



Assessment Booklet

YEAR 12 2024



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Arthur Phillip High School

Assessment Policy

Principal's Message

Welcome to your final year of schooling.

This handbook will provide you with a guide to assist with the successful completion of your HSC. The Higher School Certificate (HSC) is the highest educational award in NSW schools. It is awarded to students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements, sit for the statewide HSC examinations as well as achieve the minimum standards in reading, writing and numeracy. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

The Assessment Program begins in Term 4 and continues until the end of Term 3 the following year. Only marks for each HSC assessment task counts towards the eventual HSC mark. From the commencement of the HSC component, 50% of the final HSC mark in each subject comes from the school-based assessment and 50% from student performance in the HSC examination.

The highest level of fairness in the assessment process and honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the HSC. Throughout the assessment process, integrity and reliability is also required.

It is an expectation of the NSW DoE that students attend classes every day that school is operational. Students must meet this attendance requirement until the final day of school as determined by current Department of Education policy relating to student attendance. For the two years of the Higher School Certificate course, it is difficult for a student to have an extended period away from school and still successfully complete the HSC course. It is the APHS expectation that students attend all time-tabled lessons except those when you are ill or if approved leave for exceptional circumstances has been granted.

Students and parents/guardians are advised to consult the co-ordinating Deputy Principal, Year Adviser, or Head Teacher of the subject concerned if they are in doubt about any aspect of the assessment procedures. It is particularly important that parents or students contact the school immediately in cases of sickness, misadventure or hardship leading to non-completion or late completion of an assessment task. Malfunction of computers or printers is not an acceptable reason for consideration when tasks are not completed satisfactorily by due dates.

It should be understood that the assessment program is of equal importance to the Higher School Certificate examination at the end of Year 12. Each student has his/her individual examination scores recorded on the Higher School Certificate, while the examination performance of the school's candidature as a cohort determines whether the school's assessment marks are moderated up or down. As the final examination may address components of the syllabus which may not have received a great deal of attention in the assessment program, it is essential that all students give full and proper attention to all sections of their subjects. If students do not satisfactorily complete the course (which includes non-assessment tests, assignments, practical work etc) they may not be eligible for an award indicating satisfactory completion in that subject.

There are four key elements to success in senior schooling:

- Consistency – which requires you to regularly and diligently undertake the work required of you in class and at home.
- Application - is being focused and putting your skills and knowledge to the purpose of widening and building upon your Knowledge. You demonstrate this knowledge and understanding by completing all work and tasks issued.
- Attitude – success at school equates to having a positive attitude towards school and the learning you undertake every day in class.
- Attendance - you are present at school every.

Senior students must develop a work ethic that reflects a serious commitment to their studies to maximise their potential. If you need any help with school or other matters, please make contact with the Senior Mentor Team.

I look forward to very productive, enjoyable and successful year for all students.

Yours sincerely

Linda Macleod

Principal

Introduction to this Document

NESA requires that schools provide an assessment of each student's performance in each Higher School Certificate Course.

This booklet outlines the assessment tasks that must be completed to show that students have satisfied the requirements of each course. This booklet should be read in conjunction with the Higher School Certificate Rules and Procedures. Student assessment provides evidence for making judgments about student achievement.

Each student is required to acknowledge they have received the booklet and understand their rights and responsibilities with regard to assessment.

Students must complete all course work to a satisfactory standard in order to meet the requirements of the HSC course.

If students have any concerns or issues regarding any assessment task, they should consult the Head Teacher of the faculty in which the course is delivered and then the Deputy Principal responsible for their year group.

If students are going to be absent for any period of time, they must first request approval from the Principal.

Information provided in this booklet is taken from the ACE (Assessment Certification Examination) manual.

Further information on HSC assessment may accessed at <https://ace.nesa.nsw.edu.au/> and from NSW Education Standards Authority (NESA) at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

Overview of Policy

NESA requires that schools provide an assessment of each student's performance in each Higher School Certificate Course.

RIGHTS AND RESPONSIBILITIES

The school is responsible for:

- a. setting assessment tasks which will be used to measure student performance in each component of a course
- b. specifying a mark/weighting for each assessment task
- c. weightings may be reviewed in exceptional circumstances for school HSC assessment tasks
- d. informing students of the requirements of each assessment task (see section 3.3)
- e. keeping records of each individual's performance in every assessment task
- f. providing meaningful feedback to each student for all assessment tasks
- g. providing information to students, during the course that will show their order of merit and the relative differences between them

Students are responsible for:

- a. meeting all course requirements, including attendance at classes
- b. applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- c. being aware of assessment requirements and procedures
- d. making a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N determination' for that course
- e. their personal honesty – work submitted must be the student's own work, consistent with "HSC All My Own Work" module
- f. submitting all tasks on or before 08:45am on the due date (unless otherwise specified)
- g. being present for all 'in-class' tasks and examinations unless official leave has been approved.

Measuring achievement at several points during the course can provide more accurate indication of student achievement than a single, final assessment event. Multiple measures also cater for any knowledge and skills outcomes that are better assessed in specific settings or times (eg research, fieldwork or practical skills).

The assessment marks submitted by the school reflect the knowledge and skills objectives of the course and the related outcomes. This does not include values, attitudes or conduct of the student.

Students with disability may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Providing an adjustment does not restrict a student's access to the full range of grades.

Standards Referenced Approach

The Preliminary and HSC Courses use a standards-referenced approach to assessing and reporting student achievement. This means that the achievements of students are assessed and reported against specified standards that are established by NESA for each course. In a Standards Referenced Approach, students are recognised for what they know, understand and can do. The mark they receive will reflect the standard which the student has achieved in the course. It is not student versus student, it is the student measured against the standard.

How your HSC mark is achieved

With the exception of Vocational Education and Training (VET) courses and non-ATAR courses, the Higher School Certificate will record two marks for each NSW Education Standards Authority (NESA) developed course studied; an examination mark, and a scaled school-based assessment.

The examination marks will be determined from the individual student's performance in the Higher School Certificate examinations, which include written papers and externally marked student Major Works, Submitted Works and/or performances. The written examinations are held in October/November of Year 12. In each subject, overall performance, part of which is the School Assessment, will be reported in respect of Performance Bands detailing what a student is able to do.

The assessment marks will be based on tasks set by the school between October of Term 4 and the end of Term 3 of Year 12. The assessment marks prepared by each school are moderated by comparing them in course groups with the students' HSC examination marks and adjusting them as necessary to eliminate inequities. The students still retain the same rank order submitted by the school for their school based assessment with final assessment marks determined in light of the whole group's exam performances. This is done by the NSW Education Standards Authority (NESA).

Scaling for the Australian Tertiary Administration Rank (ATAR)

Using the scaled examination marks and moderated assessment marks, the University Admissions Centre (UAC) carries out a further scaling process which leads to the calculation of each student's Australian Tertiary Admission Rank (ATAR).

The ATAR is a number between 0.00 and 99.95 (with increments of 0.05). It provides a measure of overall academic achievement in the HSC, which assists universities in ranking applicants for university selection.

The marks awarded to students in each course are re-adjusted, taking into account the general ability level of the group of students within the subject. This general ability level of each group is calculated by considering their performance in all the courses taken by the group.

Only after this scaling process is it valid to add up the marks awarded to a student and use this total to calculate the ATAR. It is not possible to obtain the ATAR by a **combination of the marks or percentile bands** which appear on the Record of Achievement.

A candidate's ATAR is based upon the **scaled aggregate** of the marks in the **best ten units** of Board Developed courses, subject to the following conditions:

- a. **the best two units of English must be included in the ATAR**
- b. the best eight units from the remaining Board Developed courses are included
- c. no more than two units of Category B courses may be included.

The ATAR is a rank, not a mark. The only purpose of the ATAR is to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose.

Assessment Requirements and Guidelines (ACE Manual-Section 11.13)

The HSC is awarded to students who have satisfactorily completed all eligibility requirements.

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:

- followed the course developed or endorsed by NESA.
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the College.
- achieved some, or all of, the course outcomes.

There are some important points to note from this.

- Principals may determine that, as a result of absences, a student may not have completed the course.
- Students have to "satisfactorily" complete a Preliminary Course in a subject before being allowed to attempt the HSC Course in that subject.
- NESA requires that for the Award of the HSC a student must have sat for, and made a serious attempt, at the required HSC Examinations.
- Teachers will keep a record of student performance in all formative tasks. If a student does not complete formative tasks, parent(s) and/or guardian(s), will be advised in writing through a Non-Completion (N) Course Warning Letter.

If there is a valid reason for absences, for example an on-going illness, and the student is not able to complete the set tasks over an extended period of time, even with adjustments, an interview will be arranged with the Deputy Principal. This is to determine if it is possible for the student to demonstrate the outcomes of the course and effectively fulfil the requirements of the HSC.

If there is not a known valid reason for on-going absences, parent(s) and/or guardian(s) will be contacted and an interview arranged to discuss why the student is regularly missing classes, the impact on the student's capacity to demonstrate the course outcomes and whether or not additional support can be provided to assist the student meet the expectations of the HSC Course. Ultimately parent(s) and/or guardian(s), and students, need to understand that the HSC is a New South Wales State Government issued credential that is accepted by universities and employers, and as such students are required to meet the course completion criteria. While it is acknowledged that some students may experience on-going physical or mental health issues during the HSC Course, assessment measures must be fair and valid. It is not possible to assess students on potential or to provide on-going estimates for scheduled tasks. Every attempt is made to support students. Indeed, the school is proud of the level of care and compassion demonstrated by staff, however NESA requires evidence

that students have met course requirements in order for the internal HSC Assessment Mark to be valid and for the award of the HSC.

Note that marks from the Preliminary Course ARE NOT included in the HSC Internal Assessment Mark submitted to NESA for the HSC Credential.

Assessment Marks and Notification

The assessment mark for each course is a measure of course achievement including that which cannot be tested at a final examination (e.g. Practical work, oral skills, research tasks, multimodal).

All students will receive a minimum of **two weeks' written notice** for any school-based assessment task.

The written notification details of each task include:

- date and time of when task is to be submitted
- nature of the task
- task description
- outcomes to be assessed
- weighting of task
- marking criteria / rubric / information about how the task will be assessed

Whenever there is a change to the assessment task, a new notification will be provided to students. Any new notification regarding the assessment task automatically supersedes the assessment schedule and all previous notifications related to the same task. It is required that students acknowledge receipt of any assessment notification.

Students will be given feedback on their task attempts.

Assessment Schedules

Assessment will commence in Term 4 when all the HSC courses begin. The final assessment will include only marks achieved during the HSC assessment period and from those tasks designated in individual subject course schedules.

Adjustments for students with Disability

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks, including examinations.

Students with disability may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Providing an adjustment does not restrict a student's access to the full range of grades.

Class teachers are aware of students requiring disability provisions and will implement appropriate support.

Absence when a task is notified

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. **It is the student's responsibility to be alert to the notification of tasks.** No automatic extension is granted to students who are absent on the day the notice of the task is given.

Submission of Assessment Task

When a student is present at school, they are considered fit and able to undertake any scheduled assessment on that day. No extensions or considerations will be applied if they complete the task.

Students who are unfit to participate in the assessment task should not attend school and should immediately contact the school on the day of the absence and notify the school they have an assessment task due. Students may make all reasonable efforts to have the work delivered, by hand or email to their teacher.

Students should complete the misadventure process immediately upon return to school before attending any classes.

The assessment task notification will specify at what time a task is to be submitted. Students should not miss any timetabled periods, nor come to school late without a valid reason on the day an assessment task is due. It is unfair for students to use scheduled class time to gain an advantage in the submission of assessment tasks. Students who absent themselves from class in this way may be penalized unless they can show that they have not gained an unfair advantage. Students found to be studying for the task during the class time of other courses may be awarded a ZERO mark.

Attendance and Task Requirements

Students must demonstrate that they are serious candidates for the Higher School Certificate by their **regular attendance at school and in lessons** and through their **satisfactory performance in assessment tasks.** They must be present and be on time at the place specified for each assessment task. Take home tasks must be submitted at the correct time and location as specified in the assessment notification.

Students are expected to have a back-up digital copy of any digitally created work. **Technology failure is not an acceptable excuse** for missing an assessment due date,

Students who **do not complete/submit an assessment task** will be awarded a ZERO mark. **A NESA 'N' determination Warning** letter may be sent. Students will still be required to submit the task and receive feedback. This process will redeem the 'N' determination warning.

Extended Leave - Travel

It should be noted that the NSW DoE guidelines do not permit authorisation of travel for holiday purposes during school term. Where students apply for extended leave - travel, the granting of the leave may only be approved by the Principal. Without Principal authorisation a zero mark may be recorded.

Absence on holidays during examinations or Assessment tasks

- Students are aware of the weeks for all assessment tasks and dates of formal examinations many months in advance. They are gazetted on the school's website, Sentral Portal and course assessment schedules handed out at the beginning of the HSC year.
- Students and their families must make sure no holidays are planned during these periods as rescheduling may not be possible. Any assessment tasks (research task, in-class test, etc) due during a planned absence must be handed in before the absence or a zero mark may be awarded. Leave will not be approved during the HSC year.

Non-completion of Internal Assessment Tasks

If a student fails to complete a task specified in the assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the Principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task.

In exceptional circumstances, where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate, the Principal will authorise the use of an estimate based on other appropriate evidence. Where there is no valid reason for not completing an assessment task, a zero mark must be recorded for that task.

Non-Serious or Non-Attempts. Students should complete an assessment task or enter a HSC examination knowing they **must** make a **genuine effort at the task or examination**. NESAs Rules and Procedures describe the requirements that students make a serious attempt to answer the examination questions. Failure to do so is called a non-serious attempt or non-attempt.

A student's task or examination is considered a **non-attempt** if there is no evidence of academic engagement with the task or examination. Students are required to attempt a range of question types throughout the examination paper or task. It is not sufficient to answer multiple choice questions only or, only one section of the paper or task is attempted. Merely rewriting the question is **not** considered to be an adequate attempt at the paper or task.

A **non-serious attempt** is where students write or draw frivolous or objectionable material in response to a question. If a student is identified as providing non-serious or non-attempts, they will be asked to justify why they should receive a result in the task or examination. The consequences may be significant and may include not receiving an award in that course and/or the award of the HSC.

Students who do not make a serious attempt at the assessment task will be awarded a zero mark. Non-serious attempts include frivolous or objectionable material. Students who provide answers to questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.

If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgment.

Students are required to complete assessment tasks worth more than 50% of the total assessment marks to qualify for the Higher School Certificate. Students cannot qualify for a Higher School Certificate in a course where they do not meet these minimum assessment requirements.

Late submission of an Assessment Task

Students are required to submit work by the due date. If there is evidence of Illness/Misadventure, students are to complete the Illness/Misadventure Application form with supporting documentation and submit it to the Deputy Principal. Students who submit a task after the due date **may be awarded a zero mark**.

A student who becomes ill or suffers an illness/misadventure at school on the day of an assessment task **MUST** report firstly to the HSC Deputy Principal (or the Principal). If the student is ill but decides to do the assessment task, the student should notify the class teacher before the assessment task commences.

A student may apply for an extension to the due date if they feel that they have a genuine inability to meet a due date due to exceptional circumstances. A student who wishes to apply for an extension to the due date must complete an 'Illness/Misadventure' form and submit it to the Year 12 Deputy Principal as soon as reasonably possible.

If a student's **inability to meet assessment dates** can be foreseen prior to the deadline, it is the student's responsibility to immediately contact the Deputy Principal before the date of the task, who determines that the activity warrants a change of circumstance. Examples include emerging clashes with acceptable school activities (e.g. Representative sport, Work placement, Leadership events). If an acceptable absence occurs, an Illness/Misadventure form, with a statement from the supervising teacher, must be submitted to the Deputy Principal, before the school activity.

Students should not assume that an extension will be granted. Any requests for an extension to the due date will be assessed on a discretionary basis. If the student does not receive an approved extension and does not submit any component of the task, they will receive a mark of zero.

Students absent from a formal examination must contact the school immediately to notify the school that they are unfit to sit the examination. The student must provide a medical certificate for the day of the missed examination and attach it to the Illness/Misadventure form. The form must be handed to Deputy Principal on the first day they return to school.

Invalid or Unreliable results

In such a case, the Principal may authorise the use of an additional task, a substitute task, estimated marks and/or a change of weightings.

Honesty in HSC Assessment: What is Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Any student found to have plagiarised or to be guilty of malpractice will be awarded **zero** for the whole task. Parents will be notified. Where a teacher suspects a student of plagiarism or malpractice, the following procedures will apply:

- The teacher will discuss the matter with the student and then present the details to the Head Teacher who will determine whether to proceed with the matter.
- The Head Teacher and the teacher together will, if necessary, further interview the student in order to establish the student's response to the alleged plagiarism.

Should the Head Teacher determine to proceed further, the matter will be referred to the Deputy Principal and may do one or more of the following:

- Require the student to undertake additional assessment in that subject.
- Return a mark of zero for the assessment.
- Record the task as a non-attempt.
- Issue an N-Determination warning.

Please note that the **use of artificial intelligence (AI)** can only be used within assessments where specific prior authorisation has been given, or when technology that uses AI has been agreed as reasonable adjustment for a student's disability (such as voice recognition software for transcriptions or spelling and grammar checkers).

You should always acknowledge the sites used. It may be required to share the data created through AI sources in your appendix or other relevant section of your task.

Students should refer to the NESA website for further details on cheating and malpractice and its consequences. Schools are required to complete a Malpractice register on the NESA site for all incidences of malpractice.

Communication of Results/ Student Appeals

- Each student should be given the raw mark for each task.
- Each student can be given their course ranking for each task.

If on the return of an assessment task, a student considers that there is an irregularity in the marking of the assessment task, it is their responsibility to immediately discuss their concern with the subject teacher. The results of assessment tasks can be queried only at the time the tasks are returned. Appeals raised after the task has left the classroom will not be considered. In the case of research tasks, tests, essays, etc, time should be given in class for students to check the addition of marks and to read comments so that they can make an informed query.

If the issue is not resolved, the task will be retained by the teacher of the subject and the Head Teacher should be approached by the student requesting a review. The Head Teacher's decision in relation to the determination of a grade or mark that is based upon the marking guidelines used in the marking of the task is FINAL. The review may result in the final mark remaining the same or higher or being lower than the original mark. If the matter cannot be resolved, the appeals process can be used to refer the matter to the assessment appeals panel. It should be noted however that a teacher's professional judgment cannot be the basis of an appeal.

The final course rank will be made available to all students at the end of the course. Guidelines for appeals are outlined in the HSC Rules and Procedures book.

Students will not be advised of the final raw course mark.

Failure to complete NESA requirements

NSW Education Standard Authority (NESA) requires all students to:

- follow the course
- apply themselves with diligence and sustained effort to the set tasks and experiences that the school provides in the course
- achieve some or all of the course outcomes

For courses that include school assessment marks, students must also make a genuine attempt at assessment tasks that contribute more than 50% of the possible school assessment marks for that course. While a task submitted after the due date may score zero, it may be essential that the student submits the task in order to avoid falling below the level required by this regulation.

The **non-completion of a course procedure** commences when a student has not met one of the above requirements. The school is required to warn students in sufficient time to allow them to correct the problem which has placed them at risk.

The **first official warning** letter is issued indicating the area(s) of concern. The teacher (and Head Teacher) interviews the student in danger of not satisfactorily completing a course. The teacher documents the interview which outlines what action the student needs to take in order correct the situation. It will also specify the time frame.

A **second official warning** letter will be issued if a student continues to fail to meet NESAs requirements. A student cannot receive more than one warning letter for the same task. Once the second warning letter is issued, an interview with the Deputy Principal and Head Teacher will be organised to discuss all outstanding and current concerns. At the interview, a plan for improvement will be negotiated and be implemented over an agreed time.

Issuing a **third official warning** letter indicates a very serious concern that the student is at risk of receiving a N-Determination and will have to act immediately to avoid it. The student and parent will have an interview with the Deputy Principal, or Principal, to explain why he/she should not receive an N-Determination. The Principal or Deputy Principal will explain what actions, if any, the student can take to meet course requirements.

Any **further official warning** letters issued and/or unsuccessful completion of a formal program of improvement will result in an interview with the Principal who will make a decision regarding and **“N” determination.**

NESA states that students who have received a minimum of two official warning letters in a single course and two have not completed the requirements detailed on these letters are at risk of receiving an “N” determination for that course. In this circumstance the subject will not count towards the award of the Higher School Certificate.

Unsatisfactory Assessment Record

Higher School Certificate regulations state that a student who fails to complete assessment tasks which contribute more than 50% of the available marks in any course may receive neither an assessment mark nor an examination mark, even if the HSC examination is attempted. While a task submitted after the due date may score zero, it may be essential that the student submits the task in order to avoid falling below the level required by this regulation.

Formal Examination Period

Year 12 will have one school based, formal examination each year. Students are encouraged to keep a digital copy and the hard copy provided by the school.

Trial Higher School Certificate Examinations: Term 3, Weeks 1 and 2.

HSC Assessment Rank Order

HSC Assessment Rank Order can be accessed from Students Online using the student's NESA number and PIN. The assessment ranks are available after the final HSC examination.

If a student feels they have been incorrectly ranked in a course, the student should talk to the Deputy Principal immediately. If you are still not satisfied that your ranking is correct, you can apply to the Principal for a review, with reasons clearly stated. Such reviews will not involve a reconsideration of a teacher's judgement of the worth of an individual assessment task such as a test, assignment or project. In this review.

In this review, the school will consider whether it:

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

If you apply for a review, you must do this before the cut-off date, which is two days after the final HSC Examination. The school will inform the student of the outcome of the review and inform NESA if assessment marks or ranks should change.

You can appeal to NESA if you are unhappy with the school's response. If you are dissatisfied with the outcome of the school's review, you can ask your Principal to lodge an appeal with NESA. NESA will only consider whether the school's review was:

- adequate for deciding items 1-3 above
- completed properly

NESA will not revise assessment marks or rank order. If they uphold the appeal, they will ask the school to correct any errors.

Major Works

Students who are attempting courses which have a major work component must conform to the following requirements:

- the work must be submitted by the due date as indicated by NESA;
- no extensions will be given;
- the work must not be worked on past the finishing date and time;
- the work must be the students' own work; and
- if work is done off site it must be with prior agreement and under the supervision terms of the course teacher. If it is not, the teacher may not certify the work.

Illness and Misadventure Appeal

Special consideration may be available to a student whose performance is affected because of absence from a task, lateness for a task or inability to complete an assessment task due to Illness or Misadventure.

To be approved for special consideration, a student must complete and submit online an *Illness/Misadventure Appeal Application* to the Year Group Deputy Principal within 48 hours of the task due date. *Illness/Misadventure Appeal Application* forms can be accessed via **APHS Connect 1 to 1** under Stage 6 Assessment. The Principal may accept late applications.

Any student who is ill is required to download a C1 form (from APHS Connect 1 to 1 under Stage 6 assessment) and have it completed by their doctor to support the *Illness/Misadventure Appeal Application*. A letter from a parent/caregiver or a medical certificate alone does not satisfy this requirement. The completed C1 form is to be attached to the online *Illness/Misadventure Appeal Application*.

Any student who experiences misadventure is required to download a C2 form (from APHS Connect 1 to 1 under Stage 6 assessment) and have it completed by the relevant person to support the *Illness/Misadventure Appeal Application*. A letter from a parent/caregiver does not satisfy this requirement. The completed C2 form is to be attached to the online *Illness/Misadventure Appeal Application*.

Requests for extensions of time

Any student seeking an extension of time for any task must do so *in writing in advance* of the set date otherwise a zero mark will be awarded. Extensions are only given in exceptional circumstances, including VET student work placements.

It is your responsibility to implement a suitable backup procedure that safeguards your work. In the event of failure of technology you should submit a copy of the most recent version of your work to your teacher.

Work placement

The courses in the Vocational Education and Training (VET) Industry Curriculum Frameworks have been designed to deliver units of competency that are drawn from Industry Training Packages.

Work placement is a mandatory HSC requirement of each framework course and for some other VET courses. For each course, a minimum number of hours is required in the workplace to enable students to progress towards the achievement of industry competencies and to practise skills acquired in the classroom or workshop. If you fail to undertake any mandatory work placement component of a VET course, it will be determined that you have not made a genuine attempt to complete course requirements.

VET Assessment Policy

Vocational Education Training (VET) Courses are based on Industry Training Packages and teach industry specific skills. These are competency based and allow a student to gain both a HSC qualification and Australian Qualification Framework (AQF) accreditation. Students work to develop the competencies, skills and knowledge described in each Unit of Competency.

To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. Units of competence are assessed holistically as assessment tasks and students are assessed as either "competent" or "not yet competent" for individual units of competency.

Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors. Evidence of competence will be gathered in an ongoing basis as well as at specific assessment events.

Evidence will be collected through a range of assessment activities using direct, indirect and supplementary methods. The achievement of units of competency by students determines the final vocational qualification that a student will achieve.

Students may choose to undertake the optional HSC examination for a VET course for Australian Tertiary Administration Rank (ATAR) purposes. Schools must determine a HSC examination estimate, which should be based on two formal examinations during the 240 hour course. Therefore, in addition to competency assessment, all students in VET courses must undertake Year 11 Preliminary examinations and HSC Trial examinations to be used for this purpose.

Work placement is a **mandatory HSC requirement** of curriculum framework VET courses. Students are required to complete a minimum of 35 hours of mandatory work placement for each 2 units of a VET curriculum Framework course studied. Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled the NESA course requirements.

Information regarding mandatory assessment tasks will be set out in an assessment schedule. These tasks will be used as evidence of competency. Refer to individual pages in this booklet for details for various courses.

Normal school assessment appeals procedures will apply for VET courses. These procedures are explained elsewhere in the booklet.

Year 12 Assessment Calendar - 2023/2024

Term 4 - 2023

WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	Physics; Textiles and Design;
WEEK 8	Economics; English EAL/D; Food Technology; Geography; Mathematics Advanced; Mathematics Standard 2; PDHPE; Society & Culture; Visual Arts; Work Studies (CEC);
WEEK 9	Ancient History; Biology; Business Studies; Chemistry; Design & Technology; Engineering Studies; English Advanced; English Standard; English Studies; Information Processes & Technology; Legal Studies; Mathematics Extension 1; Mathematics Numeracy; Modern History; Music 1; Textiles and Design;
WEEK 10	Community & Family Studies; Industrial Technology; Mathematics Extension 2; Software Design & Development; Sport, Lifestyle and Recreation Studies (CEC); Visual Design (CEC);

Term 1 - 2024

WEEK 1	
WEEK 2	
WEEK 3	Science Extension;
WEEK 4	Mathematics Extension 1;
WEEK 5	Mathematics Numeracy; Physics;
WEEK 6	Design & Technology; Economics; Engineering Studies; Mathematics Advanced; Mathematics Extension 2; Mathematics Standard 2; Music 1; PDHPE; Work Studies (CEC);
WEEK 7	English Advanced; English Standard; English Studies; Legal Studies; Visual Arts;
WEEK 8	Ancient History; Business Studies; English EAL/D; Food Technology; Geography; Information Processes & Technology; Society & Culture; Visual Design (CEC);
WEEK 9	Biology; Modern History; Software Design & Development;
WEEK 10	Chemistry; Industrial Technology; Sport, Lifestyle and Recreation Studies (CEC);
WEEK 11	

Year 12 Assessment Calendar - 2024

Term 2 - 2024

WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	Community & Family Studies;
WEEK 5	Mathematics Advanced; Mathematics Extension 2; Mathematics Standard 2; Software Design & Development;
WEEK 6	English Advanced; English EAL/D; English Standard; English Studies;
WEEK 7	Chemistry; Mathematics Extension 1; Mathematics Numeracy; Music 1; Science Extension; Society & Culture; Work Studies (CEC);
WEEK 8	Ancient History; Food Technology; PDHPE;
WEEK 9	Design & Technology; Engineering Studies; Information Processes & Technology; Textiles and Design;
WEEK 10	Biology; Community & Family Studies; Economics; Industrial Technology; Modern History; Sport, Lifestyle and Recreation Studies (CEC); Visual Design (CEC);

Term 3 - 2024

WEEKS 1-2	Ancient History; Biology; Business Studies; Chemistry; Community & Family Studies; Design & Technology; Economics; Engineering Studies; English Advanced; English EAL/D; English Standard; English Studies; Food Technology; Geography; Industrial Technology; Information Processes & Technology; Legal Studies; Mathematics Advanced; Mathematics Extension 1; Mathematics Extension 2; Mathematics Standard 2; Modern History; Music 1; PDHPE; Physics; Society & Culture; Software Design & Development; Textiles and Design; Visual Arts;
WEEK 3	
WEEK 4	Mathematics Numeracy;
WEEK 5	Science Extension;
WEEK 6	Business Studies; Physics; Work Studies (CEC);
WEEK 7	Geography; Legal Studies; Visual Arts; Visual Design (CEC);
WEEK 8	
WEEK 9	
WEEK 10	

Arthur Phillip High School

Assessment Schedule 2024

Ancient History - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Source Test	Research Essay/Speech	Historical Analysis	Trial HSC Exam	
Topic	Cities of Vesuvius: Pompeii and Herculaneum	The Augustan Age	Agrippina the Younger	All course content	
Timing	Term 4 Week 9, 2023	Term 1 Week 8, 2024	Term 2 Week 8, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	AH12-1, AH12-2, AH12-3, AH12-6, AH12-10	AH12-2, AH12-3, AH12-5, AH12-8, AH12-9	AH12-4, AH12-6, AH12-7, AH12-8, AH12-9	AH12-1, AH12-2, AH12-4, AH12-6, AH12-8	
Components					Weighting %
Knowledge and understanding of course content	10	5	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5		5	10	20
Historical inquiry and research	5	10	5		20
Communication of historical understanding in appropriate forms	5	10	5		20
Total %	25	25	25	25	100

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

Arthur Phillip High School

Assessment Schedule 2024

Biology - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Knowledge Test	Practical Investigation	Depth Study	Trial HSC Exam	
Topic	Module 5	Module 7	Module 6	Modules 5, 6, 7 and 8	
Timing	Term 4 Week 9, 2023	Term 1 Week 9, 2024	Term 2 Week 10, 2024	Term 3 Weeks 1-2, 2023	
Outcomes assessed	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO12-12	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	
Components					Weighting %
Skills in Working Scientifically	10	20	20	10	60
Knowledge and Understanding	10		10	20	40
Total %	20	20	30	30	100

A Student:

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
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

Arthur Phillip High School

Assessment Schedule 2024

Business Studies - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Task	Case Study / Financial Report	Trial HSC Exam	Stimulus Based Task	
Topic	Marketing	Finance / Operations	Operations, Marketing, Human Resources and Finance	Human Resources	
Timing	Term 4 Week 9, 2023	Term 1 Week 8, 2024	Term 3 Weeks 1-2, 2024	Term 3 Week 6, 2024	
Outcomes assessed	H1, H2, H5, H7	H3, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9, H10	H2, H3, H6, H8, H9, H10	
Components					Weighting %
Knowledge and Understanding	10	5	10	15	40
Stimulus Based Skills	5		10	10	25
Inquiry and Research		15			15
Communication of Business Information	5	5	10		20
Total %	20	25	30	25	100

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

Arthur Phillip High School

Assessment Schedule 2024

Chemistry - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Practical Task	Depth Study	Open Book Data Analysis	Trial HSC Exam	
Topic	Module 5	Module 6	Modules 5, 6 and 8	Modules 5, 6, 7 and 8	
Timing	Term 4 Week 9, 2023	Term 1 Week 10, 2024	Term 2 Week 7, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7	CH11/12-1, CH11/12-2, CH11/12-5, CH11/12-7, CH12-13	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-15	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15	
Components					Weighting %
Skills in Working Scientifically	20	20	10	10	60
Knowledge and Understanding		10	10	20	40
Total %	20	30	20	30	100

A Student:

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13	describes, explains and quantitatively analyses acids and bases using contemporary models
CH12-14	analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15	describes and evaluates chemical systems used to design and analyse chemical processes

Arthur Phillip High School

Assessment Schedule 2024

Community & Family Studies - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Independent Research Project	In Class Question	Oral Presentation	Trial HSC Exam	
Topic	Groups in Context	Social Impact of Technology	Parenting & Caring		
Timing	Term 4 Week 10, 2023	Term 2 Week 4, 2024	Term 2 Week 10, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	H3.1, H3.3, H5.1, H6.1	H4.1, H4.2	H2.3, H3.2, H5.2	H1.1, H2.1, H2.2, H3.3, H3.4, H6.2	
Components					Weighting %
Knowledge and understanding of course content	10	10	15	20	55
Skills in critical thinking, research methodology, analysing and communicating	10	15	10	10	45
Total %	20	25	25	30	100

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 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
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

Arthur Phillip High School

Assessment Schedule 2024

Design & Technology - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	MDP Project Proposal and Planning Presentation	Innovation Case Study	MDP Project Development and Management Report	Trial HSC Exam	
Topic	Designing and Producing	Innovation and Emerging Technologies	Designing and Producing		
Timing	Term 4 Week 9, 2023	Term 1 Week 6, 2024	Term 2 Week 9, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	H1.1, H1.2, H2.1, H4.1, H5.2	H2.2, H3.1, H3.2, H6.2	H3.2, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
Components					Weighting %
Knowledge and understanding of course content		20		20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20		30	10	60
Total %	20	20	30	30	100

A Student:

H1.1	critically analyses the factors affecting design and the development and success of design projects
H1.2	relates the practices and processes of designers and producers to the major design project
H2.1	explains the influence of trends in society on design and production
H2.2	evaluates the impact of design and innovation on society and the environment
H3.1	analyses the factors that influence innovation and the success of innovation
H3.2	uses creative and innovative approaches in designing and producing
H4.1	identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
H4.2	selects and uses resources responsibly and safely to realise a quality major design project
H4.3	evaluates the processes undertaken and the impacts of the major design project
H5.1	manages the development of a quality major design project
H5.2	selects and uses appropriate research methods and communication techniques
H6.1	justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
H6.2	critically assesses the emergence and impact of new technologies, and the factors affecting their development

Arthur Phillip High School

Assessment Schedule 2024

Economics - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Task and In Class Essay	Media Report and In Class Essay	Research Task and In Class Essay	Trial HSC Exam	
Topic	The Global Economy	Australia's Place in the Global Economy	Economic Policies	Economic Policies	
Timing	Term 4 Week 8, 2023	Term 1 Week 6, 2024	Term 2 Week 10, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	H1, H2, H3, H4, H5	H6, H7, H8, H9, H10	H7, H9, H10, H11, H12	H1, H2, H5, H6, H7	
Components					Weighting %
Knowledge and understanding of course content	5	10	10	15	40
Stimulus based skills	5		5	10	20
Inquiry and research	5	10	5		20
Communication of Economic information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

A Student:

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

Arthur Phillip High School

Assessment Schedule 2024

Engineering Studies - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Engineering Report - Individual	Open Book Topic Test	Engineering Report - Collaborative	Trial HSC Exam	
Topic	Civil Structures	Personal and Public Transport	Aeronautical Engineering		
Timing	Term 4 Week 9, 2023	Term 1 Week 6, 2024	Term 2 Week 9, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	H1.2, H2.1, H2.2, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	H2.2, H3.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.1, H4.2, H4.3, H5.1	
Components					Weighting %
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in research, problem solving and communication related to engineering practice	10	15	5	10	40
Total %	20	30	20	30	100

A Student:

H1.1	describes the scope of engineering and critically analyses current innovations
H1.2	differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
H2.1	determines suitable properties, uses and applications of materials, components and processes in engineering
H2.2	analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
H3.1	demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
H3.2	uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
H3.3	develops and uses specialised techniques in the application of graphics as a communication tool
H4.1	investigates the extent of technological change in engineering
H4.2	applies knowledge of history and technological change to engineering-based problems
H4.3	applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
H5.1	works individually and in teams to solve specific engineering problems and prepare engineering reports
H5.2	selects and uses appropriate management and planning skills related to engineering
H6.1	demonstrates skills in research and problem-solving related to engineering
H6.2	demonstrates skills in analysis, synthesis and experimentation related to engineering

Arthur Phillip High School

Assessment Schedule 2024

English Advanced - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Multimodal Task	Writing Task/Analytical Extended Response	Writing Task: Creative and Reflection	Trial HSC Exam	
Topic	Common Module - Texts & Human Experiences	Module A - Textual Conversation	Module C - Craft of Writing	Common Module Module A Module B Module C	
Timing	Term 4 Week 9, 2023	Term 1 Week 7, 2024	Term 2 Week 6, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
Components					Weighting %
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts & communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	20	25	25	30	100

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

Arthur Phillip High School

Assessment Schedule 2024

English EAL/D - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Multimodal Presentation	Extended Response	Imaginative Writing (with Written Annotations)	Trial HSC Exam	
Topic	Module A - Texts and Human Experiences	Module B - Language, Identity and Culture	Focus on Writing	Module A Module B Module C	
Timing	Term 4 Week 8, 2023	Term 1 Week 8, 2024	Term 2 Week 6, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7	EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8	EAL12-2, EAL12-3, EAL12-4, EAL12-5, EAL12-6, EAL12-7, EAL12-9	EAL12-1A, EAL12-3, EAL12-4, EAL12-5, EAL12-6, EAL12-7, EAL12-8	
Components					Weighting %
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts & communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	25	20	25	30	100

A Student:

EAL12-1A	responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EAL12-1B	communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts
EAL12-2	uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
EAL12-3	identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning
EAL12-4	applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
EAL12-5	thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts
EAL12-6	investigates and evaluates the relationships between texts
EAL12-7	integrates understanding of the diverse ways texts can represent personal and public worlds
EAL12-8	analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
EAL12-9	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Arthur Phillip High School

Assessment Schedule 2024

English Standard - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Multimodal Task	Writing Task/Analytical Extended Response	Writing Task: Creative and Reflection	Trial HSC Exam	
Topic	Common Module - Texts & Human Experiences	Module A - Language, Identity and Culture	Module C - Craft of Writing	Common Module Module A Module B Module C	
Timing	Term 4 Week 9, 2023	Term 1 Week 7, 2024	Term 2 Week 6, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	EN12-1, EN12-3, EN12-5, EN12-7, EN12-9	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	
Components					Weighting %
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts & communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	20	25	25	30	100

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

Arthur Phillip High School

Assessment Schedule 2024

English Studies - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Extended Response	Information Report and Reflection	Petcha Ketcha: Speaking / Multimodal Presentation	Trial HSC Exam (ATAR) OR Portfolio (NON-ATAR)	
Topic	Mandatory Module - Texts and Human Experiences	Elective Module H - Part of the Family	Elective Module L - Who do you think I am?	Mandatory Module Elective Module H Elective Module L	
Timing	Term 4 Week 9, 2023	Term 1 Week 7, 2024	Term 2 Week 6, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	ES12-1, ES12-4, ES12-7, ES12-8	ES12-1, ES12-3, ES12-4, ES12-5, ES12-10	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10	
Components					Weighting %
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts & communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
Total %	20	30	20	30	100

A Student:

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

Arthur Phillip High School

Assessment Schedule 2024

Food Technology - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Case Study	Research	Project	Trial HSC Exam	
Topic	Organisation within Australian Food Industry investigation	Food Manufacture Packaging and Storage Development	Food Product Development SWOT Analysis and Marketing Strategy		
Timing	Term 4 Week 8, 2023	Term 1 Week 8, 2024	Term 2 Week 8, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	H1.2, H1.4, H3.1	H1.1, H4.2, H5.1	H1.3, H4.1, H5.1	H1.1, H1.3, H1.4, H2.1, H3.2	
Components					Weighting %
Knowledge and understanding of course content	10	5	5	20	40
Knowledge and skills in designing, researching, analysing and evaluating	10	5	10	5	30
Skills in experimenting with and preparing food by applying theoretical concepts		15	15		30
Total %	20	25	30	25	100

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 the operation of an organisation within the Australian Food Industry 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

Arthur Phillip High School

Assessment Schedule 2024

Geography - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Fieldwork Inquiry Task and In class	Research Task Hand In	Trial HSC Exam	MC, Short Answer and Skills	
Topic	Ecosystems at Risk	Urban Places	People and Economic Activity, Urban Places, Ecosystems at Risk	People and Economic Activity	
Timing	Term 4 Week 8, 2023	Term 1 Week 8, 2024	Term 3 Weeks 1-2, 2024	Term 3 Week 7, 2024	
Outcomes assessed	H1, H2, H8, H9, H10	H1, H6, H12, H13	H1, H4, H5, H6, H8, H10, H11, H12, H13	H10, H11, H13	
Components					Weighting %
Knowledge and understanding of course content	5		10		15
Geographical tools and skills	10	10	10	10	40
Geographical Inquiry and Research including fieldwork	10	10			20
Communication of Geographical Information, ideas and issues in appropriate forms	5		10	10	25
Total %	30	20	30	20	100

A Student:

H1	explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
H2	explains the factors which place ecosystems at risk and the reasons for their protection
H3	analyses contemporary urban dynamics and applies them in specific contexts
H4	analyses the changing spatial and ecological dimensions of an economic activity
H5	evaluates environmental management strategies in terms of ecological sustainability
H6	evaluates the impacts of, and responses of people to, environmental change
H7	justifies geographical methods applicable and useful in the workplace and relevant to a changing world
H8	plans geographical inquiries to analyse and synthesise information from a variety of sources
H9	evaluates geographical information and sources for usefulness, validity and reliability
H10	applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
H11	applies mathematical ideas and techniques to analyse geographical data
H12	explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
H13	communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

Arthur Phillip High School

Assessment Schedule 2024

Industrial Technology - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Presentation	Report and Video	Report	Trial HSC Exam	
Topic	Major Project Planning, Research and Design	Industry	Major Project Production and Management		
Timing	Term 4 Week 10, 2023	Term 1 Week 10, 2024	Term 2 Week 10, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	H3.1, H3.2, H3.3, H5.1, H5.2	H1.1, H1.2, H1.3, H5.2, H7.2	H2.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H7.1, H7.2	
Components					Weighting %
Knowledge and understanding of course content	5	5	10	20	40
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	60
Total %	20	20	30	30	100

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

Arthur Phillip High School

Assessment Schedule 2024

Information Processes & Technology - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Practical Exam	Group Project	Group Project	Trial HSC Exam	
Topic	Information Systems & Databases	Databases	Multimedia		
Timing	Term 4 Week 9, 2023	Term 1 Week 8, 2024	Term 2 Week 9, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	H2.2, H3.1, H5.2, H6.1, H6.2	H2.2, H3.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	H2.2, H3.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H6.1, H6.2, H7.1	
Components					Weighting %
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in the design and development of information systems	10	10	10	10	40
Total %	20	25	25	30	100

A Student:

H1.1	applies and explains an understanding of the nature and function of information technologies to a specific practical situation
H1.2	explains and justifies the way in which information systems relate to information processes in a specific context
H2.1	analyses and describes a system in terms of the information processes involved
H2.2	develops and explains solutions for an identified need which address all of the information processes
H3.1	evaluates and discusses the effect of information systems on the individual, society and the environment
H3.2	demonstrates and explains ethical practice in the use of information systems, technologies and processes
H4.1	proposes and justifies ways in which information systems will meet emerging needs
H5.1	justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
H5.2	assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices
H6.1	analyses situations, identifies needs, proposes and then develops solutions
H6.2	selects, justifies and applies methodical approaches to planning, designing or implementing solutions
H7.1	implements and explains effective management techniques
H7.2	uses methods to thoroughly document the development of individual and team projects

Arthur Phillip High School

Assessment Schedule 2024

Legal Studies - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Task	Topic Test M/C, Short Answer and Extended Response	Trial HSC Exam	Essay	
Topic	Human Rights	Crime	Human Rights, Crime and Family law	World Order	
Timing	Term 4 Week 9, 2023	Term 1 Week 7, 2024	Term 3 Weeks 1-2, 2024	Term 3 Week 7, 2024	
Outcomes assessed	H1, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H4, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Components					Weighting %
Knowledge and understanding		15	15		30
Analysis and Evaluation	10	5	5	10	30
Inquiry and research	10			10	20
Communication and legal information issues and ideas in appropriate forms		10	10		20
Total %	20	30	30	20	100

A Student:

H1	identifies and applies legal concepts and terminology
H2	describes and explains key features of and the relationship between Australian and international law
H3	analyses the operation of domestic and international legal systems
H4	evaluates the effectiveness of the legal system in addressing issues
H5	explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
H6	assesses the nature of the interrelationship between the legal system and society
H7	evaluates the effectiveness of the law in achieving justice
H8	locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
H9	communicates legal information using well-structured and logical arguments
H10	analyses differing perspectives and interpretations of legal information and issues

Arthur Phillip High School

Assessment Schedule 2024

Mathematics Advanced - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Project	Written	Written	Trial HSC Exam	
Topic	Trigonometric Functions	Differentiation of Trigonometric, Exponential, Logarithmic Functions and Rules of Differentiation Statistical Analysis - Data & Bivariate Data Analysis	Application of Differentiation Integral Calculus	All Topics	
Timing	Term 4 Week 8, 2023	Term 1 Week 6, 2024	Term 2 Week 5, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	MA12-1, MA12-3, MA12-5, MA12-6, MA12-9, MA12-10	MA12-3, MA12-6, MA12-8, MA12-9, MA12-10	MA12-3, MA12-5, 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	
Components					Weighting %
Concepts, skills and techniques	10	15	10	15	50
Reasoning and communication	10	10	15	15	50
Total %	20	25	25	30	100

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

Arthur Phillip High School

Assessment Schedule 2024

Mathematics Extension 1 - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Written	Project	Written	Trial HSC Exam	
Topic	Trigonometric Equations Proof by Mathematical Induction	Vectors	Further Calculus Skills Further Areas and Volumes of Solids of Revolution Differential Equations	All Topics	
Timing	Term 4 Week 9, 2023	Term 1 Week 4, 2024	Term 2 Week 7, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	ME12-1, ME12-3, ME12-6, ME12-7	ME12-2, ME12-6, ME12-7	ME12-1, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	
Components					Weighting %
Concepts, skills and techniques	10	15	10	15	50
Reasoning and communication	10	10	15	15	50
Total %	20	25	25	30	100

A Student:

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

Arthur Phillip High School

Assessment Schedule 2024

Mathematics Extension 2 - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Written	Written	Project	Trial HSC Exam	
Topic	Introduction to Complex Numbers The Nature of Proof	Further Integration Further Work with Vectors	Mechanics	All Topics	
Timing	Term 4 Week 10, 2023	Term 1 Week 6, 2024	Term 2 Week 5, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-5, MEX12-7, MEX12-8	MEX12-2, MEX12-6, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	
Components					Weighting %
Concepts, skills and techniques	10	15	10	15	50
Reasoning and communication	10	10	15	15	50
Total %	20	25	25	30	100

A Student:

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

Arthur Phillip High School

Assessment Schedule 2024

Mathematics Numeracy - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Assignment	Assignment	Assignment	Assignment	
Topic	Module 3	Module 3	Module 4	Module 4	
Timing	Term 4 Week 9, 2023	Term 1 Week 5, 2024	Term 2 Week 7, 2024	Term 3 Week 4, 2024	
Outcomes assessed	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.4, N6-2.5, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-2.5, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.3, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-2.6, N6-3.1, N6-3.2	
Components					Weighting %
Knowledge and understanding	12.5	12.5	12.5	12.5	50
Numeracy skills	12.5	12.5	12.5	12.5	50
Total %	25	25	25	25	100

A Student:

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

Arthur Phillip High School

Assessment Schedule 2024

Mathematics Standard 2 - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Take Home Assignment and In Class Validation Test	In Class Written Exam	In Class Written Exam	Trial HSC Exam	
Topic	Investment and Loans	Bivariate Data Analysis Normal Distribution	Network Concepts Annuities Non-Right-Angled Trigonometry	All Topics	
Timing	Term 4 Week 8, 2023	Term 1 Week 6, 2023	Term 2 Week 5, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-9, 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	
Components					Weighting %
Understanding, fluency and communication	10	15	15	15	55
Problem solving, reasoning and justification	10	10	10	15	45
Total %	20	25	25	30	100

A Student:

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

Arthur Phillip High School

Assessment Schedule 2024

Modern History - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Source Test	Historical Analysis	Research Essay/ Speech	Trial HSC Exam	
Topic	Power and Authority in the Modern World	Russia and the Soviet Union 1917-1941	Conflict in Europe 1935 to 1945	All Course Work	
Timing	Term 4 Week 9, 2023	Term 1 Week 9, 2024	Term 2 Week 10, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	MH12-1, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7	MH12-1, MH12-2, MH12-3, MH12-5, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6	MH12-2, MH12-3, MH12-5, MH12-6, MH12-8	
Components					Weighting %
Knowledge and understanding of course content	10	10	5	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5		10	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5	5	10		20
Total %	25	25	25	25	100

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

Arthur Phillip High School

Assessment Schedule 2024

Music 1 - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Composition Submission and Presentation of 1 Elective	Performance and Musicology Submission	In class Aural Examination and Presentation of 2 Electives	In class Aural Examination and Presentation of 3 Electives	
Topic	Jazz Music	Popular Music	Music of 20th and 21st Centuries	TRIAL EXAMINATION	
Timing	Term 4 Week 9, 2023	Term 1 Week 6, 2024	Term 2 Week 7, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	H1, H3, H7, H8, H9	H1, H2, H4, H5, H6, H9	H1, H4, H9	H1, H4, H9, H10, H11	
Components					Weighting %
Performance Core		10			10
Composition Core	10				10
Musicology Core		10			10
Aural Core			10	15	25
Elective 1			10	5	15
Elective 2			10	5	15
Elective 3	10			5	15
Total %	20	20	30	30	100

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

Arthur Phillip High School

Assessment Schedule 2024

PDHPE - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	In Class Analysis	In Class Written	Report	Exam	
Topic	Core 2: Factors Affecting Performance - Athlete Analysis	Option 4: Improving Performance - Elite Athlete Planning Profile	Core 1: Health Priorities in Australia - In-class task	Trial HSC Examination	
Timing	Term 4 Week 8, 2023	Term 1 Week 6, 2024	Term 2 Week 8, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	H7, H8, H9, H10	H8, H9, H10, H16	H1, H2, H3, H4, H5	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H14, H15, H16	
Components					Weighting %
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating	15	10	15	20	60
Total %	25	20	25	30	100

A Student:

H1	describes the nature and justifies the choice of Australia's health priorities
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	analyses the determinants of health and health inequities
H4	argues the case for health promotion based on the Ottawa Charter
H5	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H6	demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
H7	explains the relationship between physiology and movement potential
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	explains how movement skill is acquired and appraised
H10	designs and implements training plans to improve performance
H11	designs psychological strategies and nutritional plans in response to individual performance needs
H12	analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
H14	argues the benefits of health-promoting actions and choices that promote social justice
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H16	devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Arthur Phillip High School

Assessment Schedule 2024

Physics - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Practical Task	Depth Study	Trial HSC Exam	Secondary Source Analysis	
Topic	Module 5	Module 6	Modules 5, 6, 7 and 8	Modules 7 and 8	
Timing	Term 4 Week 7, 2023	Term 1 Week 5, 2024	Term 3 Weeks 1-2, 2024	Term 3 Week 6, 2024	
Outcomes assessed	PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12	PH11/12-1, PH11/12-2, PH11/12-5, PH11/12-7, PH12-13	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12, PH12-13, PH12-14, PH12-15	PH11/12-4, PH11/12-5, PH12-13, PH12-14	
Components					Weighting %
Skills in Working Scientifically	20	20	10	10	60
Knowledge and Understanding		10	20	10	40
Total %	20	30	30	20	100

A Student:

PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Arthur Phillip High School

Assessment Schedule 2024

Science Extension - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	
Nature of Task	Literature Review Reflection and Skills	Statistical Case Study	Scientific Research Report	
Topic	The Scientific Research Proposal	The Data, Evidence and Decisions	The Research Report	
Timing	Term 1 Week 3, 2024	Term 2 Week 7, 2024	Term 3 Week 5, 2024	
Outcomes assessed	SE-2, SE-5, SE-7	SE-1, SE-4, SE-7	SE-1, SE-3, SE-4, SE-5, SE-6, SE-7	
Components				Weighting %
Communicating scientifically	10	5	15	30
Gathering, recording, analysing and evaluating data	5	15	10	30
Application of scientific research skills	15	10	15	40
Total %	30	30	40	100

A Student:

SE-1	refines and applies the Working Scientifically processes in relation to scientific research
SE-2	analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
SE-3	interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
SE-4	uses statistical applications, mathematical processes and/or modelling to gather, process,
SE-5	analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
SE-6	analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
SE-7	communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

Arthur Phillip High School

Assessment Schedule 2024

Society & Culture - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	PIP Proposal	Core Test	Speech/ Research	Trial HSC Exam	
Topic	Personal Interest Project	Social and Cultural Change and Continuity	Popular Culture	All Course Work	
Timing	Term 4 Week 8, 2023	Term 1 Week 8, 2024	Term 2 Week 7, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	H1, H3, H4, H6, H7, H8	H1, H2, H3, H5, H10	H1, H3, H5, H7, H9, H10	H1, H2, H4, H5, H6, H9	
Components					Weighting %
Knowledge and understanding of course content	5	15	15	15	50
Application and evaluation of social and cultural research methods	5	10	5	10	30
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	15	30	25	30	100

A Student:

H1	evaluates and effectively applies social and cultural concepts
H2	explains the development of personal, social and cultural identity
H3	analyses relationships and interactions within and between social and cultural groups
H4	assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
H5	analyses continuity and change and their influence on personal and social futures
H6	evaluates social and cultural research methods for appropriateness to specific research tasks
H7	selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
H8	uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
H9	applies complex course language and concepts appropriate for a range of audiences and contexts
H10	communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Arthur Phillip High School

Assessment Schedule 2024

Software Design & Development - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Practical Exam	Agile Project I	Agile Project II	Trial HSC Exam	
Topic	9.1. Concepts and Issues in Software Development	9.2. Systems Development Life Cycle	9.3. Developing a Software Solution	9.4. Option: Interrelationship between Hardware and Software	
Timing	Term 4 Week 10, 2023	Term 1 Week 9, 2024	Term 2 Week 5, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	H1.2, H1.3, H3.2, H4.2, H4.3	H1.2, H1.3, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.2, H6.3, H6.4	H1.2, H1.3, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.2, H6.3, H6.4	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.1, H6.2, H6.3, H6.4	
Components					Weighting %
Knowledge and understanding of course content		10	10	30	50
Knowledge and skills in the design and development of information systems	20	10	20		50
Total %	20	20	30	30	100

A Student:

H1.1	explains the interrelationship between hardware and software
H1.2	differentiates between various methods used to construct software solutions
H1.3	describes how the major components of a computer system store and manipulate data
H2.1	explains the implications of the development of different languages
H2.2	explains the interrelationship between emerging technologies and software development
H3.1	identifies and evaluates legal, social and ethical issues in a number of contexts
H3.2	constructs software solutions that address legal, social and ethical issues
H4.1	identifies needs to which software solutions are appropriate
H4.2	applies appropriate development methods to solve software problems
H4.3	applies a modular approach to implement well structured software solutions and evaluates their effectiveness
H5.1	applies project management techniques to maximise the productivity of the software development
H5.2	creates and justifies the need for the various types of documentation required for a software solution
H5.3	selects and applies appropriate software to facilitate the design and development of software solutions
H6.1	assesses the skills required in the software development cycle
H6.2	communicates the processes involved in a software solution to an inexperienced user
H6.3	uses and describes a collaborative approach during the software development cycle
H6.4	develops and evaluates effective user interfaces, in consultation with appropriate people

Arthur Phillip High School

Assessment Schedule 2024

**Sport, Lifestyle and Recreation Studies (CEC) - Stage 6 -
Year 12**

Task number	Task 1	Task 2	Task 3	
Nature of Task	Practical Task	Theory Hand In Task	Practical and Theory Assessment In Class	
Topic	Games and Sports Applications 2 - Sport Study	Athletics - Design a carnival	Resistance Training - Program Design	
Timing	Term 4 Week 10, 2023	Term 1 Week 10, 2024	Term 2 Week 10, 2024	
Outcomes assessed	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.4	1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	
Components				Weighting %
Knowledge and Understanding	10	20	20	50
Skills	20	10	20	50
Total %	30	30	40	100

A Student:

1.1	applies the rules and conventions that relate to
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
5.1	accepts responsibility for personal and community health
5.2	willingly participates in regular physical activity
5.3	values the importance of an active lifestyle
5.4	values the features of a quality performance
5.5	strives to achieve quality in personal performance

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Assessment Schedule 2024

Textiles and Design - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Presentation	Research Task	Research and Practical Task	Trial HSC Exam	
Topic	Design Designing / Planning / Presentation / MTP Proposal	Investigation of Designer Contemporary Designer Case Study	Properties and Performance Project Development / Management Report		
Timing	Term 4 Week 7, 2023	Term 4 Week 9, 2023	Term 2 Week 9, 2024	Term 3 Weeks 1-2, 2024	
Outcomes assessed	H1.2, H2.1, H4.1, H4.2, H6.1	H3.1, H3.2, H5.1, H5.2, H6.1	H1.1, H1.2, H2.2, H3.1, H4.1, H4.2	H1.3, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1	
Components					Weighting %
Knowledge and understanding of course content		10	10	30	50
Skills in critical thinking, research methodology, analysis and communicating	25		25		50
Total %	25	10	35	30	100

A Student:

H1.1	critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
H1.2	designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
H1.3	identifies the principles of colouration for specific end-uses
H2.1	communicates design concepts and manufacturing specifications to both technical and non-technical audiences
H2.2	demonstrates proficiency in the manufacture of a textile item/s
H2.3	effectively manages the design and manufacture of a Major Textiles Project to completion
H3.1	explains the interrelationship between fabric, yarn and fibre properties
H3.2	develops knowledge and awareness of emerging textile technologies
H4.1	justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses
H4.2	selects and justifies manufacturing techniques, materials and equipment for a specific end-use
H5.1	investigates and describes aspects of marketing in the textile industry
H5.2	analyses and discusses the impact of current issues on the Australian textiles industry
H6.1	analyses the influence of historical, cultural and contemporary developments on textiles

Arthur Phillip High School

Assessment Schedule 2024

Visual Arts - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	In Class Test & Development of Body of Work	Hand in task & Body of Work in Progress	Written Examination	Body of Work Final Submission	
Topic	Business of Art	Architecture and Design	Trial Examination		
Timing	Term 4 Week 8, 2023	Term 1 Week 7, 2024	Term 3 Weeks 1-2, 2024	Term 3 Week 7, 2024	
Outcomes assessed	H1, H4, H8, H9	H2, H3, H4, H7, H8, H9	H7, H8, H9, H10	H2, H5, H6, H7, H8, H9	
Components					Weighting %
Artmaking	10	10		30	50
Art Studying	10	20	20		50
Total %	20	30	20	30	100

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

Arthur Phillip High School

Assessment Schedule 2024

Visual Design (CEC) - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Hand in submission of Practical and Studying Tasks	Hand in submission of Practical and Studying Tasks	Hand in submission of Practical and Studying Tasks	Hand in submission of Practical and Studying Tasks	
Topic	Playing Cards	Children's Book Illustration	Calligraphy	Interior Design	
Timing	Term 4 Week 10, 2023	Term 1 Week 8, 2024	Term 2 Week 10, 2024	Term 3 Week 7, 2024	
Outcomes assessed	CH1, CH3, CH4, DM1, DM2, DM3, DM4	CH1, CH3, CH4, DM1, DM2, DM3, DM4	CH1, CH2, DM1, DM2, DM4, DM5	CH1, CH2, DM1, DM2, DM3, DM4, DM5, DM6	
Components					Weighting %
Design Making	15	15	20	20	70
Historical/Critical	5	5	10	10	30
Total %	20	20	30	30	100

A Student:

CH1	generates in their critical and historical practice ways to interpret and explain design
CH2	investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
CH3	distinguishes between different points of view, using the frames in their critical and historical investigations
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design
DM1	generates a characteristic style that is increasingly self-reflective in their design practice
DM2	explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
DM3	investigates different points of view in the making of designed works
DM4	generates images and ideas as representations/simulations
DM5	develops different techniques suited to artistic and design intentions in the making of a range of works
DM6	takes into account issues of Work Health and Safety in the making of a range of works

Arthur Phillip High School

Assessment Schedule 2024

Work Studies (CEC) - Stage 6 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Task	Research Assignment	Task	Assignment	
Topic	Industrial Relations - Workplace Issues	Personal Budget - Personal Finance	Entrepreneur Profile and Business Failure - Self Employment	Enerprise Proposal Assignment - Teamwork and Enterprise Skills	
Timing	Term 4 Week 8, 2023	Term 1 Week 6, 2024	Term 2 Week 7, 2024	Term 3 Week 6, 2024	
Outcomes assessed	1, 3, 4, 5, 6, 7, 8, 9	4, 5, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	3, 5, 6, 7, 8, 9	
Components					Weighting %
Knowledge and understanding	30				30
Skills		20	30	20	70
Total %	30	20	30	20	100

A Student:

1	investigates a range of work environments
2	examines different types of work and skills for employment
3	analyses employment options and strategies for career management
4	assesses pathways for further education, training and life planning
5	communicates and uses technology effectively
6	applies self-management and teamwork skills
7	utilises strategies to plan, organise and solve problems
8	assesses influences on people's working lives
9	evaluates personal and social influences on individuals and groups