



Coffs Harbour Christian
Community School

2026

Higher School Certificate

Homework & Assessment Handbook

This book contains all the information you need to get started on your HSC year at Coffs Harbour Christian Community School.

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CHANGES TO ASSESSMENT BOOKLET

Disclaimer:

The information contained in this booklet is subject to change at the discretion of the Principal.

Whilst teachers will make every effort to keep to the following schedule, unforeseen circumstances and disruption may mean a task cannot be held in the week indicated. In this case, the teacher will advise another time suitable to the class.



Section A

Guide to HSC Course And Assessment Policy 2025/2026

INTRODUCTION

Students at Coffs Harbour Christian Community School, in Years 11 and 12, study a two-year course pattern which leads to the award of the Higher School Certificate (HSC). At the end of Year 12, eligible students receive the HSC Testamur as well as a Higher School Certificate Record of Achievement which records the Scaled Examination Mark and Moderated School Assessment Mark for each examined subject. The school's assessment program is used to determine the School Assessment Mark submitted by the school to the New South Wales Education Standards Authority (NESA).

The following information is designed to provide students and their parents with information on requirements and assessment relating to Year 12. Our school is required by NESA to supervise our students' satisfactory completion of their courses and devise assessment programs, procedures and routines for NESA Developed courses operating within the School.

MINIMUM REQUIREMENTS

The Assessment Certification and Examination Website published by the New South Wales Education Standard Authority states that:

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

1. followed the course developed by NESA; and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

In cases where students are considered to be at risk of receiving an "N" (*non-completion of course requirements*) determination, at least *two* warning letters will be sent out to enable students to correct problem areas and fulfil requirements.

At Coffs Harbour Christian Community School, this means that in each subject, a student must:

- submit all set assignments, maintain a satisfactory level in the completion of regular homework and keep up-to-date with coursework notes;
- complete, where applicable, all practical, oral, project and fieldwork requirements;
- demonstrate satisfactory effort and genuine progress during this course, as indicated by results in assignments, tests and formal examinations;
- display responsible conduct which is acceptable to the classroom teacher and the school Principal.
- maintain a satisfactory level of attendance (85% is deemed acceptable at CHCCS); and make a genuine effort at all assessment tasks.

ASSESSMENT

Assessment is the process of gathering information and making judgements about student achievement. It is useful for:

- assisting student learning,
- evaluating and improving teaching programs,
- informing teachers of what students know and can do,
- providing Preliminary and HSC results.

Assessment at Coffs Harbour Christian Community School in the HSC courses will follow the guidelines determined by NESA.

THE PURPOSE OF ASSESSMENT IN THE HSC COURSES

The purpose of assessment in HSC courses is to provide a summative measure of a student's achievement of specific outcomes, measured at points throughout the course. School assessment is based on:

- a wider range of the syllabus outcomes than may be measured by the external examination alone and,
- multiple measures and observations made throughout the course rather than at a single examination.

Such an assessment process allows due weight to be given as indicators of student achievement which, although evident to the class teacher, may not be addressed adequately by a single external examination. The final mark submitted as the HSC assessment, represents a measure of the student's achievement relative to other students by the end of the course. This is referred to as the "School Assessment Mark" and determines the student's rank within the group.

NESA have established assessment components for each course and the proportion, or weighting, of marks to be allocated to each component. These are indicated in the course Assessment Profiles included in this book in Section E. The approximate timing for each task is also indicated.

School assessment marks are adjusted, or moderated, by NESA so that performances by students at different schools can be compared across the State.

Students studying the HSC course must make a genuine attempt to complete the course requirements.

"Students must make a genuine attempt at assessment tasks which contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient, tasks worth in excess of 50 percent must be attempted". (The Assessment Certification and Examination, 8026).

Assessment for the HSC Course will commence during Term 4, 2025 and continue through until the completion of the Trial HSC Examinations in Term 3, 2026.

INDIVIDUAL COURSE REQUIREMENTS FOR ASSESSMENTS

Individual course requirements are specified by NESA and are used as the basis for the school's subject assessment schedules. Assessment tasks may take various forms, including:

- formal exams
- research projects
- practical work
- experiments
- oral work
- essays
- class tests
- assignments
- field work
- reports
- multi-media presentations
- literature reviews

Within this document are details of the assessment requirements for each course. This advice to students includes:

- a) The components and their weighting for each course as specified by NESA;
- b) The mark value of each task in relation to the total number of marks for the course;
- c) The nature of each assessment task (e.g. essay, class test);
- d) The specific outcomes to be assessed in each task;
- e) The week in which each task is due.

Students are typically given two (2) weeks notification of due dates for assessment tasks. Students will sign an *Assessment Notification* to acknowledge they have received this information.

It is the student's responsibility to know and understand the expectations, tasks and scheduling for each course and to ensure tasks are submitted and completed according to school policy.



Submission and Completion of Assessment Tasks - Procedures

ASSESSMENT PROCEDURES

- On the day of the assessment, students must be present from the start of the school day as well as the previous school day, e.g. if there is a Trial Examination on Monday, students are required to attend school for the full Friday prior to the exam.

Failure to comply with this rule will result in the loss of 10% per school day of the total mark unless a Medical Certificate, advising the reason for the absence, is presented with the assessment; or there has been a family trauma of which the school has been notified in writing.

- Under the above circumstances, in relation to any assessment, students must submit an *Application for Consideration of a Sickness or Misadventure Claim* form within two school days of the task due date. This form must be obtained from the teacher or the Director of Studies on the first day a student returns to school after the illness or misadventure for the possible loss of marks to be considered by the Head of Senior School. See Page 10 for further information pertaining to illness/misadventure.
- Each assessment task must be completed by the due date and the time advised on the handout. An assessment task not handed in by this time on the due date (*with no extenuating circumstances*) will result in the loss of 10% per school day **for the first five school days and a result of zero thereafter**. However, **the task must still be submitted by the student to satisfy course requirements**. If a student fails to complete, submit and/or make a serious attempt at an assessment task, they will be referred to the Director of Studies who will send the first *Official Warning Letter* to the student and parent/guardian outlining the possible consequences of the non-satisfactory completion of a course (*"N" Determination*). Also stated on the form will be the action required by the student to redeem themselves in regard to the course requirements.
- An assessment task must be completed and handed in immediately upon the student's return to school after the due date. It is the student's responsibility to find their classroom teacher, or in their absence, the Head of Department, on the day they return and if there are extenuating circumstances, complete the *Application for Consideration of a Sickness or Misadventure Claim* form mentioned above.
- All cases of malpractice will be referred to the Head of Senior School for investigation and the student may be awarded no marks for the set task.
- Extensions of time for assessment tasks will only be considered in special circumstances i.e. illness or misadventure immediately before an assessment task. Students must make any request for an extension in writing to the subject teacher at least one week before the due date. Reasons must be given and a parent must sign the request. Students are encouraged to notify teachers early if they have problems completing assessment tasks. Difficulties with personal organisation, time management and technology (*e.g. computer or printer malfunction*) are not grounds for extensions of time.
- Where the assessment is to be personally submitted, ensure one of the office personnel has signed the *Assessment Receipt upon submission of an assessment* and a copy of the receipt is retained for your personal records.
- Unless otherwise specified, assessment tasks completed out of class are to be submitted by 9.00am to the office (sick bay entrance) and/or by 9.00pm on Microsoft Teams (according to the directions given by the teacher) on the due date. Students are generally required to submit their work as a hard copy and a soft copy on Teams to check for plagiarism and malpractice.
- Losing work due to technological complications/failures will not be grounds for appeal.

Following the guidelines below will help to avoid technical issues:

- Plan to finish two days before the due date in case of unforeseen computer problems.
- Always save work to your One Drive and back up your work regularly on at least two external sources.
- Email yourself a copy of the assessment so you have another copy.

FEEDBACK ON ASSESSMENT TASKS

School reports will be issued after the mid-course examination period which finishes at the end of Term 1, 2026 and again at the end of Term 3, 2026. Reports will show the student's assessment grade and ranking within the class, as well as the student's level of achievement in relation to course components.

Students will be notified of the results of each assessment task. Information will include a mark for the task as well as feedback relating to performance relative to the task outcomes.

Students should raise with the teacher any concerns about the results of assessment tasks as soon as possible (*but no later than one week*) after the task is returned.

Students are encouraged to keep their own record of assessment results as the final HSC Assessment Mark submitted to NESA will not be given to students.

ASSESSMENT RANK ORDER NOTICES

At the end of the HSC Course, the school will submit Assessment Rank Order Notices for each student, to NESA. These notices provide a list of the student's ranks in each of their subjects and are distributed on request after the conclusion of the HSC.

Any student who believes that their rank is inconsistent with results and feedback received during the course may appeal against the rank awarded. Such appeals need to be submitted in writing and will be determined by a Student Appeals Committee consisting of the class teacher, the Head of Department, Director of Studies and the School Principal.

There is no avenue of appeal against results awarded for individual assessment tasks by NESA.

ATTENDANCE REQUIREMENTS

There are to be no unexplained absences. NESA recognises that a consequence of student absences is that course completion criteria may not be met. **The school's position is that a minimum attendance rate of 85% is essential in order to fulfil course requirements.**

Under no circumstances are students to be absent from school or lessons in order to complete assessment tasks. For this reason, a Medical Certificate will be required from any student who is absent the day before, or day of, an assessment task being due. If a student is found to be absent from a school lesson, to work on an assessment task, they will be subject to a 10% reduction of the assessment.

ILLNESS AND MISADVENTURE

Failure to complete assessment tasks by the required date will mean a loss of 10% for each school day for the first five school days after which a zero score will be given (unless an extension of time has been granted or a student is prevented from submitting or completing a task on the due date because of illness or misadventure).

In case of illness, the school must be notified no later than the morning of the due date. A Medical Certificate accompanied with an *Application for Consideration of a Sickness or Misadventure Claim* form, will be required to be handed in within two days of the student returning to school. This form and Medical Certificate should indicate the nature of the illness and the likely effect of this illness on the student's performance in the task. This Misadventure Form and accompanying evidence must be submitted within two school days of the task due date.

If a student suffers a misadventure before an assessment task that is to be submitted or completed at school, the student should inform the teacher before the start of the task about the misadventure and that he/she intends to appeal.

The student must produce sufficient documentary evidence of this misadventure provided by a third party as soon as possible.

The appeal will be reviewed by a panel. The decision will either be:

- The appeal is not granted and the marks obtained in the task are awarded.
 - The appeal is granted and the student may be required to do a substitute task.
- or**
- The appeal is granted and the student may be awarded an estimate mark based on work completed to that date.

An *Application for Consideration of a Sickness or Misadventure Claim* form must be completed for every case. The Head of Senior School, in consultation with the subject teacher, Head of Department and Director of Studies, will make the final decision on whether to leave the mark unchanged, award a zero mark, allow an extension of time for the same task, set a substitute task, calculate an estimated mark or another option at the Head of Senior School's discretion. An estimate may only be calculated in exceptional circumstances.

Please note, "The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations." *According to NESA's Assessment Certification Examination.*

MALPRACTICE

A student who does not make a serious attempt at an assessment task or who engages in malpractice in an assessment task, will be awarded a zero mark for the task.

Malpractice includes such acts as: talking during examinations, attempting to and/or copying another student's work, plagiarism, interference with another student's work, bringing or accessing study materials or an electronic device during an examination, notes on person, notes on equipment, contravening examination conditions, creating a disturbance, having people (other than the student) prepare part or all of a piece of work or any other act that will disadvantage other students.

Students who absent themselves from school or from lessons in order to complete assessment tasks will receive a loss of 10% per school day for each of the first five (5) school days and then zero after that or at the discretion of the Head of Senior School. Such students give themselves an unfair advantage over students who attend classes as required.

ASSESSMENT MALPRACTICE POLICY

Academic integrity is essential to the accurate assessment of student progress and achievement. The aim of an assessment is to develop and assess a student's knowledge, understanding and skills in a subject. Student work in assessment tasks must be 'all their own work'. Students are expected to take responsibility for applying a sustained and diligent effort to all set tasks.

Students give themselves an unfair advantage over other students when they cheat, plagiarise, use artificial intelligence (AI) or engage in any other form of malpractice. Our school has a rigorous policy when it comes to repeated offences of malpractice.

1st offence = Zero mark, resubmit a genuine attempt and a Formal Warning letter.

2nd offence = Zero mark, resubmit a genuine attempt and a Formal Warning letter
plus
ONE day internal suspension and a meeting with the Deputy Principal.

3rd offence = The student will be suspended and the Principal will assess the student's enrolment at CHCCS.

The purpose of this policy is to ensure that all students are assessed in a fair and equitable manner and to ensure students are aware of the significant nature of malpractice. This 'three-offence policy' applies to students throughout their Senior Schooling (Years 9-12).

GENUINE AND NON-GENUINE ATTEMPTS

Students are expected to make a genuine attempt at every assessment task. For a particular task, a genuine attempt means a student has:

- completed the majority of the task to an acceptable standard;
- shown evidence of learning and preparation in the submitted part of the task e.g. the student has submitted sensible answers congruent to their ability and the task requirements;
- in the examination context, utilised the time allotted and attempted a significant portion of the paper to an acceptable standard; and
- performed to a standard consistent with teacher expectations. Such expectations are based on previous performances by the student.

A task considered as "non-genuine" will be referred to a committee comprising the class teacher, the relevant Head of Department, the Director of Studies and the Head of Senior School. If a student's response to a task is determined as "non-genuine", this decision will be communicated in writing to the student in a Warning Letter.

PROCEDURE FOR NON-COMPLETION OF ASSESSMENT TASKS

Where assessment tasks are scheduled for performance or submission on specific dates, attendance, on the day of performance or submission, is compulsory.

If a student does not complete and submit an assessment task, the appropriate Head of Department will interview the student and decide to either send a Warning Letter or implement an alternate course of action in consultation with the Director of Studies and the Head of Senior School.

Failure to submit work on the due date, without a valid reason, will result in a loss of marks as set out on Page 8. Absence from school, without a valid reason, when a task is to be performed or when a task is to be submitted, will also result in loss of marks.

Please note that in order for all of the outcomes of the course to be satisfied so that the student will not be given an “N” Determination, the student must submit or perform the task even though it will be awarded zero marks.

“N” DETERMINATION

An “N” Determination refers to the unsatisfactory completion of a course. NESA stipulates, that where a student has been given zero marks for failure to complete assessment tasks totalling more than 50% of the final course assessment mark, the Head of Senior School must certify that the course has not been studied satisfactorily. If this were to mean that the student had not satisfactorily completed the required minimum of 10 units, then they would be ineligible for the award of the HSC.

If a student fails to submit an assessment task, he/she will be referred to the Head of Department who, in consultation with the Director of Studies and the Head of Senior School, will provide written warning to the student and parent/guardian warning of the consequences of further non-completion of assessment tasks. The letter will include an acknowledgment of receipt, which must be returned to the School.

If a student receives two Formal Warning letters in a given subject, an “N” Determination may be awarded in that subject.

Students who have obtained an “N” Determination may appeal for review with the Principal by the specific New South Wales Education Standard Authority date set for that year.

APPEALS

Students may appeal to the classroom teacher regarding the marks obtained in an assessment task based only on the following grounds:

- Teacher clerical error.
- Teacher miscalculation of marks.

The appeal must be lodged within 48 hours of the task being handed back to the student after marking. Appeals may also be lodged with the Principal if there is a dispute regarding the student’s assessment ranking.

All appeals must be presented in writing and must include the following details:

- | | |
|---------------------|--|
| • Student’s Name | • Course Name |
| • Date of Appeal | • Teacher’s Name |
| • Reason for Appeal | • Both Student’s and Parent/Guardian’s Signature |

COFFS HARBOUR CHRISTIAN COMMUNITY SCHOOL YEAR 12 EXAMINATIONS RULES AND PROCEDURES

It is a requirement of the New South Wales Education Standards Authority (NESA) that for a student to have satisfactorily completed a course, they *must “apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school”*.

Any student who fails to comply with this NESA requirement will have their suitability to achieve an HSC award reviewed by the Principal.

Examination Room Rules and Procedures

- Students must wear Full School Uniform to examinations.
- Students are to arrive at least 20 minutes prior to the scheduled start time and must sign in at reception.
- Any equipment brought into the examination room will be subject to inspection before the examination commences.
- Write in a black pen and carry allowable stationery in a clear plastic pencil-case or plastic sleeve.
- Late students will not be admitted 30 minutes after the start of examination.
- Students can enter an examination room only when invited to enter by an examination supervisor.
- Students will be directed where to sit by the examination supervisor.
- No student is permitted to leave the examination room early, unless directed by the examination supervisor.
- When in the examination room, students must remove watches and place them in clear view on the examination table. Programmable watches / devices are not permitted in the examination room.
- Students are to write their NESA student number and not their names, on all papers.
- Reading time is only for reading. No writing or marking of the paper may be undertaken during reading time.
- Students are encouraged to go to the toilet before each examination. A toilet break will only be granted in exceptional circumstances. Students must record the time they leave and return to the examination room. They will only be allowed to leave the room once during the examination.
- Students must stop writing immediately when told to do so by the examination supervisor.
- Students must arrange completed answer booklets according to the examination supervisor's instructions and wait for the supervisor to collect them.
- Students will be released when their papers are collected by the examination supervisor or when instructed by the examination supervisor.

Students are not allowed to:

- Speak to any person other than an examination supervisor during an examination.
- Pass equipment to another student.
- Behave in a way likely to disturb the work of any other student or upset the conduct of the examination.
- Take into the examination room, or refer to during the examination, any books or notes, any paper, mobile phone, smart watch or device or any equipment other than the approved equipment.
- Eat in the examination room without prior approval by the school/NESA, eg for diabetic students.
- Begin writing until instructed to do so by the presiding officer or examination supervisor.
- Remove the question paper, answer papers or any other writing paper from the examination room.
- Leave the examination room during the first or last half hour of the examination.
- Cheat (have prepared notes, look at others work, have other people complete their work, etc).

Penalties

Failure to follow the above rules may lead to:

- Verbal warning;
- A reduction in marks;
- A zero-mark awarded for a part of or all of the paper.
- A penalty as decided by the Head of Senior School.

Further

Students need to be aware, prior to each examination, the equipment required and permitted for each examination.

Students are expected to make a genuine attempt at every section in the assessment task. For each particular task/examination, a genuine attempt means a student has:

- completed the majority of the task;
- shown some evidence of learning and preparation in the submitted part of the task e.g. the student has submitted sensible, researched answers covered in the course;
- in the examination context, utilised the time allotted and attempted a significant portion of the paper;
- performed to a standard consistent with teacher expectations, based on previous student performance.

A task considered as “non-genuine” will be referred to a committee comprising the class teacher, the relevant Head of Department, the Director of Studies and Head of Senior School. If a student’s response to a task is determined as “non-genuine”, this decision will be communicated in writing to the student in a warning letter. A student who does not make a serious attempt at an assessment task or who engages in malpractice in an assessment task, will be awarded a reduced or zero mark for the task at the discretion of the Head of Senior School. Malpractice includes plagiarism, cheating (copying in an examination, taking notes into the examination room, communicating in the examination room, mobile device in the examination room, accessing course materials, notes written on their person or on equipment accessed during the examination), contravening examination conditions, and having people, other than the student, prepare part of, or all of a piece of work.

Students who are absent from school on the day prior to and/or the day of an examination, without a valid reason, will receive a reduction of 10% per school day at the discretion of the Head of Senior School. Such students give themselves an unfair advantage over students who attend classes as required. A Medical Certificate must be produced in the case of illness or an approved parental note in the case of family hardship (parental notes will only be approved at the discretion of the Head of Senior School) upon returning to school on the first day back.

Other expectations during Examination periods

- Students will not be required to attend normal classes during the examination period, however, students are encouraged to attend Churchtime on Friday mornings if they do not have a scheduled examination.
- Students must sign in at front office whenever on school grounds e.g. a student who wishes to attend school on a non-examination day, must sign in and out at the front office.
- Once an examination is completed, students may remain at school and undertake quiet study in the Library. They may also choose to sign out and leave school.
- Normal school rules and expectations of Senior students do not change during this examination period. Senior students are expected to continue to set a conscientious example to their peers and younger students.

Appeals

- If illness or misadventure prevents a student from attending an examination, or affected his/her performance in the examination, it is the student's right and responsibility to lodge an illness/misadventure appeal.
- CHCCS Assessment Policy must be followed during the Half-Yearly and Trial Examination periods. In particular, students should be aware of the rules regarding malpractice and the procedures that must be followed if an appeal is to be lodged on illness or misadventure grounds.
- It is important that students attend the examinations where possible, even in the case of illness/misadventure. The school will not uphold an illness/misadventure appeal if the reason for the absence is not considered to be sufficiently serious and appropriately documented. The Head of Senior School should be consulted before deciding not to attend an examination. Advice from a relevant independent expert, such as a doctor or a police officer, must also be provided with the appeal, indicating why the student was unable to attend the examination.
- If an appeal is upheld, students may be awarded their examination mark, or a mark derived from their assessment to date.
- Any illness/misadventure appeals must commence within 48 hours of the student returning to school.
- It is a student's responsibility to supply equipment that is in good working order. This includes calculators. Equipment failure is not grounds for an appeal under misadventure provision



Section B

Recommended Revision and Application Program

INTRODUCTION TO HOMEWORK REVISION AND APPLICATION IN YEAR 12

Homework (revision and application) is a valuable part of schooling. Homework helps students to become responsible for their own learning and provides the basis for the extension of classroom learning. It allows for the practicing, extending and consolidating of work done in class. It challenges gifted students to explore open-ended tasks. It provides training for students in planning and organising their time and developing a range of skills in identifying and using information sources. This creates a richer learning experience for students and better prepares them for success in assessments and examinations. Commitment and enjoyment of learning must go hand in hand for students to realise their full academic potential and to prepare adequately for the rigours of HSC study.

Recommended times for the completion of Year 12 Homework revision and application

Students should be completing between 1.5 - 2 hours of homework revision and application, 5 to 6 nights per week. Assessment tasks will require additional time. Early planning is essential in this process.

Study advice

The following is a list of advice for students on how to complete effective study (revision and application).

- Utilise study periods at school.
- Have a quiet place to study at home that is free from distractions (turn off devices not required for study).
- Avoid playing music during study. Research has shown that music will reduce concentration and memory retention.
- Create a weekly study planner that is realistic for you to follow (record planned commitments such as youth group or sports training and allow some relaxation time).
- Share your weekly study planner with your parent/s and ask them to keep you accountable.
- Establish a regular study routine (a regular time helps to make it become habitual).
- Study in short bursts (study for 20-40 minutes and take a break for 5 minutes).
- Give yourself a reward for reaching your goals (some exercise, screen time, etc).
- Use flashcards / flip cards for memory retrieval.
- Memorise summary notes.
- Have a parent or sibling test you on your study notes / flashcards / flip cards.
- Complete online questions e.g.; Quizlet, past HSC multiple choice questions, etc.
- Access the NESA site (for past papers and notes for suggested answers).
<https://arc.nesa.nsw.edu.au>
- Complete past HSC papers.
www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers
- Complete 'Write About' summaries.
- Utilise Atomi/ Education Perfect, to revise course material and practise past papers.
- Place your phone on silent and put it in another room whilst studying.

YEAR 12 SUBJECT HOMEWORK GUIDELINES FOR REPORTS AND HANDBOOKS

English (Standard and Advanced)

Required Weekly Homework	Recommended Extension Work
• Completion of classwork and assessments. • Examination preparation; short and extended responses. • Draft writing schedule. • Atomi: revise previous content. • Summary notes and revision. • Memorisation of quotes. • Reading of Prescribed Texts, Critical Reading and Related Texts.	• Access extension materials on Microsoft Teams. • View upcoming course material on Atomi to gain understanding prior to each lesson. • Draft additional responses to past HSC and Trial Examination papers.

English Extension 1

Required Weekly Homework	Recommended Extension Work
• Completion of classwork and assessments. • Examination preparation; short and extended responses. • Draft writing schedule. • Atomi: revise previous content • Summary notes and revision. • Memorisation of quotes. • Reading of Prescribed Texts, Critical Reading and Related Texts.	• Access extension materials on Microsoft Teams. • Draft additional responses to past HSC and Trial Examination papers.

English Extension 2

Required Weekly Homework	Recommended Extension Work
• Completion of classwork and assessments. • Draft writing schedule. • Summary notes and revision. • Critical Readings. • Research for Major Work.	• Read past top Extension 2 responses (available in the library). • Access extension materials on Microsoft Teams. • Readings as per teacher recommendation.

Mathematics Advanced

Required Weekly Homework	Recommended Extension Work
• Complete all assessments. • Create and revise topic summaries and/or flash cards. • Revise previous content through Atomi. • Revise work following each class. • Complete regular homework questions. • Practise past HSC and Trial Examination papers to increase knowledge and fluency. • Use Microsoft Teams for assistance.	• View upcoming course material on Atomi to gain understanding prior to each lesson. • Complete SmarterMaths worksheets. • Complete questions on each topic from other textbooks recommended by the teacher. • Complete Success One past exams. • Attend your Mathematics Teacher's lunchtime group if extra assistance is required.

Mathematics Standard 2

Required Weekly Homework	Recommended Extension Work
• Complete all assessments. • Create and revise topic summaries and/or flash cards. • Revise previous content through Atomi. • Revise work following each class. • Complete regular homework questions. • Practise past HSC and Trial Examination papers to increase knowledge and fluency. • Complete SmarterMaths worksheets. • Use Microsoft Teams for assistance.	• View upcoming course material on Atomi to gain understanding prior to each lesson. • Complete questions on each topic from other textbooks recommended by the teacher. • Complete Success One past exams. • Attend your Mathematics Teacher's lunchtime group if extra assistance is required.

Mathematics Extension 1

Required Weekly Homework	Recommended Extension Work
• Complete all assessments. • Create and revise topic summaries and/or flash cards. • Revise previous content through Atomi. • Revise work following each class. • Complete regular homework questions. • Practise past HSC and Trial Examination papers to increase knowledge and fluency. • Complete SmarterMaths worksheets. • Use Microsoft Teams for assistance.	• View upcoming course material on Atomi to gain understanding prior to each lesson. • Complete questions on each topic from other textbooks recommended by the teacher. • Complete Success One past exams. • Attend your Mathematics Teacher's lunchtime group if extra assistance is required.

Biology

Required Weekly Homework	Recommended Extension Work
• Completion of classwork and assessments. • Create and revise topic summaries and flash cards. • Atomi: revise previous content. • Practise past HSC and Trial Examination papers.	• View upcoming course material on Atomi to gain understanding prior to each lesson. • Practise writing out summaries from memory. • Draft additional responses to past HSC and Trial Examination papers. • Textbook readings and revision questions.

Chemistry

Required Weekly Homework	Recommended Extension Work
• Completion of classwork and assessments. • Create and revise topic summaries and flash cards. • Atomi: revise previous content. • Practise past HSC and Trial Examination papers.	• View upcoming course material on Atomi to gain understanding prior to each lesson. • Practise writing out summaries from memory. • Draft additional responses to past HSC and Trial Examination papers. • Textbook readings and revision questions.

Health and Movement Science

Required Weekly Homework	Recommended Extension Work
• Completion of classwork and assessments. • 15-minute gains (see guide in PDHPE workbook). • 1 x past HSC question per week. • 20 past HSC multiple choice questions per week. • Atomi: revise previous content.	• View upcoming course material on Atomi to gain understanding prior to each lesson. • Complete a set of syllabus dot point flip cards per topic (four per year). • Borrow 'Dot Point' book from teacher and review content.

Community and Family Studies (CAFS)

Required Weekly Homework	Recommended Extension Work
• Completion of classwork and assessments. • 15-minute syllabus revision per night. • 1 x past HSC question per week. • Past HSC multiple choice questions per week. • Atomi: revise previous content.	• View upcoming course material on Atomi to gain understanding prior to each lesson. • Complete a set of syllabus dot point flash cards per topic.

Ancient History

Required Weekly Homework	Recommended Extension Work
• Complete weekly homework as set on Microsoft Teams (and hardcopy homework booklet), watching Atomi topic videos, past HSC questions and revision requirements. • Complete classwork and assessments as required. • Create and revise topic summaries and flash cards.	• View upcoming course material on ATOMI to gain understanding prior to each lesson. • Additional drafting of past HSC and trial Examination questions for feedback. • Visit NESA website to review markers comments on past HSC questions.

Geography

Required Weekly Homework	Recommended Extension Work
• Completion of classwork and assessments. • Create and revise topic summaries and flash cards. • Atomi: revise previous content. • Complete set geography skills and extended response questions from Geography booklet.	• View upcoming course material on Atomi to gain understanding prior to each lesson. • View websites on current topics. • Research current events/news related to topic areas.

Modern History

Required Weekly Homework	Recommended Extension Work
• Complete weekly homework as set on Microsoft Teams (and hardcopy homework booklet), watching Atomi topic videos, past HSC questions and revision requirements. • Complete classwork and assessments as required. • Create and submit weekly topic summaries. • Create and submit syllabus flip cards (1 set per term).	• Complete revision questions in Cambridge Checkpoint textbook. • View upcoming course material on Atomi to gain understanding prior to each lesson. • Additional drafting of past HSC Examination questions for feedback. • Visit NESA website to review markers comments on past HSC questions.

Business Studies

Required Weekly Homework	Recommended Extension Work
• Complete weekly homework as set on Microsoft Teams (and hardcopy homework booklet), watching Atomi topic videos, past HSC questions and revision requirements. • Complete classwork and assessments as required. • Research current events/news related to business, on a local, national and/or global scale. • Create and revise topic summaries and flash cards.	• View upcoming course material on Atomi to gain understanding prior to each lesson. • Additional drafting of past HSC Examination questions for feedback. • Visit NESA website to review markers comments on past HSC questions.

Studies of Religion

Required Weekly Homework	Recommended Extension Work
• Complete weekly homework as set on TEAMS (and hardcopy homework booklet), watching ATOMI topic videos, past HSC questions and revision requirements. • Complete classwork and assessments as required. • Create and revise topic summaries and flash cards.	• View upcoming course material on ATOMI to gain understanding prior to each lesson. • Additional drafting of past HSC and Trial Examination questions for feedback. • Visit NESA website to review markers comments on past HSC questions. • Research current events/news related to our topic.

Indonesian Beginners

Required Weekly Homework	Recommended Extension Work
• Completion of classwork and assessments. • Education Perfect set work. • Complete set past HSC questions.	• View Indonesian content online. • Complete additional Education Perfect material.

Agriculture

Required Weekly Homework	Recommended Extension Work
• Completion of classwork and assessments. • Complete set past HSC questions. • Create and revise topic summaries.	• Further topic research. • Textbook readings. • Draft additional responses to past HSC and Trial Examination papers.

Industrial Technology

Required Weekly Homework	Recommended Extension Work
• Completion of classwork and assessments. • Long term memory plan (see guide in Industry Study workbook). • Portfolio development. • Complete set past HSC questions. • Create and revise topic summaries.	• Further topic research. • Textbook readings. • Draft additional responses to past HSC and Trial Examination papers. • Attendance at skill development classes.

Food Technology

Required Weekly Homework	Recommended Extension Work
• Completion of classwork and assessments. • Complete set past HSC questions. • Revise topic terminology and definitions.	• Further topic research. • Textbook readings. • Draft additional responses to past HSC and Trial Examination papers.

Drama

Required Weekly Homework	Recommended Extension Work
• Completion of classwork and assessments. • Individual Projects and Group Performance development weekly rehearsal and consolidation. • Complete recounts and reflections in logbook. • Create revision folder that includes theoretical work, tests, topic information and HSC questions. • Complete set past HSC exam questions.	• View and analyse successful past HSC Drama performances. • Further topic research. • Draft additional responses to past HSC and Trial Examination papers. • Commit to observing public performances where possible.

Music

Required Weekly Homework	Recommended Extension Work
• Completion of classwork and assessments. • Individual performance piece development and practice. • Complete set past HSC aural exam questions.	• Engage in listening to and analysing a broad range of musical styles and time periods. • Students also benefit from further individual private tuition for their instrument or voice.

Visual Arts

Required Weekly Homework	Recommended Extension Work
• Complete weekly homework as set on Microsoft Teams (and hardcopy homework booklet), which includes learning-goal self-assessment, watching Atomi topic videos, past HSC questions and revision requirements. • Complete classwork and assessments as required. • Develop Body of Work. • Process Diary development.	• View upcoming course material on Atomi to gain understanding prior to each lesson. • Engage in viewing and analysing a broad range of artists and artworks. • Create vocabulary flashcards and concise topic summaries. • Additional drafting of past HSC Examination questions for feedback. • Visit NESA website to review past HSC exemplars and markers comments on past HSC questions and submitted works.



Advice from Successful Past Students

Marlee Green

BIOMEDICAL SCIENCE

HOW MANY YEARS WERE YOU AT CHCCS?

5 years (Years 8-12)

SUBJECTS TAKEN AT CHCCS:

Year 11 & 12: English Advanced & Ext, Mathematics Advanced & Ext, Biology, Chemistry, Legal Studies.

Year 9 & 10: electives were Agriculture, Visual Arts and Marine Studies.

ADVICE ON SELECTING SUBJECTS:

Talk to the teacher about the subject first. That will give you a better idea of what the content is, and whether they think you are suited to it. Also, if you can, choose a few different types of subjects e.g. not all major work subjects, not all science. Even if it means choosing one that is a bit more unnatural for you, it will mean your brain does not get tired from doing the same sort of thing ALL the time.

HSC RESULT:

ATAR 97.15

ADVICE ON HOW YOU ACHIEVED SO WELL AT HIGH SCHOOL:

I learnt how to summarise, how to see the big picture. Did not get too far behind, usually by working for a little bit most nights Monday-Friday and making sure my class notes were complete, so they could be used for later summarising. I enjoyed extra things in school which meant that I could still look forward to school, even if schoolwork was in a hard season. I also enjoyed things outside of school – especially sport and time with friends.

UNIVERSITY ATTENDED:

Griffith University, Gold Coast. Moore Theological College.

COURSE/S STUDIES:

Bachelor of Biomedical Science

WHY DID YOU CHOOSE THIS COURSE:

I wanted to be a vet, or maybe something else in the science field. This was a broad course which showed me the options for future study or jobs, while still learning lots in the course itself. It was also at a university in a location I wanted to live.

MOST UNUSUAL JOB I HAVE HAD:

Unrelated to my degree, I worked in giving students their robes and hats on university graduation day. As part of my degree, I was involved in a study which measured how long stingrays could last in low-oxygen water before turning on their survival mechanisms (don't worry, we then turned the oxygen back up and the stingrays lived another day!).

A WORD OF ADVICE/ENCOURAGEMENT FOR A STUDENT LOOKING AT THEIR FUTURE:

Lots of decisions ahead – but also lots of opportunities to know and love people and to try different things. It is easy to accidentally live in the future, always planning or worrying. A better place to live is the present: "Teach us to number our days that we may gain a heart of wisdom." (Psalm 90. Read the whole thing, it gives good perspective!)



Tim Newans

EXERCISE SCIENCE/MEDICAL RESEARCH

HOW MANY YEARS WERE YOU AT CHCCS?

8 years, I came to CHCCS at the end of Year 4.

SUBJECTS TAKEN AT CHCCS:

Standard English, 4 Unit Mathematics, Chemistry, PDHPE and Industrial Technology

ADVICE ON SELECTING SUBJECTS:

Choose the subjects you are going to enjoy learning. Then you will have the passion to study for it a lot more.

HSC RESULT:

ATAR 97.40, Band 6 in 3 Unit Mathematics, Chemistry and Industrial Technology.

ADVICE ON HOW YOU ACHIEVED SO WELL AT HIGH SCHOOL:

I enjoyed the subjects I studied. When the HSC exam period came around, I took leave from work and set out a schedule for the five weeks of what to study each day. I allocated this time as if I was still going to school.

UNIVERSITY ATTENDED:

Griffith University, Gold Coast.

COURSE/S STUDIES:

Bachelor of Exercise Science, and a Master of Medical Research.
Doctor of Philosophy – Sports Science.

WHY DID YOU CHOOSE THIS COURSE:

I wanted a course where I could incorporate sport and use my brain. I thought that was going to be physiotherapy, but quickly realised that I preferred research in sport science.

MOST UNUSUAL JOB I HAVE HAD:

Making the ID cards for new university students at Orientation Week.

A WORD OF ADVICE/ENCOURAGEMENT FOR A STUDENT LOOKING AT THEIR FUTURE:

Though time at school may feel stressful right now, in a few years you will forget the stress and remember the good times. Enjoy your time at school, start to practise habits of learning, and if you do not know something, ask your teacher! Never leave a class not understanding the concept which was being taught.



Paris Briggs

MECHATRONIC ENGINEERING / BIOMEDICAL ENGINEERING

HOW MANY YEARS WERE YOU AT CHCCS?

6 years (Years 7-12)

SUBJECTS TAKEN AT CHCCS?

Year 11 & 12: English Advanced, Mathematics Advanced & Extension, PDH/PE, Visual Arts, Indonesian Continuers, Ancient History

SHORT ADVICE ON SELECTING SUBJECTS:

Pick the subjects you love the most, do not just choose a subject because of its potential to scale very well. Choose the subjects you are best at and do really well in, whether or not it is a science or creative subject.

HSC RESULT:

ATAR 94.7

ADVICE ON HOW YOU ACHIEVED SO WELL AT HIGH SCHOOL:

I never gave up on my academic goal, even after really bad results or really hard days I realised how important it was to just keep showing up and take little steps to work toward your goal. I was also driven by the fact you only truly fail when you quit and give up on the goals you set for yourself.

UNIVERSITY ATTENDED:

University of New South Wales (UNSW)

COURSE/S STUDIED:

Double Bachelor's degree of Mechatronic Engineering / Biomedical Engineering

WHY DID YOU CHOOSE THIS COURSE:

I chose this course because the interface of technology and medicine is the future. I love mathematic, physics and design and this course ticked all these boxes! Also, robots are just really cool...

MOST UNUSUAL JOB I HAVE HAD:

Definitely picking fireweed on the farm for my parents has to be the most unusual job I have ever had (also the worst. job. ever).

WHERE I AM WORKING AND LIVING NOW:

I am currently living in Sydney. I was lucky enough to be awarded two UNSW scholarships which last the duration of my course, so I don't really need a job throughout my degree and can just focus on my studies! However, I do currently work for two different tutoring companies as well as doing some free-lance tutoring – I tutor heaps of kids every afternoon throughout the week.

A WORD OF ADVICE/ENCOURAGEMENT FOR A YEAR 10 LOOKING AT THEIR FUTURE:

Dream BIG unrealistic dreams and make them your reality.

No dream is too big or too unrealistic... doing what you can, with what you have, where you are and working hard is the best recipe for living your dream life.



Sarah Marsden

PARAMEDIC

HOW MANY YEARS WERE YOU AT CHCCS?

Six! Year 7 until Year 12.

SUBJECTS TAKEN AT CHCCS:

Years 9 & 10 – PASS and Marine Studies

Years 11 & 12 – Biology, PDHPE, Indonesian, Advanced Mathematics and Advanced English

ADVICE ON SELECTING SUBJECTS:

I think it is helpful to choose the subjects you are interested in, rather than prioritising subjects you think you will need for university or for a better ATAR.

HSC RESULT: ATAR 78.5

ADVICE ON HOW YOU ACHIEVED SO WELL AT HIGH SCHOOL:

Oh that is flattering, I think what I began to learn in high school was 'the balance'.

The balance being not just between your subjects and schooling, but also on your family, your friends and social life, your mental health and wellbeing, your hobbies, your sports or exercise, your church, etc. Working out how to manage this balance is **key**!

UNIVERSITY AND COURSES ATTENDED:

University of Newcastle – 1 year

Charles Sturt University – 3 years

WHY DID YOU CHOOSE THIS COURSE:

I initially chose Nursing with the intention of gaining credit for the Paramedics course – Paramedics was always the goal!

MOST UNUSUAL JOB I HAVE HAD:

Housekeeping in a Canadian hostel. Mostly involved cleaning vomit out of 200 bins. Those were the days...

A WORD OF ADVICE/ENCOURAGEMENT FOR A STUDENT LOOKING AT THEIR FUTURE:

Hi guys!

Like I mentioned earlier – try to remember **the balance**. Education is important, but it makes up only one aspect of you. There are still many others which need attention! Good luck and enjoy, there will be a time soon when you look back and miss your schooling days!

PS. if you have any questions about paramedics – ask my Mum (Mrs. Marsden) for my email!





Section C

Plagiarism Policy

PLAGIARISM is taking the work or ideas of another person or that of Artificial Intelligence (AI) and presenting them as your own. Plagiarism is a form of theft. In the outside world, plagiarism is illegal and can result in very expensive legal claims. At a University level, students who are caught plagiarising can be expelled.

What not to do

- You may not copy parts (sentences, paragraphs etc) out of books, newspapers, encyclopaedias, internet sites, A.I. or other students' work. If you do use someone else's work as part of your writing, then that work must be acknowledged as not being your own (see Section D of this booklet for how to reference). A.I. cannot be used as a reference source.
- You may not use another person's idea without correct acknowledgement (see below).
- You may not submit work that has been written by someone else, such as a tutor, parent or friend, A.I. or which has in previous years been submitted by an older sibling.
- Do not allow another student to copy your work. If you are feeling pressured to do this then please see the relevant teacher or Head of Department.

How to avoid Plagiarism

- Always use quotation marks around direct quotes taken from someone else's work. This quote then needs to be referenced (see Section D of this booklet).
- If you include someone's ideas or work in an assignment or research task/essay, always include a bibliography that details all the sources you used.
- Always acknowledge in your bibliography, sources that you may have used for background information, even if you did not take any direct quotes.
- Even in oral tasks you must acknowledge the use of other people's work and/or ideas.
- It is acceptable to have someone edit your work and suggest ways of improving your writing. You are able to consult parents, friends, teachers etc to advise you, but they must not do the work for you.

Penalties

If a teacher reasonably suspects that your work is plagiarised they will consult with the Director of Studies and the Head of the Department who will then decide if one, or more, of the following will apply to your situation, depending on the extent of the plagiarism.

- Verbal warning;
- A reduction in marks;
- A mark of zero awarded for the work;
- Insistence of a resubmission of the assignment (that may or may not then be eligible for any marks being awarded);
- Written notification to parent/guardian and an interview requested;
- Suspension of participation in school activities;
- Referral to the Head of Department, Head of Senior School and/or panel for additional discipline.

If you have plagiarised work in your submission of an assessment task (Years 10, 11 and 12) there will be an official warning letter issued. A mark of zero in any assessment task may have a serious effect on your mark/grade for the subject.

Examples of Plagiarism

A student is guilty of plagiarism if he/she: -

- Copies the work of another student (with or without permission) and submits it as his/her own.
- Submits someone else's work as his/her own.
- Submits an assignment that was produced in conjunction with other people when it is supposed to be his/her own work (i.e. another student, tutor, and parent);
- Fails to provide a Bibliography that identifies research sources and acknowledgement of other peoples' work.
- Allows another student to copy his/her work and submit it as their own.
- Fails to acknowledge paraphrase material from another source.
- Fails to indicate with quotation marks that another person's exact written words or symbols or drawings were copied.
- Fails to name a person whose exact words were used in an oral report.
- Pieces together work from different sources into new work i.e. 'cut and paste' from internet;
- Uses plots, characters, theories, concepts, designs from other sources e.g. novels, TV shows, films etc and present them as his/her own work without acknowledging the author;
- Buys or obtains a paper from an internet research service or 'cyber-cheating site' and submit as his/her own work. This includes sites that scramble and/or vary words on a paper to make it appear as your own work.
- Utilises A.I. to complete some or all of the task.



Section D

Referencing

WHY REFERENCE?

Referencing is necessary to avoid plagiarism, to verify quotations, and to enable readers to follow-up and read more fully, the cited author's arguments. The conventions/customs of argumentative essays, require that you provide information and evidence to support your considered opinion or point of view. Doing this shows that it is your considered opinion and not just a reaffirmation of your formerly held prejudices and biases. Documenting your sources is important so that you give credit due to the person who came up with the original work, idea, thought or research.

Plagiarism is presenting someone else's work, ideas, thoughts or research as your own.

When to Reference

You must reference if you:

- Directly quote the exact words of another writer/author.
- Paraphrase another writer's ideas, theories and/or research, that is, refer to someone else's ideas, theories and/or research using your own words.
- State specific, factual and/or anecdotal (retelling a story) information such as statistics, graphs, verbal interviews, diaries.
- Present another writer's interpretation, point of view, opinion or understanding about a piece of literature, legislation, history, discourse, or academic/scientific inquiry.

Harvard (Author – Date) System of Referencing:

Our school uses the Harvard System of Referencing to cite information sources.

Two types of citations are included:

1. **Reference Lists** are located at the end of the work and display full citations for sources used in the assignment.

Here is an example of a full citation for a book found in a Harvard Reference list:

Fitzgerald, F. (2004). *The Great Gatsby*. New York: Scribner

2. **In-text citations** are used when directly quoting or paraphrasing a source. They are located in the body of the work and contain a fragment of the full citation.

Depending on the source type, some Harvard Reference in-text citations may look something like this:

"After that I lived like a young rajah in all the capitals of Europe..." (Fitzgerald, 2004).

The following list is not exhaustive. If you want to know how to correctly reference other forms of information such as magazines, blogs, dictionaries, emails or government publications etc. please go to the following website for help: <http://www.citethisforme.com/harvard-referencing>

WEBSITES

When citing a website with an author, use the following structure:

Last name, Don't forget the comma	First initial. Don't forget the full stop	(Year published). Year inside parenthesis and full stop	<i>Page title.</i> <i>Use italics and a full stop</i>	[online] Just as it appears here in brackets	Website name. Don't forget the full stop	Available at: Just as it appears here	URL Write the full address line	[Accessed Day Month. Year]. Use brackets and the full stops
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Example:

Messer, L. (2015) *'Fancy Nancy' Optioned by Disney Junior*. [online] ABC News. Available at: <http://abcnews.go.com/Entertainment/fancy-nancy-optioned-disney-junior-2017/story?id=29942496#.VRWbWJwmb50.twitter> [Accessed 31 Mar. 2015]

When no author is listed, use the following structure:

Website name, Don't forget the comma	(Year published). Year inside parenthesis and full stop	Page title. <i>Use italics and a full stop</i>	[online] Just as it appears here in brackets	Available at: Just as it appears here	URL Write the full address line	[Accessed Day Month. Year]. Use brackets and the full stops
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Example:

Mms.com, (2015). M&M'S Official Website. [online] Available at: <http://www.mms.com/> [Accessed 20 Apr.2015]

BOOKS

Books with one author

The structure for a Harvard Reference List citation for books with one author includes the following:

- Last name, First initial. (Year published). *Title*. Edition. (Only include the edition if it is not the first edition)
City published: Publisher, Page(s).
- Fill in the table as you use sources in your research (note the punctuation!)

Last name, Don't forget the comma	First initial. Don't forget the full stop	(Year published) Year inside parenthesis	Title. <i>Italicise and full stop</i>	Edition. If not the first edition and full stop	City published: Don't forget the colon	Publisher, Don't forget the comma	Page(s). Don't forget the full stop
---	---	--	---	---	--	---	---

Example: One author AND first edition:

Patterson, J. (2005). *Maximum ride*. New York: Little, Brown.

Example: One author AND NOT the first edition:

Dahl, R. (2004) *Charlie and the chocolate factory*. 6th ed. New York: Knopf.

When creating a citation that has more than one author, place the names in the order in which they appear on the source. Use the word "and" to separate the names.

- Last name, First initial. And last name, First initial. (Year published). *Title*. City: Publisher, Page(s).

Examples:

Desikan, S. and Ramesh, G. (2006). *Software testing*. Bangalore, India: Dorling Kindersley, p.156.

Vermaat, M., Sebok, S., Freund, S., Campbell, J. and Frydenberg, M. (2014). *Discovering computers*. Boston: Cengage Learning, pp.446-448.

Daniels, K., Patterson, G. and Dunstan, Y. (2014). *The ultimate student teaching guide*. 2nd ed. Los Angeles: SAGE Publications, pp. 145-151.

*remember, when citing a book, only include the edition if it is NOT the first edition!

JOURNALS

Print Journal Articles

The standard structure of a print journal citation includes the following components:

- Last name, First initial. (Year published). Article title. *Journal*, Volume (Issue), Page(s).

Example:

Ross, N. (2015). On Truth Content and False Consciousness in Adorno's Aesthetic Theory. *Philosophy Today*, 59(2), pp. 269-290.

Dismuke, C. and Egede, L. (2015) The impact of Cognitive, Social and Physical Limitations on Income in Community Dwelling Adults With Chronic Medical and Mental Disorders. *Global Journal of Health Science*, 7(5), pp. 183-195.

Journal Articles Found on a Database or on a Website

When citing journal articles found on a database or through a website, include all of the components found in a citation of a print journal, but also include the medium ([online]), the website URL, and the date that the article was accessed.

Structure:

Last name, Don't forget the comma	First initial. Don't forget the full stop	(Year published). Year inside parenthesis and full stop	Article title. Don't forget the full stop	Journal, Don't forget the comma	[online] Just as it appears here in brackets	Volume (Issue), Don't forget to use parenthesis and the comma	pages. Don't forget the full stop	Available at: Just as it appears here and don't forget the colon	URL Write the full address line	[Accessed Day Month. Year]. Use brackets and the full stops
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Example:

Raina, S. (2015), Establishing Correlation Between Genetics and Nonresponse. Journal of Postgraduate Medicine, [online] Volume 61(2), p. 148. Available at: <http://www.proquest.com/products-services/ProQuest-Research-Library.html> [Accessed 8 Apr. 2015]

Harvard Reference List Citations for YouTube, DVD, Video and Film

When citing a DVD, Video or Film, use the following format:

<i>Film title.</i> <i>Use italics and don't forget the full stop</i>	(Year published). Year inside parenthesis and full stop	[Format] Place inside brackets: DVD or film etc	Place of origin: Just as it appears here in brackets	Website name. Don't forget the colon	Film maker. Don't forget the full stop
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*The place of origin refers to the place where the DVD, film or video was made. Eg: Hollywood.

**The film maker can be the director, studio, or main producer.

Example:

Girls Just Want To Have Fun. (1985). [film] Chicago: Alan Metter.

Harvard Reference List Citations for Broadcasts

To cite a radio or TV broadcast, use the following structure:

<i>Series Title,</i> Don't forget the comma	(Year published). Year inside parenthesis and full stop	[Type of programme] Don't forget the brackets	Channel number: Don't forget the colon	Broadcaster. Don't forget the full stop
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Examples:

Modern Family, (2010). [TV programme] 6: Abc.

The Preston and Steve morning Show (2012). [Radio Programme] 93.3: WMMR

Interview

Last name of interviewer, Don't forget the comma	First initial. Don't forget the full stop	and Just as it says	Last name of interviewee, Don't forget the comma	First initial. Don't forget the full stop	(Year of interview). Year inside parenthesis and full stop	Title or description of interview. Don't forget the full stop
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Example:

Booker, C. and Lopez, J. (2014). *Getting to know J.Lo.*



Section E

Course Outcomes and Assessment Grids

Agriculture

HSC Outcomes

A student:

- H1.1** explains the influence of the physical, biological, social, historical and economic factors on sustainable agricultural production.
- H2.1** describes the inputs, processes and interactions of plant production systems.
- H2.2** describes the inputs, processes and interactions of animal production systems.
- H3.1** assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products.
- H3.2** critically assesses the marketing of a plant OR animal product.
- H3.3** critically examines the technologies and technological innovations employed in the production and marketing of agricultural products.
- H3.4** evaluates the management of the processes in agricultural systems.
- H4.1** justifies and applies appropriate experimental techniques, technologies, research by methods and data presentation and analysis in relation to agricultural problems and situations.
- H5.1** evaluates the impact of innovation, ethics and current issues on Australian agricultural systems.

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 8	Term 1, Week 9-10	Term 2, Week 8	Term 3, Weeks 5-6	
	Farm Product Study	Half Yearly Examination	Farming for the 21st Century Research and in-class writing task	HSC Trial Examination	
Outcomes	H3.1, H3.2, H3.3, H3.4, H4.1	H1.1, H2.1, H2.2, H3.1, H3.2 H3.3, H3.4, H4.1, H5.1	H1.1, H3.3, H3.4, H5.1	H1.1, H2.1, H2.2, H3.1, H3.2 H3.3, H3.4, H4.1, H5.1	
Knowledge and understanding of course content	5	10	5	20	40
Knowledge, understanding and skills required to manage agricultural production systems	5	10	5	20	40
Skills in effective research, experimentation and communication	5		15		20
Total	15	20	25	40	100

Ancient History

HSC Outcomes

A student:

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

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 8	Term 1, Week 9-10	Term 3, Week 1	Term 3, Week 5-6	
	Core In-class Source Analysis	Half Yearly Examination	Historical Period In-class task	HSC Trial Examination	
Outcomes	AH 12-2, AH 12-3, AH 12-4, AH 12-6, AH 12-7, AH 12-9, AH 12-10	AH 12-1, AH 12-2, AH 12-3, AH 12-4, AH 12-5, AH 12-6, AH 12-7, AH 12-8, AH 12-9, AH 12-10	AH 12-2, AH 12-3, AH 12-4, AH 12-5, AH 12-6, AH 12-7, AH 12-8, AH 12-9	AH 12-1, AH 12-2, AH 12-3, AH 12-4, AH 12-5, AH 12-6, AH 12-7, AH 12-8, AH 12-9, AH 12-10	
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5		10	20
Historical inquiry and research	10		10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total	25	20	25	30	100

Biology Skills Outcomes - HSC Course

A student:

- BIO 11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- BIO 11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information.
- BIO 11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information.
- BIO 11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- BIO 11/12-5** analyses and evaluates primary and secondary data and information.
- BIO 11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- BIO 11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

Biology Knowledge and Understanding Outcomes - HSC Course

A student:

- BIO 12-12** explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species.
- BIO 12-13** explains natural genetic change and the use of genetic technologies to induce genetic change.
- BIO 12-14** analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system.
- BIO12-15** explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease.

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 8	Term 1, Week 9-10	Term 2, Week 8	Term 3, Week 5-6	
	Model construction and in-class test (Heredity)	Half Yearly Examination	Progress test	HSC Trial Examination	
Outcomes	BIO 11/12-4, BIO 11/12-6, BIO 11/12-7, BIO 12-12	BIO 11/12-5, BIO 11/12-6, BIO 11/12-7, BIO 12-12, BIO 12-13	BIO 11/12-1, BIO 11/12-4, BIO 11/12-5, BIO 11/12-7, BIO 12-14, BIO 12-12, BIO 12-13	BIO 11/12-1, BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO 11/12-7, BIO 12-12, BIO 12-13, BIO 12-14, BIO 12-15	
Skills in Working Scientifically	10	15	25	10	60
Knowledge and Understanding	5	10	5	20	40
Total	15	25	30	30	100

Business Studies

HSC Outcomes

A student:

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

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 6-7	Term 1, Week 9-10	Term 3, Week 1	Term 3, Weeks 5-6	
	Marketing - Plan Your Own Enterprise	Half Yearly Examination	Finance Research Project and in-class report	HSC Trial Examination	
Outcomes	H1 to H10	H1 to H10	H2 to H9	H1 to H10	
Knowledge and understanding of course content	8	8	8	16	40
Stimulus-based skills	5	7		8	20
Inquiry and research	10		10		20
Communication of business information, ideas and issues in appropriate forms	2	5	7	6	20
Total	25	20	25	30	100

Chemistry

Chemistry Skills Outcomes - HSC Course

A student:

- CH 11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- CH 11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information.
- CH 11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- CH 11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- CH 11/12-5** analyses and evaluates primary and secondary data and information.
- CH 11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH 11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

Chemistry Knowledge and Understanding Outcomes - HSC Course

A student:

- CH 12-12** equilibrium systems, and the factors that affect these systems.
- CH 12-13** describes, explains and quantitatively analyses acids and bases using contemporary models
- CH 12-14** analyses the structure of, and predicts reactions involving, carbon compounds.
- CH 12-15** describes and evaluates chemical systems used to design and analyse chemical processes.

	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 9	Term 2, Week 9-10	Term 2, Week 10	Term 3, Week 5-6	
Component	Module 5 Topic Test	Half yearly Examination	Module 6/7 Topic Test	HSC Trial Examination	
Outcomes	CH 11/12-5, CH 11/12-6, CH 11/12-7, CH 12-12	CH 11/12-5, CH 11/12-6, CH 11/12-7, CH 12-12, CH 12-13	CH 11/12-5, CH 11/12-6, CH 11/12-7, CH 12-13, CH 12-14	CH 11/12-5, CH 11/12-6, CH 11/12-7, CH 12-12, CH 12-13, CH 12-14, CH 12-15	
Skills in Working Scientifically	15	15	15	15	60
Knowledge and Understanding	5	10	10	15	40
Total	20	25	25	30	100

Community and Family Studies

HSC Outcomes

A student:

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

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term, 4 Week 8	Term 1, Week 9-10	Term 2, Week 7	Term 3, Weeks 5-6	
	Independent Research Project – Written reflection	Half Yearly Examination	Groups in Context Research Task	HSC Trial Examination	
Outcomes	H4.1, H4.2	Selected outcomes H1.1 to H7.4	H1.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.1	Selected outcomes H1.1 to H7.4	
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
Total	20	25	25	30	100

Drama

HSC Outcomes

A student:

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

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 8	Term 1, Week 9-10	Term 2, Week 8	Term 3, Weeks 5-6	
	Contemporary Australian Theatre Practice Scenes & Individual Project	Individual Project progress and Half Yearly exam	Group Performance Presentations and Individual Project progress	Trial HSC Examination incorporating written examination, Group Performance and Individual Project	
Outcomes	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
Making	10	15	10	5	40
Performing		10	15	5	30
Critically Studying	10			20	30
Marks	20	25	25	30	100

English – Advanced

HSC Outcomes

A student:

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

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 7	Term 1, Week 9-10	Term 2, Week 7	Term 3, Weeks 5-6	
	Common Module: Texts and Human Experiences – Essay with Related text	Half Yearly Examination Reading (5%) Essay - Mod A (15%) Module C – Imaginative/Discursive/ Reflective (10%)	Module B Essay (15%)	HSC Trial Examination Common Module (5%) Module A (10%) Module B (10%) Module C (15%)	
Outcomes	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-3, EA12-5, EA12-7, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	5	15	5	25	50
Total	15	30	15	40	100

English – Standard

HSC Outcomes

A student:

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

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 7	Term 1, Week 9-10	Term 2, Week 7	Term 3, Weeks 5-6	
	Common Module: Texts and Human Experiences - Essay with Related Text	Half Yearly Examination Reading (5%) Essay - Mod A (15%) Module C – Imaginative/ Discursive/ Reflective (10%)	Module B Essay (15%)	HSC Trial Examination Common Module (5%) Module A (10%) Module B (10%) Module C (15%)	
Outcomes	E12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-7	EN12-3, EN12-5, EN12-7, EN12-8	EN12-2, EN12-3, EN12-4, EN12-5, EN12-7, EN12-9	EN12-3, EN12-4, EN12-5, EN12-6, EN12-8	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	5	15	5	25	50
Total	15	30	15	40	100

English – Extension 1

HSC Outcomes

A student:

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

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1, Week 1	Term 2, Week 9-10	Term 3 Week 1	Term 3, Weeks 5-6	
	Imaginative Response and Reflection	Half Yearly Exam - Critical response with Related Text - Imaginative Response	Critical Response with Related Text	HSC Trial Examination	
Outcomes	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	EE12-2, EE12-3, EE12-4, EE12-5	
Knowledge and understanding of texts and why they are valued	10	10	15	15	50
Skills in complex analysis composition and investigation	10	10	15	15	50
Total	20	20	30	30	100
Total/50 (1 Unit Course)	10	10	15	15	50

English – Extension 2

HSC Outcomes

A student:

- EX12-1** demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
- EEX12-2** strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
- EEX12-3** applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
- EEX12-4** undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
- EEX12-5** reflects on and evaluates the composition process and the effectiveness of their own published composition

NOTE: Students must submit the Major Work Journal for monitoring with each task.

Components	Task 1	Task 2	Task 3	Weighting
	Term 4, Week 8	Term 2, Week 3	Term 3, Week 2	
	Viva Voce (including written proposal)	Literature review	Critique of the creative process	
Outcomes	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total	30	40	30	100
Total/50 (1 Unit Course)	15	20	15	50

Food Technology

HSC Outcomes

A student:

- H1.1** explains manufacturing processes and technologies used in the production of food products.
- H1.2** examines the nature and extent of the Australian food industry.
- H1.3** justifies processes of food product development and manufacture in terms of market, technological and environmental considerations.
- H1.4** evaluates the impact of food manufacture on the individual, society and environment.
- H2.1** evaluates the relationship between food, its production, consumption, promotion and health.
- H3.1** investigates operations of one organisation within the Australian food industry.
- H3.2** independently investigates contemporary nutrition issues.
- H4.1** develops, prepares and presents food using product development processes.
- H4.2** applies principles of food preservation to extend the life of food and maintain safety.
- H5.1** develops, realises and evaluates solutions to a range of food situations.

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4 Week 7 practical Week 8 theory	Term 1, Week 9-10	Term 2 Week 6 practical Week 9 Theory	Term 3 Weeks 5-6	
	The Australian Food Industry <i>Research Task</i>	Half Yearly Examination	Food Product Development <i>Task with Design Folio.</i>	HSC Trial Examination <i>Written</i>	
Outcomes	H1.2, H1.4, H3.1	H1.1, H1.2, H1.4, H3.1, H4.2, H5.1	H1.3, H2.1, H4.1, H5.1	H1.1, H1.3, H2.1, H4.2	
Knowledge and understanding of Food Technology	5	10	5	20	40
Knowledge and skills in designing, researching, analysing and evaluating		15		15	30
Skills in experimenting with and preparing food by applying theoretical concepts	15		15		30
Total	20	25	20	35	100

Geography

HSC Outcomes

A student:

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

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 9	Term 1, Week 9-10	Term 2, Week 10	Term 3, Weeks 5-6	
	Research & In-Class Writing Task Global Sustainability	Half Yearly Written Examination Global sustainability & Rural and Urban Places	Fieldwork Task Ecosystems and Biodiversity	Written Trial Examination Global Sustainability, Rural and Urban Places, Ecosystems and Biodiversity	
Outcomes	GE-12-04 GE-12-06 GE-12-09	GE-12-01 GE-12-02 GE-12-08 GE-12-09	GE-12-04 GE-12-05 GE-12-06 GE-12-07	GE-12-01 GE-12-02 GE-12-03 GE-12-08 GE-12-09	
Knowledge and understanding of course content	5	10	5	20	40
Geographical skills and tools	5	5	5	5	20
Geographical inquiry and research, including fieldwork	5		15		20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
Total	20	20	30	30	100

Health and Movement Science

HSC Outcomes

A student:

- HM-12-01** Analyses the health status of Australians at a national and international level
- HM-12-02** Examines how technology and data can achieve better health for all Australians
- HM-12-03** Evaluates how the Sustainable Development Goals can be used to improve the health of a community
- HM-12-04** Investigates factors that impact movement and performance
- HM-12-05** Analyses individual and group training programs to improve performance
- HM-12-06** Analysis: critically analyses the relationships and implications of health and movement concepts
- HM-12-07** Communication: communicates health and movement concepts using modes appropriate to a range of audiences and contexts
- HM-12-08** Creative thinking: generates and assesses new ideas that are meaningful and relevant to health and movement contexts
- HM-12-09** Problem-solving: proposes and evaluates solutions to complex health and movement issues
- HM-12-10** Research: analyses a range of sources to make conclusions and judgements about health and movement concepts

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 8	Term 1, Week 9-10	Term 2, Week 9	Term 3, Weeks 5-6	
	Core 2 – Depth Study In-Class Writing Task.	Half Yearly Exam	Core 1 – Depth Study In-Class Writing Task.	HSC Trial Examination	
Outcomes	HM-12-04 – 5 HM-12-06 – 10	HM-12-04 – 5	HM-12-01 – 3 HM-12-06 – 10	HM-12-01 – 5	
Knowledge and understanding of course content	5	10	10	15	40
Skills in analysis, communication, creative thinking, problem-solving and research	15	15	10	20	60
Total	20	25	20	35	100

Indonesian Beginners

HSC Outcomes

A student:

- 1.1 establishes and maintains communication in Indonesia.
- 1.2 manipulates linguistic structures to express ideas effectively in Indonesian.
- 1.3 sequences ideas and information.
- 1.4 applies knowledge of the culture of Indonesian-speaking communities to interact appropriately.
- 2.1 understands and interprets information in texts using a range of strategies.
- 2.2 conveys the gist of and identifies specific information in texts.
- 2.3 summarises the main points of a text.
- 2.4 draws conclusions from or justifies an opinion about a text.
- 2.5 identifies the purpose, context and audience of a text.
- 2.6 identifies and explains aspects of the culture of Indonesian-speaking communities in texts.
- 3.1 produces texts appropriate to audience, purpose and context.
- 3.2 structures and sequences ideas and information.
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Indonesian.
- 3.4 applies knowledge of the culture of Indonesian-speaking communities to the production of texts.

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1, Week 4	Term 1, Week 9-10	Term 3, Week 1	Term 3, Weeks 5-6	
	About Me – Audio Visual presentation in class	Half-Yearly Exam	Reading and Writing	HSC Trial Examination	
Outcomes	1.1, 1.2, 1.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Speaking	10	5		5	20
Reading		10	10	10	30
Writing		5	10	5	20
Listening		10		20	30
Total	10	30	20	40	100

Industrial Technology (Timber)

HSC Outcomes

A student:

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

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 5	Term 1, Week 9-10	Term 2, Week 5	Term 3, Week 5-6	
	Project Management Planning and Working Drawings	Half yearly Examination	Portfolio Draft Presentation and consolidation of HSC Major Project	Trial HSC Examination	
Outcomes	H3.1, 3.2, 3.3, 5.1,5.2	H1.1, 1.2, 1.3,4. 3, 6.1, 7.1 7.2	H2.1, 3.2, 3.3, 4.1,4.2, 5.1, 5.2, 6.2	H1.1, 1.2, 1.3,4. 3, 6.1, 7.1 7.2	
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry.		15	10	15	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	25	5	25	5	60
Total	25	20	35	20	100

Mathematics Advanced

Yr 12 Outcomes

A student:

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

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 6	Term 1, Week 9-10	Term 2, Week 6	Term 3, Weeks 5-6	
	In Class test	Half Yearly Examination	In Class test	HSC Trial Examination	
Outcomes	MA12-8, MA12-9, MA12-10	MA12-1, MA12-5, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	
Understanding Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total	20	30	20	30	100

Mathematics Standard 2

HSC Outcomes

A student:

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

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 6	Term 1, Week 9-10	Term 2, Week 6	Term 3, Weeks 5-6	
	In Class test	Half Yearly Examination	In Class test	HSC Trial Examination	
Outcomes	MS2-12-3 MS2-12-4 MS2-12-6 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-9 MS2-12-10	
Understanding, fluency and communication	10	15	10	15	50
Problem solving, reasoning and justification	10	15	10	15	50
Total	20	30	20	30	100

Mathematics Extension 1

HSC Outcomes

A Student:

- ME 12-1** applies techniques involving proof or calculus to model and solve problems
- ME 12-2** applies concepts and techniques involving vectors and projectiles to solve problems
- ME 12-3** applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
- ME 12-4** uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
- ME 12-5** applies appropriate statistical processes to present, analyse and interpret a range of data
- ME 12-6** chooses and uses appropriate technology to solve problems in a range of concepts
- ME 12-7** evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 7	Term 1, Week 9-10	Term 3, Week 2	Term 3, Weeks 5-6	
	Class test	Half Yearly Examination	Class test	HSC Trial Examination	
Outcomes	MA 12-1, MA 12-8 MA 12-9, MA 12-10 ME 12-1, ME 12-6 ME 12-7	MA 12-8, MA 12-9 MA 12-10, ME 12-5 ME 12-6, ME 12-7	MA 12-3, MA 12-6 MA 12-7, MA 12-8 MA 12-9, MA 12-10 ME 12-2, ME 12-3 ME 12-5, ME 12-6 ME 12-7	MA 12-1 to ME 12-10 ME 12-1 to ME 12-7	
Understanding, fluency and communication	9	15	10	15	49
Problem solving, reasoning and justification	11	15	10	15	51
Total	20	30	20	30	100

Modern History

HSC Outcomes

A student:

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

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 9	Term 1, Week 9-10	Term 2, Week 6	Term 3, Weeks 5-6	
	Source Analysis Power and Authority in the Modern World 1919–1946	Half Yearly Examination	Historical Analysis Peace and Conflict	HSC Trial Examination	
Outcomes	MH12-4, MH12-6 MH12-7	MH12-1, MH12-2 MH12-3, MH12-4 MH12-5, MH12-6 MH12-7, MH12-8 MH 12-9	MH12-2, MH12-3 MH12-5, MH12-6 MH12-7, MH12-8	MH12-1, MH12-2 MH12-3, MH12-4 MH12-5, MH12-6 MH12-7, MH12-8 MH 12-9	
Knowledge and understanding of course content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	10		10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total	25	20	25	30	100

Music 1

HSC Outcomes

Through activities in performance, composition, musicology and aural, a student:

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

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 8	Term 1, Week 9-10	Term 2, Week 9	Term 3, Weeks 5-6	
	Composition Portfolio and Submission: Elective Option for Topic 1 Submission of composition or arrangement; and Presentation of performance or composition portfolio or musicology outline and viva voce.	Presentation of Performance and Half Yearly Examination	Musicology Viva Voce and Submission: Elective Option Topic 2 In class viva voce based on Topic 2 demonstrating an understanding of musical characteristics, compositional techniques and feature; and, Presentation of performance or composition portfolio or musicology outline and viva voce.	HSC Trial Examination Aural Skills Examination and Topic 3 Elective. Solo or ensemble performance; and Presentation of performance or composition portfolio or musicology outline and viva voce.	
Outcomes	H1 - 11* *Teachers will select appropriate outcomes based on elective options selected by each student.	H1, 2, 4, 5, 6, 8, 9, 10, 11	H1 - 11* *Teachers will select appropriate outcomes based on elective options selected by each student.	H1 - 11* *Teachers will select appropriate outcomes based on elective options selected by each student.	
Performance		10			10
Composition	10				10
Musicology			10		10
Aural		10		15	25
Electives	15		15	15	45
Total	25	20	25	30	100

Studies of Religion 2

HSC Outcomes

A student:

- H1** explains aspects of religion and belief systems.
- H2** describes and analyses the influence of religion and belief systems on individuals and society.
- H3** examines the influence and expression of religion and belief systems in Australia.
- H4** describes and analyses how aspects of religious traditions are expressed by their adherents.
- H5** evaluates the influence of religious traditions in the life of adherents.
- H6** organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias.
- H7** conducts effective research about religion and evaluates the findings from the research.
- H8** applies appropriate terminology and concepts related to religion and belief systems.
- H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 9	Term 1, Week 9-10	Term 2, Week 9	Term 3-Weeks 5-6	
	Religion & Belief Systems in Australia, post 1945 Short Responses and Source Analysis	Half Yearly Examination	Religious Tradition Depth Study Hinduism Research Task	HSC Trial Examination	
Outcomes	H1, H2, H3, H6, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
Knowledge and understanding of course content	5	10	5	20	40
Source-based skills	5	5	5	5	20
Investigation and research	5		15		20
Communication of information, ideas & issues in appropriate forms	5	5	5	5	20
Total	20	20	30	30	100

Visual Arts

HSC Outcomes

A student:

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

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, Week 9	Term 1, Week 9-10	Term 2, Week 9	Term 3, Week 5-6	
	Art criticism and art history Part 1 In-class Essay Part 2 And develop: Body Of Work – Progress Mark (including written intentions + reflections in VAPD)	Part 1 Development of Body of Work – Progress Mark (including written intentions + reflections in VAPD) Part 2 Half yearly Examination	Part 1 Development / resolution of Body of Work – Progress Mark Part 2 In class writing task	HSC Trial Examination	
Outcomes	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6 H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Artmaking	10	20	20		50
Art Criticism and Art History	10	10	10	20	50
Total	20	30	30	20	100

APPENDIX - A Glossary of Key Words

Using the glossary will help students and teachers understand what is expected in responses for examinations and assessment tasks.

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

Central Register

TERM 4 2025

Week Commencing	English Advanced English Standard	Maths Advanced Maths Standard	Biology CAFS Drama	Agriculture Ancient History HaMS Music	Business Studies Chemistry Indonesian Modern History	Food Tech Geography Ind. Tech Studies of Religion Visual Arts	Ext Maths Ext English 1 Ext English 2
1 13 Oct							
2 20 Oct							
3 27 Oct							
4 03 Nov							
5 10 Nov						1. Ind. Tech	
6 17 Nov		1.Maths Standard 1.Maths Advanced			1.Business Studies		
7 24 Nov	1.English Standard 1.English Advanced					1a. Food Tech prac.	1.Ext. Maths
8 01 Dec			1.Biology 1. CAFS 1. Drama	1.Agriculture 1.Music 1. Ancient History 1. HaMS		1b.Food Tech theory	1. Ext 2 English
9 08 Dec					1.Chemistry 1.Modern History	1.Visual Arts 1. Studies of Religion 1. Geography	

TERM 1 2026

Week Commencing	English Advanced English Standard	Maths Advanced Maths Standard	Biology CAFS Drama	Agriculture Ancient History HaMS Music	Business Studies Chemistry Indonesian Modern History	Food Tech Geography Ind. Tech Studies of Religion Visual Arts	Ext Maths Ext English 1 Ext English 2
1 26 Jan							1. Ext 1 English
2 02 Feb							
3 09 Feb							
4 16 Feb						1.Indonesian Beginners	
5 23 Feb							
6 02 Mar							
7 09 Mar							
8 16 Mar	EXAMINATION BUFFER WEEK						
9 23 Mar	EXAMINATION WEEK						
10 30 Mar	EXAMINATION WEEK						

TERM 2 2026

Week Commencing	English Advanced English Standard	Maths Advanced Maths Standard	Biology CAFS Drama	Agriculture Ancient History HaMS Music	Business Studies Chemistry Indonesian Modern History	Food Tech Geography Ind. Tech Studies of Religion Visual Arts	Ext Maths Ext English 1 Ext English 2
1 20 Apr							
2 27 April							
3 4 May							2. Ext 2 English
4 11 May							
5 18 May						3. Ind. Tech	
6 25 May		3.Maths Standard 3.Maths Advanced			3.Modern History	3. Food Tech practical	
7 01 June	3.English Standard 3.English Advanced		3. CAFS				
8 08 June			3.Biology 3. Drama	3.Agriculture			
9 15 June				3.Music 3. HaMS		3. Studies of Religion 3.Visual Arts 3. Food Tech theory	
10 22 June					3.Chemistry	3. Geography	
	CURRICULUM WEEK						

TERM 3 2026

Week Commencing	English Advanced English Standard	Maths Advanced Maths Standard	Biology CAFS Drama	Agriculture Ancient History HaMS Music	Business Studies Chemistry Indonesian Modern History	Food Tech Geography Ind. Tech Studies of Religion Visual Arts	Ext Maths Ext English 1 Ext English 2
1 20 July				3. Anc. Hist.	3.Indonesian Beginners 3.Business Studies		3. Ext 1 English
2 27 July							3.Ext. Maths 3. Ext 2 English
3 03 Aug	HSC Examinations Buffer						
4 10 Aug							
5 17 Aug	HSC Trial Examinations						
6 24 Aug							
7 31 Aug							
8 07 Sep							
9 14 Sep							
10 21 Sep							

OFFICIAL FORMAL WARNING LETTER - EXAMPLE

Dear

Re: **OFFICIAL WARNING - Non-completion of a HSC Course**

I am writing to advise that your son/daughter is in danger of not meeting the Course Completion Criteria for the HSC course (course).

The New South Wales Education Standard Authority requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the first **official warning** we have issued concerning (course).

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. **Students who receive an 'N' determination in a mandatory course are not eligible for the award of the Higher School Certificate.**

(Course) ☐ *is a mandatory course* ☐ *is not a mandatory course*

To date, (student) has not satisfactorily met **(b)** of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for (student) to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with (student) and contact the school if further information or clarification is needed.

Yours sincerely

(teacher)
Class Teacher

Andrew Lynn
Principal

To satisfy the Course Completion Criteria, the following task(s), requirements or outcomes need to be satisfactorily completed by (student).

<i>Task Name(s) / Course Requirement(s) / Course Outcome(s)</i>	<i>Original due date (if applicable)</i>	Action required by student	<i>Revised date to be completed by (if applicable)</i>

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

Please detach this section and return to the school

Requirements for the Satisfactory Completion of an HSC Course

- I have received the letter dated (date) indicating that (student) is in danger of not having satisfactorily completed (course).
- I am aware that this course may appear on his/her Record of Achievement with 'Not Completed' indicated.
- I am also aware that the 'N' determination may make him/her ineligible for the award of the HSC Course and the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____