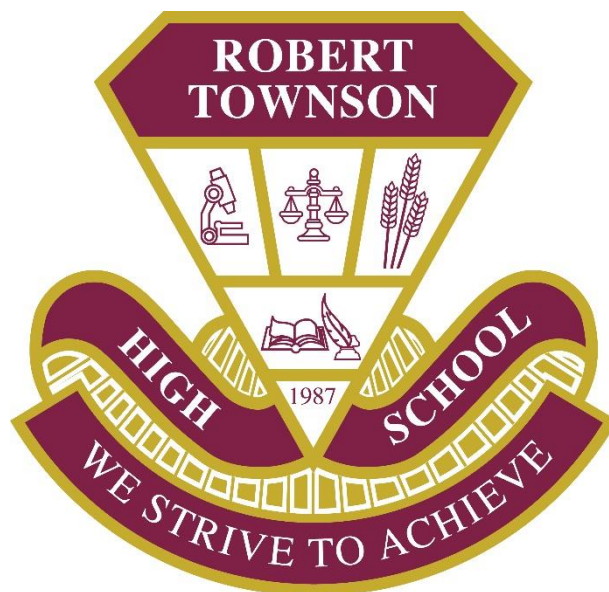


Robert Townson High School

2023-2024

Higher School Certificate

Internal Assessment School Policy & Subject Guidelines



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Principal's Introduction

School assessment contributes half of the marks towards your score in each HSC subject; the other half comes from the Higher School Certificate examination. If you are not able to sit for the HSC examination or your performance in the examination is seriously affected by illness or misadventure, your school assessment may become your final mark. It is important therefore to take the assessment tasks very seriously and gain the highest mark you can achieve. Your diligence in completing assessment tasks is a mandatory component of this process.

This booklet sets out the assessment policy developed by our school. It details the responsibilities of the school, the faculty and the student. You need to be aware of the rules, especially those which relate to;

1. Submission of tasks by due dates and time in the format requested;
2. Illness and Misadventure including providing medical certificates;
3. Making a serious attempt and
4. Completing more than 50 per cent (by total mark) of your assessment tasks.

Failure to comply with these and other situations listed within this booklet may result in zero marks or even failure to meet course requirements.

Each student will receive and sign for a copy of this booklet and teachers will go through it in class. It is however, your responsibility to be familiar with, and understand the content of this booklet. Keep your copy and refer to it when you need to know what to do (e.g. missing an assessment task because of work placement, school sport commitment or significant illness). A copy will also be placed on the school website.

School-Based Assessment is part of every student's HSC Course results. School Based Assessment allows students to show their achievements over a wider range of outcomes than could be assessed by a single examination. It also provides an indication of students' performance over a period of time rather than on one single occasion. Students' assessment marks for each course are added together over the whole period of assessment and a final mark for each course studied is forwarded to the NSW Education Standards Authority (NESA). This is a mark out of 50 for each unit studied (i.e. a 2 unit course has a mark out of 100).

Finally remember that all of your work from Years 10, 11, and 12 will be reported on the ROSA - Record of Student Achievement - so please do your best throughout the whole year.

Best of luck in your endeavours.

Mr Adam Kerr
Principal

HSC Staff 2023-2024

Principal	Adam Kerr
Deputy Principal (Year 12)	Mark McCluskey
Head Teacher Wellbeing	Mary Hernandez
Head Teacher, Student Performance and Attainment (Acting)	Alice McKenzie
EAL/D Teacher	Andrea Orlandini
Year 12 Advisor	Stacie Blayden
Careers Advisor	Michael Johnson
Aboriginal and Torres Strait Islander Coordinator	Alicia Poto
Head Teacher, Hearing Support	Kate Nunan

SUBJECT	HEAD TEACHER
English Advanced	Christine Masterfield (HT English -Relieving)
English Standard	
English Studies	
English Extension 1 and 2	
Drama	Lisa Allison (HT CAPA)
Photography & Visual Design	
Visual Arts	
Music	
Design and Technology	Naveen Kumar (HT TAS - Relieving)
Manufacturing & Engineering (VET)	
Construction (VET)	
Food Technology	
Hospitality (VET)	
Information Technology (VET)	
Chemistry	Predrag Sakic (HT Science)
Biology	
Physics	
Investigating Science	
PDHPE	Nenad Kelava (HT PDHPE)
Sports, Lifestyle and Recreation (SLR)	
Community and Family Studies	
Ancient History	Michael Kapitanow (HT HSIE)
Modern History	
Business Studies	
Geography	
Legal Studies	
Society and Culture	
Mathematics	Gyaneshwar Rai (HT Maths)
Mathematics Extension	
Mathematics Standard 1 and 2	

Introduction

Students undertaking study for the Higher School Certificate have to complete two components for each course - a Year 11 Course and a Higher School Certificate (HSC) or Year 12 Course. Satisfactory completion of the Year 11 Course is a prerequisite for entry into an HSC Course.

The Higher School Certificate uses a standards-referenced approach for assessing and reporting student achievement. Teachers will provide more detailed information about the actual HSC examination for each subject as the course progresses. Half Yearly and Trial HSC Examinations will follow NESA examination specifications as much as possible.

This booklet is designed to help you plan for the assessments in your HSC course. It informs you of all the tasks, the date they are due, the weighting of each task and the outcomes being assessed in each task. It also provides information about misadventure/illness and appeals.

Students will also receive further information about the format of HSC result information.

Timing of HSC Courses

HSC courses will be studied over four terms, beginning in Term 4 of Year 11 and concluding at the end of Term 3 of Year 12, for those students who have satisfactorily completed their Year 11 courses. All HSC coursework in a subject must be completed satisfactorily to be eligible for the award of the HSC. NESA requires the school principal to certify satisfactory completion of the Year 11 Course.

The final date for students to change an HSC course is the end of Week 6, Term 4. Students must complete the subject change form in consultation with the deputy principal. This form requires a parent signature and discussion with Head Teachers of the faculties involved. If subjects are changed, students must check that they remain eligible for the HSC and ATAR if seeking one.

Separate arrangements will be made in consultation with the year adviser and Deputy Principal, for students accumulating the HSC over several years (pathways program).

Requirements for the Award of the HSC

To be eligible for the award of the HSC, students must have satisfactorily completed courses that meet the pattern of study required by NESA.

To qualify for the HSC, students must satisfactorily complete a Year 11 pattern of study comprising of at least 12 units and a Higher School Certificate (Year 12) pattern of study comprising at least 10 units. Both must include:

- at least 6 units from Board Developed Courses
- at least 2 units of a Board Developed Course in English
- at least three courses of 2 unit value or greater (either Board Developed or Board Endorsed)
- at least four subjects
- Students may not include any more than 6 units of the following Science courses: Biology, Chemistry, Earth & Environmental Science, Physics & Investigating Science in meeting 10 HSC units.
- Information Processes and Technology and Computer Technology may not be studied in together.

Students must also:

- complete the practical, oral or project works required for specific courses
- satisfactorily complete the internal assessment requirements for each course
- sit for and make a serious attempt at the Higher School Certificate examinations where applicable (Not VET)

Attendance

It is the school's expectation that you attend all timetabled lessons except if you are ill or if approved leave has been granted by the principal. Teachers at the school are supportive of students wishing to catch up on missed work however the consequences of poor attendance are serious and continued poor attendance will put course completion in jeopardy.

Attendance has significant implications on your ability to meet course requirements. Your teacher and/or Head Teacher will discuss attendance concerns with you. Following such discussions, in order to meet satisfactory requirements the school may:

- interview you to negotiate a course of action
- require you to catch up on missed tasks
- make phone contact and/or interview you (with parent/guardians if you are under 18)

Attendance in each course is to be over **85%** to ensure maximum participation in all coursework and class activities in order to be successful. Absences need to be explained in writing (which includes via SMS), with medical certificates **required** when an assessment task is missed.

After an absence, it is essential for each student to seek work from the teacher to catch up on any tasks and activities missed.

Family holidays and travel are no longer considered approved leave under the Exemption from School – Procedures. Travel outside of vacation periods is now counted as an absence from school. Travel is considered to be domestic or international travel for the purpose of a holiday, family business, bereavement or other reasons, which should be specified on the application.

Please note:

- The principal will determine if the leave requested is in the best educational interests of the student.
- If the Application for Extended Leave – Travel is approved, the student will need to complete and submit assessment tasks on the notified date. Approval for extended leave does not mean that students can miss or submit assessment tasks late.
- If the Application for Extended Leave – Travel is declined and the student is absent for an assessment task or examination, the student will be awarded a mark of zero (0).

Satisfactory Completion of a Course

Principals are required to certify that students have satisfactorily completed HSC courses. The course completion criteria are as follows.

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

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

Principals may determine that, as a result of absence, the course completion criteria have not been met. Students will receive an early warning in writing if they are in danger of receiving an "N" (non-completion of course requirements) determination for any course.

In accordance with The Department of Education Policy, students over 17 years of age can be expelled from a government school for Unsatisfactory Participation in Learning, based on a documented pattern of unsatisfactory completion and/or non-serious attempts to achieve course outcomes specified by NESAs.

N-Determination Warning Letters

Students who are not meeting course requirements for any reason, will be issued an N Warning, indicating the concerns and what work needs to be completed by the student. This includes students who:

- Do not submit an assessment task (resulting in a mark of zero)
- Submit a non-serious attempt for an assessment task
- Submit a task showing evidence of malpractice.
- Do not complete coursework

It is the responsibility of the student to complete the outstanding work to a satisfactory standard in the timeframe set out in the N Warning letter.

Students who fail to complete tasks to the value of more than 50% of the total assessment program marks will be N Determined for that course. This means that the principal must certify that the course has not been completed satisfactorily. N Warning letters and an interview (phone or face-to-face) will have occurred before this decision.

If a student receives a N Warning Letter, there are number of things they should do:

- Discuss the matter with your teacher and/or the Head Teacher of that subject.
- Ensure you understand what is required to resolve the N Warning
- Complete the relevant work
- Ensure you complete all remaining coursework and assessment tasks on time and to a satisfactory standard

Non-completion of HSC Course Requirements (N Determination)

Students will be provided with written warnings if their progress in a particular course is unsatisfactory (N Warnings – see above). Parents/carers will be informed of what is required for the student to satisfactorily complete the course. Students who demonstrate a pattern of non-completion and/or unsatisfactory application towards their studies will be registered with the NESAs as having not completed HSC course requirements – this is referred to as an N Determination.

A student deemed to have not satisfactorily completed an HSC course, will be issued with an N Determination by the principal and the course will not appear on their Record of Achievement. **In some cases, the student may not then meet the necessary pattern of study requirements to be eligible for the award of the HSC that year.**

Students in this position can consider their options in consultation with their deputy principal, year adviser and careers adviser. These options may extend students' time at school by at least a year. Students need to make the commitment to complete all HSC course requirements to avoid being in this position.

Right of Appeal Against Non-completion of HSC Course (N Determination)

Students may appeal against a non-completion of course requirements (N determination), by completing the official NESAs appeal form and lodging it with the principal, who will review the case. The principal and deputy principal will explain the appeal process to any students in this position. The principal can then either deny the appeal or uphold it. If the appeal is denied, then the student can appeal directly to NESAs. The appeals forms will be included with the N Determination paperwork provided to students. If an appeal is lodged with NESAs, they will make a decision to uphold the appeal (and overturn the school decision) or to deny the appeal.

School Responsibilities

1. Each year, students beginning their HSC course will receive a copy of the HSC Assessment Booklet and NESAs Glossary of Terms and are required to sign for their copy. Students who enrol at the school after the beginning of the course in Term 4, will receive a copy from their Year Advisor on enrolment and also sign for it.
2. Each Faculty will set **up to 4 assessment tasks** (including examinations, if they are assessment tasks) for a 2 unit course and a maximum of 2 tasks (including examinations) for a 1 unit course during this period (or as specified by NESAs).
3. Task notifications will be provided at least two weeks before the due date using the school assessment proforma. Task notification will include:
 - Due date and due time for the task.
 - Explicit **marking criteria**, outlining a description of success for all outcomes being assessed within an A to E grade range.
 - Task description
 - Weighting
4. No assessment tasks will be scheduled for completion in the two weeks prior to the HSC Trial Examination period. This is an assessment free period.
5. Tasks will be returned to students with marks and feedback, as soon as possible upon completion of the task. Ideally this is **within two weeks of the due date** (subject to change).
6. For oral tasks and performance tasks, individuals or groups will be selected at random to set the order of presentation. All students are cautioned that the **first period set down for the task is the due date**, and all students must have their work ready for submission at the start of this period. No students should prepare work as if they expect to be called on later than the "due date". This will be regarded as non-completion of the task. Oral tasks which are not marked by a single marker or panel will be moderated on the total of the other assessment marks.
7. Students will be given a **progressive rank** for each course studied in the Mid-Course and Final Report. Progressive ranks after each assessment task are available from individual faculties if requested by individual students.
8. Each Faculty will use Sentral Markbook for recording formal assessment marks.
9. Where there are multiple classes studying a course on different lines, in-class tasks must be on a day when both classes have a timetabled period, wherever possible. Students who divulge the content of a task to others will be dealt with as a case of malpractice.
10. In the case of a submitted task, a common submission time must be outlined on the task notification and students will sign for their submission if handed in on paper. Tasks can be submitted via Google Classroom or Teams where they will be time-stamped. Teachers will require students to sign the Assessment Task Record sheet to confirm their online submission. Head Teachers will ensure all staff follow this process.
11. Teachers will keep accurate records of student attendance on the due date of any assessment task. Teachers will check Sentral Attendance to ensure students are present for the whole day leading up to the sitting of a task and/or submission of a task. Students who are not present for the whole day will be referred to the Senior Executive.
12. Students entering the program part-way through the HSC Course will have their assessment ranks calculated in consultation with their previous school and with guidance from NESAs.
13. Parents/caregivers will be informed in writing within two weeks if their child receives a zero mark in an assessment task (also see **Students Rights and Responsibilities**). It is the responsibility of the student to clear this N Warning in the time required, which will be outlined on the letter. If a student is in danger of not completing tasks to the value of more than 50% of the total Assessment Mark, parents/caregivers will be informed in writing by the Head Teacher. Copies of all of these letters will be retained in the school.

14. Parents/caregivers and students may contact the following people if they need advice about the School Based Assessment Program:

- Class Teacher
- The Head Teacher of the Subject concerned
- Deputy Principal (Year 12)

15. Students who have been granted exempted leave by the principal **may** have the right to sit an alternate task upon their return to school from leave. Appropriate documentation will be required from parents/caregivers in writing as part of the approval process. Students are not to be given in class assessment tasks prior to their leave if the due date falls in the leave period.

Please be aware leave for holidays will not be considered an appropriate reason for a misadventure for an HSC Assessment Task. Non-completion or non-submission of a task if students are away on holidays will be deemed as a mark of zero.

16. The School Assessment Policy will be evaluated annually, led by the senior executive. Changes will be endorsed by the school executive. Faculties will also evaluate their policies annually.

17. In the event of a dispute regarding the implementation of this HSC Assessment Policy, concerns should be referred to the Deputy Principal (Teaching and Learning) however the principal will make the final decision as to whether the policy has been carried out appropriately.

Right of Appeal Against a School Based Assessment Mark

Any student can appeal a mark received as part of their school-based assessment. If a student is concerned about the mark awarded for a specific assessment task, they should:

Discuss the matter with the class teacher to clearly understand their mark and how they can improve. This should be done immediately following the return of the task.

If the student is still concerned, they should speak with the Head Teacher to request a review of the marking.

If the student is not satisfied with the review, they should speak with the Deputy Principal for Year 12 and lodge an appeal in writing.

Faculty Responsibilities

Faculties will:

1. Issue to all students a copy of the full course outcomes at the beginning of each Higher School Certificate course in Term 4. This will be included as part of the HSC Assessment Booklet which students will be issued.
2. Schedule tasks throughout the course, remembering that tasks should be more heavily weighted towards the end of the HSC course, ensuring that there are **no more than TWO assessment tasks in any one day** on the school calendar. No task will have a weighting more than 40%. No examination will be weighted more than 30%.
3. Identify the tasks which best measure each component of assessment. All tasks should be based on skills and content that have been explicitly taught and developed, with clear links to course outcomes. This should be reflected in teaching programs and faculty registrations. It is the responsibility of the Head Teacher to ensure the review of assessment tasks each year to ensure their academic rigour and currency with NESA requirements.
4. All staff will be required to use the Assessment Task Record Sheet to monitor student receipt of assessment task notifications, student attendance for in-class tasks and the submission of student tasks via paper/hard copy.
5. Students will be provided details of the assessment requirements for each course and the dates for the scheduling of tasks at the commencement of the course. Faculties should provide students, in writing, with specific dates for tasks once they are set as soon as possible, but at least 2 weeks before the due date (see below). It is the Head Teacher's responsibility to ensure these task dates are added to the school calendar.
6. Faculties will provide detailed, written task notifications at least two weeks before the due date using the school assessment proforma. Task notification will include:
 - Due date and due time for the task.
 - Explicit **marking criteria**, where appropriate, outlining description of success for all outcomes being assessed within an A to E grade range.
 - Task description
 - Weighting
 - Outcomes being assessed

Any change in date or task will require reasonable notice (approximately two weeks) and students must be informed in writing.

7. Head Teachers will ensure that assessment tasks assess course outcomes and are tailored to the content taught prior to the due date.
8. Faculties will use Sentral Markbook to record assessment task data. Hard copies of these records and backup copies of each student's marks and ranks are to be kept in a separate and secure place within the faculty.
9. Head Teachers will ensure that student work samples marked against task criteria are collected for each task. This should include at least two samples for each grade range (high range, middle range and low range). Preferably these will be annotated by the marker to show how the marking criteria has been applied. Copies of any course feedback reports prepared by markers should also be retained as evidence of feedback provided to students.
10. Head Teachers will ensure that comparison between students in different courses in the one subject (i.e. English) is only made when there is common content.
11. Where students in different classes are completing a common task, these tasks should be collaboratively marked.
12. Teachers will notify parents/caregivers in writing, **within two weeks of a task** being returned, of any zero marks awarded. This will be in the form of an N Warning.
13. Head Teachers will ensure that adequate informal assessments are used by classroom teachers to inform outcomes/grade on reports and ensure the validity of this data.

14. Teachers will monitor student attendance and completion of class work. They will issue Letters of Concern and N Warnings to students who are not working with due diligence and contact parent/caregivers regarding their concerns. Any student who is not attending regularly and/or completing course work may place themselves at risk of N Determination.

Student Rights and Responsibilities

Students are responsible for:

1. completing All My Own Work modules as per NESA requirements.
2. attending school and timetabled classes regularly
3. showing that through genuine effort and achievement they have met all the requirements of the courses they are studying
4. participating actively and cooperatively in all lessons
5. completing all homework satisfactorily
6. checking with their teachers as soon as possible after an absence to find out what work needs to be completed
7. completing each assessment task to the best of their ability
8. handing in all assessment tasks for marking on or by the due date and signing to record that submission
9. reading the HSC Assessment Information Booklet carefully and keeping the outlines for each subject studied in their folder.
10. using the written notification for assessment tasks as a guideline to success in each task. They should read and take into account the marking criteria and grade descriptions provided for all outcomes being assessed.
11. submitting all assessment tasks to the class teacher, or the head teacher if the class teacher is absent, on the specified due date and by the submission time indicated on the notification. Each student will sign the Assessment Task Record Sheet indicating they have submitted the task.

Remember:

- It isn't a case of good luck with the HSC assessment.
- Your HSC assessment mark and your rank will be determined by the amount of effort that you apply to your studies in each subject.
- The subject assessment guidelines provide general information about HSC assessment in each subject.
- Each subject will provide more specific information to students.

Absence From an Assessment Task

Suspension

Students on suspension from school should contact their deputy principal if there are any in-class assessment tasks. All online tasks should be submitted by the due date/time. If this task is not submitted, a mark of zero will be awarded.

Work Placement

Students undertaking Work Placements must arrange to submit any tasks by the due date/time or submit this before they leave for Work Placement. Tasks submitted after they return will be deemed late and will attract a mark of zero.

In the case of in-class tasks, all efforts should be taken to choose a Work Placement week that does not impact on school-based assessment. In the event there is a clash the student must speak with the head teacher PRIOR to Work Placement, to arrange for an alternate task to be completed upon return from Work Placement.

School Representation

Students who anticipate that they will be absent on the date of an in-class task as a result of school or zone representation must notify the head teacher at least three days in advance, in writing, countersigned by a parent or guardian. Students may be required to remain at school to complete the task.

Students who have a submittable task due on a day they will be absent, must upload their task on time or a mark of zero will be awarded.

Excursions

Students who miss an assessment task to attend an excursion, including sports days, will receive a mark of zero.

Illness/Misadventure

Students absent from school (for a partial or whole day) on the day that a task is due to be undertaken or submitted will receive a mark of zero unless they have a medical illness or extenuating personal crisis. Documentation will need to be provided on the Illness/Misadventure forms provided in this booklet.

See Illness/Misadventure section for more information.

Illness/Misadventure

There may be times when a student is unable to complete and/or submit an assessment task on the due date due to illness or other unforeseen circumstances. If this occurs, the student must follow the process for illness and misadventure. **A holiday or planned leave is not sufficient reason for a misadventure.** If a student knows in advance that they will be absent for an assessment task, they should speak with their teacher BEFORE the task and organise for misadventure.

In the event of illness and/or misadventure which prevents a student from attending on the **day of an assessment task**, they should:

1. See their classroom teacher on the **first day** they return to school (whether they have the class on that day or not) and inform them that they are applying for misadventure
2. Complete the Illness/Misadventure form located in this booklet. This needs to be signed by a Parent/Carer and the head teacher before being submitted to the deputy principal for consideration along with documentation listed below
3. Provide a medical certificate from a medical practitioner (in most instances a GP) or other documentation

This will be passed on to the deputy principal for consideration. The deputy principal will decide as to whether to approve the illness/misadventure or not. If it is approved, the deputy principal determines which of following actions will be allowed:

1. Allow the student to sit the task
2. Provide an alternative task
3. Allow an estimate to be given

If the illness/misadventure is not approved, then a mark of zero will be awarded.

It is the responsibility of the student to submit the application for misadventure. Failure to do this will result in a mark of zero.

Where illness/misadventure impacts on a student's ability to complete an assessment task, for example a research assignment, they can apply for misadventure as well, provided this is done prior to the due date. In this instance, a student should bring a certificate from a medical practitioner, explaining the situation and the impact on the student, and give it to the classroom teacher/head teacher. If the situation is of a sensitive nature, students and/or parents/guardians can contact the appropriate deputy principal.

The deputy principal will make a determination regarding the misadventure. If it is approved, they may grant an extension of time for the task. The length of the extension will take into account:

1. Nature of the disruption
2. Amount of time the student has had to complete the task
3. Timing of the task in relation to report requirements and school deadlines
4. The nature of the task

If student misses a task, they should be prepared to sit and/or submit the task on the first day they return to school and submit an Illness/Misadventure form. In exceptional circumstances, the deputy principal or principal may direct that an estimate is given.

If this medical absence includes debilitating chronic illness, or requires a long- term absence, students should seek the support of the deputy principal and/or principal. Advice will be sought from NESAs to guide decisions made to accommodate extenuating circumstances.

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

Malpractice includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Using material directly from books, journals, compact disks, the internet or any other source without reference to the source.
- Building on ideas of another person without referring to the source.
- Buying, stealing or borrowing another persons work and presenting it as your own
- Damaging or destroying another student's work
- Paying or having someone else complete the task for you
- Submitting work which another person such as a parent, tutor, subject expert or a sibling has contributed substantially
- Breaking published school examination rules, which includes copying or otherwise cheating in the examination
- Using non-approved aides during an assessment task
- Providing false explanations for work not handed in by the due date
- Assisting another student to engage in malpractice.
- Submitting tasks or parts of tasks completed for another assessment in the course from previous years – even if it is their own work.
- Students must also avoid submitting work from other subjects. This form of **malpractice** may also lead to a zero mark
- Using artificial intelligence (AI) tools and websites such as ChatGPT to create texts

To help students avoid committing malpractice, they are required to complete the mandatory HSC All My Own Work program in Year 11, which covers topics related to assessment, plagiarism and malpractice.

Parents will be informed of any instances of malpractice and a zero penalty will be imposed for copying, plagiarism, having someone else do the work for you or any other action that is deemed by the school to give the student an unfair advantage over others.

All work submitted for informal and formal assessment is to be the work of the student. Where resources, ideas and work of others are used, these must be appropriately cited and referenced in the work. Students who are unsure how to cite published works should seek guidance from their teacher or revisit the All My Own Work modules. Additional information on referencing is also available on the NESAs website.

Any concerns of plagiarism will be investigated by teachers and students found to have inappropriately used others' work (including the work of other students and/or published authors), or otherwise committed malpractice, will receive a zero mark.

Students who are suspected to have cheated in an examination may receive zero marks for that examination. The head teacher in consultation with the marker/s will establish whether malpractice occurred. If a student can produce conclusive evidence that malpractice could not have occurred, an appeal may be lodged with the deputy principal using a misadventure form. An interview with the student will follow and the decision will be made. If it is found that malpractice occurred, no substitute task will be given. Parents/caregivers will be informed in writing. If, after appeal, the student is vindicated, the task will be re-marked.

Student mobile phones, organisers or any other electronic devices must be in Yondr pouches as per school policy and turned off during tasks, otherwise malpractice may be suspected and a mark of zero awarded.

Disrupting A Task

Students who deliberately disrupt an assessment task, or who use any electronic device not required for the task, will be awarded zero marks. The decision is made by the head teacher of the subject concerned and parents/caregivers will be notified in writing of mark of zero being awarded.

Non-Serious Attempts

Students are cautioned to treat all assessment tasks including the Trial HSC Examinations with due seriousness. A non-serious attempt at any task or trial section could see an entire paper (including any assessment items) cancelled, as would occur in the HSC. A non-serious attempt will be determined by the head teacher in consultation with the deputy principal (Teaching and Learning).

Students Absent When Notifications Are Given

Teachers will inform absent students of assessment information but students who are absent when assessment information is given out are responsible for finding out that information. This includes students who are on suspension and work placement.

Disability Provisions (School-Based Tasks)

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm
- an intermittent condition, such as back pain when sitting for long periods

Principals have the authority to decide on and to implement Disability Provisions for school-based assessment including tests/examinations. The provisions granted will be solely determined by the implications of that need on the student's functioning in an examination situation.

Each case will be discussed with the Learning and Support Team, head teachers and other appropriate individuals such as classroom teachers and support teachers.

Such arrangements may include:

- a sign interpreter for deaf students
- a student scribe for a student with a broken arm

Students must inform their class teacher as soon as they know that they may need such assistance.

Student Leave

Students requiring leave for long periods and who miss scheduled tasks or examinations will receive marks of zero. Students whose leave may fit the requirements of Illness/Misadventure should follow the process using the form provided in this booklet.

Extended leave for students must be applied for and approved by the principal. Leave for family holidays is not sufficient cause for misadventure. **Holidays/vacations do NOT count as leave** and will not be approved by the principal. A mark of zero will be awarded in this instance.

Attendance At School On The Day Of A Task

Students must be marked present on the roll and attend all timetabled classes all day up to and including the periods when an assessment task is due to be completed or submitted. Students who have a timetabled free period or produce documentation from an appointment will be exceptions.

Students who truant classes on or off school grounds to complete an assessment task and/or study for a task later in the day will be awarded a mark of zero.

Students who are absent can use the Illness/Misadventure form to apply for consideration if there are grounds.

Submitting Assessment Tasks

Submitted assessment tasks must be handed to the class teacher, or the head teacher if the class teacher is absent, on the specified date and by the designated submission time (e.g. the beginning of the timetabled period). Similarly, any task due online via Google Classroom or Teams will need to be submitted by the due date and time to avoid a mark of zero being awarded. All students should ensure adequate time is allocated to uploading large documents and files to online learning platforms. Refer any concerns to the senior executive.

All written assessment tasks must be submitted on paper, typed or handwritten, unless otherwise specified by the task. Computer malfunction and printer issues are not grounds for appeal - a printer is available for student use before school and at break times in the front office. USBs will not count for task submission.

Teachers will use the Assessment Task Record Sheet to collect tasks and students will be required to sign next to their name indicating they have submitted the task when it is collected in class. Students whose task is not submitted at this time will be deemed to have not met the due date and time and will receive a mark of zero.



Year 11 and HSC

Application for Special Consideration for Illness – Misadventure – Extension

If illness or misadventure prevents a student from completing an assessment task on or by the due date, the student must:

1. Notify the school immediately the situation is known (before the due date if possible).
2. Obtain a copy of this form from the head teacher/Website and complete Part A. If attending a health care professional, take the form and have them complete Page 2.
3. Take the form to the faculty head teacher to complete Part B. This should be done as soon as possible. For Illness/Misadventure, this must be the first day back at school after absence.
4. Submit the form to the deputy principal (Year 12) / Principal for approval. ***** Note on Extension timeline.**

PART A – To be completed by the student and signed BEFORE completion by teachers

Student's Name:	Year: 11 / 12	Roll Class:
Course/Subject:		
Teacher's Name:		
Nature of Assessment Task (e.g. essay, research task, practical)	Date Set:	
	Date Due:	
Nature of Request	<input type="checkbox"/> Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> Extension request	
Reason for request. Attach supporting documentation (e.g. doctors' certificate).		
Signature of Student	Signature of Parent/Caregiver:	

PART B – To be completed by Head Teacher in consultation with Class Teacher.

HT comments and recommendation		
HT Signature		Date:

PART C – To be completed by Deputy Principal or Principal.

Deputy / Principal's Decision	<input type="checkbox"/> Approved	<input type="checkbox"/> Extension granted to:	New Due Date:
		<input type="checkbox"/> Alternative task	Comment:
		<input type="checkbox"/> Estimate to be given	Comment:
	<input type="checkbox"/> Not approved (see comment below)		
Deputy / Principal Comments			
Deputy / Principal's Signature		Date:	

Copy to: Class Teacher Office and Entered onto Sentral



Year 11 and HSC

Evidence of Illness or Misadventure Form

(to be completed by the Professional Authority)

To the Professional Authority:

Students at Robert Townson High School must complete a series of tests and assessments as part of their Year 11 and HSC Courses. In the event of absence due to illness, they are required to provide a doctor's certificate or evidence of misadventure.

Your help in providing information about this student's illness or misadventure is appreciated. This information will assist the school to make a fair and informed assessment about your client's academic performance. The information you provide on this form will remain confidential. +

Student's name:			
Date of consultation:			
Period of illness or misadventure		to	
<p>In my opinion the student was (or will be):</p> <ul style="list-style-type: none"> • Fit / Able • Unfit / Not Able <p>to complete the examination or assessment task on that day or in the period. In my opinion, the effect of the illness or misadventure on the student for that day or in this period was (or will be):</p> <p style="text-align: center;"> <input type="checkbox"/> Negligible <input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Severe </p>			
Nature of Illness or misadventure:			
Name:		Provider Number:	
Profession:			
Signature:		Date:	
Stamp or seal of Professional			

Higher School Certificate (HSC) Minimum Standards

All students who complete the Higher School Certificate (HSC) are required to demonstrate a minimum standard in literacy and numeracy. The HSC Minimum Standard helps to ensure that students have the key literacy and numeracy skills for the future.

Further information is available on the NESA website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

The HSC is assessed through 45-minute online tests across three domains/areas:

- An adaptive, multiple choice reading test
- An adaptive, multiple choice numeracy test
- A test for writing based on a written or visual prompt

To show they meet the standard, students need to:

- Achieve Level 3 or 4 in the online reading test **and**
- Achieve Level 3 or 4 in the online writing test **and**
- Achieve Level 3 or 4 in the online numeracy test

From Year 10 onwards students have up to **four attempts per year to sit** each test to achieve the minimum standards in reading, writing or numeracy test. At least 30 calendar days are required before re-attempting one of the tests.

Students have to meet the HSC Minimum Standard in reading, writing and numeracy only once. The HSC Minimum Standard is set at Level 3 of the Australian Core Skills Framework. This means that students who demonstrate the standard have the reading, writing and numeracy skills needed for everyday tasks, work and further study.

Some students studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential. These students will be informed by their deputy principal and/or Year Adviser. Students planning to leave school before achieving their HSC may take the minimum standard online tests to gain a record of their level of literacy and numeracy skills.

Some Year 11/12 students may have already met the Minimum Standards before commencing Stage 6 courses. For Year 12 students who have not yet met the minimum standards, there are a number of support options available via the Learning and Support Team.

Higher School Certificate Disability Provisions

Disability provisions in the HSC are practical arrangements approved by NESA that are designed to help students who couldn't otherwise make a fair attempt to show what they know in the external HSC examinations.

Disability Provisions granted are solely determined by how the student's examination performance is affected. It is not embarrassing to apply for provisions, as they help student show the markers what they know and can do in their examinations.

Disability Provisions:

- Apply only where the disability needs a practical arrangement to reduce disadvantage in an examination situation.
- May be required for temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination or sustains a physical injury.
- May be granted for:
 - a permanent condition, such as diabetes or reading difficulty or a temporary condition, such as a broken arm.
 - an intermittent condition, such as back pain when sitting for long periods.

The **Learning and Support Team** will support students seeking Disability Provisions for their HSC examinations. Where it is appropriate and suitable, these provisions will also be offered to the students to complete their internal school assessments.

Applying for Disability Provisions:

- If a student wants to seek disability provisions you must speak to the Learning and Support Team located in G Block. The Learning and Support team will apply online for a student disability provision through NESA. Students should be aware that this is an external process run by NESA who determine the outcome of the application for any provision.
- As part of the application, students will need to supply relevant documentation/evidence (within the last 12 months) outlining the special examination needs. The Learning and Support team will work with the student and parents/carers to gather documentation. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.
- Evidence will be evaluated against NESA criteria and submitted to NESA for approval. Students will be notified if their application is approved or denied by NESA before HSC examinations.

Further information can be found on the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Formal Examination Rules

The following rules and procedures will be used for formal examinations including the Trial Higher School Certificate examinations.

Many of these rules replicate the NESA requirements for the Higher School Certificate examination. Failure to comply with these rules could result in a mark of zero being awarded.

Examination Timetable

- Students should refer to their examination timetable for the time and place of their examinations. Spare copies of the examination timetable are available from the front office and on the school website. Misreading the examination timetable is not grounds for a misadventure application.
- It is the responsibility of each student to arrive at least 15 minutes before the start of each examination. As per HSC Examination guidelines, if students arrive more than one hour after the commencement of the examination, they **WILL NOT be admitted into the examination**.
- Students are required to stay until the end of the examination and are not able to leave early.

Examination Conduct

- No mobile phones or any electronic devices (including Apple Watches) are allowed in examinations. Students found to have a mobile phone on them during the examination are in breach of examination rules and may be awarded a mark of zero. Phones are to be switched off inside Yondr pouches and left in bags.
- All bags are to be left at the back of examination room.
- Students who need to eat/drink for medical purposes must have approval from the deputy principal. Clear water bottles with water are permitted in examinations. Juices, soft drinks, energy drinks or flavoured milks are to be left outside.
- Should students need to use the toilet during examinations they will be required to sign a logbook and be escorted by a supervising teacher
- Students engaging in any misconduct in the examination e.g. talking, looking at another student's answer page, cheating, having a mobile phone on them, or any other kind of misconduct will be referred to the deputy principal and may be awarded a mark of zero after consultation with the principal.
- Students must follow all instructions from supervising teachers, including seating arrangements. Failure to do so will be considered misconduct and may result in a mark of zero being awarded.

Uniform

- Students are to be in full school uniform for all examinations. Students out of uniform will be sent to the front office to change into correct uniform, before they are allowed into the examination.

Equipment

- Students are responsible for supplying their own equipment for all examinations. Equipment **MUST** be put into a clear plastic bag/sleeve. No pencil cases, metal geometry set boxes or other containers will be allowed into the examination rooms.
- Students must complete their examination in either blue or black pen.
- Students are permitted to bring a calculator to designated examinations. All calculators will be examined and cleared prior to entrance into the hall. No spare calculators are supplied during examinations and mobile phones are not permitted to be used in place of a calculator.
- No paper or books are to be brought in the room. Writing paper will be provided.

Absence from Examinations

- Students who are unable to attend an examination due to **illness** must call the front office on (02) 9824 7777 on the morning/afternoon of the examination. The student must attend a doctor on the day of absence and ask them to complete the illness paperwork. This form should be handed to the Deputy Principal on the day the student returns to school.
- Students who are unable to attend the examination due to **extenuating circumstances** must call the front office on (02) 9824 7777 on the morning / afternoon of the examination. The student must arrange for a misadventure form to be completed, providing an explanation and evidence to support their absence from the examination. This form should be handed to the deputy principal on the day the student returns to school. As per the Assessment Policy, holidays/vacations are not grounds for misadventure.

Study Leave

- Students who do not have examinations on any day do not come to school, unless for study purposes. These students must remain in the library or Senior Study whilst on school grounds.

Year 12 2024 - HSC Assessment Task Dates - Term 4, 2023

Week	Subjects	Task Format
5	Ancient History	Historical Analysis Submittable Task
6	Modern History	Historical Analysis Submittable Task
7	Physics	Research Task
8	Business Studies	Operation Extended Response Task
	Sport, Lifestyle & Recreation	Coaching Session Plan Practical Coaching Session and Evaluation
	Society and Culture	Continuity and Change Research Task
9	Biology	Heredity Research Task
	Design and Technology	MDP: Project Proposal and Project Management Submittable Task
	Drama	Australian Theatre & Drama, Studies in Drama Workshop & Performance Essay
	Geography	Ecosystems at Risk Extended Response Submittable Task
	Mathematics Standard	Right Angled Triangles, Networks and Paths, Rates Examination
	Music 1	Music of the 20 th and 21 st Century Performance
	Sport, Lifestyle & Recreation	Coaching Session Plan Practical Coaching Session and Evaluation
10	Community and Family Studies	Parenting and Caring In Class Task
	English Advanced	Texts and Human Experiences In Class Task
	English Standard	Texts and Human Experiences In Class Task
	English Studies	Texts and Human Experiences In Class Task
	Investigating Science	Scientific Investigations Research Task
	Legal Studies	Crime In Class Task
	Mathematics Advanced	Differentiation, Integration and Graphing Techniques In Class Task
	PDHPE	Health Priorities in Australia In Class Task
	Photography/Visual Design	Product Design Ceramic Vessel or Set
	Sport, Lifestyle & Recreation	Coaching Session Plan Practical Coaching Session and Evaluation
	Visual Arts	Critical and Historical Studies Essay
	Chemistry	Equilibrium and Acid Reactions Research Task
	VET Assessment Clusters	Construction
Hospitality		Cluster D: Café Culture
Information and Digital Technology		Cluster 4: Security
Manufacturing and Engineering		Cluster C: Engineering in practice

Year 12 2024 - HSC Assessment Task Dates - Term 1, 2024

Week	Subjects	Task Format
1-10 Ongoing	Sport, Lifestyle & Recreation	Practical Progressive Assessment Google Classroom Submission
5	Modern History	Submittable Task
6	Ancient History	Source Analysis In Class Task
	Mathematics Standard	Investment, Depreciation and Loans Submittable Assignment
	Music 1	Aural Questions on the concepts of music
7	Physics	Practical Skills Examination
	Society and Culture	Belief Systems In Class Task
8	Business Studies	Marketing Extended Response Task
	English Advanced	Textual Conversations In Class Task
	English Standard	Language, Identity and Culture In Class Task
	English Studies	We Are Australian In Class Task
	Mathematics Advanced	Can Mathematics Predict Periodic Phenomena Submittable Task
	Visual Arts	VA Process Diary and commencement of Body of Work
9	Biology	Practical Skills Examination
	Chemistry	Practical Skills Examination
	Drama	Workshop Performance and Essay
	English Extension 1	Literary Worlds Creative Task
	English Extension 2	Written Proposal/Viva Voce
	Geography	Urban Places In Class Task
	Investigating Science	Practical Skills Examination
	Legal Studies	Human Rights Extended Response In Class Task
	Mathematics Standard 2	In Class Examination
	Photography/Visual Design	Stop Motion animation and Practitioner Study
10	Community and Family Studies	Groups in Context Topic Test
	Design and Technology	Australian Innovations Submittable Task
	Drama	Workshop Performance and Essay
	PDHPE	Factors Affecting Performance Topic Test
VET Assessment Clusters	Construction	Cluster 5 – Joinery Cluster 6 – Tools, Equipment and Materials Cluster 7 – Major Project
	Hospitality	Cluster D: Café Culture
	Information and Digital Technology	Cluster 5: Run tests and provide advice to clients
	Manufacturing and Engineering	Cluster C: Engineering in practice

Year 12 2024 - HSC Assessment Task Date - Term 2, 2024

Week	Subjects	Task Format
4	Mathematics Standard	Examination and Assignment
5	Ancient History	Research Task
	Modern History	In Class Task
6	Drama	IP & GP Development Projects and Logbooks
7	Business Studies	Finance In Class Test
	Drama	IP & GP Development Projects and Logbooks
	Physics	Depth Study
8	Geography	Skills In Class Task
	Legal Studies	World Order Submittable Task
	Mathematics Advanced	In Class Task
	Photography/Visual Design	Clothing and Jewellery Design and Practitioner Study
	Sport, Lifestyle & Recreation	First Aid and Sports Injuries Topic Test
	Society and Culture	Popular Culture In Class Task
9	English Advanced	Critical Study of Literature In Class Task
	English Extension 1	Worlds of Upheaval Analytical Task
	English Extension 2	Literature Review
	English Standard	Close Study of Literature In Class Task
	English Studies	MiTunes In Class Task
	Music 1	Composition and Musicology Viva Voce
10	Biology	Infectious Disease Depth Study Task
	Community and Family Studies	Individuals and Work In Class Task
	Design and Technology	MDP: Submittable Task
	Investigating Science	In Class and Take Home Task
VET Assessment Clusters	Construction	Cluster 6 – Tools, Equipment and Materials Cluster 7 – Major Project
	Hospitality	Cluster D: Café Culture
	Information and Digital Technology	Cluster 6: Programming
	Manufacturing and Engineering	Cluster D: Can we build it

Year 12 2024 - HSC Assessment Task Dates - Term 3, 2024

Week	Subjects	Task Format
1-10 (ongoing)	Sport, Lifestyle & Recreation	Engagement Through Play
1-2 Trial HSC Examinations	Ancient History	Formal Examination
	Biology	Formal Examination
	Business Studies	Formal Examination
	Chemistry	Formal Examination
	Design and Technology	Formal Examination
	Drama	Formal Examination
	Geography	Formal Examination
	Investigating Science	Formal Examination
	Legal Studies	Formal Examination
	Mathematics Advanced	Formal Examination
	Mathematics Standard 2	Formal Examination
	Modern History	Formal Examination
	Music 1	Formal Written Examination and Performance
	Physics	Formal Examination
	Society and Culture	Formal Examination
Visual Arts	Formal Examination	
5	English Advanced	Craft of Writing In Class Task
	English Standard	Craft of Writing In Class Task
	English Studies	Playing the Game Submittable Task
6	Mathematics Standard	Formal Examination
	PDHPE	Improving Performance and Sports Medicine Extended Response Task
7	Mathematics Standard 2	In Class Examination
	Chemistry	Organic Chemistry Depth Study
	English Extension 1	Formal Examination
	English Extension 2	Critique of the Creative Process
8	Community and Family Studies	Research Methodology Submittable Task
	Photography/Visual Design	Darkroom Practical Task
VET Assessment Clusters	Construction	Cluster 6 – Tools, Equipment and Materials Cluster 7 – Major Project
	Hospitality	Cluster E: Working in the Hospitality Industry
	Information and Digital Technology	Cluster 6: Programming
	Manufacturing and Engineering	Cluster E: Sparks and noise

Course Assessment Information

The following pages contain assessment information for each subject studied at Robert Townson High School in Year 12, 2023-2024.



Ancient History – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Core study: Cities of Vesuvius – Pompeii and Herculaneum	Term 2 2024	Historical Periods: Option F - The Greek World 500-440 BC
Term 1 2024	Ancient Societies: Option G - Spartan society to the Battle of Leuctra 371 BC	Term 3 2024	Personalities in their Times: Option A – Egypt – Hatshepsut

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Core Study: Cities of Vesuvius	Ancient Societies: Spartan society	Historical Periods: The Greek World 500-440 BC	All Topics
		Historical Analysis Submittable & In Class Task	Source Analysis In Class Task	Research Task Submittable	Trial HSC Examination
		Term 4, Week 8	Term 1, Week 6	Term 2, Week 5	Term 3, Week 1-2
Knowledge and understanding of course content	40	10		10	20
Historical skills in the analysis and evaluation of sources and interpretations	20		20		
Historical inquiry and research	20	10		10	
Communication of historical understanding in appropriate forms	20	10		10	
Total Marks	100	30	20	30	20
Outcomes		AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9 & AH12-10	AH12-3, AH12-4, AH12-5, AH12-6, AH12-7 & AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8 & AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9 & AH12-10

HSC Syllabus Outcomes

- 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



Biology – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Module 5 - Heredity	Term 2 2024	Module 7 - Infectious Disease
Term 1 2024	Module 6 - Genetic Change	Term 3 2024	Module 8 – Non-Infectious Disease & Disorders

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Heredity	Genetic Change	Infectious Disease	All Modules
		Research Task Take home task submission	Practical Skills Examination Double period examination assessment practical skills	Depth Study In class and take home task Submission	Trial HSC Examination
		Term 4, Week 9	Term 1, Week 9	Term 2, Week 10	Term 3, Week 1/2
Knowledge and Understanding in Biology	40	5		10	25
Skills in Working Scientifically	60	10	25	20	5
Total Marks	100	15	25	30	30
Outcomes		BIO12-12	BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6	BIO12-12, BIO11/12-1, BIO11/12-2, BIO11/12-5, BIO11/12-7	BIO12-12, BIO12-13, BIO12-14

HSC Syllabus Outcomes

- BIO11/12-1 Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation
- BIO 11/12-2 Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO 11/12-3 Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information
- BIO 11/12-4 Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO 11/12-5 Analysing data and information - analyses and evaluates primary and secondary data and information
- BIO 11/12-6 Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO 11/12-7 Communicating - 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 disruption to homeostatic mechanisms and the organism's response, including the human immune system
- BIO12-15 Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease



Business Studies – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Operation	Term 2 2024	Finance
Term 1 2024	Marketing	Term 3 2024	Human Resources

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Operation	Marketing	Finance	Human Resources
		Extended Response Task	Extended Response Task	In-Class Test	Trial HSC Examination
		Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Term 3, Week 1/2
Knowledge and understanding	40	10	5	10	15
Stimulus based Skills	20	10		5	5
Inquiry and Research	20		10	5	5
Communication of business information, ideas and issues in appropriate forms	20	5	10		5
Total Marks	100	25	25	20	30
Outcomes		H2, H4, H5 & H9	H3, H4, H6, H7, H8, & H9	H5, H8, H9 & H10	H1, H2, H3, H4, H5, H6, H8, H9 & H10

HSC Syllabus Outcomes

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



Community and Family Studies (CAFS) – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Parenting and Caring (<i>Core 3</i>)	Term 2 2024	Society Impact of Technology (<i>Option</i>)
Term 1 2024	Groups in Context (<i>Core 2</i>)	Term 3 2024	Research Methodology (<i>Core 1</i>)

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Parenting and Caring	Groups in Context	Social Impact of Technology	Research Methodology
		In Class Task	Topic Test	In Class Task	Submittable Task
		Term 4, Week 10	Term 1, Week 10	Term 2, Week 10	Term 3, Week 7
Knowledge & understanding of course content	50	15	15	15	5
Skills in critical thinking, research and analysis	50	10	10	10	20
Total Marks	100	25	25	25	25
Outcomes		H1-1, H2-1, H2-2, H2-3, H3-2, H3-4, H5-1, H5-2, H6-1	H1-1, H2-2, H2-3, H3-1, H3-3, H4-1, H4-2, H5-1, H6-2	H2-2, H2-3, H3-3, H3-4, H5-2, H6-2	H4-1, H4-2

HSC Syllabus Outcomes

- 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 Evaluate 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.



Chemistry - 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Module 5 - Equilibrium and Acid Reactions	Term 2 2024	Module 7 - Organic Chemistry
Term 1 2024	Module 6 - Acid/Base Reactions	Term 3 2024	Module 8 – Applying Chemical Ideas

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Equilibrium and Acid Reactions	Acid/Base Reactions	Organic Chemistry Applying Chemical Ideas	All Modules
		Research Task Take home task Submission	Practical Skills Examination Double period examination assessing practical skills	Depth Study In class and take home task	Depth Study
		Term 4, Week 10	Term 1, Week 9	Term 3, Week 1/2	Term 3, Week 7
Knowledge and Understanding in Chemistry	40	5		25	10
Skills in Working Scientifically	60	10	25	5	20
Total Marks	100	15	25	30	30
Outcomes		CH11/12-4,5,6,7,12	CH11/12-2,4,5,6,12,13	CH11/12-1,2,5,7,12	CH11/12-5,7,12,13,14

HSC Syllabus Outcomes

- CH11/12-1 Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2 Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3 Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4 Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5 Analysing data and information - analyses and evaluates primary and secondary data and information
- CH11/12-6 Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7 Communicating - 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



Design and Technology – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Major Design Project - Project Proposal and Project Management	Term 2 2024	Major Design Project - Project Development and Realisation
Term 1 2024	Case Study - Australian Innovations	Term 3 2024	HSC Trial Examination – Design and Technology

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Major Design Project Project Proposal and Project Management	Case Study Australian Innovations	Major Design Project Project Development and Realisation	HSC Trial Examination Design and Technology
		Submittable task	Submittable task	Submittable task	Written Examination Trial HSC Examination
		Term 4, Week 9	Term 1, Week 10	Term 2, Week 10	Term 3, Week 2
Knowledge and understanding of course content	40	10	10	10	10
Knowledge and skills in designing, managing, producing and evaluating design projects	60	20	10	20	10
Total Marks	100	30	20	30	20
Outcomes		H1-1, H1-2, H3-1, H3-2, H4-1, H5-1, H5-2	H2-1, H2-2, H6-1, H6-2	H4-1, H4-2, H4-3, H5-1, H5-2	H1-1, H1-2, H3-1, H3-2, H4-1, H5-1, H6-1, H6-2

HSC Syllabus Outcomes

- 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
- H3-3 Critically analyses the role of policy and community structures in supporting diversity
- 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



English Advanced – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Common Module: Texts and Human Experiences	Term 2 2024	Module B: Critical Study of Literature
Term 1 2024	Module C: The Craft of Writing Module A: Textual Conversations	Term 3 2024	Module C: The Craft of Writing (continued)

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Common Module – Texts and Human Experiences	Module A – Textual Conversations	Module B – Critical Study of Literature	Module C – Craft of Writing
		In class task	Submittable	In class task	In class task
		Term 4, Week 10	Term 1, Week 8	Term 2, Week 9	Term 3, Week 5
Knowledge and understanding of course content	50	15	10	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	15	10	15
Total Marks	100	25	25	25	25
Outcomes		EA12-1, EA12-3, EA12-5, EA12-9	EA12-2, EA12-6, EA12-7	EA12-3, EA12-4, EA12-8	EA12-1, EA12-4, EA12-5

HSC Syllabus Outcomes

EA12-1 Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2 Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3 Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 Investigates and evaluates the relationships between texts

EA12-7 Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12-9 Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner



English Extension 1 – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Common Module: Literary Worlds	Term 2 2024	Elective: Worlds of Upheaval
Term 1 2024	Elective: Worlds of Upheaval	Term 3 2024	Elective: Worlds of Upheaval

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3
		Common Module: Literary Worlds	Worlds of Upheaval	
		Creative Task	Analytical Task	Formal Examination
		Term 1, Week 9	Term 2, Week 9	Term 3, Week 7
Knowledge and understanding of complex texts and of how and why they are valued	50	20	10	20
Skills in complex analysis, sustained composition and independent investigation	50	20	20	10
Total Marks	100	40	30	30
Outcomes		EE12-1, EE12-2	EE12-3, EE12-4	EE12-5

HSC Syllabus Outcomes

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



English Extension 2 – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Independent Research and creation of proposal *	Term 2 2024	Literature research and composition of Major Work *
Term 1 2024	Proposal and start of Major Work *	Term 3 2024	Reflection and composition of Major Work *

* Major Work journal to be maintained throughout entire course

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3
		Written proposal/Viva Voce	Literature Review	Critique of the creative process
		Term 1, Week 9	Term 2, Week 9	Term 3, Week 7
Skills in extensive independent research	50	10	20	20
Skills in sustained composition	50	20	20	10
Total Marks	100	30	40	30
Outcomes		EX12-1, EX12-2	EX12-3, EX12-4	EX12-2, EX12-5

HSC Syllabus Outcomes

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



English Standard – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Common Module: Texts and Human Experiences	Term 2 2024	Module B: Close Study of Literature
Term 1 2024	Module C: The Craft of Writing Module A: Language, Identity and Culture	Term 3 2024	Module C: The Craft of Writing (continued)

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Common Module – Texts and Human Experiences	Module A – Language, Identity and Culture	Module B – Close Study of Literature	Module C – Craft of Writing
		In class essay	Submittable multimodal	In class essay	In class creative
		Term 4, Week 10	Term 1, Week 8	Term 2, Week 9	Term 3, Week 5
Knowledge and understanding of course content	50	15	10	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	15	10	15
Total Marks	100	25	25	25	25
Outcomes		EN12-1, EN12-3, EN12-5, EN12-9	EN12-2, EN12-6, EN12-7	EN12-3, EN12-4, EN12-8	EN12-1, EN12-4, EN12-5

HSC Syllabus Outcomes

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



English Studies – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Common Module: Texts and Human Experiences	Term 2 2024	MiTunes
Term 1 2024	We Are Australian (mandatory module)	Term 3 2024	Playing The Game

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Common Module – Texts and Human Experiences	We Are Australian	MiTunes	Playing The Game
		In class essay	In class portfolio	In class multimodal	Submit extended response
		Term 4, Week 10	Term 1, Week 8	Term 2, Week 9	Term 3, Week 5
Knowledge and understanding of course content	50	15	10	15	10
Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively.	50	10	15	10	15
Total Marks	100	25	25	25	25
Outcomes		ES12-1, ES12-3, ES12-5, ES12-9	ES12-2, ES12-6, ES12-7	ES12-3, ES12-4, ES12-8	ES12-1, ES12-4, ES12-5

HSC Syllabus Outcomes

- 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



Geography – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Ecosystems at Risk Geographical Skills	Term 2 2024	Urban Places / People & Economic Activity Geographical Skills
Term 1 2024	Ecosystems at Risk / Urban Places Geographical Skills	Term 3 2024	People & Economic Activity Geographical Skills

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Ecosystems at Risk - Extended Response	Urban Places - Field Work & Analysis	People and Economic Activity – Short Answers	All Topics - Trial HSC Examination
		Submittable 20%	Submittable 30%	In Class Test 20%	Examination 30%
		Term 4, Week 9	Term 1, Week 8	Term 2, Week 9	Term 3, Week 1/2
Knowledge and Understanding of course content	30	10		10	10
Geographical tools and skills	20		5		15
Geographical inquiry and research, including fieldwork	15		15		
Communication of geographical information, ideas and issues in appropriate forms	35	10	10	10	5
Total Marks	100	20	30	20	30
Outcomes		H1, H2, H6, H9, H13	H1, H3, H6, H9, H10, H12, H13	H1, H4, H5, H7, H13	H1, H2, H3 H4, H5, H6, H7, H8, H9, H10, H11, H12, H13

HSC Syllabus Outcomes

- 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



Investigating Science – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Module 5 - Scientific Investigations	Term 2 2024	Module 7 - Fact or Fallacy
Term 1 2024	Module 6 - Technologies	Term 3 2024	Module 8 - Science and Society

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Scientific Investigation	Technologies	Fact or Fallacy	All Modules
		Research Task Take home task Submission	Practical skills Examination Double period examination assessing practical skills	Depth Study In class and take-home task Submission	Trial HSC Examination
		Term 4, Week 10	Term 1, Week 9	Term 2, Week 10	Term 3 Weeks 1/2
Knowledge and Understanding in Investigating Science	40	5		10	25
Skills in Working Scientifically	60	10	25	20	5
Total Marks	100	15	25	30	30
Outcomes		INS12-12, INS11/12-2, INS11/12-3, INS11/12-7	INS11/12-4, INS11/12-6, INS11/12-7	INS12-14, INS11/12-4, INS11/12-6, INS11/12-7	INS11/12-12

HSC Syllabus Outcomes

- INS11/12-1 Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation
- INS11/12-2 Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11/12-3 Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information
- INS11/12-4 Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11/12-5 Analysing data and information - analyses and evaluates primary and secondary data and information
- INS11/12-6 Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11/12-7 Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS12-12 Develops and evaluates the process of undertaking scientific investigations
- INS12-13 Describes and explains how science drives the development of technologies
- INS12-14 Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
- INS12-15 Evaluates the implications of ethical, social, economic and political influences on science



Legal Studies – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Crime	Term 2 2024	Consumer Law
Term 1 2024	Human Rights	Term 3 2024	Family

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Crime	Human Rights	Consumer Law	All Topics
		In Class Test In Class Examination	Submittable Task Written extended response research Task	Submittable Task (Electronically) Written extended response research task	Trial HSC Examination
		Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3, Week 1/2
Knowledge & Understanding	60	20	5	5	30
Research	20		10	10	
Communication (oral or written)	20		10	10	
Total Marks	100	20	25	25	30
Outcomes		H1, H2, H3, H4, H5 & H8	H1, H2, H5, H6, H7, H8, H9 & H10	H1, H2, H6, H7, H8, H9 & H10	H1, H2, H6, H7, H8, H9 & H10

HSC Syllabus Outcomes

- 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



Mathematics Advanced – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Graphing techniques Differentiation of trigonometry, exponential and logarithmic functions Rules of differentiation The anti-derivative	Term 2 2024	Data (grouped and ungrouped) and summary statistics Bivariate data analysis Continuous random variables The normal distribution
Term 1 2024	The first and second derivatives Applications of the derivative Areas and the definite integrals Trigonometric functions and graphs	Term 3 2024	Modelling investments and loans Arithmetic sequences and series Geometric sequences and series Financial applications of sequences and series

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Differentiation, Integration and graphing techniques	How well can Mathematics be used to create art?	Calculus, Trigonometry Data, Bivariate analysis and Continuous Random Variables	All Topics
		In Class Task Term 4, Week 9	Assignment Term 1, Week 10	In class Task Term 2, Week 8	Trial HSC Examination Term 3, Weeks 1 & 2
Understanding, Fluency and Communication	50	12.5	10	12.5	15
Problem Solving, Reasoning and Justification	50	12.5	10	12.5	15
Total Marks	100	25	20	25	30
Outcomes		MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-5, MA12-6, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-8	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10

HSC Syllabus Outcomes

- MA 12-1 Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MA 12-2 Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
- MA 12-3 Applies calculus techniques to model and solve problems
- MA 12-4 Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MA 12-5 Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
- MA 12-6 Applies appropriate differentiation methods to solve problems
- MA 12-7 Applies the concepts and techniques of indefinite and definite integrals in the solution of problems
- MA 12-8 Solves problems using appropriate statistical processes
- MA 12-9 Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
- MA 12-10 Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context



Mathematics Standard 1 – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Networks and Paths Right-angled Triangles Rates	Term 2 2024	Further Statistical Analysis Scale Drawings Graphs of Practical Situations
Term 1 2024	Investment Depreciation and Loans Simultaneous Linear Equations	Term 3 2024	Task 4 Exam and revision for HSC

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Right-angled Triangles Networks and Paths Rates	Investment Depreciation and Loans	Simultaneous Linear Equations Further Statistical Analysis Scale Drawing Graphs of Practical Situations	All Topics
		In class test Term 4, Week 9	Assignment Term 1, Week 6	In class test Term 2, Week 10	Examination Term 3, Week 6
Understanding, Fluency and Communication	50	12.5	12.5	12.5	12.5
Problem Solving, Reasoning and Justification	50	12.5	12.5	12.5	12.5
Total Marks	100%	25	25	25	25
Outcomes		MS1-12-3, MS1-12-4, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-5, MS1-12-8, MS1-12-9	MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-10	MS1-12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9, 12-10

HSC Syllabus Outcomes

MS1-12-1 Uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts 1-12-8 Networks and paths applies network techniques to solve network problems

MS1-12-5 Investment, Depreciation and loans makes informed decisions about financial situations likely to be encountered post-school

MS1-12-3 Rates, Right-angled triangles, Scale drawings interprets the results of measurements and calculations and makes judgements about their reasonableness

MS1-12-4 Analyses simple two-dimensional and three-dimensional models to solve practical problems

MS1-12-6 Simultaneous linear equations and Graphs of practical situations represents the relationships between changing quantities in algebraic and graphical forms

MS1-12-2 Further statistical analysis analyses representations of data in order to make predictions and draw conclusions

MS1-12-7 Solves problems requiring statistical processes

MS1-12-9 Chooses and uses appropriate technology effectively and recognises appropriate times for such use

MS1-12-10 Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others



Mathematics Standard 2 – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Time Network Concepts Investments and loans Right-Angled Trigonometry	Term 2 2024	Annuities Non-Linear Relationships Non-Right Angled Trigonometry
Term 1 2024	Rates & Ratios Simultaneous Linear Equations Bivariate Data Analysis	Term 3 2024	The Normal Distribution Critical Path Analysis

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Time, Network Concepts, Investment and Loans	Time, Network Concepts, Investments and Loans Right Angled Trigonometry, Rates and Ratios Simultaneous Linear Equations	Time, Network Concepts, Investments and Loans Right Angled Trigonometry, Rates and Ratios Simultaneous Linear Equations Annuities Non-Linear Relationships	All Topics except Critical Path Analysis
		In class test Term 4, Week 9	Assignment & in class test Term 1, Week 8	In class test Term 2, Week 7	Examination Term 3, Weeks 1 – 2 TRIAL HSC EXAM
Understanding, Fluency and Communication	50	10	12.5	15	12.5
Problem Solving, Reasoning and Justification	50	10	12.5	15	12.5
Total Marks	100%	20	25	30	25
Outcomes		MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8	MS2-12-1, 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	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 MS2-12-11, MS2-12-12

HSC Syllabus Outcomes

- 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



Modern History – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Core Study: Power and Authority in the Modern World	Term 2 2024	Peace and Conflict: Conflict in the Pacific
Term 1 2024	National Studies: Russia and the Soviet Union	Term 3 2024	Change in the Modern World: Civil Rights in the USA 1945–1968

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Core Study: Power and Authority in the Modern World – Historical Analysis	National Studies: Russia and the Soviet Union – Research Essay	Peace and Conflict: Conflict in the Pacific	All topics
		Submittable and In class task Historical Analysis	Submittable task Research Essay	In-class task Source Analysis	Trial HSC Examination
		Term 4, Week 5	Term 1, Week 5	Term 2, Week 5	Term 3, Weeks 1/2
Knowledge and understanding of course content	40	10	10		20
Historical skills in the analysis and evaluation of sources and interpretations	20			20	
Historical Inquiry and Research	20	10	10		
Communication of historical understanding in appropriate forms	20	10	10		
Total Marks	100	30	30	20	20
Outcomes		MH12-3, MH12-4, MH12-6, MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9

HSC Syllabus Outcomes

- 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



Music 1 – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Music of the 20th and 21st Century	Term 2 2024	An Instrument and Its Repertoire
Term 1 2024	Music For Small Ensemble	Term 3 2024	Aural and Electives (All Topics) - Review and Refinement

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		'Music of the 20th and 21st Centuries'	'Music for small Ensembles'	Compose a piece of music for an instrument and prepare a Musicology Viva Voce	HSC Trial Examination 1 hour written exam Core Performance: 5 minute practical exam Electives: up to 30 minutes
		Performance	Aural Questions on the concepts of music	Composition and musicology	Aural and Elective performance
		Term 4, Week 9	Term 1, Week 6	Term 2, Week 9	Term 3, Week 1/2
Performance	25	15			10
Aural	25		15		10
Composition	25			15	10
Musicology	25			15	10
Total Marks	100	15	15	30	40
Outcomes		H1, H9, H10, H11	H4, H5, H6	H2, H3, H4, H5, H6, H7, H10, H11	H1-H10

HSC Syllabus Outcomes

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

- H1 Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 Articulates an aural understanding of musical concepts and their relationships in a wide variety of music 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



Personal Development, Health & Physical Education (PDHPE)- 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Health Priorities In Australia (<i>Core 1.</i>)	Term 2 2024	Improving Performance (<i>7 weeks</i>) + Sports Medicine (<i>3 weeks</i>)
Term 1 2024	Factors Affecting Performance (<i>Core 2.</i>)	Term 3 2024	Sports Medicine (<i>4 weeks</i>) + HSC Preparation (<i>3 weeks</i>)

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3
		Health Priorities In Australia	Factors Affecting Performance	Improving Performance + Sports Medicine (<i>Options</i>)
		In Class Task	Topic Test	Extended Response Task
		Term 4 - Week 10	Term 1 - Week 10	Term 3 - Week 6
Knowledge & understanding of course content	70	20	20	30
Skills in critical thinking, research and analysis	30	10	10	10
Total Marks	100	30	30	40
Outcomes		H1, H2, H3, H4, H5, H14, H15, H16	H7, H8, H9, H10, H11, H16, H17	H7, H8, H9, H10, H13, H16, H17

HSC Syllabus Outcomes

- 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
- 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
- H13 Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- 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



Photography, Video and Digital Media 1 Unit - 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	(See Visual Design)	Term 2 2024	(See Visual Design)
Term 1 2024	Photography: Digital Imaging Module 2 – Developing a point of view	Term 3 2024	Photography: Video Module 1 – Introduction to Video

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2
		Digital Photography	Video
		Series of photographs and practitioner study	Video practical task
		Term 1, Week 9	Term 3, Week 8
Photography: Practical	70	30	40
Photography: Historical and Critical Studies	30	30	
Total Marks	100	60	40
Outcomes		M1, M2, M3, M6, CH1, CH2, CH3, CH4 CH5	M3, M4, M5,

HSC Syllabus Outcomes

- M1 Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 Investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
- CH1 Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 Distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

NB: This subject runs in alternate terms with Visual Design 1 Unit (as indicated)



Physics- 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Module 5 – Advanced Mechanics	Term 2 2024	Module 7 – The Nature of Light
Term 1 2024	Module 6 - Electromagnetism	Term 3 2024	Module 8 – From the Universe to the Atom

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Advanced Mechanics	Electromagnetism	The nature of light	All Modules
		Research Task Take home task Submission	Practical Skills Examination Double period examination assessing practical skills	Depth Study In class and take home task Submission	Trial HSC Examination
		Term 4, Week 7	Term 1, Week 9	Term 2, Week 10	Term 3 Weeks 1/2
Knowledge and Understanding in Physics	50	5		10	25
Skills in Working Scientifically	50	10	25	20	5
Total Marks	100	15	25	30	30
Outcomes		PH12-12, PH11/12-7	PH11/12-5, PH11/12-6	PH12-14, PH11/12-2, PH11/12-7	PH12-12, PH11/12-7

HSC Syllabus Outcomes

- PH11/12-1 Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 Analysing data and information - analyses and evaluates primary and secondary data and information
- PH11/12-6 Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 Communicating - 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



Sport, Lifestyle and Recreation Studies (SLR) – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Sports Coaching and Training	Term 2 2024	First Aid and Sports Injuries
Term 1 2024	Sports Administration	Term 3 2024	Individual Games and Sports Applications

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Sports Coaching and Training	Sports Administration	First Aid and Sports Injuries	Individual Games and Sports Applications
		Part A: Coaching Session Plan Part B: Practical Coaching Session and Evaluation	Part A – Practical Progressive Assessment Part B – Google Classroom Submission	Topic Test	Engagement Through Play
		Term 4, Week 8 to 10	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5
Knowledge & understanding of course content	35	5	10	15	5
Skills in critical thinking, research and analysis	65	20	20	5	20
Total Marks	100	25	30	20	25
Outcomes		1-1, 1-3, 2-1, 2-2, 3-1, 3-2, 4-2, 4-5	1-1, 1-3, 1-6, 2-4, 3-2, 4-2, 4-5	1-3, 2-5, 3-6, 4-2, 4-4, 4-5	1-1, 1-3, 3-1, 4-4

HSC Syllabus Outcomes

- 1-1 Applies the rules and conventions that relate to participation in a range of physical activities
- 1-3 Demonstrates ways to enhance safety in physical activity
- 1-6 Describes how 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
- 2-5 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 Signs programs that respond to performance needs
- 3-6 Assesses and responds appropriately to emergency care situations
- 4-1 Plans strategies to achieve performance goals
- 4-2 Demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 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.



Visual Arts – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Body of Work Progress and case study	Trial Examination Period	Critical and Historical Studies Exam
Term 2 2024	Body of Work Progress and case study	Term 3 2024	Body of Work and VAPD: Close to completion

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Critical and Historical Studies and Practical progress	Critical and Historical Studies and Body of Work Progress	Trial Examination (unseen images and essay based on case studies)	Body of Work final mark and feedback
		In class written task and Body of Work planning / commencement	In class written task, VAPD / of Body of Work Progress	Section 1 and 2 Exam based on HSC format	Practical submission: Body of Work
		Term 1, Week 2	Term 2, Week 6	Trial HSC Examination	Term 3, Week 4
Art Making	50	10	10		30
Critical and Historical Studies	50	10	10	30	
Total Marks	100	20	20	30	30
Outcomes		H1, H2, H7, H8,	H1, H2, H3, H6-10	H7, H8, H9, H10	H1-H6 Inclusive

HSC Syllabus Outcomes

Content	Practical: A student
Practice	H1 Initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
Conceptual framework	H2 Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
Frames	H3 Demonstrates an understanding of the frames when working independently in the making of art
Representation	H4 Selects and develops subject matter and forms in particular ways as representations in artmaking
Conceptual strength and meaning	H5 Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
Resolution	H6 Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
Content	Critical and Historical Studies: A student
Practice	H7 Applies their understanding of practice in art criticism and art history
Conceptual framework	H8 Applies their understanding of the relationships among the artist, artwork, world and audience
Frames	H9 Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
Representation	H10 Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts



Visual Design 1 Unit – 2023/2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 4 2023	Visual Design- Product Design Module 3: Industrial	Term 2 2024	Visual Design- Wearable Design Module 2: Jewellery and Accessories
Term 1 2024	(see PVDM)	Term 3 2024	(see PVDM)

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2
		Product Design	Wearable design
		Ceramic vessel or set	Jewellery design and practitioner study
		Term 4, Week 10	Term 2, Week 8
Visual Design: Practical	70	40	30
Visual Design: Critical and Historical Studies	30		30
Total Marks	100	40	60
Outcomes		DM1, DM2, DM5, DM6,	DM3, DM4, DM6, CH1, CH2, CH3, CH4

HSC Syllabus Outcomes

- 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
- 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

NB: This subject runs in alternate terms with Photography, Video and Digital Media 1 Unit (as indicated)

VET Course Assessment Schedules

Vocational Education and Training (VET) Courses (to be included in assessment booklets with relevant assessment schedules)

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace.

Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

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

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

Use the following table as a guide to the appropriate outcome to record for each student

NESA Outcome	NCVER Outcome	Explanation <i>(source: AVETMISS Data Elements definitions, Edition 2.2 April 2013)</i>
Achieved	Competency achieved / pass	Student has been assessed and satisfies all the requirements for the unit of competency
Not Achieved	Competency not achieved / fail	Student has attempted all requirements for the assessment and has been assessed as not competent in one or more of the requirements of the competency
Continuing	Continuing enrolment	The student has engaged in learning activity, but has not completed all the training and assessment criteria by the end of the collection period
Withdrawn	Withdrawn / discontinued	(a) The student has engaged in some learning activity, then notified the RTO of their withdrawal before completing all of the assessment criteria (b) The student has engaged in some learning activity then stopped attending or submitting assessments without notifying the RTO
RPL	Recognition of Prior Learning Granted	The student has been assessed and RPL has been granted
Credit Transfer	Credit transfer / National Recognition	The student can supply evidence of the same or an equivalent competency, and credit transfer is awarded. This is used where there is no delivery of training or assessment of the student's knowledge.
Did Not Start	NIL	Student was enrolled in the unit of competency, but no training or assessment occurred. WILL NOT BE REPORTED OR APPEAR ON THE USI

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
BUSINESS SERVICES ASSESSMENT SCHEDULE
Preliminary Year 2023 - HSC 2024
 QUALIFICATION: BSB30120 Certificate III in Business
 Training Package: BSB Business Services (Version 8)

NESA Course Code:
 2 U X 2 YR - 26111
2023 HSC Exam: 26199
LMBR UI Code:
 BSB30120126111B

TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 yrs 35 hrs Work placement 50% Preliminary Exam
	BSBTEC201 BSBTEC202	Use business software applications Use digital technologies to communicate in the work environment	E E	M E	15 10	Cluster 1: Let's get tech savvy Direct observation, produce based method, questioning	
	BSBWHS311 BSBINS302	Assist with maintaining workplace safety Organise workplace information	C E	M E	20 20	Cluster 2: Organise business safety Direct observation, produce based method, questioning	
Terms 2-3	BSBXCM301 BSBOPS201	Engage in workplace communication Work effectively in business environments	C E	M E	15 25	Cluster 3: Working in industry Direct observation, produce based method, questioning	
Term 4	7 HSC UOCs						35 hrs Work placement 50% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	BSBPEF201	Support personal wellbeing in the workplace	C	M	10	Cluster 4: Wellbeing Direct observation, produce based method, questioning	
	BSBPEF301 BSBTEC301	Organise personal work priorities Design and produce business documents	E E	M E	20 25	Cluster 5: Mastering document design Direct observation, produce based method, questioning	
Terms 5-6	BSBSUS211 BSBTWK301 BSBTEC303	Participate in sustainable work practices Use inclusive work practices Create electronic presentations	C C E	M M E	15 15 15	Cluster 6: Sharing is caring Direct observation, produce based method, questioning	
Term 7	BSBCRT311	Apply critical thinking skills in a team environment	C	M	20	Cluster 7: Thinking critically Direct observation, produce based method, questioning	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 225			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2023 – HSC 2024

QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) and
Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)
Training Package: CPC08 - Construction, Plumbing and Services (Release 9.9)

NESA course code
2 U X 2 YR - 26211
2022 HSC Exam:
26299
LMBR UI Code:
CPC20220126211B
or
CPC20120126211B

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
	6 PRELIMINARY UOCs						
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	240 Indicative Hours over 2 years
Term 1	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe	50% Preliminary Exam
Term 2	CPCCCM1001 CPCCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	CP-C CP-C	M M	35	Cluster 3 – Working it out	35 hrs. Work placement
Term 3	CPPCCOM2001 CPCCPOM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 – Project Planning	35 hrs Work placement
Terms 4/5	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	CP C-E	E E	40	Cluster 5 – Joinery	50% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Terms 4/5/6/7	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	CP-E C CP-E	E M E	50	Cluster 6 – Tools, Equipment and Materials	
Terms 5/6/7	CPCCVE1011 CPCCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	C CP-C	M M	55	Cluster 7 – Major Project	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235- 240 245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

ULTIMO 90072

INFORMATION and DIGITAL TECHNOLOGY
 CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
 Preliminary Year 2023 - HSC 2024

QUALIFICATION: ICT30120 Certificate III in Information, Digital Technology
 Training Package: ICT Information and Communications Technology (version 7.2)

The information may change in 2023 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.

NESA course code
 2 U X 2 YR - 27311
 HSC Exam No. 27398
 LMBR UI Code
 (11 OR 12)
 ICT30120127311B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years 35 hrs Work placement
	BSBWHS311	Assist with maintaining workplace safety	E	M	20	Cluster 1: Images of Safety Questioning, Observation, Product Based Method, Portfolio	
	ICTWEB305	Produce digital images for the web	E	E	20		
Term 2	BSBXTW301	Work in a team	C	M	15	Cluster 2: Team Web Questioning, Observation, Product Based Method, Portfolio	50% Preliminary Exam
	ICTWEB304	Build simple web pages	E	E	30		
Term 3	BSBXCS303	Securely manage personally identifiable information and workplace information	C	M	20	Cluster 3 :Security Questioning, Observation, Product Based Method, Portfolio	35 hrs Work placement 50% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	ICTICT313	Identify IP, ethics and privacy policies in ICT environments	C	M	20		
Term 4	6 HSC UOC's						35 hrs Work placement 50% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	ICTSAS305	Provide ICT advice to clients	C	M	30	Cluster 5: Run tests and provide advice to clients Questioning, Observation, Product Based Method	
	ICTSAS308	Run standard diagnostic tests	E	E	10		
Term 5 & 6	ICTPRG302	Apply introductory programming techniques	C	M	30	Cluster 6: Programming Observation, Product Based Method, Portfolio	
	BSBCRT311	Apply critical thinking skills in a team environment	E	E	10		
	ICTICT214	Operate application software packages	E	E	20		
Term 7	ICTWEB306	Develop web presence using social media	E	E	15	Cluster 3: Social Media - Build your digital audience Questioning, Observation, Product Based Method	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 250			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
MANUFACTURING & ENGINEERING – INTRODUCTION BOARD ENDORSED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2023 - HSC 2024
QUALIFICATION

MEM10119 Certificate I in Engineering AND Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways
 Training Package: MEM Manufacturing and Engineering (version 2.1) and MEM05 Metal and Engineering (version 11.1)
 Information may change in 2023 due to Training Package and NSW Education Standards Authority (NESA) updates.
 Notification of variations will be made in due time with minimum disruption or disadvantage.

NESA course code
 2 U X 2 YR - 59732
LMBR UI code :
 (11 OR 12)
MEM10119159732B

TERM	Unit Code	Units of Competency	AQF CORE/ ELECTIVE	HSC Indicative	Points	Assessment Task Cluster & Method of Assessment	HSC requirements
Term 1-2	5 PRELIMINARY UOCs towards MEM10119 Certificate I in Engineering						240 Indicative Hours over 2 years
	MEM13015	Work safely and effectively in manufacturing and engineering	C	40	2	Cluster A: Welcome to the industry Written questioning, direct observation of practical work, product production	
	MEM16006 MEM11011	Organise and communicate information Undertake manual handling	E E	15 5	2 2		
Term 3	MEM18001	Use hand tools	E	20	2	Cluster B: Right tool, right job Written questioning, direct observation of practical work, practical project/drill bit sharpening	Complete a minimum of 35 hrs mandatory work placement
	MEM18002	Use power tools/hand held operations	E	20	2		
Term 4-5	3 HSC UOCs towards MEM10119 Certificate I in Engineering PLUS 5 HSC UOCs Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways						
	MEM12024	Perform computations	E	20	3	Cluster C: Engineering in practice Written questioning/computations, product based method – materials cutting list, graph and CAD, direct observation of practical work	
	MEM16008	Interact with computer technology	E	10	2		
MEM07032	Use workshop machines for basic operations	E	20	2			
Term 6	MEMPE006A	Undertake a basic engineering project	C	30	-	Cluster D: Can we build it Written questioning, direct observation of practical work, project production, portfolio of evidence including career plan	
	MEMPE001A	Use engineering workshop machines	E-A	20	-		
Term 7	MEMPE002A	Use electric welding machines	E-A	20	-	Cluster E: Sparks and noise Written questioning, direct observation of practical work, project	
	MEMPE004A	Use fabrication equipment	E-A	20	-		
Term 7	MEMPE005A	Develop a career plan for the engineering and manufacturing industry	C	5	-	Cluster 6: My Pathway Written questioning, portfolio of evidence	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total	245	17	This course is a VET Content Endorsed Course and does not count towards the ATAR. No HSC exam in this course	

**PUBLIC SCHOOLS NSW ULTIMO RTO 90072 HOSPITALITY
ENDORSED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2023 - HSC 2024**

Assessment Tasks for SIT20322 Certificate II in Hospitality

Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.

Code	Unit of Competency	Task 1 Terms 1 - 3	Preliminary Exam 50%
SITXFSA005	Use hygienic practices for food safety	x	35 Hrs Workplacement
SITXWHS005	Participate in safe work practices	x	
SITXFSA006	Participate in safe food handling practices	x	
SITHCCC025	Prepare and present sandwiches	x	
SITXCOM007	Show social and cultural sensitivity	x	
SITXCCS011	Interact with customers	x	

Code	Unit of Competency	Task 2 Term 4	Task3 Term 5	Task4 Term 7	Trial HSC 50%
SITHIND006	Source and use information on the hospitality industry	x			35 Hrs Workplacement The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
SITHFAB024	Prepare and serve non-alcoholic beverages		x		
SITHFAB025	Prepare and serve espresso coffee		x		
SITHFAB027	Serve food and beverages		x		
BSBTWK201	Work effectively with others			x	
SITHIND007	Use hospitality skills effectively			x	

Preliminary: Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards SIT20322 Certificate II in Hospitality**.

HSC: Depending on the achievement of units of competency, the possible qualification outcome is **SIT20322 Certificate II in Hospitality**

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated

HSC Glossary

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