) PH12(12-15) | Term 3 Weeks 2-4 |
| | | 40% | 60% | 100% | | |

Physics - Scope and Sequence

Overview: The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals, which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

| Term | Topic | Approximate Duration | Outline |
|------|-------------------------------|----------------------|--|
| 4 | Advanced Mechanics | 10 weeks | Students develop an understanding that all forms of complex motion can be understood by analysing the forces acting on a system, including the energy transformations taking place within and around the system. By applying new mathematical techniques, students model and predict the motion of objects within systems. They examine two-dimensional motion, including projectile motion and uniform circular motion, along with the orbital motion of planets and satellites, which are modelled as an approximation to uniform circular motion. |
| 1 | Electromagnetism | 10 weeks | Understanding the similarities and differences in the interactions of single charges in electric and magnetic fields provides students with a conceptual foundation for this module. Phenomena that include the force produced on a current-carrying wire in a magnetic field, the force between current carrying wires, Faraday's Law of Electromagnetic Induction, the principles of transformers and the workings of motors and generators can all be understood as instances of forces acting on moving charged particles in magnetic fields. The law of conservation of energy underpins all of these interactions. The conversion of energy into forms other than the intended form is a problem that constantly drives engineers to improve designs of electromagnetic devices. |
| 2 | The Nature of Light | 10 weeks | Before the 20th century, physicists like Newton and Maxwell created theories about mechanics, electricity, magnetism, and matter, which were highly effective in explaining phenomena. However, new observations in the 20th century led to quantum theory and relativity, reshaping our understanding of time, space, and the modern world. In this module, students will explore the evidence behind these theories and their predictive power. |
| 3 | From the Universe to the Atom | 10 weeks | Through studying the development of atomic models by Thomson and Rutherford, students learn about the nuclear model of the atom and the limitations of early theories. Bohr, de Broglie, and Schrödinger's work introduced the quantum mechanical view of matter, improving our understanding of atomic structure. Investigations into the nucleus have advanced knowledge of radioactive decay, nuclear energy, and the atomic model. Particle accelerators have shown that protons are not fundamental, supporting the evolving Standard Model of matter. This module helps students appreciate that our understanding of matter is continually evolving and incomplete. |

| YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025 | | | SUBJECT: Society and Culture | | | 2 Unit | |
|---|---|-----------------------------|--|---|-------------------|---|-------------------|
| TASK | Type of Task and Description | Knowledge and understanding | Application & Evaluation of Social & Cultural Research Methods | Communication of information, ideas & issues in appropriate forms | Overall Weighting | Outcomes | Due Date |
| 1. Core: Personal Interest Project (process) & Social Continuity & Change. | Students will present and discuss the process they have undertaken to select a research question for their Personal Interest Project. They will also explain why they have chosen this research area to focus on for their HSC Personal Interest Project. An annotated bibliography/resource list will also be included as part of this task. | 10% | 10% | 10% | 30% | H6, H7, H8 | Term 4, Week 5 |
| 2. Depth Study: Popular Culture | Students will undertake independent research on the Depth Study <i>Popular Culture (Hip Hop)</i> and will write a response to an unseen HSC-style question under test conditions. | 10% | 10% | | 20% | H1, H2, H3, H5, H7, H9, H10 | Term 1, Week 5 |
| 3. Depth Study: Belief Systems and Ideologies. | Students will study the Depth Study: <i>Belief Systems and Ideologies</i> . They will be studying Buddhism . Students will answer an unseen HSC – style essay question written under exam conditions. | 10% | 10% | | 20% | H1, H2, H3, H5, H7, H9, H10 | Term 2, Week 5 |
| 4. Trial Examination | Students will be examined on <i>Social and Cultural Continuity and Change with China</i> as the selected country. They will also be examined on Research Methods and two depth studies <i>Popular Culture</i> and <i>Belief Systems and Ideologies (Buddhism)</i> . | 20% | | 10% | 30% | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 | Term 3, Weeks 2-4 |
| | | 50% | 30% | 20% | 100% | | |

Society and Culture - Scope and Sequence

Overview: The HSC course provides for in-depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students undertake consultation with Aboriginal communities and study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

| Term | Topic | Approximate Duration | Outline |
|------|--|---|--|
| 1 | Core: Personal Interest Project (process) & Social Continuity & Change Case Study: China | The research for the Pip will begin at the start of Term 4, 2024 and will continue till its due date (as stipulated by NESA. This is usually the last Monday of July or the first Monday of August). The deadline is always by 3:00 p.m. on the due date. Case Study: China will be studied in Term 4. | Students will undertake academic and social research for the thesis question they have designed for their Personal Interest Project. For the Focus Study: Social and Cultural Continuity and Change, students will study <i>China</i> in detail to determine the nature of traditional society and culture, analyse the nature of power and authority and examine the impact of continuity and change upon the lives of individuals and groups in the micro, meso and macro levels of society. Students will also explore BOTH continuity AND change in China through a detailed study of gender roles and the status of men and women. |
| 2 | Depth Study: Popular Culture | One Term (1) | Students will be studying <i>Popular Culture</i> . They will be looking at <i>Hip Hop</i> . The focus of this study is the interaction between popular culture, society and the individual. Students will also learn about contemporary issues and future trends. |
| 3 | Depth Study: Belief Systems and Ideologies. | One Term (2) | Students will be studying <i>Belief Systems and Ideologies</i> . They will be studying <i>Buddhism</i> in more detail. The focus of this study is the relationship of belief systems to culture and identity, the philosophy of the belief system, traditions and culture in the belief system, the internal structure in the belief system and the relationship of the belief system to wider society. Students will also learn about contemporary issues and future trends. |
| 4 | Trial Examination | Term 3 | The students will be examined on Social and Cultural Continuity & Change with China as the selected country. They will also be examined on Research Methods & the two Depth Studies Popular Culture and Belief Systems & Ideologies (Buddhism). The depth studies section consists of two short and extended (essay) responses. |

| YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025 | | | SUBJECT: Software Engineering | | 2 Unit | |
|--|---|-----------------------------|-------------------------------|-------------------|--|-----------------------------|
| TASK | Type of Task and Description | Knowledge And Understanding | Knowledge and skills | Overall Weighting | Outcomes | Due Date |
| 1. Programming for the web | Students will be working in groups of three for this task. Students will design and develop a web solution, project documentation and presentation for a catalogue of personal interest on topics such as restaurant, food, art, pop culture etc.. | 10% | 10% | 20% | SE-12-02, SE-12-03, SE-12-06, SE-12-07, SE-12-08 | Term 4 Week 10 |
| 2. Secure software architecture | Students will be required to complete an in-class topic test on Software secure architecture topic reflecting HSC style questions | 10% | 10% | 20% | SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08, SE-12-09 | Term 1 Week 9 |
| 3. Software engineering project | Students will be required to develop the knowledge, understanding and skills associated with project development, including identifying and defining requirements, research and planning approaches and issues, producing and implementing software solutions, and testing and evaluating code and engineering solutions. | 15% | 15% | 30% | SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08, SE-12-09 | Term 2 Week 10 |
| 4. HSC Trial Examination | Students will be tested on all the topics covered in the HSC course. The examination will be an online exam and in the same format at the HSC examination- twenty multiple choice, some short answer responses, and some extended responses. | 15% | 15% | 30% | SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08 | Term 3 Weeks 2-4 |
| | | 50% | 50% | 100% | | |

Software Engineering - Scope and Sequence

Overview: The Software Engineering Yr.12 Syllabus provides students with the opportunity to develop their computing skills across 4 domains: technical skills, social awareness, project management and thinking skills. Students are encouraged to transfer knowledge to new situations and projects, building on technical skills and past learning. They enhance their understanding of project management through collaboration, communicating ideas, engaging in processes and designing solutions.

| Term | Topic | Approximate Duration | Outline |
|------|--|----------------------|--|
| 4 | Programming For the web | 8 Weeks | In this unit, students extend their knowledge of how algorithms support the development of efficient and accurate computer programs. Students develop computational and systems thinking as they apply software engineering principles to design and develop web-based applications and engage in a software engineering project that addresses an identified real-world problem. |
| 1 | Secure software architecture | 9 Weeks | Students develop knowledge, understanding and skills associated with developing secure software. Students investigate and practise industry-recognised techniques for developing secure programming code and apply these to their projects. |
| 2 | Software automation | 9 Weeks | Students learn some of the fundamental skills required to program for emerging technologies, including the significance and impact of ML and artificial intelligence (AI). Students apply object-oriented programming knowledge and design thinking to solve problems. Students apply highly valued industry skills, including collaboration and communication with clients, stakeholders and peers. |
| 3 | Secure software architecture Programming for the web Software automation | 8 Weeks | Students revise and recap on content from 3 focus areas. Students practise digital examination techniques, including interfacing with applications and platforms to apply functions and respond to stimulus material. |

YEAR 12 ASSESSMENT SCHEDULE: 2024 - 2025**SUBJECT: Studies of Religion****1 Unit**

| TASK | Type of Task and Description | Knowledge and understanding of course content | Stimulus based skills | Investigation and Research | Communication of information, ideas, and issues in appropriate forms | Overall Weighting | Outcomes | Due Date |
|-------------|--|--|------------------------------|-----------------------------------|---|--------------------------|----------------------------|---------------------|
| 1. | <i>Research task</i> Religion and Belief System in Australia Post-1945 | 10 | 5 | 5 | 10 | 30 | H1, H2, H3, H6 | Term 4 Week 9 |
| 2. | <i>In class test</i> Religious Tradition Depth Study | 10 | 5 | 5 | 10 | 30 | H1, H2, H3, H4, H6, H7 | Term 2 Week 8 |
| 3. | <i>Trials HSC Examination</i> | 20 | 5 | 10 | 5 | 40 | H1, H2, H3, H6, H7, H8, H9 | Term 3 Weeks 2-4 |
| | | 40% | 15% | 20% | 25% | 100% | | |

Studies of Religion I - Scope and Sequence

Overview: Students in Studies of Religion aim to reach an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society

| Term | Topic | Approximate Duration | Outline |
|------------------------------|---|----------------------|--|
| Term 4, 2024 | Religion and Belief System in Australia Post-1945 | 8 weeks | The focus of this study is religious expression in Australia's multicultural and multifaith society since 1945. The study includes an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today. |
| Term1, 2025 to term 2, 2025 | Religious Tradition Depth Study One | 13 weeks | The focus is to promote an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society. |
| Term 2, 2025 to term 3, 2025 | Religious Tradition Depth Study Two | 13 weeks | The focus is to promote an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society |

Summary of Year 12 Assessment Tasks

Note that the dates listed in this summary are APPROXIMATE.

Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.

Term 4 2024

| WEEK | |
|------|---|
| 1A | |
| 2B | |
| 3A | |
| 4B | |
| 5A | Eng Ext 2, SoC |
| 6B | |
| 7A | |
| 8B | Anc His, Biology, Bus S, Chem, Eco, Eng (Adv), English (St), Eng Ext 1, Jap C, Legal S, Maths 2U, Maths Ext 1, Maths Ext 2, Mod His, PDHPE, Phy |
| 9A | |
| 10B | Engineering Studies, Software Eng, SOR |

Term 1 2025

| WEEK | |
|------|--|
| 1B | |
| 2A | |
| 3B | |
| 4A | |
| 5B | SoC |
| 6A | Eng (Adv), Eng (St) |
| 7B | Anc His, Phy, |
| 8A | Biology, Eco, Mod His, Engineering Studies, Jap Ext, SOR |
| 9B | Chem, Eng Ext 2, Maths Ext 1, Software Eng |
| 10A | Bus S, Maths 2U, Maths Ext 2, Jap C, Legal S |

Term 2 2025

| WEEK | |
|------|--|
| 1A | Hist Ext, PDHPE |
| 2B | |
| 3A | |
| 4B | Anc His |
| 5A | Eng (Adv), English (St), |
| 6B | Maths 2U |
| 7A | Chem, Eng Ext 2, Maths 2U, Maths Ext 2, Hist Ext, PDHPE, Phy, SDD, |
| 8B | Biology, Eng Studies, Economics, Legal S, Mod His, Jap Ext, SoC |
| 9A | Jap C, Bus S |
| 10B | Eng Ext 1, Maths Ext 1, Software Eng |

Term 3 2025

| WEEK | |
|------|---------------------------------------|
| 1A | |
| 2B | Trial HSC Examinations (All Subjects) |
| 3A | |
| 4B | |
| 5A | |
| 6B | |
| 7A | |
| 8B | |
| 9A | |
| 10B | |

Sit Down test, Hand in Assignment, **Both test and assignment components**



Statement of Authenticity and Academic Integrity

Name: _____ Class: _____

Teacher: _____ Subject: _____ Assessment: _____

I certify that:

- the planning, development, content and presentation of this assessment task is my own work in every respect
- this assessment task has not been copied from another person's work or from books or the internet (including AI) or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development
- I have read, understand and have followed the assessment policies outlined in the assessment policy book.

Student Signature: _____

Date: _____

