



**JAMISON HIGH SCHOOL**

**2024**

**YEAR 12 HIGHER SCHOOL  
CERTIFICATE**

**ASSESSMENT SCHEDULES & ASSESSMENT**

## **A message from the Principal ...**

The award of the Higher School Certificate is made on the basis of a student's performance in course work and assessment tasks that are set in order to comply with the New South Wales Education Standards Authority (NESA) requirements.

Assessment of student achievement begins at the start of Term 4, 2023 and continues until the Trial HSC Examinations at the beginning of Term 3, 2024. The completion of assessment items, homework and classwork will determine student marks and ranks that are awarded at the end of each course. It is a requirement that students complete each course satisfactorily in order to be eligible for the Higher School Certificate.

The purpose of the assessment schedules is to provide students with a range of tasks to demonstrate their capacity to work, over time towards achievements in a wider range of outcomes than can be measured by an examination. You need to commit to the completion of all tasks as part of your preparation towards your Higher School Certificate.

The school will inform students and their carer on each occasion that a student fails to complete a task to a satisfactory level by issuing an N-Warning letter. Failure to address such notifications will result in the issuing of an N-Determination which will end in the non-attainment of the Higher School Certificate.

This booklet contains the Assessment Policies and Procedures for students completing their Higher School Certificate Courses at Jamison High School. Do not assume that you know everything about handing in assessment tasks. Read them. Every year students are disappointed because they do not know what to do about being sick, dealing with a misadventure and a myriad of other things. These policies and procedures need to be strictly enforced to ensure that the Higher School Certificate is fair across the state.

Students need to ensure that they have read and understood the requirements so that you are aware of your responsibilities and those of the school with regards to the completion and submission of assessment items.

Assessments are a useful guide for students. They assist them to ascertain the areas on which they need to focus and in developing a disciplined approach to study. This booklet should be referred to regularly and I trust that it will be useful for you during your Higher School Certificate Courses.

G. Trethewy

Principal

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# GENERAL INFORMATION ABOUT THE HSC

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The Higher School Certificate (HSC) is awarded to NSW students who have satisfactorily completed Years 11 and 12 at a secondary high school. The HSC is an internationally recognised credential which provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

## ELIGIBILITY REQUIREMENTS FOR THE HSC (ACE 8004)

The rules and requirements for HSC eligibility are governed by NESA and are published in the *Assessment, Certification and Examination (ACE) Manual*. To be eligible for the HSC, students must have:

- gained the RoSA or other such qualification as NESA considers satisfactory.
- attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA, a college or TAFE.
- completed HSC: All My Own Work (or its equivalent).
- demonstrated a minimum standard of literacy and numeracy.
- satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate.
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.

## PATTERN OF STUDY REQUIREMENTS (ACE 8005)

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

- at least six units from Board Developed Course
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses).

To satisfy the pattern of study requirements for the Higher School Certificate, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

In addition, to be eligible for an ATAR in NSW, students must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- 8 units of Category A Course
- 2 units of English (Standard or Advanced)
- three Board Developed Courses of 2 units or greater

The ATAR will be calculated based on the 2 units of English and the best 8 remaining units (which can include no more than 2 units of Category B courses).

Students are encouraged to visit the UAC website, [www.uac.edu.au](http://www.uac.edu.au), for additional information on the ATAR.

## **HSC SATISFACTORY COMPLETION OF COURSE REQUIREMENTS** (ACE 8026)

Students studying an HSC course must make a genuine attempt to complete the course requirements. To be determined to have met the requirements for the completion of all HSC Courses, students must be able to demonstrate that they have:

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

For all courses, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be attempted. Furthermore, the student must fulfil the course completion criteria.

Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at the examination.

If it is determined that a student has not made a genuine attempt to complete the course requirements, the Principal must indicate on the appropriate documentation (N-Determination) that the course has not been satisfactorily completed.

NOTE: Students undertaking a Stage 6 Life Skills course will be assessed on their achievement of the Life Skills outcomes identified in the planning process for the individual student. Students can demonstrate achievement of outcomes in a number of ways, and across a range of environments, including the school, community and workplace.

## **VET COURSE COMPLETION REQUIREMENTS** (ACE 8028)

Students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

The HSC course requirements in a VET course are defined by:

- the HSC indicative hour requirements of the course.
- the HSC course structure.
- mandatory work placement requirements (where applicable).
- the HSC Requirements and Advice for examinable units of competency in Industry Curriculum Frameworks.
- competency-based assessment requirements.

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

## HSC MINIMUM STANDARD COMPLETION REQUIREMENTS

Students need to demonstrate a minimum standard of literacy and numeracy to receive the HSC. Literacy and numeracy skills are key for success in everyday life. Achieving the HSC Minimum Standard means students will have the level of skills necessary for success after school.

Students show they have met the HSC Minimum Standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. Students will need to achieve a Level 3 or 4 in order to receive the HSC credential.

Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12.

## HSC PERFORMANCE BAND DESCRIPTORS

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The performance bands and descriptions give meaning to the HSC mark.

For a 2 unit course, the bands are as follows:

**Band 6:** 90 - 100 marks  
**Band 5:** 80 - 89 marks  
**Band 4:** 70 - 79 marks  
**Band 3:** 60 - 69 marks  
**Band 2:** 50 - 59 marks  
**Band 1:** 0 - 49 marks

For an Extension course, the bands are as follows:

**Band E4:** 45 - 50 marks  
**Band E3:** 35 - 44 marks  
**Band E2:** 25 - 34 marks  
**Band E1:** 0 - 24 marks

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid 70s (Band 4). Band 1 indicates that a student has not met enough of course outcomes for a report to be made.

## NESA STUDENTS ONLINE

NESA Students Online provides students in Year 10, 11 and 12 with useful information about senior school study, particularly on assessments, examinations and results, and how the HSC works. Year 10, 11 and 12 students in NSW are eligible for a Students Online account. The email address students have provided to NESA through their Confirmation of Entry, along with their NESA Student Number, are needed to activate the account.

HSC results are available to students via their NESA Students Online account. Students can download and print their full credentials from Students Online in December.

Go to <https://studentsonline.nesa.nsw.edu.au/> to activate and access Student Online accounts.

# ASSESSMENT AT JAMISON HIGH SCHOOL

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## PURPOSE OF ASSESSMENT

Schools are required to provide an assessment of student achievement (Assessment Mark and Course Rank) in each course studied for the Higher School Certificate. The assessment will be based on achievement measured through formal internal school assessment tasks and will encompass student performance in all syllabus objectives and outcomes, except those relating to values and attitudes. The purpose of school assessment is to provide an indication of your achievement in a wider range of syllabus objectives than cannot be measured by the HSC Examination alone.

## ASSESSMENT AND COURSE REQUIREMENTS

Students are expected to undertake ALL TASKS and ACTIVITIES in order to complete the course whether they are part of an assessment schedule or not. The following course completion criteria refers to all HSC courses.

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

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

## ASSESSMENT PROCEDURES - SCHOOL RESPONSIBILITIES

Schools are required to develop an assessment program for each course. In practical terms, this means that Jamison High School is required to:

- Inform students of the internal assessment requirements for each course. This handbook sets out the weightings of the components assessed in each course, as well as the value and nature of each task.
- Set assessment tasks that will measure student performance in each specified component of the course and focus on syllabus outcomes.
- Specify a mark/weighting for each assessment task.
- Keep records of each student's performance on each assessment task.
- Provide students with information on their progress in the course.

NOTE: Assessment programs will begin at the start of the HSC Course. The assessment period normally finishes with the completion of Term 3. If a task does not discriminate adequately between students or has been made invalid by any circumstances, teachers may set an additional assessment task. Valid, completed tasks in your assessment program cannot be discarded although your teacher may re-weight them after consultation with the Principal.

## ASSESSMENT PROCEDURES - STUDENT RESPONSIBILITIES

Students are responsible for:

- Being familiar with the procedures and course information in this handbook.
- Attending classes regularly and ensuring their attendance enables them to achieve course outcomes.
- Demonstrating diligence and sustained effort in each course and participating in all lessons.
- Making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes
- Ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work.
- Ensuring when absent from school on the day an Assessment Task Notification is issued, that they know it is their responsibility to contact their teacher and/or the relevant Faculty Head Teacher to obtain the Assessment Task Notification. No extension will be granted if a student fails to carry out this action. If you have a prolonged absence for a valid reason (support documentation required), you may submit to the Deputy Principal an Application for Special Consideration/Extension.
- Speaking with their teacher and/or the relevant Faculty Head Teacher for clarification about the requirements of the course assessment program.
- Being present for, or to hand in, all assessment tasks at the required time as specified in the Assessment Task Notification.
- Lodging appeals against marks awarded for an assessment task within two school days of receiving the marked assessment task.

## NOTIFICATION OF ASSESSMENT TASKS

With the exception of the Formal Trial Examinations you will be notified, in writing, at least 14 calendar days prior to the due date of an assessment task. In exceptional circumstances, the school may reschedule or issue a substitute assessment task with the written approval of the Principal or Delegate. In such cases, teachers will inform students of the new arrangements, in writing, at least two weeks in advance.

A more detailed explanation of the specific nature of the assessment task will be given to you on the school's Senior Assessment Task Notification Cover Sheet (see Appendix 1) which will be issued when you are notified of the task. The written notification of each assessment task will include:

- The date and time of the assessment task and/or when the assessment task is due.
- Syllabus outcomes assessed by the assessment task.
- A description of the nature of the assessment task.
- The weighting of the assessment task.
- Marking criteria/information about how the task will be assessed and how feedback will be provided.

When receiving notification of an assessment task by your teacher, you will need to sign the Assessment Task Notification Form issued in your courses Google Classroom.

If you are absent when an assessment task is notified, it is **your responsibility** to ensure you receive the assessment task. You are not entitled to any automatic extension of time for the task. If you have a prolonged absence for a valid reason (support documentation required), you may submit to the Deputy Principal an Application for Special Consideration/Extension.



# SUBMISSION OF ASSESSMENT TASKS

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## COMPLETION OF INTERNAL HSC ASSESSMENT TASKS

NESA expects students to satisfactorily complete all assessment tasks set by a school. NESA requires all students to follow an assessment program and have an assessment mark submitted for all courses. A student who does not comply with the assessment requirements and receives a N-Determination in a course will have neither an assessment mark nor an examination mark awarded for that course. In the case of extension courses, students who do not comply with the minimum assessment requirements for a co-requisite course will not receive a result in either course.

## SUBMISSION OF INTERNAL HSC ASSESSMENT TASKS

This handbook shows the general timing of assessment tasks in regards to the school term and week. Exact submission dates and times for all assessment tasks will be clearly specified on the Assessment Task Notification for each particular task. It is the students responsibility to check the submission method detailed on the Assessment Task Notification as this may vary due to the nature of the assessment task. Teachers will provide students with a receipt acknowledging that the assessment task has been received. Dates and times for Trial Examinations will be provided on the examination timetable.

When submitting your assessment task, the following rules will apply:

1. All assessment tasks must be submitted on the due day, via the method outlined in the Assessment Task Notification. If the assessment task requires a hardcopy, it must be personally delivered into the possession of the relevant teacher (or delegate) at this time and not left in staff rooms or classrooms. Students must submit the task themselves and remain in class for the entire lesson.
2. It is important that students attend **ALL** day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on the due date is **MALPRACTICE**. Should a student miss a class on the day an assessment task is due, it may be deemed as an unfair advantage and penalties or a zero mark could apply and an N-Warning for the assessment task may be issued.
3. The assessment task should be readily identifiable on the medium used to submit the assessment task (see 'Electronic Submission of Assessment Tasks' below).
4. The school will not be responsible for the non-receipt or delay of the submission of electronic assessment tasks. Students need to allow enough time for their assessment tasks to upload on the medium used to submit. If submitting work by email, students must specifically request acknowledgement by return email of the receipt of their work. Students who do not receive a receipt within a reasonable time should regard their work as not submitted and take appropriate action.
5. Students will be required to sign the Assessment Submission Form issued by the teacher on Google Classroom when submitting an electronic assessment task. In the case of an in-class assessment task or examination students will be required to complete a Student Attendance Slip. This ensures that there is an official record that you have submitted the task.

**NOTE:** All tasks submitted after the due date and time will be deemed **late**. Where a student misses or is late submitting an assessment task, unless there is a valid reason, a zero mark will be recorded and an N-Warning issued.

## ELECTRONIC SUBMISSION OF ASSESSMENT TASKS

When using electronic equipment to prepare and record assessment tasks and assignments, you must ensure that the work is saved regularly and that a hard copy is available (if required) well in advance of the due date. Failure of equipment, where there is no evidence of the preparation of the lost material, is not an acceptable reason for handing assessment tasks in after the due date. Students are advised to keep back-ups of all work completed on computer equipment.

All electronic assessment tasks for each course will be submitted using **Turnitin**. Turnitin is a web-based text-matching software which assists students and teaching staff in understanding and supporting the correct use of printed materials used in assignment work.

### Why use Turnitin?

- To act as a deterrent against plagiarism and AI.
- To provide reports which can help identify occurrences of plagiarism and AI.
- To provide students with a tool to identify and correct possible occurrences of plagiarism in their own work and improve their academic writing before submitting an assessment task.

### How does Turnitin work?

A Turnitin Assessment Task is set up by a teacher. Students access this assessment task online and upload their work before the due date. Turnitin will then analyse the submitted work to identify text matches with other sources. Teachers view the work that has been submitted, mark the work online (including grades and comments) and digitally return the task to the student once all assessment tasks have been marked.

For each piece of submitted work, Turnitin provides two things:

- A *similarity index*, which indicates the percentage of the submitted paper that Turnitin has identified as being matched against other sources.
- An *originality report*, which shows each of these matches in more detail, including the source(s) that Turnitin has found. These can be websites, books, journals and articles, or work that has previously been submitted through Turnitin.

### Things you should know about Turnitin ...

- Turnitin does not directly identify plagiarism. Instead, it provides a report that allows students and teachers to see where plagiarism may have occurred. No student would be accused of plagiarism without a member of staff first reviewing this report in detail to verify that there are indeed grounds for such an accusation based on reasonable academic judgement.
- When you submit work to Turnitin, it is usually stored within the Turnitin database so that it can be cross-checked against future submissions from other students.
- Although a high originality index may indicate possible plagiarism and a low originality index may indicate original work, this is not always the case. The extent of this depends on the nature of the subject, how many quotations you use and your own academic writing style.
- Do not aim for a specific originality index that you think will be low enough to avoid detection. Plagiarism can occur even if only a small amount of text is copied. Instead aim for academically sound writing with all your sources properly acknowledged.
- Turnitin is only one of the tools used to identify possible occurrences of plagiarism. Don't forget that your work will also be read by subject experts with years of experience in marking student work. They are able to spot instances of plagiarism even where electronic systems such as Turnitin do not.

## Submitting your Assessment Task using Turnitin

- To submit an assessment task to an assignment on Turnitin, the user must log in and upload a file to an existing assignment.
- Assignments in Turnitin cannot accept student submissions until the assignment start date and time has passed.
- Assignments may also reject submissions after the due date and time set by the instructor.
- To check the start date and due date information, either click on the name of the assignment in the class portfolio page or view the start and due dates located under the assignment name.

Use the following steps to submit your assessment task using Turnitin:

1. Log in to [www.turnitin.com](http://www.turnitin.com).
2. Once you've logged in, you should see your homepage listing the classes you are enrolled in.
3. Click the name of the class where you'd like to upload a file. This will take you to your Class Homepage for that class.
4. Click the Submit button to the right of the assignment name. This will take you to the file submission page. NOTE: On the file submission page, make sure the phrase next to the Submit: heading says "Single File Upload." If it says "Cut and Paste Upload," use the dropdown menu (the down arrow) next to Submit: to switch to "Single File Upload." This will allow you to upload your file rather than using the Cut and paste file submission feature.
5. Enter a title for the submission.
6. Click the What can I submit? link to review the types of files and file sizes Turnitin can accept.
7. Decide whether you'd like to upload a file from: the computer you're using OR Dropbox OR Google Drive.
8. Click one of the submission buttons (computer, Dropbox, or Google Drive).
9. Select the file you want to upload.
10. Click the Upload button on the file submission page.

After the submission has completed, a digital receipt is displayed in your browser window. A copy is also sent via email. It is important to use a valid email address to receive this copy of the digital receipt. Save the receipt and the submission ID it contains, as this is proof of a completed submission. If the digital receipt is not shown on screen after submission, return to the class portfolio page and view the assignment to ensure the paper submission has been completed correctly. Submissions can be checked and viewed by clicking on the title of the assessment task submitted under the title column to the right of the assignment name.

## MANAGING LONG TERM ASSESSMENT

Long Term Assessment Tasks are characterised by one or more of the following:

- Extended preparation time (usually at least 4 weeks);
- Submission of work in stages over a sequence of deadlines;
- Substantial weighting and task size.
- Stages of Long Term Assessments must be presented on the due date, even if incomplete due to a student's illness during preparation time.

The Principal, in conjunction with the Head Teacher responsible, will then make a decision (linked with medical information/advice) about the consequences for you and the task.

These may include:

- Completion of the same task; or
- Alternative task; or
- An estimate based upon evidence of programs through the duration of the project; or
- Extension of deadline.

**Extension will only be granted in exceptional circumstances.** These circumstances might occur as the result of prolonged illness or misadventure, especially during the week leading up to the due date. The Principal is unlikely to grant an extension in the case of:

- Technical difficulties.
- Misplaced work assignment.
- Difficulties with research which could have been addressed by early commencement of research.
- Brief periods of illness or misadventure.

Failure to hand in a stage of a long term project will result in a zero mark for that stage. Failure to complete one component does not necessarily mean a zero mark for the whole task. However, continued failure to submit stages of a long-term project may result in a zero mark for the whole task. This may in turn call into question your capacity to meet the requirements of the course.

## **YEAR 12 TRIAL EXAMINATION PERIOD (TERM 3)**

A dedicated examination period will occur in Term 3 where formal written examinations, in the same format as the HSC Examinations, will be held for all applicable courses. Normal lessons will be cancelled and students will only be required at school when their specific examinations are scheduled. Practical performance examinations will also occur within this examination period. All examinations will be sight unseen and will be no longer than 3 hours in duration. These examinations will be used for reporting purposes and for determining NESA Final Marks and calculation of School Based Assessment Marks and Ranks.

Students must read the examination timetable carefully and must be prepared to attend examinations at the times and venues that the school arranges. Students must arrive to the examination at least 15 minutes early. Concessions will not be made (such as extra time) for students who arrive late for an examination or who missed an examination due to poor organisation.

Students sit for all examinations in which they are entered, unless they have an illness or misadventure, in which case they must notify the school immediately and follow the appropriate procedures.

During the examination, students **must**:

- Always follow the examination supervisors instructions.
- Complete the Student Attendance Slip as an official record of attempting the task.
- Read the instructions and all questions carefully. Examination supervisors can not interpret or give instructions about examination questions.
- Write your name and/or student number on all writing booklets, questions, answer booklets and answer sheets.
- Write clearly with black pen (only use pencil if instructed to).
- Write answers in the correct answer booklets.

- Make a serious attempt at the examination by answering all questions. Answering only multiple choice questions is not considered a serious attempt .
- Stop writing immediately when the examination supervisor tells you to.
- Follow the examination supervisors instructions for arranging completed answers and wait for the examination supervisor to collect them.
- Stay in the examination room until the end of the examination.

During the examination, students **must not**:

- Start writing until the examination supervisor tells you.
- Write on anything other than the writing books, answer booklets or other writing material. You should not write on any other equipment including your body, clothing or tissues .
- Leave the examination room, except in an emergency. If you have to leave (eg. to go to the bathroom) you must be supervised while you are out of the room.
- Take any writing booklets or examination papers out of the room, whether they have been used or not

Students must follow the normal school rules, behaving politely and courteously towards the examination supervisors and other students. Specifically students must not:

- Cheat.
- Include frivolous or objectionable material.
- Take any prohibited items into the examination room.
- Speak to anyone other than an examination supervisor.
- Behave in any way that is likely to disturb another student or upset the running of the examination.
- Eat unless approved by NESA (for example, if you have diabetes).

Students should bring the equipment they need for each examination. Students are responsible for ensuring their equipment is in good working order. The school will not uphold misadventure applications for equipment failure. Examination supervisors may inspect equipment when a student enters the examination room and will tell them where to place any unauthorised items. However, examination supervisors are not responsible for these items.

Permitted Items in Examination Room	Prohibited Items in Examination Rooms
<ul style="list-style-type: none"> <li>● Black pens</li> <li>● Pencils, erasers and a sharpener</li> <li>● Ruler</li> <li>● Highlighter pens</li> <li>● Clear bottle of water</li> <li>● A non-programmable watch (which must be taken off, placed on the exam desk in clear view and not touched during the examination).</li> <li>● Other equipment as specified in the examination notification, eg. calculator.</li> </ul>	<ul style="list-style-type: none"> <li>● Mobile phones</li> <li>● Programmable watches (smart watches)</li> <li>● Any electronic devices (except calculators) including communication devices, tablets, music players, earphones or electronic dictionaries</li> <li>● Paper or any printed / written material</li> <li>● Dictionaries (except in language examinations, if allowed)</li> <li>● Correction fluid or correction tape.</li> </ul>

# MALPRACTICE IN ASSESSMENT TASKS

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## FAILURE TO SUBMIT / NON-ATTEMPT OF AN ASSESSMENT TASK

When a student does not submit / attempt an assessment task:

- A **zero** mark will be awarded for the assessment task;
- The assessment task will be recorded as a non-attempt;
- Parents/carers will be informed by letter (N-Warning) and a new deadline will be set for students to satisfactorily submit / attempt the task as per NESA rules;
- It may be necessary to invoke the 50% regulation (see Completion of 50% of Total Value of Tasks below).

If a student is absent on the day an assessment task is due, they may apply for Illness/Misadventure by following the procedures outlined in this handbook. Failure to submit / satisfactorily attempt the assessment task could lead to an N-Determination being granted for the course and ineligibility for the award of the Higher School Certificate.

## NON-SERIOUS ATTEMPT OF AN ASSESSMENT TASK

Students must make a genuine attempt at all assessment tasks. A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which has been answered frivolously. A genuine attempt is the presentation of an assessment task which meets the requirements of the set task and which has been done to the best of the student's ability. If, in the opinion of the class teacher, a student makes a non-serious attempt at a task, it will not be marked and it will be treated in the **same manner as a non-attempt of the task** (see above).

## MALPRACTICE IN AN ASSESSMENT TASK

- a) Copying and Non-Original Work: Where there is evidence of copying, or where outside sources are used but not acknowledged, marks will be deducted in proportion to the extent of non-original or unacknowledged work.
- b) Cheating: If a student is found to be cheating (or assisting others to cheat) in any assessment task, they will score **zero** for the task, parents/carers will be informed, and the Principal or Head Teacher may take further action as appropriate (Eg. N-Warning).
- c) Examination: You must follow the school rules for examinations. If you break these rules or if you cheat in the examinations in any way your paper will be cancelled and you will be reported to the Deputy Principal. The Deputy Principal may determine that you received a zero mark for your examination paper.

## COMPLETION OF 50% OF TOTAL VALUE OF ASSESSMENT TASKS IN A SUBJECT

Students studying a HSC Course **must complete and/or make a genuine attempt** at assessment tasks (including examinations) which contribute in **excess** of 50% of the total marks for the course. If this is not the case, the Principal must certify that the course has not been satisfactorily completed. This will result in the student not being awarded an assessment mark or an examination mark in that subject and it may result in the non-award of completion of a HSC Course. The Principal will warn students (and their parents/carers) in advance if they are in danger of not meeting the assessment requirements of the course.

# UNSATISFACTORY PROGRESS

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## N-WARNINGS

Students may receive an N-Warning for one of three reasons:

- **Lack of Diligence and Sustained Effort:** non-completion of classwork, practicals and homework which result from low attendance (below 85%) and regular absence from class.
- **Unsatisfactory Completion of Assessment Tasks:** non-completion of an assessment task, plagiarism, use of AI, non-serious attempt of an assessment task and / or continued deliberate avoidance of examinations and assessment tasks.
- **Non-completion of Work Placement:** non-attendance, poor performance and / or non-serious attempt at mandatory 35 hours of work placement in either the Preliminary or HSC course. A student who fails to complete their mandatory work placement in a VET course may be automatically N-Determined from the Stage 6 course.

The N-Warning letter issued will clearly outline:

- the number of N-Warnings that have been issued for outstanding assessment tasks;
- the details of the outstanding assessment task, classwork or work placement;
- the weighting of the assessment task or proportion of the course the work contributes to;
- the original and new due date for the work (students will be given two weeks to resolve the N-Warning by completing and submitting the work).

Each time a student receives an N-Warning, the student's parent / carer will be contacted by either the class teacher and/or Faculty Head Teacher and/or Deputy Principal and a formal warning letter will be issued. Students will lose the privilege of using their Flexible Leave Pass until all N-Warnings issued have been resolved. Assistance will be available to students by Tutors in the Senior Study to help resolve all N-Warnings.

## N-DETERMINATIONS

Students studying a HSC course must complete and make a genuine attempt at assessment tasks (including examinations) which contribute in excess of 50% of the total marks for the course and satisfactorily complete in excess of 85% of the coursework for each subject.

All staff at Jamison High School are expected to follow the appropriate warning procedures as outlined below. This process typically involves considerable documentation reflecting lack of academic progress.

- ➔ Student academic report reflect non-achievement of course outcomes
- ➔ N Warning Letter 1 and follow up phone call (Class Teacher)
- ➔ N Warning Letter 2 and follow up phone call (Faculty Head Teacher)
- ➔ Offers of support from teachers / Senior Study Tutors to catch up on missed work
- ➔ Discussions with student about progress concerns (Deputy Principal)
- ➔ Senior Review Meeting with Deputy Principal, Student and Parent
- ➔ N-Determination - Interview with Principal, Student and Parent

Failure to meet the deadline of the N-Determination will result in the issue of a Final Non-Completion Determination Notification letter to the student and their parent, advising of the consequences of this process and the student's right to a school-based appeal review and the appeal process with NESAs.

An N-Determination in any subject may make a student ineligible to graduate, attend the Year 12 Formal or receive their HSC depending on their chosen pattern of study.

**In extreme circumstances the Principal may expel a student from the school.** For students over 17 years of age, a Principal may expel a student for unsatisfactory participation in learning, where:

- a student has received a minimum of 2 written 'N' warnings in the same course from the principal because they are at risk of receiving an 'N' determination (non-completion of course requirements for this course)
- the unsatisfactory participation in learning has a negative impact on the learning and/or wellbeing of other students.

*(Student Behaviour Procedures Kindergarten to Year 12, October 2022)*



# SPECIAL CONSIDERATION APPLICATION PROCESS

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## ABSENCE FROM AN ASSESSMENT TASK DUE TO ILLNESS / MISADVENTURE

Consideration is given to students who suffer illness or misadventure at the time of an assessment task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students. If, because of a **VALID** reason, you cannot attend school on the day when an assessment task is to be completed / submitted, you must obtain supporting documentation for your absence on the day of the task (and subsequent days if you are absent for an extended period of time). **NOTE:** Relevant written evidence (Medical Certificate) from a medical practitioner is mandatory for any application relating to illness for it to be considered. This must be dated during the period of illness. The Medical Certificate must be submitted to the school with the Special Consideration Application Form (Appendix 2).

### Illness / Misadventure process for In-School Assessment Task:

1. The student or parent/caregiver **MUST** contact the school by **8.25am** on the day of the task by phone.
2. Students must report to the **relevant Faculty Head Teacher / Deputy Principal** on the **first day of their return to school** and be prepared to complete the task on that day.
3. Students must obtain a Special Consideration Application Form (Appendix 2) and provide any other relevant documentation, such as a Medical Certificate.
4. Completed forms and documentation must be returned by the student to the Faculty Head Teacher / Deputy Principal within two school days.

### Illness / Misadventure process for the submission of a Hand-In Assessment Task:

1. The student or parent/caregiver **MUST** contact the school by **8.25am** on the day of the task by phone.
2. The student should make every attempt to have the task delivered in person or submitted electronically by the due time.
3. If the task is not submitted on the due date, the student must submit the task to the **relevant Faculty Head Teacher / Deputy Principal** on the **first day of their return to school**.
4. Students must obtain a Special Consideration Application Form (Appendix 2) and any other relevant documentation, such as a Medical Certificate.
5. Completed forms and documentation must be returned by the student to the Faculty Head Teacher / Deputy Principal within two school days.

### Illness / Misadventure process on a day during an Examination Period:

1. The student or parent/caregiver **MUST** contact the school by **8.25am** on the day of the task by phone.
2. Prior to their return to school, the student must contact the **Deputy Principal** to organise a rescheduling of the affected examination.
3. On the day of a rescheduled examination, the student must report to the examination room during the time organised to complete the examination.
4. Students must obtain a Special Consideration Application Form (Appendix 2) and provide any other relevant documentation, such as a Medical Certificate.

5. Completed forms and documentation must be returned by the student to the Deputy Principal within two school days.

Failure to follow the above procedures, or your application is not successful, you will receive zero mark for that task and a possible N-Warning may be issued.

In exceptional circumstances, the Principal may authorise that an estimate be given for a missed task. This applies only if giving a substitute task would be unreasonable, difficult to arrange or not feasible.

**NOTE:**

- A letter from a parent will **NOT** be sufficient to satisfy the requirement of absence from an assessment task.
- If you are suspended from school when assessment tasks are due you must:
  - a) not attend school for the duration of your suspension.
  - b) submit out-of-school assessment tasks by delivery to the Front Office or electronic submission.
  - c) miss your in-school assessment task for which you will be given an alternative task or an estimate.

## **ABSENCE FROM AN ASSESSMENT TASK DUE TO LEAVE**

Students and parents/caregivers should not assume leave will be granted, particularly in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC Examinations. All leave applications must be through the Principal using the Department of Education's Leave Application Form. Failure to comply with assessment task submission during unapproved leave will result in a zero mark being awarded and an N-Warning issued. If leave is approved by the Principal, the student will be given all coursework to be completed whilst on leave and will inform the student of the rescheduling of any assessment tasks during this time.

## **ABSENCE FROM AN ASSESSMENT TASK DUE TO WORK PLACEMENT**

Students completing school, TAFE and or external placements are required to complete all school assessment tasks on the scheduled due date. School assessments take priority and placements will be managed to avoid clashes with school assessments. All hand-in and electronic assessment tasks due during the period of work placement must be submitted on the due date. Students with a scheduled in-school assessment task will complete this task the first lesson upon their return from work placement. It is the student's responsibility to organise a reschedule of this assessment task using the Special Consideration Application Form (Appendix 2). Failure to comply may result in a zero mark being awarded and an N-Warning issued.

## **ABSENCE FROM AN ASSESSMENT TASK DUE TO SCHOOL BUSINESS**

Where a student has a clash between an in-class assessment task and another officially approved school activity, it is the student's responsibility to organise a reschedule of this assessment task using the Special Consideration Application Form (Appendix 2). The student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Failure to comply may result in a zero mark being awarded and an N-Warning issued. The school always endeavours to minimise clashes with assessment tasks and school organised activities.

## ABSENCE FROM AN ASSESSMENT TASK DUE TO ELITE REPRESENTATION

Under special circumstances the Principal may grant exemptions. Students who have a conflict between assessment due dates and elite representation dates are to submit an Application for Consideration Form (Appendix 2), in addition to completing an Application for Leave Form, at least one week in advance of their assessment due date. Elite representative students may be asked to complete the assessment task by the existing due date; granted an extension; asked to complete an alternative task; or granted an estimate based on the students previous performance in the course. This process is only for school-based assessment and is not applicable to the HSC Examination.

## EXTENSIONS TO ASSESSMENT TASK DUE DATES

An extension to the due date of an assignment may be approved, **by the Principal only**, in cases of severe illness or other exceptional circumstances. Approval for an extension **must** be sought at least one week in advance of the due date. A Medical Certificate will be required in cases of illness.

For an extension you must complete a Special Consideration Application Form (Appendix 2). You must submit this form to the Head Teacher of that subject who will make a recommendation on the application. The Head Teacher will submit to the Principal for consideration.

If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved **by the Principal**, the late submission of a task will result in zero marks being awarded for that task and an N-Warning issued.

## ILLNESS / MISADVENTURE DURING HSC EXAMINATIONS

In the event a student experiences illness or misadventure during the HSC Examinations, parents must inform the Deputy Principal or Principal before the examination commences. A formal NESA Illness / Misadventure application must be completed and submitted by the student to NESA. Students are advised to attend all HSC Examinations where possible as approval for an illness or misadventure application may not be successful and is not automatically granted by NESA. A basic medical certificate stating a person is unfit for work is insufficient for a HSC Illness / Misadventure appeal. Depending on the circumstances, the appropriate doctor, nurse or police officer must complete a specific section on the NESA Illness and Misadventure Application Form. The student, the Examination Convener and the Principal also need to complete sections on the NESA Illness / Misadventure application.

# STUDENTS WITH ADDITIONAL NEEDS

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## ASSESSMENT FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Decisions are made at school level to offer adjustments to students with special education needs in school-based assessment tasks, including examinations. Adjustments enable a student with special education needs to access syllabus outcomes and content on the same basis as their peers. They are intended to provide equitable opportunities for students with special education needs rather than give an advantage. The types of adjustments made will vary according to the needs of the individual student.

Some students may require adjustments to the assessment process, for example:

- extra time in an examination
  - more time to complete a take-home task, including checkpoints for progress
  - scaffolded instructions
  - the use of a reader and/or scribe or specific technology
  - additional guidance provided, eg providing specific websites to research
  - accessibility, eg providing a reading stimulus at the appropriate reading level for the student
  - highlighted key words and phrases
  - more information, eg providing a wordbank, a labelled diagram or a visual cue
- Adjustments to the assessment activities, eg:
- questions rephrased
  - simplified language
  - alternative formats for questions
  - visual task instead of a reading task
- Alternative formats for responses, eg:
- written point form or notes instead of an extended response
  - scaffolded structured responses for an extended response
  - responses to short objective questions to build towards an extended response
  - oral responses instead of written responses
  - matrix or labelled diagram instead of a written response
  - multimedia presentations instead of an oral response.

Adjustments include practical arrangements to help students with special education needs access HSC examinations and the online tests for the HSC Minimum Standard of Literacy and Numeracy. These practical arrangements are known as disability provisions. Schools are responsible for any decisions about adjustments to course work and formal school-based assessment tasks throughout Years 11 and 12. There is no guarantee that the same disability provisions will be granted for the HSC Examinations as those given at school for course work and assessment tasks.

## ASSESSMENT FOR STUDENTS COMPLETING LIFE SKILLS COURSES

Stage 6 Life Skills courses provide options for students with special education needs who are unable to access regular course outcomes. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate. Stage 6 Life Skills Courses have Board Developed status.

Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes identified through the *collaborative curriculum planning process*. The syllabus outcomes and content form the basis of learning opportunities for students.

Assessment tasks will provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. Evidence of achievement can be based on:

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

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student access coursework and/or demonstrate achievement during assessment opportunities. Schools are not required to use the Common Grade Scale (A-E) or performance bands to report achievement for students undertaking Life Skills courses.

# ADDITIONAL INFORMATION

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## SENIOR STUDY ATTENDANCE AND FLEXIBLE LEAVE PASSES

To support our Year 11 and 12 students as they prepare for the Higher School Certificate we have established a senior study in the School Library. It is an expectation that students attend the Senior Study during study periods. There will be a teacher and Senior Study Tutor supervising the Senior Study during all periods and their role will be to provide advice, tutoring support and supervision for students.

### Opportunities and tutoring support will include:

- Specific area for students to study and complete work
- Study skills material
- Term planners and help with organisation
- Time management and study timetable planning advice
- Assessment task advice and planning, including printings facilities
- Access to previous HSC material and syllabus documents
- Edrolo / Atomi online learning platform access

It is important that your child attends these study periods as it will allow them to complete homework, assessments and revise materials for upcoming examinations and tasks. Senior Study is a timetabled class. If your child does not attend the Senior Study, they will be marked absent and followed up by the Deputy Principal.

### Flexible Timetabling Arrangements and Gate Passes for early leavers

Within our senior school we run a flexible timetable. This allows students to sign out early if they have a study period in the afternoon. Students need to ensure they have applied for and been issued a gate pass in order to sign out early. It is a Health and Safety requirement that students sign in and out at the front office so that we have an accurate record of who is in attendance.

### Completion of Major Works

There are times when students will want to use study periods to work with teachers who are supervising their major works. This is an important support for students as they complete their Higher School Certificate. Students working with another teacher during their study period will not be marked absent as long as they inform the Senior Study Tutor by completing the Major Work Study Pass Form.

### Completion of course work, assessment tasks and N Warning Letters

Students who have been issued with N-Warning Letters will be required to be working in the senior study in order to resolve these N-Warnings. Deputy Principal's and the Senior Study Tutors will be coordinating this. The Senior Study will be an important way to ensure that students who have failed to hand in classwork, homework or assessment tasks are provided the space and assistance to catch-up on their work and have their N-Warning resolved. This will ensure students meet requirements for the HSC and maximise their potential. NOTE: Flexible timetable arrangements will be withdrawn for students who have current N-Warnings as they will be required to be in the senior study until the N-Warnings are resolved.

## **REVIEW OF ASSESSMENT MARKS AND PROCEDURES**

If a student is dissatisfied with the mark awarded for a particular task they may ask their teacher and subject Head Teacher for a review of the mark. Any complaint relating to the marking of a task can only be considered at the time the task result is given back.

If a student has concerns that correct assessment procedures have not been followed in relation to a particular assessment task they can lodge an appeal to the school's Review Panel. The panel consists of:

Principal  
Deputy Principal  
Year 12 Year Adviser

The panel will consider the grounds for the appeal and will inform the student of the decision.

## **STUDENTS WHO CHANGE COURSES / SCHOOLS / REPEAT**

NESA will be notified as soon as possible of all HSC student movements both in and out of the school. For students who transfer between the commencement of assessments in a particular course and before the end of Term 2 in the HSC examination year, the receiving school is to prepare the final assessment based upon those tasks which the students complete at the receiving school. Any information from the student's previous school may also be taken into account. For students who transfer schools after the end of Term 2, their previous school is to provide the assessments. For students who transfer from interstate or overseas, only tasks undertaken at the receiving school should be assessed. For students who repeat Year 12, an assessment will be made for the repeated year only.

## **NEED MORE HELP?**

Within the school you can obtain more assistance in relation to assessment tasks and procedures from:

- Your class teacher
- Head Teachers
- Year 12 Advisers
- Deputy Principal responsible for Year 12 / Deputy Principal (Instructional Leader)

Outside the school you can contact the NSW Education Standards Authority (NESA), 117 Clarence Street, Sydney, Telephone 9367 8111 or website [educationstandards.nsw.edu.au](https://educationstandards.nsw.edu.au)

It is important to keep assessments in perspective and recognise that it is one part of a broad learning process. Together with the school examinations and other assignments, essays, seminars, etc., it is intended to measure understanding and development in the subjects studied. Assessment is really just an extension of the normal classroom practice. All course work enables you to acquire the knowledge and skills to be used in assessment tasks and examinations, and is a great help in attaining maximum marks. The students who achieve their best in Assessment will be those who work consistently throughout their senior years, maintaining a balance between Assessment Tasks and the remainder of their responsibilities.

## ABORIGINAL STUDIES 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 9	Term 1 Week 10	Term 2 Week 6	Term 3 Week 2 & 3
NATURE OF TASKS		Social Justice and Human Rights In-class essay	Major Project	Comparative Study Research Task	Trial Examinations
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Investigating analysis, synthesis and evaluation of information	25%	0%	15%	5%	5%
Research and inquiry methods including aspects of the local community case study	20%	5%	10%	5%	0%
Communication of information, ideas and issues in appropriate forms	15%	0%	5%	5%	5%
MARKS	100%	10%	40%	20%	30%
HSC OUTCOMES ASSESSED		H3.1, H3.2, H3.3, H4.3	H4.1, H4.2	H1.1, H1.2, H1.3, H2.1, H2.2	H1.1, H1.2, H2.2, H3.2, H3.3
The Year 12 formal school-based assessment program is to reflect the following requirements: ♠ a maximum of four assessment tasks ♠ the minimum weighting for an individual task is 10% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination with a maximum weighting of 30%.					

### HSC OUTCOMES:

H1.1	evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples	H3.2	evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
H1.2	analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples	H3.3	evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
H1.3	assesses the representation of Aboriginal peoples and cultures for bias and stereotyping	H4.1	plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
H2.1	examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity	H4.2	undertakes community consultation and fieldwork and applies ethical research practices
H2.2	analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life	H4.3	investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples
H3.1	assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination		

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.



## AGRICULTURE 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 8	Term 1 Week 5	Term 2 Week 9	Term 3 Weeks 2 & 3
NATURE OF TASKS		Research Project Plant/Animal Production	Practical Report Farm Product Study	Research Elective Topic	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	40%	10%	5%	10%	15%
Knowledge, understanding and skills required to manage agricultural production systems	40%	5%	10%	10%	15%
Skills in effective research, experimentation and communication	20%	5%	5%	10%	0%
MARKS	100%	20%	20%	30%	30%
HSC OUTCOMES ASSESSED		H1.1, H2.1, H2.2	H3.1, H3.2, H3.3, H3.4	H3.4, H4.1, H5.1	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1
The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%.					

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## ANCIENT HISTORY 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 8	Term 1 Week 6	Term 2 Week 6	Term 3 Week 2 & 3
NATURE OF TASKS		Scaffolded Written Response	Oral Presentation	Historical Analysis	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	40%	5%	5%	10%	20%
Source- based skills	20%	5%	5%	0%	10%
Historical inquiry and research	20%	5%	10%	5%	0%
Communication of historical understanding in appropriate forms	20%	5%	5%	10%	0%
MARKS	100%	20%	25%	25%	30%
HSC OUTCOMES ASSESSED		AH 12.6, AH 12.7, AH 12.8, AH 12.9, AH 12.10	AH 12.1, AH 12.2, AH 12.3, AH 12.9	AH 12.5, AH 12.6, AH 12.8, AH 12.9	AH 12.3, AH 12.4, AH 12.6, AH 12.7
The Year 12 formal school-based assessment program is to reflect the following requirements: ♠ a maximum of four assessment tasks ♠ the minimum weighting for an individual task is 10% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination with a maximum weighting of 30% ♠ one task must be an Historical Analysis with a weighting of 20-30%.					

### HSC OUTCOMES:

AH 12.1	Accounts for the nature of continuity and change in the ancient world	AH 12.6	Analyses and interprets different types of sources for evidence to support an historical account or argument
AH 12.2	Proposes arguments about the varying causes and effects of events and developments	AH 12.7	Discusses and evaluates differing interpretations and representations of the past
AH 12.3	Evaluates the role of historical features, individuals and groups in shaping the past	AH 12.8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH 12.4	Analyses the different perspectives of individuals and groups in their historical context	AH 12.9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH 12.5	Assesses the significance of historical features, people, places, events and developments of the ancient world	AH 12.10	Analyses issues relating to the ownership, custodianship and conservation of the ancient past

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESAs.

## BIOLOGY 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 9	Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 2 & 3
NATURE OF TASKS		Process Task	Research Task	Depth Study	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and Understanding	40%	5%	10%	10%	15%
Working Scientifically	60%	15%	10%	20%	15%
MARKS	100%	20%	20%	30%	30%
HSC OUTCOMES ASSESSED		12-4, 12-5, 12-6, 12-7, 12-12	12-4, 12-5, 12-7, 12-13	12-1, 12-2, 12-3, 12-4 12-5, 12-7, 12-14	12-1 to 12-7 12-12 to 12-15
<b>The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must focus on a depth study or an aspect of a depth study with a weighting of 20-40%.</b>					

### HSC OUTCOMES:

BIO 12-1	Develops and evaluates questions and hypotheses for scientific investigations	BIO 12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO 12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information	BIO 12-12	Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO 12-3	Conducts investigations to collect valid and reliable primary and secondary data and information	BIO 12-13	Explains natural genetic change and the use of genetic technologies to induce genetic change
BIO 12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	BIO 12-14	Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO 12-5	Analyses and evaluates primary and secondary data and information	BIO 12-15	Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease
BIO 12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## BUSINESS STUDIES 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 9	Term 1 Week 6	Term 2 Week 9	Term 3 Week 2 & 3
NATURE OF TASKS		Business Report (Operations)	Research Task (Finance)	In Class Extended Response (Marketing)	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	40%	15%	5%	5%	15%
Stimulus-based skills	20%	5%	5%	5%	5%
Inquiry and research	20%	0%	10%	10%	0%
Communication of business information, ideas and issues in appropriate forms	20%	0%	5%	5%	10%
MARKS	100%	20%	25%	25%	30%
HSC OUTCOMES ASSESSED		H1, H2, H3, H4, H9	H7, H8, H10	H7, H8, H9,	H1, H2, H3, H4, H5, H6, H8, H9, H10
The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%.					

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA.

## CHEMISTRY 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 2 & 3
NATURE OF TASKS		Research Task	Practical Examination	Depth Study	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and Understanding	40%	10%	5%	10%	15%
Working Scientifically	60%	10%	15%	20%	15%
MARKS	100%	20%	20%	30%	30%
HSC OUTCOMES ASSESSED		12-1, 12-2, 12-5, 12-6, 12-7, 12-12	12-1, 12.2, 12-3, 12-4 12-6, 12-7, 12-12, 12-13	12-4, 12-5, 12-6, 12-7, 12-14	12-1 to 12-7 12-12 to 12-15
The Year 12 formal school-based assessment program is to reflect the following requirements: ♠ a maximum of four assessment tasks ♠ the minimum weighting for an individual task is 10% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination with a maximum weighting of 30% ♠ one task must focus on a depth study or an aspect of a depth study with a weighting of 20-40%.					

### HSC OUTCOMES:

CHE 12-1	Develops and evaluates questions and hypotheses for scientific investigations	CHE 12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CHE 12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information	CHE 12-12	Explains the characteristics of equilibrium systems, and the factors that affect these systems
CHE 12-3	Conducts investigations to collect valid and reliable primary and secondary data and information	CHE 12-13	Describes, explains and quantitatively analyses acids and bases using contemporary models
CHE 12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	CHE 12-14	Analyses the structure of, and predicts reactions involving, carbon compounds
CHE 12-5	Analyses and evaluates primary and secondary data and information	CHE 12-15	Describes and evaluates chemical systems used to design and analyse chemical processes
CHE 12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA.

## COMMUNITY AND FAMILY STUDIES 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 8	Term 1 Week 9	Term 2 Week 6	Term 3 Week 2 & 3
NATURE OF TASKS		Groups in Written Application	IRP (Independent Research Project)	Parenting and Caring Written Application	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and Understanding	40%	10%	10%	10%	10%
Skills in critical thinking, research methodology, analysing & communicating	60%	10%	15%	15%	20%
MARKS	100%	20%	25%	25%	30%
HSC OUTCOMES ASSESSED		H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	H4.1, H4.2	H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.1	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H 4.1, H4.2, H5.1, H 5.2, H6.1, H6.2
The Year 12 formal school-based assessment program is to reflect the following requirements: ♠ a maximum of four assessment tasks ♠ the minimum weighting for an individual task is 10% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination with a maximum weighting of 30% ♠ one task must be an Independent Research Project with a maximum weighting of 20%.					

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA.

## ENGLISH STUDIES 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 10	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 2 & 3
NATURE OF TASKS		Multimodal Common Module	Research Task and Visual Representation Module A	Portfolio Task	Exit Examination All Modules Assessed
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	50%	15%	15%	15%	5%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	15%	10%
MARKS	100%	25%	30%	30%	15%
HSC OUTCOMES ASSESSED		ES12-1, ES12-4, ES12-5, ES12-8	ES12-2, ES12-6, ES12-7, ES12-9	ES12-1, ES12-3, ES12-4, ES12-6, ES12-7, ES12-10	ES12-1, - ES12-10
<b>The Year 12 formal school-based assessment program is to reflect the following requirements: ♠ a maximum of four assessment tasks ♠ the minimum weighting for an individual task is 10% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination with a maximum weighting of 20% ♠ one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30% ♠ assessment of the Common Module must integrate teacher or student selected related material.</b>					

### HSC OUTCOMES:

ES 12-1	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	ES 12-6	Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
ES 12-2	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	ES 12-7	Represents own ideas in critical, interpretive and imaginative texts
ES 12-3	Accesses, comprehends and uses information to communicate in a variety of ways	ES 12-8	Understands and explains the relationships between texts
ES 12-4	Composes proficient texts in different forms	ES 12-9	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
ES 12-5	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	ES 12-10	Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in English Studies Stage 6, Page 7.

## ENGLISH STANDARD 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 10	Term 1 Week 7	Term 2 Week 10	Term 3 Weeks 2 & 3
NATURE OF TASKS		Multimodal Common Module	Extended Response Module A	Writing Task Module C	Trial HSC Examination Module C (5%)
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	10%	10%	15%
MARKS	100%	25%	25%	20%	30%
HSC OUTCOMES ASSESSED		EN12-2, EN12-4, EN12-6	EN12-3, EN12-7, EN12-8	EN12-1, EN12-5, EN12-9	EN12-1 to EN12-9
<p>The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ Module C – The Craft of Writing must be assessed with a total weighting of 25% ♣ one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes ♣ assessment of the Common Module must integrate student selected related material.</p>					

### HSC OUTCOMES:

EN 12-1	Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.	EN 12-6	Investigates and explains the relationships between texts
EN 12-2	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies	EN 12-7	Explains and evaluates the diverse ways texts can represent personal and public worlds
EN 12-3	Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning	EN 12-8	Explains and assesses cultural assumptions in texts and their effects on meaning
EN 12-4	Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts	EN 12-9	Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner
EN 12-5	Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments		

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in English Standard Stage 6, Page 6.



## ENGLISH ADVANCED 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 10	Term 1 Week 7	Term 2 Week 10	Term 3 Weeks 2 & 3
NATURE OF TASKS		Multimodal Common Module	Extended Response Module A	Writing Task Module C	Trial HSC Examination Module C (5%)
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	10%	10%	15%
MARKS	100%	25%	25%	20%	30%
HSC OUTCOMES ASSESSED		EA12-2 EA12-4 EA12-6	EA12-3 EA12-7 EA12-8	EA12-1, EA12-5 EA12-9	EA12-1 - EA12-9
<p>The Year 12 formal school-based assessment program is to reflect the following requirements: ♠ a maximum of four assessment tasks ♠ the minimum weighting for an individual task is 10% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination with a maximum weighting of 30% ♠ Module C – The Craft of Writing must be assessed with a total weighting of 25% ♠ one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes ♠ assessment of the Common Module must integrate student selected related material.</p>					

### HSC OUTCOMES:

EA 12-1	Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.	EA 12-6	Investigates and evaluates the relationships between texts
EA 12-2	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies	EA 12-7	Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA 12-3	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	EA 12-8	Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
EA 12-4	Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts	EA 12-9	Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner
EA 12-5	Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments		

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in English Advanced Stage 6, Page 7.

## ENGLISH EXTENSION 1 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 2 & 3
NATURE OF TASKS		Imaginative response and reflection	Critical response with related text	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	20%	15%	15%
MARKS	100%	35%	35%	30%
HSC OUTCOMES ASSESSED		EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5
The Year 12 formal school-based assessment program is to reflect the following requirements: ♠ three assessment tasks ♠ the minimum weighting for an individual task is 20% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination with a maximum weighting of 30% ♠ one task must be a creative response with a maximum weighting of 40% ♠ at least one task must integrate student selected related material.				

### HSC OUTCOMES:

EE 12-1	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	EE 12-4	Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
EE 12-2	Analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts	EE 12-5	Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes
EE 12-3	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		

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in English Extension Stage 6, Page 7.

## ENGLISH EXTENSION 2 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 4 Week 10	Term 2 Week 2	Term 2 Week 10
NATURE OF TASKS		Viva Voce (including written proposal)	Literature review	Critique of the creative process
SYLLABUS COMPONENT	WEIGHTING %			
Skills in extensive independent research	50%	15%	20%	15%
Skills in sustained composition	50%	15%	20%	15%
MARKS	100%	30%	40%	30%
HSC OUTCOMES ASSESSED		EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5
<b>The Year 12 formal school-based assessment program is to reflect the following requirements: Assessment will be based on the process of composing the Major Work:</b> ♣ - a Viva Voce with a weighting of 30% - a Literature Review with a weighting of 40% - a Critique of the Creative Process with a weighting of 30% ♣ the Major Work Journal must be submitted for monitoring with each assessment task.				

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in English Extension Stage 6, Page 7.

## FOOD TECHNOLOGY 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Week 2 & 3
NATURE OF TASKS		Australian Food Industry/Case Study	Food Manufacture/ Research Report	Food Product Development	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	40%	15%	0%	10%	15%
Knowledge and skills in designing, researching, analysing and evaluating	30%	10%	10%	0%	10%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	0%	15%	15%	0%
MARKS	100%	25%	25%	25%	25%
HSC OUTCOMES ASSESSED		H1.2, 3.1	H1.1, 1.4, 4.2	H1.3, 4.1	H1.3, 3.2, 4.1, 5.1
The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%.					

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA

## HISTORY EXTENSION 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3
TIMING OF TASKS		Term 1 Week 9	Term 3 Week 2 & 3	Term 3 Week 6
NATURE OF TASKS		Historical Project – Historical Process (Proposal, process log, annotated sources)	Trial HSC Examination	Historical Project Essay and Bibliography
SYLLABUS COMPONENT	WEIGHTING %			
Knowledge and Understanding of significant historical ideas and processes	40%	10%	10%	20%
Skills in designing, undertaking and communicating historical inquiry and analysis.	60%	20%	20%	20%
MARKS	100%	30%	30%	40%
HSC OUTCOMES ASSESSED		HE 12.1, HE12.2, HE 12.4	HE 12.1, HE 12.3, HE 12.4	HE 12.1, HE 12.2, HE 12.3, HE12.4
The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ three assessment tasks ♣ one task must be the Historical Project – Historical Process (proposal, process log, annotated sources) with a weighting of 30% ♣ one task must be the Historical Project – Essay with a weighting of 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%.				

### HSC OUTCOMES:

HE 12.1	Analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations	HE 12.3	Communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
HE 12.2	Plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches	HE 12.4	Constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA

## INDUSTRIAL TECHNOLOGY - TIMBER 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 9	Term 1 Week 9	Term 2 Week 10	Term 3 Week 2 & 3
NATURE OF TASKS		Major Project Folio Planning Components	Industry Report	Project Development and Management	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	40%	0%	20%	0%	20%
Knowledge and skills in the design, management, communication and production of a major project	60%	20%	0%	40%	0%
MARKS	100%	20%	20%	40%	20%
HSC OUTCOMES ASSESSED		H1.2, H3.1, H3.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H1.3, H5.1, H7.1, H7.2	H2.1, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H6.2	H1.1, H1.3, H3.1, H4.3, H7.1, H7.2
The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%.					

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA

## INVESTIGATING SCIENCE 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 9	Term 1 Week 6	Term 2 Week 9	Term 3 Weeks 2 & 3
NATURE OF TASKS		Depth Study	Research Task	Practical Examination	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and Understanding	40%	10%	10%	5%	15%
Working Scientifically	60%	20%	10%	15%	15%
MARKS	100%	30%	20%	20%	30%
HSC OUTCOMES ASSESSED		12-1, 12-2, 12-3, 12-4 12-5, 12-7, 12-12, 12-14	12-3, 12-4, 12-5 12-7, 12-15	12-4, 12-5, 12-6, 12-7, 12-12	12-1 to 12-7 12-12 to 12-15
The Year 12 formal school-based assessment program is to reflect the following requirements: ♠ a maximum of four assessment tasks ♠ the minimum weighting for an individual task is 10% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must focus on a depth study or an aspect of a depth study with a weighting of 30-40%.					

### HSC OUTCOMES:

INS 12-1	Develops and evaluates questions and hypotheses for scientific investigations	INS 12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS 12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information	INS 12-12	Develops and evaluates the processes of undertaking scientific investigations
INS 12-3	Conducts investigations to collect valid and reliable primary and secondary data and information	INS 12-13	Describes and explains how science drives the development of technologies
INS 12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	INS 12-14	Uses evidenced-based analysis in a scientific investigation to support or refute a hypothesis
INS 12-5	Analyses and evaluates primary and secondary data and information	INS 12-15	Evaluates the implications of ethical, social, economic and political influences on science
INS 12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA

## LEGAL STUDIES 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 2 & 3
NATURE OF TASKS		In Class Extended Response (Crime)	Extended Response (Family)	Research Task (Shelter)	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	40%	15%	5%	5%	15%
Analysis and evaluation	20%	5%	5%	5%	5%
Inquiry and research	20%	0%	10%	10%	0%
Communication of legal information, issues and ideas in appropriate forms	20%	0%	5%	5%	10%
MARKS	100%	20%	25%	25%	30%
HSC OUTCOMES ASSESSED		H1, H2, H3, H4, H7	H8, H9, H10	H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9
The Year 12 formal school-based assessment program is to reflect the following requirements: ♠ a maximum of four assessment tasks ♠ the minimum weighting for an individual task is 10% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination with a maximum weighting of 30%.					

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA



## MATHEMATICS STANDARD 1 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 9	Term 1 Week 11	Term 2 Week 8	Term 3 Weeks 2 & 3
NATURE OF TASKS		Scale Portfolio	In - Class Task	Investigative Task	Exit Examination
SYLLABUS COMPONENT	WEIGHTING %				
Understanding, fluency and communication	50%	10%	15%	10%	15%
Problem solving, reasoning and justification	50%	15%	5%	15%	15%
MARKS	100%	25%	20%	25%	30%
HSC OUTCOMES ASSESSED		MS1: 12-3, 12-4, 12-9, 12-10	MS1: 12-3, 12-4, 12-8, 12-10	MS1: 12-1,12-6, 12-9, 12-10	MS: 11-1 to 11-10 MS1: 12-1 to 12-10
The Year 12 formal school-based assessment program is to reflect the following requirements: ♠ a maximum of four assessment tasks ♠ the minimum weighting for an individual task is 10% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination with a maximum weighting of 30% ♠ one task must be an assignment or investigation-style with a weighting of 15-30%					

### HSC OUTCOMES:

MS11-1	Uses algebraic and graphical techniques to compare alternative solutions to contextual problems	MS1-12-1	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts.
MS11-2	Represents information in symbolic, graphical and tabular form	MS1-12-2	Analyses representations of data in order to make inferences, predictions and draw conclusions
MS11-3	Solves problems involving quantity measurement, including accuracy and the choice of relevant units	MS1-12-3	Interprets the results of measurements and calculations and makes judgements about their reasonableness
MS11-4	Performs calculations in relation to two-dimensional and three-dimensional figures	MS1-12-4	Analyses two-dimensional and three-dimensional models to solve practical problems
MS11-5	Models relevant financial situations using appropriate tools	MS1-12-5	Makes informed decisions about financial situations likely to be encountered post-school
MS11-6	Makes predictions about everyday situations based on simple mathematical models	MS1-12-6	Represents the relationships between changing quantities in algebraic and graphical forms
MS11-7	Develops and carries out simple statistical processes to answer questions posed	MS1-12-7	Solves problems requiring statistical processes
MS11-8	Uses appropriate technology to investigate, organise and interpret information in a range of contexts	MS1-12-8	Applies network techniques to solve network problems
MS11-9	Uses appropriate technology to investigate, organise and interpret information in a range of contexts	MS1-12-9	Chooses and uses appropriate technology effectively and recognises appropriate times for such use
MS11-10	Justifies a response to a given problem using appropriate mathematical terminology and/or calculations	MS1-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA

## MATHEMATICS STANDARD 2 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 9	Term 1 Week 11	Term 2 Week 8	Term 3 Weeks 2 & 3
NATURE OF TASKS		In - Class Task	In - Class Task	Investigative Task	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Understanding, fluency and communication	50%	15%	10%	10%	15%
Problem solving, reasoning and justification	50%	10%	15%	10%	15%
MARKS	100%	25%	25%	20%	30%
HSC OUTCOMES ASSESSED		MS2: 12-3, 12-4, 12-10	MS2: 12-3, 12-4, 12-8, 12-10	MS2: 12-1,12-6, 12-9, 12-10	MS: 11-1 to 11-10 MS2: 12-1 to 12-10
The Year 12 formal school-based assessment program is to reflect the following requirements: ♠ a maximum of four assessment tasks ♠ the minimum weighting for an individual task is 10% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination with a maximum weighting of 30% ♠ one task must be an assignment or investigation-style with a weighting of 15-30%					

### HSC OUTCOMES:

MS11-1	Uses algebraic and graphical techniques to compare alternative solutions to contextual problems	MS2-12-1	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts.
MS11-2	Represents information in symbolic, graphical and tabular form	MS2-12-2	Analyses representations of data in order to make inferences, predictions and draw conclusions
MS11-3	Solves problems involving quantity measurement, including accuracy and the choice of relevant units	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
MS11-4	Performs calculations in relation to two-dimensional and three-dimensional figures	MS2-12-4	Analyses two-dimensional and three-dimensional models to solve practical problems
MS11-5	Models relevant financial situations using appropriate tools	MS2-12-5	Makes informed decisions about financial situations, including annuities and loan repayments
MS11-6	Makes predictions about everyday situations based on simple mathematical models	MS2-12-6	Solves problems by representing the relationships between changing quantities in algebraic and graphical forms
MS11-7	Develops and carries out simple statistical processes to answer questions posed	MS2-12-7	Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS11-8	Uses appropriate technology to investigate, organise and interpret information in a range of contexts	MS2-12-8	Solves problems using networks to model decision-making in practical problems
MS11-9	Uses appropriate technology to investigate, organise and interpret information in a range of contexts	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
MS11-10	Justifies a response to a given problem using appropriate mathematical terminology and/or calculations	MS2-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

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## MATHEMATICS ADVANCED 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 8	Term 1 Week 11	Term 2 Week 7	Term 3 Weeks 2 & 3
NATURE OF TASKS		In - Class Task	Half Yearly Assessment	Investigative Task	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Understanding, fluency and communication	50%	15%	15%	5%	15%
Problem solving, reasoning and justification	50%	10%	15%	10%	15%
MARKS	100%	25%	30%	15%	30%
HSC OUTCOMES ASSESSED		MA11-6, MA11-7	MA12-1, MA12-3, MA12-5, MA12-6	MA12-8, MA12-9, MA12-10	MA11-1 to MA11-9 MA12-1, MA12-3, MA12-5 to MA12-8, MA12-10
The Year 12 formal school-based assessment program is to reflect the following requirements: 📅 a maximum of four assessment tasks ♠ the minimum weighting for an individual task is 10% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination with a maximum weighting of 30% ♠ one task must be an assignment or investigation-style with weighting of 15-30%.					

### HSC OUTCOMES:

MA11-1	Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems	MA12-1	Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
MA11-2	Uses the concepts of functions and relations to model, analyse and solve practical problems	MA12-2	Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
MA11-3	Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes	MA12-3	Applies calculus techniques to model and solve problems
MA11-4	Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities	MA12-4	Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
MA11-5	Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems	MA12-5	Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
MA11-6	Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems	MA12-6	Applies appropriate differentiation methods to solve problems
MA11-7	Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions	MA12-7	Applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA11-8	Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts	MA12-8	Solves problems using appropriate statistical processes
MA11-9	Provides reasoning to support conclusions which are appropriate to the context	MA12-9	Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
		MA12-10	Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

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## MATHEMATICS EXTENSION 1 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 9	Term 1 Week 11	Term 2 Week 9	Term 3 Weeks 2 & 3
NATURE OF TASKS		In - Class Task	Half Yearly Assessment	Investigative Task	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Understanding, fluency and communication	50%	15%	15%	5%	15%
Problem solving, reasoning and justification	50%	10%	15%	10%	15%
MARKS	100%	25%	30%	15%	30%
HSC OUTCOMES ASSESSED		ME11-4, ME12-1	ME12-1, ME12-2, ME12-3	ME12-1, ME12-4, ME12-6, ME12-7	ME11-1 to ME11-7 ME12-1 to ME12-4, ME12-7
The Year 12 formal school-based assessment program is to reflect the following requirements: ♠ a maximum of four assessment tasks ♠ the minimum weighting for an individual task is 10% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination with a maximum weighting of 30% ♠ one task must be an assignment or investigation-style with weighting of 15-30%.					

### HSC OUTCOMES:

ME 11-1	Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses	ME 12-1	Applies techniques involving proof or calculus to model and solve problems
ME 11-2	Manipulates algebraic expressions and graphical functions to solve problems	ME 12-2	Applies concepts and techniques involving vectors and projectiles to solve problems
ME 11-3	Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems	ME 12-3	Applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
ME 11-4	Applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change	ME 12-4	Uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
ME 11-5	Uses concepts of permutations and combinations to solve problems involving counting or ordering	ME 12-5	Applies appropriate statistical processes to present, analyse and interpret data
ME 11-6	Uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts	ME12-6	Chooses and uses appropriate technology to solve problems in arrange of contexts
ME 11-7	Communicates making comprehensive use of mathematical language, notation, diagrams and graphs	ME 12-7	Evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA

## MATHEMATICS EXTENSION 2 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 10	Term 1 Week 11	Term 2 Week 6	Term 3 Weeks 2 & 3
NATURE OF TASKS		In - Class Task	Half Yearly Assessment	Investigative Task	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Understanding, fluency and communication	50%	15%	15%	5%	15%
Problem solving, reasoning and justification	50%	10%	15%	10%	15%
MARKS	100%	25%	30%	15%	30%
HSC OUTCOMES ASSESSED		MEX12-1, MEX12-4, MEX12-8	MEX12-1, MEX12-2, MEX12-4, MEX12-8	MEX12-1, MEX12-3, ME12-7, MEX12-8	MEX12-1 to MEX12-8 (Excluding MEX12-6)
<b>The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must be an assignment or investigation-style with weighting of 15-30%.</b>					

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA

## MODERN HISTORY 2024

TASK NUMBER		TASK 1	Task 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 2 & 3
NATURE OF TASKS		Source Analysis	Historical Analysis	Oral Presentation	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and Understanding of course content	40%	5%	5%	15%	15%
Historical skills in analysis and evaluation of sources and interpretations	20%	5%	5%	0%	10%
Historical inquiry and research	20%	10%	10%	0%	0%
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
MARKS	100%	25%	25%	20%	30%
HSC OUTCOMES ASSESSED		12.4, 12.6, 12.7, 12.8, 12.9	12. 2, 12.3, 12.6, 12.7, 12.9	12.1, 12.5, 12.6, 12.7, 12.9	12.1, 12.2, 12.3, 12.4, 12.9
<b>The Year 12 formal school-based assessment program is to reflect the following requirements: ♠ a maximum of four assessment tasks ♠ the minimum weighting for an individual task is 10% ♠ the maximum weighting for an individual task is 40% ♠ only one task may be a formal written examination with a maximum weighting of 30% ♠ one task must be an Historical Analysis with a weighting of 20 -30%.</b>					

### HSC OUTCOMES:

MH 12.1	Accounts for the nature of continuity and change in the modern world	MH 12.6	Analyses and interprets different types of sources for evidence to support an historical account or argument
MH 12.2	Proposes arguments about the varying causes and effects of events and developments	MH 12.7	Discusses and evaluates differing interpretations and representations of the past
MH 12.3	Evaluates the role of historical features, individuals, groups and ideas in shaping the past	MH 12.8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH 12.4	Analyses the different perspectives of individuals and groups in their historical context	MH12.9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH 12.5	Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world		

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA

## MUSIC 1 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 9	Term 1 Week 8	Term 2 Week 10	Term 3 Week 2-3
NATURE OF TASKS		Composition and Viva Voce	Core Performance Elective 1 (not assessable) and Aural Task	Works in Progress 75% completion of Elective 1 and Elective 2	Trial HSC Examination Core Aural Performance Elective 3 (Entire Performance Program submitted for feedback)
SYLLABUS COMPONENT	WEIGHTING %				
Core Performance	10%	0%	10%	0%	0%
Core Composition	10%	10%	0%	0%	0%
Core Musicology	10%	10%	0%	0%	0%
Core Aural	25%	0%	10%	0%	15%
Elective 1	15%	0%	0%	15%	0%
Elective 2	15%	0%	0%	15%	0%
Elective 3	15%	0%	0%	0%	15%
MARKS	100%	20%	20%	30%	30%
HSC OUTCOMES ASSESSED		H2, H3, H5, H7, H8	H1, H4, H6	H1, H7, H9	H1, H2, H4, H7, H9
The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%. ♣ Students are to prepare ONE Mandatory Core Performance piece. Additionally, they are to prepare THREE Electives, selected from any combination of the following course components - Composition, Musicology or Performance.					

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA

## PERSONAL DEVELOPMENT AND PHYSICAL EDUCATION 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Week 2 & 3
NATURE OF TASKS		Sports Medicine	Health Priorities in Australia Report	Written Application	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Skills in critical thinking, research, analysis and communicating	60%	5%	15%	20%	20%
MARKS	100%	15%	25%	30%	30%
HSC OUTCOMES ASSESSED		H8, H13, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16	H7, H8, H9, H11, H16, H17	H1- H17
The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 30% ♣ only one task may be a formal written examination with a maximum weighting of 30%.					

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA



## PHYSICS 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 8	Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 2 & 3
NATURE OF TASKS		Depth Study	Research Task	Process Task	Trial Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and Understanding	40%	10%	10%	5%	15%
Working Scientifically	60%	20%	10%	15%	15%
MARKS	100%	30%	20%	20%	30%
HSC OUTCOMES		12-1, 12.2, 12-3, 12-4 12-5, 12-7, 12-12	12-4, 12-5, 12-7, 12-13	12-4, 12.5, 12-6, 12-7, 12-14	12-1 to 12-7 12-12 to 12-15
The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30% ♣ one task must focus on a depth study or an aspect of a depth study with a weighting of 20-40%.					

### HSC OUTCOMES:

PHY 12-1	Develops and evaluates questions and hypotheses for scientific investigations	PHY 12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PHY 12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information	PHY 12-12	Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PHY 12-3	Conducts investigations to collect valid and reliable primary and secondary data and information	PHY 12-13	Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PHY 12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	PHY 12-14	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
PHY 12-5	Analyses and evaluates primary and secondary data and information	PHY 12-15	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
PHY 12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes		

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA

## SOCIETY AND CULTURE 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 8	Term 2 Week 2	Term 2 Week 10	Term 3 Week 2 & 3
NATURE OF TASKS		Belief Systems Research Task	Popular Culture Written Response	Change and Continuity Report	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and Understanding of course content	50%	10%	15%	15%	10%
Application of evaluation of social and cultural research methods	30%	15%	0%	0%	15%
Communication of information, ideas and issues understanding in appropriate forms	20%	5%	5%	5%	5%
MARKS	100%	30%	20%	20%	30%
HSC OUTCOMES ASSESSED		H1, H5, H6, H7, H8	H2,H3, H4, H10	H3, H9, H10	H1, H2, H4, H5

The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%.

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NESA

## SOFTWARE DESIGN AND DEVELOPMENT 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 10	Term 1 Week 8	Term 2 Week 10	Term 3 Week 2 & 3
NATURE OF TASKS		Case Study	Take Home Assessment	Project	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Knowledge and skills in the design and development of software solutions	50%	5%	10%	20%	15%
MARKS	100%	20%	20%	30%	30%
HSC OUTCOMES ASSESSED		H1.2, H2.2, H5.3, H6.3	H1.1, H2.1, H3.1, H4.1	H5.1, H5.2, H6.1, H6.4	H1.3, H3.2, H4.2, H4.3, H6.2
The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%.					

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESA

## SPORT LIFESTYLE AND RECREATION 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 8	Term 1 Week 3-8	Term 2 Week 5	Term 3 Week 2 & 3
NATURE OF TASKS		Healthy Lifestyle In Class Task	Focused Practical Application Task	Games and Sports Applications - Practical Task	Trial HSC Examination
SYLLABUS COMPONENT	WEIGHTING %				
Knowledge and Understanding	40%	10%	10%	10%	10%
Skills	60%	15%	15%	15%	15%
MARKS	100%	25%	25%	25%	25%
HSC OUTCOMES ASSESSED		1.5, 4.3	1.1, 1.3, 3.2, 4.2	3.1, 4.1,4.4	1.1, 1.3, 1.5, 2.2, 3.1, 3.2, 4.1, 4.3

The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%.

### HSC OUTCOMES:

H1.1	Applies the rules and conventions that relate to participation in a range of physical activities	H3.1	Selects appropriate strategies and tactics for success in a range of movement contexts
H1.2	Explains the relationship between physical activity, fitness and healthy lifestyle	H3.2	Designs programs that respond to performance needs
H1.3	Demonstrates ways to enhance safety in physical activity	H3.3	Measures and evaluates physical performance capacity
H1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia	H3.4	Composes, performs and appraises movement
H1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status	H3.5	Analyses personal health practices
H1.6	Describes administrative procedures that support successful performance outcomes	H3.6	Assesses and responds appropriately to emergency care situations
H2.1	Explains the principles of skill development and training	H3.7	Analyses the impact of professionalism in sport
H2.2	Analyses the fitness requirements of specific activities	H4.1	Plans strategies to achieve performance goal
H2.3	Selects and participates in physical activities that meet individual needs, interests and abilities	H4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context
H2.4	Describes how societal influences impact on the nature of sport in Australia	H4.3	Makes strategic plans to overcome the barriers to personal and community health
H2.5	Describes the relationship between anatomy, physiology and performance	H4.4	Demonstrates competence and confidence in movement contexts
		H4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting in NESAs

## VISUAL ARTS 2024

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TIMING OF TASKS		Term 4 Week 8	Term 1 Week 8	Term 3 Week 2-3	Term 3 Week 4
NATURE OF TASKS		BOW Intention & VAPD	Case Study Response	Trial HSC Examination	Resolved BOW submission
SYLLABUS COMPONENT	WEIGHTING %				
Artmaking	50%	20%	0%	0%	30%
Art Criticism and Art History	50%	0%	20%	30%	0%
MARKS	100%	20%	20%	30%	30%
HSC OUTCOMES ASSESSED		H1, H3, H4, H5, H6	H7, H8, H9	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6
The Year 12 formal school-based assessment program is to reflect the following requirements: ♣ a maximum of four assessment tasks ♣ the minimum weighting for an individual task is 10% ♣ the maximum weighting for an individual task is 40% ♣ only one task may be a formal written examination with a maximum weighting of 30%.					

### HSC OUTCOMES:

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

**Important Note:** Assessment and Reporting in Stage 6. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes." See Assessment and Reporting In NES



Education

Construction

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3)

Cohort 2023 - 2024 26211 2 Units x 2 Years

Training Package CPC Construction, Plumbing and Services Training Package (version 8.0)

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

**School Name: Jamison High School**

**Assessment Schedule: Year 12 2024**

<b>Assessment Events</b> (Remove Task 5 Options not being delivered – refer to TAS)		<b>Task 5</b>	<b>Task 6</b>	<b>Task 7</b>	<b>Trial Exam**</b>
<b>Code</b>	<b>Unit of Competency</b>	<b>Week 5 Term 1</b>	<b>Week 5 Term 3</b>	<b>Week 10 Term 3</b>	<b>Week 2-3 Term 3</b>
CPCCB2001 CPCCB2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	X			
CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	X			
CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	X			
CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials		X		
CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the construction industry			X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

The exam events 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.

**NOTE: Current as of 16/10/2023. Subject to change from Macquarie Park RTO.**



Education

Hospitality  
Qualification: SIT20322 Certificate II in Hospitality  
Cohort 2023 - 2024  
Training Package SIT Tourism, Travel and Hospitality (version2.1)

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

**School Name: Jamison High School**

**Assessment Schedule: Year 12 2024**

<b>Assessment Tasks for SIT20322 Certificate II in Hospitality</b> Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2	Task 3	Task 4	Trial Exam**
		Week 5 Term 1	Week 5 Term 3	Week 10 Term 3	Week 2-3 Term 3
Code	Unit of Competency				
SITHIND006	Source and use information on the hospitality industry	x			
SITHFAB024	Prepare and serve non-alcoholic beverages		x		
SITHFAB025	Prepare and serve espresso coffee		x		
SITHFAB027	Serve food and beverages		x		
BSBTWK201	Work effectively with others			x	
SITHIND007	Use hospitality skills effectively			x	

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.

**NOTE: Current as of 16/10/2023. Subject to change from Macquarie Park RTO.**

## COURSE: HSC – Sport Coaching

2024

Assessment Tasks for SIS30519 III in Sports Coaching		Cluster 3	Cluster 4	Cluster 5	Cluster 6	Trial Exam
		2 <sup>nd</sup> Elective	Coaching the Individual	Next Level Coaching	Providing First Aid	
Assessment due		Week: 6 Term: 1	Week: 10 Term: 4	Week: 10 Term: 2	Week: TBC Term: TBC	Week: 2-3 Term: 3
Code	Unit of Competency					HSC Examinable Units of Competency
SISXCAI009	Instruct Strength and Conditioning Techniques	X				
SISSSCO003	Meet participant coaching needs		X			
BSBOPS403	Apply business risk management procedures		X			
SISSSCO012	Coach sports participants up to an intermediate level			X		
HLTAID011	Provide First Aid ( <i>If not completed in the Preliminary Year. To be outsourced to a private RTO</i> )				X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30519 Certificate III in Sport Coaching **or** a Statement of Attainment towards a SIS30519 Certificate III in Sport Coaching.

**Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.**

**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”. A course mark is not allocated.**

**NOTE: Current as of 16/10/2023. Subject to change from Macquarie Park RTO.**



# HSC ASSESSMENT CALENDAR 2023 - 2024

TERM 4 2023							
Week	1	2	3	4	5	6	7 + other
1							
2							
3							
4							
5							
6							
7							
8		CHE Task 1	MHI Task 1	AGR Task 1	AHI Task 1	SOC Task 1	
		LEG Task 1	CAFS Task 1	SLR Task 1	SLR Task 1	ART Task 1	
		MHI Task 1		MAT Task 1	CAFS Task 1	PHY Task 1	
9		ABS Task 1	BUS Task 1		ITE Task 1		MAX1 Task 1
		BIO Task 1	FTE Task 1	MSS2 Task 1	ISC Task 1	PDH Task 1	
		MU1 Task 1	MSS1 Task 1	PDH Task 1	BIO Task 1		
			MSS2 Task 1				
10	ENA Task 1 ENS Task 1 EST Task 1		SDD Task 1			SPC Cluster 4	ENX2 Task 1
							MAX2 Task 1

TERM 1 2024							
Week	1	2	3	4	5	6	7 + other
1							
2							
3				SLR Task 2	SLR Task 2		
4							
5		HOS Task 2		AGR Task 2 HOS Task 2		CON Task 5	
6			BUS Task 2		AHI Task 2 ISC Task 2	SPC Cluster 3	
7	ENA Task 2 ENS Task 2	BIO Task 2			BIO Task 2	PHY Task 2	
8		CHE Task 2 LEG Task 2 MHI Task 2 MU1 Task 2	FTE Task 2 MHI Task 2 SDD Task 2	PDH Task 2		ART Task 2 PDH Task 2	ENX1 Task 1
9			CAFS Task 2		ITE Task 2 CAFS Task 2		HIX Task 1
10	EST Task 2	ABS Task 2					
11	Mid-Course Examinations	Mid-Course Examinations	Mid-Course Examinations Incl MSS1 Task 2 / MSS Task 2	Mid-Course Examinations Incl MSS Task 2 / MAT Task 2	Mid-Course Examinations	Mid-Course Examinations	Mid-Course Examinations Incl MAX1 Task 2 / MAX2 Task 2

TERM 2 2024							
Week	1	2	3	4	5	6	7 + other
1							
2						SOC Task 2	ENX2 Task 2
3							
4							
5				SLR Task 3	SLR Task 3		
6		ABS Task 3	CAFS Task 3		AHI Task 3 CAFS Task 3		MAX2 Task 3
7		CHE Task 3		MAT Task 3			
8		LEG Task 3 MHI Task 3	MHI Task 3 MSS1 Task 3 MSS2 Task 3	PDH Task 3 MSS2 Task 3		PDH Task 3	
9		BIO Task 3	BUS Task 3 FTE Task 3	AGR Task 3	BIO Task 3 ISC Task 3	PHY Task 3	ENX1 Task 2 MAX1 Task 3
10	ENA Task 3 ENS Task 3 EST Task 3	MU1 Task 3	SDD Task 3		ITE Task 3	SOC Task 3 SPC Cluster 5	ENX2 Task 3

TERM 3 2024							
Week	1	2	3	4	5	6	7 + other
1							
2	Trial HSC Examinations	Trial HSC Examinations	Trial HSC Examinations	Trial HSC Examinations	Trial HSC Examinations	Trial HSC Examinations	Trial HSC Examinations
3	Trial HSC Examinations	Trial HSC Examinations	Trial HSC Examinations	Trial HSC Examinations	Trial HSC Examinations	Trial HSC Examinations	Trial HSC Examinations
4						ART Task 3	
5		HOS Task 3		HOS Task 3		CON Task 6	
6							HIX Task 3
7							
8							
9							
10		HOS Task 4		HOS Task 4		CON Task 7	

# PERSONAL ASSESSMENT CALENDAR 2023 – 2024


Term 4, 2023	
Week	Course/Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Term 1, 2024	
Week	Course/Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Term 2, 2024	
Week	Course/Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Term 3, 2024	
Week	Course/Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

APPENDIX 1



ASSESSMENT TASK NOTIFICATION

Student Name: ..... Subject/Course: .....

Assessment Task Title: .....

Value of Task: ..... Date Task Issued: ..... Date Task Due: .....

<div>Outcomes to be assessed:</div> <div><div>▪ ..... .....</div><div>▪ ..... .....</div><div>▪ ..... .....</div><div>▪ ..... .....</div><div>▪ ..... .....</div><div>▪ ..... .....</div></div>	<div><div>▪ ..... .....</div><div>▪ ..... .....</div><div>▪ ..... .....</div></div>
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Task description:

Assessment Criteria – Your task will be assessed according to your ability to:



## APPENDIX 2

### SPECIAL CONSIDERATION APPLICATION FORM

(For illness / accident / misadventure / special circumstances)

1. If illness, accident, misadventure or special circumstances prevent a student completing an assessment task on, or by the due date and time, the school must be advised immediately the situation is known – before the due date, if possible.
2. This form must then be completed as soon as possible after notification. If the student is absent on the due date, it must be completed as soon as they return.
3. The form, when completed, is to be submitted to the Deputy Principal via the Head Teacher of course concerned.

Name of Student			
Teacher			
Subject Course		Faculty / Department	
Nature of Assessment Task e.g. Essay – Title			
Due Date		Time	
Reason for and  Nature of Request, e.g. Special consideration or extension of time			
Specify and attach any Supporting Documentation  e.g. Medical Certificate			
Signature of Student			Date
Comments			
H.T. Signature			Date
Deputy Principal's Decision		Deputy Principal's Signature:	Date: