

# Elizabeth Macarthur High School



Year 12

## HSC Assessment Task Schedule

2024 - 2025

*"Shaping the future, by pursuing excellence and creating boundless opportunities"*



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# Assessment at Elizabeth Macarthur High School

## What is Assessment?

Teachers at Elizabeth Macarthur High School use a range of informal and formal assessment to measure student achievement of course outcomes; to allow students to demonstrate what they know and can do; to clarify student understanding of concepts and promote deeper understanding; and to provide evidence that informs the ongoing teaching and learning cycle.

As such, it is important that students make the most of the array of opportunities afforded to them through class work and assessment to provide teachers with a holistic picture of their ability and achievement for the purpose of programming and reporting.

## How Can Parents Help at Home?

- Provide an uncluttered, quiet study area free from distractions
- Designate structured weekly study times, including time for preparation of study notes
- Plan for rest and relaxation time, including 8-10 hours of undisturbed sleep each night
- Provide reliable internet access in a public space
- Provide a personal assessment and homework diary
- Make a family calendar to record task schedules and study time

## Awarding Grades

All assessment activity that a student completes provides information about a student's progress, so when a teacher determines a student's grade, they may take into account both formal assessment tasks and informal assessment for learning activities. This occurs in the Stage 4, Stage 5 and Preliminary Stage 6 (Year 11) courses. Teachers award grades according to the relevant NSW Educational Standards Authority (NESA) Syllabus Course Performance Descriptors and Common Grade Scale. Classroom teachers will use their professional judgment to make a final determination of the student's grade.

In the HSC, the school assessment will form 50% of a student's HSC mark. If a student is unable to sit for the HSC examination and their misadventure has been accepted by NESA then the student's HSC mark will be derived from their formal school assessment mark.

### 1.1 Assessment Schedules

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

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

Assessment tasks are compulsory for all students, excluding those completing Life Skill courses (see 1.7). All tasks are important and regardless of the weighting for an individual task, students should do their best to meet the criteria of the task rather than allocate effort based on the weighting.

## **1.2 Written Notification of assessment tasks**

A written notification will be issued for each assessment task (including exams) typically at least two weeks prior to the submission date. Exam notifications will include the topics being assessed, components of the exam, mark range and weighting. Formal assessment tasks will be issued on blue paper in a consistent format, this includes examinations.

It is the student's responsibility to seek the assessment task notification if they are absent when the notification is issued as the assessment task schedule booklet is deemed the first notification. In Stage 6, students are required to formally acknowledge they have received the task by signing the HSC monitoring form or online as part of the HSC monitoring process.

## **1.3 Submission of Assessment Tasks**

Assessment task submission is to occur **before 8.50am** on the due date (excluding in class tasks), this includes all material for speeches and oral presentations. Students should ensure that their name is on each page or item of the submitted task. If a student cannot attend school on the day a task is due, then it is acceptable that a friend or relative submit the task on their behalf to the front office before 8.50am.

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

Each faculty is responsible for coordinating the process of collecting tasks to ensure accurate recording/receipting of the time and date that the student submits the task. Stage 6 students are required to sign to acknowledge they have submitted the task. Students must complete all tasks to the best of their ability or may be subject to the N-determination process.

Electronic/digital submission will be coordinated by the Head Teacher of the subject. Requirements for digital submission will be clearly stated on the assessment task notification sheet. Ideally, digital submission should be in an appropriate format as directed on the assessment notification.

For each assessment task a mark that is relative to the outcomes will be provided. A rank for the task may also be provided.

## **1.4 Formal examinations and in class tasks**

All in class assessment tasks and formal examinations will be completed on the designated day and time. Attendance in each lesson prior to the class task or formal examination is required on the day a task is due. Failure to do this will result in a penalty. The exception to this may be during examination periods for Year 11 and Year 12. In special circumstances where a student cannot attend all lessons on the day, special consideration may be requested by submitting an EMHS Missed/Late/Illness/ Misadventure application (see 1.8). Examinations will NOT be rescheduled for unapproved leave such as family vacations.

## 1.5 HSC Practical, Major Work, Performance and Personal Interest Project (PIP) Submissions

Schedules of dates for submission of the practical, major work, performance and Personal Interest Project (PIP) component of HSC courses are available to students several months prior to the set date. The completion date refers to the date on which students must stop work on their works/projects and no work must be undertaken after these dates. The student's works/projects are required on the completion date for certification.

## 1.6 Use of Technology - Computers

If a student chooses or is required to prepare and produce work with the use of technology, it is their responsibility to ensure backups and hard copies are made well in advance of the due date of the assessment task. Program and software compatibility are also potential problems and need to be considered in advance. Malfunctions of computer technology, even theft, without evidence of 'work in progress' are NOT valid reasons for the late submission of an assessment task.

## 1.7 The Assessment Program for Life Skills Courses

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

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

## 1.8 Extension/ Illness/ Late/ Missed/ Misadventure

In special circumstances where a student is unable to complete or submit the task by the due date then special consideration may be sought in writing from the Head Teacher using the EMHS Extension/ Illness/ Late/ Missed/ Misadventure application form. This form must be lodged with the Head Teacher or relieving Head Teacher. If the task is submitted after the due date and time and a student has not submitted the appropriate documentation, then the appropriate penalty will apply.

**1.8(a) Extension:** Extensions of time are generally only given in special circumstances. These include, but are not limited to, unexpected illness (evidenced by a dated Doctor's Certificate) that extends for a significant period of time prior to the due date as well as school-based activities that adversely impact on the student's ability to meet the requirements of the task. If a student requires an extension for a relevant reason, they must complete the Extension/ Illness/ Late/ Missed/ Misadventure application form and **submit before the due date** (best practice is three days prior) to allow sufficient time for the application to be processed. The decision will be recorded in writing on the application form and communicated to the student.

- Work Placement is NOT considered a valid reason for extension as this is known in advance.
- Unapproved leave such as family vacations are NOT considered approved reasons.
- DoE Accredited Elite Sports Programs include national and international sports organisations which run camps for athletes, and national sports squads in which students have been selected to participate are considered approved reasons.
- Talent identification programs run by the New South Wales Department of Sport and Recreation and DoE Elite Arts (defined as an opportunity for a student to participate in an event or program that is beyond the gifted and talented opportunities that DoE offers) are considered approved reasons.

**1.8(b) Illness:** If a student is ill and cannot attend on the day of the task or date a task is due, an Extension/Illness/ Late/Missed/Misadventure application form should be completed with the appropriate 'Independent Evidence of Illness' (e.g. medical certificate issued with correct date of task) with the day and date of the task included. This must be submitted on **the first day back after illness by 8.50am** (do NOT wait until you have that class) to the relevant Head Teacher. An extension of time may be granted, a mark may be awarded based on a substitute task (may be used in extenuating circumstances) or a rank equivalency may be used, at the discretion of the Head Teacher. If a student becomes ill immediately prior or during the assessment task, which significantly diminished their task performance please refer to Misadventure procedures.

**1.8(c) Late:** In special circumstances where a student is unable to complete or submit the task by the due date and time, special consideration for extension or exemption from penalties may be sought in writing from the Head Teacher using the Extension/ Illness/ Late/ Missed/ Misadventure application form. Computer/printer problems are not considered to be an acceptable reason for late submission of an assessment task. When an assessment task is a class test or an examination, a student must attempt the task at the scheduled time. A task, which is an assignment, is considered to be late if it is handed in after the scheduled time. If a student submits the task on the due date but after the specified time, then the appropriate penalty will be applied. This ensures that no student is given an advantage over others by submitting an assessment task after the scheduled time. Where a task is submitted or completed after the due date the Head Teacher will apply the following penalties:

- Late submission of a task for Year 9 to 12 will result in zero mark being recorded for the task.
- Late submission of a task for Year 7 and 8 will result in a 50% of the total task penalty for each day the task is late. Tasks for Year 7 and 8 are not due on a Friday.
- If a student does not attend all periods on the due date the Head Teacher of the faculty concerned will conduct an interview with the student to ascertain whether malpractice or unfair advantage has occurred and whether the results of the assessment and the rank order has been impacted. If so, the Head Teacher may need to moderate the marks accordingly.

**1.8(d) Missed:** In Stages 5 and 6 courses, failure to complete assessment tasks will result in 'N' determination procedures being followed (See 14. 'N' determination Procedures). This will also result in a zero mark being recorded for the task. Where an assessment task has not been submitted, classroom teachers are responsible for generating a letter to be sent to the student's parents notifying them of the non-submission of the task, including an appropriate and reasonable period of time to rectify the matter and submit the task. Students will



be required to submit a missed task or complete an equivalent alternative task in order to meet the requirements for satisfactory completion of the course. A zero mark will still be recorded but the task will be marked and feedback will be given to the student.

**1.8(e) Misadventure:** Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date that a task was due, or an event which hinders the student's ability to complete the assessment task to the best of their ability. For example, a car accident or becoming ill during the assessment. Where a student experiences misadventure for an in class task/exam, they undertake the task in the time remaining and submit an Extension/ Illness/ Late/ Missed/ Misadventure application form, along with evidence including their reasons for the misadventure.

### **1.9 Malpractice**

Malpractice can occur in a number of ways: cheating in an examination, plagiarism (making no change or insignificant changes to a copied sentence), collusion (working with another student, including the sharing or distribution of work), disrupting an examination, or a serious breach of the rules for an examination or task. An assessment task must be the student's own work.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESAs treat allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrong doing.

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 following:

- 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 knowledge, understanding and skills.

Where malpractice has occurred a zero mark will be recorded for the task. The Head Teacher of a subject will make the final determination to record a zero mark and for students in Stage 5 and 6 an 'N' determination warning letter will be sent to the parent(s)/guardian and procedures for an 'N' determination warning will be followed. Where malpractice has occurred, the student will be required to re-attempt the task or complete an equivalent alternative task. The teacher of the subject will determine in writing a reasonable time and the circumstances for this. In Year 12, malpractice will be reported to the relevant Deputy Principal and is recorded on the NESAs Malpractice Register. Principals decision around malpractice is final.

### **1.9 (a) Use of AI Technology**

As the submission of work generated by AI (artificial intelligence) is considered academic dishonesty, it falls under the category of malpractice. Any work that appears to have been produced by such technology will undergo further scrutiny which may include a formal interview and the student having to provide evidence that they did not use AI technology to complete the assessment. Students found to have utilised this technology to commit malpractice will be subjected to the same consequences as plagiarism. Please see 1.9 Malpractice

### **1.10 'N' determination Procedures for Non Completion of Course Requirements (Stage 5 & 6)**

Stage 5 and 6 students are bound by the expectations set out in NESA's 'N' determination process for the RoSA and the HSC. NESA states that satisfactory participation in and completion of a course requires a student to meet the following course completion criteria:

- Follow the course developed or endorsed by the NESA
- Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- Achieved some or all of the course outcomes

NESA also states that students must make a genuine attempt at assessment tasks that contribute **in excess** of 50% of the available marks.

Whilst a particular rate of attendance is not specified for the completion of a course, irregular attendance can clearly impact on students' application of diligence and sustained effort to the set tasks and experiences for the course. Attendance could thus be a significant factor leading to potential warning letters and ultimately an 'N' determination

#### **1.10 (a) After an 'N' determination warning letter is received.**

If a student does not meet the criteria set out by NESA for satisfactory participation or completion of a course, subject teachers will issue students with an 'N' determination warning letter. This letter will stipulate the task or work for which the student is required to complete and the original due date of this task/work. The letter will also stipulate a new due date and requirements for how to satisfactorily complete the task/work. It is important for the student to be aware that 'N' determination warning letters are not task specific, they are subject specific and therefore accumulate across tasks/work in any subject.

#### **1.10 (b) Failure to complete work stipulated in the 'N' determination warning letter is received.**

Elizabeth Macarthur High School will offer support to students to address the concerns if they are at risk of being 'N' determined. Students who have been issued with two or more 'N' determination warning letters in one subject will be interviewed as part of the school review process and placed on a contract containing a list of the 'N' determination warnings that are unresolved and the time frame in which they must be completed. The onus is always on the student to follow up with the teacher(s) to find out exactly what needs to be done to meet the requirements of the 'N' determination warning so it can be resolved.

Students who have not complied with the course completion criteria and who have received at least two written warnings (for a course) can be considered as not having satisfactorily completed the course at the time of finalising grades. In this instance the Principal may make a determination of non-completion of course requirements by a student, known as an N Determination. The Principal will undertake a formal interview of the student, making clear the grounds for which the 'N' determination is being applied. The Principal will outline the NESA appeals process and will provide the student with copies of the N determination warning letters.

If an 'N' determination is applied, it may mean the student is no longer eligible for the HSC or RoSA.

### 1.10 (c) Non-serious attempt

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

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

The Head Teacher of a subject will determine whether a task is a non-serious attempt. In the case of a non-serious attempt the 'N' determination procedures will be followed.

### 1.11 Appeals Process

If a student believes there has been an issue with the assessment 'process', a formal appeal process should be commenced and a formal appeal form should be submitted to the Head Teacher, outlining the grounds for appeal. This appeal should focus on the process of assessment only. If a student intends to lodge an appeal, they must advise their teacher **immediately and they must not leave the classroom** until the teacher has retained a copy of the completed assessment task. The student will then have 24 hours from this notification to lodge an appeal with the Faculty Head Teacher, on the EMHS Appeal Form and with the original assessment task attached. The only areas to be considered in the review are:

- Does the assessment program conform to the NESAs requirements in respect to components and weightings?
- Has the assessment task sheet been followed and in particular, has the stated values of the task been maintained?
- Have there been any computational errors?

If necessary, an appeals panel may be convened to review the assessment process and to decide whether or not there are justifiable grounds for appeal. The panel may require the student and the teacher to present their views in person before reaching a decision. The panel will consist of a Head Teacher, Year Advisor and Deputy Principal. The final decision rests with the Principal.

**Note: Implementation of draft feedback is not a valid reason for appeal**

### 1.12 Pandemic

In regard to a pandemic (for example Covid-19) the school must be notified as soon as your isolation period begins. School administration must also be notified as per normal absence procedures (SMS reply, email or phone). As soon as possible, students should contact the teacher or subject Head Teacher and inform them you will not be able to participate in the task due to pandemic restrictions. Complete the Extension/ Illness/ Late/ Missed/ Misadventure application form, with supporting documentation and submit on your first day back at school. The outcome of the Extension/ Illness/ Late/ Missed/ Misadventure application form will be conveyed to the student in a timely manner and any future actions that may be required.

### **1.13 Reporting**

A school report is issued each semester. Reports should reflect the extent to which students have met a range of the outcomes that have been assessed for each subject. Work habits as well as an overall grade will usually be included. Where this is not possible, the report comment may indicate that a grade was not awarded. In Year 12, reports will contain an examination mark (where applicable), rank and overall assessment rank for the course but **not the cumulative assessment mark**. In Years 10-12, where a student has been 'N' determined in a subject, this 'N' determination will be reported upon in the Semester 2 Report.

### **1.14 Confidentiality of Final Mark**

The final HSC assessment mark for each subject is confidential and cannot be given to students.

### **1.15 Tasks that produce invalid or unreliable results**

In exceptionally rare circumstances a task might not adequately discriminate between students, in such a case everyone gets the same or similar mark. Sometimes a mark might become invalid or inequitable due to problems associated with its administration. In these circumstances the Head Teacher in consultation with the Deputy Principal of the relevant year group will ascertain the best method to address these issues.

This may include:

- Part of the task may be used to calculate the assessment mark
- The weighting of the task may be reduced and additional weighting added to a future task;
- The original assessment task may be replaced by an additional task. Sufficient written notice will be provided for any additional tasks and if necessary, weightings will be adjusted accordingly.

Students will be notified in writing if any assessment task is deemed to be invalid or unreliable and the course of action that will be taken to rectify this issue. Steps taken to address this issue will not have an adverse impact on individual students or classes so that fairness and equity is maintained.

### **1.16 Feedback to Students**

Following a formal assessment task, teachers will provide positive and constructive feedback to students that may identify strengths and weaknesses, corrects misunderstandings, states clearly how students can improve and allows students to take an active role in their learning. Tasks should be designed and feedback provided in a way that allows students to improve upon their performance in subsequent tasks.

It is recommended that feedback be given in one or more of the following ways:

- oral discussion with class, groups or individual students
- written annotations on the submitted work
- general comments to the class about those aspects of the activity or task in which students excelled and those aspects that still need addressing
- examples of good responses
- peer evaluation and self-evaluation

Drafts of assessment tasks are encouraged where appropriate. However, a teacher may refuse to provide feedback on a draft if it is received within 7 school days of the due date. **One draft per student** during any assessment period will exist. Refer to the Drafts Procedure.

### **1.17 Disability Provisions**

Disability provisions are practical arrangements that enable students with disability to access learning and assessment. Principals have the authority to decide on and to implement disability provisions for school-based assessments and tests. Students who have a diagnosed disability can apply to have this taken into consideration when completing an assessment task at school and the process will be coordinated by the Head Teacher Teaching and Learning.

For the HSC examinations students are required to complete an application for Special Provisions that is submitted to NESA for approval.

### **1.18 VET Assessment**

VET courses are dual accredited. This means they allow students to gain a credential they can use in a vocational pathway beyond school whilst simultaneously contributing to the HSC. Vocational qualifications lead to recognition under the Australian Qualifications Framework (AQF) such as the award of Certificates I, II or III or Statements of Attainment toward one of these credentials. Students undertaking a VET course must meet the requirements of the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate along with TAFE requirements.

**NESA HAS MANDATED WORK PLACEMENT AS A REQUIREMENT OF THE HSC.** WORK PLACEMENT HOURS ARE MANDATORY. All students must complete 35 hours work placement in the HSC course, this is in addition to the 35 hours in the Preliminary Course, a total of **70 hours**. Students must submit to their VET teacher their completed and signed work placement logbook as evidence that they have met this requirement. Teachers will maintain appropriate documentation and notify parents in writing when students are not meeting course requirements and a 'N' determination will be issued. Notification to parents will be timely and provide the opportunity for the issues of concern to be re-addressed as appropriate.

The HSC Examination is independent of competency based assessment. It is optional for students of a 240-hour VET course to sit the HSC exam as it is intended for ATAR purposes only. All students must complete 'two prior exams' before sitting a HSC VET exam. The Year 11 exam will be one of the two prior exams as well as the Trial HSC exam required to formulate the estimate for students in the event of misadventure - this will enable the school to carefully monitor and assist students in this situation.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages. VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible. If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units. Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement. Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

### **Further Information**

A copy of the Assessment, Certification and Examination (ACE) Manual is available on the NESA website (in the Manuals section). The URL is <https://ace.nesa.nsw.edu.au/>



## Student Drafts Procedure

### 1. Rationale:

- 1.1 These procedures are intended to provide guidance and support for staff and students in the completion of written tasks, in order to provide a balance between staff supporting students in creating their best possible work and excessively contributing to their work via draft feedback.

### 2. Aim:

- 2.1 To ensure that the process of drafting assists students in refining their work for the purpose of producing the highest-quality assessment submissions.

### 3. Procedures:

- 3.1 Drafting is encouraged, but not compulsory.
- 3.2 When students request feedback on a draft, they must submit to the teacher as specified by the teacher.
- 3.3 Students are to submit drafts outside of class time.
- 3.4 Teachers will return drafts once completed for student review and application.
- 3.5 Students can submit **one draft** per assessment task to their teacher for feedback.
- 3.6 The cut-off date for the submission of drafts is **7 days** before the task is due, this is to include a weekend for staff to assess the draft and for the student to have time to utilise the feedback.
- 3.7 Assessment Tasks will be issued a minimum of three weeks before the due date.
- 3.8 When requesting feedback in the draft, students will select up to two areas based on the marking criteria. Each criterion will guide the student and teacher in understanding what feedback is to be given.



## Senior Examination Procedures

(For students in Years 10, 11, 12)

### 1. Rationale:

- 1.1. Examinations are an important part of the teaching and learning process. It is appropriate that processes are implemented in order to meet the standards set by the NSW Education Standards Authority (NESA) and the Department of Education (DoE) to establish acceptable codes of conduct for these examinations.

### 2. Aims:

- 2.1 To ensure that all examinations meet the requirements of the NESA.
- 2.2 To provide examinations that are fair and meaningful for all students.
- 2.3 To ensure the examination environment is conducive to high student achievement.

### 3. Procedures:

- 3.1. All students must wear full school uniform when sitting for an examination.
- 3.2. Students should not talk once they enter the examination room.
- 3.3. All mobile phones and electronic devices must be switched off and left in bags in the designated area.
- 3.4. According to HSC rules and procedures, students must remove wristwatches at the start of an examination and leave the watch on their desk in clear view of the examination supervisors.
- 3.5. Upon entering the examination room, all equipment required for the examination must be removed from bags before they are placed in the designated bag storage area. Under no circumstances will students be able to keep their bags with them or access them during the exam.
- 3.6. No equipment may be borrowed from or shared between students during an exam, and any additional equipment required must be obtained from an exam supervisor.
- 3.7. Students must complete examinations in black or blue pen only. Pencil cases must remain in student bags and no correction fluid or correction tape is allowed to be brought into the exam room.
- 3.8. Students are permitted to bring a bottle containing water into the exam room; however, the bottle must be completely clear with no label.
- 3.9. Students who talk or disrupt others during an examination will have their names and the nature of the incident reported to the Deputy and may potentially receive a mark of zero for the examination.
- 3.10. Toilet use: A student must raise their hand and obtain permission from the examination supervisors before leaving their seat. All students will be supervised whilst out of your seat. This is permitted only after the first 30 minutes and before the last 30 minutes of the examination.
- 3.11. Students in Year 11 and 12 are required to stay in the examination room for the duration of the examination.
- 3.12. If a student cannot attend an examination, that student needs to obtain the extension/ illness/ late/ misadventure/ missed application form along with appropriate documentation such as a medical certificate, a subpoena from a court or a death certificate. This documentation must be submitted to the Faculty Head Teacher who coordinates the exams so that a re-scheduled examination can be arranged.
- 3.13. Family holidays and other non-emergencies are not justifiable reasons for being absent from an examination and will result in a zero mark being recorded along with a 'N' determination warning letter.





# EXTENSION / ILLNESS/ LATE / MISSED / MISADVENTURE APPLICATION FORM

## WHEN TO USE THIS FORM

- you are absent from school for a legitimate reason
- you know in advance you are going to be absent from school on the due date
- un-foreseen circumstances have prevented you from submitting or completing the task

A medical certificate or relevant documentation should be provided stating clearly: the date of the onset of the illness/ misadventure, additional dates of consultation, a description of the student's symptoms, the duration of the condition and demonstrate how the impact of the illness/misadventure has materially disadvantaged the student.

For extensions of time this form should include the date/s, time, duration and a description with details attached from an independent person where relevant (e.g. police, counsellor, doctor etc.) demonstrating how the student has been materially disadvantaged.

**This form must be returned on the first day back by 8:50am after absence from school to your teacher or Head Teacher in their absence.** Applications for extensions of time for legitimate reasons must be submitted 3 days before the due date to allow sufficient time for the application to be processed.

*Refer to the assessment schedule for detailed information.*

## STUDENT AND PARENT TO COMPLETE THIS SECTION

Read the instructions above. If this space is insufficient, please attach additional documentation.

Tick to indicate the nature of the application: Extension  Illness  Late  Missed  Misadventure

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_

Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

Task Name: \_\_\_\_\_ Due Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Reason: Parent to complete Evidence Attached (e.g. Medical Certificate): Yes  No

(In the case of illness, a medical certificate **must** be attached)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name: \_\_\_\_\_ Contact details: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## SCHOOL USE ONLY

Teacher's Recommendation: \_\_\_\_\_

Teacher's Name and Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Head Teacher's Decision: Approved  Declined

Details: \_\_\_\_\_

HT decision communicated to student on : \_\_\_\_\_

Head Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



<b>YEAR 12 SUBJECTS</b>
Ancient History
Biology
Business Studies
Business Services
Chemistry
Community and Family Studies
Dance
Earth and Environmental Science
Economics
English Advanced
English Extension 1
English Extension 2
English Standard
English Studies
Food Technology
Geography
History Extension
Hospitality - Food and Beverage
Industrial Technology - Timber Products & Furniture Technologies & Multimedia
Investigating Science
Legal Studies
Mathematics Advanced
Mathematics Extension 1
Mathematics Extension 2
Mathematics Standard 1
Mathematics Standard 2
Modern History
Music
PDHPE
Photography, Video and Digital Imaging
Physics
SLR – Sport, Lifestyle & Recreation
Society and Culture
Science Extension
Visual Arts

## HSC Directional Verbs

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

### Year 12 – Term 4 Assessment Due Dates 2024

SUBJECT	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
Ancient History							X			
Biology									X	
Business Studies									X	
Business Services										X
Chemistry										X
Community & Family Studies								X		
Dance									X	
Earth and Environmental Science									X	
Economics									X	
English Advanced								X		
English Extension 1									X	
English Extension 2										X
English Standard								X		
English Studies								X		
Food Technology									X	
Geography									X	
History Extension										
Hospitality – Food & Beverage										X
Industrial Technology							X			
Investigating Science					X					
Legal Studies										
Mathematics Advanced										X
Mathematics Extension 1										X
Mathematics Extension 2									X	
Mathematics Standard 1									X	
Mathematics Standard 2										X
Modern History						X				
Music								X		
PDHPE							X			
Photography, Video & Digital Imaging									X	
Physics							X			
SLR								X		
Society & Culture										
Science Extension										
Visual Arts							X			

### Year 12 – Term 1 Assessment Due Dates 2025

SUBJECT	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
Ancient History							X			
Biology									X	
Business Studies									X	
Business Services										X
Chemistry								X		
Community & Family Studies									X	
Dance									X	
Earth and Environmental Science										
Economics									X	
English Advanced						X				
English Extension 1									X	
English Extension 2							X			
English Standard						X				
English Studies							X			
Food Technology								X		
Geography								X		
History Extension										
Hospitality – Food & Beverage										X
Industrial Technology							X			
Investigating Science										
Legal Studies		X								X
Mathematics Advanced							X			
Mathematics Extension 1								X		
Mathematics Extension 2									X	
Mathematics Standard 1							X			
Mathematics Standard 2							X			
Modern History					X					
Music								X		
PDHPE								X		
Photography, Video & Digital Imaging									X	
Physics										X
SLR									X	
Society & Culture			X							
Science Extension			X							
Visual Arts							X			

### Year 12 – Term 2 Assessment Due Dates 2025

SUBJECT	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
Ancient History								X	X	X
Biology								X	X	X
Business Studies								X	X	X
Business Services								X	X	X
Chemistry								X	X	X
Community & Family Studies								X	X	X
Dance								X	X	X
Earth and Environmental Science					X			X	X	X
Economics								X	X	X
English Advanced				X				X	X	X
English Extension 1								X	X	X
English Extension 2										
English Standard				X				X	X	X
English Studies							X			
Food Technology								X	X	X
Geography								X	X	X
History Extension					X		X	X	X	X
Hospitality – Food & Beverage								X	X	X
Industrial Technology								X	X	X
Investigating Science		X						X	X	X
Legal Studies								X	X	X
Mathematics Advanced								X	X	X
Mathematics Extension 1								X	X	X
Mathematics Extension 2								X	X	X
Mathematics Standard 1								X	X	X
Mathematics Standard 2								X	X	X
Modern History								X	X	X
Music								X	X	X
PDHPE								X	X	X
Photography, Video & Digital Imaging							X			
Physics								X	X	X
SLR							X			
Society & Culture		X						X	X	X
Science Extension							X			
Visual Arts								X	X	X

### Year 12 – Term 3 Assessment Due Dates 2025

SUBJECT	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
Ancient History			X							
Biology				X						
Business Studies						X				
Business Services										X
Chemistry				X						
Community & Family Studies							X			
Dance		X								
Earth and Environmental Science					X					
Economics					X					
English Advanced										
English Extension 1										
English Extension 2						X				
English Standard										
English Studies				X						
Food Technology						X				
Geography				X						
History Extension										
Hospitality – Food & Beverage									X	
Industrial Technology			X							
Investigating Science					X					
Legal Studies						X				
Mathematics Advanced					X					
Mathematics Extension 1					X					
Mathematics Extension 2						X				
Mathematics Standard 1					X					
Mathematics Standard 2					X					
Modern History				X						
Music				X						
PDHPE					X					
Photography, Video & Digital Imaging						X				
Physics					X					
SLR							X			
Society & Culture						X				
Science Extension					X					
Visual Arts				X						





## HSC ASSESSMENT SCHEDULE –2024/2025

### ANCIENT HISTORY

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Ancient Society – Research Task	Cities of Vesuvius – Topic Test	Historical Period – Trial HSC Examination	Personalities in their Times – Historical Analysis Research Essay
COMPONENTS		DATE DUE	Term 4, Week 7	Term 1, Week 7	Term 2, Exam Period	Term 3, Week 3
		IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
12-1, 12-2, 12-3, 12-4, 12-5	Knowledge & Understanding of Course content	40%	10%	10%	15%	5%
12-6, 12-7	Source – based skills	20%		10%	5%	5%
12-8, 12-10	Historical Inquiry and Research	20%	10%			10%
12-9	Communication of Historical understanding in appropriate forms	20%	5%	5%	5%	5%
	<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

# ANCIENT HISTORY

OBJECTIVES	HSC OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
<ul style="list-style-type: none"> <li>● develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context</li> </ul>	AH12-1 accounts for the nature of continuity and change in the ancient world
<ul style="list-style-type: none"> <li>● develop an understanding of continuity and change over time.</li> </ul>	AH12-2 proposes arguments about the varying causes and effects of events and developments
<ul style="list-style-type: none"> <li>● undertake the process of historical inquiry</li> </ul>	AH12-3 evaluates the role of historical features, individuals and groups in shaping the past
<ul style="list-style-type: none"> <li>● use historical concepts and skills to examine the ancient past</li> </ul>	AH12-4 analyses the different perspectives of individuals and groups in their historical context
<ul style="list-style-type: none"> <li>● communicate their understanding of history, sources and evidence, and historical interpretations.</li> </ul>	AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world
<ul style="list-style-type: none"> <li>● appreciate the influence of the past on the present and the future</li> </ul>	AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
<ul style="list-style-type: none"> <li>● value the contribution of the study of Ancient History to lifelong learning, and active and informed citizenship.</li> </ul>	AH12-7 discusses and evaluates differing interpretations and representations of the past
	AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
	AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
	AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

## HSC SCOPE & SEQUENCE –2024/2025

Course:	Ancient History		Year:	12			Stage:	Stage 6			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 4 2024</b>	<b>Unit of Work</b>	Ancient Societies – Option G: Spartan Society									
	<b>Description</b>	Spartan Mirage		Evidence: People			Evidence: Culture			Overflow	
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>accounts for the nature of continuity and change in the ancient world AH12-1</li> <li>proposes arguments about the varying causes and effects of events and developments AH12-2</li> <li>evaluates the role of historical features, individuals, and groups in shaping the past AH12-3</li> <li>analyses the different perspectives of individuals and groups in their historical context AH12-4</li> <li>assesses the significance of historical features, people, places, events and developments of the ancient world AH12-5</li> <li>analyses and interprets different types of sources for evidence to support an historical account or argument AH12-6</li> <li>discusses and evaluates differing interpretations and representations of the past AH12-7</li> <li>plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH12-8</li> <li>communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH12-9</li> </ul>									
	<b>Content Dot Points</b>	<ul style="list-style-type: none"> <li>Greek writers; views of Sparta ....</li> <li>Geographical setting</li> <li>Significant sites</li> <li>The Great Rhetra: The issue of Lycurgus</li> </ul>	<ul style="list-style-type: none"> <li>Social structure</li> <li>Role and Status Women</li> <li>Marriage customs</li> <li>Land ownership</li> <li>Economic Role Periokoi and helots</li> <li>Government</li> <li>Roles and privileges</li> <li>Religious role of the kings</li> </ul>	<ul style="list-style-type: none"> <li>The Spartan Army</li> <li>Technology: Weapons, armour.</li> <li>Control of Helots</li> </ul>	<ul style="list-style-type: none"> <li>Leisure activities</li> <li>Gods and goddesses</li> <li>Myths and legends</li> <li>Festivals</li> <li>Funerary customs and rituals</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Architecture</li> <li>Writing and literature</li> <li>Technology: pottery</li> <li>Economic exchange</li> </ul>					
	<i>Life Skills Unit of Work</i>	<b>No Life Skills students identified as of September 2024.</b>									
	<i>Life Skills Outcomes</i>	<b>No Life Skills students identified as of September 2024.</b>									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Name:</b> Ancient Society Research Task <b>Weighting:</b> 25% <b>Due Date:</b> Week 7 Term 4 <b>Outcomes:</b> AH12-5, AH12-6, AH12-8, AH12-9									
	<b>Reporting</b>	<b>Outcomes to be reported on:</b> AH12-5, AH12-6, AH12-8, AH12-9									

12AH	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Unit of Work</b>	<b>Core Study: Cities of Vesuvius – Pompeii and Herculaneum</b>									
<b>Description</b>	Setting	Changing Context	Investigating and interpreting the sources for Pompeii and Herculaneum						Reconstructing and conserving the past	
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• accounts for the nature of continuity and change in the ancient world AH12-1</li> <li>• proposes arguments about the varying causes and effects of events and developments AH12-2</li> <li>• evaluates the role of historical features, individuals and groups in shaping the past AH12-3</li> <li>• analyses the different perspectives of individuals and groups in their historical context AH12-4</li> <li>• assesses the significance of historical features, people, places, events and developments of the ancient world AH12-5</li> <li>• analyses and interprets different types of sources for evidence to support an historical account or argument AH12-6</li> <li>• discusses and evaluates differing interpretations and representations of the past AH12-7</li> <li>• plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH12-8</li> <li>• communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH12-9</li> </ul>									
<b>Content Dot Points</b>	The geographical setting and natural features of Campania The eruption of AD 79 and its impact on Pompeii and Herculaneum	Early discoveries and the changing nature of excavations in the 19th and 20th Representations of Pompeii and Herculaneum over time	The social structure: men, women, freedmen, slaves	local political life: decuriones, magistrates, comitium	The economy: role of the forum, trade, commerce, industries, occupations	Everyday life: housing, leisure activities, food and dining, clothing, health, baths, water supply sanitation	Religion: household gods, temples, foreign cults and religions, tombs The influence of Greek and Egyptian cultures: art and architecture	Changing interpretations: impact of new research and technologies Ethical issues: excavation and conservation, study and display of human remains Value and impact of tourism: problems and solutions	Issues of conservation and reconstruction: Italian and international contributions and responsibilities	
<i>Life Skills Unit of Work</i>	<b>No Life Skills students identified as of September 2024.</b>									
<i>Life Skills Outcomes</i>	<b>No Life Skills students identified as of September 2024.</b>									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p align="center"><b>Assessment Weighting:</b> 25%</p> <p align="center"><b>Assessment Name:</b> Cities of Vesuvius – Topic Test</p> <p align="center"><b>Task Due:</b> Term 1, Week 7</p> <p align="center"><b>Outcomes Assessed:</b> AH12-5, AH12-6, AH12-9</p>									
<b>Reporting</b>	<b>Outcomes to be reported on:</b> AH12-5, AH12-6, AH12-8, AH12-9									

**Term  
1  
2025**

12AH	Week 1	Week 2	Week 3-4		Week 4-5	Week 6-7		Week 7	Week 8-10
<b>Unit of Work</b>	<b>Historical Periods: Option F: The Greek World 500-440BC</b>								
<b>Description</b>	Geographical context & Persian Imperialism and the Ionian Revolt	The First Invasion and the Interwar Period	The Second Invasion: Artemisium & Thermopylae	The Second Invasion: Salamis	The Second Invasion: Plataea and Mycale	The Key Personalities & Greek Victory	Athens & the Athenian Empire		Impact of the Persian Wars
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• accounts for the nature of continuity and change in the ancient world AH12-1</li> <li>• proposes arguments about the varying causes and effects of events and developments AH12-2</li> <li>• evaluates the role of historical features, individuals and groups in shaping the past AH12-3</li> <li>• analyses the different perspectives of individuals and groups in their historical context AH12-4</li> <li>• assesses the significance of historical features, people, places, events and developments of the ancient world AH12-5</li> <li>• analyses and interprets different types of sources for evidence to support an historical account or argument AH12-6</li> <li>• discusses and evaluates differing interpretations and representations of the past AH12-7</li> <li>• plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH12-8</li> <li>• communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH12-9</li> </ul>								
<b>Content Dot Points</b>	<ul style="list-style-type: none"> <li>• the chronological and geographical context of ancient Greece in the Mediterranean and the Near East, key powers in the region and the nature of contact with other societies</li> <li>• Persian Wars, including: <ul style="list-style-type: none"> <li>– origins: Persian imperialism, Ionian Revolt</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– invasion of 490 BC: Battle of Marathon, role of Miltiades</li> <li>– inter-war period: preparation and developments in Persia and Greece</li> </ul>	<ul style="list-style-type: none"> <li>– invasion of 480-479 BC: Battles of Thermopylae and Artemisium, Salamis, Plataea and Mycale</li> </ul>		<ul style="list-style-type: none"> <li>– reasons for Greek victory and Persian defeat</li> </ul>	<ul style="list-style-type: none"> <li>• Development of Athens and the Athenian Empire, including: <ul style="list-style-type: none"> <li>– Delian League: origins, aims, organisation and activities to the Battle of the Eurymedon River, role and contribution of Cimon and Aristides the Just</li> <li>– transformation of the Delian League into the Athenian Empire</li> <li>– nature of Athenian imperialism, changing relations with allies</li> <li>– key democratic developments: influence of the thetes, ostracism, citizenship law</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Athens and Sparta, including: <ul style="list-style-type: none"> <li>– impact of Persian Wars (ACHAH200)</li> <li>– nature, composition and activities of the Peloponnesian League: Spartan responses to Athenian imperialism</li> </ul> </li> </ul>	
<i>Life Skills Students</i>	<b>No Life Skills students identified as of September 2024.</b>								
<i>Life Skills Outcomes</i>	<b>No Life Skills students identified as of September 2024.</b>								
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p style="text-align: center;"><b>Assessment Weighting:</b> 25%</p> <p style="text-align: center;"><b>Assessment Name:</b> Trial HSC Examination</p> <p style="text-align: center;"><b>Task Due:</b> Term 2, Exam Period</p> <p style="text-align: center;"><b>Outcomes Assessed:</b> AH12-3, AH12-5, AH12-7, AH12-9</p>								
<b>Reporting</b>	<b>Outcomes to be reported on:</b> AH12-3, AH12-4, AH12-7, AH12-9								

TRIAL HSC

Term  
2  
2025

Term 3 2025	12AH	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9–10	
	<b>Unit of Work</b>	<b>Personalities in their Times: Option D: The Near East – Xerxes</b>									
	<b>Description</b>	Historical & Geographical Context	Background & Rise of Xerxes	They Key Features & Developments of Xerxes' empire				Evaluation of Xerxes	Evaluation of Herodotus as a source		
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• accounts for the nature of continuity and change in the ancient world AH12-1</li> <li>• proposes arguments about the varying causes and effects of events and developments AH12-2</li> <li>• evaluates the role of historical features, individuals and groups in shaping the past AH12-3</li> <li>• analyses the different perspectives of individuals and groups in their historical context AH12-4</li> <li>• assesses the significance of historical features, people, places, events and developments of the ancient world AH12-5</li> <li>• analyses and interprets different types of sources for evidence to support an historical account or argument AH12-6</li> <li>• discusses and evaluates differing interpretations and representations of the past AH12-7</li> <li>• plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH12-8</li> <li>• communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH12-9</li> </ul>									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>• The historical context, including: <ul style="list-style-type: none"> <li>– geography, topography and resources of the Persian Empire</li> <li>– an overview of Persian political, social and military structures</li> <li>– expansion of the Persian Empire</li> <li>– an overview of religion in the Persian Empire</li> <li>– Persian concept of kingship</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Background and rise to prominence, including: <ul style="list-style-type: none"> <li>– family background and status</li> <li>– succession to kingship</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Key features and developments, including: <ul style="list-style-type: none"> <li>– administration of the Persian Empire</li> <li>– revolts in the empire: Egypt, Babylon</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– religious policy</li> <li>– building program: Persepolis</li> </ul>	<ul style="list-style-type: none"> <li>– images and representations of Xerxes as king</li> <li>– foreign policy: role in the invasion of the Greek mainland</li> </ul>	<ul style="list-style-type: none"> <li>– relationship with prominent Persians and non-Persians</li> <li>– manner and impact of his death</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation, including: <ul style="list-style-type: none"> <li>– impact and influence on his time</li> <li>– assessment of his life and reign</li> <li>– legacy</li> <li>– ancient and modern images and interpretations of Xerxes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ONE particular source or type of source (eg Herodotus, Books V–IX; Persepolis) for Xerxes, including: <ul style="list-style-type: none"> <li>– the value and limitations of the source</li> <li>– an evaluation of the source in the context of other available sources, including problems of evidence</li> </ul> </li> </ul>		
	<i>Life Skills Unit of Work</i>	<b>No Life Skills students identified as of September 2024.</b>									
	<i>Life Skills Outcomes</i>	<b>No Life Skills students identified as of September 2024.</b>									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p style="text-align: center;"><b>Assessment Weighting:</b> 25%</p> <p style="text-align: center;"><b>Assessment Name:</b> Personalities in their Times – Historical Analysis Research Essay</p> <p style="text-align: center;"><b>Task Due:</b> Week 3, Term 3</p> <p style="text-align: center;"><b>Outcomes Assessed:</b> AH12-3, AH12-4, AH12-7, AH12-9</p>									
	<b>Reporting</b>	<b>Outcomes to be reported on:</b> AH12-3, AH12-5, AH12-6, AH12-9									



## HSC ASSESSMENT SCHEDULE – 2024/2025

### BIOLOGY

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	<b>Task Type</b>	Heredity Depth Study	Modules 5 & 6 Assessment Task	Trial HSC Examination	Diseases Assessment Task
	<b>Outcomes</b>	BIO12-1, BIO12-12, BIO12-4, BIO12-5, BIO12-6, BIO12-7	BIO12-1 to BIO12-7, BIO12-12, BIO12-13	BIO12-1 to BIO12 -7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	BIO12-1 to BIO12-7, BIO12-14, BIO12-15
<b>COMPONENTS</b>	<b>DATE DUE</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Exam Period	Term 3 Week 4
	<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Skills in Working Scientifically	<b>60%</b>	15%	15%	18%	12%
Knowledge and understanding	<b>40%</b>	10%	10%	12%	8%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>20%</b>

# BIOLOGY

## Skills in working scientifically

OBJECTIVES	HSC OUTCOMES
	<b>A student:</b>
<b>Questioning and predicting:</b> BIO 12-1	develops and evaluates questions and hypotheses for scientific investigation
<b>Planning investigations:</b> BIO 12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>Conducting investigations:</b> BIO 12-3	conducts investigations to collect valid and reliable primary and secondary data and information
<b>Processing data and information:</b> BIO 12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>Analysing data and information:</b> BIO 12-5	analyses and evaluates primary and secondary data and information
<b>Problem solving:</b> BIO 12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>Communicating:</b> BIO 12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose

## Knowledge and understanding of course content

OBJECTIVES	HSC OUTCOMES
<b>Develop knowledge and understanding of heredity and genetic technologies</b>	<b>BIO12-12</b> explains the structure of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
	<b>BIO12-13</b> explains natural genetic change and the use of genetic technologies to induce genetic change
<b>Objective: Develop knowledge and understanding of effects of disease and disorders</b>	<b>BIO12-14</b> analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
	<b>BIO12-15</b> explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease



## HSC SCOPE & SEQUENCE –2024/2025

Course:	Biology				Year:	12				Stage:	Stage 6			
<b>Term 4 2024</b>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10			
		<b>Heredity Depth Study Assessment Task</b>												
	<b>Unit of Work</b>	<b>Module 5 – Heredity</b>												
	<b>Description</b>	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.												
	<b>Outcomes</b>	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develops and evaluates questions and hypotheses for scientific investigation BIO11/12-1</li> <li><input type="checkbox"/> designs and evaluates investigations in order to obtain primary and secondary data and information BIO11/12-2</li> <li><input type="checkbox"/> conducts investigations to collect valid and reliable primary and secondary data and information BIO11/12-3</li> <li><input type="checkbox"/> selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media BIO11/12-4</li> <li><input type="checkbox"/> analyses and evaluates primary and secondary data and information BIO11/12-5</li> <li><input type="checkbox"/> solves scientific problems using primary and secondary data, critical thinking skills and scientific processes BIO11/12-6</li> <li><input type="checkbox"/> communicates scientific understanding using suitable language and terminology for a specific audience or purpose BIO11/12-7</li> </ul> <p><b>Knowledge and understanding</b></p> <p>BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species</p>												
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Heredity Depth Study												
	<i>Life Skills Unit of Work</i>	<b>Heredity and Genetics Life Skills</b>												
	<i>Life Skills Outcomes</i>	<p><b><u>Life Skills skill outcomes:</u></b> SCLS6-1, SCLS6-4, SCLS6-5,</p> <p><b><u>Life Skills content outcomes:</u></b> SCLS6-13, SCLS6-14, SCLS6-15</p>												
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p><u>Task name:</u> Heredity Depth Study Assessment task</p> <p><u>Knowledge Outcomes:</u> BIO12-12</p> <p><u>Skills Outcomes:</u> BIO 12-1, BIO 12-4, BIO 12-5, BIO 12-6, BIO 12-7</p> <p>Task <u>Weighting:</u> 25%</p>												
<b>Reporting Outcomes</b>	<p><b><u>Reporting outcomes Semester 1:</u></b></p> <p>BIO 12-4, BIO 12-5, BIO 12-7, BIO 12-12, BIO 12-13</p>													

Course:	Biology			Year:	12			Stage:	Stage 6			
Term 1 2025		Week 1	Week 2	Week 3	Week 4 Depth Study: Genetics (5hrs)	Week 5	Week 6	Week 7	Week 8	Week 9 Module 5 and 6 Assessment Task	Week 10	
	<b>Unit of Work</b>	<b>Module 6 – Genetic Change</b>										
	<b>Description</b>	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. 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										
	<b>Outcomes</b>	<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>solved scientific problems using primary and secondary data, critical thinking skills and scientific processes BIO11/12-6</li> <li>communicates scientific understanding using suitable language and terminology for a specific audience or purpose BIO11/12-7</li> </ul> <b>Knowledge and understanding</b> <ul style="list-style-type: none"> <li>explains natural genetic change and the use of genetic technologies to induce genetic change BIO12-13</li> </ul>										
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Genetic Change excursion to Sydney University (5hrs)										
	<i>Life Skills Unit of Work</i>	<b>Heredity and Disease Life Skills</b>										
	<i>Life Skills Outcomes</i>	<b>Life Skills skill outcomes:</b> SCLS6-1, SCLS6-4, SCLS6-5, <b>Life Skills content outcomes:</b> SCLS6-13, SCLS6-14, SCLS6-15										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<u>Task name:</u> Module 5 & 6 Assessment Task <u>Knowledge Outcomes:</u> BIO 12-12, BIO 12-13 <u>Skills Outcomes:</u> BIO 12-4, BIO 12-5, BIO 12-6, BIO 12-7 Task <u>weighting:</u> 25%										
	<b>Reporting Outcomes</b>	<b>Reporting outcomes Semester 1:</b> BIO 12-4, BIO 12-5, BIO 12-7, BIO 12-12, BIO 12-13										

Course:	Biology			Year:	12				Stage:	Stage 6		
Term 2 2025		Week 1	Week 2 Indigenous Bush Medication Depth Study	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
		<b>HSC Trials Examination</b>										
	<b>Unit of Work</b>	<b>Module 7 – Infectious Diseases</b>										
	<b>Description</b>	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. 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.										
	<b>Outcomes</b>	<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>● develops and evaluates questions and hypotheses for scientific investigation BIO11/12-1</li> <li>● designs and evaluates investigations in order to obtain primary and secondary data and information BIO11/12-2</li> <li>● conducts investigations to collect valid and reliable primary and secondary data and information BIO11/12-3</li> <li>● selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media BIO11/12-4</li> </ul> <b>Knowledge and understanding</b> <ul style="list-style-type: none"> <li>● analyses infectious disease in terms of cause, transmission, management and the organism’s response, including the human immune system BIO12-14</li> </ul>										
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Indigenous Bush medication depth study i.e. 2hrs										
	<i>Life Skills Unit of Work</i>	<b>Disease and Disorders Life Skills</b>										
	<i>Life Skills Outcomes</i>	<b><u>Life Skills skill outcomes:</u></b> SCLS6-4, SCLS6-5, SCLS6-7 <b><u>Life Skills content outcomes:</u></b> SCLS6-9, SCLS6-12										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<u>Task name:</u> HSC Trials Examination <u>Knowledge Outcomes:</u> BIO 12-12, BIO 12-13, BIO 12-14, BIO 12-15 <u>Skills Outcomes:</u> BIO 12-1, BIO 12-2, BIO 12-3, BIO 12-4, BIO 12-5, BIO 12-6, BIO 12-7 <u>Task Weighting:</u> 30%										
	<b>Reporting Outcomes</b>	<b><u>Reporting Outcomes Semester 2:</u></b> BIO 12-1, BIO 12-2, BIO 12-3, BIO 12-14, BIO 12-15										

Course:	Biology			Year:	12			Stage:	Stage 6			
<b>Term 3 2025</b>		<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b> Diseases Assessment Task	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
	<b>Unit of Work</b>	<b>Module 8- Non-infectious Diseases Revision</b>								<b>Revision</b>		
	<b>Description</b>	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. 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.										
	<b>Outcomes</b>	<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>● analyses and evaluates primary and secondary data and information BIO11/12-5</li> <li>● solves scientific problems using primary and secondary data, critical thinking skills and scientific processes BIO11/12-6</li> <li>● communicates scientific understanding using suitable language and terminology for a specific audience or purpose BIO11/12-7</li> </ul> <b>Knowledge and understanding</b> <ul style="list-style-type: none"> <li>● explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease BIO12-15</li> </ul>										
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Diseases Depth Study(3hrs)										
	<i>Life Skills Unit of Work</i>	<b>Diversity and Ecosystems Life Skills</b>										
	<i>Life Skills Outcomes</i>	<b>Life Skills skill outcomes:</b> SCLS6-1, SCLS6-2, SCLS6-3 <b>Life Skills content outcomes:</b> SCLS6-8, SCLS6-10										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<u>Task name:</u> Diseases Assessment Task <u>Knowledge Outcomes:</u> BIO 12-14, BIO 12-15 <u>Skills Outcomes:</u> BIO 12-1, BIO 12-2, BIO 12-3, BIO 12-4, BIO 12-5, BIO 12-6, BIO 12-7 Task <u>Weighting:</u> 20%										
	<b>Reporting Outcomes</b>	<b>Reporting Outcomes Semester 2:</b> BIO 12-1, BIO 12-2, BIO 12-3, BIO 12-14, BIO 12-15										



## BUSINESS STUDIES

		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Operations	Finance	Trial Examination	Human Resources
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 4 Week 9	Term 1 Week 9	Term 2 Exam Period	Term 3 Week 6
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Outcomes: H2, H3, H4, H5, H9	Knowledge & Understanding of Course content	<b>40%</b>	5%	10%	15%	10%
Outcomes: H5, H7, H8, H9	Stimulus based skills	<b>20%</b>		10%	5%	5%
Outcomes: H1, H4, H6, H10	Inquiry and Research	<b>20%</b>	15%			5%
Outcomes: H6, H9	Communication of business information, ideas and issues in appropriate forms	<b>20%</b>	5%	5%	5%	5%
<b>TOTAL</b>		<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

# BUSINESS STUDIES

<b>Outcome</b>	<b>Description</b>
H1	critically analyses the role of business in Australia and globally
H2	evaluates management strategies in response to changes in internal and external influences
H3	discusses the social and ethical responsibilities of management
H4	analyses business functions and processes in large and global businesses
H5	explains management strategies and their impact on businesses
H6	evaluates the effectiveness of management in the performance of businesses
H7	plans and conducts investigations into contemporary business issues
H8	organises and evaluates information for actual and hypothetical business situations
H9	communicates business information, issues and concepts in appropriate formats
H10	applies mathematical concepts appropriately in business situations

## HSC SCOPE & SEQUENCE –2024/2025

<b>Course:</b>	<b>Business Studies</b>	<b>Year:</b>	<b>12</b>	<b>Stage:</b>	<b>6</b>
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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 4 2024</b>	<b>Unit of Work</b>	<b>1. Operations</b>										
	<b>Description</b>	The focus of this topic is the strategies for effective operations management in large businesses.										
	<b>Outcomes</b>	<i>H1, H7</i>		<i>H2, H3, H9</i>			<i>H4, H5, H6, H9</i>			<i>H2, H5, H6, H8, H9</i>		
	<b>Subject Specific Area of Study</b>	<b>Role of Operations</b>		<b>Influences on Operations</b>			<b>Processes of Operations</b>			<b>Strategies of Operations</b>		
	<i>Life Skills Unit of Work</i>	<b>1. Operations</b>										
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Task:</b> Operations <b>Weighting:</b> 25% <b>Due:</b> Week 9, Term 4 2024 <b>Outcomes:</b> BELS8, BELS9										
	<i>Life Skills Outcomes</i>	BELS6, BELS8, BELS9, BELS10, BELS11, BELS12										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task:</b> Operations <b>Weighting:</b> 25% <b>Due:</b> Week 7, Term 4 2024 <b>Outcomes:</b> <i>H4, H6, H8, H9</i>										
	<b>Reporting Outcomes</b>	H4, H5, H7, H9										
	<i>Life Skills Reporting Outcomes</i>	BELS8, BELS9										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 1 2025</b>	<b>Unit of Work</b>	<b>2. Finance</b>									
	<b>Description</b>	The focus of this topic is the role of interpreting financial information in the planning and management of a business.									
	<b>Outcomes</b>	<i>H1, H7</i>		<i>H2, H3, H9, H10</i>			<i>H4, H5, H6, H7, H9, H10</i>			<i>H2, H5, H6, H8, H9, H10</i>	
	<b>Subject Specific Area of Study</b>	<b>Role of Finance</b>		<b>Influences on Finance</b>		<b>Processes of Finance</b>			<b>Strategies of Finance</b>		
	<i>Life Skills Unit of Work</i>	<b>2. Finance</b>									
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Task: Finance</b> <b>Weighting: 25%</b> <b>Due: Week 9, Term 1, 2025</b> <b>Outcomes: BELS4, BELS11</b>									
	<i>Life Skills Outcomes</i>	BELS6, BELS8, BELS9, BELS10, BELS11, BELS12									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task: Finance</b> <b>Weighting: 25%</b> <b>Due: Week 8, Term 1, 2025</b> <b>Outcomes: H5, H7, H10</b>									
	<b>Reporting Outcomes</b>	H4, H5, H7, H9									
	<i>Life Skills Reporting Outcomes</i>	BELS4, BELS11									




	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Unit of Work</b>	<b>3. Marketing</b>								<b>Exam Period</b>	
<b>Description</b>	The focus of this topic is the contribution of marketing management to business performance.								<b>Trial</b>	
<b>Outcomes</b>	<i>H1, H7</i>		<i>H2, H3, H5, H9</i>		<i>H4, H5, H6, H9</i>		<i>H2, H5, H6, H8, H9</i>			
<b>Subject Specific Area of Study</b>	<b>Role of Marketing</b>		<b>Influences of Marketing</b>		<b>Processes of Marketing</b>		<b>Strategies of Marketing</b>			
<i>Life Skills Unit of Work</i>	<b>3. Marketing</b>									
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Task:</b> Trial Examination <b>Weighting:</b> 25% <b>Due:</b> Exam Period <b>Outcomes:</b> BELS6, BELS9									
<i>Life Skills Outcomes</i>	BELS6, BELS8, BELS9, BELS10, BELS11, BELS12									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task:</b> Trial Examination <b>Weighting:</b> 25% <b>Due:</b> Exam Period <b>Outcomes:</b> H1, H2, H9, H10									
<b>Reporting Outcomes</b>	H1, H3, H6, H10									
<i>Life Skills Reporting Outcomes</i>	BELS6, BELS9									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Unit of Work</b>	<b>4. Human Resources</b>								<b>Revision</b>	
<b>Description</b>	The focus of this topic is the contribution of human resource management to business performance.									
<b>Outcomes</b>	<i>H1, H7</i>		<i>H2, H3, H5, H9</i>		<i>H4, H5, H6, H9</i>		<i>H2, H5, H6, H8, H9</i>			
<b>Subject Specific Area of Study,</b>	<b>Role of Human Resources</b>		<b>Influences on Human Resources</b>		<b>Processes of Human Resources</b>		<b>Strategies of Human Resources</b>			
<i>Life Skills Unit of Work</i>	<b>4. Human Resources</b>									
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Task: Human Resources</b> <b>Weighting: 25%</b> <b>Due: Week 6, Term 3, 2025</b> <b>Outcomes: BELS10, BELS11</b>									
<i>Life Skills Outcomes</i>	BELS6, BELS8, BELS9, BELS10, BELS11, BELS12									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task: Human Resources</b> <b>Weighting: 25%</b> <b>Due: Week 6, Term 3, 2025</b> <b>Outcomes: H3, H6, H8, H9</b>									
<b>Reporting Outcomes</b>	H1, H3, H6, H10									
<i>Life Skills Reporting Outcomes</i>	BELS10, BELS11									



# BUSINESS SERVICES

 ULTIMO 90072 Business Services CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2024 - HSC 2025 QUALIFICATION: BSB30120 Certificate III in Business Services Training Package: BSB Business Services (Version 7.2)							NESAs Course Code: 2 U X 2 YR - 26111 2024 HSC Exam: 26199 LMBR UI Code: BSB30120126111B
Term	Unit Code	Units Of Competency	AQF CORE / ELEC TIVE	HSC STAT US	HSC INDIC ATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>6 HIGHER SCHOOL CERTIFICATE UOCs</b>						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency:	240 Indicative Hours over 2 years
Term 1	BSBTEC201 BSBTEC202	Use business software applications Use digital technologies to communicate in the work environment	E E	M E	15 10	Task 1: Let's get tech savvy Direct observation, product based method, questioning	<b>35 hrs Work Placement</b>  <b>50% Yearly Exam</b>
Term 1 & 2	BSWHS311 BSBINS302	Assist with maintaining workplace safety Organise workplace information	C E	M E	20 20	Task 2: Organising business safety Direct observation, product based method,questioning	
Term 2 & 3	BSBXCM301 BSBOPS201	Engage in workplace communication Work effectively in business environments	C E	M E	15 25	Task 3: Working in industry Direct observation, product based method,questioning	
<b>7 HIGHER SCHOOL CERTIFICATE UOCs</b>							<b>35 hrs Work Placement</b>
Term 4	BSBPEF201	Support personal wellbeing in the workplace	C	M	10	Task 4: Wellbeing Direct observation, product based method,questioning	<b>50% Trial Exam</b> The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from two formal exams. The calculation of the estimate is a school decision.
Term 4 & 1	BSBPEF301 BSBTEC301	Organise personal work priorities Design and produce business documents	C C	M M	20 25	Cluster 5: Mastering document design Direct observation, product based method,questioning	
Term 1 & 2	BSBSUS211 BSBTWK301 BSBTEC303	Participate in sustainable work practices Use inclusive work practices Create electronic presentations	C C E	M M E	15 15 15	Task 6: Sharing is caring Direct observation, product based method, questioning	
Term 3	BSBCRT311 BSBOPS301	Apply critical thinking skills in a team environment Maintain business resources	C E	M E	20 15	Task 7: Thinking Critically Direct observation, product based method, questioning	
NESAs requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			240		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

## HSC SCOPE & SEQUENCE –2024/2025

Term 4 - Year 12 (HSC) year of study													
List of units of competency to be delivered in each term. Teacher is to annotate when unit actually commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.	Weeks												
Term 4	1	2	3	4	5	6	7	8	9	10	11		
<b>Task 4:</b> Wellbeing (10 Hours)													
BSBPEF201	Support personal wellbeing in the workplace											N/A	
<b>Task 5:</b> Mastering document design (45 Hours)													
BSBPEF301	Organise personal work priorities												N/A
BSBTEC301	Design and produce business documents												

Term 1 - Year 12 HSC year of study											
List of units of competency to be delivered in each term. Teacher is to annotate when unit actually commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.	Weeks										
Term 1	1	2	3	4	5	6	7	8	9	10	11
<b>Task 5: Mastering document design (45 Hours)</b>											
BSBPEF301	Organise personal work priorities	No Students									
BSBTEC301	Design and produce business documents										
<b>Task 6: Sharing is caring (45 Hours)</b>											
BSBSUS211	Participate in sustainable work practices	No Students									
BSBTWK301	Use inclusive work practices										
BSBTEC303	Create electronic presentations										

**Term 2 - Year 12 HSC year of study**

<p>List of units of competency to be delivered in each term. Teacher is to annotate when unit actually commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.</p>	<p><b>Weeks</b></p>											
<p><b>Term 2</b></p>	1	2	3	4	5	6	7	8	9	10	11	
<p><b>Task 6: Sharing is caring (45 Hours)</b></p>												
<p>BSBSUS211</p>	<p>Participate in sustainable work practices</p>											<p>N/A</p>
<p>BSBTWK301</p>	<p>Use inclusive work practices</p>											
<p>BSBTEC303</p>	<p>Create electronic presentations</p>											

**Term 3 - Year 12 HSC year of study**

<p>List of units of competency to be delivered in each term. Teacher is to annotate when unit actually commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.</p>	<p><b>Weeks</b></p>											
<p><b>Term 3</b></p>	1	2	3	4	5	6	7	8	9	10	11	
<p><b>Task 7: Thinking critically (35 Hours)</b></p>												
<p>BSBCRT311</p>	<p>Apply critical thinking skills in a team environment</p>											<p>N/A</p>
<p>BSBOPS301</p>	<p>Maintain business resources</p>											



# CHEMISTRY

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	Task No.	TASK 1	TASK 2	TASK 3	TASK 4
	Task Type	Equilibrium Depth Study	Module 5 and 6 Quiz	Trial HSC Examination	Written Response Research Task
	Outcomes	CH12-1, CH12-2, CH12-3, CH12-5, CH12-7, CH12-12	CH12-1-CH12-7, CH12-12, CH12-13	CH12-1-CH12-7, CH12-12, CH12-13, CH12-14, CH12-15	CH12-6 CH12-7, CH12-14, CH12-15
	DATE DUE	Term 4 Week 10	Term 1 Week 8	Term 2 Exam Period	Term 3 Week 4
COMPONENTS	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Working Scientifically	<b>60%</b>	15%	15%	10%	20%
Knowledge and Understanding	<b>40%</b>	5%	10%	20%	5%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>25%</b>



# CHEMISTRY

## Skills in working scientifically

OBJECTIVES	HSC OUTCOMES
	<b>A student:</b>
<b>Questioning and predicting:</b> CH12-1	develops and evaluates questions and hypotheses for scientific investigation
<b>Planning investigations:</b> CH12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>Conducting investigations:</b> CH12-3	conducts investigations to collect valid and reliable primary and secondary data and information
<b>Processing data and information:</b> CH12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>Analysing data and information:</b> CH12-5	analyses and evaluates primary and secondary data and information
<b>Problem solving:</b> CH12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>Communicating:</b> CH12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose

## Knowledge and understanding of course content

OBJECTIVES	HSC OUTCOMES
Students develop knowledge and understanding of equilibrium and acid reactions in chemistry	<b>CH12-12:</b> explains the characteristics of equilibrium systems, and the factors that affect these systems
	<b>CH12-13:</b> describes, explains and quantitatively analyses acids and bases using contemporary models
Students develop knowledge and understanding of the applications of chemistry	<b>CH12-14:</b> analyses the structure of, and predicts reactions involving, carbon compounds
	<b>CH12-15:</b> describes and evaluates chemical systems used to design and analyse chemical processes

## HSC SCOPE & SEQUENCE –2024/2025

Course:	Chemistry				Year:	12				Stage:	Stage 6		
Term 4 2024		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	Unit of Work	<b>Module 5 – Equilibrium and Acid reactions</b>									<b>Equilibrium Depth Study</b>		
	Description	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.											
	Outcomes	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>● CH12-1 – Develops and evaluates questions and hypotheses for scientific investigation</li> <li>● CH12-2 – Designs and evaluates investigations in order to obtain primary and secondary data and information</li> <li>● CH12-3 – Conducts investigations to collect valid and reliable primary and secondary data and information</li> <li>● CH12-4 – Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</li> <li>● CH12-5 – Analyses and evaluates primary and secondary data and information</li> <li>● CH12-6 – Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</li> <li>● CH12-7 – Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</li> </ul> <p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>● CH12-12 – Explains the characteristics of equilibrium systems and the factors that affect these systems</li> </ul>											
	Subject Specific i.e. Module, Area of Study, Text etc	<b>Depth Study</b>											
	<i>Life Skills Unit of Work</i>	<b>Chemistry life skills:</b> Chemical reactions											
	<i>Life Skills Outcomes</i>	<p><b><u>Life Skills skill outcomes:</u></b> SCLS6-1-2</p> <p><b><u>Life Skills content outcomes:</u></b> SCLS6-9</p>											
	Assessment Task Name, Weighting, Number, Outcomes	<p><u>Task name:</u> Chemical Equilibrium depth study</p> <p><u>Knowledge Outcomes:</u> CH12-12</p> <p><u>Skills Outcomes:</u> CH12-1, CH12-2, CH12-3, CH12-4, CH12-7</p> <p><u>Task weighting:</u> 20%</p>											
	Reporting Outcomes	<p><b><u>Reporting outcomes semester 1:</u></b></p> <p>CH12-1, CH12-2, CH12-4, CH12-7, CH12-12</p>											

Course:	Investigating Science				Year:	12				Stage:	Stage 6		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10			
Term 1 2025	Unit of Work	Module 6 – Acid/bases reactions							Module 5 and 6 Quiz and Prep	Module 7 – Organic Chemistry			
	Description	Students analyse how and why the definitions of both an acid and a base have changed over time, and how the current definitions characterise the many chemical reactions of acids. Acids react in particular ways to a variety of substances. These reactions follow a pattern that students identify and explore in detail.											
	Outcomes	<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>CH12-1 – Develops and evaluates questions and hypotheses for scientific investigation</li> <li>CH12-2 – Designs and evaluates investigations in order to obtain primary and secondary data and information</li> <li>CH12-3 – Conducts investigations to collect valid and reliable primary and secondary data and information</li> <li>CH12-4 – Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</li> <li>CH12-5 – Analyses and evaluates primary and secondary data and information</li> <li>CH12-6 – Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</li> <li>CH12-7 – Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</li> </ul> <b>Knowledge and understanding</b> CH12-13 – Describes, explains and quantitatively analyses acids and bases using contemporary models											
	Subject Specific i.e. Module, Area of Study, Text etc												
	<i>Life Skills Unit of Work</i>	<b>Chemistry life skills:</b> Chemical reactions											
	<i>Life Skills Outcomes</i>	<b>Life Skills skill outcomes:</b> SCLS6-1-2 <b>Life Skills content outcomes:</b> SCLS6-9											
	Assessment Task Name, Weighting, Number, Outcomes	<u>Task name:</u> Module 5 and 6 Quiz <u>Skills Outcomes:</u> CH12-4, CH12-6, CH12-7 <u>Knowledge Outcomes:</u> CH12-12, CH12-13 <u>Task weighting:</u> 25%											
	Reporting Outcomes	<b>Reporting outcomes semester 1:</b> CH12-1, CH12-2, CH12-4, CH12-7, CH12-12											

Course:	Chemistry				Year:	12				Stage:	Stage 6		
Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10			
	<b>Unit of Work</b>	<b>Module 7 – Organic Chemistry</b>								<b>Trial HSC Examination Period</b>			
	<b>Description</b>	Students focus on the principles and applications of chemical synthesis in the field of organic chemistry. Current and future applications of chemistry include techniques to synthesise new substances – including pharmaceuticals, fuels and polymers – to meet the needs of society											
	<b>Outcomes</b>	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>● CH12-1 – Develops and evaluates questions and hypotheses for scientific investigation</li> <li>● CH12-2 – Designs and evaluates investigations in order to obtain primary and secondary data and information</li> <li>● CH12-3 – Conducts investigations to collect valid and reliable primary and secondary data and information</li> <li>● CH12-4 – Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</li> <li>● CH12-5 – Analyses and evaluates primary and secondary data and information</li> <li>● CH12-6 – Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</li> <li>● CH12-7 – Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</li> </ul> <p><b>Knowledge and understanding</b></p> <p>CH12-14 – Analyses the structure of, and predicts reactions involving, carbon compounds</p>											
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>												
	<i>Life Skills Unit of Work</i>	<b>Chemical World Science Life Skills: Acids and Bases</b>											
	<i>Life Skills Outcomes</i>	<p><b><u>Life Skills skill outcomes:</u></b> SCLS6-3 and SCLS6-6</p> <p><b><u>Life Skills content outcomes:</u></b> SCLS6-9</p>											
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p><u>Task name:</u> Trial HSC</p> <p><u>Knowledge Outcomes:</u> CH12-12 - CH12-14</p> <p><u>Skills Outcomes:</u> 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7</p> <p>Task <u>weighting:</u> 30%</p>											
	<b>Reporting Outcomes</b>	<b><u>Reporting outcomes semester 2:</u></b> CH12-3, CH12-5, CH12-6, 12-13, 12-14											

Course:	Chemistry			Year:	12			Stage:	Stage 6			
Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	<b>Unit of Work</b>	<b>Module 8 – Applying Chemical Ideas</b>			<b>Written Response Research Task</b>	<b>Module 8 – Applying Chemical Ideas</b>						
	<b>Description</b>	Students apply chemical ideas and principals to identify and analyse chemicals. This includes skills such as ion identification and quantification and qualitative test analysis such as NMR to determine structure. Such skills are of immense importance in scientific research, medicine, environmental management, quality control, mining and many other fields.										
	<b>Outcomes</b>	<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>CH12-1 – Develops and evaluates questions and hypotheses for scientific investigation</li> <li>CH12-2 – Designs and evaluates investigations in order to obtain primary and secondary data and information</li> <li>CH12-3 – Conducts investigations to collect valid and reliable primary and secondary data and information</li> <li>CH12-4 – Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</li> <li>CH12-5 – Analyses and evaluates primary and secondary data and information</li> <li>CH12-6 – Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</li> <li>CH12-7 – Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</li> </ul> <b>Knowledge and understanding</b> <ul style="list-style-type: none"> <li>CH12-15 – Describes and evaluates chemical systems used to design and analyse chemical processes</li> </ul>										
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>											
	<i>Life Skills Unit of Work</i>	<b>Chemical World Science Life Skills: Acids and Bases</b>										
	<i>Life Skills Outcomes</i>	<b><u>Life Skills skill outcomes:</u></b> SCLS6-3 and SCLS6-6 <b><u>Life Skills content outcomes:</u></b> SCLS6-9										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<u>Task name:</u> Research and written response task <u>Knowledge Outcomes:</u> CH11/12-14, CH11/12-15, <u>Skills Outcomes:</u> CH11/12-1, CH11/12-7 Task <u>weighting:</u> 25%										
	<b>Reporting Outcomes</b>	<b><u>Reporting outcomes semester 2:</u></b> CH12-3, CH12-5, CH12-6, 12-13, 12-14										



## COMMUNITY AND FAMILY STUDIES

		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Research Project	Independent Research Project	Trial HSC	Research Task
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 4 Week 8	Term 1 Week 9	Term 2 Exam Period	Term 3 Week 7
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
H1.1, H2.1, H2.2, H3.1, H3.4, H4.1, H5.1, H5.2	Knowledge and understanding of course content	40%	10%		20%	10%
H3.2, H3.3, H4.1, H4.2, H5.1, H5.2	Skills in critical thinking, research methodology, analysing and communicating	60%	15%	20%	10%	15%
<b>TOTAL</b>		<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>25%</b>

# COMMUNITY AND FAMILY STUDIES

Outcome	Description
H1.1	analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H2.1	analyses different approaches to parenting and caring relationships
H2.2	evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H2.3	critically examines how individual rights and responsibilities in various environments contribute to wellbeing
H3.1	analyses the sociocultural factors that lead to special needs of individuals in groups
H3.2	evaluates networks available to individuals, groups and families within communities
H3.2	critically analyses the role of policy and community structures in supporting
H3.4	critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
H4.1	justifies and applies appropriate research methodologies
H4.2	communicates ideas, debates issues and justifies opinions
H5.1	proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H5.2	develops strategies for managing multiple roles and demands of family, work and other environments
H6.1	analyses how the empowerment of women and men influences the way they function within society
H6.2	formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social
H7.1	Appreciates differences among individuals, groups and families within communities and values their contributions to society
H7.2	Develops a sense of responsibility for the wellbeing of themselves and others
H7.3	Appreciates the value of resource management in response to change
H7.4	Values the place of management in coping with a variety of role expectations

## HSC SCOPE & SEQUENCE –2024/2025

<b>Course:</b>	<b>Community and Family Studies</b>	<b>Year:</b>	<b>12</b>	<b>Stage:</b>	<b>6</b>
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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4, 2024</b>	<b>Unit of Work</b>	<b>Groups in Context</b>									
	<b>Description</b>	Exploring the specific groups within the community. Youth.	Youth	Rural and Remote	Rural and Remote	<b>1<sup>st</sup> Category B</b> group (The Aged)  Assessment Task	<b>1<sup>st</sup> Category B</b> group (The Aged)	<b>1<sup>st</sup> Category B</b> group (The Aged) and start <b>2<sup>nd</sup> Category B</b> group (Homelessness)	<b>2<sup>nd</sup> Category B</b> group (Homelessness)	<b>2<sup>nd</sup> Category B</b> group (Homelessness)	<b>2<sup>nd</sup> Category B</b> group (Homelessness)
	<b>Outcomes</b>	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2									
	<b>Subject Specific</b>	<b>Groups in Context</b>									
	<i>Life Skills Unit of Work</i>	<b>Groups in Society</b>									
	<i>Life Skills Outcomes</i>	<b>Outcome: 3.1, 3.2, 4.1, 4.2, 4.3</b>									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task name:</b> Research Project <b>Task Weight:</b> 25% <b>Task out:</b> Term 4, Week 4 <b>Task due date:</b> Term 4, Week 8 <b>Outcomes:</b> H2.2, H3.3, H4.2, H5.1, H6.2									
	<b>Sem 1 Reporting</b>	<b>H2.2, H3.3, H4.1, H4.2</b>									



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Unit of Work</b>	<b>Research Methodologies</b>										
<b>Description</b>	What are Research Methodologies? Introduction to the IRP. Research fundamentals. The purpose of research. The focus of research- Question or Hypothesis.	PICOT Strategy. Sampling. Sample size.	Types of Data. Sources of Data. Reliability and validity.	Ethical behaviour. Research Methods. Literature reviews.	The Independent Research Project. The structure.	Best practices- milestones, goals and recommendations for success. Research Process. Steps for planning Conducting research. Interpreting research. Presenting research.	Research Process. Steps for planning. Conducting research. Interpreting research. Presenting research.	Research Process. Steps for planning. Conducting research. Interpreting research. Presenting research.	Research Process. Steps for planning. Conducting research. Interpreting research. Presenting research.	Research Process. Steps for planning. Conducting research. Interpreting research. Presenting research.	Assessment task finalisation and submission. Unit review and summary.
<b>Outcomes</b>	H4.1, H4.2										
<b>Subject Specific</b>	<b>Research Methodologies</b>										
<i>Life Skills Unit of Work</i>	<b>Gathering Information</b>										
<i>Life Skills Outcomes</i>	<b>Outcome 4.1, 4.3, 7.1</b>										
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task name</b> Independent Research Project (IRP) <b>Task Weight:</b> 20% <b>Task out:</b> Term 1, Week 3 <b>Task due date:</b> Term 1, Week 9 <b>Outcomes:</b> H4.1, H4.2,										
<b>Sem 1 Reporting</b>	<b>H2.2, H3.3, H4.1, H4.2</b>										

Term  
1  
2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 2 2025</b>	<b>Unit of Work</b>	<b>Individuals and Work</b>									
	<b>Description</b>	The Nature of Work. Reasons why people work. The value of work.	The status of work. Economic benefits. The labour force- concepts and terms. Labour force participation over the life span.	Patterns of work. Changing work patterns. Social Factors- EGG FEET	Factors contributing to youth unemployment- suggestions to combat issues. Rights and responsibilities of young people in the workplace. Factors contributing to youth unemployment.	Structures that support individuals in the workplace. Rights and Responsibilities. Workplace structures. Predominant patterns of work of young people.	Work conditions (awards and grievance procedures). Trade unions. Flexible work patterns and practices.	Maintaining a work and life balance. Individual roles. Individual strategies for managing multiple roles.	Youth Employment. Issues that impact on youth employment. Personal management skills required in the workplace. Steps taken to plan for a career. Planning for a career.	Trial Examination	Trial Examination
	<b>Outcomes</b>	H2.2, H2.3, H3.3, H3.4, H5.2, H6.1, H6.2									
	<b>Subject Specific</b>	<b>Individuals and Work</b>									
	<i>Life Skills Unit of Work</i>	<b>Working 9 to 5</b>									
	<i>Life Skills Outcomes</i>	<b>Outcomes: 6.1, 6.2, 6.3, 6.4</b>									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task name:</b> Trial Examination <b>Task Weight:</b> 30% <b>Task out:</b> Term 2, Week 3/4 <b>Task due date:</b> Term 2, Exam Period <b>Outcomes:</b> H1.1, H3.1, H3.2, H5.1, H6.1									
	<b>Sem 2 Reporting</b>	<b>H2.1, H2.3, H3.4, H5.2</b>									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3  2025	<b>Unit of Work</b>	<b>Parenting and Caring</b>									
	<b>Description</b>	Becoming a parent or carer. Types of parents and carers	The impact of legal, social and technological change on social parents.	The role of parents and carers. Preparations for becoming a parent or carer (COME).	Factors affecting the roles of parents and carers. Characteristics of the dependant.	influences on parents and carers. Personal influences -CROP MESS	Social influences on parents and carers. Styles of parenting or caring.	Styles of parenting or caring. Rights and responsibilities in parenting and caring.	Legal rights of parents, carers and dependants- (DEALM). Responsibilities of parents and carers. Types of support for parents and carers.	Revision	Revision
	<b>Outcomes</b>	H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.1									
	<b>Subject Specific</b>	<b>Parenting and Caring</b>									
	<i>Life Skills Unit of Work</i>	<b>Becoming A Parent or Carer</b>									
	<i>Life Skills Outcomes</i>	<b>Outcomes: 2.1, 2.2, 2.3, 2.4</b>									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task name: Research Task</b> <b>Task Weight: 25%</b> <b>Task out: Term 3, Week 3/4</b> <b>Task due date: Term 3, Weeks 7</b> <b>Outcomes: H2.1, H2.2, H5.2</b>									
	<b>Sem 2 Reporting</b>	<b>H2.1, H2.3, H3.4, H5.2</b>									



# DANCE

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Core Performance & Interview	Core Composition & Interview Core Appreciation	Trial Examinations (All Components)	Major Study Project & Interview or Research
OUTCOMES	COMPONENTS	DATE DUE	Term 4 Week 9	Term 1 Week 9	Term 2 Exam Period	Term 3 Week 2
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
H1.1, H2.1, H2.2	Core Performance	20%	15%		5%	
H1.1, H3.1, H3.2, H3.4	Core Composition	20%		15%	5%	
H1.1, H4.2, H4.3, H4.4	Core Appreciation	20%		10%	10%	
H1.1, H2.2, H3.4, H4.3	Major Study Project	40%			10%	30%
<b>TOTAL</b>		<b>100%</b>	<b>15%</b>	<b>25%</b>	<b>30%</b>	<b>30%</b>

# DANCE

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

# HSC SCOPE & SEQUENCE –2024/2025

<b>Course:</b>	<b>Dance</b>	<b>Year:</b>	<b>12</b>	<b>Stage:</b>	<b>6</b>
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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4  2024</b>	<b>Unit of Work</b>	<b>Introduction to Core Work</b>									
	<b>Description</b>	<p style="text-align: center;"><b>CP - Developing DT</b></p> <p>Students undertake technique classes to develop understanding and application of safe dance practice in a range of movement sequences. Begin to implement these movements into a Core Performance dance through teacher choreography.</p>			<p style="text-align: center;"><b>CP - Refining DT &amp; Developing PQ</b></p> <p>Continue development of dance technique through technique exercises in warm up of practical components. Focus shifts to development of CP dance, with students beginning to personalise movement phrases to demonstrate kinaesthetic awareness and application of performance quality to enhance the movement.</p>			<p style="text-align: center;"><b>CP - Refining the CP work &amp; interview</b></p> <p>Reflection and refinement of CP dance takes place through self-analysis and peer/teacher feedback. Students develop understanding of the link between class exercises and execution of movement in the dance through scaffolded interview responses.</p>		<p style="text-align: center;"><b>Assess #1</b></p> <p>Performance of Core Performance Dance (3 min) and reflection interview (6 min) making links between dance technique, performance quality and safe dance practice.</p>	<p style="text-align: center;"><b>Reflection</b></p> <p>Reflection on AT1 and application of feedback to improve CP dance and interview</p>
	<b>Outcomes</b>	H1.1, H1.2, H1.3, H1.4, H2.1 H2.2, H2.3, H3.1 H3.2, H4.1									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Core Performance, Core Composition & Core Appreciation									
	<i>Life Skills Unit of Work</i>	Core Performance, Core Composition & Core Appreciation									
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	Assessment Task #1 – Core Performance & Interview 15%									
	<i>Life Skills Outcomes</i>	DLS1, DLS2, DLS3, DLS4, DLS5, DLS6, DLS7, DLS8									
	<b>Formative Assessed Outcomes</b>	H1.1, H1.2, H1.3, H1.4, H2.1 H2.2, H2.3, H3.1 H3.2, H4.1									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Assessment Task #1 – Core Performance & Interview 15% H2.2									
	<b>Reporting Outcomes</b>	H2.2									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 1  2025</b>	<b>Unit of Work</b>	<b>Progression of Core Works and Introduction to Major Study</b>										
	<b>Description</b> Through the study of the elements of dance and practical tasks that demonstrate practically the elements, students gain increasing intellectual autonomy in their abilities to aesthetically and kinaesthetically represent ideas in Dance and understand the value of how the field of Dance is subject to different interpretations. Students continue the choreographic process and engage with their dancers to teach their composition work. Students continue to develop their understanding of dance technique and performance quality through the execution of class exercises and the learning of a Major Study Performance work. Students complete the study of "Terrain" and begin the study of "Juliet & Romeo", where they analyse and respond to various movement sequences seen in these works.	<b>CC - Generating &amp; Organising the Movement</b> Students continue to generate movement in relation to concept/intent. Focus on generation of movement with clear use of motif and motif into phrase. Students begin working with allocated dancers and engage in reflection tasks to inform the choreographic process.					<b>CC - Organising the Dance</b> Students continue to work on development of Core Composition with allocated dancers, with a focus on organisation of the dance, ensuring form and sections are clear through effective use of the elements of dance to create variation and contrast.			<b>Assess #2</b> CC - presentation of WIP CC dance & interview, rationale, logbook. CA - extended response essay (hand-in)	<b>Reflection</b> Students reflect on performance/interview/feedback from AT2 and generate plan in order to progress and refine CC and CA work.	
		<b>CA - Close Study of Prescribed Work (Terrain)</b> Students continue close study of Terrain exploring the context of the work as well as analysis of the compositional tools employed by the choreographer to convey meaning in dance as an artform, such as the elements of dance, motif and elements of production. In the development of their skills in dance analysis, students focus on three key sections of the work, collaborating to create class notes and independently completing a range of extended responses to develop writing skills through deliberate practice.					<b>CA - Close Study of Prescribed Work (Juliet &amp; Romeo)</b> Students are introduced to the second prescribed work, Juliet & Romeo, and complete a first impressions response. They then complete a close study of the work exploring the context of the work as well as analysis of the compositional tools employed by the choreographer to convey meaning in dance as an artform, such as the elements of dance, motif and elements of production. In the development of their skills in dance analysis, students focus on key themes within the work, collaborating to create class notes and independently completing a range of extended responses to develop writing skills through deliberate practice.					
		<b>MS - Introduction to MS Project</b> Students explore MS options and decide on MS focus area for MS component. Teacher led workshops in generation of intent with reference to stimuli and improvisation activities.			<b>MS - Development of Major Study Work</b> Development of MS work (MSP or MSC or MST) in relation to chosen intent. Students completing MSP work in close consultation with the teacher to develop choreography that showcases understanding of dance technique, performance quality and interpretation. MSC students focus on the generation and organisation of movement as they develop sequences that employ the use of the elements of dance and motif to convey meaning. MSC students begin to work with allocated dancers. All students engage in a range of reflection activities (written and verbal) to refine MS works through self, peer and teacher feedback.							
	<b>Outcomes</b>	<b>H2.2, H3.2, H3.1, H3.3, H3.4, H4.1, H4.2, H4.3, H4.4</b>										
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>Core Composition, Core Appreciation &amp; Major Study (Performance, Composition, Appreciation or Technology)</b>										
	<b>Life Skills Unit of Work</b>	<b>Core Composition, Core Appreciation &amp; Major Study (Performance, Composition, Appreciation or Technology)</b>										
	<b>Life Skills Assessment Task Name, weighting, number, outcomes</b>	<b>Assessment Task #2 – Core Composition &amp; Interview, Core Appreciation 25% (15% Composition, 10% Appreciation)</b>										
	<b>Life Skills Outcomes</b>	<b>DLS1, DLS2, DLS3, DLS4, DLS5, DLS6, DLS7, DLS8</b>										
	<b>Formative Assessed Outcomes</b>	<b>H2.2, H3.2, H3.3, H3.4, H4.1, H4.2, H4.3, H4.4</b>										
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task #2 – Core Composition &amp; Interview, Core Appreciation 25% (15% Composition, 10% Appreciation) H3.1, H4.2</b>											
<b>Reporting Outcomes</b>	<b>H3.1, H4.2</b>											

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2  2025</b>	<b>Unit of Work</b>	<b>Finalising the HSC Works</b>									
	<b>Description</b> Through the study of the elements of dance and practical tasks that demonstrate practically the elements, students gain increasing intellectual autonomy in their abilities to aesthetically and kinaesthetically represent ideas in Dance and understand the value of how the field of Dance is subject to different interpretations. Students continue the choreographic process and refine their composition work. Students continue to develop their understanding of dance technique and performance quality through the execution of class exercises and the completion of the Major Study Performance work. Students continue the study of "Juliet & Romeo", where they analyse and respond to various movement sequences seen in the works. Students prepare for Trial HSC examinations with a focus on all practical components.	<b>CC - Organising the Dance &amp; Interview</b> Students continue to work on development of Core Composition with allocated dancers, with a focus on organisation of the dance, ensuring form and sections are clear through effective use of the elements of dance to create variation and contrast. Students refine understanding of the link between EOD and concept/intent through scaffolded interview responses and reflective logbook activities.				<b>CC - Evaluation &amp; Refinement</b> Reflection and refinement of CC dance takes place through self-analysis and peer/teacher feedback. Students refine understanding of the link between intent and choreographic choices through deliberate practice of interview responses and completion of rationale for CC work.				<b>Trial HSC (All Components)</b> Students assessed on all components of HSC course in Trial HSC: CP - performance of CP dance & interview CC - dancer performs completed CC dance, interview, rationale CA - written examination, 1 essay on each prescribed work MS - completed MS work & interview	
		<b>CA - Close Study of Prescribed Work</b> Students continue close study of Juliet & Romeo exploring the context of the work as well as analysis of the compositional tools employed by the choreographer to convey meaning in dance as an artform, such as the elements of dance, motif and elements of production. In the development of their skills in dance analysis, students focus on key themes, characters and relationships within the work, collaborating to create class notes and independently completing a range of extended responses to develop writing skills through deliberate practice.									
		<b>MS - Development of Major Study Work</b> Further development of MS work (MSP or MSC or MST) in relation to chosen intent. Students completing MSP work in close consultation with the teacher to continue to develop choreography that showcases understanding of dance technique, performance quality and interpretation. MSC students focus on organisation of movement and organisation of the dance as they develop and refine sequences that employ the use of the elements of dance and motif to convey meaning. MSC students continue to work with allocated dancers. All students engage in a range of reflection activities (written and verbal) to refine MS works through self, peer and teacher feedback.				<b>MS - Refining Major Study Work</b> Reflection and refinement of MSP and MSC takes place through self-analysis and peer/teacher feedback. Students develop understanding of the link between dance technique, performance quality, interpretation, class exercises and execution of movement in the dance through scaffolded interview responses. MSC students focus on making the links between EOD and choreographic choices explicit through verbal and physical demonstration.					
	<b>Outcomes</b>	H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.2, H4.3, H4.4									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Core Composition, Core Appreciation & Major Study (Performance, Composition, Appreciation or Technology)									
	<b>Life Skills Unit of Work</b>	Core Composition, Core Appreciation & Major Study (Performance, Composition, Appreciation or Technology)									
	<b>Life Skills Assessment Task Name, weighting, number, outcomes</b>	Assessment Task #3 – Trial Examinations (All Components) 30% (Performance 5%, Composition 5%, Appreciation 10%, Major Study 10%)									
	<b>Life Skills Outcomes</b>	DLS1, DLS2, DLS3, DLS4, DLS5, DLS6, DLS7, DLS8									
	<b>Formative Assessed Outcomes</b>	H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.2, H4.3, H4.4									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Assessment Task #3 – Trial Examinations (All Components) 30% (Performance 5%, Composition 5%, Appreciation 10%, Major Study 10%) H2.1, H2.2, H3.2, H4.4										
<b>Reporting Outcomes</b>	H2.1, H2.2, H3.2, H4.4										



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Unit of Work</b>	<b>Practical HSC &amp; Appreciation Revision</b>									
<b>Description</b> Through the study of the elements of dance and practical tasks that demonstrate practically the elements, students gain increasing intellectual autonomy in their abilities to aesthetically and kinaesthetically represent ideas in Dance and understand the value of how the field of Dance is subject to different interpretations. Students refine their practical understanding through completion and rehearsal of the Core Performance, Core Composition and Major study Performance/Composition works. Students complete the study of "Juliet & Romeo" and engage in revision of both prescribed works to refine their extended response writing skills in preparation for the written examination. .	<b>CP &amp; CC - Refining HSC Core Works</b> Reflection and refinement of CP and CC dances through self-analysis and peer/teacher feedback. Students refine works with a focus on application of feedback from Trial Examinations, for both dances and interviews.			<b>HSC Practical Examinations</b>  Students are externally examined by NESA markers on all practical components. Lessons focus on final refinement of works in lead up to examinations:  CP - Dance & Interview CC - Dance, Interview & Rationale MSP - Dance & Interview MSC - Dance, Interview, Rationale		<b>CA/MSA - Revision of Prescribed Works &amp; Examination Practice (Juliet &amp; Romeo &amp; Terrain)</b> Students engage in a range of revision activities to revise prescribed works with focus on deliberate practice of extended responses, referencing past HSC papers. Students engage with sample exemplars, notes from marking centre and peer marking activities to refine understanding of marking criteria and expectations for HSC Written Examination.				
	<b>MS - Reflection &amp; Refinement</b> Reflection and refinement of MSP and MSC takes place through self-analysis and peer/teacher feedback. Students refine understanding of the link between dance technique, performance quality, interpretation, class exercises and execution of movement in the dance through scaffolded interview responses. MSC students focus on making the links between EOD and choreographic choices explicit through verbal and physical demonstration.	<b>Assess #4</b> Completed MS work, logbook & interview (rationale for MSC students)	<b>MS - Refinement</b> Reflection and refinement of MSP and MSC takes place through self-analysis and peer/teacher feedback. Students refine understanding of the link between dance technique, performance quality, interpretation, class exercises and execution of movement in the dance through scaffolded interview responses. MSC students focus on making the links between EOD and choreographic choices explicit through verbal and physical demonstration.							
<b>Outcomes</b>	H2.1, H2.2, H3.1, H3.2, H3.4, H4.4, H4.5					H4.1, H4.2, H4.3, H4.4, H4.5				
<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Core Performance, Core Composition, Major Study (Performance, Composition, Appreciation or Technology)					Core Appreciation Major Study Appreciation				
<i>Life Skills Unit of Work</i>	Core Performance, Core Composition, Major Study (Performance, Composition, Appreciation or Technology)									
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	Assessment Task #4 – Major Study Project & Interview or Research 30%									
<i>Life Skills Outcomes</i>	DLS1, DLS2, DLS3, DLS4, DLS5, DLS6, DLS7, DLS8									
<i>Formative Assessed Outcomes</i>	H2.1, H2.2, H3.1, H3.2, H3.4, H4.4, H4.5									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Assessment Task #4 – Major Study Project & Interview or Research 30% MSP (H1.1, H2.2), MSC/MST (H1.1, H3.4), MSA (H1.1, H4.3)									
<b>Reporting Outcomes</b>	H2.1, H2.2, H3.2, H4.4									

Term 3  
2025



## HSC ASSESSMENT SCHEDULE – 2024/2025

# EARTH AND ENVIRONMENTAL SCIENCE

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3	TASK 4
	Task Type	Geological Events Assessment Task	Climate Impacts Depth Study	Trial HSC Examination	Data and Skills Assessment Task
Outcomes	EES12-1, EES12-2, EES12-4, EES12-7, EES12-12	EES12-1, EES12-3, EES12-6, -EES12-7, EES12-14	EES12-1-EES12-7, EES12-12, EES12-14, EES12-15	EES12-1, EES12-3, EES12-5, EES12-6, EES12-12, EES12-13, EES12-14, EES12-15	
COMPONENTS	DATE DUE	Week 9 Term 4	Week 5 Term 2	Exam Period Term 2	Week 5 Term 3
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Skills in working Scientifically	60%	15%	15%	10%	20%
Knowledge and understanding	40%	5%	10%	20%	5%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>25%</b>

# EARTH AND ENVIRONMENTAL SCIENCE

## Skills in working scientifically.

OBJECTIVES	HSC OUTCOMES
	<b>A student:</b>
<b>Questioning and predicting:</b>	EES12-1 develops and evaluates questions and hypotheses for scientific investigation
<b>Planning investigations:</b>	EES12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
<b>Conducting investigations:</b>	EES12-3 conducts investigations to collect valid and reliable primary and secondary data and information
<b>Processing data and information:</b>	EES12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>Analysing data and information:</b>	EES12-5 analyses and evaluates primary and secondary data and information
<b>Problem solving:</b>	EES12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>Communicating:</b>	EES12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

## Knowledge and understanding of course content.

OBJECTIVES	HSC OUTCOMES
<b>Students:</b>	<b>A student:</b>
Students develop skills in applying the processes of Working Scientifically	<b>EES12-12:</b> describes and evaluates the models that show the structure and development of the Earth over its history
	<b>EES12-13:</b> describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
Student develop knowledge and understanding of the impacts of living on the Earth	<b>EES12-14:</b> analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
	<b>EES12-15:</b> describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

## HSC SCOPE & SEQUENCE –2024/2025

Course:	Earth and Environmental Science			Year:	12				Stage:	Stage 6			
<b>Term 4 2024</b>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	<b>Unit of Work</b>	<b>Module 5 - Earth's Processes</b>									<b>Geological Events – Assessment Task</b>		
	<b>Inquiry Question</b>	<b>IQ 1 -Development of the biosphere</b>			<b>IQ 2 - Changes in the Spheres</b>		<b>IQ 3 - Plate Tectonic Supercycle</b>	<b>IQ 4 - Fossil Formation and Stratigraphy</b>					
	<b>Description</b>	Since the formation of the Earth, both the atmosphere and lithosphere have been continually changing, each influencing the other. With the discovery of fossils, it became possible to develop the geological timescale and to determine when mass evolution and extinction events occurred. Both were and are strongly influenced by the phases of the plate tectonic supercycle, which has a significant effect on climate.											
	<b>Outcomes</b>	<p><b>Working Scientifically</b>                      EES12-1 - Develops and evaluates questions and hypotheses for scientific investigation                      EES12-2 - Designs and evaluates investigations in order to obtain primary and secondary data and information                      EES12-4 - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media                      EES12-7 - Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p><b>Knowledge and understanding</b>                      EES12-12 - Describes and evaluates the models that show the structure and development of the Earth over its history</p>											
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Earth and Environmental Science in Focus 12 Textbook and a range of other resources											
	<i>Life Skills Unit of Work</i>	<b>Science Life Skills Stage 6 Syllabus - Earth and Space Module 1</b>											
	<i>Life Skills Outcomes</i>	<b><u>Life Skills content outcomes:</u></b> SCLS6-3, SCLS6-4 and SCLS 6-7 <b><u>Life Skills, skills outcomes:</u></b> INS12-12											
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p><b><u>Task name:</u></b> Geological Events assessment task  <b><u>Skills Outcomes:</u></b> EES12-1, EES12-2, EES12-4, EES12-7  <b><u>Knowledge Outcomes:</u></b> EES12-12  <b><u>Task weighting:</u></b> 20%</p>											
	<b>Reporting Outcomes</b>	<b><u>Reporting outcomes semester 1:</u></b> EES12-1, EES12-2, EES12-4, EES12-7, EES12-12											

Course: Earth and Environmental Science				Year: 12		Stage: Stage 6			Term 1 2024		
<b>Term 1 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Unit of Work</b>	Module 7 - Climate Science							Module 8 - Resource Management		
	<b>Inquiry Question</b>	IQ1 - Natural Processes	IQ 2 - Evidence of Climate Variation	IQ 3 - Human Activities		IQ 4 - Mitigation and Adaptation		IQ 1 - Australia's Natural Resources			
	<b>Description</b>	A significant global concern of governments and non-government bodies relates to natural and scientific evidence of anthropogenic climate variation. The acidification and warming of oceans can impact on marine life, and evidence indicates that rising sea levels could also impact on human communities in low-lying locations around the world. Students examine the mechanisms and scientific evidence for climate variation. Students are provided with opportunities to form evidence-based opinions on, and develop strategies to manage, the effects of climate variation in the future.									
	<b>Outcomes</b>	<p><b>Working Scientifically</b>  EES12-1 - Develops and evaluates questions and hypotheses for scientific investigation  EES12-2 - Designs and evaluates investigations in order to obtain primary and secondary data and information  EES12-3 - Conducts investigations to collect valid and reliable primary and secondary data and information  EES12-4 - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media  EES12-5 - Analyses and evaluates primary and secondary data and information  EES12-6 - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes  EES12-7 - Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p><b>Knowledge and understanding</b>  EES12-12 - Analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate  EES12-14 - describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems</p>									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Earth and Environmental Science in Focus 12 Textbook and a range of other resources									
	<i>Life Skills Unit of Work</i>	<b>Science Life Skills Stage 6 Syllabus - Earth and Space - Module 3</b>									
	<i>Life Skills Outcomes</i>	<u>Life Skills content outcomes:</u> SCLS6-8, SCLS6-9 and SCLS 6-11 <u>Life Skills, skills outcomes:</u> INS12-14									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p><b>Task name:</b> Maintaining Healthy Ecosystems Depth Study  <b>Knowledge Outcomes:</b> EES12-14  <b>Skills Outcomes:</b> EES12-1, EES12-2, EES12-3, EES12-4, EES12-6, EES12-7  <b>Task weighting:</b> 25%</p>									
	<b>Reporting Outcomes</b>	<b>Reporting outcomes semester 1:</b> EES12-1-EES12-7, EES12-14, EES12-15									

Course: Earth and Environmental Science				Year: 12			Stage: Stage 6		Term 2 2024		
<b>Term 2 2025</b>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Unit of Work</b>	Module 8					Module 6 – Hazards		Revision	Trial Exam Period	
	<b>Inquiry Question</b>	IQ 1	IQ 3 - Sustainability		IQ 2 - Waste Management		IQ 1 - Natural Disasters				
	<b>Description</b>	Australia is rich in both renewable natural resources (eg agricultural production, sunlight) and non-renewable natural resources (eg minerals, fossil fuels). Students examine how the extraction and disposal of waste can greatly impact on the surrounding environment, affecting the quality and availability of renewable resources such as water and living organisms. and Torres Strait Islander Peoples.									
	<b>Outcomes</b>	<p><b>Working Scientifically</b></p> <p>EES12-1 - Develops and evaluates questions and hypotheses for scientific investigation</p> <p>EES12-2 - Designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>EES12-3 - Conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>EES12-4 - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>EES12-5 - Analyses and evaluates primary and secondary data and information</p> <p>EES12-6 - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>EES12-7 - Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p><b>Knowledge and understanding</b></p> <p>EES12-15 - describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems</p>									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Earth and Environmental Science in Focus 12 Textbook and a range of other resources									
	<i>Life Skills Unit of Work</i>	<b>Science Life Skills Stage 6 Syllabus - Earth and Space - Module 4</b>									
	<i>Life Skills Outcomes</i>	<p><u>Life Skills content outcomes:</u> INS12-15</p> <p><u>Life Skills, skills outcomes:</u> SCLS6-1-7</p>									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p><u>Task name:</u> Trial HSC Examination</p> <p><u>Knowledge Outcomes:</u> EES12-14, EES12-15</p> <p><u>Skills Outcomes:</u> EES12-1-EES12-7,</p> <p><u>Task weighting:</u> 30%</p>									
	<b>Reporting Outcomes</b>	<u>Reporting outcomes semester 2:</u> EES12-1-EES12-7, EES12-14, EES12-15									

Course: Earth and Environmental Science				Year: 12			Stage: Stage 6		Term 3 2024		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 3 2025</b>	<b>Unit of Work</b>	Module 6 – Hazards			Revision	Assessment - Data & Skills	Module 6 – Hazards		Revision		
	<b>Inquiry Question or Skills Focus</b>	IQ 2- Impact					IQ 3 - Predicting and Preventing		Case Study		
	<b>Description</b>	Humans use the Earth’s resources to maintain life and provide infrastructure. However, natural resources are not infinite. Scientific knowledge enables efficient use of resources and also the rehabilitation of damaged ecosystems. Healthy ecosystems provide renewable resources, purify air and water, regulate climate and provide cultural services.									
	<b>Outcomes</b>	<p><b>Working Scientifically</b></p> <p>EES11-1 - Develops and evaluates questions and hypotheses for scientific investigation</p> <p>EES11-2 - Designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>EES11-3 - Conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>EES11-4 - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>EES11-5 - Analyses and evaluates primary and secondary data and information</p> <p>EES11-6 - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>EES11-7 - Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p><b>Knowledge and understanding</b></p> <p>EES11-11 - Describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes</p>									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Earth and Environmental Science in Focus 12 Textbook and a range of other resources									
	<i>Life Skills Unit of Work</i>	<b>Science Life Skills Stage 6 Syllabus - Earth and Space - Module 3</b>									
	<i>Life Skills Outcomes</i>	<p><b><u>Life Skills content outcomes:</u></b> SCLS6-9</p> <p><b><u>Life Skills, skills outcomes:</u></b> SCLS6-1-7</p>									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p><b><u>Task name:</u></b> Applying Scientific Skills</p> <p><b><u>Knowledge Outcomes:</u></b> EES12-12, EES12-13, EES12-14, EES12-15</p> <p><b><u>Skills Outcomes:</u></b> EES12-4, EES12-5, EES12-6, EES12-7</p> <p><b><u>Task weighting:</u></b> 25%</p>									
	<b>Reporting Outcomes</b>	<b><u>Reporting outcomes semester 2:</u></b> EES12-1,EES12-7, EES12-12, EES12-14, EES12-15									



# ECONOMICS

		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	The Global Economy Case Study	Australia's Place in the Global Economy Response	Trial Examination	Economic Policies and Management Essay
SYLLABUS OUTCOMES	COMPONENTS	DATE DU	Term 4 Week 9	Term 1 Week 9	Term 2 Exam Period	Term 3 Week 5
		IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
H1, H2, H3	Knowledge and understanding of course content	40%	15%	10%	10%	5%
H4, H5, H6, H7	Stimulus-based skills	20%	5%		10%	5%
H8, H9	Inquiry and Research	20%	10%	5%		5%
H10, H11, H12	Communication of economic information, ideas and issues in appropriate forms	20%		5%	10%	5%
<b>TOTAL</b>		<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>



# ECONOMICS

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

## HSC SCOPE & SEQUENCE –2024/2025

<b>Course:</b>	<b>Economics</b>	<b>Year:</b>	<b>12</b>	<b>Stage:</b>	<b>6</b>
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Course:	Economics				Year:	12				Stage:	Stage 6			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11			
<b>Term 4 2024</b>	<b>Unit of Work</b>	<b>The Global Economy</b>												
	<b>Description</b>	The focus of this study is the operation of the global economy and the impact of globalisation on individual economies												
	<b>Outcomes</b>		<i>H1, H3, H4, H8</i>		<i>H2, H3, H7, H8</i>		<i>H7, H6, H9, H10, H11</i>			<i>H2, H5, H7, H8, H9, H12</i>				
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A	International economic Integration	Trade and Financial Flows	Protection and International Organisations	Growth and Development Case Studies	International economic Integration	Trade and Financial Flows	Protection and International Organisations	Growth and Development Case Studies	International economic Integration	Trade and Financial Flows		
	<i>Life Skills Unit of Work</i>	<b>Business and Economics (Life Skills)</b>												
	<i>Life Skills Outcomes</i>	BELS5, BELS6, BELS7												
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Formal Assessment Task name: Global Economy Case Study Weighting: 30% Outcomes: H1, H4, H6, H8, H9, H10												
	<b>Reporting Outcomes</b>	H1, H6, H7, H8												

Course:	Economics			Year:	12			Stage:	Stage 6		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1 2025	<b>Unit of Work</b>	<b>Australia's Place in the Global Economy</b>									
	<b>Description</b>	The focus of this topic is an examination of Australia's place in the global economy and the effect of changes in the global economy on Australia									
	<b>Outcomes</b>		<i>H1, H3, H4, H8</i>	<i>H2, H3, H7, H8</i>			<i>H7, H6, H9, H10, H11</i>			<i>H2, H5, H7, H8, H9, H12</i>	
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A	Value and Composition of Trade	Australia's Balance of Payments	Australia's Balance of Payments	Exchange rates	BOP and Exchange rates	Protection	Free Trade and Protection	Assessment Week	Start Issues
	<i>Life Skills Unit of Work</i>	<b>Business and Economics (Life Skills)</b>									
	<i>Life Skills Outcomes</i>	BELS4, BELS11, BELS12									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Formal Assessment Task name: Australia's Place in the Global Economy Presentations Weighting: 20% Outcomes: H1, H4, H6, H8, H9, H10									
	<b>Reporting Outcomes</b>										

Course:	Economics			Year:	12			Stage:	Stage 6		
<b>Term 2 2025</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Unit of Work</b>	<b>Economic Issues</b>									
	<b>Description</b>	The focus of this topic is an examination of Australia's place in the global economy and the effect of changes in the global economy on Australia									
	<b>Outcomes</b>	<i>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12</i>									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Economic Growth	Unemployment	Inflation	External Stability	Distribution of Income and Wealth	Environmental Sustainability	Revision	Revision	Trials	Trials
	<i>Life Skills Unit of Work</i>	<b>Business and Economics (Life Skills)</b>									
	<i>Life Skills Outcomes</i>	BELS7, BELS9, BELS10									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Formal Assessment Task name: HSC Trials Weighting: 30% Outcomes: H1 – H12									
	<b>Reporting Outcomes</b>										

Course:	Economics			Year:	12			Stage:	Stage 6		
<b>Term 3 2025</b>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit of Work	<b>Economic Policies and Management</b>									
	Description	This topic focuses on the aims and operation of economic policies in the Australian economy and hypothetical situations									
	Outcomes	H1-H12	H1, H2, H3, H4, H5, H6, H7		H1, H2, H5, H7, H12		H1, H3, H5, H7, H12	H1, H4, H5, H6, H7, H12		H1-H12	
	Subject Specific i.e. Module, Area of Study, Text etc	Revision of Economic Issues	Fiscal Policy	Fiscal Policy	Evaluation and Extended Response	Monetary Policy (Assessment Due)	Micro Policies and Enviro Policies	Labour Market Policies and Limitations		Revision	
	<i>Life Skills Unit of Work</i>	<b>Business and Economics (Life Skills)</b>									
	<i>Life Skills Outcomes</i>	BELS2, BELS8, BELS9, BELS10									
	Assessment Task Name, Weighting, Number, Outcomes	Formal Assessment Task name: Economic Policies and Management Weighting: 20% Outcomes: H1, H6, H7, H9, H10									
	Reporting Outcomes										



# ENGLISH ADVANCED

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.					Task No.	TASK 1	TASK 2	TASK 3	TASK 4
					Task Type	Multimodal Presentation	Critical Response	Imaginative Response & Reflection	Trial Examination
SYLLABUS OUTCOMES	MODULE	COMPONENTS & WEIGHTING		DATE DUE	Term 4 Week 8	Term 1 Week 6	Term 2 Week 4	Term 2 Exam Period	
		Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	
<ul style="list-style-type: none"> <li>EA12-1A</li> <li>EA12-6C</li> </ul>	<b>COMMON MODULE</b> Texts and Human Experiences	15%	15%	30%	25%			5%	
<ul style="list-style-type: none"> <li>EA12-5C</li> <li>EA12-8D</li> </ul>	<b>MODULE A</b> Textual Conversations	15%	15%	30%		25%		5%	
<ul style="list-style-type: none"> <li>EA12-3B</li> <li>EA12-7D</li> </ul>	<b>MODULE B</b> Critical Study of Literature	7.5%	7.5%	15%				15%	
<ul style="list-style-type: none"> <li>EA12-2A</li> <li>EA12-4B</li> <li>EA12-9E</li> </ul>	<b>MODULE C</b> The Craft of Writing	12.5%	12.5%	25%			20%	5%	
<b>TOTAL</b>				<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	

# ENGLISH ADVANCED

OBJECTIVES	HSC OUTCOMES
<p><b>A:</b> Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing</p>	<ul style="list-style-type: none"> <li>● <b>EA12-1</b> independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</li> <li>● <b>EA12-2</b> uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</li> </ul>
<p><b>B:</b> Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context</p>	<ul style="list-style-type: none"> <li>● <b>EA12-3</b> critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning</li> <li>● <b>EA12-4</b> strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts</li> </ul>
<p><b>C:</b> Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical</p>	<ul style="list-style-type: none"> <li>● <b>EA12-5</b> thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</li> <li>● <b>EA12-6</b> investigates and evaluates the relationships between texts</li> </ul>
<p><b>D:</b> Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world</p>	<ul style="list-style-type: none"> <li>● <b>EA12-7</b> evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</li> <li>● <b>EA12-8</b> explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning</li> </ul>
<p><b>E:</b> Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to learn and reflect on their learning through their study of English</p>	<ul style="list-style-type: none"> <li>● <b>EA12-9</b> reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner</li> </ul>

## HSC SCOPE & SEQUENCE –2024/2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 4, 2024</b>	<b>Unit of Work</b>	<b>Common Module:</b> Texts and Human Experiences (30 indicative hours)								<b>Module A:</b> Textual Conversations	
	<b>Description</b>	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.								Students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. By comparing two texts, students understand how composers are influenced by other texts, contexts and values, and how this shapes meaning.	
	<b>Outcomes</b>	<b>EA12-1A, EA12-3B, EA12-4B, EA12-5C, EA12-6C, EA12-7D</b>								<b>EA12-1A, EA12-2A, EA12-3B, EA12-4B, EA12-5C, EA12-7D, EA12-8D</b>	
	<b>Subject Specific Text</b>	<i>The Merchant of Venice</i> , William Shakespeare <i>plus students select one related text from any form as a related text.</i>								The Poetry of John Keats <b>and Bright Star</b>	
	<b>Life Skills Unit of Work</b>	<b>Common Module:</b> Texts and Human Experiences (Life Skills)								<b>Module A:</b> Textual Conversations (Life Skills)	
	<b>Life Skills Outcomes</b>	<b>ENLS6-2A, ENLS6-3A, ENLS6-4A, ENLS6-9C, ENLS6-10C, ENLS6-11D</b>								<b>ENLS6-6A, ENLS6-8B, ENLS6-9C, ENLS6-11D</b>	
	<b>Assessment Task, Name, Weighting, Number, Outcomes</b>	<b>Task 1 - Multimodal Presentation</b> (25%) EA12-1A, EA12-6C <b>Trial Examination</b> (5%)								<b>Task 2 – Critical Response</b> (25%) EA12-5C, EA12-8D <b>Trial Examination</b> (5%)	
	<b>Reporting</b>	EA12-1A, EA12-5C, EA12-6C, EA12-8D								EA12-1A, EA12-5C, EA12-6C, EA12-8D	



		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1, 2025	<b>Unit of Work</b>	<b>Module A:</b> Textual Conversations (30 indicative hours)						<b>Module C:</b> The Craft of Writing (30 Indicative hours)				
	<b>Description</b>	Students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. By comparing two texts, students understand how composers are influenced by other texts, contexts and values, and how this shapes meaning.						This unit aims to strengthen and extend knowledge, skills and confidence as writers. Writing for a range of authentic audiences and purposes to convey ideas with power and increasing precision.				
	<b>Outcomes</b>	EA12-1A, EA12-2A, EA12-3B, EA12-4B, EA12-5C, EA12-7D, EA12-8D						EA12-1A, EA12-2A, EA12-3B, EA12-4B, EA12-9E				
	<b>Subject Specific Text</b>	The Poetry of John Keats and <i>Bright Star</i> , Jane Campion						That Crafty Feeling, Zadie Smith Picture a Vacuum, Kate Tempest				
	<b>Life Skills Unit of Work</b>	<b>Module A:</b> Textual Conversations (Life Skills)						<b>Module C:</b> The Craft of Writing (Life Skills)				
	<b>Life Skills Outcomes</b>	ENLS6-6A, ENLS6-8B, ENLS6-9C, ENLS6-11D						ENLS6-2A, ENLS6-3A, ENLS6-4A, ENLS6-6A, ENLS6-7B, ENLS6-8B, ENLS6-12E				
	<b>Assessment Task, Name, Weighting, Number, Outcomes</b>	<b>Task 2 – Critical Response</b> (25%) EA12-5C, EA12-8D <b>Trial Examination</b> (5%)						<b>Creative Response/Reflection</b> (20%) EA12-2A, EA12-4B, EA12-9E  <b>Trial Examination</b> (5%)				
	<b>Semester 1 Reporting</b>	EA12-1A, EA12-5C, EA12-6C, EA12-8D						EA12-2A, EA12-3B, EA12-4B, EA12-7D, EA12-9E				

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2, 2025</b>	<b>Unit of Work</b>	<b>Module C:</b> The Craft of Writing				<b>Module B:</b> Critical Study of Literature (30 indicative hours)				<b>Task 4: Trial Examination</b>  Consisting of: <b>Common Module: 5%</b> <b>Module A: 5%</b> <b>Module B: 15%</b> <b>Module C: 5%</b>	
	<b>Description</b>	This unit aims to strengthen and extend knowledge, skills and confidence as writers. Writing for a range of authentic audiences and purposes to convey ideas with power and increasing precision.				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.					
	<b>Outcomes</b>	<b>EA12-1A, EA12-2A, EA12-3B, EA12-4B, EA12-9E</b>				<b>EA12-1A, EA12-3B, EA12-5C, EA12-6C, EA12-8D</b>					
	<b>Subject Specific Text</b>	That Crafty Feeling, Zadie Smith Picture a Vacuum, Kate Tempest				<i>Emma</i> , Jane Austen					
	<b>Life Skills Unit of Work</b>	<b>Module C:</b> The Craft of Writing (Life Skills)				<b>Module B:</b> Critical Study of Literature (Life Skills)					
	<b>Life Skills Outcomes</b>	<b>ENLS6-2A, ENLS6-3A, ENLS6-4A, ENLS6-6A, ENLS6-7B, ENLS6-8B, ENLS6-12E</b>				<b>ENLS6-9C, ENLS6-10C, ELS6-11D</b>					
	<b>Assessment Task, Name, Weighting, Number, Outcomes</b>	<b>Creative Response/Reflection</b> (20%) EA12-2A, EA12-4B, EA12-9E <b>Trial Examination</b> (5%)				<b>Trial Examination</b> (15%)					
	<b>Semester 2 Reporting</b>	EA12-2A, EA12-3B, EA12-4B, EA12-7D, EA12-9E				EA12-2A, EA12-3B, EA12-4B, EA12-7D, EA12-9E					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 3, 2025</b>	<b>Unit of Work</b>	<b>Module B:</b> Critical Study of Literature				<b>Writing Workshops</b>					
	<b>Description</b>	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.				Students will consolidate their understanding of the following writing forms in a series of workshops: <ul style="list-style-type: none"> <li>● Persuasive</li> <li>● Analytical</li> <li>● Discursive</li> <li>● Imaginative</li> <li>● Reflective</li> </ul>					
	<b>Outcomes</b>	EA12-1A, EA12-3B, EA12-5C, EA12-6C, EA12-8D				EA12-1A, EA12-2A, EA12-3B, EA12-4B, EA12-5C, EA12-6C, EA12-7D, EA12-8D, EA12-9E					
	<b>Subject Specific Text</b>	<i>Emma</i> , Jane Austen				All Module Texts					
	<b>Life Skills Unit of Work</b>	<b>Module B:</b> Critical Study of Literature (Life Skills)				Writing Workshops (Life Skills)					
	<b>Life Skills Outcomes</b>	ENLS6-9C, ENLS6-10C, ELS6-11D									
	<b>Assessment Task, Name, Weighting, Number, Outcomes</b>	<b>Trial Examination</b> (15%)									
	<b>Semester 2 Reporting</b>	EA12-2A, EA12-3B, EA12-4B, EA12-7D, EA12-9E									



## HSC ASSESSMENT SCHEDULE – 2024/2025

# ENGLISH EXTENSION 1

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.				Task No.	TASK 1	TASK 2	TASK 3
				Task Type	Critical Response	Creative Response	Trial HSC
SYLLABUS OUTCOMES	MODULES	COMPONENTS & WEIGHTING		DATE DUE	Term 4 Week 9	Term 1 Week 9	Term 2 Exam Period
		Knowledge and understanding of complex texts and of how and why they are valued	Skills in complex analysis, sustained composition and independent investigation	IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
<ul style="list-style-type: none"> <li>● EE12-1</li> <li>● EE12-2</li> <li>● EE12-3</li> <li>● EE12-4</li> <li>● EE12-5</li> </ul>	<b>COMMON MODULE</b> Literary Worlds	7.5%	7.5%	15%			15%
<ul style="list-style-type: none"> <li>● EE12-1</li> <li>● EE12-2</li> <li>● EE12-3</li> <li>● EE12-4</li> <li>● EE12-5</li> </ul>	<b>ELECTIVE</b> Reimagined Worlds	42.5%	42.5%	85%	30%	40%	15%
<b>TOTAL</b>		50%	50%	100%	30%	40%	30%

# ENGLISH EXTENSION 1

OBJECTIVES	HSC OUTCOMES
<p style="text-align: center;"><b>A</b></p> <p>Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to articulate understanding through speaking, listening, reading, writing, viewing and representing</p>	<p><b>EE12-1</b> demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies.</p>
<p style="text-align: center;"><b>B</b></p> <p>Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts</p>	<p><b>EE12-2</b> analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts.</p>
<p style="text-align: center;"><b>C</b></p> <p>Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values</p>	<p><b>EE12-3</b> independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts.</p>
<p style="text-align: center;"><b>D</b></p> <p>Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to express understanding of how cultural, historical and social contexts are represented in critical and creative texts</p>	<p><b>EE12-4</b> critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts.</p>
<p style="text-align: center;"><b>E</b></p> <p>Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to reflect on and evaluate their own processes of learning and creativity</p>	<p><b>EE12-5</b> reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes.</p>

## HSC SCOPE & SEQUENCE –2024/2025

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4, 2024</b>	<b>Unit of Work</b>	<b>Common Module</b> – Literary Worlds <b>Elective</b> – Reimagined Worlds (taught concurrently through the year) (60 indicative hours)									
	<b>Description</b>	<b>Literary Worlds</b> 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.									
		<b>Reimagined Worlds</b> In this elective, students explore and evaluate the textual representations of a variety of re-imagined worlds that challenge or confirm the known, question the unknown and explore the possibilities of different realities.									
	<b>Outcomes</b>	<b>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</b>									
	<b>Subject Specific Text</b>	Literary Worlds – a selection of texts Reimagined Worlds – <i>Gullivers Travels</i> , Jonathan Swift; ‘The Rime of the Ancient Mariner’ (1834), ‘The Eolian Harp’, ‘Kubla Khan’, ‘Christabel’, Samuel Taylor Coleridge; <i>Pan’s Labyrinth</i> , Guillermo del Toro									
	<b>Life Skills Unit of Work</b>										
	<b>Life Skills Outcomes</b>										
	<b>Assessment Task, Name, Weighting, Number, Outcomes</b>	<b>Task 1 - Critical Response</b> 30% EE12-1, EE12-2, EE12-3, EE12-4									
	<b>Semester 1 Reporting</b>	<b>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</b>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 1, 2025</b>	<b>Unit of Work</b>	<b>Common Module – Literary Worlds</b> <b>Elective – Reimagined Worlds</b> (taught concurrently through the year) (60 indicative hours)									
	<b>Description</b>	<b>Literary Worlds</b> 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.  <b>Reimagined Worlds</b> In this elective, students explore and evaluate the textual representations of a variety of re-imagined worlds that challenge or confirm the known, question the unknown and explore the possibilities of different realities.									
	<b>Outcomes</b>	<b>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</b>									
	<b>Subject Specific Text</b>	Literary Worlds – a selection of texts Reimagined Worlds – <i>Gullivers Travels</i> , Jonathan Swift; ‘The Rime of the Ancient Mariner’ (1834), ‘The Eolian Harp’, ‘Kubla Khan’, ‘Christabel’, Samuel Taylor Coleridge; <i>Pan’s Labyrinth</i> , Guillermo del Toro									
	<b>Life Skills Unit of Work</b>										
	<b>Life Skills Outcomes</b>										
	<b>Assessment Task, Name, Weighting, Number, Outcomes</b>	<b>Task 2 – Creative Response</b> 40% EE12-2, EE12-4, EE12-5									
	<b>Semester 1 Reporting</b>	<b>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</b>									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2, 2025</b>	<b>Unit of Work</b>	<p align="center"><b>Common Module</b> – Literary Worlds  <b>Elective</b> – Reimagined Worlds            (taught concurrently through the year)            (60 indicative hours)</p>									
	<b>Description</b>	<p align="center"><b>Literary Worlds</b>            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.</p> <p align="center"><b>Reimagined Worlds</b>            In this elective, students explore and evaluate the textual representations of a variety of re-imagined worlds that challenge or confirm the known, question the unknown and explore the possibilities of different realities.</p>									
	<b>Outcomes</b>	<p align="center"><b>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</b></p>									
	<b>Subject Specific Text</b>	<p align="center">Literary Worlds – a selection of texts            Reimagined Worlds – <i>Gullivers Travels</i>, Jonathan Swift;            ‘The Rime of the Ancient Mariner’ (1834), ‘The Eolian Harp’, ‘Kubla Khan’, ‘Christabel’, Samuel Taylor Coleridge;  <i>Pan’s Labyrinth</i>, Guillermo del Toro</p>									
	<b>Life Skills Unit of Work</b>										
	<b>Life Skills Outcomes</b>										
	<b>Assessment Task, Name, Weighting, Number, Outcomes</b>	<p align="center">There is no formal assessment task for this module</p>									
	<b>Semester 2 Reporting</b>	<p align="center"><b>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</b></p>									

**Task 3:  
 Trial Examination**

Consisting of:  
**Common Module:  
 Literary Worlds  
 And  
 Elective: Reimagined  
 World**

**30%**

**EE12-1, EE12-2,  
 EE12-3, EE12-4,  
 EE12-5**



Term 3, 2025											
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Unit of Work</b>	<b>Common Module</b> – Literary Worlds <b>Elective</b> – Reimagined Worlds (taught concurrently through the year)		<b>Revision and Refinement</b>							
	<b>Description</b>	<b>Literary Worlds</b> and <b>Reimagined Worlds</b>		<i>Students will revise the Common Module and the Elective: Reimagined Worlds</i>							
	<b>Outcomes</b>	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5		<b>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</b>							
	<b>Subject Specific Text</b>	Literary Worlds – a selection of texts		All Module Texts							
	<b>Life Skills Unit of Work</b>										
	<b>Life Skills Outcomes</b>										
	<b>Assessment Task, Name, Weighting, Number, Outcomes</b>	There is no formal assessment task for this module		There is no formal assessment task for this module							
	<b>Semester 2 Reporting</b>	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5		<b>EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</b>							



## ENGLISH EXTENSION 2

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.				Task No.	TASK 1	TASK 2	TASK 3
				Task Type	Viva Voce <i>(including written proposal)</i>	Literature Review	Critique of the Creative Process
SYLLABUS OUTCOMES	MAJOR WORK TASKS	COMPONENTS & WEIGHTING		DATE DUE	Term 4, Week 10	Term 1, Week 7	Term 3, Week 2
		Skills in extensive independent research	Skills in sustained composition	IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
<ul style="list-style-type: none"> <li>• EEX12-1</li> <li>• EEX12-4</li> <li>• EEX12-5</li> </ul>	Viva Voce <i>(including written proposal)</i>	15%	15%	30%	30%		
<ul style="list-style-type: none"> <li>• EEX12-1</li> <li>• EEX12-2</li> <li>• EEX12-3</li> <li>• EEX12-4</li> </ul>	Literature Review	20%	20%	40%		40%	
<ul style="list-style-type: none"> <li>• EEX12-2</li> <li>• EEX12-3</li> <li>• EEX12-5</li> </ul>	Critique of the Creative Process	15%	15%	30%			30%
<b>TOTAL</b>		<b>50%</b>	<b>50%</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

# ENGLISH EXTENSION 2

OBJECTIVES	HSC OUTCOMES
<p style="text-align: center;"><b>A</b></p> <p>Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to articulate understanding through speaking, listening, reading, writing, viewing and representing</p>	<p><b>EEX12-1</b> demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology</p>
<p style="text-align: center;"><b>B</b></p> <p>Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts</p>	<p><b>EEX12-2</b> strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context</p>
<p style="text-align: center;"><b>C</b></p> <p>Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values</p>	<p><b>EEX12-3</b> applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition</p>
<p style="text-align: center;"><b>D</b></p> <p>Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to express understanding of how cultural, historical and social contexts are represented in critical and creative texts</p>	<p><b>EEX12-4</b> undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea</p>
<p style="text-align: center;"><b>E</b></p> <p>Through responding to and composing a wide range of texts and through the critical study of texts, students develop knowledge, understanding and skills in order to reflect on and evaluate their own processes of learning and creativity</p>	<p><b>EEX12-5</b> reflects on and evaluates the composition process and the effectiveness of their own published composition</p>

## HSC SCOPE & SEQUENCE –2024/2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 4, 2024</b>	<b>Unit of Work</b>	<b>Major Work</b> (60 indicative hours)									
	<b>Description</b>	<b><i>The Composition Process</i></b> Major Work Reflection Statement The Major Work Journal									
	<b>Outcomes</b>	<b>EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5</b>									
	<b>Subject Specific Text</b>	Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement									
	<b>Life Skills Unit of Work</b>										
	<b>Life Skills Outcomes</b>										
	<b>Assessment Task, Name, Weighting, Number, Outcomes</b>	<b>Task 1 – Viva Voce, including written proposal</b> 30% EEX12-1, EEX12-4, EEX12-5									
	<b>Reporting</b>	<b>EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5</b>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 1, 2025</b>	<b>Unit of Work</b>	<b>Major Work</b> (60 indicative hours)									
	<b>Description</b>	<b><i>The Composition Process</i></b> Major Work Reflection Statement The Major Work Journal									
	<b>Outcomes</b>	<b>EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5</b>									
	<b>Subject Specific Text</b>	Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement									
	<b>Life Skills Unit of Work</b>										
	<b>Life Skills Outcomes</b>										
	<b>Assessment Task, Name, Weighting, Number, Outcomes</b>	<b>Task 2 – Literature Review</b> 40% EEX12-1, EEX12-2, EEX12-3, EEX12-4									
	<b>Reporting</b>	<b>EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5</b>									

Term 2, 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Unit of Work</b>	<b>Major Work</b> (60 indicative hours)										
	<b>Description</b>	<b><i>The Composition Process</i></b> Major Work Reflection Statement The Major Work Journal										
	<b>Outcomes</b>	<b>EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5</b>										
	<b>Subject Specific Text</b>	Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement										
	<b>Life Skills Unit of Work</b>											
	<b>Life Skills Outcomes</b>											
	<b>Assessment Task, Name, Weighting, Number, Outcomes</b>	There is no formal assessment task for this term										
	<b>Reporting</b>	<b>EEX12-2, EEX12-3, EEX12-5</b>										

Term 3, 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Unit of Work</b>	<b>Major Work - due end of week 5</b> (60 indicative hours)										
	<b>Description</b>	<b><i>The Composition Process</i></b> Major Work Reflection Statement The Major Work Journal										
	<b>Outcomes</b>	<b>EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5</b>										
	<b>Subject Specific Text</b>	Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement										
	<b>Life Skills Unit of Work</b>											
	<b>Life Skills Outcomes</b>											
	<b>Assessment Task, Name, Weighting, Number, Outcomes</b>	<b>Task 3- Critique of the Creative Process</b> 30% EEX12-2, EEX12-3, EEX12-5										
	<b>Reporting</b>	<b>EEX12-2, EEX12-3, EEX12-5</b>										



## HSC ASSESSMENT SCHEDULE – 2024/2025

# ENGLISH STANDARD

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.				Task No.	Task 1	Task 2	Task 3	Task 4
				Task Type	Multimodal Presentation	Analytical Response	Imaginative Response & Reflection	Trial Examination
SYLLABUS OUTCOMES	COMPONENTS	WEIGHTING		DATE DUE	Term 4 Week 8	Term 1 Week 6	Term 2 Week 4	Term 2 Exam Period
		Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
<ul style="list-style-type: none"> <li>● EN12-1A</li> <li>● EN12-6C</li> </ul>	<b>COMMON MODULE</b> Texts and Human Experiences	15%	15%	<b>30%</b>	25%			5%
<ul style="list-style-type: none"> <li>● EN12-5C</li> <li>● EN12-8D</li> </ul>	<b>MODULE A</b> Language, Identity and Culture	15%	15%	<b>30%</b>		25%		5%
<ul style="list-style-type: none"> <li>● EN12-3B</li> <li>● EN12-7D</li> </ul>	<b>MODULE B</b> Close Study of Literature	7.5%	7.5%	<b>15%</b>				15%
<ul style="list-style-type: none"> <li>● EN12-2A</li> <li>● EN12-4B</li> <li>● EN12-9E</li> </ul>	<b>MODULE C</b> The Craft of Writing	12.5%	12.5%	<b>25%</b>			20%	5%
<b>TOTAL</b>				<b>100 %</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>



# ENGLISH STANDARD

OBJECTIVES	HSC OUTCOMES
<p style="text-align: center;"><b>A</b></p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing</p>	<ul style="list-style-type: none"> <li>● <b>EN12-1</b> independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</li> <li>● <b>EN12-2</b> uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</li> </ul>
<p style="text-align: center;"><b>B</b></p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context</p>	<ul style="list-style-type: none"> <li>● <b>EN12-3</b> analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning</li> <li>● <b>EN12-4</b> adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</li> </ul>
<p style="text-align: center;"><b>C</b></p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical</p>	<ul style="list-style-type: none"> <li>● <b>EN12-5</b> thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments</li> <li>● <b>EN12-6</b> investigates and explains the relationships between texts</li> </ul>
<p style="text-align: center;"><b>D</b></p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world</p>	<ul style="list-style-type: none"> <li>● <b>EN12-7</b> explains and evaluates the diverse ways texts can represent personal and public worlds</li> <li>● <b>EN12-8</b> explains and assesses cultural assumptions in texts and their effects on meaning</li> </ul>
<p style="text-align: center;"><b>E</b></p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to learn and reflect on their learning through their study of English</p>	<ul style="list-style-type: none"> <li>● <b>EN12-9</b> reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner</li> </ul>

## HSC SCOPE & SEQUENCE –2024/2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 4, 2024</b>	<b>Unit of Work</b>	<b>Common Module:</b> Texts and Human Experiences <i>(30 indicative hours)</i>								<b>Module A:</b> Language, Culture and Identity <i>(30 indicative hours)</i>	
	<b>Description</b>	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.								Language has the power to reflect and shape individual and collective identity. Consider how responses to written, spoken, audio and visual texts shape self-perception.	
	<b>Outcomes</b>	<b>EN12-1A, EN12-3B, EN12-4B, EN12-5C, EN12-6C, EN12-7D</b>								<b>EN12-4B, EN12-5C, EN12-7D, EN12-8D</b>	
	<b>Subject Specific Text</b>	<i>Past the Shallows, Favel Parrett plus students select one related text from any form</i>								<i>The Castle, Rob Sitch</i>	
	<b>Life Skills Unit of Work</b>	<b>Common Module:</b> Texts and Human Experiences (Life Skills)								<b>Module A:</b> Language, Culture and Identity (Life Skills)	
	<b>Life Skills Outcomes</b>	<b>ENLS6-2A, ENLS6-3A, ENLS6-4A, ENLS6-9C, ENLS6-10C, ENLS6-11D</b>								<b>ENLS6-6A, ENLS6-8B, ENLS6-9C, ENLS6-11D</b>	
	<b>Assessment Task, Name, Weighting, Number, Outcomes</b>	<b>Task 1 - Multimodal Presentation (25%)</b> EN12-1A, EN12-6C ENLS6-3A, ENLS6-11D <b>Trial Examination (5%)</b>								<b>Task 2 - Essay (25%)</b> EN12-5C, EN12-8D ENLS6-9C, ENLS6-11D <b>Trial Examination (5%)</b>	
	<b>Reporting</b>	EN12-1A, EN12-5C, EN12-6C, EN12-8D								EN12-1A, EN12-5C, EN12-6C, EN12-8D	

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1, 2025	<b>Unit of Work</b>	<b>Module A:</b> Language, Culture and Identity (30 indicative hours)						<b>Module C:</b> The Craft of Writing (30 Indicative hours)				
	<b>Description</b>	Language has the power to reflect and shape individual and collective identity. Consider how responses to written, spoken, audio and visual texts shape self-perception.						This unit aims to strengthen and extend knowledge, skills and confidence as writers. Writing for a range of authentic audiences and purposes to convey ideas with power and increasing precision.				
	<b>Outcomes</b>	EN12-4B, EN12-5C, EN12-7D, EN12-8D						EN12-1A, EN12-2A, EN12-3B, EN12-4B, EN12-9E				
	<b>Subject Specific Text</b>	<i>The Castle</i> , Rob Sitch						Dear Mrs Dunkley – Helen Garner  May Your Pen Grace the Page – Luka Lesson				
	<b>Life Skills Unit of Work</b>	<b>Module A:</b> Language, Culture and Identity (Life Skills)						<b>Module C:</b> The Craft of Writing (Life Skills)				
	<b>Life Skills Outcomes</b>	ENLS6-6A, ENLS6-8B, ENLS6-9C, ENLS6-11D						ENLS6-2A, ENLS6-3A, ENLS6-4A, ENLS6-6A, ENLS6-7B, ENLS6-8B, ENLS6-12E				
	<b>Assessment Task, Name, Weighting, Number, Outcomes</b>	<p><b>Task 2 – Essay</b> (25%) EN12-5C, EN12-8D ENLS6-9C, ENLS6-11D</p> <p><b>Trial Examination</b> (5%)</p>						<p><b>Task 3 – Creative Response/Reflection</b> (20%) EN12-2A, EN12-4B, EN12-9E ENLS6-2A, ENLS6-3A, ENLS6-4A, ENLS6-6A,</p> <p><b>Trial Examination</b> (5%)</p>				
	<b>Reporting</b>	EN12-1A, EN12-5C, EN12-6C, EN12-8D EN12-2A, EN12-3B, EN12-4B, EN12-7D, EN12-9E						EN12-1A, EN12-5C, EN12-6C, EN12-8D EN12-2A, EN12-3B, EN12-4B, EN12-7D, EN12-9E				

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2, 2025	<b>Unit of Work</b>	<b>Module C:</b> The Craft of Writing (30 Indicative hours)				<b>Module B:</b> Close Study of Literature (30 indicative hours)				<b>Task 4: Trial Examination</b>  Consisting of: <b>Common Module: 5%</b> <b>Module A: 5%</b> <b>Module B: 15%</b> <b>Module C: 5%</b>		
	<b>Description</b>	This unit aims to strengthen and extend knowledge, skills and confidence as writers. Writing for a range of authentic audiences and purposes to convey ideas with power and increasing precision.				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.						
	<b>Outcomes</b>	<b>EN12-1A, EN12-2A, EN12-3B, EN12-4B, EN12-9E</b>				<b>EN12-3B, EN12-7D</b>						
	<b>Subject Specific Text</b>	Dear Mrs Dunkley – Helen Garner May Your Pen Grace the Page – Luka Lesson				The Poetry of Oodgeroo Noonuccal						
	<b>Life Skills Unit of Work</b>	<b>Module C:</b> The Craft of Writing (Life Skills)				<b>Module B:</b> Close Study of Literature (Life Skills)						
	<b>Life Skills Outcomes</b>	<b>ENLS6-2A, ENLS6-3A, ENLS6-4A, ENLS6-6A, ENLS6-7B, ENLS6-8B, ENLS6-12E</b>				<b>ENLS6-9C, ENLS6-10C, ELS6-11D</b>						
	<b>Assessment Task, Name, Weighting, Number, Outcomes</b>	<b>Task 3 – Creative Response/Reflection</b> (20%) EN12-2A, EN12-4B, EN12-9E ENLS6-2A, ENLS6-3A, ENLS6-4A, ENLS6-6A, <b>Trial Examination (5%)</b>				<b>Trial Examination</b> (15%) EN12-3B, EN12-7D						
	<b>Reporting</b>	EN12-2A, EN12-3B, EN12-4B, EN12-7D, EN12-9E				EN12-2A, EN12-3B, EN12-4B, EN12-7D, EN12-9E						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 3, 2025	<b>Unit of Work</b>	<b>Module B:</b> Close Study of Literature (30 indicative hours)				<b>Writing Workshops</b>					
	<b>Description</b>	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.				Students will consolidate their understanding of the following writing forms in a series of workshops: <ul style="list-style-type: none"> <li>● Persuasive</li> <li>● Analytical</li> <li>● Discursive</li> <li>● Imaginative</li> <li>● Reflective</li> </ul>					
	<b>Outcomes</b>	<b>EN12-3B, EN12-7D</b>				<b>EN12-1A, EN12-2A, EN12-3B, EN12-4B, EN12-5C, EN12-6C, EN12-7D, EN12-8D, EN12-9E</b>					
	<b>Subject Specific Text</b>	The Poetry of Oodgeroo Noonuccal				All Module Texts					
	<b>Life Skills Unit of Work</b>	<b>Module B:</b> Close Study of Literature (Life Skills)				Writing Workshops (Life Skills)					
	<b>Life Skills Outcomes</b>	<b>ENLS6-9C, ENLS6-10C, ELS6-11D</b>				<b>ENLS6-2A, ENLS6-3A, ENLS6-4A, ENLS6-6A, ENLS6-7B, ENLS6-8B, ENLS6-12E</b>					
	<b>Assessment Task, Name, Weighting, Number, Outcomes</b>	<b>Trial Examination</b> (15%) EN12-3B, EN12-7D									
	<b>Reporting</b>	EN12-2A, EN12-3B, EN12-4B, EN12-7D, EN12-9E									



# ENGLISH STUDIES

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.				Task No.	TASK 1	TASK 2	TASK 3	TASK 4
				Task Type	Multimodal Presentation – Photographic Essay	Personal Composition – Album	In-Class Examination OR Trial Examination	Portfolio Collection of Classwork (1 piece of work from each module)
SYLLABUS OUTCOMES	COMPONENTS	WEIGHTING		DATE DUE	Term 4 Week 8	Term 1 Week 7	Term 2 Week 7	Term 3 Week 4
		Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
<ul style="list-style-type: none"> <li>● ES12-2A</li> <li>● ES12-8C</li> </ul>	<b>COMMON MODULE</b> Texts and Human Experiences	16.25%	16.25%	<b>32.5%</b>	25%			7.5%
<ul style="list-style-type: none"> <li>● ES12-3A</li> <li>● ES12-6B</li> <li>● ES12-9D</li> </ul>	<b>MODULE F</b> MiTunes and Texts	16.25%	16.25%	<b>32.5%</b>		25%		7.5%
<ul style="list-style-type: none"> <li>● ES12-4A</li> <li>● ES12-7C</li> </ul>	<b>MODULE K</b> The Big Screen	13.75%	13.75%	<b>27.5%</b>			20%	7.5%
<ul style="list-style-type: none"> <li>● ES12-1A</li> <li>● ES12-5B</li> <li>● ES12-10E</li> </ul>	<b>MODULE E</b> Playing the Game	3.75%	3.75%	<b>7.5%</b>				7.5%
<b>TOTAL</b>		<b>50%</b>	<b>50%</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

# ENGLISH STUDIES

OBJECTIVES	HSC OUTCOMES
<p><b>A:</b> Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing</p>	<ul style="list-style-type: none"> <li>● <b>ES12-1</b> comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes</li> <li>● <b>ES12-2</b> identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts</li> <li>● <b>ES12-3</b> accesses, comprehends and uses information to communicate in a variety of ways</li> <li>● <b>ES12-4</b> composes proficient texts in different forms</li> </ul>
<p><b>B:</b> Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context</p>	<ul style="list-style-type: none"> <li>● <b>ES12-5</b> develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences</li> <li>● <b>ES12-6</b> uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes</li> </ul>
<p><b>C:</b> Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical</p>	<ul style="list-style-type: none"> <li>● <b>ES12-7</b> represents own ideas in critical, interpretive and imaginative texts</li> <li>● <b>ES12-8</b> understands and explains the relationships between texts</li> </ul>
<p><b>D:</b> Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world</p>	<ul style="list-style-type: none"> <li>● <b>ES12-9</b> identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences</li> </ul>
<p><b>E:</b> Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to learn and reflect on their learning through their study of English</p>	<ul style="list-style-type: none"> <li>● <b>ES12-10</b> monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner</li> </ul>

## HSC SCOPE & SEQUENCE –2024/2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 4 2024</b>	<b>Unit of work</b>	<b>Common Module:</b> Texts and Human Experiences <i>(30 indicative hours)</i>									<b>Module F:</b> <b>MiTunes and Texts – English and the Language of Song</b> <i>(30 indicative hours)</i>
	<b>Description</b>	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.									See next page
	<b>Outcomes</b>	ES12-2A, ES12-8C									ES12-3A, ES12-6B, ES12-9D
	Subject Specific. I.e. Module, Area of Study, Text etc	<i>Billy Elliot - <a href="#">Stephen Daldry</a></i>  plus student-selected Related texts									See next page
	<b>Life Skills Unit of Work</b>	<b>Common Module: Texts and Human Experiences (<i>Life Skills</i>)</b>									<b>Module F: MiTunes and Texts – English and the Language of Song (<i>Life Skills</i>)</b>
	<b>Life Skills Outcomes</b>	ENLS6-4A, ENLS6-10C									ENLS6-5A, ENLS6-8B, ENLS6-11D
	<b>Assessment Task Name, weighting, Number, Outcomes</b>	<b>Task 1 - Multimodal Presentation – Photographic Essay (25%)</b> ES12-2A, ES12-8C Life Skills - ENLS6-4A, ENLS6-10C <b>Collection of Classwork (Cumulative) (7.5%)</b>									See next page
	<b>Reporting</b>	ES12-2A, ES12-8C Life Skills - ENLS6-4A, ENLS6-10C									ES12-3A, ES12-6B, ES12-9D Life Skills - ENLS6-5A, ENLS6-8B, ENLS6-11D



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1 2025	<b>Unit of work</b>	<b>Module F: MiTunes and Texts – English and the Language of Song</b> <i>(30 indicative hours)</i>									<b>Module K: The Big Screen – English in Filmmaking</b> <i>(30 indicative hours)</i>
	<b>Description</b>	Through the study of MiTunes and texts, students develop a deeper understanding of how language is used in a range of song lyrics to express emotions, attitudes, ideas and themes related to the human experience.									See next page
	<b>Outcomes</b>	ES12-3A, ES12-6B, ES12-9D									ES12-4A, ES12-7C, ES12-10E
	<b>Subject Specific. I.e. Module, Area of Study, Text etc</b>	Students will engage with a selection of multimodal and poetry texts.									See next page
	<b>Life Skills Unit of Work</b>	<b>Module F: MiTunes and Texts – English and the Language of Song (Life Skills)</b>									<b>Module K: the Big Screen – English in Filmmaking (Life Skills)</b>
	<b>Life Skills Outcomes</b>	ENLS6-5A, ENLS6-8B, ENLS6-11D									ENLS6-5A, ENLS6-8B, ENLS6-11D
	<b>Assessment Task Name, weighting, Number, Outcomes</b>	<b>Task 2 - Personal Composition – Album (25%)</b> ES12-3A, ES12-6B, ES12-9D Life Skills - ENLS6-5A, ENLS6-8B, ENLS6-11D <b>Collection of Classwork (Cumulative) (7.5%)</b>									See next page
	<b>Reporting</b>	ES12-3A, ES12-6B, ES12-9D Life Skills - ENLS6-5A, ENLS6-8B, ENLS6-11D									ES12-4A, ES12-7C Life Skills - ENLS6-6A, ENLS6-9C

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2 2025</b>	<b>Unit of work</b>	<b>Module K: The Big Screen – English in Filmmaking</b> <i>(30 indicative hours)</i>									<b>HSC Trial Exam Period</b> Optional for English Studies students who wish to sit the HSC and receive an ATAR (20% - to be completed instead of In Class Examination)
	<b>Description</b>	Through the study of The Big Screen, students develop a deeper understanding and proficiency in the use of language and techniques related to films, exploring the ways in which language is used in the production, promotion, reception and criticism of films.									
	<b>Outcomes</b>	ES12-4A, ES12-7C, ES12-10E									
	<b>Subject Specific. I.e. Module, Area of Study, Text etc</b>	Students will view and respond to a range of short film extracts as well as a substantive film text.									
	<i>Life Skills Unit of Work</i>	Module K: the Big Screen – English in Filmmaking ( <i>Life Skills</i> )									
	<i>Life Skills Outcomes</i>	ENLS6-6A, ENLS6-9C, ENLS6-12E									
	<b>Assessment Task Name, weighting, Number, Outcomes</b>	<b>Task 3 - In Class Examination – Must be completed Week 7 (20%)</b> ES12-4A, ES12-7C Life Skills - ENLS6-6A, ENLS6-9C <b>Collection of Work (Cumulative) (7.5%)</b>									
	<b>Reporting</b>	ES12-4A, ES12-7C Life Skills - ENLS6-6A, ENLS6-9C									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 3 2025	<b>Unit of work</b>	<b>Module E: Playing the Game – English in Sport</b> <i>(30 indicative hours)</i>									
	<b>Description</b>	Through the study of Playing the Game, students develop understanding and proficiency in the use of language related to recreational and professional sport at a local, national and international level.									
	<b>Outcomes</b>	ES12-1A, ES12-5B, ES12-10E									
	<b>Subject Specific. I.e. Module, Area of Study, Text etc</b>	Students will engage with a collection of substantive print articles									
	<i>Life Skills Unit of Work</i>	<b>Module E: Playing the Game – English in Sport (<i>Life Skills</i>)</b>									
	<i>Life Skills Outcomes</i>	ENLS6-1A, ENLS6-2A, ENLS6-3A									
	<b>Assessment Task Name, weighting, Number, Outcomes</b>	<b>Collection of Classwork (Cumulative) (7.5%)</b> ES12-1A, ES12-5B, ES12-10E Life Skills - ENLS6-1A, ENLS6-2A, ENLS6-3A, ENLS6-7B, ENLS6-12E									
	<b>Reporting</b>	ES12-1A, ES12-5B, ES12-10E Life Skills - ENLS6-1A, ENLS6-2A, ENLS6-3A, ENLS6-7B, ENLS6-12E									



## HSC ASSESSMENT SCHEDULE – 2024/2025

# FOOD TECHNOLOGY

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Research Project	Food Product Development	Trial HSC	Research Task
OUTCOMES	COMPONENTS	DATE DUE	Term 4 Week 9	Term 1 Week 8	Term 2 Exam Period	Term 3 Week 6
		IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
H1.1, H1.2, H1.3, H1.4, H4.2	Knowledge and understanding of course content	<b>40%</b>	10%		25%	5%
H2.1, H3.1, H3.2, H5.1	Knowledge and skills in designing, researching, analysing, implementing and evaluating.	<b>30%</b>	15%	5%		10%
H4.1	Skills in experimenting with and preparing food by applying theoretical concepts.	<b>30%</b>		25%		5%
<b>TOTAL</b>		<b>100%</b>	<b>25%</b>	<b>30%</b>	<b>25%</b>	<b>20%</b>

# FOOD TECHNOLOGY

<b>Outcome</b>	<b>Description</b>
<b>H1.1</b>	Explains manufacturing processes and technologies used in the production of food products
<b>H1.2</b>	Examines the nature and extent of the Australian food industry
<b>H1.3</b>	Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
<b>H1.4</b>	Evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
<b>H2.1</b>	Evaluates the relationship between food, its production, consumption, promotion and health
<b>H3.1</b>	Investigates operations of one organisation within the Australian food industry
<b>H3.2</b>	Independently investigates contemporary nutrition issues
<b>H4.1</b>	Develops, prepares and presents food using product development processes
<b>H4.2</b>	Applies principles of food preservation to extend the life of food and maintain safety
<b>H5.1</b>	Develops, realises and evaluates solutions to a range of food situations

## HSC SCOPE & SEQUENCE –2024/2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	NA	
<b>Term 4 2024</b>	<b>Unit of Work</b>	<b>The Australian Food Industry</b>										
	<b>Description</b>	N/A Year 11 Camp	Sectors of AFI	Operations within the AFit	Research and Development	Career Opportunities	Policy and Legislation	Impact on environment, economy and society	Storage & Distribution  Impact of manufacture on the environment	Consumer Influences	Quality Assurance	NA
	<b>Outcomes</b>	H1.2, H1.4, H3.1										
	<i>Life Skills Unit of Work</i>	<b>The Australian Food Industry</b>										
	<i>Life Skills Outcomes</i>	FTLS11, FTL12, FTLS13, FTLS14										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task name – Research Project</b> <b>Task Weight - 25%</b> <b>Task out – Term 4, Week 4</b> <b>Task due date – Term 4, Week 9</b> <b>Outcomes: H1.2, H1.4, H3.1</b>										
	<b>Reporting Outcomes</b>	H1.3, H1.4, H3.1 , H4.1 FTL12, FTLS13, FTLS14										

<b>Term 1 2025</b>		<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Weeks 9 &amp; 10</b>	<b>NA</b>
	<b>Unit of Work</b>	<b>Food Product Development</b>									
	<b>Description</b>	Factors which impact FPD - Internal	Factors which impact FPD - External	Types of food product development	Steps in FPD	Feasibility studies, production	Feasibility studies, production	Testing sensory evaluation	Drivers of the development of food products	4 P's of Marketing	<b>NA</b>
	<b>Outcomes</b>	H1.1, H4.2									
	<i>Life Skills Unit of Work</i>	<b>Food Product Development</b>									
	<i>Life Skills Outcomes</i>	FTLS1, FTLS2									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task name – Food Product Development</b> <b>Task Weight - 30%</b> <b>Task out – Term 1, Week 4</b> <b>Task due date – Term 1, Week 8</b> <b>Outcomes: H1.3, H4.1</b>									
	<b>Reporting Outcomes</b>	H1.3, H1.4, H3.1, H4.1									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	NA	
<b>Term 2 2025</b>	<b>Unit of Work</b>	<b>Food Manufacture</b>										
	<b>Description</b>	Quality and quantity control	Role of food additives	Equipment characteristics and production systems	Quality management and HACCP	Flow process charts	Preservation: -reasons -causes -principles	Preservation process: -canning -pasteurisation -freezing -Chilling -drying -fermentation	Preservation process: -canning -pasteurisation -freezing -Chilling -drying -fermentation	Packaging: -functions -materials -current developments	Packaging: -storage conditions -distribution systems	<b>NA</b>
	<b>Outcomes</b>	H1.1, H4.2										
	<i>Life Skills Unit of Work</i>	<b>Food Manufacture</b>										
	<i>Life Skills Outcomes</i>	FTLS3, FTLS4, FTLS11, FTLS12, FTLS13										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task name – Trial HSC</b> <b>Task Weight - 25%</b> <b>Task out – Term 2, Week 4</b> <b>Task due date – Term 2, Week 9 &amp; 10</b> <b>Outcomes: H1.1, H1.3, H1.4, H2.1, H3.2, H4.2, H5.1</b>										
	<b>Reporting Outcomes</b>	H1.1, H3.2, H4.2, H5.1										



Term 3 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	NA
	<b>Unit of Work</b>	<b>Contemporary Nutritional Issues</b>										
	<b>Description</b>	Physical and economic costs	Diet and health in Australia	Malnutrition Diet related disorders	Active non-nutrients , supplements	Nutrition for specific groups, nutritionally modified food	Individual, community, govt organisations	Heredity and diet in the development of conditions	Media and advertising on promotion of health	Cultural and social practices	Revision	NA
	<b>Outcomes</b>	H2.1, H3.2, H5.1										
	<i>Life Skills Unit of Work</i>	<b>Contemporary Nutritional Issues</b>										
	<i>Life Skills Outcomes</i>	FTLS8, FTLS9, FTLS10										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task name – Research Task</b> <b>Task Weight - 20%</b> <b>Task out – Term 3, Week 2</b> <b>Task due date – Term 3, Week 6</b> <b>Outcomes: H2.1, H3.2, H5.1</b>										
	<b>Reporting Outcomes</b>	H1.1, H3.2, H4.2, H5.1										



## HSC ASSESSMENT SCHEDULE – 2024/2025

# GEOGRAPHY

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3	TASK 4
	Task Type	Global Sustainability	Tools and Skills	Trial Examination	Fieldwork Task
COMPONENTS	OUTCOMES	GE-12-02, GE-12-04, GE-12-09	GE-12-03, GE-12-05, GE-12-07	GE12-01, GE-12-03, GE-12-06, GE12-08, GE-12-09	GE-12-05, GE-12-07, GE-12-09
	DATE DUE	Term 4 Week 9	Term 1 Week 8	Term 2 Exam Period	Term 3 Week 4
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Knowledge and understanding of course content	<b>40%</b>	10%	10%	15%	5%
Geographical tools and skills	<b>20%</b>	5%	10%	5%	
Geographical inquiry and research, including fieldwork	<b>20%</b>	5%	5%		10%
Communication of geographical information, ideas and issues in appropriate forms	<b>20%</b>	5%		10%	5%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>20%</b>

# GEOGRAPHY

HSC OUTCOMES	
<b>GE-12-01</b>	analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time
<b>GE-12-02</b>	analyses geographical processes and influences, at a range of scales, that form and transform places and environments
<b>GE-12-03</b>	assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management
<b>GE-12-04</b>	evaluates responses and management strategies, at a range of scales, for sustainability
<b>GE-12-05</b>	synthesises and evaluates relevant geographical information from a variety of sources
<b>GE-12-06</b>	justifies geographical methods used in geographical inquiry and their relevance in the contemporary world
<b>GE-12-07</b>	selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
<b>GE-12-08</b>	applies mathematical ideas and techniques to analyse complex geographical data
<b>GE-12-09</b>	communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

## HSC SCOPE & SEQUENCE –2024/2025

	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
<b>Term 4 2024</b>	Unit of Work	<b>Global Sustainability</b>									
	Subject Specific	Sustainability in the contemporary world			Evaluating sustainability			Investigating a global economic activity			
	Description	Students investigate sustainability in a global context, and the role of sustainability in meeting the needs of present and future generations and maintaining the ecological processes on which all life depends. They examine principles of, and actions for, sustainability, including practices of Indigenous Peoples. Students examine the need for monitoring and evaluating sustainability through a study of salmon aquaculture during which they apply criteria to evaluate strategies for sustainability and critically analyse one strategy.									
	Outcomes	<i>GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-07, GE-12-08, GE-12-09</i>									
	<i>Life Skills Unit of Work</i>	<i>Global Sustainability</i>									
	<i>Life Skills Assessment Task</i>	<i>Global Sustainability Outcomes: GE-LS-03, GE-LS-04</i>									
	<i>Life Skills Outcomes</i>	<i>GE-LS-01, GE-LS-02, GE-LS-03, GE-LS-04, GE-LS-05, GE-LS-06, GE-LS-07, GE-LS-08, GE-LS-09, GE-LS-10, GE-LS-11, GE-LS-12</i>									
	Assessment Task Name, Weighting, Outcomes	<b>Assessment 1: Global Sustainability Weighting: 25%</b> <b>Outcomes:</b> GE-12-02, GE-12-04, GE-12-09									
	Reporting Outcomes	GE-12-02, GE-12-04, GE-12-05, GE-12-08									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 1 2025</b>	Unit of Work	<b>Ecosystems and global biodiversity</b>									
	Subject Specific	Ecosystems and biodiversity					Investigation of ecosystems - case study 1				
	Description	Students investigate the functioning ecosystems and trends in global biodiversity. They examine the value of ecosystems and biodiversity, and the role of Indigenous Peoples in contemporary management practices. Students explore two types of ecosystems to develop an understanding of natural and human stresses influencing the nature of change and the management of ecosystems, including the role of Indigenous Peoples in contemporary management.									
	Outcomes	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-07, GE-12-08, GE-12-09									
	<i>Life Skills Assessment Task</i>	<i>Tools &amp; Skills</i> <i>Outcomes: GE-LS-08, GE-LS-10</i>									
	<i>Life Skills Outcomes</i>	<i>GE-LS-01, GE-LS-02, GE-LS-03, GE-LS-04, GE-LS-05, GE-LS-06, GE-LS-07, GE-LS-08, GE-LS-09, GE-LS-10, GE-LS-11, GE-LS-12</i>									
	<b>Assessment Task Name, Weighting, Outcomes</b>	<b>Assessment 2: Tools &amp; Skills; Weighting: 25%</b> <b>Outcomes: GE-12-03, GE-12-05, GE-12-08</b>									
	<b>Reporting Outcomes</b>	<b>GE-12-02, GE-12-04, GE-12-05, GE-12-08</b>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 2 2025</b>	Unit of Work	<b>Ecosystems and global biodiversity</b>					<b>Rural and urban places</b>			<b>TRIALS</b>	
	Subject Specific	Investigation of ecosystems: Case 2					Rural and urban settlement				
	Description	Students investigate the functioning of two types of ecosystems to develop an understanding of natural and human stresses influencing the nature of change and the management of ecosystems, including the role of Indigenous Peoples in contemporary management.					Students investigate the nature of rural and urban settlements and the global pattern of urban change. They examine the factors causing change in rural and urban locations through a study of a rural place, and urban place within a larger settlement and a large city outside of Australia.				
	Outcomes	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-07, GE-12-08, GE-12-09					GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-06, GE-12-07, GE-12-08, GE-12-09			<b>TRIALS</b>	
	<i>Life Skills Unit of Work</i>	Ecosystems and global biodiversity					Rural and urban places				
	<i>Life Skills Assessment Task</i>	Trial: GE-LS-01, GE-LS-05, GE-LS-06									
	<i>Life Skills Outcomes</i>	GE-LS-01, GE-LS-02, GE-LS-03, GE-LS-04, GE-LS-05, GE-LS-06, GE-LS-07, GE-LS-08, GE-LS-09- GS-LS-10, GE-LS-11, GE-LS-12									
	Assessment Task Name, Weighting, Outcomes	<b>TASK:</b> HSC Trial Exam <b>WEIGHT:</b> 30% <b>OUTCOMES:</b> GE-12-01, GE-12-03, GE-12-06, GE-12-08, GE-12-09									
	Reporting Outcomes	GE-12-01, GE-12-03, GE-12-07, GE-12-09									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 3 2025</b>	Unit of Work	<b>Rural and urban places</b>									
	Subject specific	Investigation of rural and urban place				Investigation of a large city outside of Australia					
	Description	Students investigate the nature of rural and urban settlements and the global pattern of urban change. They examine the factors causing change in rural and urban locations through a study of a rural place, an urban place within a large settlement and a large city outside of Australia. Through these studies, students develop an understanding of the geographical processes influencing the character, and the responses and strategies used for enhancing sustainability and quality of life in these places.									
	Outcomes	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-06, GE-12-07, GE-12-08, GE-12-09									
	<i>Life Skills Unit of Work</i>	Rural and urban places									
	<i>Life Skills Assessment Task</i>	Fieldwork task: GE-LS-09, GE-LS-11, GE-LS-12									
	<i>Life Skills Outcomes</i>	GE-LS-01, GE-LS-02, GE-LS-03, GE-LS-04, GE-LS-05, GE-LS-06, GE-LS-07, GE-LS-08, GE-LS-09, GE-LS-10, GE-LS-11, GE-LS-12									
	Assessment Task Name, Weighting, Outcomes	<b>Assessment</b> : Fieldwork task; <b>Weighting</b> : 20% <b>Outcomes</b> : GE-12-05, GE-12-07, GE-12-09									
	Reporting Outcomes	GE-12-01, GE-12-03, GE-12-07, GE-12-09									



## HSC ASSESSMENT SCHEDULE – 2024/2025

### HISTORY EXTENSION - 1 UNIT

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.		Task No.	TASK 1	TASK 2	TASK 3
		Task Type	History Project Historical Process - Proposal, Annotated Bibliography & Process Diary	History Project: Essay	Constructing History - Trial Examination
COMPONENTS		DATE DUE	Term 2 Week 5	Term 2 Week 7	Term 2 Exam Period
		IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
12-1	Knowledge & understanding of significant historical ideas and methodologies	40%	10%	15%	15%
12-2, 12-3, 12-4	Skills in designing, undertaking and communicating historical inquiry and analysis	60%	20%	25%	15%
<b>TOTAL</b>		<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>



# HISTORY EXTENSION

OBJECTIVES	HSC OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
<ul style="list-style-type: none"> <li>● develop knowledge and understanding about significant historiographical ideas and methodologies</li> </ul>	<b>HE12-1</b> analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
<ul style="list-style-type: none"> <li>● design, undertake and evaluate historical inquiry</li> </ul>	<b>HE12-2</b> plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
<ul style="list-style-type: none"> <li>● communicate their understanding of historiography and the results of historical inquiry</li> </ul>	<b>HE12-3</b> communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
	<b>HE12-4</b> constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

## HSC SCOPE & SEQUENCE –2024/2025

Course:	History Extension			Year:	12				Stage:	Stage 6			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
<b>Term 4 2024</b>	<b>Unit of Work</b>	Major Work		Constructing History			Major	Constructing History			Major		
	<b>Description</b>	Major Work/Intro to Course		The Big Guns			Proposal	The Debates: Irving/Lipstadt			Major		
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations</li> <li>HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches <b>(Major Only)</b></li> <li>HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues</li> <li>HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions</li> </ul>											
	<b>Content Dot Points</b>	N/A		<ul style="list-style-type: none"> <li>the producers of history over time – from ancient times to the present day</li> <li>the identity of historians: biographical details, personal values and beliefs, philosophy of history, approaches to the construction of history, bias</li> <li>the context of historians: gender, class, ethnicity, time, place, social and economic</li> <li>structures/change, political constraints, official and unofficial status, academic background</li> <li>the aims and purposes of specific historical works and historians</li> </ul>			N/A	<ul style="list-style-type: none"> <li>The use/misuse of history</li> <li>The availability of historical evidence</li> <li>Who are the historians</li> <li>Changing methods of historians</li> </ul>			N/A		
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	N/A											
	<b>Reporting</b>	Reporting to consist of Major Work Progress and formative assessments within the Constructing History Case Study due to lack of formal assessment tasks in Semester 1. HE12-1, HE12-2, HE12-3, HE12-4											

Course:	History Extension				Year:	12			Stage:	Stage 6			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
Term 1 2025	<b>Unit of Work</b>	Major Work	Constructing History				Major Work	Constructing History Case Study: Witchcraft				N/A	
	<b>Description</b>		Simon Schama Dead Certainties	Purpose and Aims of History	Nationalism (Imagined Communities) & Major Work			Major Work/Intro to Case study	Salem Intro	Orthodox Literature	Post-Enlightenment Empiricism		
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations</li> <li>• HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches <b>(Major Only)</b></li> <li>• HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues</li> <li>• HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions</li> </ul>											
	<b>Content Dot Points</b>	N/A	<ul style="list-style-type: none"> <li>• The aims and purposes of specific historical works and historians</li> <li>• Forms of historical communication</li> <li>• Changing perspectives about approaches to the construction of history</li> <li>• Types of history</li> </ul>	<ul style="list-style-type: none"> <li>• Use/Misuse of History</li> <li>• Changing interpretations and perspectives of the role of history</li> <li>• Changing interpretations and perspectives of the aims and purposes of history</li> <li>• Changing Philosophies of History</li> <li>• Changing perspectives about approaches to the construction of History</li> <li>• Changing audiences of History</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• the origins, causes and nature of witch hunts/trials</li> <li>• gender and persecution</li> <li>• the decline of the witch hunts/trials</li> </ul>							
	<i>Life Skills Unit of Work</i>	<b>No Life Skills students identified as of September 2024.</b>											
	<i>Life Skills Outcomes</i>	<b>No Life Skills students identified as of September 2024.</b>											
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	N/A											
	<b>Reporting</b>	Reporting to consist of Major Work Progress and formative assessments within the Constructing History Case Study due to lack of formal assessment tasks in Semester 1: HE12-1, HE12-2, HE12-3, HE12-4											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8-10	
<b>Unit of Work</b>	<b>Case Study</b>					<b>Constructing History</b>			<b>Trial HSC</b>
<b>Description</b>	Major Work	Paradigm Shift & Ergot	Gendering Witch Hunts	Social History and Critical Feminism	Decline Debate	Major Work	Popular Consumption		
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations</li> <li>• HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches <b>(Major Only)</b></li> <li>• HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues</li> <li>• HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions</li> </ul>								
<b>Content Dot Points</b>	N/A	<ul style="list-style-type: none"> <li>• the origins, causes and nature of witch hunts/trials</li> <li>• gender and persecution</li> <li>• the decline of the witch hunts/trials</li> </ul>							
<i>Life Skills Unit of Work</i>	<b>No Life Skills students identified as of September 2024.</b>								
<i>Life Skills Outcomes</i>	<b>No Life Skills students identified as of September 2024.</b>								
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p><b>Assessment Weighting:</b> 30%  <b>Assessment Name:</b> History Project Historical Process – Proposal, Annotated and Process Diary  <b>Task Due:</b> Term 2, Week 5  <b>Outcomes Assessed:</b> HE12-1, HE12-2, HE12-3, HE12-4</p> <p><b>Assessment Weighting:</b> 40%  <b>Assessment Name:</b> History Project: Essay  <b>Task Due:</b> Term 2, Week 7  <b>Outcomes Assessed:</b> HE12-1, HE12-2, HE12-3, HE12-4</p> <p><b>Assessment Weighting:</b> 30%  <b>Assessment Name:</b> Constructing History – Trial HSC Examination  <b>Task Due:</b> Term 2, Weeks 9-10 (Trial HSC Examination Period)  <b>Outcomes Assessed:</b> HE12-1, HE12-2, HE12-3, HE12-4</p>								
<b>Reporting</b>	Outcomes to be Reported on: HE12-1, HE12-2, HE12-3, HE12-4								

Term  
2  
2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3 2025</b>	<b>Unit of Work</b>	<b>Constructing History</b>								
	<b>Description</b>	History as a Guide (Use of History)	Purpose and Aims of History	Technology in History		Case Studies		Examination Prep/Extra curricular		Extracurricular
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations</li> <li>• HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues</li> <li>• HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions</li> </ul>								
	<b>Content</b>	<ul style="list-style-type: none"> <li>• Changing Philosophies of History</li> <li>• Changing perspectives about approaches to the construction of History</li> <li>• Changing audiences of History</li> <li>• Use/Misuse of History</li> <li>• Changing interpretations and perspectives of the role of history</li> <li>• Changing interpretations and perspectives of the aims and purposes of history</li> </ul>	<ul style="list-style-type: none"> <li>• Changing Audiences in History</li> <li>• The context of Historians</li> <li>• Forms of historical communication</li> <li>• Types of History</li> <li>• Changing interpretations and perspectives of the aims and purposes of history</li> <li>• Changing Technology</li> </ul>	TBC – Case Studies will be used to address areas of weakness for students.				Extracurricular		
	<i>Life Skills Unit of Work</i>	<b>No Life Skills students identified as of September 2024.</b>								
	<i>Life Skills Outcomes</i>	<b>No Life Skills students identified as of September 2024.</b>								
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	N/A								
	<b>Reporting</b>	Outcomes to be Reported on: HE12-1, HE12-2, HE12-3, HE12-4								



# HOSPITALITY – Food & Beverage



Education

Hospitality  
 Qualification: SIT20322 Certificate II in Hospitality  
 Cohort 2024 - 2025  
 Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Elizabeth Macarthur High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 3 The hospitality industry	Task 4 Working in the hospitality industry
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week 3	Week 6
		Term 1 2025	Term 2 2025 Service logbook due week 5 Term 3
Code	Unit of Competency	Date	Date
SITHIND006	Source and use information on the hospitality industry	X	
SITHFAB024	Prepare and serve non-alcoholic beverages		X
SITHFAB025	Prepare and serve espresso coffee		X
SITHFAB027	Serve food and beverages		X
BSBTWK201	Work effectively with others		X
SITHIND007	Use hospitality skills effectively		X

HSC TRIAL EXAM	
Week	Exam Period
Term 2	2
Date	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

\* Examinable units to be confirmed by teacher.

## HSC SCOPE & SEQUENCE –2024/2025

Term 4 - Year 12 HSC year of study											
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.	Weeks										
Term 4	1	2	3	4	5	6	7	8	9	10	11
Task 3: The hospitality industry		Learning and assessment across all units									
SITHIND006	Source and use information on the hospitality industry	TASK 3									
Task 4: Working in the Hospitality Industry		Learning and assessment across all units									
SITHFAB024	Prepare and serve non-alcoholic beverages	TASK 4									
BSBTWK201	Work effectively with others										
SITHFAB025	Prepare and serve espresso coffee										
SITHFAB027	Serve food and beverages										
SITHIND007	Use hospitality skills effectively										

Term 1 - Year 12 HSC year of study											
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.		Weeks									
Term 1	1	2	3	4	5	6	7	8	9	10	11
<b>Task 3: The hospitality industry</b>		<b>Learning and assessment across all units</b>									
SITHIND006	Source and use information on the hospitality industry		TASK 3								
<b>Task 4: Working in the Hospitality Industry</b>		<b>Learning and assessment across all units</b>									
SITHFAB024	Prepare and serve non-alcoholic beverages		TASK 4								
BSBTWK201	Work effectively with others										
SITHFAB025	Prepare and serve espresso coffee										
SITHFAB027	Serve food and beverages										
SITHIND007	Use hospitality skills effectively										



Term 2 - Year 12 HSC year of study												
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.	Weeks											
	Term 2	1	2	3	4	5	6	7	8	9	10	11
Task 4: Working in the Hospitality Industry Learning and assessment across all units												
SITHFAB024	Prepare and serve non-alcoholic beverages	TASK 4										
BSBTWK201	Work effectively with others											
SITHFAB025	Prepare and serve espresso coffee											
SITHFAB027	Serve food and beverages											
SITHIND007	Use hospitality skills effectively											

Term 3 - Year 12 HSC year of study												
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.	Weeks											
	Term 3	1	2	3	4	5	6	7	8	9	10	11
Task 4: Working in the Hospitality Industry												
Learning and assessment across all units												
SITHFAB024	Prepare and serve non-alcoholic beverages	TASK 4										
BSBTWK201	Work effectively with others											
SITHFAB025	Prepare and serve espresso coffee											
SITHFAB027	Serve food and beverages											
SITHIND007	Use hospitality skills effectively											



# INDUSTRIAL TECHNOLOGY

## (Timber/Multimedia)

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Design Portfolio	Management & Production	Examination/ Interview	Quality Control
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 4 – 2024 Week 7	Term 1 - 2025 Week 7	Term 2 - 2025 Examination Period	Term 3- 2025 TBC (Approx. Wk 3)
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
H1.1, H1.2, H1.3	<b>Industry Study</b> <i>(Knowledge &amp; Understanding of course content Total= 15%)</i>	<b>15 %</b>			15%	
H5.1, H5.2, H3.1, H3.2,	<b>Design, Management &amp; Communication</b> <i>(Knowledge and skills in the design, management, communication and production of a major project total = 20%)</i>	<b>20%</b>	10%	5%		5%
H2.1, H4.1, H4.2, H3.3, H4.3, H6.1, H6.2	<b>Production</b> <i>(Knowledge and skills in the design, management, communication and production of a major project total= 40%)</i>	<b>40%</b>	5%	5%	5%	25%
H4.3, H7.1, H7.2	<b>Industry Related Manufacturing Technology</b> <i>(Knowledge &amp; Understanding of course content Total= 25%)</i>	<b>25%</b>		15%	10%	
<b>TOTAL</b>		<b>100%</b>	<b>15%</b>	<b>25%</b>	<b>30%</b>	<b>30%</b>

# INDUSTRIAL TECHNOLOGY-Timber/Multimedia

Outcome	Description
H1.1	Investigates industry through the study of businesses in one focus area.
H1.2	identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry.
H1.3	identifies important historical developments in the focus area industry.
H2.1	demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques.
H3.1	demonstrates skills in sketching, producing and interpreting drawings.
H3.2	selects and applies appropriate research and problem-solving skills.
H3.3	applies and justifies design principles effectively through the production of a Major Project.
H4.1	demonstrates competence in a range of practical skills appropriate to the Major Project.
H4.2	explores the need to outsource appropriate expertise where necessary to complement personal practical skills.
H4.3	critically applies knowledge and skills related to properties and characteristics of materials/components.
H5.1	selects and uses communication and information processing skills.
H5.2	examines and applies appropriate documentation techniques to project management.
H6.1	evaluates the characteristics of quality manufactured products.
H6.2	applies the principles of quality and quality control.
H7.1	explains the impact of the focus area industry on the social and physical environment.
H7.2	analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

## HSC SCOPE & SEQUENCE –2024/2025

Course:	Industrial Technology				Year:	12				Stage:	6			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11			
<b>Term 4 2024</b>	<b>Unit of Work- 10 Weeks</b>	Unit 1- Establishing the portfolio												
	<b>Description</b>	This unit outlines the course by investigating design needs and requirements of a suitable project for the HSC major project. Research is evaluated and evolved to arrive at a graphical representation of an achievable project that utilises a broad range of materials, equipment & processes in the development of a quality project. The project is broken down into components & illustrated in a comprehensive timeline that aligns with course dates. The collation of theory is indexed and arranged Portfolio style.												
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>■ H3.1 demonstrates skills in sketching, producing and interpreting drawings</li> <li>■ H5.1 selects and uses communication and information processing skills.</li> <li>■ H6.1 evaluates the characteristics of quality manufactured products.</li> </ul>												
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Design Management & Communication												
	<i>Life Skills Unit of Work</i>	Establishing the portfolio												
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	NA- Formative Assessment												
	<i>Life Skills Outcomes</i>	<b>ITLS1, ITLS2, ITLS7</b>												
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 1- Design portfolio</b> <b>Weighting- 15%</b> <ul style="list-style-type: none"> <li>■ H3.1 demonstrates skills in sketching, producing and interpreting drawings</li> <li>■ H5.1 selects and uses communication and information processing skills.</li> <li>■ H6.1 evaluates the characteristics of quality manufactured products.</li> </ul>												
	<b>S1-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>● <b>H3.1, H3.2, H5.1, H6.1</b></li> </ul>												

Course:	Industrial Technology				Year:	12				Stage:	6			
<b>Term 1 2025</b>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
	<b>Unit of Work - 10 Weeks</b>	<b>Unit 2 – Management &amp; Production</b>												
	<b>Description</b>	This unit requires students to develop and document their HSC major project production through their portfolios. Students will learn how to develop and implement safe work practices and risk assessments. They will interact with their time management strategies to ensure that the project is completed by the required date. Students will develop a scaled prototype to assist in the development of their final design. Students continue to hone and develop practical skills throughout the production of their project.												
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>■ H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques. Insert content</li> <li>■ H3.2 selects and applies appropriate research and problem-solving skills. (joinery, resources, prototypes)</li> <li>■ H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills. (Investigates the need of outsourcing components)</li> <li>■ H4.3 critically applies knowledge and skills related to properties and characteristics of materials components</li> </ul>												
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>● Design Management &amp; Communication</li> <li>● Production</li> </ul>												
	<i>Life Skills Unit of Work</i>	<b>Portfolio &amp; Project Development- Life Skills</b>												
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>NA- Formative Assessment</b>												
	<i>Life Skills Outcomes</i>	<b>ITLS4, ITLS10</b>												
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 2- Management &amp; Production</b> <b>Weighting- 25%</b> <ul style="list-style-type: none"> <li>▪ H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques.</li> <li>▪ H3.2 selects and applies appropriate research and problem-solving skills. (joinery, resources, prototypes)</li> <li>▪ H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills.</li> <li>▪ H4.3 critically applies knowledge and skills related to properties and characteristics of materials components</li> </ul>												
	<b>S1-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>● <b>H3.1, H3.2, H 5.1, H6.1</b></li> </ul>												

Course:	Industrial Technology				Year:	12				Stage:	6					
<b>Term 2 2025</b>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Wk 14	
	<b>Unit of Work- 13 Weeks</b>	<b>Unit 3- Portfolio &amp; Production of Project</b>														
	<b>Description</b>	Students will further extend upon their understanding of various industrial processes that closely align with the production of their major work. Student's record of production chapter must include evidence of their own work, a variety of visual evidence of the various components/processes being undertaken with explicit step by step instructions. They must also demonstrate compliance with WHS practices and include on-going evaluations of their projects progression.														
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>▪ H3.3 applies and justifies design principles effectively through the production of a Major Project.</li> <li>▪ H5.2 examines and applies appropriate documentation techniques to project management.</li> <li>▪ H6.2 Applies the principles of quality and quality control</li> <li>▪ H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project.</li> </ul>														
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>• Design Management &amp; Communication</li> <li>• Production</li> <li>• Industry Related Manufacturing Technology</li> </ul>														
	<i>Life Skills Unit of Work</i>	Unit 3- Portfolio & Production of Project														
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	NA- Formative Assessment														
	<i>Life Skills Outcomes</i>	<b>ITLS 5, ITLS 6, ITLS 9</b>														
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task – 4 Quality Control</b> <b>Weighting- 30%</b> <ul style="list-style-type: none"> <li>▪ H3.3 applies and justifies design principles effectively through the production of a Major Project. (Removed from task and assessed formatively)</li> <li>▪ H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project. (Removed from task and assessed formatively)</li> <li>▪ H5.2 examines and applies appropriate documentation techniques to project management.</li> <li>▪ H6.2 Applies the principles of quality and quality control</li> </ul>														
	<b>S2-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>• <b>H3.3, H4.1, H6.2, H1.1</b></li> </ul>														

Course:	Industrial Technology- Timber				Year:	12				Stage:	6			
<b>Term 3 2025</b>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10			
	<b>Unit of Work- 6 weeks</b>	<b>Unit 4- Industry study</b>												
	<b>Description</b>	This unit builds upon students' understanding of their focus industry and the variety of factors that are present in a successful Timber/ Multimedia business. Students activities are linked to the production of their HSC Major Projects and where possible local small and large timber businesses.												
	Outcomes	<ul style="list-style-type: none"> <li>■ H1.1 investigates industry through the study of businesses in one focus area.</li> <li>■ H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry.</li> <li>■ H1.3 identifies important historical developments in the focus area industry.</li> <li>■ H7.1 explains the impact of the focus area industry on the social and physical environment.</li> <li>■ H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment</li> </ul>												
	Subject Specific i.e. Module, Area of Study, Text etc	<ul style="list-style-type: none"> <li>● Industry Study</li> </ul>												
	<i>Life Skills Unit of Work</i>	<b>Unit 4 – Industry Study – Life Skills</b>												
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>NA</b>												
	<i>Life Skills Outcomes</i>	<b>ITLS11</b>												
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 3- Examination</b> <b>Weighting- 30%</b> <ul style="list-style-type: none"> <li>■ H1.1 investigates industry through the study of businesses in one focus area.</li> <li>■ H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry.</li> <li>■ H1.3 identifies important historical developments in the focus area industry.</li> <li>■ H7.1 explains the impact of the focus area industry on the social and physical environment.</li> <li>■ H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment</li> </ul>												
	<b>S2-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>● <b>H3.3, H4.1, H6.2, H1.1</b></li> </ul>												





## HSC ASSESSMENT SCHEDULE – 2024/2025

# INVESTIGATING SCIENCE

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Investigation Development Task	Scientific Report - Depth Study	Trial Examination	Module 8 Research and Response Task
		OUTCOMES	12-1, 12-2, 12-4, 12-5, 12-7, 12-12	12-1, 12-3, 12-6, 12-7, 12-12, 12-13	12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14	12-3, 12-4, 12-6, 12-15
COMPONENTS		DATE DUE	Term 4, Week 5 2024	Term 2, Week 2 2025	Term 2, Exam Period 2025	Term 3, Week 5 2025
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
	Working Scientifically	60%	16%	28%	14%	2%
	Knowledge and Understanding	40%	4%	12%	16%	8%
TOTAL		100%	20%	40%	30%	10%

# INVESTIGATING SCIENCE

## Skills in working scientifically

OBJECTIVES	HSC OUTCOMES
	<b>A student:</b>
Questioning and predicting: INS12-1	develops and evaluates questions and hypotheses for scientific investigation
Planning investigations: INS12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations: INS12-3	conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information: INS12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information: INS12-5	analyses and evaluates primary and secondary data and information
Problem solving: INS12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating: INS12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose

## Knowledge and understanding of course content

OBJECTIVES	HSC OUTCOMES
Knowledge and understanding of science and technology	INS12-12 develops and evaluates the process of undertaking scientific investigations
	INS12-13 describes and explains how science drives the development of technologies
Knowledge and understanding of contemporary issues involving science	INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
	INS12-15 evaluates the implications of ethical, social, economic and political influences on science

## HSC SCOPE & SEQUENCE –2024/2025

Course:	Investigating Science				Year:	12			Stage:	Stage 6		
<b>Term 4 2024</b>	Unit of Work	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
		<b>Module 5 – Scientific Investigations</b>					<b>Investigation Development Assessment Task</b>	<b>Module 5 – Scientific Investigations</b>				
	<b>Description</b>	<p>Students learn that the experimental method is a dynamic process influenced by initial observations, new evidence, unexpected results or phenomena arising from the investigation. They examine the interrelated roles of practical and secondary-sourced investigations. When conducting practical and secondary-sourced investigations, students use peer feedback to refine their investigative designs and report on their findings.</p> <p>Students explore the importance of accuracy, validity and reliability in relation to the investigative work of a scientist. They examine the differences between a scientific investigation and a scientific report, recognising that although the report format follows a sequential order, the investigation need not.</p>										
	<b>Outcomes</b>	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>● INS 12-1 – Develops and evaluates questions and hypotheses for scientific investigation</li> <li>● INS 12-2 – Designs and evaluates investigations in order to obtain primary and secondary data and information</li> <li>● INS 12-3 – Conducts investigations to collect valid and reliable primary and secondary data and information</li> <li>● INS 12-4 - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</li> <li>● INS 12-5 – Analyses and evaluates primary and secondary data and information</li> <li>● INS 12-6 - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</li> <li>● INS 12-7-Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</li> </ul> <p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>● INS 12-12 - develops and evaluates the process of undertaking scientific investigations</li> </ul>										
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>											
	<i>Life Skills Unit of Work</i>	<b>Investigating Science Life Skills – Module 3 - Science and Technology</b>										
	<i>Life Skills Outcomes</i>	<p><u>Life Skills skill outcomes:</u> SCLS6-1, SCLS6-2, SCLS6-3</p> <p><u>Life Skills content outcomes:</u> SCLS6-11, SCLS6-12</p>										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p><u>Task name:</u> Investigation Development Task</p> <p><u>Knowledge Outcomes:</u> 12-12</p> <p><u>Skills Outcomes:</u> 12-1, 12-2, 12-4, 12-5, 12-7</p> <p>Task <u>weighting:</u> 20%</p>										
	<b>Reporting Outcomes</b>	<u>Reporting outcomes semester 1:</u> 12-12, 12-7, 12-5, 12-2, 12-1										

Course:	Investigating Science				Year:	12				Stage:	Stage 6		
<b>Term 1 2025</b>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	<b>Unit of Work</b>	<b>Module 6 – Technologies</b>											
	<b>Description</b>	<p>The rapid development of new technologies has enhanced industrial and agricultural processes, medical applications and communications. Students explore the dynamic relationship between science and technology where the continuing advancement of science is dependent on the development of new tools and materials. They also examine how advances in science inform the development of new technologies and so reflect the interdependence of science and technology.</p> <p>Students consider experimental risks as they engage with the skills of Working Scientifically. They investigate the appropriateness of using a range of technologies in conducting practical investigations, including those that provide accurate measurement.</p>											
	<b>Outcomes</b>	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>● INS 12-1 – Develops and evaluates questions and hypotheses for scientific investigation</li> <li>● INS 12-2 – Designs and evaluates investigations in order to obtain primary and secondary data and information</li> <li>● INS 12-3 – Conducts investigations to collect valid and reliable primary and secondary data and information</li> <li>● INS 12-4 - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</li> <li>● INS 12-5 – Analyses and evaluates primary and secondary data and information</li> <li>● INS 12-6 - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</li> <li>● INS 12-7-Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</li> </ul> <p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>● INS 12-13 - describes and explains how science drives the development of technologies</li> </ul>											
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>												
	<i>Life Skills Unit of Work</i>	<b>Investigating Science Life Skills – Module 3 - Science and Technology</b>											
	<i>Life Skills Outcomes</i>	<p><b><u>Life Skills skill outcomes:</u></b> SCLS6-1, SCLS6-2, SCLS6-3</p> <p><b><u>Life Skills content outcomes:</u></b> SCLS6-11, SCLS6-12</p>											
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p><u>Task name:</u> Scientific Report – Depth Study</p> <p><u>Knowledge Outcomes:</u> 12-12 and 12-13</p> <p><u>Skills Outcomes:</u> 12-1, 12-3, 12-6, 12-7</p> <p>Task <u>weighting:</u> 40%</p>											
	<b>Reporting Outcomes</b>	<b><u>Reporting outcomes semester 1:</u></b> 12-12, 12-7, 12-6, 12-3, 12-1											

Course:	Investigating Science			Year:	12				Stage:	Stage 6		
<b>Term 2 2025</b>		<b>Week 2</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9 and 10</b>		
	<b>Unit of Work</b>	Scientific Report – Depth Study – Assessment Task	<b>Module 7 – Fact or Fallacy</b>							<b>Trial HSC period</b>		
	<b>Description</b>	The scientific process is the most powerful tool available for generating knowledge about the world. It uses evidence and measurement to find truth and highlight misinterpretations and misrepresentations. Science as a human endeavour is subject to human failings, which can contribute to fallacies, misinterpretations and, on occasion, fraud. For this reason, scientific processes attempt to compensate for human failings by questioning evidence, re-testing ideas, replicating results and engaging with peer review in order to evaluate research. Students investigate claims through conducting practical and secondary-sourced investigations and evaluate these based on scientific evidence. They explore examples of scientific claims made in the media and investigate the benefits of peer review.										
	<b>Outcomes</b>	<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>● INS 12-1 – Develops and evaluates questions and hypotheses for scientific investigation</li> <li>● INS 12-2 – Designs and evaluates investigations in order to obtain primary and secondary data and information</li> <li>● INS 12-3 – Conducts investigations to collect valid and reliable primary and secondary data and information</li> <li>● INS 12-4 - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</li> <li>● INS 12-5 – Analyses and evaluates primary and secondary data and information</li> <li>● INS 12-6 - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</li> <li>● INS 12-7-Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</li> </ul> <b>Knowledge and understanding</b> <ul style="list-style-type: none"> <li>● INS 12-14 - Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis</li> </ul>										
	Subject Specific i.e. Module, Area of Study, Text etc											
	<i>Life Skills Unit of Work</i>	<b>Investigating Science Life Skills – Module 4 - Science and Society</b>										
	<i>Life Skills Outcomes</i>	<b>Life Skills skill outcomes:</b> SCLS6-4, SCLS6-5, SCLS6-6, SCLS6-7 <b>Life Skills content outcomes:</b> SCLS6-13										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<u>Task name:</u> Trial HSC examination <u>Knowledge Outcomes:</u> 12-12, 12-13 and 12-14 <u>Skills Outcomes:</u> 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7 <u>Task weighting:</u> 30%										
	<b>Reporting Outcomes</b>	<b>Reporting outcomes semester 2:</b> 12-14, 12-15, 12-3, 12-6, 12-4										

Course:	Investigating Science				Year:	12			Stage:	Stage 6			
<b>Term 3 2025</b>	Unit of Work	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
		<b>Module 8 – Science and Society</b>				<b>Module 8 – Research and Response Task</b>		<b>Module 8 – Science and Society</b>					
	<b>Description</b>	<p>Those who pursue the study of science have created processes, tools and products that challenge and influence society and some of its belief systems, ethics and societal norms. In response, society debates and regulates science in order to prevent harmful developments and unacceptable outcomes, and to allow for new and beneficial products, processes and ideas. Science also can be affected by society, as well as governments, industry, economic interests and cultural perspectives.</p> <p>Students explore the impacts of ethical, social, economic and political influences on science and its research.</p>											
	<b>Outcomes</b>	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>● INS 12-1 – Develops and evaluates questions and hypotheses for scientific investigation</li> <li>● INS 12-2 – Designs and evaluates investigations in order to obtain primary and secondary data and information</li> <li>● INS 12-3 – Conducts investigations to collect valid and reliable primary and secondary data and information</li> <li>● INS 12-4 - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</li> <li>● INS 12-5 – Analyses and evaluates primary and secondary data and information</li> <li>● INS 12-6 - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</li> <li>● INS 12-7-Communicates scientific understanding using suitable language and terminology for a specific audience or purpose</li> </ul> <p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>● INS 12-15 - Evaluates the implications of ethical, social, economic and political influences on science</li> </ul>											
	Subject Specific i.e. Module, Area of Study, Text etc												
	<i>Life Skills Unit of Work</i>	<b>Investigating Science Life Skills – Module 4 - Science and Society</b>											
	<i>Life Skills Outcomes</i>	<p><b><u>Life Skills skill outcomes:</u></b> SCLS6-5, SCLS6-6, SCLS6-7</p> <p><b><u>Life Skills content outcomes:</u></b> SCLS6-14 and SCLS6-15</p>											
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p><u>Task name:</u> Module 8 Quiz</p> <p><u>Knowledge Outcomes:</u> 12-15</p> <p><u>Skills Outcomes:</u> 12-3, 12-4, 12-6</p> <p><u>Task weighting:</u> 10%</p>											
	<b>Reporting Outcomes</b>	<b><u>Reporting outcomes semester 2:</u></b> 12-14, 12-15, 12-3, 12-6, 12-4											



# LEGAL STUDIES

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Crime Task	Human Rights Task	Trial HSC Examination	Option Task
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 1, Week 2	Term 1, Week 10	Term 2, Exam Period	Term 3, Week 6
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
H1, H7, H8, H9	Knowledge and Understanding of course content	40%	10%	5%	20%	5%
H3, H6, H8	Analysis and Evaluation	20%	5%	5%	5%	5%
H3, H7, H8, H9	Inquiry and Research	20%	5%	5%		10%
H1, H2, H3, H4, H5, H9, H10	Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	5%	5%
<b>TOTAL</b>		<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>25%</b>

# LEGAL STUDIES

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



## HSC SCOPE & SEQUENCE –2024/2025

<b>Course:</b>	<b>Legal Studies</b>	<b>Year:</b>	<b>12</b>	<b>Stage:</b>	<b>6</b>
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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>Term 4 2024</b>	<b>Unit of Work</b>	<b>Crime</b>											
	Description	Students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.											
	Outcomes	H1, H10	H1, H6, H7, H8				H1, H6, H7, H8, H9, H10			H1, H6, H7, H8, H9, H10			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>Nature of Crime</b>		<b>Criminal Investigation Process</b>			<b>Criminal Trial Process</b>			<b>Sentencing and Punishment</b>			
	<i>Life Skills Unit of Work</i>	<i>Citizenship and Legal Studies (Life Skills)</i>											
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<i>No formal assessment this term</i>											
	<i>Life Skills Outcomes</i>	<i>CLS1, CLS2, CLS3, CLS4, CLS5, CLS6, CLS7, CLS8, CLS9, CLS10, CLS11, CLS12</i>											
	Assessment Task Name, Weighting, Number, Outcomes	<b>No formal assessment this term</b>											
	Reporting Outcomes	H1, H2, H6, H7, H8											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Unit of Work</b>	<b>Crime</b>			<b>Human Rights</b>						
<b>Description</b>	As above.			Students investigate the notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice.						
Outcomes	H1, H3, H4, H8	H1, H5, H10		H1, H2, H3, H4		H1, H2, H3, H4, H5, H7, H10			H1, H2, H3, H4, H5, H7, H10	
<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>International Crime</b>	<b>Young Offenders</b>		<b>The Nature and Development of Human Rights</b>		<b>Promoting and Enforcing Human Rights</b>			<b>Investigate a Contemporary Issue</b>	
<i>Life Skills Unit of Work</i>	<i>Citizenship and Legal Studies (Life Skills)</i>									
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<p><i>Task 1: Mini Crime Task</i>  <i>Weight: 25%</i>  <i>Outcomes: CLS3, CLS4, CLS5</i></p> <p><i>Task 2: Human Rights</i>  <i>Weight: 20%</i>  <i>Outcomes: CLS1, CLS2, CLS11</i></p>									
<i>Life Skills Outcomes</i>	<i>CLS1, CLS2, CLS3, CLS4, CLS5, CLS6, CLS7, CLS8, CLS9, CLS10, CLS11, CLS12</i>									
Assessment Task Name, Weighting, Number, Outcomes	<p><b>TASK 1:</b> Crime Task (due week 2)  <b>WEIGHT:</b> 25%  <b>OUTCOMES:</b> H1, H6, H7, H8, H9</p> <p><b>TASK 2:</b> Human Rights Task (due week 10)  <b>WEIGHT:</b> 20%  <b>OUTCOMES:</b> H1, H2, H3, H4, H10</p>									
Reporting Outcomes	H1, H2, H6, H7, H8									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2025	<b>Unit of Work</b>	<b>Options – Selected Topic 1</b>								TRIALS	
	Description	Students investigate the effectiveness of legal and non-legal measures in achieving justice.								TRIALS	
	Outcomes	H1, H2, H3, H10		H1, H4, H5, H6, H7, H8, H9, H10			H1, H4, H5, H6, H7, H8, H9, H10			TRIALS	
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>Nature of the Option</b>		<b>Responses to the Option</b>			<b>Contemporary issues</b>			TRIALS	
	<i>Life Skills Unit of Work</i>	<i>Citizenship and Legal Studies (Life Skills)</i>									
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<i>Task 3: Examination Weight: 30% Outcomes: CLS4, CLS5, CLS11, CLS12</i>									
	<i>Life Skills Outcomes</i>	<i>CLS1, CLS2, CLS3, CLS4, CLS5, CLS6, CLS7, CLS8, CLS9, CLS10, CLS11, CLS12</i>									
	Assessment Task Name, Weighting, Number, Outcomes	<b>TASK 3: HSC Trial Examination WEIGHT: 30% OUTCOMES: H5, H6, H7, H9</b>									
	Reporting Outcomes	H3, H4, H5, H9, H10									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 3 2025</b>	<b>Unit of Work</b>	<b>Options – Selected Topic 2</b>								<b>Revision</b>	
	Description	Students investigate the effectiveness of legal and non-legal measures in achieving justice.								<b>Revision</b>	
	Outcomes	H1, H2, H4	H1, H4, H5, H6, H7, H8, H9, H10			H1, H4, H5, H6, H7, H8, H9, H10			<b>Revision</b>		
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>The Nature of the Option</b>	<b>Responses to the Option</b>			<b>Contemporary Issues</b>			<b>Revision</b>		
	<i>Life Skills Unit of Work</i>	<i>Citizenship and Legal Studies (Life Skills)</i>									
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<i>Task 4: Mini Extended Response Weight: 30% Outcomes: CLS5, CLS11, CLS12</i>									
	<i>Life Skills Outcomes</i>	<i>CLS1, CLS2, CLS3, CLS4, CLS5, CLS6, CLS7, CLS8, CLS9, CLS10, CLS11, CLS12</i>									
	Assessment Task Name, Weighting, Number, Outcomes	<b>TASK 4: Option Task WEIGHT: 25% OUTCOMES: H4, H5, H8, H9, H10</b>									
	Reporting Outcomes	H3, H4, H5, H9, H10									



# MATHEMATICS ADVANCED

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with diligence and sustained effort, to successfully meet the requirements of this course.</p>		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Topic Test	Assignment/ Investigation	Trial	Topic Test
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 4 Week 10 2024	Term 1 Week 7 2025 <small>*Incl. MA12-9 &amp;10</small>	Term 2 Exam Period 2025	Term 3 Week 5 2025
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
MA12-1 MA2-12-2 MA12-3 MA2-12-4	Understanding Fluency and Communication	50%	12.5%	10%	15%	12.5%
MA12-5 MA2-12-6 MA12-7 MA2-12-8 *MA12-9 *MA12-10*	Problem Solving, Reasoning and Justification.	50%	12.5%	10%	15%	12.5%
<b>TOTAL</b>		<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>25%</b>

# MATHEMATICS ADVANCED

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

## HSC SCOPE & SEQUENCE –2024/2025

<b>Course:</b>	Mathematics Advanced	<b>Year:</b>	12	<b>Stage:</b>	6
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Term 4 2024		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	<b>Unit of Work</b>	<b>MA-M1 Modelling Financial Situations</b>			<b>MA-F2 Graphing Techniques.</b>			<b>MA-T3 Trigonometric Functions and Graphs</b>			<b>MA-T3 Trigonometric Functions and Graphs</b>		
	<b>Description</b>	The topic develops an understanding for the use of series in the borrowing and investing of money. The topic also looks into Annuities and Geometric Series.			The topic develops the understanding of transformations from a graphical and algebraic approach, including the use of technology.			The topic develops the understanding of the way that graphs of trigonometric functions change when the functions are altered in a systematic way.			Understanding of naturally occurring periodic phenomena, such as vibrations or waves.		
	<b>Outcomes</b>	MA12-2, MA12-4, MA12-9, MA12-10			MA12-1, MA12-9, MA12-10			MA12-1, MA12-5, MA12-9, MA12-10		MA12-1, MA12-2, MA12-4, MA12-10	MA12-1, MA12-5, MA12-9, MA12-10		
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A											
	<i>Life Skills Unit of Work</i>	N/A											
	<i>Life Skills Outcomes</i>	N/A											
	<b>Assessment Task Name, Weighting, Number</b>	1. Topic Test, 25%											
	<b>Reporting (outcomes assessed)</b>	MA12-1, MA12-2, MA12-4, MA12-10											

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1 2025</b>	<b>Unit of Work</b>	<b>MA-C2 Differential Calculus</b>			<b>MA-C3 Applications of Differentiation</b>			<b>Assessment Task 2 + Review/Feedback</b>	<b>MA-C4 Integral Calculus</b>			
	<b>Description</b>	This topic develops students' capacity to operate with and model situations involving change, using algebraic and graphical techniques to describe and solve problems and to predict outcomes in fields such as biomathematics, economics, engineering and the construction industry.			This topic develops an understanding of the interconnectedness of topics from across the syllabus and the use of calculus to help solve problems such as optimisation, from each topic. The solution of optimisation problems is an important area of applied Mathematics and involves the location of the maximum or minimum values of a function.				Students develop their understanding of how integral calculus relates to area under curves and a further understanding of the interconnectedness of topics from across the syllabus. Geometrical representation assists in understanding the development of this topic, but careful sequencing of the ideas is required so that students can see that integration has many applications, not only in mathematics but also in other fields such as the sciences and engineering.			
	<b>Outcomes</b>	MA12-3, MA12-6, MA12-9, MA12-10			MA12-3, MA12-6, MA12-9, MA12-10			<b>MA12-1, MA12-3, MA12-9, MA12-10</b>	MA12-3, MA12-7, MA12-9, MA12-10			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>N/A</b>										
	<i>Life Skills Unit of Work</i>	<b>N/A</b>										
	<i>Life Skills Outcomes</i>	<b>N/A</b>										
	<b>Assessment Task Name, Weighting, Number</b>	<b>2. Assignment 20%</b>										
	<b>Reporting (outcomes assessed)</b>	MA12-1, MA12-3, MA12-4, MA12-9, MA12-10										



Term 2 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<b>Unit of Work</b>	<b>MA-S2 Statistics and Bivariate Data Analysis</b>				<b>MA-S3 Random Variables</b>				<b>Assessment Task 3 + Review/Feedback</b>		
	<b>Description</b>	<p>The topic Statistical Analysis involves the exploration, display, analysis and interpretation of data to identify and communicate key information.</p> <p>The study of statistical analysis is important in developing students' ability to recognise, describe and apply statistical techniques in order to analyse current situations or to predict future outcomes. It also develops an awareness of how conclusions drawn from data can be used to inform decisions made by groups such as scientific investigators, business people and policy-makers.</p>				<p>Students develop understanding of the probability density function, how integration or the area under the function determines probabilities to solve problems involving random variables, and an understanding of the normal distribution, its properties and uses. Students make connections between calculus skills developed earlier in the course and their applications in Statistics, and lay the foundations for future study in this area.</p>						
	<b>Outcomes</b>	MA12-8, MA12-9, MA12-10				MA12-8, MA12-9, MA12-10				MA12-1, MA12-2, MA12-3, MA12-5, MA12-8		
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A										
	<i>Life Skills Unit of Work</i>	N/A										
	<i>Life Skills Outcomes</i>	N/A										
	<b>Assessment Task Name, Weighting, Number</b>	3. Trials Examination										
	<b>Reporting (outcomes assessed)</b>	MA12-1, MA12-2, MA12-3, MA12-5, MA12-8										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Term 3 2025	<b>Unit of Work</b>	Review and Catchup				Assessment Task 4 + Review/Feedback		REVISION FOR HSC				
	<b>Description</b>	Revision						Revision				
	<b>Outcomes</b>					MA12-8, MA12-9, MA12-10		MA12-1, MA12-2, MA12-3, MA12-5, MA12-8				
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A										
	<i>Life Skills Unit of Work</i>	N/A										
	<i>Life Skills Outcomes</i>	N/A										
	<b>Assessment Task Name, Weighting, Number</b>	4. Topic Test										
	<b>Reporting (outcomes assessed)</b>	MA12-1, MA12-2, MA12-3, MA12-5, MA12-8										



## HSC ASSESSMENT SCHEDULE – 2024/2025

# MATHEMATICS EXTENSION 1

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with diligence and sustained effort, to successfully meet the requirements of this course.</p>		<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
		<b>Task Type</b>	Topic Test	Assignment/ Investigation	Trial	Topic Test
<b>SYLLABUS OUTCOMES</b>	<b>COMPONENTS</b>	<b>DATE DUE</b>	Term 4 Week 10 2024	Term 1 Week 8 2025 <small>*Incl. ME12-6 &amp; 7</small>	Term 2 Exam Period 2025	Term 3 Week 5 2025
		<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home <b>Home</b>	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 *ME12-6 *ME12-7	Understanding Fluency and Communication	<b>50%</b>	12.5%	10%	15%	12.5%
	Problem Solving, Reasoning and Justification.	<b>50%</b>	12.5%	10%	15%	12.5%
<b>TOTAL</b>		<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>25%</b>

# MATHEMATICS EXTENSION 1

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

## HSC SCOPE & SEQUENCE –2024/2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 4 2024	<i>Topic</i>	Proof				Vectors					
	<i>Unit title</i>	<a href="#">Proof by mathematical induction</a>  <a href="#">P1</a>				<a href="#">Introduction to vectors</a>  <a href="#">V1.1</a>		<a href="#">Further operations with vectors</a>  <a href="#">V1.2</a>			
	<i>Outcomes</i>	ME12-1, ME12-6, ME12-7(All reported)				ME12-2, ME12-6, ME12-7(All reported)					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1 2025	<i>Topic</i>	Statistics						Trigonometric Functions			
	<i>Unit title</i>	<a href="#">Bernoulli and binomial distributions S1.1</a>  <a href="#">Normal approximation for the sample proportion S1.2</a>  Assignment/investigation/Validation						<a href="#">Trigonometric equations T3</a>			
	<i>Outcomes</i>	ME12-5, ME12-6, ME12-7						ME12-3, ME12-6, ME12-7			

Semester 1 Report Outcomes: ME12-1, ME12-2, ME12-3, ME12-5, ME12-6, ME12-7

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2025	<i>Topic</i>	Trigonometric Functions	Calculus								
	<i>Unit title</i>	<a href="#">Trig. Fns T3</a>	<a href="#">Differential equations C3.2</a>				<a href="#">Further calculus skills C2</a>				
	<i>Outcomes</i>	ME12-3, ME12-6, ME12-7	ME12-1, ME12-4, ME12-6, ME12-7								

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 2025	<i>Topic</i>	Calculus				Vectors					
	<i>Unit title</i>	<a href="#">Further area and volumes of solids of revolution C3.1</a>				<a href="#">Projectile motion V1.3</a>					
	<i>Outcomes</i>	ME12-1, ME12-4, ME12-6, ME12-7				ME12-2, ME12-6, ME12-7					

Semester 2 Report Outcomes: ME12-1, ME12-2, ME12-5, ME12-6, ME12-7



## HSC ASSESSMENT SCHEDULE – 2024/2025

# MATHEMATICS EXTENSION 2

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with diligence and sustained effort, to successfully meet the requirements of this course.</p>		<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
		<b>Task Type</b>	Topic Test	Assignment/ Investigation	Trial	Topic Test
<b>SYLLABUS OUTCOMES</b>	<b>COMPONENTS</b>	<b>DATE DUE</b>	Term 4 Week 9 2024	Term 1 Week 9 2025 <small>*Incl. MEX12-7 &amp; 8</small>	Term 2 Exam Period 2025	Term 3 Week 6 2025
		<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-6 *MEX12-7 *MEX12-8	Understanding Fluency and Communication	<b>50%</b>	<b>12.5%</b>	<b>10%</b>	<b>15%</b>	<b>12.5%</b>
	Problem Solving, Reasoning and Justification.	<b>50%</b>	<b>12.5%</b>	<b>10%</b>	<b>15%</b>	<b>12.5%</b>
<b>TOTAL</b>		<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>25%</b>

## MATHEMATICS EXTENSION 2

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



## HSC SCOPE & SEQUENCE –2024/2025

Course:	Mathematics Extension 2				Year:	12				Stage:	6			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11			
<b>Term 4 2024</b>	<b>Unit of Work</b>	<b>Complex Numbers</b>							<b>Proof</b>					
	<b>Description</b>	<a href="#">Arithmetic of complex numbers N1.1</a> <a href="#">Geometric representation of a complex number N1.2</a> <a href="#">Other representations of complex numbers N1.3</a> <a href="#">Solving equations with complex numbers N2.1</a> <a href="#">Geometrical implications of complex numbers N2.2</a>							<a href="#">The nature of proof P1</a>					
	<b>Outcomes</b>	MEX12-1, MEX12-4, MEX12-7, MEX12-8							MEX12-1, MEX12-2, MEX12-7, MEX12-8					
	Subject Specific i.e. Module, Area of Study, Text etc								N/A					
	<i>Life Skills Unit of Work</i>								<b>NA</b>					
	<i>Life Skills Outcomes</i>								NA					
	<b>Assessment Task Name, Weighting, Number</b>	Assessment Task 1 – Topic Test on Complex Numbers and Proof (25%) MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8												
	<b>Reporting (outcomes assessed)</b>	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8												

Course:	Mathematics Extension 2				Year:	12				Stage:	6	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
<b>Term 1 2025</b>	<b>Unit of Work</b>	<b>Proof</b>				<b>Vectors</b>						
	<b>Description</b>	<a href="#">The nature of proof P1</a> (continued) <a href="#">Further proof by mathematical induction P2</a>				<a href="#">Introduction to three-dimensional vectors V1.1</a> <a href="#">Further operations with three-dimensional vectors V1.2</a> <a href="#">Vectors and vector equations of lines V1.3</a>						
	<b>Outcomes</b>	MEX12-1, MEX12-2, MEX12-7, MEX12-8				MEX12-1, MEX12-4, MEX12-7, MEX12-8						
	Subject Specific i.e. Module, Area of Study, Text etc	N/A										
	<i>Life Skills Unit of Work</i>	NA										
	<i>Life Skills Outcomes</i>	NA										
	<b>Assessment Task Name, Weighting, Number</b>	Assessment Task 2 – Assignment on Vectors (20%) MEX12-1, MEX12-4, MEX12-7, MEX12-8										
	<b>Reporting (outcomes assessed)</b>	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8										

<b>Course:</b>	Mathematics Extension 2				<b>Year:</b>	12					<b>Stage:</b>	6	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10			
<b>Term 2 2025</b>	<b>Unit of Work</b>	Calculus					Mechanics						
	<b>Description</b>	Further Integration C1					<a href="#">Simple harmonic motion M1.1</a> <a href="#">Modelling motion without resistance M1.2</a>			Trial Examinations			
	<b>Outcomes</b>	MEX12-1, MEX12-5, MEX12-7, MEX12-8					MEX12-6, MEX12-7, MEX12-8						
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A											
	<i>Life Skills Unit of Work</i>	NA											
	<i>Life Skills Outcomes</i>	NA											
	<b>Assessment Task Name, Weighting, Number</b>	Assessment Task 3 – Trial HSC Examination MEX12-1, MEX12-3 MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8											
	<b>Reporting (outcomes assessed)</b>	MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-8											

<b>Course:</b>		Mathematics Extension 2			<b>Year:</b>		12				<b>Stage:</b>		6	
Term 3 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
	<b>Unit of Work</b>	Mechanics					Revision							
	<b>Description</b>	<a href="#">Resisted motion M1.3</a> <a href="#">Projectiles and resisted motion M1.4</a>					All topics							
	<b>Outcomes</b>	MEX12-1, MEX12-2, MEX12-7, MEX12-8					All outcomes							
	Subject Specific i.e. Module, Area of Study, Text etc	N/A												
	<i>Life Skills Unit of Work</i>	NA												
	<i>Life Skills Outcomes</i>	NA												
	<b>Assessment Task Name, Weighting, Number</b>	Assessment Task 4 – Topic Test on Mechanics												
	<b>Reporting (outcomes assessed)</b>	MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-8												



## HSC ASSESSMENT SCHEDULE – 2024/2025

# MATHEMATICS STANDARD 1

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with diligence and sustained effort, to successfully meet the requirements of this course.</p>		<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
		<b>Task Type</b>	Topic Test	Assignment/ Investigation	Trial	Topic Test
<b>SYLLABUS OUTCOMES</b>	<b>COMPONENTS</b>	<b>DATE DUE</b>	Term 4 Week 9 2024	Term 1 Week 7 2025 <small>*Incl. MS1-12-9 &amp; 10</small>	Term 2 2025 Exam Period	Term 3 Week 5 2025
		<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
MS1-12-1 MS1-12-2, MS1-12-3 MS1-12-4, MS1-12-5 MS1-12-6, MS1-12-7 MS1-12-8, MS1-12-9* MS1-12-10*	Understanding Fluency and Communication	<b>50%</b>	<b>12.5%</b>	<b>10%</b>	<b>15%</b>	<b>12.5%</b>
	Problem Solving, Reasoning and Justification.	<b>50%</b>	<b>12.5%</b>	<b>10%</b>	<b>15%</b>	<b>12.5%</b>
<b>TOTAL</b>		<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>25%</b>

# MATHEMATICS STANDARD 1

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

## HSC SCOPE & SEQUENCE –2024/2025

<b>Course:</b>	Mathematics Standard	<b>Year:</b>	12	<b>Stage:</b>	6
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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 4, 2024</b>	<b>Unit of Work</b>	<b>Right-angled Triangles</b>					<b>Rates</b>					
	<b>Description</b>	The principal focus of this subtopic is to solve problems involving right-angled triangles in a range of practical contexts using Pythagoras’ theorem and basic trigonometric ratios.  Students develop their ability to justify mathematical thinking and to communicate solutions.					The principal focus of this subtopic is the use of rates to solve problems in practical contexts.  Students develop awareness of the use of rates and solve problems in everyday situations such as health sciences, travel and finance.					
	<b>Outcomes</b>	<b>MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10</b>					<b>MS1-12-3, MS1-12-9, MS1-12-10</b>					
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>Measurement</b>					<b>Measurement</b>					
	<i>Life Skills Unit of Work</i>	<i>Everyday Measurement</i>										
	<i>Life Skills Outcomes</i>	<i>MALS6-3, MALS6-4, MALS6-13, MALS6-14</i>										
	<b>Assessment Task Name, Weighting, Number</b>	<b>Task 1, Topic Test, 25%</b>										
	<b>Reporting (outcomes)</b>	<b>MS1-12-3, MS1-12-4, MS1-12-10</b>										

Term 1, 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Unit of Work</b>	<b>Investment</b>				<b>Types of Relationships: Simultaneous Linear Equations</b>			<b>Networks and Paths</b>			
	<b>Description</b>	<p>The principal focus of this subtopic is to calculate and compare the value of different types of investments over a period of time.</p> <p>Students develop awareness of mechanisms to optimise their financial position, both now and into the future, justifying their thinking and reasoning mathematically.</p>				<p>The principal focus of this subtopic is the graphing and interpretation of relationships, and the use of simultaneous linear equations in solving practical problems.</p> <p>Students develop their ability to communicate concisely, use equations to describe and solve practical problems, and use algebraic or graphical representations of relationships to predict future outcomes.</p>			<p>The principal focus of this subtopic is to identify and use network terminology and to solve problems involving networks.</p> <p>Students develop their awareness of the applicability of networks throughout their lives, for example social media networks, and their ability to use associated techniques to optimise practical problems.</p>			
	<b>Outcomes</b>	<b>MS1-12-5, MS1-12-9, MS1-12-10</b>				<b>MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10</b>			<b>MS1-12-8, MS1-12-9, MS1-12-10</b>			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>Financial Mathematics</b>				<b>Algebra</b>			<b>Networks</b>			
	<i>Life Skills Unit of Work</i>	<i>Decimals, Percentages and Money</i>				<i>Review of Number Properties</i>			<i>Using Plans, Maps and Networks</i>			
	<i>Life Skills Outcomes</i>	<i>MALS6-5, MALS6-6, MALS6-13, MALS6-14</i>				<i>MALS6-1, MALS6-7, MALS6-8, MALS6-13, MALS6-14</i>			<i>MALS6-11, MALS6-12, MALS6-13, MALS6-14</i>			
	<b>Assessment Task Name, Weighting, Number</b>	<b>Task 2, 20%, Assignment/Investigation</b>										
	<b>Reporting (outcomes)</b>	<b>MS1-12-1, MS1-12-5, MS1-12-6, MS1-12-9, MS1-12-10</b>										



		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 2, 2025</b>	<b>Unit of Work</b>	<b>Further Statistical Analysis</b>				<b>Scale Drawings</b>				<b>Trial HSC</b>		
	<b>Description</b>	<p>The principal focus of this subtopic is the development of students' understanding of the purpose and process of statistical investigation, taking into account appropriate basic design principles.</p> <p>Students develop understanding of the complex nature of questionnaire design and potential misconceptions in statistical representations and reasoning.</p> <p>Within this subtopic, schools have the opportunity to identify areas of Stage 5 content which may need to be reviewed to meet the needs of students.</p>				<p>The principal focus of this subtopic is to interpret and use scale drawings and use similarity in solutions to practical problems involving measurement.</p> <p>Students develop their ability to interpret and use house plans, designs and maps in the calculation of a range of measurements and solve related problems.</p>				<b>N/A</b>		
	<b>Outcomes</b>	<b>MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10</b>				<b>MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10</b>						
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>Statistical Analysis</b>				<b>Measurement</b>						
	<i>Life Skills Unit of Work</i>	<i>Statistics, Probability</i>				<i>Measuring Two-Dimensional and Three-Dimensional Shapes</i>						
	<i>Life Skills Outcomes</i>	<i>MALS6-2, MALS6-7, MALS6-8, MALS6-13, MALS6-14</i>				<i>MALS6-3, MALS6-4, MALS6-13, MALS6-14</i>						
	<b>Assessment Task Name, Weighting, Number</b>	<b>Task 3, Trial, 30%</b>										
	<b>Reporting (outcomes)</b>	<b>MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-7, MS1-12-9, MS1-12-10</b>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 3, 2025</b>	<b>Unit of Work</b>	<b>Depreciation and Loans</b>					<b>Types of Relationships: Graphs of Practical Situations</b>				
	<b>Description</b>	<p>The principal focus of this topic is to gain an understanding of credit cards and reducing balance loans and that an asset may depreciate in value over time rather than appreciate.</p> <p>Students develop their understanding of credit and loans in order to make informed financial decisions.</p>					<p>The principal focus of this subtopic is the graphing and interpretation of relationships, and the use of simultaneous linear equations in solving practical problems.</p> <p>Students develop their ability to communicate concisely, use equations to describe and solve practical problems, and use algebraic or graphical representations of relationships to predict future outcomes.</p>				
	<b>Outcomes</b>	<b>MS1-12-5, MS1-12-9, MS1-12-10</b>					<b>MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10</b>				
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>Financial Mathematics</b>					<b>Algebra</b>				
	<i>Life Skills Unit of Work</i>	<i>Earning Money, Spending Money</i>					<i>Mathematical Modelling</i>				
	<i>Life Skills Outcomes</i>	<i>MALS6-5, MALS6-6, MALS6-13, MALS6-14</i>					<i>MALS6-1, MALS6-7, MALS6-8, MALS6-13, MALS6-14</i>				
	<b>Assessment Task Name, Weighting, Number</b>	<b>Task 4, Topic Test, 25%</b>									
	<b>Reporting (outcomes)</b>	<b>MS1-12-1, MS1-12-5, MS1-12-6, MS1-12-10</b>									



## HSC ASSESSMENT SCHEDULE – 2024/2025

# MATHEMATICS STANDARD 2

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with diligence and sustained effort, to successfully meet the requirements of this course.</p>		<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
		<b>Task Type</b>	Topic Test	Assignment/ Investigation	Trial	Topic Test
<b>SYLLABUS OUTCOMES</b>	<b>COMPONENTS</b>	<b>DATE DUE</b>	Term 4 Week 10 2024	Term 1 Week 7 2025 <small>*Incl. MS2-12-9 &amp;10</small>	Term 2 2025 Exam Period	Term 3 Week 5 2025
		<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6	Understanding Fluency and Communication	<b>50%</b>	<b>12.5%</b>	<b>10%</b>	<b>15%</b>	<b>12.5%</b>
MS2-12-7 MS2-12-8 MS2-12-9* MS2-12-10*	Problem Solving, Reasoning and Justification.	<b>50%</b>	<b>12.5%</b>	<b>10%</b>	<b>15%</b>	<b>12.5%</b>
<b>TOTAL</b>		<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	<b>25%</b>

## MATHEMATICS STANDARD 2

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

## HSC SCOPE & SEQUENCE –2024/2025

Course:		Mathematics Standard 2			Year:		12				Stage:		6	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10			
<b>Term 4 2024</b>	<b>Unit of Work</b>	<b>Non-right-angled trigonometry</b>			<b>Rates and Ratio</b>			<b>Network Concepts</b>						
	<b>Description</b>	The principal focus of this subtopic is to solve problems involving right and non-right-angled triangles in a variety of contexts. Students develop their ability to justify mathematical thinking and communicate solutions in an ordered and concise fashion. Within this subtopic, schools have the opportunity to identify areas of Stage 5 content which may need to be reviewed to meet the needs of students.			The principal focus of this subtopic is on the use of rates and ratios to solve problems in practical contexts, including the interpretation of scale drawings. Students develop awareness of the use of rates and ratios and solve problems in everyday situations, such as health sciences, energy and finance. Within this subtopic, schools have the opportunity to identify areas of Stage 5 content which may need to be reviewed to meet the needs of students.			The principal focus of this subtopic is to identify and use network terminology and to solve problems involving networks. Students develop their appreciation of the applicability of networks throughout their lives, for example social networks, and their ability to use associated techniques to optimise practical problems.						
	<b>Outcomes</b>	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10			MS2-12-4, MS2-12-9, MS2-12-10			MS2-12-8, MS2-12-9, MS2-12-10						
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>												N/A	
	<i>Life Skills Unit of Work</i>												N/A	
	<i>Life Skills Outcomes</i>												N/A	
	<b>Assessment Task Name, Weighting, Number</b>	Topic Test, 25%, Task 1												
	<b>Reporting (outcomes assessed)</b>	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10												

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 1 2025</b>	<b>Unit of Work</b>	<b>Investments</b>		<b>Depreciation and loans</b>		<b>Annuities</b>			<b>Algebra</b>			
	<b>Description</b>	The principal focus of this subtopic is to calculate and compare the value of different types of investments, including shares, over a period of time and to gain an understanding of reducing balance loans and that an asset may depreciate in value over time rather than appreciate. Knowledge of financial mathematics enables students to analyse different financial situations, to calculate the best options for given circumstances, and to solve financial problems.		The principal focus of this subtopic is to calculate and compare the value of different types of investments, including shares, over a period of time and to gain an understanding of reducing balance loans and that an asset may depreciate in value over time rather than appreciate. Knowledge of financial mathematics enables students to analyse different financial situations, to calculate the best options for given circumstances, and to solve financial problems.		The principal focus of this subtopic is the nature and mathematics of annuities, the processes by which they accrue, and ways of optimising their value as an investment. Students develop awareness of the use of annuities in their lives, for example superannuation and home loans.			The principal focus of this subtopic is the graphing and interpretation of relationships, and the use of simultaneous linear equations in solving practical problems. Students develop their ability to communicate concisely, use equations to describe and solve practical problems, and use algebraic or graphical representations of relationships to predict future outcomes.			
	<b>Outcomes</b>	MS2-12-5, MS2-12-9, MS2-12-10		MS2-12-5, MS2-12-9, MS2-12-10		MS2-12-5, MS2-12-9, MS2-12-10			MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A										
	<i>Life Skills Unit of Work</i>	N/A										
	<i>Life Skills Outcomes</i>	N/A										
	<b>Assessment Task Name, Weighting, Number</b>	Assignment/Investigation, 20%, Task 2										
	<b>Reporting (outcomes assessed)</b>	MS2-12-5, MS2-12-9, MS2-12-10										

Term 2 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Unit of Work</b>	<b>Bivariate Data Analysis</b>			<b>Non-Linear Relationships</b>				<b>Revision</b>	<b>Trial exams</b>		
	<b>Description</b>	The principal focus of this subtopic is to introduce students to a variety of methods for identifying, analysing and describing associations between pairs of numerical variables. Students develop the ability to display, interpret and analyse statistical relationships related to bivariate numerical data analysis and use this ability to make informed decisions.			The principal focus of this subtopic is the graphing and interpretation of relationships. Students develop their ability to communicate concisely, use equations to describe and solve practical problems, and use algebraic or graphical representations of relationships to predict future outcomes.				Students will have time to revise and study for their Trial exams			
	<b>Outcomes</b>	MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10			MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10							
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A										
	<i>Life Skills Unit of Work</i>	N/A										
	<i>Life Skills Outcomes</i>	N/A										
	<b>Assessment Task Name, Weighting, Number</b>	Trial Examination, 30%, Task 3										
	<b>Reporting (outcomes assessed)</b>											

Term 3 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Unit of Work</b>	<b>The Normal Distribution</b>			<b>Critical Path Analysis</b>				<b>Revision</b>		
	<b>Description</b>	<p>The principal focus of this subtopic is to develop an understanding of the properties of the normal distribution and the value of relative measure in the analysis and comparison of datasets arising from random variables that are normally distributed.</p> <p>Students develop techniques to analyse normally distributed data and make judgements in individual cases justifying the reasonableness of their solutions.</p>			<p>The principal focus of this subtopic is to use critical path analysis in the optimisation of real-life problems.</p> <p>Students develop awareness that critical path analysis is a useful tool in project planning, management and logistics.</p>						
	<b>Outcomes</b>	MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10			MS2-12-8, MS2-12-9, MS2-12-10						
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A									
	<i>Life Skills Unit of Work</i>	N/A									
	<i>Life Skills Outcomes</i>	N/A									
	<b>Assessment Task Name, Weighting, Number</b>	Topic Test, 25%, Task 4									
	<b>Reporting (outcomes assessed)</b>	MS2-12-2, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10									





## HSC ASSESSMENT SCHEDULE – 2024/2025

# MODERN HISTORY

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Core: Power & Authority in Modern World - Topic Test	National Studies: Japan 1904-1937 - Essay (Historical Analysis)	Peace and Conflict: Conflict in Indochina - Trial HSC Examination	Change in the Modern World: Changing World Order 1945-2011 - Research Questions
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 4, Week 6	Term 1, Week 5	Term 2, Exam Period	Term 3, Week 4
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
12-1, 12-2, 12-3, 12-4, 12-5	Knowledge & Understanding of course content	40%	5%	10%	20%	5%
12-6, 12-7	Source-based skills	20%	15%	5%		
12-8, 12-10	Historical Inquiry and Research	20%		5%		15%
12-9	Communication of Historical understanding in appropriate forms	20%	5%	5%	5%	5%
<b>TOTAL</b>		<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

# MODERN HISTORY

OBJECTIVES	HSC OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
<ul style="list-style-type: none"> <li>● develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical context</li> </ul>	MH12-1 accounts for the nature of continuity and change in the modern world
<ul style="list-style-type: none"> <li>● develop an understanding of continuity and change over time.</li> </ul>	MH12-2 proposes arguments about the varying causes and effects of events and developments
<ul style="list-style-type: none"> <li>● undertake the process of historical inquiry</li> </ul>	MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past
<ul style="list-style-type: none"> <li>● use historical concepts and skills to examine the modern past</li> </ul>	MH12-4 analyses the different perspectives of individuals and groups in their historical context
<ul style="list-style-type: none"> <li>● communicate their understanding of history, sources and evidence, and historical interpretations.</li> </ul>	MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
<ul style="list-style-type: none"> <li>● appreciate the influence of the past on the present and the future</li> </ul>	MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
<ul style="list-style-type: none"> <li>● value the contribution of the study of Modern History to lifelong learning, and active and informed citizenship.</li> </ul>	MH12-7 discusses and evaluates differing interpretations and representations of the past
	MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
	MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

# HSC SCOPE & SEQUENCE –2024/2025

Course:	Modern History					Year:	12					Stage:	6				
Term 4, 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11						
<b>Term 4 2024</b>	<b>Unit of Work</b>	<b>VOR</b>	<b>Core Study: Power and Authority in the Modern World 1919–1946</b>														
	<b>Description</b>	<b>VOR</b>	Overview of the peace treaties which ended WWI and their consequences; Versailles, Brest-Litovsk, St. Germain, Trianon, Neuilly, Sevres, Lausanne.	Global instability & dictatorships in Russia, Italy and Japan.	Weimar Germany, the Rise of Hitler & the Nazi party.	Gleichschaltung and Nazi ideology.	The Role of Prominent Individuals e.g. Goering, Hess, Himmler, Goebbels, Heydrich, Speer.	Totalitarianism in the Nazi State / Life in Nazi Germany	Life in Nazi Germany / Opposition to the Nazi Regime	Peace & Security – ambitions of Germany & Japan	The intentions and authority of the League of Nations and the UN						
	<b>Outcomes</b>	<b>VOR</b>	<ul style="list-style-type: none"> <li>› accounts for the nature of continuity and change in the modern world MH12-1</li> <li>› proposes arguments about the varying causes and effects of events and developments MH12-2</li> <li>› evaluates the role of historical features, individuals, groups and ideas in shaping the past MH12-3</li> <li>› analyses the different perspectives of individuals and groups in their historical context MH12-4</li> <li>› assesses the significance of historical features, people, ideas, movements, events and developments of the modern world MH12-5</li> <li>› analyses and interprets different types of sources for evidence to support an historical account or argument MH12-6</li> <li>› discusses and evaluates differing interpretations and representations of the past MH12-7</li> <li>› plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources MH12-8</li> <li>› communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH12-9</li> </ul>														
	<b>Content Dot Points</b>	<b>VOR</b>	<ul style="list-style-type: none"> <li>• an overview of the peace treaties which ended World War I and their consequences</li> </ul>	<ul style="list-style-type: none"> <li>• the conditions that enabled dictators to rise to power in the interwar period</li> <li>• an overview of the features of the dictatorships that emerged in Russia, Italy, Japan</li> </ul>	<ul style="list-style-type: none"> <li>• the conditions that enabled dictators to rise to power in the interwar period</li> <li>• the rise of the Nazi party and Hitler in Germany and the collapse of the Weimar Republic</li> </ul>	<ul style="list-style-type: none"> <li>• the initial consolidation of Nazi power 1933–1934</li> <li>• the nature of Nazi ideology</li> </ul>	<ul style="list-style-type: none"> <li>• the role of prominent individuals in the Nazi state</li> </ul>	<ul style="list-style-type: none"> <li>• the various methods used by the Nazi regime to exercise control, including laws, censorship, repression, terror, propaganda, cult of personality</li> <li>• the impact of the Nazi regime on life in Germany, including cultural expression, religion, workers, youth, women, minorities including Jews</li> </ul>	<ul style="list-style-type: none"> <li>• the impact of the Nazi regime on life in Germany, including cultural expression, religion, workers, youth, women, minorities including Jews</li> <li>• opposition to the Nazi regime</li> </ul>	<ul style="list-style-type: none"> <li>• an overview of the search for peace and security 1919–1946:                             <ul style="list-style-type: none"> <li>– the ambitions of Germany in Europe and Japan in the Asia-Pacific</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– the intentions and authority of the League of Nations and the UN</li> </ul>						
	<i>Life Skills Unit of Work</i>	<b>VOR</b>	<b>No Life Skills students identified as of September 2024.</b>														

	Life Skills Outcomes	VOR	No Life Skills students identified as of September 2024.
	Assessment Task Name, Weighting, Number, Outcomes	VOR	<b>Assessment Weighting:</b> 25% <b>Assessment Name:</b> Power and Authority in the Modern World – Topic Test <b>Task Due:</b> Term 4, Week 6 <b>Outcomes Assessed:</b> <ul style="list-style-type: none"> <li>- accounts for the nature of continuity and change in the modern world MH12-1</li> <li>- evaluates the role of historical features, individuals, groups and ideas in shaping the past MH12-3</li> <li>- analyses the different perspectives of individuals and groups in their historical context MH12-4</li> <li>- analyses and interprets different types of sources for evidence to support an historical account or argument MH12-6</li> <li>- communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH12-9</li> </ul>
	Reporting	VOR	Outcomes to be reported on: 12MH-2, 12MH-6, 12MH-8, 12MH9

Course:	Modern History				Year:	12					Stage:	6	
Term 1, 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
	Unit of Work	Overflow	National Studies – Option E: Japan 1904-1937								PTO		
	Description	Overflow	Introduction and Outline – Survey; Japan as an emerging power.	Challenges to traditional power & authority in the 1920's – Limited liberal democracy / Influence of the Zaibatsu.	Impact of political parties on system & government; challenges of Genro, bureaucracy & army to party politics	Rise of Militarism in the 1930's – Impact of the Great Depression; Devt. & impact of modernisation & urbanisation and rising social tensions.	The Army: role, significant & internal divisions; Hostility towards Zaibatsu & collapse of party politics	Differing domestic responses to militarism; Role of Emperor Hirohito	Japanese foreign policy - aims & strategy; impact of ideology on (both to 1937)	Introduction and Outline – conflict in Vietnam 1946-54.	Nature of Vietnamese victory against the French & significant of the Geneva Conference.		
Term 1 2025	Outcomes	Overflow	› accounts for the nature of continuity and change in the modern world MH12-1 › proposes arguments about the varying causes and effects of events and developments MH12-2 › evaluates the role of historical features, individuals, groups and ideas in shaping the past MH12-3 › analyses the different perspectives of individuals and groups in their historical context MH12-4 › assesses the significance of historical features, people, ideas, movements, events and developments of the modern world MH12-5 › analyses and interprets different types of sources for evidence to support an historical account or argument MH12-6 › discusses and evaluates differing interpretations and representations of the past MH12-7 › plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources MH12-8 › communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH12-9								PTO		

	<b>Content Dot Points</b>	<b>Overflow</b>	<ul style="list-style-type: none"> <li>• <b>Japan as an emerging power, including:</b> <ul style="list-style-type: none"> <li>– impact of Japanese expansion: Russo-Japanese War, annexation of Korea</li> <li>– status as a great power: 21 Demands, role in World War I, Washington Conference</li> <li>– political, social and economic issues in Japan by 1921</li> </ul> </li> <li>• <b>Challenges to traditional power and authority in the 1920s, including:</b> <ul style="list-style-type: none"> <li>– the introduction of limited liberal democracy</li> <li>– political influence of the zaibatsu</li> </ul> </li> <li>– impact of the Seiyukai and other political parties on Japanese political systems and governments</li> <li>– challenges of the genro, bureaucracy and army to party politics</li> <li>• <b>Rise of militarism in the 1930s, including:</b> <ul style="list-style-type: none"> <li>– political and economic impact of the Great Depression</li> <li>– development and impact of modernisation and urbanisation and rising social tensions</li> </ul> </li> <li>– role and significance of the army and political divisions within it</li> <li>– hostility towards the zaibatsu and the collapse of party politics</li> <li>– differing domestic responses to militarism</li> <li>– the role of Emperor Hirohito</li> <li>• <b>Japanese foreign policy, including:</b> <ul style="list-style-type: none"> <li>– aims and strategy of Japanese foreign policy to 1937</li> <li>– impact of ideology on Japanese foreign policy to 1937</li> </ul> </li> <li>• <b>Decolonisation in Indochina, including:</b> <ul style="list-style-type: none"> <li>– conflict in Vietnam 1946–1954</li> <li>– the nature of Vietnamese victory against the French in 1954</li> <li>– the significance of the Geneva Conference for Indochina in 1954</li> </ul> </li> <li>• <b>Decolonisation in Indochina, including:</b> <ul style="list-style-type: none"> <li>– conflict in Vietnam 1946–1954</li> <li>– the nature of Vietnamese victory against the French in 1954</li> <li>– the significance of the Geneva Conference for Indochina in 1954</li> </ul> </li> </ul>			
	<i>Life Skills Unit of Work</i>	<b>Overflow</b>	<b>No Life Skills students identified as of September 2024.</b>			<b>PTO</b>
	<i>Life Skills Outcomes</i>	<b>Overflow</b>	<b>No Life Skills students identified as of September 2024.</b>			<b>PTO</b>
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Overflow</b>	<p><b>Assessment Weighting:</b> 25%</p> <p><b>Assessment Name:</b> Japan 1904–1937 – Historical Analysis Task</p> <p><b>Task Due:</b> Term 1, Week 5</p> <p><b>Outcomes Assessed:</b></p> <ul style="list-style-type: none"> <li>– proposes arguments about the varying causes and effects of events and developments MH12–2</li> <li>– evaluates the role of historical features, individuals, groups and ideas in shaping the past MH12–3</li> <li>– assesses the significance of historical features, people, ideas, movements, events and developments of the modern world MH12–5</li> <li>– discusses and evaluates differing interpretations and representations of the past MH12–7</li> <li>– plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources MH12–8</li> <li>– communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH12–9</li> </ul>			<b>PTO</b>
	<b>Reporting</b>	<b>Overflow</b>	<b>Outcomes to be reported on:</b> 12MH–2, 12MH–6, 12MH–8, 12MH9			<b>PTO</b>

Course:		Modern History			Year:	12			Stage:	6		
Term 2, 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 2 2025</b>	<b>Unit of Work</b>	<b>Peace and Conflict – Option A: Conflict in Indochina 1954–1979</b>										
	<b>Description</b>	Political, social and military developments in North and South Vietnam between 1954-1964	US policy towards Vietnam from 1964	Nature & effectiveness of strategies & tactics employed by the NVA, NLF, ARVN & USA	Tet Offensive & impact of war on civilians in Vietnam, Laos & Cambodia.	Anti-war movements in USA & Australia. U.S. withdrawal.	Reasons for Communist victory in Vietnam, Laos & Cambodia	Pol Pot's Regime in Cambodia and its impact.				
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>› accounts for the nature of continuity and change in the modern world MH12-1</li> <li>› proposes arguments about the varying causes and effects of events and developments MH12-2</li> <li>› evaluates the role of historical features, individuals, groups and ideas in shaping the past MH12-3</li> <li>› analyses the different perspectives of individuals and groups in their historical context MH12-4</li> <li>› assesses the significance of historical features, people, ideas, movements, events and developments of the modern world MH12-5</li> <li>› analyses and interprets different types of sources for evidence to support an historical account or argument MH12-6</li> <li>› discusses and evaluates differing interpretations and representations of the past MH12-7</li> <li>› plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources MH12-8</li> <li>› communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH12-9</li> </ul>										
	<b>Content Dot Points</b>	<ul style="list-style-type: none"> <li>• <b>Conflict in Vietnam, 1954–1964, including:</b> <ul style="list-style-type: none"> <li>– political, social, economic and military developments within North and South Vietnam</li> <li>– the nature and development of US policy towards Indochina to 1964</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Second Indochina War, including:</b> <ul style="list-style-type: none"> <li>– US foreign policy towards Vietnam from 1964</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– the nature and effectiveness of the strategy and tactics employed by the North Vietnamese Army, the National Liberation Front, the Army of the Republic of Vietnam and the USA</li> </ul>	<ul style="list-style-type: none"> <li>– impact of the 1968 Tet Offensive</li> <li>– impact of the war on civilians in Vietnam</li> <li>• <b>The spread of the conflict to Cambodia and Laos, including:</b> <ul style="list-style-type: none"> <li>– impact of conflict on civilians in Cambodia and Laos</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– impact of the war on civilians in Vietnam</li> <li>– the nature and significance of anti-war movements in the USA and Australia</li> </ul>	<ul style="list-style-type: none"> <li>– the reasons for and the nature of the US withdrawal</li> <li>– the reasons for the Communist victory in Vietnam</li> <li>– the reasons for the Communist victories in Cambodia and Laos</li> </ul>	<ul style="list-style-type: none"> <li>– Democratic Kampuchea under Pol Pot and the Khmer Rouge: aims and impact of the regime, foreign policy</li> </ul>				
	<i>Life Skills Unit of Work</i>	<b>No Life Skills students identified as of September 2024.</b>										
<i>Life Skills Outcomes</i>	<b>No Life Skills students identified as of September 2024.</b>											

**Trial HSC Period**

	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Weighting:</b> 25% <b>Assessment Name:</b> Trial Higher School Certificate <b>Task Due:</b> Trial HSC Period (Week 8–10, Term 2 as indicated to the right) <b>Outcomes Assessed:</b> <ul style="list-style-type: none"> <li>- evaluates the role of historical features, individuals, groups and ideas in shaping the past MH12-3</li> <li>- analyses the different perspectives of individuals and groups in their historical context MH12-4</li> <li>- assesses the significance of historical features, people, ideas, movements, events and developments of the modern world MH12-5</li> <li>- discusses and evaluates differing interpretations and representations of the past MH12-7</li> <li>- communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH12-9</li> </ul>
	<b>Reporting</b>	<b>Outcomes to be reported on:</b> 12MH-3, 12MH-4, 12MH-5, 12MH7

		Modern History			Year:	12			Stage:	6		
Term 3, 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 3 2025</b>	<b>Unit of Work</b>	<b>Change in the Modern World – The Changing World Order 1945–2011</b>										
	<b>Description</b>	Survey: World order 1945–1989	Collapse of the USSR: Reasons and role of Gorbachev	Collapse of the USSR: Impacts and the role of Russia (Putin)	Influence of USA: Foreign Policy (Soft and hard power)	Supporters and opponents of US foreign policy	New centres of Global Power	UN 1991–2011: Challenges and debate	Role and impact UN Peacekeepers (Yugoslavia)	<b>Overflow/Course Revision</b>	<b>Overflow/Course Revision</b>	
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>› accounts for the nature of continuity and change in the modern world MH12-1</li> <li>› proposes arguments about the varying causes and effects of events and developments MH12-2</li> <li>› evaluates the role of historical features, individuals, groups and ideas in shaping the past MH12-3</li> <li>› analyses the different perspectives of individuals and groups in their historical context MH12-4</li> <li>› assesses the significance of historical features, people, ideas, movements, events and developments of the modern world MH12-5</li> <li>› analyses and interprets different types of sources for evidence to support an historical account or argument MH12-6</li> <li>› discusses and evaluates differing interpretations and representations of the past MH12-7</li> <li>› plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources MH12-8</li> <li>› communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH12-9</li> </ul>										

<b>Content Dot Points</b>	<ul style="list-style-type: none"> <li>• <b>World order 1945–1989, including:</b> <ul style="list-style-type: none"> <li>– an overview of the Cold War world and superpower rivalry</li> <li>– challenges of the United Nations during the Cold War 1946–1991</li> <li>– the emergence of the ‘American Century’</li> <li>– the fall of the Berlin Wall</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>The collapse of the USSR and the nature of post-Soviet societies, including:</b> <ul style="list-style-type: none"> <li>– reasons for the collapse of the Soviet Union and the role of Mikhail Gorbachev</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– political, social and cultural impacts of the dissolution of the USSR in Russia and Eastern Europe</li> <li>– nature and role of the Russian Federation under Vladimir Putin to 2011</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The influence of the USA internationally 1991–2011, including:</b> <ul style="list-style-type: none"> <li>– the nature of US foreign policy in the post-Cold War world, including the use of ‘hard’ and ‘soft’ power</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– supporters and opponents of US foreign policy, focusing on Europe, Asia and the Middle East</li> <li>– resurgence of modern nationalisms and the influence of non-state actors</li> </ul>	<ul style="list-style-type: none"> <li>• <b>New centres of global power 1989–2011, including:</b> <ul style="list-style-type: none"> <li>– the emergence, growth and influence of the European Union (ACHMH190)</li> <li>– the rise and influence of BRIC: Brazil, Russia, India and China</li> <li>– resurgence of modern nationalisms and the influence of non-state actors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>The United Nations in post-Cold War history 1991–2011, including:</b> <ul style="list-style-type: none"> <li>– international challenges to peace and security in the post-Cold War world and debate over the role and influence of the United Nations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– assessment of the role and impact of the United Nations as international peacekeeper in ONE of the following: <b>the former Yugoslavia 1991–1992;</b> Cambodia 1992–1993; Somalia 1993; Rwanda 1993–1996; Timor–Leste 1999–2001</li> </ul>	<b>Overflow/Course Revision</b>	<b>Overflow/Course Revision</b>
<i>Life Skills Unit of Work</i>	<b>No Life Skills students identified as of September 2024.</b>									
<i>Life Skills Outcomes</i>	<b>No Life Skills students identified as of September 2024.</b>									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p><b>Assessment Weighting:</b> 25%</p> <p><b>Assessment Name:</b> Change in the Modern World: The Changing World Order 1945-2011 – Research Questions</p> <p><b>Task Due:</b> Term 3, Week 4</p> <p><b>Outcomes Assessed:</b></p> <ul style="list-style-type: none"> <li>– proposes arguments about the varying causes and effects of events and developments MH12-2</li> <li>– evaluates the role of historical features, individuals, groups and ideas in shaping the past MH12-3</li> <li>– assesses the significance of historical features, people, ideas, movements, events and developments of the modern world MH12-5</li> <li>– analyses and interprets different types of sources for evidence to support an historical account or argument MH12-6</li> <li>– plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources MH12-8</li> <li>– communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH12-9</li> </ul>									
<b>Reporting</b>	<b>Outcomes to be reported on:</b> 12MH-3, 12MH-4, 12MH-5, 12MH7									





## HSC ASSESSMENT SCHEDULE – 2024/2025

# MUSIC

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Core Performance and Elective 1	Core Composition and Musicology	Aural Examination	Electives 2+3
OUTCOMES	COMPONENTS	DATE DUE	Term 4 2024 – Week 8	Term 1 2025 – Week 8	Term 2 2025 – Exam Period	Term 3 2025 - Week 4
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
H1, H9 (MLS1, MLS2, MLS7)	Performance	10%	10%			
H3, H7 (MLS3, MLS4, MLS8)	Composition	10%		10%		
H5, H6 (MLS5, MLS6)	Musicology	10%		10%		
H4, H6 (MLS5, MLS6)	Aural	25%			25%	
H10, H11	Electives	45%	15%			30%
<b>TOTAL</b>		<b>100%</b>	25%	20%	25%	30%

# MUSIC

OBJECTIVES	HSC OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
To develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.	H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
	H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
	H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
	H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
To develop the skills to evaluate music critically.	H5 critically evaluates and discusses performances and compositions
	H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
To develop an understanding of the impact of technology on music.	H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
	H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music
To develop personal values about music.	H9 performs as a means of self-expression and communication
	H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
	H11 demonstrates a willingness to accept and use constructive criticism

## HSC SCOPE & SEQUENCE –2024/2025

<b>Course:</b>	<b>Music</b>	<b>Year:</b>	<b>12</b>	<b>Stage:</b>	<b>6</b>
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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4, 2024</b>	<b>Unit of Work</b>	<b>Music of the 20<sup>th</sup> and 21<sup>st</sup> Century</b>									
	<b>Description</b>	<b>Listening</b>									
	This unit explores how music has evolved from the early 20th century to today, focusing on key movements, genres, and the impact of culture, technology, and society on music.	Introduction to unit and distribution of Assessment Task 1 Exploration of HSC Music 1 Standards package. Deep Dive into Dynamics and Expressive Techniques	<b>CONCEPTUAL LINKS</b> Tension and Release, Climax, Similarities and differences, Unity and contrast, Repetition.				Crafting extended responses  Musical Metalanguage		<b>Assessment due</b>	Extended response writing/Coding of analysis  Timed questions	
	<b>Composing</b>										
			Students learn about common chord progression eg. “ice cream” chords blues chord progressions Students compose using these chord progressions					<b>Assessment due</b>			
<b>Performing</b>											

	Students begin choosing their repertoire for their core composition and elective pieces.	Workshopping of performance pieces.	Performance check in.	Application of feedback and refinement of pieces	<b>Assessment due</b>	Receiving/implement marks and feedback into pieces
<b>Outcomes</b>	L - H4, H5, H6 C - H3, H7, H8 P - H1, H9	L - H4, H6 C - H3, H7, H8 P - H1, H9	L - H4, H6 C - H3, H7, H8 P - H1, H9	L - H4, H5, H6 C - H3, H7, H8 P - H1, H9	L - H2 C - H3, H7, H8 P - H1, H9	L - H4, H5, H6 C - P - H1, H9
<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>Core Performance and Electives</b> Concepts of Music – Pitch, Duration, Dynamics & Expressive Techniques, Structure, Tone colour, Texture					
<i>Life Skills Unit of Work</i>	<b>What Is Music of the 20<sup>th</sup> and 21<sup>st</sup> Century</b>	<b>What genres are seen in 20<sup>th</sup> and 21<sup>st</sup> Century Music?</b>	<b>How is music of the 20<sup>th</sup> and 21<sup>st</sup> Century represented and understanding of musical progression?</b>			
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Core Performance and Electives</b> 25% MLS 1, MLS 2, MLS 3, MLS 4					
<i>Life Skills Outcomes</i>	<b>MLS 1, MLS 2, MLS 3, MLS 4, MLS 5, MLS 6, MLS 7, MLS 8</b>					
<b>Formative Assessed Outcomes</b>	<b>H1, H2, H3, H4, H5, H6, H7, H8, H9, 10, H11</b>					
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Core Performance and Electives</b> 25% Viva Voce: H5, H6 Performance: H1, H9, Composition: H3, H7					
<b>Reporting Outcomes</b>	<b>H1, H3, H6</b>					

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 1, 2025</b>	<b>Unit of Work</b>	<b>Music for Film, Television, Radio and Multimedia</b>										
	<b>Description</b> This unit explores the role of music in film, TV, radio, and multimedia, focusing on how soundtracks enhance storytelling, mood, and emotion. Students will study compositional techniques, analyze key works like film scores and jingles, and examine the use of technology in creating music for media	<b>Listening</b>										
		Introduction to unit and distribution of Assessment Task 2 In Depth investigation of composition techniques and instruments of the orchestra.	Application of conceptual knowledge to multi-concept questions. Conceptual links continued - Musical Interest. Film study. Function of Music in Films - genre study	Assessment Task 2 - Musicology component development.	Further refinement and completion of Assessment Task 2	<b>Assessment due</b>	Feedback and implementation of feedback for electives and aural responses.  Students code implement feedback for extended responses.					
		<b>Composing</b>										
		Students begin choosing the format they wish to present their composition (graphic notation, DAW, Traditional Notation) and begin composing for their assessment task.	Students consider conceptual links and compositional techniques to implement in their composition.	Check in of Core Composition	Finalisation of Core Composition	<b>Assessment due</b>	Feedback for Compositions to implement for electives					
		<b>Performing</b>										
		Students explore repertoire for performance electives.	Students develop and refine Core performance and Elective performances							<b>Assessment Due</b>	Students begin exploring possible elective 2 & 3 repertoire	

<b>Outcomes</b>	L - H4, H6 C P - H1	L - H4, H5, H6 C - P - H1, H10, H11	L - H2, H4, H5, H6 C - P - H1, H9	L - H2, H5, H6 C - P - H1, H9	L - H2, H5, H6 C - P - H1, H9, H10, H11	L - H5, H6 C - P - H1, H9, H10
<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>Composition and Musicology</b> Concepts of Music – Pitch, Duration, Dynamics & Expressive Techniques, Structure, Tone colour, Texture					
<i>Life Skills Unit of Work</i>	<b>Music for Film, Television, Radio and Multimedia</b>					
<i>Life Skills Assessment Task Name</i>	<b>Core Composition and Musicology</b> 20%					
<i>Life Skills Outcomes</i>	<b>MLS 1, MLS 2, MLS 3, MLS 4, MLS 5, MLS 6, MLS 7, MLS 8</b>					
<b>Formative Assessed Outcomes</b>	<b>H1, H2, H3, H4, H5, H6, H7, H8, H9, 10, H11</b>					
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Core Composition and Musicology</b> 20% Musicology: H5, H6 Composition: H3, H7					
<b>Reporting Outcomes</b>	<b>H1, H3, H6</b>					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 2, 2025</b>	<b>Unit of Work</b>	<b>An Instrument and Its Repertoire</b>									
	<b>Description</b>  This unit explores the history, development, and repertoire of a chosen instrument, focusing on key works and its role in different genres. Students will analyze how composers use its unique qualities and study its evolution, influential performers, and important contributions to its repertoire.	<b>Listening</b>									
		What is An Instrument and Its Repertoire. Exploration of new units.	Timed responses - developing quality responses. Exploring extended instrumental technique and how this can alter and affect a piece.	Extended responses - applying coding improvements, using explicit and detailed observations, use of diagrams.  Full Exam practice	full exam practice under exam conditions.	<b>Trials</b>					
		<b>Composing</b>									
		Weekly check in with composition student/s.								<b>Trials</b>	
		<b>Performing</b>									
		Finalisation of HSC pieces. Done in consultation with the teacher.	Reception and application of assessment task feedback	Development of HSC performance suite. Check ins and discussions with the teacher to apply feedback and elevate performances. Performances for younger grades to become accustomed to performing.					<b>Trials</b>		

<b>Outcomes</b>	L - H4, H5, H6 C - H3, H7, H8 P - H1, H9	L - H4, H5, H6 C - H3, H7, H8 P - H1, H9	L - H4, H5, H6 C - H3, H7, H8 P - H1, H9	L - H4, H5, H6 C - H3, H7, H8 P - H1, H9	L - H4, H6 C - P -
<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Pitch, Duration, Dynamics & Expressive Techniques, Structure, Tone colour, Texture				
<i>Life Skills Unit of Work</i>	An Instrument and its Repertoire				
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	Aural Examination 25% MLS 4, MLS 5				
<i>Life Skills Outcomes</i>	MLS 1, MLS 2, MLS 3, MLS 4, MLS 5, MLS 6, MLS 7, MLS 8				
<b>Formative Assessed Outcomes</b>	H1, H2, H3, H4, H5, H6, H7, H8, H9, 10, H11				
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Aural Examination 25% H4, H6				
<b>Reporting Outcomes</b>	H4, H6, H9				



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Unit of Work</b>	Finalisation of Core Performance, Electives and Musicology										
<b>Description</b>  This unit explores how music has evolved from the early 20th century to today, focusing on key movements, genres, and the impact of culture, technology, and society on music.	<b>Listening</b>										
				<b>Assessment due</b>	Finalising extended responses for aural preparation of the Aural Music 1 HSC paper			<b>HSC Practical Examinations</b>	Finalising extended responses for aural preparation of the Aural Music 1 HSC paper	<b>Graduation and Year 12 Workshops/ Year 12 Picnic</b>	
	<b>Composing</b>										
	<b>Performing</b>										
	<b>Preparation of Core Performance and Electives Music Core Performance and Electives Submission to NESAs in School</b>					<b>Preparation of Core Performance and Electives</b>					
	<b>Outcomes</b>	H1, H2, H3, H4, H5, H6, H7, H8				H1, H2, H3, H4, H5, H6, H7, H8,					
<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>Core Performance and Electives Concepts of Music – Pitch, Duration, Dynamics &amp; Expressive Techniques, Structure, Tone colour, Texture</b>										

<i>Life Skills Unit of Work</i>	<b>Preparation of Core Performance and Electives</b>	<b>Music Core Performance and Electives Submission to NESA in School</b>	<b>Finalising extended responses for aural preparation of the Aural Music 1 HSC paper</b>
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Electives 2 and 3 30%</b> Viva Voce: H3, H7 Performance: H1, H9, Composition: H3, H7		
<i>Life Skills Outcomes</i>	<b>MLS 1, MLS 2, MLS 3, MLS 4, MLS 5, MLS 6</b>		
<b>Formative Assessed Outcomes</b>	<b>H1, H2, H3, H4, H5, H6, H7, H8, H9, 10, H11</b>		
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Electives 2 and 3 30%</b> Viva Voce: H3, H7 Performance: H1, H9, Composition: H3, H7		
<b>Reporting Outcomes</b>	<b>H4, H6, H9</b>		



## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

		TASK 1 CORE 1	TASK 2 CORE 2	TASK 3	TASK 4 OPTION 2
<b>Components/OBJECTIVES</b>	<b>Due</b>	Term 4 Week 7	Term 1 Week 8	Term 2 Exam Period	Term 3 Week 5
	<b>Module</b>	HEALTH PRIORITIES IN AUSTRALIA	FACTORS AFFECTING PERFORMANCE	HSC TRIAL	SPORT AND PHYSICAL ACTIVITY IN AUSTRALIAN SOCIETY
	<b>Task</b>	Research	Reflective Writing	Examination	Report
	<b>In Class or Take Home</b>	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Knowledge and understanding of course content	<b>Outcomes</b>	H1-H5, H14, H15	H7, H8, H11, H17	H1-H12, H14-H17	H12, H16
	<b>40%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>
Skills in: <ul style="list-style-type: none"> <li>influencing personal and community health</li> <li>taking action to improve participation and performance in physical activity</li> <li>critical thinking, research, analysis</li> </ul>	<b>60%</b>	<b>15%</b>	<b>15%</b>	<b>20%</b>	<b>10%</b>
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>20%</b>

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Objectives	HSC Course Outcomes
<b>A student develops:</b>	<b>A student:</b>
<ul style="list-style-type: none"> <li>knowledge and understanding of the factors that affect health</li> </ul>	H1 describes the nature and justifies the choice of Australia's health priorities H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk H3 analyses the determinants of health and health inequities
<ul style="list-style-type: none"> <li>a capacity to exercise influence over personal and community health outcomes</li> </ul>	H4 argues the case for health promotion based on the Ottawa Charter H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
<ul style="list-style-type: none"> <li>knowledge and understanding about the way the body moves</li> </ul>	H7 explains the relationship between physiology and movement potential H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity H9 explains how movement skill is acquired and appraised
<ul style="list-style-type: none"> <li>an ability to take action to improve participation and performance in physical activity</li> </ul>	H10 designs and implements training plans to improve performance H11 designs psychological strategies and nutritional plans in response to individual performance needs H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2) H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
<ul style="list-style-type: none"> <li>an ability to apply the skills of critical thinking, research and analysis</li> </ul>	H14 argues the benefits of health-promoting actions and choices that promote social justice H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

## HSC SCOPE & SEQUENCE –2024/2025

Course:	PDHPE			Year:	12				Stage	Stage 6			
<b>Term 4 2024</b>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	<b>Unit of Work</b>	<b>Core 1: Health Priorities in Australia</b>								<b>Core 2: Factors Affecting Performance</b>			
	<b>Description</b>	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.											
	<b>Outcomes</b>	<b>H1, H2, H3, H4, H5, H14, H15, H16</b>											
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	How are priority issues for Australia’s health identified? What are the priority issues for improving Australia’s health? What role do health care facilities and services play in achieving better health for all Australians? What actions are needed to address Australia’s health priorities?											
	<i>Life Skills Unit of Work</i>	<b>Health Priorities in Australia</b>											
	<i>Life Skills Outcomes</i>	<b>LS2.5, LS2.9, LS2.10</b>											
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task #1: Health Priorities in Australia assessment task</b> <b>Weighting: 25%</b> <b>Outcomes: H1, H2, H3, H4, H5, H14, H15</b> <i>Life Skills Task #1: Health Priorities in Australia</i> <i>Outcomes: LS2.5, LS2.9, LS2.10</i>											
	<b>Reporting Outcomes</b>	H1, H4, H5											

Term 1 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Unit of Work</b>	<b>Core 2: Factors Affecting Performance</b>									<b>Option: Sports Medicine</b>	
	<b>Description</b>	This compulsory module examines the factors that affect performance. In this module, students explore the physical and psychological bases of performance. They critically analyse approaches to skill development and investigate psychology, nutrition and recovery strategies.										
	<b>Outcomes</b>	<b>H7, H8, H9, H10, H11, H16, H17</b>										
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<p>How does training affect performance?  How can psychology affect performance?  How can nutrition and recovery strategies affect performance?  How does the acquisition of skill affect performance?</p>										
	<i>Life Skills Unit of Work</i>	<b>Factors Affecting Performance Life Skills</b>						<b>Sports Medicine Life Skills</b>				
	<i>Life Skills Outcomes</i>	<b>LS2.2, LS2.3, LS2.4, LS2.6, LS2.8, LS5.3, LS5.4, LS5.5</b>						<b>LS4.1, LS4.2</b>				
	<b>Assessment Task Name, Weighting, Outcomes</b>	<p><b>Task #2: Factors Affecting Performance assessment task</b>  <b>Weighting: 25%</b>  <b>Outcomes: H7, H8, H11, H17</b>  <i>Life Skills Task #2: Factors Affecting Performance assessment task</i>  <i>Outcomes: LS2.6, LS5.3, LS5.4, LS5.5</i></p>										
	<b>Reporting Outcomes</b>	H7, H8, H11										

<b>Term 2 2025</b>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Unit of Work</b>	<b>Option: Sports Medicine</b>					<b>Option: SPAiAS</b>			<b>TRIAL HSC EXAMS</b>		
	<b>Description</b>	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. In this module, students research, analyse and debate the merits of current sports medicine approaches. They also explore issues regarding returning to play following injury.										
	<b>Outcomes</b>	<b>H8, H13, H16, H17</b>										
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	How are sports injuries classified and managed? How does sports medicine address the demands of specific athletes? What role do preventative actions play in enhancing the wellbeing of the athlete? How is injury rehabilitation managed?										
	<i>Life Skills Unit of Work</i>	<b>Sports Medicine Life Skills</b>					<b>SPAiAS Life Skills</b>					
	<i>Life Skills Outcomes</i>	<b>LS4.1, LS4.2</b>					<b>LS2.10, LS3.6, LS5.3, LS5.7, LS6.6</b>					
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task #3: HSC Trial</b> <b>Weighting: 30%</b> <b>Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17</b>										
	<b>Reporting Outcomes</b>	<b>H1, H2, H4, H16</b>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 3 2025</b>	<b>Unit of Work</b>	<b>Option: Sport &amp; Physical Activity in Australian Society</b>					<b>HSC Revision</b>				
	<b>Description</b>	This option module is concerned with the sociocultural perspectives of sport and physical activity in Australian society. In this module, students investigate how the meanings given to sport and physical activity have changed over time and are different for different groups of people. Students explore how sport is important in shaping people's values and beliefs about national identity, gender, and culture.									
	<b>Outcomes</b>	<b>H12, H16</b>									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	How have meanings about sport and physical activity changed over time? What is the relationship between sport and national and cultural identity? How does the mass media contribute to people's understanding, values and beliefs about sport? What are the relationships between sport and physical activity and gender?									
	<i>Life Skills Unit of Work</i>	<b>SPAiAS Life Skills</b>									
	<i>Life Skills Outcomes</i>	<b>LS2.10, LS3.6, LS5.3, LS5.7, LS6.6</b>									
	<b>Assessment Task Name, Weighting, Outcomes</b>	<b>Task #4: Sport &amp; Physical Activity in Australian Society</b> <b>Weighting: 20%</b> <b>Outcomes: H12, H16</b> <i>Life Skills Task #3: Sport &amp; Physical Activity in Australian Society</i> <i>Outcomes: LS5.3, LS5.7, LS6.6</i>									
	<b>Reporting Outcomes</b>	H12, H16									





## HSC ASSESSMENT SCHEDULE – 2024/2025

# PHOTOGRAPHY, VIDEO & DIGITAL IMAGING

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	EXTENDED RESPONSE	BODY OF WORK	SELF-DIRECTED CASE STUDY	SELF-DIRECTED BODY OF WORK
OUTCOMES	COMPONENTS	DATE DUE	Term 4, 2024 Week 9	Term 1, 2025 Week 9	Term 2, 2025 Week 7	Term 3, 2025 Week 6
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
M1, M2, M3, M4, M5, M6	Art Making	70%		30%		40%
CH1, CH2, CH3, CH4, CH5	Art History and Criticism	30%	10%		20%	
<b>TOTAL</b>		<b>100%</b>	<b>10%</b>	<b>30%</b>	<b>20%</b>	<b>40%</b>

# PHOTOGRAPHY, VIDEO & DIGITAL IMAGING

OBJECTIVES	OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
<p><b>Artmaking:</b></p> <p>Students will develop knowledge, skills and understanding, through the making of photographs, and/or videos and/or digital images, that lead to and demonstrate conceptual and technical accomplishment</p>	<p><b>M1</b> generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice</p> <p><b>M2</b> explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works</p> <p><b>M3</b> investigates different points of view in the making of photographs and/or videos and/or digital images</p> <p><b>M4</b> generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images</p> <p><b>M5</b> develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images</p> <p><b>M6</b> takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works</p>
<p><b>Critical and Historical Studies:</b></p> <p>Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging</p>	<p><b>CH1</b> generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging</p> <p><b>CH2</b> investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations</p> <p><b>CH3</b> distinguishes between different points of view and offers interpretive accounts in critical and historical studies</p> <p><b>CH4</b> explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging</p> <p><b>CH5</b> recognises how photography and/or video and/or digital imaging are used in various fields of cultural production</p>

## HSC SCOPE & SEQUENCE –2024/2025

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 4 2024</b>	<b>Unit of Work</b>	<b>Horror Portraits</b>										
	<b>Description</b>	This module provides students with opportunities to investigate the ways ideas and images can be constructed in meaningful ways and from different points of view. Students will explore the topic of Horror and Self Portraits. They will explore facial features, props, make up and expression. In this module students develop their artistic practice in digital imaging by thinking about their intentions and the intended audience for their work, and how the world can be interpreted through selected subject matter and concepts.										
	<b>Outcomes</b>	<b>M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5</b>										
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Use one or more of the frames to direct investigations in critical and historical studies. For example: Subjective: critically evaluate the work of artists, digital artists, photographers and filmmakers whom students feel an empathy with and who make works which offer a personal account of their own experience. Structural: critically and historically explore the communication of messages through, for example, perspective, abstraction and formalism, and their effects on the construction and meanings of different images from, for example, advertising and the world of art. Cultural: critically and historically investigate the representation of different social themes by digital artists, photographers and filmmakers (e.g. representations of nationhood, cultural events, gender, class, race); investigate the significance of documentaries and images that are designed to promote, celebrate or critically comment on the interests of a group. Postmodern: investigate the significance of intertextuality and how, because of the ease of the technology, still and moving digital images may weave together ideas from a wide range of sources and from different times. Students should consider the ethical issues associated with these approaches.										
	<i>Life Skills Unit of Work</i>	<b>Horror Portraits</b>										
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Case Study, 10%, Assessment 1</b>										
	<i>Life Skills Outcomes</i>											
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Case Study, 10%, Assessment 1, CH1, CH2, CH3, CH4, CH5</b>										
	<b>Reporting Outcomes</b>	<b>M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5</b>										

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1 2025</b>	<b>Unit of Work</b>	<b>Food Photography</b>										
	<b>Description</b>	This module provides students with the opportunity to learn about artist Martin Parr and the practice of food photography. Students will have opportunities to develop their own portfolio of food imagery. In this module students develop their artistic practice by thinking about their intentions, the audience for their work, and how the world can be interpreted in selecting subject matter and concepts.										
	<b>Outcomes</b>	<b>M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5</b>										
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<p>Use one or more of the frames to further direct investigations in making, and in critical and historical studies. For example:</p> <p>Subjective: investigate in their own work, and in the work of others, film and video as a personal account or a tool for subjective documentation which may include the compression of time and events in the manufacture of the viewpoint (eg in documentaries, home videos).</p> <p>Structural: investigate in their own work, and in the work of others, the structure of practice including pre-production (eg scripting, funding, cast, crew, location and equipment); production (eg rehearsal, the shoot, film processing, sound, roughs); postproduction (eg manipulation, sound engineering, fine cut release); framing, distance, camera angle, focus, lighting, mise-en-scene, auteurism, montage, dissolves, fades, jump cuts, camera angles; sculpting in time and space; constructing form with light.</p> <p>Cultural: investigate distinctions between highbrow and lowbrow culture in film and video and consider how the reality of a society is represented in selected examples.</p> <p>Postmodern: identify how film and video may be understood as a pastiche of other works by some contemporary audiences and consider the non-linear nature of selected works; deconstruct the semiotics of film (grand, stylish) and video (rough and intimate).</p>										
	<i>Life Skills Unit of Work</i>	Food Photography										
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Body of Work, 30%, Assessment 2</b>										
	<i>Life Skills Outcomes</i>											
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Body of Work, 30%, Assessment 2, M1, M2, M3, M4, M5, M6</b>										
	<b>Reporting Outcomes</b>	<b>M1, M2, M3, M4, M5, M6</b>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>Term 2 2025</b>	<b>Unit of Work</b>	<b>Individual/collaborative project</b>										
	<b>Description</b>	This module provides students, in consultation with their teacher, with opportunities to construct their own project to extend the learning undertaken in previous modules. Students' work might encompass the three fields or focus on one of the fields in a more specialised way. It should entail preparing a proposal for the investigation which makes some reference to the kinds of investigations of the world that may take place, different techniques that could be explored further, focus on at least one frame and include some related critical and historical studies.										
	<b>Outcomes</b>	<b>M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5</b>										
	<b>Artists and Genres</b>	<ul style="list-style-type: none"> <li>- Recognise the importance of intentions, research, experimentation and innovation within their own practice and draw on understanding, experiences and areas of interest to further investigate these</li> <li>- Identify how they may investigate the world in the proposed project and consider the potential audience for their work</li> <li>- Develop and refine the conceptual and material aspects of their practice through the exercise of critical reflection and judgement</li> <li>- Use the frames as different interpretive devices to focus inquiries in making, critical and historical studies</li> <li>- Collaborate with others in developing plans and works in any of the fields</li> </ul>										
	<i>Life Skills Unit of Work</i>	<b>Individual/collaborative project</b>										
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Case Study, 20%, Assessment 3</b>										
	<i>Life Skills Outcomes</i>											
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Case Study, 20%, Assessment 3, CH1, CH2, CH3, CH4, CH5 Body of Work, 40%, Assessment Task 4, M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5</b>										
	<b>Reporting Outcomes</b>	<b>M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5</b>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>Term 3 2025</b>	<b>Unit of Work</b>	<b>Ghostly Imagery and the Body</b>										
	<b>Description</b>	This module encourages students to further develop their repertoire of ideas, concepts and techniques within their developing photographic practice. It provides opportunities for students to explore the function time plays in photography in terms of how the world is interpreted, how they can transform the familiar and how the photographic image is produced. The module should encourage students to investigate the ways in which fleeting and decisive moments are captured, how time can be manipulated in an image and between images, and how various effects can be used to suggest the temporal nature of existence.										
	<b>Outcomes</b>	<b>M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5</b>										
	<b>Artists and Genres</b>	Use one or more of the frames to orientate investigations in making, and in critical and historical studies. For example, consider how photographs may sometimes be deliberately ambiguous or their meanings merely hinted at, and how their meanings can register on a number of levels. Use the frames to explore different ways that meaning can be made in the student's own and others' work (eg look at the work of any of the following artist/photographers: Cindy Sherman, Fiona Hall, Julie Rrap, Lucas Samaras, Duane Michaels, Jeff Wall, Nabuyoshi Araki, John Divola, Bill Henson). Consider such things as fact and fiction, tension, irony, metaphor, association with other works, exaggeration, punning, myth, history and mystery as a way to develop different interpretations of their works.										
	<i>Life Skills Unit of Work</i>	<b>Ghostly Images</b>										
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Body of Work, 40%, Assessment 4,</b>										
	<i>Life Skills Outcomes</i>											
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Body of Work, 40%, Assessment Task 4, M3, M4, M5</b>										
	<b>Reporting Outcomes</b>	<b>M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5</b>										



## HSC ASSESSMENT SCHEDULE – 2024/2025

# PHYSICS

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	Task No.	TASK 1	TASK 2	TASK 3	TASK 4
	Task Type	Projectile Motion: Depth Study	Motors and Generators FHI	Trial HSC	Research Poster and Response Task
	Outcomes	PH12-1, PH12-2, PH12-3, PH12-7, PH12-12	PH12-3, PH12-5, PH12-6, PH12-12, PH12-13	PH12-1 to 7. PH12-12, PH12-13, PH12-14, PH12-15	PH12-4, PH12-5, PH12-6, PH12-7, PH12-13, PH12-14, PH12-15
COMPONENTS	DATE DUE	Week 7 Term 4 2024	Week 10 Term 1 2025	Exam Period Term 2 2025	Week 5 Term 3 2025
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Skills in Working Scientifically	60	20	15	10	15
Knowledge and Understanding	40	5	10	20	5
<b>TOTAL</b>	<b>100%</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>

# PHYSICS

## Skills in working scientifically

OBJECTIVES	HSC OUTCOMES
	<b>A student:</b>
<b>Questioning and predicting:</b> PH12-1	develops and evaluates questions and hypotheses for scientific investigation
<b>Planning investigations:</b> PH12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>Conducting investigations:</b> PH12-3	conducts investigations to collect valid and reliable primary and secondary data and information
<b>Processing data and information:</b> PH12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>Analysing data and information:</b> PH12-5	analyses and evaluates primary and secondary data and information
<b>Problem solving:</b> PH12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>Communicating:</b> PH12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose

## Knowledge and understanding of course content

OBJECTIVES	HSC OUTCOMES
<b>Students:</b>	<b>A student:</b>
Students develop knowledge and understanding of advanced mechanics and electromagnetism	<b>PH12-12</b> describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
	<b>PH12-13</b> explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively.
Students develop knowledge and understanding of the role of evidence and prediction in the development of theories in physics	<b>PH12-14</b> describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
	<b>PH12-15</b> explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom



## HSC SCOPE & SEQUENCE –2024/2025

Course:	Physics				Year:	12				Stage:	Stage 6			
<b>Term 4 2024</b>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10			
								Projectile Motion Depth Study						
	Unit of Work	<b>Module 5 – Advanced Dynamics</b>									<b>Module 6 - Electromagnetism</b>			
	Description	<p>Motion in one dimension at constant velocity or constant acceleration can be explained and analysed relatively simply. However, motion is frequently more complicated because objects move in two or three dimensions, causing the net force to vary in size or direction. 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.</p>												
	Outcomes	<p><b>Working Scientifically</b>            PH12-1 - develops and evaluates questions and hypotheses for scientific investigation            PH12-2 - designs and evaluates investigations in order to obtain primary and secondary data and information            PH12-3 - conducts investigations to collect valid and reliable primary and secondary data and information            PH12-4 - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media            PH12-5 - analyses and evaluates primary and secondary data and information            PH12-6 - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes            PH12-7 - communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p><b>Knowledge and understanding</b>            PH12-12 - describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles</p>												
	Subject Specific i.e. Module, Area of Study, Text etc													
	Life Skills Unit of Work	<b>Physical World Science Life Skills – Module 1 Forces and Motion</b>												
	Life Skills Outcomes	<p><b>Life Skills skill outcomes:</b> SCLS6-1, SCLS6-2, SCLS6-3, SCLS6-4, SCLS6-6, SCLS6-8, SCLS6-9</p> <p><b>Life Skills content outcomes:</b> SCLS6-12</p>												
	Assessment Task Name, Weighting, Number, Outcomes	<p><u>Task name:</u> Projectile Motion Depth Study</p> <p><u>Knowledge Outcomes:</u> 12-12</p> <p><u>Skills Outcomes:</u> 12-1, 12-2, 12-3, 12-5, 12-6, 12-7</p> <p><u>Task weighting:</u> 25%</p>												
	Reporting Outcomes	<b>Reporting outcomes semester 1:</b> 12-12, 12-7, 12-6, 12-5, 12-1												

Term 1 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
		Motors and Generators FHI									
	Unit of Work	Module 6 - Electromagnetism									
	Description	Discoveries about the interactions that take place between charged particles and electric and magnetic fields not only produced significant advances in physics, but also led to significant technological developments. These developments include the generation and distribution of electricity, and the invention of numerous devices that convert electrical energy into other forms of energy. 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.									
	Outcomes	<p><b>Working Scientifically</b> PH12-1 develops and evaluates questions and hypotheses for scientific investigation; PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information; PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information; PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media; PH12-5 analyses and evaluates primary and secondary data and information.</p> <p><b>Knowledge and understanding</b> PH12-13 - explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively</p>									
	Subject Specific i.e. Module, Area of Study, Text etc										
	Life Skills Unit of Work	Physical World Science Life Skills – Module 1 Forces and Motion									
	Life Skills Outcomes	<p><b>Life Skills skill outcomes:</b> SCLS6-1, SCLS6-2, SCLS6-3, SCLS6-4, SCLS6-6, SCLS6-8, SCLS6-9</p> <p><b>Life Skills content outcomes:</b> SCLS6-12</p>									
	Assessment Task Name, Weighting, Number, Outcomes	<p><u>Task name:</u> Motors and Generators FHI</p> <p><u>Skills Outcomes</u> 12-3, 12-5, 12-6</p> <p><u>Knowledge Outcomes:</u> 12-12, 12-13</p> <p><u>Task weighting:</u> 25%</p>									
	Reporting Outcomes	<p><b>Reporting outcomes semester 1:</b> 12-12, 12-13, 12-7, 12-6, 12-5, 12-1</p>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Unit of Work</b>	<b>Module 7 – The Nature of Light</b>							<b>Trial Examinations</b>			
<b>Description</b>	Prior to the 20th century, physicists, including Newton and Maxwell, developed theories and models about mechanics, electricity and magnetism and the nature of matter. These theories and models had great explanatory power and produced useful predictions. However, the 20th century saw major developments in physics as existing theories and models were challenged by new observations that could not be explained. These observations led to the development of quantum theory and the theory of relativity. Technologies arising from these theories have shaped the modern world. For example, the independence of the speed of light on the frame of observation or the motion of the source and observer had significant consequences for the measurement, and concepts about the nature of time and space. Students explore the evidence supporting these physical theories, along with the power of scientific theories to make useful predictions.										
<b>Outcomes</b>	<p><b>Working Scientifically</b></p> <p>PH12-1 - develops and evaluates questions and hypotheses for scientific investigation            PH12-2 - designs and evaluates investigations in order to obtain primary and secondary data and information            PH12-3 - conducts investigations to collect valid and reliable primary and secondary data and information            PH12-4 - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media            PH12-7 - communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p><b>Knowledge and understanding</b></p> <p>PH12-14 - describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world</p>										
<b>Subject Specific i.e. Module, Area of Study, Text etc</b>											
<i>Life Skills Unit of Work</i>	<b>Physical World Science Life Skills – Module 2 Energy</b>										
<i>Life Skills Outcomes</i>	<b><u>Life Skills skill outcomes:</u> SCLS6-3, SCLS6-4, SCLS6-7, <u>Life Skills content outcomes:</u> SCLS6-10</b>										
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p><u>Task name:</u> Trial HSC Examination  <u>Knowledge Outcomes:</u> 12-12, 12-13, 12-14  <u>Skills Outcomes:</u> 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7            Task <u>weighting:</u> 30%</p>										
<b>Reporting Outcomes</b>	<b><u>Reporting outcomes semester 2:</u> 12-14, 12-15, 12-7, 12-6, 12-4</b>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
						Research Poster and Response Task				
<b>Unit of Work</b>	<b>Module 8 – From the Universe to the Atom</b>								<b>Revision</b>	
<b>Description</b>	<p>Humans have always been fascinated with the finite or infinite state of the Universe and whether there ever was a beginning to time. Where does all the matter that makes up the Universe come from? Ideas and theories about the beginnings of the Universe, based on sound scientific evidence, have come and gone. Current theories such as the Big Bang theory and claims of an expanding Universe are based on scientific evidence available today through investigations that use modern technologies. Evidence gathered on the nucleosynthesis reactions in stars allows scientists to understand how elements are made in the nuclear furnace of stars. On scales as large as the Universe to those as small as an atom, humans look to the sky for answers through astronomical observations of stars and galaxies. Beginning in the late 19th and early 20th centuries, experimental discoveries revolutionised the accepted understanding of the nature of matter on an atomic scale. Observations of the properties of matter and light inspired the development of better models of matter, which in turn have been modified or abandoned in the light of further experimental investigations. By studying the development of the atomic models through the work of Thomson and Rutherford, who established the nuclear model of the atom – a positive nucleus surrounded by electrons – students further their understanding of the limitations of theories and models. The work of Bohr, de Broglie and, later, Schrödinger demonstrated that the quantum mechanical nature of matter was a better way to understand the structure of the atom. Experimental investigations of the nucleus have led to an understanding of radioactive decay, the ability to extract energy from nuclear fission and fusion, and a deeper understanding of the atomic model. Particle accelerators have revealed that protons themselves are not fundamental and have continued to provide evidence in support of the Standard Model of matter. In studying this module, students can appreciate that the fundamental particle model is forever being updated and that our understanding of the nature of matter remains incomplete.</p>									
<b>Outcomes</b>	<p><b>Working Scientifically</b>            PH12-5 - analyses and evaluates primary and secondary data and information            PH12-6 - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes            PH12-7 - communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p><b>Knowledge and understanding</b>            PH12-15 - explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom</p>									
<b>Subject Specific i.e. Module, Area of Study, Text etc</b>										
<i>Life Skills Unit of Work</i>	<b>Physical World Science Life Skills – Module 2 Energy</b>									
<i>Life Skills Outcomes</i>	<p><b>Life Skills skill outcomes:</b> SCLS6-3, SCLS6-4, SCLS6-7,  <b>Life Skills content outcomes:</b> SCLS6-10</p>									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p><u>Task name:</u> Research poster and Response Task  <u>Knowledge Outcomes:</u> 12-13, 12-14, 12-15  <u>Skills Outcomes:</u> 12-4, 12-5, 12-6, 12-7            Task <u>weighting:</u> 20%</p>									
<b>Reporting Outcomes</b>	<b>Reporting outcomes semester 2:</b> 12-14, 12-15, 12-7, 12-6, 12-4									

Term  
3  
2025



## SCIENCE EXTENSION

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3
	Task Type	Literature Review	Data Analysis	Scientific Research Reort
	Outcomes	SE-1, SE-2, SE-3, SE-7	SE-4, SE-5, SE-6	SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7
COMPONENTS	DATE DUE	Week 3 Term 1 2025	Week 7 Term 2 2025	Week 5 Term 3 2025
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Section 1- Portfolio Skills	30	30		
Section 2- Portfolio Skills	30		30	
Report	40			40
<b>TOTAL</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>

# SCIENCE EXTENSION

OBJECTIVES	HSC OUTCOMES
Students:	A student:
Apply the Working Scientifically processes as they are practised by the scientific community	SE-1 refines and applies the Working Scientifically processes in relation to scientific research
Develop extensive knowledge and understanding about the development of scientific inquiry and research	SE-2 analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
Develop extensive understanding of the nature of, and the application and processes involved in, modern scientific research	SE-3 interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
	SE-4 uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
	SE-5 analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
Develop and apply comprehensive knowledge, understanding and skills, to a specific area of science informed by researching, manipulating and analysing primary and secondary-sourced data in relation to relevant publicly available data sets	SE-6 analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
Develop and apply extensive knowledge, understanding and skills in regard to the current methods of communicating scientific ideas through scientific research	SE-7 communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

## HSC SCOPE & SEQUENCE –2024/2025

Course:	Science Extension			Year:	12			Stage:	Stage 6			
<b>Term 4 - 2024</b>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Unit of Work</b>	<b>Module 2 – The Scientific Research Proposal</b>										
	<b>Description</b>	<p><b><u>Module 2</u></b>  <u>Scientific Research Question and Hypothesis</u>                      Students are to propose a scientific research question that relates to one or more of the science disciplines, formulate a relevant hypothesis and conduct scientific research into an issue, problem, emerging theory or discovery, using relevant publicly available data sets. Students create a Scientific Research Portfolio to evidence and substantiate the research process.</p> <p><u>The Beginnings of Scientific Research</u>                      Successful scientific research depends upon the quality of the scientific research question. It must be meaningful, significant and feasible and clearly guide the scientific research process. It should be framed with consideration of methodologies, data collection and processing issues. Students will learn to develop a question that enables scientific research by exploring peer-reviewed published literature for guidance. Students will be guided to undertake relevant scientific research and to develop a detailed plan that lays the foundations for the subsequent processes to be employed to address a developed hypothesis.</p> <p><u>Methodology and Data Collection</u>                      Students are provided with opportunities to use established scientific methods to gather, process, analyse and represent valid, accurate and reliable quantitative and qualitative data. They will also apply methods to appropriately store, record and organise data.</p>										
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>● SE-1 – Refines and applies the Working Scientifically processes in relation to scientific research</li> <li>● SE-3 – Interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan</li> <li>● SE-4 – Uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid data sets</li> <li>● SE-5 – Analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research</li> <li>● SE-6 – Analyses and reports on a contemporary issue or an application of science informed by primary or secondary-sourced data, or both, in relation to relevant publicly available data sets</li> <li>● SE-7 – Communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report</li> </ul>										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p><u>Task name:</u> Literature Review  <u>Outcomes:</u> SE-1, SE-2, SE-3  <u>Task weighting:</u> 30%</p>										
<b>Reporting Outcomes</b>	<p><b><u>Reporting outcomes semester 1:</u></b>                      SE-1, SE-2, SE-3</p>											

Course:	Science Extension			Year:	12			Stage:	Stage 6			
<b>Term 1 - 2025</b>		<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
	<b>Unit of Work</b>	<b>Module 3 - The Data, Evidence and Decisions</b>								<b>Module 4</b>		
	<b>Description</b>	<p><b><u>Module 3</u></b>  Modern scientific research involves making observations and measurements that produce ever-increasing amounts of data. All observations and measurements contain some uncertainty and error. Statistical methods help us quantify and characterise this uncertainty. Data usually contains patterns and trends available for analysis, using a variety of tools in order to derive meaning from them. Students will develop knowledge, understanding and skills related to the analytical techniques for accessing, storing and analysing high-volume unstructured secondary-sourced publicly available data set(s). Students will be provided with the opportunity to consider limitations and construct plausible inferences while understanding degrees of uncertainty in the data. Students will explore the difference between the concepts of proving that something is true and measuring the probability of a certain result by understanding falsification and statistical levels of confidence.</p>										
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>● SE-1 – Refines and applies the Working Scientifically processes in relation to scientific research</li> <li>● SE-4 – Uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid data sets</li> <li>● SE-5 – Analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research</li> <li>● SE-6 – Analyses and reports on a contemporary issue or an application of science informed by primary or secondary-sourced data, or both, in relation to relevant publicly available data sets</li> <li>● SE-7 – Communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report</li> </ul>										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<u>Task name:</u> Literature Review <u>Outcomes:</u> SE-1, SE-2, SE-3 <u>Task weighting:</u> 30%						<u>Task name:</u> Data Analysis <u>Outcomes:</u> SE-4, SE-5, SE-6 <u>Task weighting:</u> 30%				
	<b>Reporting Outcomes</b>	<u>Reporting outcomes semester 1:</u> SE-1, SE-2, SE-3										



Course:	Science Extension			Year:	12			Stage:	Stage 6		
Term 2 - 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Unit of Work</b>	<b>Module 4 – The Research Report</b>						<b>Module 1</b>			
	<b>Description</b>	<p><b>Module 4</b></p> <p>In order for science to progress, education, public funding and public support are required. Excellent oral and written communication skills are imperative to achieve these goals, as is the publication of a concise, clearly written, authentic, peer-reviewed scientific research report. A scientific research report follows a specific format that ensures that the scientific community can readily access and examine its contents, including related data, and to repeat methodologies, if required, to evidence claims made or conclusions drawn. All articles, papers or scientific reports must include a title, abstract, introduction, methodology, an analysis of uncertainties, results, discussion and a conclusion with a relevant bibliography and referencing.</p> <p>This module assists students in making final additions to the related Scientific Research Portfolio and to complete the related Scientific Research Report.</p>									
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>SE-1 – Refines and applies the Working Scientifically processes in relation to scientific research</li> <li>SE-5 – Analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research</li> <li>SE-6 – Analyses and reports on a contemporary issue or an application of science informed by primary or secondary-sourced data, or both, in relation to relevant publicly available data sets</li> <li>SE-7 – Communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report</li> </ul>									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<u>Task name:</u> Data Analysis <u>Outcomes:</u> SE-4, SE-5, SE-6 <u>Task weighting:</u> 30%					<u>Task name:</u> Scientific Research Report <u>Outcomes:</u> SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7 <u>Task weighting:</u> 40%				
<b>Reporting Outcomes</b>	<p><b><u>Reporting outcomes semester 2:</u></b></p> <p>SE-4, SE-5, SE-6</p>										

Course:	Science Extension			Year:	12			Stage:	Stage 6			
Term 3 - 2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit of Work	Module 1 - The Foundations of Scientific Thinking						All Modules – Upload Report and prep for HSC				
	Description	<p><b>Module 1</b></p> <p>Scientific laws, theories, concepts and methods undergo changes over time. Theories are formulated to explain and make sense of what we observe. These theories are changed and replaced by newer theories when more sophisticated observations are made or scientists look at existing theories from a new perspective. Scientists understand that there are few absolute truths and that changing ethical frameworks and methods, over time, influence the development of science.</p> <p>There are many scientific laws and theories that have not been changed significantly since their inception, such as the law of conservation of mass, energy laws and cell theory. Much scientific research is about applying existing scientific theories to new contexts, shown through Einstein’s thought experiments that took a century for the evidence to support them to be observed, measured and confirmed. Students explore historic and cultural observations, the way scientific research has changed over time, and how ethical frameworks have influenced this process. They consider philosophical arguments in relation to the nature of science to deepen their understanding and refine their own views of and about science.</p>										
	Outcomes	<ul style="list-style-type: none"> <li>● SE-1 – Refines and applies the Working Scientifically processes in relation to scientific research</li> <li>● SE-2 – Analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry</li> <li>● SE-5 – Analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research</li> </ul>										
	Assessment Task Name, Weighting, Number, Outcomes	<p><u>Task name:</u> Scientific Research Report</p> <p><u>Outcomes:</u> SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7</p> <p><u>Task weighting:</u> 40%</p>										
	Reporting Outcomes	<p><b><u>Reporting outcomes semester 2:</u></b></p> <p>SE-4, SE-5, SE-6</p>										



## HSC ASSESSMENT SCHEDULE – 2024/2025

# SPORT, LIFESTYLE AND RECREATION

		TASK 1	TASK 2	TASK 3	TASK 4
<b>COMPONENTS/OBJECTIVES</b>	<b>DUE</b>	Term 4	Term 1	Term 2	Term 3
		Week 8	Week 9	Week 7	Week 7
	<b>MODULE</b>	Sports Coaching	Healthy Lifestyle	Resistance Training	Games Applications 2
	<b>TASK</b>	Practical Presentation & Training Plan	Healthy Lifestyle Examination	Resistance Training Research Task	Practical Application Assessment Task
	<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
	<b>OUTCOMES</b>	2.2, 3.2, 4.5	1.5, 3.5, 4.3	1.2, 2.5, 3.2	1.1, 1.3, 3.1, 4.4
Knowledge and understanding of course content	<b>50%</b>	10%	20%	20%	
Skills	<b>50%</b>	20%			30%
<b>TOTAL MARK</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>

# SPORT, LIFESTYLE AND RECREATION

Objectives	HSC Course Outcomes
<b>A student develops:</b>	<b>A student:</b>
<ul style="list-style-type: none"> <li>Knowledge and understanding of the factors that influence health and participation in physical activity</li> </ul>	1.1 applies the rules and conventions that relate to participation in a range of physical activities
	1.2 explains the relationship between physical activity, fitness and healthy lifestyle
	1.3 demonstrates ways to enhance safety in physical activity
	1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
	1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
	1.6 describes administrative procedures that support successful performance outcomes
<ul style="list-style-type: none"> <li>Knowledge and understanding of the principles and processes impacting on the realisation of movement potential</li> </ul>	2.1 explains the principles of skill development and training
	2.2 analyses the fitness requirements of specific activities
	2.3 selects and participates in physical activities that meet individual needs, interests and abilities
	2.4 describes how societal influences impact on the nature of sport in Australia
	2.5 describes the relationship between anatomy, physiology and performance
<ul style="list-style-type: none"> <li>The ability to analyse and implement strategies that promote health, physical activity and enhanced performance</li> </ul>	3.1 selects appropriate strategies and tactics for success in a range of movement contexts
	3.2 designs programs that respond to performance needs
	3.3 measures and evaluates physical performance capacity
	3.4 composes, performs and appraises movement
	3.5 analyses personal health practices
	3.6 assesses and responds appropriately to emergency care situations
	3.7 analyses the impact of professionalism in sport
<ul style="list-style-type: none"> <li>A capacity to influence the participation and performance of self and others.</li> </ul>	4.1 plans strategies to achieve performance goal
	4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
	4.3 makes strategic plans to overcome the barriers to personal and community health
	4.4 demonstrates competence and confidence in movement contexts
	4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
<ul style="list-style-type: none"> <li>A lifelong commitment to an active, healthy lifestyle and the achievement of movement potential</li> </ul>	<b>Values and Attitudes</b>
	5.1 accepts responsibility for personal and community health
	5.2 willingly participates in regular physical activity
	5.3 values the importance of an active lifestyle
	5.4 values the features of a quality performance
	5.5 strives to achieve quality in personal performance

## HSC SCOPE & SEQUENCE –2024/2025

Course	SLR	Year			12			Stage	Stage 6			
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 4  2024</b>	<b>Unit of Work</b>	<b>Sports Coaching and Training</b>										
	<b>Description</b>	In this module students develop knowledge, understanding and skills in sports coaching and training methodology. Students examine the roles and responsibilities of the coach, various aspects of training sessions and the role of psychology in coaching. This process will lead students to develop and instruct their own coaching program. Students also develop appropriate ways of evaluating their coaching and training performance. Students may further develop their learning in this module through examining case studies of successful coaches or by practical participation in a community club.										
	<b>Outcomes</b>	<b>1.1 1.3 2.1 2.2 3.1 3.2 4.2 4.5</b>										
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Roles & responsibilities of the coach, Aspects of a coaching session, Psychology and coaching, Coaching program & Evaluating a coaching program										
	<i>Life Skills Unit of Work</i>											
	<i>Life Skills Outcomes</i>											
	<b>Assessment Task Name, Weighting, Outcomes</b>	<b>Sports Coaching and Training Assessment Task</b>  <b>Weighing: Plan 10%, Presentation 20% - Total 30%</b>  <b>Outcomes: 2.2, 4.2, 4.5</b>										
	<b>Reporting Outcomes</b>	<b>2.2, 4.2, 4.5</b>										

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 1 2025</b>	<b>Unit of Work</b>	<b>Healthy Lifestyle</b>									
	<b>Description</b>	In this module students critically analyse the social perspectives that have an impact on sport in Australia. Students will examine the major reasons for participation in sport, and the impact that media, economics and drug use have on sport. Opportunities for the investigation of career options are also provided. As a result of studying this module students will learn to critically analyse the major issues affecting sport in Australia. Students will also have the opportunity to participate in a range of popular physical activities in Australian society. Students may extend their study of this module by examining in depth some contemporary and historical case studies, by debating key issues, by interviewing and by researching social views of sport.									
	<b>Outcomes</b>	<b>1.5, 2.3, 3.5, 4.3</b>									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Nature of Lifestyle, Physical Activity, Nutrition, Drug Use, Selected Health Issues of Young People									
	<i>Life Skills Unit of Work</i>										
	<i>Life Skills Outcomes</i>										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Healthy Lifestyle assessment task - examination</b> <b>Weighting: 20%</b> <b>Outcomes: 2.4 3.7</b>									
	<b>Reporting Outcomes</b>	<b>2.4 3.7</b>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 2 2025</b>	<b>Unit of Work</b>	<b>Resistance Training</b>									
	<b>Description</b>	In this module students will develop the knowledge and skills necessary to plan and implement safe and effective resistance training programs. Students will investigate the various forms and uses of muscle training and will design resistance programs incorporating overload techniques. It is expected that students will engage in significant practical application experiences as they study the theory and principles of strength training. As a result of studying this module students will be able to plan personal strength training sessions using safe and effective methods. Students may extend the study of this module by investigating the lifestyle and training regimes of body builders, by developing and analysing resistance programs for particular athletes with specific needs and by monitoring personal progress on a strength training program.									
	<b>Outcomes</b>	<b>1.2 1.3 2.1 2.2 2.3 2.5 3.2 3.3 4.4</b>									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Uses of Resistance Training, Muscles of the Body, Training Methods, Resistance Programming, Facts and Fallacies									
	<i>Life Skills Unit of Work</i>										
	<i>Life Skills Outcomes</i>										
	<b>Assessment Task Name, Weighting, Outcomes</b>	<p align="center"><b>Resistance Training Assessment Task</b></p> <p align="center"><b>Weighing: 20%</b></p> <p align="center"><b>Outcomes: 1.2 2.5 3.2</b></p>									
	<b>Reporting Outcomes</b>	<b>1.2 2.5 3.2</b>									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3 2025</b>	<b>Unit of Work</b>	<b>Games and Sports Application II</b>									
	<b>Description</b>	In these modules students will develop knowledge, understanding and skills that promote confidence and success in a range of games and sports. Students will investigate elements of movement in selected activities and aspects of team dynamics as they develop competence and positive attitudes towards participation. While it is expected that students will explore a range of performance activities in examining module concepts, they will need the opportunity to specialise in order to develop high levels of competence. For students studying a 40 hour module there may be scope to do a detailed investigation of several selected activities. As a result of studying this module, students will be able to skilfully and confidently participate in a selected game or sport. This may then lead to an increased prospect of long- term involvement in this form of physical activity. Students may undertake further detailed study in areas such as an independent research project of a chosen activity or in seeking qualifications as a coach, umpire or referee.									
	<b>Outcomes</b>	<b>1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4</b>									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>Elements of Specific Games and Sports Activities, Games and Sports Strategies and Skills, Aspects of Team Play</b>									
	<i>Life Skills Unit of Work</i>										
	<i>Life Skills Outcomes</i>										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Practical Application Weighing: 30% Outcomes: 1.1., 1.3, 4.4</b>									
	<b>Reporting Outcomes</b>	<b>1.1, 1.3, 4.4</b>									





## HSC ASSESSMENT SCHEDULE – 2024/2025

# SOCIETY AND CULTURE

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Continuity and Change Essays	PIP Process	Trial HSC	Research Method Task
OUTCOMES	COMPONENTS	DATE DUE	Term 1, Week 3	Term 2, Week 2	Term 2, Exam Period	Term 3, Week 6
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
H1, H2, H3, H4, H5	Knowledge and understanding of course content	50%	20%		20%	10%
H6, H7, H8	Application and evaluation of social and cultural research methods	30%	5%	10%	5%	10%
H9, H10	Communication of information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
<b>TOTAL</b>		<b>100%</b>	<b>30%</b>	<b>15%</b>	<b>30%</b>	<b>25%</b>

# SOCIETY AND CULTURE

<b>OBJECTIVES</b>	<b>HSC OUTCOMES</b>
<b>A student develops:</b>	<b>A student:</b>
<b>social and cultural concepts and their application</b>	H1 evaluates and effectively applies social and cultural concepts
<b>personal, social and cultural identity and interactions within societies and cultures</b>	H2 explains the development of personal, social and cultural identity H3 analyses relationships and interactions within and between social and cultural groups
<b>how personal experience and public knowledge interact to develop social and cultural literacy</b>	H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
<b>continuity and change, personal and social futures</b>	H5 analyses continuity and change and their influence on personal and social futures
<b>social and cultural research methods</b>	H6 evaluates social and cultural research methods for appropriateness to specific research tasks
<b>apply ethical social and cultural research to investigate and analyse information from a variety of sources</b>	H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
<b>communicate information, ideas and issues in appropriate forms to different audiences and in a variety of contexts</b>	H9 applies complex course language and concepts appropriate for a range of audiences and contexts H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

## HSC SCOPE & SEQUENCE –2024/2025

<b>Course:</b>	Society and Culture	<b>Year:</b>	2024/2025	<b>Stage:</b>	12
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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
		<b>Term 4  2024</b>	<b>Unit of Work</b>	Continuity and Change				PIP	Continuity and Change			
<b>Description</b>	<i>Nature of social and cultural continuity and change</i>				<i>Major Project</i>	<i>Nature of social and cultural continuity and change in relation to ONE country</i>				<i>Major Project</i>		
<b>Outcomes</b>	H1, H3, H5, H9				H4, H6, H7, H8	H1, H3, H5, H9				H4, H6, H7, H8		
<b>Subject Specific i.e. Module</b>	<i>Nature of Continuity and Change</i>				<i>Admin and PIP Intro</i>	<i>Focus Study</i>				<i>PIP</i>		
<b>Assessment Task, Weighting, Outcomes</b>	Assessment 1: Continuity and Change Essays Weighting: 30% Due: Term 1, Week 3 Outcomes: H1, H3, H5, H9											
<b>Reporting Outcomes</b>	<i>H1, H3, H6, H7, H8</i>											
<b>Life Skills Unit of Work</b>	<i>Change in Australian society and culture</i>											
<b>Life Skills Outcomes</b>	SCLS2, SCLS3, SCLS5, SCLS6											
<b>Life Skills Assessment Task, weighting, number, outcomes</b>	Assessment 1: Society and Culture comparison SCLS5; SCLS7											

		Week 1	Week 2	Week 3	Week 4	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1 2025	<b>Unit of Work</b>	Continuity and Change		PIP		Depth Study 1						PIP
	<b>Description</b>	<i>Review</i>		<i>Major Project</i>		<i>Nature of the depth study topic, introduction to nature of the case study</i>						<i>Major Project</i>
	<b>Outcomes</b>	H1, H3, H5, H9		H4, H6, H7, H8		H1, H2, H5, H7, H10						H4, H6, H7, H8
	<b>Subject Specific i.e. Module,</b>	<i>Focus Study: continued</i>		<i>PIP</i>		<i>Introduction</i>		<i>Focus study</i>				<i>PIP</i>
	<b>Assessment Task, Weighting, Outcomes</b>	Assessment 2: PIP Process Weighting: 15% Due: Term 2, Week 2 Outcomes: H6, H7, H8, H9										
	<b>Reporting Outcomes</b>	<i>H1, H3, H6, H7, H8</i>										
	<b>Life Skills Unit of Work</b>	<i>Popular Culture and research</i>										
	<b>Life Skills Outcomes</b>	SCLS1, SCLS5, SCLS7										
	<b>Life Skills Assessment Task, weighting, number, outcomes</b>	Assessment 2: Popular Culture Investigation SCLS2; SCLS8										

Term 2  2025		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Unit of Work</b>	Depth Study 1		PIP		Depth Study 2			PIP	TRIALS	
	<b>Description</b>	<i>Futures of the case study</i>		<i>Major Project</i>		<i>Nature of the depth study topic, introduction to nature of the case study</i>			<i>Major Project</i>	TRIALS	
	<b>Outcomes</b>	<i>H5, H9, H10</i>		<i>H7, H8</i>		<i>H1, H3, H5, H7</i>			<i>H4, H6, H7, H8, H10</i>	TRIALS	
	<b>Subject Specific i.e. Module,</b>	<i>Review</i>		<i>PIP</i>		<i>Introduction</i>			<i>PIP</i>	TRIALS	
	<b>Assessment Task, Weighting, Outcomes</b>	Assessment 3: Trial HSC Weighting: 30% Due: Term 2, Exam week Outcomes: H1, H3, H5, H9									
	<b>Reporting Outcomes</b>	<i>H2, H5, H9, H10</i>									
	<b>Life Skills Unit of Work</b>	<i>Issues and challenges related to society and culture</i>									
	<b>Life Skills Outcomes</b>	SCLS5, SCLS8, SCLS9									
<b>Life Skills Assessment Task, weighting, number, outcomes</b>	None										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 3  2025</b>	<b>Unit of Work</b>	PIP		Depth Study 2				Revision			
	<b>Description</b>	Major Project		Nature of the case study			Futures	Exam preparation			
	<b>Outcomes</b>	H9, H10		H2, H3, H5, H9, H10				H1, H2, H3, H4, H5, H6, H7, H8, H9, H10			
	<b>Subject Specific i.e. Module,</b>	PIP		Forces	Interactions between groups in society		Review	REVISION			
	<b>Assessment Task, Weighting, Outcomes</b>	Assessment 4: Research Method Task Weighting: 25% Due: Term 3, Week 6 Outcomes: H3, H8, H9, H10									
	<b>Reporting Outcomes</b>	H2, H5, H9, H10									
	<b>Life Skills Unit of Work</b>	Issues and challenges related to society and culture									
	<b>Life Skills Outcomes</b>	SCLS7, SCLS8, SCLS9									
	<b>Life Skills Assessment Task, weighting, number, outcomes</b>	None									



## HSC ASSESSMENT SCHEDULE – 2024/2025

### VISUAL ARTS

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Extended Response - Essay	Development of the Body of Work (BOW) and Gallery Proposal	Trial HSC Examination	Body of Work Showcase
OUTCOMES	COMPONENTS	DATE DUE	Term 4, 2024 Week 7	Term 1, 2025 Week 7	Term 2, 2025 Exam Period	Term 3, 2025 Week 4
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
H7, H8, H9, H10	Art History and Criticism	50%	20%	5%	25%	
H1, H4, H5, H6	Art Making	50%		20%		30%
<b>TOTAL</b>		<b>100%</b>	20	25	25	30

# VISUAL ARTS

OBJECTIVES	HSC OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
<p><b>Art Making Objective</b></p> <p>Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.</p>	<p>H1: initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions</p> <p>H2: applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work</p> <p>H3: demonstrates an understanding of the frames when working independently in the making of art</p> <p>H4: selects and develops subject matter and forms in particular ways as representations in artmaking</p> <p>H5: demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways</p> <p>H6: demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work</p>
<p><b>Art Criticism and History Objective</b></p> <p>Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.</p>	<p>H7: applies their understanding of practice in art criticism and art history</p> <p>H8: applies their understanding of the relationships among the artist, artwork, world and audience</p> <p>H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art</p> <p>H10: constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts</p>



## HSC SCOPE & SEQUENCE –2024/2025

Faculty Planning Scope and Sequence 2025												
Course:	Visual Arts				Year 12			Stage 6				
Unit of Work	Art and Conflict											
Description	<p><b>Art Criticism and Art History:</b> Students will learn about the topic of Art and Conflict. They will develop foundational knowledge of artists Goya and Duley and their Artmaking practice. Throughout their case studies they will explore the Frames and Conceptual Framework as a tool to analyse artworks. They will deepen their knowledge of the world and how artists use the world as a source of ideas.</p> <p><b>Artmaking:</b> Students will embark on the Body of Work for their HSC. This will translate to 50% of their scheduled lesson time. Students will develop a concept and work progressively over a period of 1 year to create a refined collection of Artworks.</p>											
TERM 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Syllabus Component	Artmaking											
<b>Term 4 2024</b>	Students are introduced to the Body of work. They are exposed to information about expressive forms. Standard packages. body of work requirements.	Students work to complete a timeline for the Body of Work. Students are given a scaffold to help with their time management. Students are also given a timetable for individual tutorials with the teacher. These will happen fortnightly and be documented as a part of HSC compliance. Students begin to brainstorm ideas for their Body of Work. They keep a detailed catalogue of their ideas, thoughts processes and reflection in their Visual Arts Process Diary.	Students will spend 50% of scheduled lessons working on the development of the body of Work concept. They will utilise lesson time to experiment, research and create concepts that will be used in their Body of Work. Students' progress will be guided and monitored by teacher advice and feedback. Students will also participate in a fortnightly scheduled meeting with their teacher to monitor their progress.									
Artmaking Outcomes	H1, H2, H3, H4, H5, H6											

Syllabus Component	Critical and Historical Studies									
	Housekeeping and admin introduction. Students are given curriculum information about the subject. Assessment schedules, Scope and sequences. Students being the new topic Art and Conflict with an introduction. Students then work on a Teir 2/ 3 vocabulary of meta language that will be associated with Case Study.	The case study will be guide by a comprehensive booklet for students to record all of their theory work into. Students recap the Subjective Frame. Students analyse the artist practice of Goya in relation to this Frame.	Students continue their case study and analyse the execution of the defenders, 3 <sup>rd</sup> May by Goya through the lenses of the Cultural and Structural Frame.	Students deconstruct extended responses and complete the response 'How does Goya reflect the world that he lived in? Discuss with reference to 1 artwork. Students recap essay structure and analysis during lessons to refresh and remind them of the requirements	Students are introduced to a new artist in the case study – Giles Duley. Students explore and learn about Duley in relation to Artwork. They will use a scaffold to sort and categorise information from a series of articles and interviews with the artists.	Assessment Task 1 Due: Extended Response - Essay CHS: 20%	Students analyse the artwork 'Photograph of Atawallah' 2012. Students use the agency Artwork and the Structural Frame to do this.	Students continue to deconstruct the practice of Duley in relation to World and Audience. Students explore the world as a sources of ideas and audience reaction within the artworld.	Students complete the extended response. 'Artists reply on the world they line in as a source of ideas' Students deconstruct this question and use Duley and Goya and their artworks in their essay response.	
<b>Critical and Historical Studies Outcomes</b>	H7	H9	H9	H7, H9	H8, H10	Outcomes: H8	H8, H9	H8, H10	H7, H10	
<i>Life Skills Unit of Work</i>	Art and Conflict									
<i>Life Skills Assessment</i>	Formative monitoring of Body of Work - Extended Response - Essay									
<i>Life Skills Outcomes</i>	LS1, LS3									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Assessment Task 1 Extended Response – Essay = 20%									
<b>Reporting Outcomes</b>	H1, H4, H7, H8									

<b>Term 1 2025</b>	<b>Unit of Work</b>	<b>Photorealism and Hyperrealism</b>									
	<b>Description</b>	<p><b>Art Criticism and Art History:</b> Students will be introduced to the concepts of Photorealism and Hyperrealism. Hyperrealism, paralleling photorealism in painting, began in the 1960s and 70s when a number of sculptors became interested in a form of sculptural realism based on a vivid and lifelike representation of the human figure. Through the study of artists Chuck Close, Ron Mueck and Patricia Piccinini students will explore the influences of technology and how that has impacted Artist practice. A levitating man, a genetically engineered baby, towering giants featuring uncanny figures with painted silicon skin, glass eyes, human hair and cutting-edge digital art, these concepts provoke reflection, fascination, fear and joy. From eerily lifelike sculptures to out-of-this-world virtual reality, this unit of work charts the evolution of hyperrealism into the 21st century. A compelling chronicle of the cycles of life and our constant need for connection, Hyper Real explores the fundamental question: ‘what makes us human?’ This unit of work will look at major works from celebrated Australian artists Patricia Piccinini and Ron Mueck, along with American Artist, Chuck Close.</p> <p><b>Artmaking:</b> Students will embark on the Body of Work for their HSC. This will translate to 50% of their scheduled lesson time. Students will develop a concept and work progressively over a period of 1 year to create a refined collection of Artworks.</p>									
	<b>TERM 1</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
	<b>Syllabus Component</b>	<b>Artmaking</b>									
		Students will spend 50% of scheduled lessons working on the development of the body of Work concept. They will utilise lesson time to experiment, research and create concepts that will be used in their Body of Work. Students' progress will be guided and monitored by teacher advice and feedback. Students will also participate in a fortnightly scheduled meeting with their teacher to monitor their progress.							Assessment Task 2 Due:  Development of the Body of Work = 20%  Assessment Outcomes:  H1, H4		
	<b>Artmaking Outcomes</b>	H1, H2, H3, H4, H5, H6									

Syllabus Component	Critical and Historical Studies									
	Students are introduced to the topic. Students are given a booklet to work through the theory content. Students work on a Tier 2/ 3 vocabulary of meta language that will be associated with Case Study.	Students begin the case study with an overview of the Art movement: Realism.	Students are introduced to artist Chuck Close. They learn about Photorealism and what the characteristics of the movement. Students analyse 'Artist' and gather information in scaffold.	Students analyse the artwork 'Bob'. Students use the 4 Frames to deconstruct the image. Students document this in a comprehensive scaffold in their learning booklet.	Students are introduced to Hyperrealism. Students document the key concepts of the movement using the Frames and Conceptual Framework to organise their information  Students learn about artist Ron Mueck. Students read through a review about the artist and extract important information. Student then develop a strong understanding artist practice and explore method, material and meaning.	Students look at the image of mother and child throughout art history. Students end on Ron Mueck's Pregnant Woman. They look at Postmodern perspectives. And deconstruct the artwork using the 4 Frames.	Students are introduced to Patricia Piccinni. Students explore the artist and deconstruct her practice in relation to the Conceptual Framework.	Assessment Task 2 Due: Gallery Proposal = 5%	Students analyse Sky Whale and The Struggle and Big Mother by Piccinni throughout several lessons.	
<b>Critical and Historical Studies Outcomes</b>		H8	H8	H9	H9, H10	H9	H8	Outcomes: H8, H9	H8	
<i>Life Skills Unit of Work</i>	Photorealism and Hyperrealism									
<i>Life Skills Assessment</i>	Development of the Body of Work = 20% Gallery Proposal = 5%									
<i>Life Skills Outcomes</i>	LS1, LS2, LS3									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Assessment Task 2 Development of the Body of Work = 20% Gallery Proposal = 5%									
<b>Reporting Outcomes</b>	H1, H4, H7, H8									

Term 2 2025	<b>Unit of Work</b>	<b>Performance Art</b>									
	<b>Description</b>	<p><b>Art Criticism and Art History:</b> Throughout this unit of work students will explore the concept of performance art. Throughout the twentieth century performance was often seen as a non-traditional way of making art. Live-ness, physical movement and impermanence offered artists alternatives to the static permanence of painting and sculpture. In the post-war period performance became aligned with conceptual art, because of its often-immaterial nature. Now an accepted part of the visual art world, the term has since been used to also describe film, video, photographic and installation-based artworks through which the actions of artists, performers or the audience are conveyed.</p> <p>Artists that will be examined are Marina Abramović is a Serbian conceptual and performance artist. Her work explores body art, endurance art, the relationship between the performer and audience, the limits of the body, and the possibilities of the mind. Yoko Ono is a uniquely situated conceptual artist: she utilizes her private and personal experience as a transnational feminist to express her feelings and ideas in a highly intimate diaristic/journal form that shares with her public the innermost operations of her emotive equipment.</p> <p><b>Artmaking:</b> Students will embark on the Body of Work for their HSC. This will translate to 50% of their scheduled lesson time. Students will develop a concept and work progressively over a period of 1 year to create a refined collection of Artworks.</p>									
	<b>TERM 1</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
	<b>Syllabus Component</b>	<b>Artmaking</b>									
		Students will spend 50% of scheduled lessons working on the development of the body of Work concept. They will utilise lesson time to experiment, research and create concepts that will be used in their Body of Work. Students' progress will be guided and monitored by teacher advice and feedback. Students will also participate in a fortnightly scheduled meeting with their teacher to monitor their progress.									
	<b>Artmaking Outcomes</b>	H1, H2, H3, H4, H5, H6									
	<b>Syllabus Component</b>	<b>Critical and Historical Studies</b>									

		Students are introduced to the topic. Students are given a booklet to work through the theory content. Students work on a Teir 2/ 3 vocabulary of meta language that will be associated with Case Study.	Students recap the agency 'Audience'. Students fill out a scaffold and analyse the different impact that an audience can have on an Artwork.	Students begin their case study by learning about Performance as an Art. Students take a tour throughout the Art Movement and are shown a snapshot of different types of performance in a timeline.	Students learn about artist Yoko Ono and complete a lesson analysing 'Cut Piece'. The performance is recreated in the classroom by the teacher and the students become the audience. The artwork is analysed through 'Audience' and 'Artwork'	Students are introduced to Marina Abramovic. Students learn about the artist and deconstruct her practice. Students read through an interview with the artist and deconstruct her practice.	Students analyse 'Rhythm 0' Students look at this performance artwork through the lenses of the Frames.	Students complete revision for their examination. They participate in a series of exam cram lessons where they get to practice section 1 responses.	Assessment Task 3 Due: Trial Examination = 25%
<b>Critical and Historical Studies Outcomes</b>	H7	H8	H7, H10	H8	H7, H8	H9	H8, H9, H10	H7. H8. H9. H10	
<i>Life Skills Unit of Work</i>	Performance Art								
<i>Life Skills Assessment</i>	Trial HSC Examination = 25%								
<i>Life Skills Outcomes</i>	LS1, LS4								
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Trial HSC Examination = 25%								
<b>Reporting Outcomes</b>	H2, H3, H9, H10								

<b>Term 3 2025</b>	<b>Unit of Work</b>	<b>Guerrilla Art</b>									
	<b>Description</b>	<p><b>Art Criticism and Art History:</b> In this unit of work students will be learning about Guerrilla art. Guerrilla Art is also referred to as “street art” and is a method of art making where the artist leaves anonymous art pieces in public places. It is often an installation in an unauthorized location. It is a way for an artist to express their views and opinions to a large audience in an anonymous way. In contrast to popular belief, guerrilla art does not have to be done with spray paint. Other popular forms include videos and projections.</p> <p>Students will learn about the evolution of Guerrilla Art as an Art form in the Art world. Students will complete case studies on Feminist artists Guerrilla Girls and anonymous Banksy. Students will study these artists and their connection to the world and their response to politics, gender stereotypes and racism. They will also explore their connection to their audience and the important role that they have in the Artists Practice. Students will also interpret and analyse their artworks through the lenses of the Frames, Conceptual Framework and Practice.</p> <p><b>Artmaking:</b> Students will embark on the Body of Work for their HSC. This will translate to 50% of their scheduled lesson time. Students will develop a concept and work progressively over a period of 1 year to create a refined collection of Artworks.</p>									
	<b>TERM 1</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
	<b>Syllabus Component</b>	<b>Artmaking</b>									
		Students will spend 50% of scheduled lessons working on the development of the body of Work concept. They will utilise lesson time to experiment, research and create concepts that will be used in their Body of Work. Students' progress will be guided and monitored by teacher advice and feedback. Students will also participate in a fortnightly scheduled meeting with their teacher to monitor their progress.			<b>Assessment Task 4:</b>  BOW Showcase = 30%  <b>Outcomes:</b>  H5, H6						
	<b>Artmaking Outcomes</b>	H1, H2, H3, H4, H5, H6									

Syllabus Component	Critical and Historical Studies						
	Students are introduced to the topic. Students are given a booklet to work through the theory content. Students work on a Tier 2/ 3 vocabulary of meta language that will be associated with Case Study.	Students are walked through a timeline of the evolution of Guerilla Art throughout Art History. Students learn about this art form in relation to the Postmodern Frame.	Students are introduced to the Guerilla Girls. Students explore their artist practice and extract and organise information into the 4 Frames.	Students analyse the artwork 'Free the women artists' using the Conceptual Framework.	Students are introduced to Postmodern Guerilla Artist Banksy. Students watch the film Exit through the gift shop to grasp a more comprehensive understanding of the artist. They organise their findings into a graphic organiser of the Frames.	Students analyse the artwork 'Napalm' by Banksy. Students analyse this artwork through the lenses of the Frames and Conceptual Framework.	Students complete the extended response question 'Artworks shape the way we understand culture'.  Students use a series of lessons to structure and draft as a class and then complete the response for marking.
<b>Critical and Historical Studies Outcomes</b>	H7	H7, H9	H9, H10	H8	H8, H10	H8, H9	H7. H8. H9. H10
<i>Life Skills Unit of Work</i>	Guerilla Art						
<i>Life Skills Assessment</i>	BOW Showcase = 30%						
<i>Life Skills Outcomes</i>	LS1, LS4						
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Assessment Task 4 BOW Showcase = 30%						
<b>Reporting Outcomes</b>	H2, H3, H9, H10						



