



Year 12, 2026
Higher School Certificate

ASSESSMENT HANDBOOK

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INTRODUCTION

This handbook has been developed to provide students and parents/carers with information regarding assessment and reporting requirements for the NSW Education Standards Authority (NESA) Higher School Certificate (HSC) Course. School Assessments are a compulsory and integral part of the HSC Course and inform the School Assessment Mark in the HSC Certificate. This booklet has been prepared for our Year 12 students so that they will have a thorough understanding of their responsibilities and of the various procedures associated with official Assessment Tasks.

NESA COURSE REQUIREMENTS

HSC Pattern of Study

To qualify for the Higher School Certificate, the following subject choices and course requirements apply:

You must satisfactorily complete a:

- Year 11 pattern of study that includes a minimum of 12 Units
- HSC pattern of study that includes a minimum of 10 Units

Both patterns of study must include:

- 6 Units of Board Developed Courses
- 2 Units of a Board Developed Course in English or English Studies
- A minimum of 4 subjects
- Note: Studying at least 1 Unit of a Religion Course is compulsory at McAuley Catholic College Tumut

The Year 11 Course concludes at the end of Term 3, 2023 following End of Preliminary Course Examinations. HSC Courses will commence in Term 4, 2023. Students who complete the Year 11 Course will be entitled to receive a NESA Record of School Achievement (ROSA) if they leave school before completing the HSC.

NESA Course Completion Criteria

NESA requires that a student must satisfactorily complete the Year 11 and HSC Course, in order for that course to be awarded in the HSC. NESA has delegated the authority to principals to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Students must provide sufficient evidence of course completion and achievement of course outcomes through the learning experiences provided by the teacher. This may be through assessment tasks, home study, ongoing classwork, ongoing bookwork, class discussions, and preparation for lessons.

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:

(a) studied the course developed or endorsed by NESA; and

- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where a student is not making satisfactory progress, a written warning will be given to the student in an N-Warning letter.

Non-Completion of a Course and 'N'-Determinations

An N-Determination (Non-completion of course requirements) is awarded to a student that has not satisfactorily met the course requirements. The principal will inform students and parents if they are at risk of receiving an N-Determination.

If there is no improvement and the principal determines that the student must receive an 'N' determination in a Year 12 course, they may not be eligible for the HSC. A student who has not satisfactorily completed a minimum of 10 Units in Year 12 will not be eligible to receive the award of an HSC.

N-Warning Letters

Where a student is not making satisfactory progress in a subject and may be at risk of receiving an 'N'- determination a written warning will be given to the student and parent or caregiver in the form of an N-Warning letter. This is a NESAs requirement. The purpose of the warning letter is to formally acknowledge when a student is at risk of not satisfactorily meeting some or all of the course outcomes. The N-Warning letter aims to give the student time to complete the course requirements and rectify the problem. The warning letter will also provide advice about the possible consequences of an 'N' determination in a course on HSC eligibility.

College action to be taken should students fail to meet NESAs course requirements

Where a student has not met the required NESAs course requirements the College actions may include:

- Contacting parents
- After school study

Advice of unsatisfactory progress and non-completion of course requirements will be communicated to parents via:

1. the 1st official N-Warning Letter - If the requirements of this letter are ignored
2. the student will receive a 2nd and Final N-Warning Letter - If this is ignored,
3. the student will receive an 'N' determination

'N'-Determinations

The principal can award a student with a non-completion award in a course if the student does not follow the actions required in the warning letters to address the situation by the due date. This may jeopardise a student's eligibility for the Higher School Certificate course.

ATTENDANCE REQUIREMENTS

While NESAs do not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the principal who must give students early warning of the consequences of such absences. Warning letters must relate to the student's absence to the non-completion of course requirements.

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are five main requirements that need to be considered with regards to absenteeism.

- (a) All absences must be explained by the parent or caregiver providing letter, email, phone call or notification via the Compass parent portal.
- (b) When a student is absent on the due date and/or the day before an assessment task, a medical certificate or documentation is required to substantiate the absence.
- (c) Where a student's pattern of attendance impacts with their engagement with a substantial number of course outcomes, a warning letter will be issued outlining the requirements and a due date for outstanding work / tasks to be completed to ensure outcomes are satisfactorily met. If the work/task is not completed the student will be at risk of being awarded a non-completion for that course.
- (d) Principals Approved Leave - An Illness/Misadventure form must be submitted if an assessment task is scheduled or due during the approved leave. This must take place before the leave is taken. Note: any holidays taken during the year will not be approved under the Education Act. The absence will be recorded as explained but unjustified.
- (e) The College does not encourage leave to be taken during a student's HSC year.

Student Leave/Principal's Approved Leave

Student leave may be granted by the Principal. **An Exemption from Attendance Form must be completed prior to the absence; however, this does NOT exempt a student from completing assessment tasks.**

NESA rules require that students do not take leave outside of school vacation dates; however, in exceptional circumstances the Principal may approve special leave. Where a student has received Principal's approved leave, it is their responsibility to ensure that any hand-in assessment tasks is submitted by the due date. For in-class assessment tasks that

occur during the approved leave period, the student will be required to submit an Illness/Misadventure Form and will receive an estimate based on evidence at the end of the HSC school-based assessment period. The student will still be required to complete the assessment task on return to school to fulfil course requirements. Students will receive a raw mark and feedback on assessment tasks completed when they return from leave; however, a mark will not be displayed on Compass.

ASSESSMENT TASKS

What is an Assessment?

Assessment tasks may take many forms, for example: written examinations, research assignments, projects, presentations, practical or field work reports. Whatever the form, the primary function of an assessment task is to improve learning by providing feedback to students and their teachers about what has been learnt.

During the Higher School Certificate Course NESA stipulates that a formal assessment program is to be developed and implemented in all schools. The assessment tasks undertaken in each subject will help to determine what is to be recorded on a student's Record of Student Achievement (RoSA) which is the official NESA certificate documenting a student's final results. Measuring achievement at various points throughout the course provides a better indication of student achievement than a single examination.

How am I notified about an Assessment Task?

The assessment schedule for all HSC courses can be found in this handbook. In addition to this a student will receive an assessment notification for each task. It is the student's responsibility to keep informed about the timing of assessment tasks. It is the teacher's duty to provide the students with an Assessment Notification for each task listed in the Subject Assessment Schedule which provides specific details on:

- (a) weighting (e.g. 15%),
- (b) outcomes formally assessed
- (c) task type
- (d) actual date and time (e.g. Wednesday, 5 May 2025)
- (e) place - if appropriate (e.g. Long Reef Headland), and
- (f) specific task requirements

This information must be given a minimum of two weeks prior to the task due date. Any changes to the assessment schedule will be notified to students in writing.

SUBMISSION OF ASSESSMENT TASKS

Students must be present on the day and the periods preceding when an assessment task is due to ensure they have met submission requirements.

The instructions for the submission of an assessment task and the due date will be provided by the teacher on the Assessment Notification. Types of submission requirements could include:

- In-Class Assessment
- Hand-In Assessment
- Online Assessment

Students **MUST** follow the directions for submission that are outlined on the Assessment Notification.

Student Expectations

- Students are required to submit an assessment task to the teacher **by 9am of the due date**, unless otherwise specified on the task notification.
- Students should not email their work unless this has been approved by the teacher.
- Students must have their oral assessments prepared for the first day of the designated assessment period, even if their names are not called for until later in that period.
- For ALL hand-in and online submissions, students must submit their work through Turnitin and provide the originality report with their assessment submission.

Non-Submission or Late Assessment Tasks

If an assessment task is not submitted or handed in late without an Illness/Misadventure Appeal form and supporting medical documentation, the student will be **awarded a zero mark** for the task. The **assessment task must still be submitted** so that the student can demonstrate they have completed the required course outcomes. In the HSC course, students must make a **genuine attempt** at **ALL** assessment tasks.

Non-Completion or Failure to Submit Assessment Tasks

If a student fails to complete an assessment task specified in the assessment program without a valid and accepted reason, a **zero mark** will be recorded for that task. In such circumstances, students will be notified through an official N-Warning letter. This warning

letter will indicate that the assessment task must be completed to fulfil the outcomes of the course, but no marks will be awarded for ranking purposes.

What happens if technology fails?

Failure to complete an assessment task on time due to technological problems e.g. computer failure, printer problems, lost files, computer viruses etc. will NOT be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc. and make appropriate time allowances to avoid such problems.

Failed technology and technology issues are not accepted as reasonable grounds for an Illness/Misadventure application.

Failure to submit an assessment task on the due date during the set period will incur a penalty of a ZERO mark unless an illness/misadventure appeal is upheld. Students must be present the day before and the periods preceding the lesson assessment tasks are due.

ILLNESS/MISADVENTURE PROCEDURE

A student who suffers unexpected illness, accident or misadventure (unforeseen emergency or disaster) immediately prior to or during the course of a school-based assessment task or examination will need to follow the College procedures for Illness/Misadventure.

Procedure for Illness/Misadventure

A student is required to submit an Assessment Appeal for Illness or Misadventure if they are absent, sick or unable to complete/submit an assessment task on the due date during the period set by the teacher. The form is available from the front office and must be **submitted within 3 days of the due date of the assessment task**. A **medical certificate or other supporting documentation** must be attached if the student has been unable to complete the task.

Medical certificates from a doctor or health professional must be written on official medical practitioner's letter head and specify the **exact dates the student is unfit for school**.

In the event of **misadventure** students are required to provide **relevant documentation and evidence** supporting their claims.

The application will be reviewed and approved by the Assessment Review Committee, and the outcome of the appeal will be communicated via Compass Chronicle.

MALPRACTICE AND PLAGIARISM

All work presented in assessment tasks must be the student's own work, Malpractice including plagiarism could lead to a student receiving zero marks for an assessment task.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- (a) copying someone else's work in part or in whole, and presenting it as their own
- (b) using material directly from books, journals or the internet without reference to the source
- (c) building on the ideas of another person without reference to the source
- (d) buying, stealing or borrowing another person's work and presenting it as their own
- (e) submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- (f) using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- (g) paying someone to write or prepare material
- (h) breaching school examination rules
- (i) using non-approved aides during an assessment task
- (j) contriving false explanations to explain work not handed in by the due date
- (k) assisting another student to engage in malpractice
- (l) artificial intelligence compromising academic integrity

Plagiarism is taking ideas from other people without acknowledging the source. It is theft of intellectual property. Plagiarism relates to all written work, major projects, graphics, video and web page effects. Copyright Laws protect people's right to the ownership of their intellectual and creative work.

All quotes from textbooks and reference material must be acknowledged, including:

- the title of the reference,
- author and
- relevant page numbers.

A panel comprising the Stage 6 Coordinator, Assistant Principal and subject teacher will review any cases of suspected malpractice:

1. In cases where malpractice is detected in any component of a task, a zero mark will be allocated to the affected component

OR

2. To mitigate the risk of malpractice related to the misuse of technology, any AI-generated content submitted by students must also adhere to the acceptable threshold for originality as per our school regulated benchmarks.

NESA Register of Malpractice in HSC Assessment Tasks

Malpractice is any attempt to gain an unfair advantage over other students. Types of malpractice in assessment tasks may include, but are not limited to:

- (a) being in possession of unauthorised notes or electronic devices during a task, test or examination
- (b) using the words, ideas, designs or workmanship of others without acknowledgement
- (c) copying from another student
- (d) paying someone to write or prepare an assessment task

The Malpractice Register is administered by NESA and schools must register any student who is in breach.

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

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

TURNITIN POLICY

McAuley Catholic College places great importance on academic integrity and the correct referencing of sources of information used in students' work. The College uses the online text-matching software Turnitin, to enable students to check the authenticity of their written work and to provide feedback on correct referencing. The software compares students' work with online sources including websites, electronic databases, and assignments previously submitted by other students held in a digital repository. Once submitted, students' work will be added to this repository.

Students may be required to submit a digital copy of their written assignments into Turnitin prior to handing in their assessment task. Students should achieve an Originality Score from the software of less than 15% to submit their work and to avoid plagiarism.

If a student receives an Originality Report score of 15% or above, students are encouraged to make corrections to their work based on the feedback from Turnitin, and ensure all sources are properly referenced before resubmitting their work to the software for checking.

Students may submit their work numerous times to Turnitin before the due date, to allow them to gain feedback and improve the quality of their work, and ensure it has been correctly referenced. Students must ensure that they are well organised and allow enough time before the assignment due date, to submit their work to Turnitin and make any necessary changes, in case resubmission to the software is necessary.

In instances where a student receives an Originality Score over the 15% threshold, the portion of the work at the teacher's discretion, that has been plagiarised will not be recognised as their own work or included in the marking process.

In instances where the students have not submitted their work through Turnitin, the teacher will not mark the assessment task until it has been submitted to Turnitin and the Originality Score provided to the teacher. In this case normal assessment procedures for late submission of assessment tasks apply.

ASSESSMENT IN VET AND WORK PLACEMENT

VET courses are competency based. No internal school-based assessment mark is required for these courses. NESA and the Vocational Education and Training Accreditation Board (VETAB) require that for each student a competency-based approach to assessment be used and that a record be held by the RTO of the competencies achieved by students.

In a competency-based course, a student's performance is judged against a prescribed standard, not against the performance of other students. The purpose of assessment is to judge competence on the basis of performance. A student is judged as either competent or not yet competent. This judgement is made on the basis of evidence, which may be in a variety of forms.

It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an 'N' determination.

It is a student's responsibility to see each of their teachers prior to commencing work placement regarding course work and upcoming assessment tasks which need to be complete before returning to school. **If a student misses an assessment task whilst on work placement, an Illness/Misadventure form must be submitted.**

DISABILITY PROVISIONS

If a student requires disability provisions for an assessment task (e.g. reader, writer, extra time, rest breaks etc.) it is the student's responsibility to apply to the Inclusive Learning Coordinator to establish their eligibility. The student must apply in advance to allow sufficient time for the disability provisions that are required to be put in place. Except for circumstances of illness / misadventure the only students who will be granted disability provisions are those who have applied for and been granted by NESA.

CERTIFICATION OF MAJOR WORKS

Courses that include Major Works

In the following courses students are required to complete a major work as part of the Higher School Certificate examination: Design and Technology; English Extension 2; History Extension, Industrial Technology; Music, Science Extension, Textiles and Design, Society and Culture, Drama and Visual Arts. Students should discuss with their class teacher regarding the suitability of their major work. For further details regarding exclusions see the Curriculum Coordinator.

Work, Health and Safety (WH&S) Considerations with Major Works

With respect to issues of health and safety, the development and selection of student projects, major works, exhibitions and performances should recognise and reflect relevant state and national legislation, regulations and standards including those relating to work health and safety, animal welfare, dangerous goods, hazardous substances and weapons. Any HSC project that might be considered dangerous to health or safety may not be marked.

Requirements for Commencement of Major Work

Students are not permitted to commence the major work until the following requirements have been satisfied:

- (a) Have received a written copy of the course specific guidelines for the project component (as outlined syllabus documents).
- (b) Been informed of the WH&S guidelines regarding major works.
- (c) Submitted the Practical Project Record of Progress proforma to the class teacher containing an outline of the major work.
- (d) Received written consent for the project to commence from the classroom teacher.

Development Stage of Major Works

During the development phase for the major works, teachers will regularly monitor and assess the student's progress. Students will need to ensure that process diaries, logbooks, body of work, journals are kept up to date. Students will also be informed about the requirements regarding outside assistance and that they discuss any proposed outside assistance with the class teacher before it is undertaken, and that outside assistance is correctly and accurately acknowledged in the major work documentation.

Submission and Certification of Major Works

The submission dates for completion and hand-in to school for major work projects are determined by NESA and are published in the Higher School Certificate Practical Examination Important Dates Schedule.

Students will need to complete a declaration for the submitted works on which the student must certify that the submitted item or performance is their own work. The class teacher and Principal are both required to certify that the major work or performance was developed under the teacher's supervision, was the student's own work and was completed by the due date.

If either the teacher or the Principal is unable to certify any major work or performance, a non-certification report form is to be forwarded (with the major work) to NESA. NESA will then make final determinations on all cases of non-certification and advise both the school and the student at the time of the release of HSC results.

PROCEDURES FOR STUDENT APPEALS

A student is entitled to formally appeal in writing to the Assessment Review Committee if they are not satisfied with:

- (a) the marks awarded for a particular assessment task
- (b) the school's response to the appeal for disability provisions on the grounds of illness/misadventure; or
- (c) the school's decision to award an 'N' Determination for a course
- (d) the ranking in a course (note that HSC students will not be informed of their final mark but will be informed of their final rankings; students have the right to appeal the ranking awarded)
- (e) the decision of an Illness/Misadventure application

If a student intends to appeal to the College they need to see the Stage 6 Curriculum Coordinator for the appropriate documents and procedures.

A student also has the right to appeal to NESA if they are not satisfied with:

- (a) the school's decision to award an 'N' Determination for a course; or
- (b) their ranking in a course.

REPORTING

Grades

Schools will use the Achievement Level Descriptions to award grades (A to E) to all students who complete Year 12 courses in English Studies and Mathematics Standard 1. The grades awarded to students for school-based assessment in these courses will be reported on the HSC credential.

Students who leave school prior to the Higher School Certificate examinations will receive a RoSA. It records grades for their completed Stage 5 and Year 11 courses and any participation in Stage 6 courses that were not completed.

Providing [adjustments](#) to assessment tasks for a student with disability does not restrict the student's access to the full range of grades.

Final Assessment Marks

Schools are required to submit a final assessment mark for each Board Developed course a student completes (other than Life Skills, VET and English Studies and Mathematics Standard 1 courses). At the conclusion of the assessment program, schools will add up the assessment marks for each task ensuring that the components and weightings detailed in the Assessment and Reporting documents have been applied. To enable the moderated assessment marks to give an accurate representation of student performance, it is important that marks submitted to NESA establish the rank order and reflect the relative differences between students' achievement in the course.

Students will be advised of their cumulative assessment rank and their trial examination rank in each course (where applicable). However, students can not be advised of their final, cumulative, school-based assessment mark as these marks will be [moderated](#) based on examination performance and [aligned to the performance standards](#). Students can access their Assessment Rank Order Notice in *Students Online* after the last HSC examination.

VET Courses

Schools will provide information about student performance in relation to [VET course requirements](#).

VET courses are delivered by a registered training organisation (RTO). The RTO determines the unit of competency outcomes for students.

Schools must work with the delivering RTO to submit the competency (unless the student is studying the course through TAFE NSW). Where applicable, work placement hours are also recorded.

Students receive recognition towards their school qualification (RoSA or HSC), as well as a nationally recognised VET qualification ([Certificate or Statement of Attainment](#)). NESA distributes these qualifications on behalf of the school sector RTOs. TAFE NSW and other providers issue their own qualifications.

Life Skills outcomes

Where students satisfactorily complete a Life Skills course in Years 10-12, schools report to NESA the outcomes achieved by the student, either independently or with support. These outcomes are recorded on the [Profile of Student Achievement](#) and issued along with other credentials when the student leaves school.

The College will keep a record of the outcomes achieved by the student.

ACTIVE VOLUNTEERING (VET)

Assessment Schedule

- Due dates are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Task Description	Quiz 1	Observation	Quiz 2	First Aid Certification	Studies of Religion Portfolio	Portfolio
Timing	Term 1, Week 10 2025	Term 2, Week 5 2025	Term 3, Week 10 2025	Term 1, Week 5 2026	Term 2, Week 8 2026	Term 3, Week 8 2026
Outcomes	CHCDIV001, CHCVOL001, HLTWHSOOL, BSBCMM201, CHCDIV002, FSKRDG10			CHCDIV001, CHCVOL001, HLTWHSOOL, BSBCMM201, CHCDIV002, FSKRDG10, HLTAID010, HLTAID003		

Units of Competency

Competency	Description
CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety
BSBCMM201	Communicate in the workplace
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
FSKRDG10	Read and respond to routine workplace information
FSKOCM07	Interact effectively with others at work
HLTAID003*	Provide first aid
HLTAID010*	Provide basic emergency life support

*HLTAID competencies are not compulsory but may be completed through an external provider in addition to other competencies HLTAID010 is incorporated within HLTAID011

BIOLOGY

Assessment Schedule

- Due dates are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

	Task 1	Task 2	Task 3	Task 4	Weighting %
Task Description	Report	Depth Study	Investigation	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 3-5	
Outcomes	BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12	BIO12-3, BIO12-7, BIO12-12, BIO12-13, BIO12-15	BIO12-1, BIO12-2, BIO12-4, BIO12-7, BIO12-14	BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	
Component					
Skills in working scientifically	10	25	15	10	60
Knowledge and understanding	10	5	5	20	40
Total %	20	30	20	30	100

Course Outcomes

Outcome	Description
BIO12-1	Develops and evaluates questions and hypotheses for scientific investigation
BIO12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
BIO12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
BIO12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO12-5	Analyses and evaluates primary and secondary data and information
BIO12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	Explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	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

BUSINESS STUDIES

Assessment Schedule

- Due dates are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

	Task 1	Task 2	Task 3	Task 4	Weighting %
Task Description	Research Task Marketing	Test Operations	Business Report Finance	Trial HSC Examination All Topics	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 6	Term 3, Weeks 3-5	
Outcomes	H4, H6, H7, H8, H9	H3, H5, H6, H8, H9, H10	H2, H5, H6, H8, H9	H2, H5, H6, H8, H9, H10	
Component					
Knowledge and understanding of course content	5	15	5	15	40
Stimulus-based skills	10			10	20
Inquiry and research	10		10		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	30	20	20	30	100

Course Outcomes

Outcome	Description
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

COMMUNITY & FAMILY STUDIES

Assessment Schedule

- Due dates are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

	Task 1	Task 2	Task 3	Task 4	Weighting %
Task Description	Research Methodology IRP	Groups in Context Investigation Task	Parenting and Caring In-class task	Trial HSC Examination	
Timing	Term 4, Week 7	Term 1, Week 5	Term 2, Week 7	Term 3, Weeks 3-5	
Outcomes	H4.1, H4.2	H2.3 or H3.2 or H3.3 or H3.4 or H5.2	H2.3 or H3.2 or H3.3 or H3.4 or H5.2	H1 to H6	
Component					
Knowledge and understanding curriculum content	10	10	10	10	40
Skills in critical thinking, research methodology, analysis and communicating	10	15	15	20	60
Total %	20	25	25	30	100

Course Outcomes

Outcome	Description
H1.1	Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H2.1	Analyses different approaches to parenting and caring relationships
H2.2	Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H2.3	Critically examines how individual rights and responsibilities in various environments contribute to wellbeing
H3.1	Analyses the sociocultural factors that lead to special needs of individuals in groups
H3.2	Evaluates networks available to individuals, groups and families within communities
H3.3	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
7.1	Appreciates differences among individuals, groups and families within communities and values their contributions to society
7.2	Develops a sense of responsibility for the wellbeing of themselves and others
7.3	Appreciates the value of resource management in response to change
7.4	Values the place of management in coping with a variety of role expectations

ENGLISH ADVANCED

Assessment Schedule

- Due dates are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

	Task 1	Task 2	Task 3	Task 4	Weighting
Task Description	Multimodal Presentation with related text	Comparative Essay	Portfolio	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 5	Term 3, Weeks 3-5	
Outcomes	EA12-1, EA12-2, EA12-3, EA12-5	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-1, EA12-3, EA12-4, EA12-9	All outcomes	
Component:					
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	10	10	15	15	50
Total %	20	25	25	30	100

Course Outcomes

Outcome	Description
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

ENGLISH STANDARD

Assessment Schedule

- Due dates are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

	Task 1	Task 2	Task 3	Task 4	Weighting %
Task Description	Analytical essay Common Module	In-class essay Module A	Multimodal Portfolio Module C	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 3-5	
Outcomes	EN12-1, EN12-3, EN12-5, EN12-6	EN12-2, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-3, EN12-4, EN12-5, EN12-8, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	
Component:					
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	10	10	15	15	50
Total %	20	25	25	30	100

Course Outcomes

Outcome	Description
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

ENGLISH STUDIES

Assessment Schedule

- Due dates are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

	Task 1	Task 2	Task 3	Task 4	Weighting %
Task Description	Opinion piece with related text	Unseen Text Analysis	Multimodal Presentation	Collection of Classwork	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 5	Term 3, Week 2	
Outcomes	ES12-1, ES12-4, ES12-7, ES12-8	ES12-1, ES12-3, ES12-4, ES 12-5	ES12-1, ES12-2, ES12-5, ES12-8	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10	
Component:					
Knowledge and understanding of course content	15	10	10	15	50
Comprehending texts; communicating ideas; using language accurately, appropriately and effectively	10	10	15	15	50
Total %	25	20	25	30	100

Course Outcomes

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

HEALTH & MOVEMENT SCIENCE

Assessment Schedule

- Due dates are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

	Task 1	Task 2	Task 3	Task 4	Weighting %
Task Description	Extended Response	Depth Study	In Class Task	Trial HSC Examination	
Timing	Term 4, Week 7	Term 1, Week 6	Term 2, Week 6	Term 3, Weeks 3-5	
Outcomes	HM-12-01, HM-12-02, HM-12-09	HM-12-01, HM-12-03, HM-12-08, HM-12-09, HM-12-10	HM-12-04, HM-12-05, HM-12-06, HM-12-07	All outcomes	
Component:					
Knowledge and understanding	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating	10	15	15	20	60
Total %	20	25	25	30	100

Course Outcomes

Outcome	Description
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

HOSPITALITY (VET)

Assessment Schedule

- Due dates are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

	Task 1	Task 2	Task 3	Task 4	Weighting %
Task Description	Café Service Part 1	Café Service Part 2	Food and Beverage Service	Industry Ready OR Trial HSC Examination	
Timing	Term 1, Week 9	Term 2, Week 10	Term 3, Week 10	Term 3, Weeks 3-5	
Outcomes	SITHFAB025, SITHFAB024, SITHFAB027, BSBTWK201, SITXCCS011, SITHIND007	SITHFAB025, SITHFAB024, SITHFAB027, BSBTWK201, SITXCCS011, SITHIND007	SITHFAB025, SITHFAB024, SITHFAB027, BSBTWK201, SITXCCS011, SITHIND007	SITHIND006, SITXCOM007	

Course Outcomes

Outcome	Description
SITHFAB025	Prepare and serve espresso coffee
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB027	Serve food and beverage
BSBTWK201	Work effectively with others
SITXCCS011	Interact with customers
SITHIND007	Use hospitality skills effectively
SITHIND006	Source and use information on the hospitality industry
SITXCOM007	Show social and cultural sensitivity
SITHIND002	Source and use information on the hospitality industry
SITXCOM201	Show social and cultural sensitivity

MATHEMATICS ADVANCED

Assessment Schedule

- Due dates are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

	Task 1	Task 2	Task 3	Task 4	Weighting %
Task Description	Financial Investigation & Quiz	Applications of Curve Sketching Using Learning Logs	Topic Test Calculus and Functions	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 6	Term 2, Week 6	Term 3, Weeks 3-5	
Outcomes	MA12-1, MA12-2, MA12-4, MA12-9, MA12-10	MA12-1, MA12-3, MA12-6, MA12-10	MA12-3, MA12-5, MA12-6, MA12-7, MA12-10	All outcomes	
Component:					
Understanding, fluency and communication	10	15	10	15	50
Problem solving, reasoning and justification	10	10	15	15	50
Total %	20	25	25	30	100

Course Outcomes

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

MATHEMATICS EXTENSION 1

Assessment Schedule

- Due dates are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

	Task 1	Task 2	Task 3	Task 4	Weighting %
Task Description	Presentation Proof P1	Quiz + Learning Log Vectors V1	Topic Test Calculus C3	Trial HSC Examination	
Timing	Term 4, Week 7	Term 1, Week 5	Term 2, Week 8	Term 3, Weeks 3-5	
Outcomes	ME12-1, ME12-6, ME12-7	ME12-2, ME12-6, ME12-7	ME12-1, ME12-4, ME12-6, ME12-7	All outcomes	
Component:					
Understanding, fluency and communication	15	10	10	15	50
Problem solving, reasoning and justification	10	15	10	15	50
Total %	25	25	20	30	100

Course Outcomes

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

MATHEMATICS STANDARD 1

Assessment Schedule

- Due dates are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

	Task 1	Task 2	Task 3	Task 4	Weighting %
Task Description	Learning Log + PS Questions Right-Angled Triangles	Comparison Investigation Investment	Assignment Bivariate Data Analysis	End of Course Examination	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 6	Term 3, Weeks 3-4	
Outcomes	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10	All outcomes	
Component:					
Understanding, fluency and communication	10	15	10	15	50
Problem solving, reasoning and justification	10	5	20	15	50
Total %	20	20	30	30	100

Course Outcomes

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

MATHEMATICS STANDARD 2

Assessment Schedule

- Due dates are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

	Task 1	Task 2	Task 3	Task 4	Weighting %
Task Description	Learning Log + PS Non-right Trigonometry	Topic Test Investments & Loans	Assignment Bivariate Data Analysis	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 6	Term 3, Weeks 3-4	
Outcomes	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-5, MS2-12-10	MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10	All outcomes	
Component:					
Understanding, fluency and communication	10	15	10	15	50
Problem solving, reasoning and justification	10	5	20	15	50
Total %	20	20	30	30	100

Course Outcomes

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

MODERN HISTORY

Assessment Schedule

- Due dates are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

	Task 1	Task 2	Task 3	Task 4	Weighting %
Task Description	Source Analysis	Multimodal Presentation	Historical Analysis	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 7	Term 3, Weeks 3-5	
Outcomes	MH12-2, MH12-5, MH12-6	MH12-3, MH12-5, MH12-6	MH12-4, MH12-7, MH12-8, MH12-9	MH12-1, MH12-3, MH12-4, MH12-8, MH12-9	
Component:					
Knowledge and understanding of course content	5	5	15	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5		5	20
Historical inquiry and research	5	10	5		20
Communication of historical understanding in appropriate forms			10	10	20
Total %	20	20	30	30	100

Course Outcomes

Outcome	Description
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

PRIMARY INDUSTRIES (VET)

Assessment Schedule

- Due dates are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

	Task 1	Task 2	Task 3	Task 4
Task Description	Livestock	Weeds & Plants	Rip It Up	Trial HSC Examination
Timing	Term 1, Week 4	Term 2, Week 8	Term 3, Week 6	Term 3, Weeks 3-4
Competencies	AHCWRK204, AHCLSK202, AHCLSK204, AHCLSK205, AHCLSK209, AHCLSK211	AHCCHM201, AHCPMG201 AHCWRK209 AHCWRK201	AHCBIO203, AHCMOM202, AHCMOM203	All competencies

- In addition to the major tasks listed in the table above, students will undergo regular competency assessment in numerous ongoing practical and theoretical tasks.

Units of Competency

Competency	Description
AHCWHS201	Participate in work health and safety processes
AHCINF201	Carry out basic electric fencing operations
AHCINF202	Install, maintain and repair farm fencing
AHCWRK205	Participate in workplace communications
AHCWRK204	Work effectively in the industry
AHCLSK202	Care for health and welfare of livestock
AHCLSK204	Carry out regular livestock observation
AHCLSK205	Handle livestock using basic techniques
AHCLSK209	Monitor water supplies
AHCLSK211	Provide feed for livestock
AHCCHM201	Apply chemicals under supervision
AHCPMG201	Treat weeds
AHCWRK209	Participate in environmentally sustainable work practices
AHCWRK201	Observe and report on weather
AHCBIO203	Inspect and clean machinery for plant, animal and soil material
AHCMOM202	Operate tractors
AHCMOM203	Operate basic machinery and equipment
HLTAID011	Provide first aid

*Students will complete HLTAID011 Provide First Aid, through an external provider and RPL granted

SPORT, LIFESTYLE AND RECREATION

Assessment Schedule

- Due dates are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

	Task 1	Task 2	Task 3	Weighting %
Task Description	Primary Sports Coaching	Athletics Task	Practical Assessment Games & Sports Applications	
Timing	Term 4, Week 8	Term 1, Week 5	Ongoing	
Outcomes	1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.2, 4.4, 4.5	1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.4	1.1, 1.3, 2.1, 2.3, 3.1, 3.2, 4.1, 4.4	
Component:				
Knowledge and understanding of course content	20	20	10	50
Skills	10	10	30	50
Total %	30	30	40	100

Course Outcomes

Outcome	Description
1.1	Applies the rules and conventions that relate to participation in a range of physical activities
1.2	Explains the relationship between physical activity, fitness and healthy lifestyle
1.3	Demonstrates ways to enhance safety in physical activity
1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	Describes administrative procedures that support successful performance outcomes
2.1	Explains the principles of skill development and training
2.2	Analyses the fitness requirements of specific activities
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities
2.4	Describes how societal influences impact on the nature of sport in Australia
2.5	Describes the relationship between anatomy, physiology and performance
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts
3.2	Designs programs that respond to performance needs
3.3	Measures and evaluates physical performance capacity
3.4	Composes, performs and appraises movement
3.5	Analyses personal health practices
3.6	Assesses and responds appropriately to emergency care situations
3.7	Analyses the impact of professionalism in sport
4.1	Plans strategies to achieve performance goal

4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context
4.3	Makes strategic plans to overcome the barriers to personal and community health
4.4	Demonstrates competence and confidence in movement contexts
4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity

STUDIES IN CATHOLIC THOUGHT (1 UNIT)

Assessment Schedule

- Due dates are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

	Task 1	Task 2	Task 3	Weighting %
Task Description	Presentation	Research Task	Multimodal Presentation	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 9	
Outcomes	SCT12-1, SCT12-2, SCT12-4, SCT12-5, SCT12-7, SCT12-10	SCT12-1, SCT12-3, SCT12-4, SCT12-5, SCT12-6, SCT12-8, SCT12-9, SCT12-10	SCT12-1, SCT12-2, SCT12-4, SCT12-5, SCT12-7, SCT12-10	
Component:				
Knowledge and understanding of course content	10	10	10	30
Inquiry and research skills	10	20	10	40
Communication of religious ideas and understanding in appropriate forms	10	10	10	30
Total %	30	40	30	100

Course Outcomes

Outcome	Description
SCT12-1	Analyses how Scripture and other relevant Church documents, with the integration of faith and reason, continues to guide the Church
SCT12-2	Describes the theology of the principle teachings and philosophy of the Catholic Church and key developments over time, which have shaped the Church's response to a range of issues
SCT12-3	Describes the significance of historical features and developments of the Catholic Church with reference to key people and issues
SCT12-4	Explains the contributions of the Catholic tradition to the understanding of what is good, true and beautiful in society, using a range of examples
SCT12-5	Analyses the role of the Catholic Church in guiding believers in facing the challenges of society
SCT12-6	Synthesises and interprets a range of writings including Scripture and Church documents that inform Catholic theology
SCT12-7	Explains and evaluates developments in theological and philosophical traditions of the Catholic Church to support a religious understanding
SCT12-8	Explains and evaluates the human expression of Catholic faith in culture
SCT12-9	Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources
SCT12-10	Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms

STUDIES OF RELIGION I

Assessment Schedule

- Due dates are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

	Task 1	Task 2	Task 3	Weighting %
Task Description	Research & Short Answer Christianity	Research & Unseen Text Analysis Islam	HSC Trial Examination	
Timing	Term 4, Week 8	Term 1, Week 9	Term 3, Weeks 3-5	
Outcomes	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
Component:				
Knowledge and understanding of course content	10	10	20	40
Source-based skills	10	10		20
Investigation and research	10	10		20
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total %	35	35	30	100

Course Outcomes

Outcome	Description
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

