

Mount Annan High School

Year 12 Assessment Handbook 2024



"Be The Best You Can Be"

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INFORMATION FOR PARENTS AND STUDENTS YEAR 12 2023-2024

ELIGIBILITY

Question: What do I have to do to be eligible for the Higher School Certificate?

To be eligible for the award of the Higher School Certificate you must do the following:

- Study the pattern of courses required by NSW Education Standards Authority (NESA) for the required time.
- Have a satisfactory record of attendance and application in your studies.
- Complete the requirements for a sufficient number of NESA courses, including practical, oral or project works.
- Complete assessment requirements for a sufficient number of courses and sit for and make a serious attempt at the Higher School Certificate examination in compliance with examination procedures.

Question: How many units of study do I need to complete to get an HSC?

For a student to be eligible for the award of a HSC, they must satisfactorily complete 12 units of study in Year 11 and 10 units of study in Year 12. A student cannot study a course in Year 12 if they have not completed it satisfactorily in Year 11. NESA issues the award of an HSC once this requirement has been completed. A student is able to accrue the required satisfactory completion of courses of study for an HSC over a period of 5 years in both the High School and TAFE setting.

STUDENT RESPONSIBILITIES

Question: What are my responsibilities as a student?

Your responsibilities are to:

- maintain a pattern of attendance 90% or more
- attending classes regularly and ensuring their attendance enables them to achieve course outcomes
- present work on time
- present your own work
- make a serious attempt at all assessment tasks
- complete **ALL** tasks whether they are part or not part of the assessment program
- not interfere with the progress of other students
- find out what tasks are to be assessed and when they are due

Question: How do I activate my Student's Online account?

All students must activate their Student's Online account. All students are responsible for checking their NESA Confirmation of Entries.

The email address students have provided to NESA through their Confirmation of Entry along with the NESA Student Number are needed to activate the account.

Go to <https://studentsonline.nesa.nsw.edu.au>

NSW EDUCATION STANDARDS AUTHORITY

STUDENTS ONLINE
for NSW students in Years 10 to 12

HOME MY ACCOUNT **HELP** CONTACT US

[About](#) | [Help](#) | [Forgotten PIN](#) | [Contact us](#)

About Students Online

About Students Online

Students Online is your source for information about your [senior school study](#), from Year 10 to the HSC.

Find information about school-based [assessment](#), HSC [exams](#) and [results](#), including grades, how the HSC works, preparing for exams and more. Log in with your Student Number and PIN to access your personal study details.

Students Online is developed and delivered by the [NESA](#).

[Your account – My Details](#)

My Details is where you will find your personal study details, including your:

Login

Login below or [activate your account now](#)

Student Number:

PIN:

LOG IN

[Trouble logging in?](#)
[Forgot your PIN?](#)
[Your security.](#)

Click on [activate your account now](#)

NSW EDUCATION STANDARDS AUTHORITY

STUDENTS ONLINE
for NSW students in Years 10 to 12

HOME MY ACCOUNT HELP CONTACT US

Account activation

Activate your Students Online account

Access your enrolment details see your accumulating results and download your credential with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.

Submit your details below. Your NESA Student Number will be displayed and you will also be sent an email to the address your school has supplied to NESA. Open the link in your email and enter your NESA Student Number to create your six-digit PIN.

If you have issues activating your account, contact your school to check how your details, particularly your given name and email address, are officially recorded.

Activate my account

School: *

Proceed to answer all the questions and submit. Once you have done this you will be asked to go to the email you have registered at your school. Click the link provided in the email. Then follow the prompts.

If there are any difficulties, refer to the [Help and advice using Students Online page](#) or see Mr Murray in the Learning Centre or your Deputy Principal.

SCHOOL ASSESSMENT

Question: What is assessment?

- Assessment is the broad name for the collection and evaluation of evidence of your learning.
- They are your opportunity to show what you know, understand, and can do.
- NESA expects students to attempt all assessment tasks set. For all Board Developed Courses (except VET and Life Skills courses) NESA requires all students to follow an assessment program and have an assessment mark submitted.

Question: Why have school assessment?

Assessment tasks are intended to provide an indication of a student's ability in a wider range of objectives than can be measured in a single HSC examination. Assessment tasks measure performance in the whole course, but do not consider interest, attitude or conduct. Students earn a final assessment mark for each of their Year 12 courses, based on their performance on set assessment tasks throughout the course. The final assessment mark provides the school with an order of merit of students and the relative difference between them for each course. The final Year 12 assessment mark is submitted to NESA and is not available to students. The final order of merit for each course of study will be made known to students.

Question: What will be assessed?

- Your coursework knowledge, and how you apply it, your ability to think critically, to analyse, to interpret and use evidence to manipulate ideas and materials, your practical performance and your ability to evaluate your own thinking.

Question: How could these assessments be collected?

By some or all of the following, after advance notice:

- Oral/aural tests
- Class tests of many kinds
- Reports you can make
- Extended responses
- Assignments
- Research you do
- Submitted practical work
- Field work
- Lectures and oral presentations given
- Notes you make
- Practical performance
- By a series of formal examinations.

Question: Are there any rules I should know about concerning the management of my assessment tasks?

Each subject will provide students with an outline of the assessment program for the course of study (including weighting of each task and due dates) at the commencement of the Year 11 and Year 12 courses. The Head Teacher of the faculty involved will notify students in writing of any changes to their assessment program.

ATTENDANCE**Question: What happens if I am absent from school and have poor attendance?**

Poor attendance, without satisfactory reason, may result in a student being unable to meet the HSC requirements. This may lead to a student being deemed unsatisfactory for the award of the HSC for not meeting course requirements. Students over the age of 17 can also be expelled for unsatisfactory participation in learning as determined by the Principal.

Students should provide written reason for ALL absences from school. If a student suffers from a long-term illness, it is requested that the parent or guardian contact the school, so support can be provided to

the student throughout the illness and on their return. A meeting may be scheduled with the relevant DP if necessary.

Question: What happens if I am absent due to a family holiday?

Parents/Guardians must seek Principal approval for any leave- at least one week in advance of absence. Evidence of the type of leave must be provided. Leave applications can be collected from the Front Office.

Question: What happens if I am absent when assessment information is given out?

Every student will receive a copy of this book,

- outlining the requirements in each subject and the procedures to follow
- an assessment outline for each of their subjects and
- an overview of each term's tasks for all courses
- Assessment tasks are uploaded to the school's web page and respective Google Classrooms

It is the **student's responsibility** to collect assessment information and be aware when assessment tasks are scheduled and the procedures to follow.

At least two weeks written notice will be given of the specific date and nature of any assessment task. **It is the responsibility of any absent student to obtain assessment task information and dates provided in their absence.**

Partial Truancy Prior to an Assessment Task (including lateness without reason)

Students are expected to attend ALL periods on the day of an assessment task. If a student truants any periods prior to an assessment task or arrives late to school without satisfactory reason they may be awarded a 'zero' mark for the task. The only acceptable reasons are illness supported by a doctor's certificate, or a case of extreme misadventure.

Question: What happens if I come from another school during Year 11 or Year 12? How does this affect my assessment?

The previous school is to provide assessment marks for HSC courses for students who transfer after 30 June in the year of the Higher School Certificate examination. The marks will be developed from assessment information collected during the students' period at the school. For moderation, these students will be treated as members of the previous school.

REPORTING

Question: How does the school report on my progress?

Each faculty will inform students of their results for each assessment task, their rank order on the task and their progressive rank order in the course. Full reports will be completed twice in Year 12.

GRADUATION

Question: What do I have to do to make sure I am able to graduate from Mount Annan High School?

Graduation at Mount Annan High School is the privilege of students who successfully complete their course of study. Any student who is deemed UNSATISFACTORY in all courses of study will not be invited to graduate with their peers.

EXAMINATION PROCEDURES AND RULES

- Year 12 HSC Trial Examinations 2024 commence in Week 4, Term 3 on Monday 12th August 2024 until Week 5 Friday 23rd August 2024. Note: afternoon examinations may finish after 3:00pm.
- There will be **No Lessons** during the examination period. All year 12 students return to school on Monday 26th August 2024, Week 6. Normal lessons resume at the end of the examination period.
- Students will be provided with an examination timetable that clearly specifies the date and time of all examinations. Students must read the examination timetable carefully and be prepared to attend exams at the times and venues that the school arranges. The responsibility for checking the examination schedule for times and dates of examinations remains with the student.
- **Be at the Learning Centre a minimum of 30 minutes before the scheduled examination starting time for every exam.**
- Students will be required to show their MAHS ID card upon arrival to each examination and students must place their ID card on their exam desk for the duration of all exams.
- Students will **not** be permitted into the examination 30 minutes after the examination has commenced.
- Use all the available time to complete examinations. **Students will NOT be permitted to leave examinations early.**
- Before you commence your examination, under the instruction of exam supervisors, please complete your Examination Attendance Slip which will be on your exam desk.
- Complete **SILENCE** is to be observed in the examination rooms at all times, no turning around or disruptive behaviour (please see below).
- There will be times where examinations for multiple subjects are held. Ensure you are doing the correct papers. If the examination for your subject concludes early, you must leave the examination room in silence and with extra caution to avoid disturbance to other students who are still doing their exams.
- Bring ALL your own equipment (including erasers, pencil sharpeners, and spare black pens and pencils) for each exam. All equipment will be checked upon entering the exam rooms. This includes glasses cases, lip balms, water bottles and watches. All equipment must be in a clear plastic sleeve and placed on the floor of your exam desk during the exams.
- **There will be no borrowing of any equipment.** Only approved calculators are to be used. All your equipment must be in a clear plastic sleeve. Consult the NESA website listed below and/or the poster in the Learning Centre.
- Mobile Phones, Ear Phones, Smart Watches are NOT to be brought into the exam rooms. If you bring them, they must be left in the Learning Centre. They will be locked away and collected at the end of the exam. If you are caught with any of the above equipment during the exam it may be considered cheating and your paper may be cancelled.

- There is to be no food consumed during exams this includes chewing gum, lollies etc.
- In general, students will not be allowed to go to toilet for the first and the last 30 minutes of any examination. Students who are going to toilet will need to sign out on the toilet register book before leaving the examination venue and sign in when returning. Students will use the senior toilets on the Top Walkway and will be supervised by an examination supervisor.
- **NO** writing is permitted during the reading time.
- Students are to write their **FULL NAME** and **NESA STUDENT NUMBER** on every writing booklet or answer sheet used.
- Students who come to school to utilise the study centre on non-exam days, or more than 30 minutes before a scheduled afternoon exam must sign in at the front office.
- Unacceptable behaviour during the examinations will not be tolerated and will be dealt with in the following way: **First Breach** – Warning given to the student and the warning recorded on the front cover of the exam paper. Deputy Principal and Faculty Head Teacher for that exam will be informed immediately. Student to be moved and isolated in the examination room where possible. **Second Breach** – Breach recorded and student asked to leave the examination room. The Breach is recorded on the front cover of their examination paper and the examination terminated for the student. Appeals will be processed as per the Year 12 Assessment Policy.
- **IF YOU ARE ABSENT FROM AN EXAMINATION FOR ANY REASON PLEASE RING THE SCHOOL ON (02) 4648 0111.**

Question: What do I do if I am absent from an HSC Trial exam?

1. Call the school on (02) 4648 0111 to explain your absence. Ask to speak to Ms Cavaleri or one of the Deputy Principals to explain your absence.
2. Contact your classroom teacher via your class Google Classroom. Inform your teacher about your absence asap.
3. Contact your local doctor, go to the doctor and get a **Doctor's Certificate** to explain your absence. You must get a Doctor's Certificate as evidence of your illness.
4. Complete an illness/misadventure form and attach your doctors certificate and/or documents which support/explain your absence.
5. Bring the completed illness/misadventure form along with your Doctor's Certificate to the school and/or email it to your classroom teacher and the Deputy Principal Ms Cavaleri.
6. Be prepared to sit the missed exam/s at any time during the exam period, following the expiry of your medical certificate. A school representative will notify you with the date and time of your catch-up exam. Please check your student emails each day, your class Google Classrooms and the Year 12 Cohort Google Classroom

Question: What am I allowed to bring into the examination room?

- Student ID Card. This must be shown to exam supervisors upon your arrival and placed on your exam desk for the duration of each exam.
- In a clear plastic sleeve **ONLY**: Black pens only, 2B pencil, eraser and sharpener, a ruler marked in millimetres and centimetres, highlighter/s, a scientific calculator.
- A clear water bottle with no label or prints.

- A non-programmable watch, which must be taken off, placed on your desk in clear view and not touched during the exam
- Go to this website for further information:
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Question: What items are prohibited in the examination room?

- Mobile phones are not permitted in the exam room. Do not bring your mobile phone to any examinations.
- Programmable watches, e.g. smart watches are not to be worn. Watches will be checked by exam supervisors
- Earphones / headphones are not permitted
- Electronic devices such as iPads, laptops, tablets, stopwatches
- Correction fluid, correction tape or white out is not permitted, this includes erasable pens
- Bags. Where possible, do not bring bags / bulky items.
- Paper or printed materials including dictionaries. (Dictionaries may only be permitted in language exams)
- Please note; there is no sharing of equipment allowed during examinations. You must be prepared and bring your own supplies
- Go to this website for further information:
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Question: What staff play a role in the Trial HSC Examinations?

During Trial HSC Examinations the following people play a very important roles in the management of exams. They include:

- Presiding Officer: TBA
- Exam Coordinators: Mr Murray and Ms Cavaleri
- Technical Support: Mr de Gruchy
- School Organisation: Mrs Murphy / Mrs Burch
- Principal: Mr Bates or delegate.

Contact Information:

- School phone number: (02) 4648 0111
- Ms Cavaleri's email address: natalie.cavaleri1@det.nsw.edu.au

MOUNT ANNAN HIGH SCHOOL STAGE 6 ASSESSMENT POLICY

ELIGIBILITY

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:

- Meet the HSC minimum standard in Literacy and Numeracy
- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- Attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- Complete HSC: All My Own Work (or its equivalent) before submitting any work for Preliminary or HSC courses, unless a student is only entered for Year 11 and Year 12 Life Skills courses
- Satisfactorily complete courses in the patterns of study that are detailed in the following section
- Sit for and make a serious attempt at the required HSC exams.

PATTERN OF STUDY

To qualify for the HSC, a student must satisfactorily complete:

- A Preliminary pattern of study that includes at least 12 units
- A HSC pattern of study that includes at least **10 units** both patterns of study must include:
 - At least 6 units from Board Developed Courses
 - At least 2 units of a Board Developed Course in English, or English Studies
 - At least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses)
 - At least 4 subjects.

HSC 'All My Own Work' Program

All students are required to have satisfactorily completed HSC: All My Own Work before any Year 11 or Year 12 course entries can be submitted. Students entered only for Stage 6 Life Skills courses are exempt from this requirement.

HSC Minimum Standards

Students need to meet 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. The Minimum Standard online tests are not based on NAPLAN. 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. Some students will be eligible for disability provisions for the minimum standards tests, or an exemption from the HSC minimum standard requirement.

Students may be asked to attend school on their timetabled study day to complete any of the HSC Minimum Standards testing.

SATISFACTORY COMPLETION OF COURSES

A Course has been satisfactorily completed when the student has:

- Followed the course developed/endorsed by the NESAs
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all, of the course outcomes.

Students must satisfactorily complete the Year 11 component of a course to be eligible to proceed into the HSC component in Year 12. Where a student is at risk of a non-completion determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a zero or non-serious attempt in an assessment task, this warning and advice will be given.

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 percent of available marks in courses where school-based assessment marks are submitted.

Students whose **attendance** is poor may not satisfy course completion criteria.

The Principal is the final arbitrator on any matters that arise regarding the final Year 12 assessments.

SUBMITTING ASSESSMENT TASKS

Question: How do I go about submitting an assessment task?

The following rules apply when submitting tasks, completing tasks in class, and sitting for examinations:

- Assessment tasks may be handed in online or during class time. Students must read the assessment task notifications that are issued and follow the instructions of their classroom teacher and/or the Head Teacher of the faculty.
- Students must be at school by **9am** on the day of any assessment task due date.
- Students must not undertake any work on assessment tasks after 9am, this includes both online and hand-in assessment tasks.

Question: What happens if an assessment task it is not submitted on time?

Take home tasks requiring submission by a due date

1. Tasks that are not handed in on time and on the due date without satisfactory reason **may incur a mark of zero.**
2. Requests for an extension to submit a task must be submitted to the Head Teacher of the relevant faculty a minimum of **72 hours prior to the date the task is to be handed in.** Extensions of time can only be approved by the Faculty Head Teacher and should be for significant reasons such as ongoing illness.
3. Reasons for lateness of tasks should be provided **by a parent or guardian through contact with the Head Teacher. An Illness/Misadventure form must be submitted.** The only acceptable reasons are illness, supported by a doctor's certificate, or a case of extreme misadventure, supported by substantive documentation.
4. Students/ parents will be notified in writing by the class teacher if a task is not handed in and a mark of zero is to be awarded. It is still expected that the student will complete the task as they risk not meeting NESAs assessment requirements if the task remains outstanding.

Tasks completed during class time

The only acceptable reasons for missing an assessment task are illness or a case of extreme misadventure. In the case of illness, a doctor's certificate must be provided. In the case of misadventure, substantive supporting documentation will be required. Please note:

1. **You should expect to sit the task on the first day of your return to school.** Please be prepared to do the exam or substitute task on this day if it can be administered. Your Head Teacher may choose another day for you.
2. You must submit your doctor's certificate or supporting documentation, along with a completed Illness/Misadventure form, to the Head Teacher of the relevant faculty on **the morning of your return to school.**
3. A copy of the Illness/Misadventure form is included in this booklet. Alternatively, please print a copy from the school website or collect from the Learning Centre.
4. If you are unable to access the Illness/Misadventure or Appeals form prior to your return to school, you must bring a note from your parents, with your supporting documentation, on the first day of your return to school. You must obtain an Illness/Misadventure form from the Learning Centre. This form must be returned the following day to your classroom teacher or relevant faculty Head Teacher.
5. Failure to follow these procedures may result in you receiving a mark of zero for the task.
6. The Faculty Head Teacher and Deputy Principal will make the decision on whether the reason for missing the task is acceptable.

Assessment of Separate Classes in the Same Course

Where two or more classes exist in a course, they may be timetabled at different times. Moderation procedures in the form of common assessment tasks and examinations will be used. Consult with the relevant faculty Head Teacher for particular faculty moderation procedures.

Revealing assessment content or assisting other students that have a similar task to complete later is a form of MALPRACTICE.

Where there is an in-class task, both classes will be scheduled to sit the assessment task at the same time to ensure a fair assessment of course content.

FAILURE TO COMPLETE AN ASSESSMENT TASK- ZERO MARK

A zero mark is noted as a non-attempt. If zero marks have been given for tasks, which combined make up 50% or more of the total assessment marks in a course, a student is at risk of **non-completion** of that course. The Principal is the final arbitrator.

- Late submission of assessment items **will be awarded zero** unless there are very extenuating circumstances (Doctor's Certificate, etc.) accepted by the Faculty Head Teacher. (See 'Absent for an Assessment Task')
- Students found guilty of malpractice will be awarded a zero mark (refer to Malpractice (cheating, copying) in assessment tasks).
- Students/parents will be notified in writing when receiving a zero mark.
- If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.

Question: What happens if I do not submit assessment tasks?

If you fail to complete the assessment program you will be deemed unsatisfactory in the subject. Students are expected to complete ALL assessment tasks in every course.

If a student fails to submit, sit or attain marks for assessment tasks worth in excess of 50% of the total assessment mark in a subject, then they are deemed UNSATISFACTORY in that subject by NESA. This may leave a student ineligible for the award of an HSC. In the case of Extension courses students who fail to meet the requirements for the common part of the course will not receive a result in the course at all. Students and parents will be notified in writing every time a task is missed and the accumulated value of the missed tasks.

ABSENT FOR AN ASSESSMENT TASK

If a student is absent for a task

- They must see their teacher or Faculty Head Teacher on the **first day they return** back to school and obtain and complete a '**Illness/Misadventure Form**'. Reasons for the absence must be stated, and supported by documentation, e.g., a doctor's certificate. If a doctor's certificate is supplied, it must cover every day of the student absence.
- A student must attend school and **all set classes for the full day of an Assessment Task**, unless there are very extenuating circumstances. A student who attends only for the task itself OR just to submit the task **will be awarded a zero mark**.
- Where a student is absent for **non-medical reasons**, a satisfactory explanation in writing must be provided on an Illness/Misadventure form and submitted to the Head Teacher of the faculty. **Absence due to a family holiday or a driving test may not be accepted as a valid reason for missing an assessment task. A zero mark may be awarded in such circumstances.**
- An alternative task/examination or an estimate mark may be given at the school's discretion when an application for Misadventure has been approved by the Faculty Head Teacher and Deputy Principal.

- Where a student is absent for more than the day of the task, they must have a Doctor's Certificate explaining the entire absent period.
- Problems of any nature are referred to the appropriate Faculty Head Teacher.
- The Illness/Misadventure Form will be signed and acknowledged by the Faculty Head Teacher, with a final approval made by the Supervising Deputy Principal.

Question: What if I am a VET student and absent from an assessment task due to work placement or other school representation?

Make alternate arrangements to hand this task in on or before the due date. VET work placement is not a reason for Misadventure. Non-submission of a task while on work placement will result in an N-award being issued.

NON-SERIOUS ATTEMPT

Question: What happens if I do not make a serious attempt at an assessment task or examination?

A student's work must be consistent and of as high a standard as possible throughout the whole Year 11 and Year 12 courses, in both assessment and non-assessment tasks. It is expected that students prepare for and submit tasks to the best of their ability on all occasions. **Any assessment work handed in or completed in the form of an examination or in-class task that does not meet these criteria may be deemed a NON-SERIOUS ATTEMPT and be awarded 'zero' marks.**

A NON-SERIOUS ATTEMPT at an HSC examination may lead to NESAs determining a student to be UNSATISFACTORY. This may lead to a student being ineligible for the award of the HSC.

MALPRACTICE AND DISHONESTY WHEN COMPLETING ASSESSMENT TASKS

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

- using an AI generator, such as ChatGPT, to complete assessment tasks
- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs, or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing, or borrowing another person's work and presenting it as your own
- submitting work which another person, such as a parent, coach, or subject expert, has contributed to substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an any examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date

- assisting another student to engage in malpractice

NB: The above are examples of malpractice and are not conclusive. The Principal or Principal Delegate may determine if an act performed by the student is deemed as malpractice.

Should any student be found guilty of malpractice in an assessment task, he or she will be given a zero mark for the task and added to the NESA malpractice register. If malpractice occurs more than once a student may be regarded as not satisfying the school's requirements for the Course.

- Students are reminded that ALL work submitted for assessment is to be the work of their own person. Where resources and work of others is used, this must be appropriately cited. Cases of plagiarism will be investigated, and students found to have inappropriately used others' work will be awarded a zero mark.
- Students should also take care when working with others that their work remains their own. Students may and will support their friends learning; however, students found to have allowed their work to be used by another student without acknowledgement will also be awarded a zero mark.
- When completing a task on a computer; it is a student's responsibility to make sure there is more than one copy in case there is a problem accessing the task OR to print the task before the due date. **All hand-in tasks must be handed in on paper unless otherwise stated.**

Proven Dishonesty

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Students are expected to submit their own work and not the work of other students. Plagiarism will not be accepted in any form. This includes work copied from the internet or other sources. Malpractice, including plagiarism, could lead to your receiving zero marks and will jeopardise your HSC results. Malpractice includes assisting another student to engage in malpractice. Students who hand in or attempt to hand in work that is not their own may receive zero marks. Students assisting other students to engage in malpractice may also receive zero marks.

Behaviour

During assessment tasks and/or formal examinations, students must not behave in a manner which is likely to disturb any other student. Students who behave inappropriately may have their tasks or examinations cancelled and a zero-mark awarded. If a zero mark is given, students and parents will be notified in writing.

Question: What happens if I misbehave during an examination or assessment task?

It is expected that all students follow the rules and regulations of the school in examinations and assessment tasks. Students must not misbehave during examinations and assessment tasks and must not behave in a way that disrupts other students. Students are expected to follow the instructions of the supervising teacher at all times. In cases of misbehaviour in examinations or assessment tasks, the supervising teacher has the right to remove a student from the examination or task. The task or examination may be deemed a non-serious attempt and a mark of zero may be awarded.

N AWARD AND N DETERMINATION PROCEDURE

A teacher should implement appropriate action in issuing N-Warning letters when the student has not:

- Submitted or completed an assessment task.
- Met or achieved requirements or outcomes as a genuine attempt was not made (*including non-serious attempts and plagiarism*).
- Not completed set tasks and experiences provided in the course. (could be as a result of not applying themselves with due diligence or prolonged absences).

An example of this process is as follows:

- Student has not applied themselves with diligence and sustained effort or achieved course outcomes.
- Discussions with student about progress concerns.
- Offer of support from teachers to provide opportunities for outcomes to be achieved.
- N Warning Letter 1 and follow up phone call.
- N Warning Letter 2, follow up phone call and Head Teacher interview.
- N Warning Letter 3, follow up phone call and Senior Review meeting.
- N Determination – Interview with Senior Executive, Student and Parent.

Final N-Determinations for courses after this process will be made by the Principal on advice from the Deputy Principal and relevant Faculty Head Teacher.

ILLNESS/MISADVENTURE AND EXTENSION APPEAL PROCESS

If any assessment task is missed, is overdue or late or any other anomaly arises, the Illness/Misadventure Application for Extension/Application Process MUST be followed. If you cannot attend school on the day of an assessment task to submit it or complete the task in person because of a **valid reason** (illness/misadventure/School Approved Activity) you **must** do the following:

1. **Call the school on the day** and let the office know your name, the course in which you have an assessment task and the reason you will not be at school.
2. **(a) For Assessment Tasks completed at home** - submit the assessment task before school on the next day you attend
(b) For Assessment Tasks completed at school – report to the relevant Faculty Head Teacher before school on the next day you attend and discuss when you will do the task missed or a substitute task. You must be prepared to do the task or a substitute task on the day you return or at a time arranged by the Faculty Head Teacher. The result of this task will depend on the success of your application. If it is not successful, a zero mark stands.
3. **Collect an Illness/Misadventure and Extension Application form** from the Faculty Head Teacher of the subject/course where you missed the task before school on the morning you return to school. Any student in these circumstances receives the set penalties (see assessment policy) until a valid reason has been provided and the application has been approved. **YOU HAVE ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE AN APPLICATION.**
4. **Complete the Illness/Misadventure and Extension Application form**, outlining your reasons and adding all documentation or evidence from a health professional or another relevant person e.g., counsellor or police officer. (In the case of **illness**, health professionals should describe the student's symptoms and describe how these symptoms could prevent the student's attendance at school to complete/submit an assessment task). A parent signature must be on each form before it is processed. NB: Depending on circumstances, a letter from parents may not be acceptable.
5. **Lodge the completed Illness/ Misadventure and Extension Application form to the relevant Faculty Head Teacher *within one week of the due date of the task.***

6. **The Faculty Head Teacher** sights a medical certificate or appropriate letter, notes it on the form and submits the evidence with the application and **a written recommendation to the relevant Deputy Principal.**
7. **Students will be notified of the result of their application by the Faculty Head Teacher/Class Teacher.**
8. In the case of an unsuccessful application, the Head Teacher/Class Teacher will notify the parents, copy the declined application, and return it with an Assessment Appeal form if required. The Appeal form must be returned with additional supporting evidence within 7 school days to be considered.

TYPES OF APPLICATIONS FOR ILLNESS/MISADVENTURE

School Approved Activity

If you cannot attend on the day of an assessment task to submit or complete the task in person because of a school approved activity, such as representative sport. Applications will be considered when you have completed the following guidelines:

1. For Assessment Tasks completed at home – you must submit the assessment task before 9am on the due date.
2. For Assessment Tasks completed at school – you must report to the relevant Faculty Head Teacher before school on the next day you attend school with a completed Illness/Misadventure Form.

Extension

If you are applying for an extension of time to complete an assessment task. An extension must be sought at least **72 hours** before the due date.

Technology Problems

If you have had a computer or USB malfunction. You must attach backup copies, drafts, print outs, multiple copies, or paper drafts as evidence of the work you lost. You are responsible for ensuring that any data (including text, images, video, PowerPoint presentations, etc.) is functioning prior to the assessment due date Printer issues are not grounds for application of Misadventure.

Assessment Appeal Application

If you would like to Appeal any aspect of the assessment process including marking or rulings about malpractice, conduct or non-serious attempt. Marks cannot be Appealed.

Students should complete an Appeals form and submit to the faculty Head Teacher.

QUERIES, REVIEWS AND APPEALS

Question: What do I do if I want to query a mark or lodge a review or appeal?

If a student is unable to complete a task and has a successful illness/ misadventure appeal they may be given a substitute task. In rare cases a student may be given an estimate. An estimate does not assess the potential of a student but rather would maintain the previous demonstrated standard of student performance based on the majority of their tasks. An assessment estimate cannot be calculated until the entire assessment program has been completed.

Students may only query a mark for an assessment task at the time it is returned. (Students are advised to keep all assessment tasks.) The final school assessment mark in each course is confidential and will not be available to students. Students will be informed of their final position in the course by a course rank.

Students who consider that their placement in the final order of merit for any course is not correct based on the feedback of their performance during the course may appeal to the school for a review.

Students may only appeal about the school's procedures for arriving at their position in the order of merit, not the marks awarded for individual assessment tasks. The appeal must take place within one school day of the order of merit being available to students. The Principal or Deputy Principal, Head Teacher of the Faculty and Class Teacher will form the appeals committee.

APPLICATION FOR SPECIAL HSC EXAMINATION DISABILITY PROVISIONS

Question: What are Special HSC Examination Provisions?

Special examination provisions provide students who have special needs with practical support in formal Assessment Tasks and examinations.

The school aims to offer practical support to students by allowing provisions such as special coloured examination papers, rest breaks, writers or readers, and permission to take medication.

If you have a special examination need – whether it is related to a physical disability or medical condition, visual impairment, hearing loss, or a learning difficulty – you should read this and discuss it with your parents, Year Adviser, Teacher or Learning and Support Teacher.

Applying for Special HSC Examination Provisions

- i. If you wish to apply for special examination provisions you should see your Year Adviser, or the Learning and Support Teacher. Applications for HSC Disability Provisions must be completed and submitted to NESA in Term 1 2024.
- ii. The Learning and Support Teacher will discuss the special provision process and eligibility requirements with you.

When a final decision has been made by NESA, you will receive written notification of the approved and/or declined provisions.

Appeal procedures

If you wish to appeal against the decision to decline a provision for which you have applied, the appeal must be submitted within 10 working days of receiving your special provisions decision letter.

If you are concerned about whether special examination provisions apply for your child, you should contact the Learning and Support Team at the school as early as possible for further information.

Further information can be accessed on the NESA Website

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>



MOUNT ANNAN HIGH SCHOOL
JUNIOR (7-9), ROSA, Preliminary HSC and HSC
Misadventure Form (Form 1)

SECTION A – Student Details

Student Name:	Year:	Date of Misadventure Submission:
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SECTION B – Assessment Task Details

COURSE	ASSESSMENT TASK AND NUMBER	WEIGHTING	DUE DATE	SUBMITTED Y/N

SECTION C – What is the nature of the application – see page 2 (indicate with a tick)

Misadventure Illness Extension School Approved Activity

SECTION D – Evidence Supporting the Application

Please list evidence you have attached to this application.

Student Signature

Parent/Guardian Signature

Section E Head Teacher Recommendation

Date Received _____

Comments: Please include circumstances relevant to this application.

Head Teacher Signature: _____ Date: _____

Section F Deputy Principal Decision

Date Received _____ Upheld Declined

Comments: Including consultation with the Head Teacher and Class Teacher, where applicable.

Deputy Principal Signature: _____ Date: _____

Note: If the application is declined you have the right to Application the decision.

Application form handed out by Head Teacher?

YES

NO



**MOUNT ANNAN HIGH SCHOOL
 JUNIOR (7-9), ROSA, Preliminary HSC and HSC
 Appeal Form
 (Appeal of the Misadventure Decision – Form 2)**

Student Name:		Date of Appeal Submitted:	
Year/Course:		Head Teacher Signature:	

If the student wishes to appeal, they must:

- Submit this Appeal Form within 7 school days of an Illness/Misadventure and Extension Application being declined.
- Attach additional supporting evidence to this appeal.

SECTION A - Additional Evidence Supporting the Appeal

Please list evidence you have attached to this appeal including your initial Misadventure Form decision. You can include further information here to support this review.

_____ Student Signature

_____ Parent/Guardian Signature

SECTION B – Completed by the Deputy Principal

Date the Appeals Application is received: _____

Comments: Please include circumstances relevant to this appeal.

Deputy Principal Signature: _____

Date: _____

SECTION C – Completed by the Appeal Committee

Date the Appeals Application is received by the Committee: _____

Comments: Including consultation with Head Teacher and Class Teacher, where applicable.

Outcome (circle the outcome applicable):

Decline

OR

Upheld

Outcome communicated to Student:

YES

NO

_____ Student Signature

_____ Date Received

Year 12 Assessment Calendar 2023-2024

Week	Term 4 2023	Term 1 2024	Term 2 2024	Term 3 2024
1				
2		Task 1: Mathematics Extension 2	Task 2: Engineering Studies (4)	
3		Task 1: Mathematics Advanced, Mathematics Standard 1 and 2		Task 3: Industrial Technology Timber (2) Task 4: Visual Design (5) – Showcase MAHS HSC Showcase
4		Task 1: Engineering Studies (4)		Trial HSC Examinations
5			Task 3: Biology (4)	Trial HSC Examinations
6	Year 11 Report Reflection Week	Task 2: Biology (4), Mathematics Extension 1 (6), Modern History (5), SLR (Line 5 and 6), Investigating Science (5),	Task 3: Ancient History (1), Exploring Early Childhood (1), Music (4), Physics (1), Chemistry(2),	HSC Major Works Due*- Industrial Technology- Timber- Date TBC
7	Task 1: Exploring Early Childhood (1), Physics (1), Society and Culture (1), Business Studies (2 and 4), Biology (4)	Task 2: Exploring Early Childhood (1), Mathematics Advanced, Mathematics Standard 1 and 2 (6), Physics (1)	Task 3: Business Studies (2 and 4), Investigating Science (5), Mathematics Extension 1 (6), Modern History (5), Visual Design (5)	Task 4: Work Studies (LTBC)
8	Task 1: English Advanced, English Standard, English Studies, English EAL/D (3), Investigating Science (5), PDHPE (5), SLR (Line 5 and 6), Modern History (5),	Task 2: English Advanced, English Standard, English Studies, English EAL/D, Chemistry (2), Food Technology (2), Music (4), Work Studies (LTBC)	Task 3: Food Technology (2), Mathematics Advanced, Mathematics Standard 1 & 2	
9	Task 1: Ancient History (1), Mathematics Extension 1, Food Technology (2) Chemistry (2), Industrial Technology Timber (2)	Task 2: Business Studies (2 and 4), Drama (2), Industrial Technology Timber (2), Legal Studies (4), Mathematics Extension 2, ** Good Friday (4-day week)	Task 3: Legal Studies (4), Mathematics Extension 2, Community & Family Studies (1 and 4), Society and Culture (1), Engineering Studies (4)	
10	Task 1: Community and Family Studies (1 and 4), Drama (2), Legal Studies (4), Music (4), Visual Design (5), Work Studies (LTBC)	Task 2: Community and Family Studies (1 and 4), Ancient History (1), Society and Culture (1), PDHPE (5) ** Easter Monday (3-day week Tue, Thu, Fri – Week B)	Task 3: Drama (2), English Advanced, English Standard, English Studies, English EAL/D (3), PDHPE (5), Work Studies (LTBC) Task 4: SLR (Line 5 and 6)	
11		Task 2: Visual Design, Task 3: SLR (Line 5 and 6) (Ongoing throughout term)		

ANCIENT HISTORY - ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Core Study: Pompeii and Herculaneum Source Based Task	Ancient Societies Class Test: HSC Format	Personality Essay	All Topics Trial HSC Examination
		Date	Term 4 2023 Week 9	Term 1 2024 Week 10	Term 2 2024 Week 6	Term 3 2024 Weeks 4-5
		Outcomes	AH12-1, AH12-2, AH12-5, AH12-6, AH12-9, AH12- 10	AH12-3, AH12-4, AH12-7, AH12-9	AH12-1, AH12-3, AH12-5, AH12-6, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10
Knowledge and understanding of course content	40		5	5	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20		10	5		5
Historical inquiry and research	20			10	10	
Communication of historical understanding in appropriate forms	20		5	5	5	5
Total	100%		20%	25%	25%	30%

ANCIENT HISTORY – COURSE OUTCOMES

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

BIOLOGY - ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	First Hand Investigation	Depth Study	Data Analysis	Trial HSC Examination
		Date	Term 4 2023 Week 7	Term 1 2024 Week 6	Term 2 2024 Week 5	Term 3 2024 Weeks 4-5
		Outcomes	BIO12-2, BIO12-3, BIO12-4, BIO12-12	BIO12-1, BIO12-7 <i>*See NOTES in Course Outcomes</i>	BIO12-4, BIO12-5, BIO12-7, BIO12-14, BIO12-15	BIO12-6, BIO12-12, BIO12-13, BIO12-14, BIO12-15
Skills in working scientifically	60		15	15	25	5
Knowledge and understanding of course content	40		5	10		25
Total	100%		20%	25%	25%	30%

BIOLOGY – COURSE OUTCOMES

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
BIO11/12-1	Questioning and predicting develops and evaluates questions and hypotheses for scientific investigation	✓	✓		
BIO11/12-2	Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information		<i>*NOTE: As well as BIO11/12-1 and BIO11/12-7, students must select at least TWO other working scientifically outcomes for their Depth Study.</i>		
BIO11/12-3	Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information	✓			
BIO11/12-4	Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	✓		✓	
BIO11/12-5	Analysing data and information analyses and evaluates primary and secondary data and information			✓	
BIO11/12-6	Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes				✓
BIO11/12-7	Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose		✓	✓	
BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species	✓	<i>*NOTE: Students must select at least ONE knowledge and understanding outcome for their Depth Study.</i>		✓
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change				✓
BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system			✓	✓
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease			✓	✓

BUSINESS STUDIES - ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Operations	Marketing and Operations	Human Resources	All Topics
			Topic Test	Business Report	Extended Response	Trial HSC Examination
		Date	Term 4 2023 Week 7	Term 1 2024 Week 9	Term 2 2024 Week 7	Term 3 2024 Weeks 4-5
		Outcomes	H1, H3, H5, H8, H9	H1, H2, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H8, H9, H10
Knowledge and understanding of course content	40	10	5	10	15	
Stimulus-based skills	20	5	5		10	
Inquiry and research	20		10	10		
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5	
Total	100%	20%	25%	25%	305	

BUSINESS STUDIES – COURSE OUTCOMES

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
H1	critically analyses the role of business in Australia and globally	✓	✓		
H2	evaluates management strategies in response to changes in internal and external influences		✓	✓	✓
H3	discusses the social and ethical responsibilities of management	✓		✓	✓
H4	analyses business functions and processes in large and global businesses			✓	✓
H5	explains management strategies and their impact on businesses	✓	✓	✓	✓
H6	evaluates the effectiveness of management in the performance of businesses		✓	✓	✓
H7	plans and conducts investigations into contemporary business issues		✓	✓	
H8	organises and evaluates information for actual and hypothetical business situations	✓	✓		✓
H9	communicates business information, issues and concepts in appropriate formats	✓	✓	✓	✓
H10	applies mathematical concepts appropriately in business situations				✓

CHEMISTRY - ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Data Analysis	Depth Study	First-Hand Investigation	Trial HSC Examination
		Date	Term 4 2023 Week 9	Term 1 2024 Week 8	Term 2 2024 Week 6	Term 3 2024 Weeks 4-5
		Outcomes	CH12-3, CH12-4, CH12-5, CH12-6 CH12-7, CH12-12	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5 CH12-6 CH12-7 <i>*See NOTES in Course Outcomes</i>	CH12-2, CH12-3, CH12-4, CH12-6, CH12-14 CH12-15	CH12-6, CH12-12, CH12-13, CH12-14, CH12-15
Skills in working scientifically	60		20	15	20	5
Knowledge and understanding of course content	40			10	5	25
Total	100%		20%	25%	25%	30%

CHEMISTRY – COURSE OUTCOMES

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4	
CH11/12-1	Questioning and predicting develops and evaluates questions and hypotheses for scientific investigation		✓			
CH11/12-2	Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information		<i>*NOTE: As well as CH12-1 and CH12-7, Students must select at least TWO other working scientifically outcomes for their Depth Study.</i>	✓		
CH11/12-3	Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information	✓		✓		
CH11/12-4	Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	✓		✓		
CH11/12-5	Analysing data and information analyses and evaluates primary and secondary data and information	✓				
CH11/12-6	Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes	✓		✓	✓	✓
CH11/12-7	Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose	✓		✓		
CH12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems	✓			✓	
CH12-13	describes, explains and quantitatively analyses acids and bases using contemporary models				✓	
CH12-14	analyses the structure of, and predicts reactions involving, carbon compounds			✓	✓	
CH12-15	describes and evaluates chemical systems used to design and analyse chemical processes			✓	✓	

COMMUNITY AND FAMILY STUDIES - ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Research Methodology Independent Research Project (IRP)	Groups in Context Written Report	Parenting and Caring Case Study	Trial HSC Examination
		Date	Term 4 2023 Week 10	Term 1 2024 Week 10	Term 2 2024 Week 9	Term 3 2024 Weeks 4-5
		Outcomes	H4.1, H4.2	H2.3, H3.1, H3.2 H3.3, H5.1, H6.2,	H1.1, H2.1, H3.2, H5.1, H5.2	H1.1 to H6.2
Knowledge and understanding of course content	40		5	10	10	15
Skills in critical thinking, research methodology, analysing and communicating	60		15	15	15	15
Total	100%		20%	25%	25%	30%

COMMUNITY AND FAMILY STUDIES – COURSE OUTCOMES

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

DRAMA – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Research Task and Workshop Performance: Studies in Drama and Theatre, Selected Topic Written response to research question and performance, based on workshop activities	Individual Project: Submission/ Performance of Work Under Development: Presentation of work(s) in progress, log book including preliminary drafts and research	Group Performance Work in Progress Presentation of Group Performance under development, log book with critical analysis of role and character, development of effective performance skills and use of theatrical elements to engage an audience	Trial HSC Examination Written Examination Practical Group Performance
		Date	Term 4 2023 Week 10	Term 1 2024 Week 9	Term 2 2024 Week 10	Term 3 2024 Weeks 4-5
		Outcomes	H1.3, H1.6, H3.1, H3.2, H3.3	H1.3, H1.7, H3.2, H3.3	H1.1, H1.2, H1.4, H1.5, H2.2	H3.1, H3.2, H3.3, H1.4, H2.1, H2.2, H2.3
Making	40	10	10	10	10	
Performing	30			20	10	
Critically Studying	30	10	10		10	
Total	100%	20%	20%	30%	30%	

DRAMA – COURSE OUTCOMES

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

* Note: While values and attitudes outcomes are included in this syllabus, they are not to be assessed in the HSC assessment program.

ENGINEERING STUDIES – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Civil Structures Assignment	In Class Examination	Aeronautical Engineering Assignment	HSC Trial Examination
		Date	Term 1 2024 Week 4	Term 2 2024 Week 2	Term 2 2024 Week 9	Term 3 2024 Weeks 4-5
		Outcomes	H2.2, H3.1, H3.2, H3.3, H5.1, H5.2, H6.1, H6.2	H1.2, H3.1, H3.3, H4.2, H4.3, H5.1, H6.1	H1.2, H2.1, H2.2, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H3.1, H3.3,
Knowledge and understanding of course content	60		10	10	10	30
Knowledge and skills in research, problem solving and communication related to engineering practice	40		10	10	10	10
Total	100%		20%	20%	20%	40%

ENGINEERING STUDIES – COURSE OUTCOMES

	Course Outcomes	TASK 1	TASK 2	TASK 3	TASK 4
H1.1	describes the scope of engineering and critically analyses current innovations				✓
H1.2	differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications		✓	✓	✓
H2.1	determines suitable properties, uses and applications of materials, components and processes in engineering			✓	✓
H2.2	analyses and synthesises engineering applications in specific fields and reports on the importance of these to society	✓		✓	
H3.1	demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice	✓	✓		✓
H3.2	uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports	✓		✓	
H3.3	develops and uses specialised techniques in the application of graphics as a communication tool	✓	✓		✓
H4.1	investigates the extent of technological change in engineering			✓	
H4.2	applies knowledge of history and technological change to engineering-based problems		✓	✓	✓
H4.3	applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems		✓	✓	✓
H5.1	works individually and in teams to solve specific engineering problems and prepare engineering reports	✓	✓	✓	✓
H5.2	selects and uses appropriate management and planning skills related to engineering	✓		✓	
H6.1	demonstrates skills in research and problem-solving related to engineering	✓	✓	✓	✓
H6.2	demonstrates skills in analysis, synthesis and experimentation related to engineering	✓		✓	✓

ENGLISH ADVANCED – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Multimodal presentation Texts and Human Experiences	Comparative -In-class Essay Textual Conversations	Portfolio Craft of Writing	Trial HSC Examination
		Date	Term 4 2023 Week 8	Term 1 2024 Week 8	Term 2 2024 Week 10	Term 3 2024 Weeks 4-5
		Outcomes	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8, EA12-9
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		10	10	15	15
Total	100%		20%	25%	25%	30%

ENGLISH ADVANCED – COURSE OUTCOMES

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

ENGLISH EALD – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Multimodal Presentation and Reflection	Extended Response – In Class Question	Film Viewing & Analysis – In Class Examination	HSC Trial Examination
		Date	Term 4 Week 8	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 4/5
		Outcomes	EAL12-1A, EAL12-2, EAL12-4, EAL12-9	EAL12-1B, EAL12-3, EAL12-7	EAL12-5, EAL12-6, EAL12-8	All HSC Outcomes
Knowledge and understanding of course content	50		15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50		10	10	15	15
Total	100%		25%	20%	25%	30%

ENGLISH EALD – COURSE OUTCOMES

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

ENGLISH STANDARD – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Multimodal Presentation Texts and Human Experiences	Critical In-class Essay Language, Identity and Culture	Portfolio Craft of Writing	Trial HSC Examination
		Date	Term 4 2023 Week 8	Term 1 2024 Week 8	Term 2 2024 Week 10	Term 3 2024 Weeks 4-5
		Outcomes	EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-9
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		10	10	15	15
Total	100%		20%	25%	25%	30%

ENGLISH STANDARD – COURSE OUTCOMES

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

ENGLISH STUDIES – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Opinion piece with related material	Visual Representation and spoken annotations	Collection of classwork	Trial HSC Examination
		Date	Term 4 2023 Week 8	Term 1 2024 Week 8	Term 2 2024 Week 10	Term 3 2024 Weeks 4-5
		Outcomes	ES12-1, ES12-2, ES12-4, ES12-7, ES12-8	ES12-3, ES12-5, ES12-6, ES12-7, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-8, ES12-10	ES12-2, ES12-3, ES12-6, ES12-9, ES12-10
Knowledge and understanding of course content	50		15	10	15	10
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	50		10	15	15	10
Total	100%		25%	25%	30%	20%

ENGLISH STUDIES – COURSE OUTCOMES

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

EXPLORING EARLY CHILDHOOD – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Gender and Young Children Toy Portfolio	Starting School School Readiness Pack	Children’s Literature Book Review	Trial HSC Examination
		Date	Term 4 2023 Week 7	Term 1 2024 Week 7	Term 2 2024 Week 6	Term 3 2024 Weeks 4-5
		Outcomes	1.4, 2.2, 2.3, 2.4, 4.1, 6.2	1.4, 2.1, 2.2, 2.4, 6.1	1.2, 1.3, 1.4, 4.1	1.1 - 6.2
Knowledge and understanding of course content	40		10	10	10	10
Skills in: critical thinking, research, analyzing and communicating	60		10	15	15	20
Total	100%		25%	25%	25%	25%

EXPLORING EARLY CHILDHOOD – COURSE OUTCOMES

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
1.1	analyses prenatal issues that have an impact on development				✓
1.2	examines major physical, social-emotional, behavioural, cognitive and language development of young children			✓	✓
1.3	examines the nature of different periods in childhood – infant, toddler, preschool and the early school years			✓	✓
1.4	analyses the ways in which family, community and culture influence growth and development of young children	✓	✓	✓	✓
1.5	examines the implications for growth and development when a child has special needs				✓
2.1	analyses issues relating to the appropriateness of a range of services for different families		✓		✓
2.2	critically examines factors that influence the social world of young children	✓	✓		✓
2.3	explains the importance of diversity as a positive issue for children and their families	✓			✓
2.4	analyses the role of a range of environmental factors that have an impact on the lives of young children	✓	✓		✓
2.5	examines strategies that promote safe environments				✓
3.1	evaluates strategies that encourage positive behaviour in young children				✓
4.1	demonstrates appropriate communication skills with children and/or adults	✓		✓	✓
4.2	interacts appropriately with children and adults from a wide range of cultural backgrounds				✓
4.3	demonstrates appropriate strategies to resolve group conflict				✓
5.1	analyses and compares information from a variety of sources to develop an understanding of child growth and development				✓
6.1	demonstrates an understanding of decision making processes		✓		✓
6.2	critically examines all issues including beliefs and values that may influence interactions with others	✓			✓

FOOD TECHNOLOGY – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Australian Food Industry Report	Food Manufacture Research and Practical	Food Product Development Design Project	Trial HSC Examination
		Date	Term 4 2023 Week 9	Term 1 2024 Week 8	Term 2 2024 Week 8	Term 3 2024 Weeks 4-5
		Outcomes	H1.2, H1.4, H3.1	H1.1, H 2.1 H4.2	H1.3, H4.1, H5.1, H2.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.2, H5.1
Knowledge and understanding of course content	40		5	5	5	25
Knowledge and skills in designing, researching, analysing and evaluating	30		10	10	10	
Skills in preparing food by applying theoretical concepts	30			10	20	
Total	100%		15%	25%	35%	25%

FOOD TECHNOLOGY – COURSE OUTCOMES

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

INDUSTRIAL TECHNOLOGY – TIMBER AND FURNISHINGS – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Industry Case Study	Major Works Draft Report	Major Works Presentation & Showcase	Trial HSC Examination
		Date	Term 4 2023 Week 9	Term 1 2024 Week 9	Term 3 2024 Week 3	Term 3 2024 Weeks 4-5
		Outcomes	H1.1, H.1.3, H2.1 H6.1, H7.1, H7.2	H1.2, H3.1, H.3.3 H5.1	H1.2, H1.3, H2.1 H3.2, H4.1, H4.2, H4.3 H5.2, H6.2	H1.1, H1.3, H6.1 H7.1, H7.2
Knowledge and understanding of course content	40		10	10	10	10
Knowledge and skills in the management, communication and production of projects	60		10	10	20	20
Total	100%		20%	20%	30%	30%

INDUSTRIAL TECHNOLOGY – TIMBER AND FURNISHINGS – COURSE OUTCOMES

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
H1.1	investigates industry through the study of businesses in one focus area	✓			✓
H1.2	identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry		✓	✓	
H1.3	identifies important historical developments in the focus area industry	✓		✓	✓
H2.1	demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques	✓		✓	
H3.1	demonstrates skills in sketching, producing and interpreting drawings		✓		
H3.2	selects and applies appropriate research and problem-solving skills			✓	
H3.3	applies and justifies design principles through the production of a Major Project		✓		
H4.1	demonstrates competency in a range of practical skills appropriate to the Major Project			✓	
H4.2	explores the need to outsource appropriate expertise where necessary to complement personal practical skills			✓	
H4.3	critically applies knowledge and skills related to properties and characteristics of materials/components			✓	
H5.1	selects and uses communication and information processing skills		✓		
H5.2	examines and applies appropriate documentation techniques to project management			✓	
H6.1	evaluates the characteristics of quality manufactured products	✓			✓
H6.2	applies the principles of quality and quality control			✓	
H7.1	explains the impact of the focus area industry on the social and physical environment	✓			✓
H7.2	analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment	✓			✓

INVESTIGATING SCIENCE – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Scientific Investigation	Data Analysis	Depth Study	Trial HSC Examination
		Date	Term 4 2023 Week 8	Term 1 2024 Week 6	Term 2 2024 Week 7	Term 3 2024 Weeks 4-5
		Outcomes	INS12-2, INS12-3, INS12-4, INS 12-6, INS12-12	INS12-4, INS12-5, INS12-7, INS12-12, INS12-13	INS 12-1 INS12-7 <i>*See NOTES in Course Outcomes</i>	INS12-6 INS12-12 INS12-13 INS12-14 INS12-15
Skills in working scientifically	60		20	15	20	5
Knowledge and understanding of course content	40			10	5	25
Total	100%		20%	25%	25%	30%

INVESTIGATING SCIENCE – COURSE OUTCOMES

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
INS11/12-1	Questioning and predicting develops and evaluates questions and hypotheses for scientific investigation			✓	
INS11/12-2	Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information	✓		<i>*NOTE: As well as INS12-1 and INS12-7, Students must select at least TWO other working scientifically outcomes for their Depth Study.</i>	
INS11/12-3	Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information	✓			
INS11/12-4	Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	✓	✓		
INS11/12-5	Analysing data and information analyses and evaluates primary and secondary data and information		✓		
INS11/12-6	Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes	✓			
INS11/12-7	Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose		✓	✓	
INS11/12-12	develops and evaluates the process of undertaking scientific investigations	✓	✓	<i>*NOTE: Students must select at least ONE knowledge and understanding outcome for their Depth Study.</i>	✓
INS11/12-13	describes and explains how science drives the development of technologies		✓		✓
INS11/12-14	uses evidence-based analysis in a scientific investigation to support or refute a hypothesis				✓
INS11/12-15	evaluates the implications of ethical, social, economic and political influences on science				✓

LEGAL STUDIES – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Core Study: Crime Case File and Extended Response	Core Study: Crime and Human Rights Topic Test	Family Essay	All Topics Trial HSC Examination
		Date	Term 4 2023 Week 10	Term 1 2024 Week 9	Term 2 2024 Week 9	Term 3 2024 Weeks 4-5
		Outcomes	H1, H4, H6, H8, H9	H1, H2, H3, H5, H9	H5, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Knowledge and understanding of course content	40		5	15	5	15
Analysis and evaluation	20		5		5	10
Inquiry and research	20		5	5	10	
Communication of legal information, issues and ideas in appropriate forms.	20		5	5	5	5
Total	100%		20%	25%	25%	30%

LEGAL STUDIES – COURSE OUTCOMES

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
H1	identifies and applies legal concepts and terminology	✓	✓		✓
H2	describes and explains key features of and the relationship between Australian and international law		✓		✓
H3	analyses the operation of domestic and international legal systems		✓		✓
H4	evaluates the effectiveness of the legal system in addressing issues	✓			✓
H5	explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change		✓	✓	✓
H6	assesses the nature of the interrelationship between the legal system and society	✓			✓
H7	evaluates the effectiveness of the law in achieving justice			✓	✓
H8	locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents	✓		✓	✓
H9	communicates legal information using well-structured and logical arguments	✓	✓	✓	✓
H10	analyses differing perspectives and interpretations of legal information and issues			✓	✓

MATHEMATICS ADVANCED – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Assignment	Sighted Test	In Class Test	Trial HSC Examination
		Date	Term 1 2024 Week 3	Term 1 2024 Week 7	Term 2 2024 Week 8	Term 3 2024 Weeks 4-5
		Outcomes	MA12-1, MA12-3, MA12-5, MA12-6, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10
Concepts, skills and techniques	50		10	10	15	15
Reasoning and communication	50		15	10	10	15
Total	100%		25%	20%	25%	30%

MATHEMATICS ADVANCED – COURSE OUTCOMES

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

MATHEMATICS EXTENSION 1 – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	In Class Test	Assignment	Sighted test	Trial HSC Examination
		Date	Term 4 2023 Week 9	Term 1 2024 Week 6	Term 2 2024 Week 7	Term 3 2024 Weeks 4-5
		Outcomes	ME12-1, ME12-6, ME12-7	ME12-1, ME12-2, ME12-6, ME12-7	ME12-1, ME12-3, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7
Concepts, skills and techniques	50		10	10	15	15
Reasoning and communication	50		10	15	10	15
Total	100%		20%	25%	25%	30%

MATHEMATICS EXTENSION 1 – COURSE OUTCOMES

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

MATHEMATICS EXTENSION 2 – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Assignment	Sighted test	In class test	Trial HSC Examination
		Date	Term 1 2024 Week 2	Term 1 2024 Week 9	Term 2 2024 Week 9	Term 3 2024 Weeks 4-5
		Outcomes	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	MEX12-3, MEX12-5, MEX12-6, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8
Concepts, skills and techniques	50		10	15	10	15
Reasoning and communication	50		15	10	10	15
Total	100%		25%	25%	20%	30%

MATHEMATICS EXTENSION 2 – COURSE OUTCOMES

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

MATHEMATICS STANDARD 1 – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Assignment	In Class Test	Sighted Test	Trial HSC Examination
		Date	Term 1 2024 Week 3	Term 1 2024 Week 7	Term 2 2024 Week 8	Term 3 2024 Weeks 4-5
		Outcomes	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-6, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10
Understanding Fluency Communication	50		10	10	15	15
Problem solving Reasoning Justification	50		15	10	10	15
Total	100%		25%	20%	25%	30%

MATHEMATICS STANDARD 1 – COURSE OUTCOMES

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
MS1-12-1	uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts			✓	✓
MS1-12-2	analyses representations of data in order to make predictions and draw conclusions		✓		✓
MS1-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness	✓	✓		✓
MS1-12-4	analyses simple two-dimensional and three- dimensional models to solve practical problems	✓	✓		✓
MS1-12-5	makes informed decisions about financial situations likely to be encountered post- school				✓
MS1-12-6	represents the relationships between changing quantities in algebraic forms			✓	✓
MS1-12-7	solves problems requiring statistical processes		✓		✓
MS1-12-8	applies network techniques to solve network problems			✓	✓
MS2-12-9	chooses and uses appropriate technology effectively and recognises appropriate times for such use	✓	✓	✓	✓
MS2-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others	✓	✓	✓	✓

MATHEMATICS STANDARD 2 – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Assignment	In Class Test	Sighted Test	Trial HSC Examination
		Date	Term 1 2024 Week 3	Term 1 2024 Week 7	Term 2 2024 Week 8	Term 3 2024 Weeks 4-5
		Outcomes	MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	MS2-12-2, MS2-12-3 MS2-12-4 MS2-12-7 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-5 MS2-12-6 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-9 MS2-12-10
Understanding Fluency Communication	50		10	10	15	15
Problem solving Reasoning Justification	50		15	10	10	15
Total	100%		25%	20%	25%	30%

MATHEMATICS STANDARD 2 – COURSE OUTCOMES

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

MODERN HISTORY – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Core Study: Power and Authority Source-based task	National Studies Historical Inquiry Essay	Peace and Conflict In class essay	All topics Trial HSC Examination
		Date	Term 4 2023 Week 8	Term 1 2024 Week 6	Term 2 2024 Week 7	Term 3 2024 Weeks 4-5
		Outcomes	MH12-1, MH12-6, MH12-7, MH12-9	MH12-1, MH12-2, MH12-3, MH12-5, MH12-8, MH12-9	MH12-1, MH12-3, MH12-6, MH12-9,	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9
Knowledge and understanding of course content	40		5	10	10	15
Historical skills in the analysis and evaluation of sources and interpretations	20		5		5	10
Historical inquiry and research	20		5	10	5	
Communication of historical understanding in appropriate forms	20		5	5	5	5
Total	100%		20%	25%	25%	30%

MODERN HISTORY – COURSE OUTCOMES

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

MUSIC – ASSESSMENT SCHEDULE

Assessment Component	NESAsyllabus Weighting	Task	1	2	3	4
		Task Name	Composition Portfolio and Aural Analysis	Performance and Musicology Presentation	Presentation or Submission of Elective Option for Topics 1 and 2	Trial HSC Examination: Aural Skills Exam and Presentation or Submission of Elective Option for Topic 3
		Date	Term 4 2023 Week 10	Term 1 2024 Week 8	Term 2 2024 Week 6	Term 3 2024 Weeks 4-5
		Outcomes	H3, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6	H1, H2, H3, H4, H5, H6, H7, H8	H1, H2, H3, H4, H5, H6, H7, H8
Performance	10		10			
Composition	10	10				
Musicology	10		10			
Aural	25	10				15
Electives	45			30		15
Total	100%		20%	20%	30%	30%

MUSIC – COURSE OUTCOMES

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
H1	performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble		✓	✓	✓
H2	reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied		✓	✓	✓
H3	improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied	✓		✓	✓
H4	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles	✓	✓	✓	✓
H5	critically evaluates and discusses performances and compositions	✓	✓	✓	✓
H6	critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening	✓	✓	✓	✓
H7	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied	✓		✓	✓
H8	identifies, recognises, experiments with, and discusses the use and effects of technology in music	✓		✓	✓
**H9	performs as a means of self- expression and communication				
**H10	demonstrates a willingness to participate in performance, composition, musicology and aural activities				
**H11	demonstrates a willingness to accept and use constructive criticism				

** Outcomes H9, H10 and H11 are values and attitudes outcomes and are not to be assessed in the HSC assessment program.

PERSONAL DEVELOPMENT, HEALTH, AND PHYSICAL EDUCATION – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Option 3 Sports Medicine Scenarios task	Core 2 Factors Affecting Performance Topic Test	Core 1 Health Priorities in Australia Research Task	Trial HSC Examination
		Date	Term 4 2023 Week 8	Term 1 2024 Week 10	Term 2 2024 Week 10	Term 3 2024 Weeks 4-5
		Outcomes	H8, H13, H16, H17	H7, H8, H9, H10, H11, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16
Knowledge and understanding of course content	40		5	15	10	10
Skills in critical thinking, research, analysing and communicating	60		10	15	20	15
Total	100%		15%	30%	30%	25%

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION – COURSE OUTCOMES

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
H1	describes the nature and justifies the choice of Australia’s health priorities			✓	✓
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk			✓	✓
H3	analyses the determinants of health and health inequities			✓	✓
H4	argues the case for health promotion based on the Ottawa Charter			✓	✓
H5	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities			✓	✓
H6	demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)				
H7	explains the relationship between physiology and movement potential		✓		✓
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity	✓	✓		✓
H9	explains how movement skill is acquired and appraised		✓		✓
H10	designs and implements training plans to improve performance		✓		✓
H11	designs psychological strategies and nutritional plans in response to individual performance needs		✓		✓
H12	analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)				
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)	✓			✓
H14	argues the benefits of health-promoting actions and choices that promote social justice			✓	✓
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all			✓	✓
H16	devises methods of gathering, interpreting and communicating information about health and physical activity concepts	✓	✓	✓	✓
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation	✓	✓		✓

PHYSICS – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Data analysis	Depth Study	First-hand Investigation	Trial HSC Examination
		Date	Term 4 2023 Week 7	Term 1 2024 Week 7	Term 2 2024 Week 6	Term 3 2024 Weeks 4-5
		Outcomes	PH12-4, PH12-5, PH12- 6 PH12-12	PH12 - 1, PH12-7 <i>*See NOTES in Course Outcomes</i>	PH12-2, PH12-3, PH12 -4, PH12-14	PH12-6, PH12-12, PH12-13, PH12-14, PH12-15
Skills in working scientifically	60		20	15	20	5
Knowledge and understanding of course content	40			10	5	25
Total	100%		20%	25%	25%	30%

PHYSICS – COURSE OUTCOMES

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
PH11/12-1	Questioning and predicting develops and evaluates questions and hypotheses for scientific investigation		✓		
PH11/12-2	Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information		<i>*NOTE: As well as PH12-1 and PH12-7, Students must select at least TWO other working scientifically outcomes for their Depth Study.</i>	✓	
PH11/12-3	Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information			✓	
PH11/12-4	Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media	✓		✓	
PH11/12-5	Analysing data and information analyses and evaluates primary and secondary data and information	✓			
PH11/12-6	Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes	✓			✓
PH11/12-7	Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose		✓		
PH12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles	✓	<i>*NOTE: Students must select at least ONE knowledge and understanding outcome for their Depth Study.</i>		✓
PH12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively				✓
PH12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world			✓	✓
PH12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom				✓

SOCIETY AND CULTURE – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Core – Continuity and Change Topic Test	PIP Progress Report / Presentation / Diary / Update	Depth Study Extended Responses	All Topics Trial HSC Examination
		Date	Term 4 2023 Week 7	Term 2 2024 Week 10	Term 2 2024 Week 9	Term 3 2024 Weeks 4-5
		Outcomes	H1, H2, H5, H8, H9, H10	H4, H6, H7, H8, H10	H2, H3, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10
Knowledge and understanding of course content	50		10	5	15	20
Application and evaluation of social and cultural research methods	30		5	15	5	5
Communication of information, ideas and issues in appropriate forms	20		5	5	5	5
Total	100%		20%	25%	25%	30%

SOCIETY AND CULTURE – COURSE OUTCOMES

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
H1	Evaluates and effectively applies social and cultural concepts	✓			✓
H2	Explains the development of personal, social and cultural identity	✓		✓	✓
H3	Analyses relationships and interactions within and between social and cultural groups			✓	✓
H4	Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy		✓		✓
H5	Analyses continuity and change and their influence on personal and social futures	✓			✓
H6	Evaluates social and cultural research methods for appropriateness to specific research tasks		✓		✓
H7	Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias		✓	✓	✓
H8	Uses planning and review strategies to conduct ethical, social and cultural research that is appropriate for tasks ranging from the simple to the complex	✓	✓		
H9	Applies complex course language and concepts appropriate for a range of audiences and contexts	✓		✓	✓
H10	Communicates complex information, ideas and issues using appropriate written, oral and graphic forms	✓	✓	✓	✓

SPORTS LIFESTYLE AND RECREATION STUDIES – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Sports Administration MAHS Sports Day	Games and sport application Skill and Gameplay	First Aid Topic Test	Individual Games and Sports Applications Video analysis
		Date	Term 4 2023 Week 8	Term 1 2024 Ongoing	Term 1 2024 Week 6	Term 2 Week 10
		Outcomes	1.1, 1.3, 1.6, 3.2, 4.2, 4.5	1.1, 1.3, 2.1, 3.1, 4.1,	1.3, 3.6, 4.5	1.1, 1.3, 2.1, 3.1, 4.1, 4.4
Knowledge and understanding of course content	40		10	10	10	10
Skills in critical thinking, research, analysing and communicating	60		20	10	10	20
Total	100%		30%	20%	20%	30%

SPORTS LIFESTYLE AND RECREATION STUDIES – COURSE OUTCOMES

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
1.1	applies the rules and conventions that relate to participation in a range of physical activities	✓	✓		✓
1.2	explains the relationship between physical activity, fitness and healthy lifestyle				
1.3	demonstrates ways to enhance safety in physical activity	✓	✓	✓	✓
1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia				
1.6	describes administrative procedures that support successful performance outcomes	✓			
2.1	explains the principles of skill development and training		✓		✓
2.2	analyses the fitness requirements of specific activities				
2.3	selects and participates in physical activities that meet individual needs, interests and abilities				
2.4	describes how societal influences impact on the nature of sport in Australia				
2.5	describes the relationship between anatomy, physiology and performance				
3.1	selects appropriate strategies and tactics for success in a range of movement contexts		✓		✓
3.2	designs programs that respond to performance needs	✓			
3.3	measures and evaluates physical performance capacity				
3.6	assesses and responds appropriately to emergency care situations			✓	
4.1	plans strategies to achieve performance goal		✓		✓
4.2	demonstrates leadership skills and a capacity to work cooperatively in movement context	✓			
4.4	demonstrates competence and confidence in movement contexts				✓
4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity	✓		✓	

VISUAL DESIGN – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Task 1 Developing Design	Task 2 Design Practice	Task 3 Research Project	Task 4 Showcase: Presentation of the individual project.
		Date	Term 4 2023 Week 10	Term 1 2024 Week 11	Term 2 2024 Week 7	Term 3 2024 Week 3
		Outcomes	DM1, DM2	DM2, DM3, DM4	CH1, CH2, CH3, CH4	DM4, DM5, DM6
Designing and Making	70		20	20		30
Critical and Historical Studies	30				30	
Total	100%		20%	20%	30%	30%

VISUAL DESIGN – COURSE OUTCOMES

	COURSE OUTCOMES	TASK 1	TASK 2	TASK 3	TASK 4
DM1	Generates a characteristic style that is increasingly self-reflective in their design practice.	✓			
DM2	Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works.	✓	✓		
DM3	Investigates different points of view in the making of designed works.		✓		
DM4	Generates images and ideas as representations/simulations.		✓		
DM5	Develops different techniques suited to artistic and design intentions in the making of a range of works.				✓
DM6	Takes into account issues of Work Health and Safety in the making of a range of works.				✓
CH1	Generates in their critical and historical practice ways to interpret and explain design.			✓	✓
CH2	Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations.			✓	
CH3	Distinguishes between different points of view using frames in their critical and historical investigations.			✓	
CH4	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields design.			✓	

WORK STUDIES – ASSESSMENT SCHEDULE

Assessment Component	NESA Syllabus Weighting	Task	1	2	3	4
		Task Name	Task 1	Task 2	Task 3	Task 4
		Date	Term 4 2023 Week 10	Term 1 2024 Week 8	Term 2 2024 Week 10	Term 3 2024 Week 7
		Outcomes	2, 5	1, 2, 3, 4, 5, 6, 7, 8	2, 5, 6, 7, 9	5, 6, 8
Skills	70		15	20	20	15
Knowledge and Understanding	30		5	10	10	5
Total	100%		20%	30%	30%	20%

WORK STUDIES – COURSE OUTCOMES

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

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

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

VET courses allow students to gain **both** HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment. Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.

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

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

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

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

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

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and **ONLY ONE** can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have **mandatory or recommended industry specific work placement**.

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

HOW VET COURSE ASSESSMENTS ARE GRADED

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

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

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

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

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
	6 PRELIMINARY UOCs						
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	240 Indicative Hours over 2 years
Term 1	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe	50 % Preliminary Exam 35 hrs. Work placement
Term 2	CPCCCM1001 CPCCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	CP-C CP-C	M M	35	Cluster 3 – Working it out	
Term 3	CPPCCOM2001 CPCCPOM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 – Project Planning	
	11 HSC UOCs						
Terms 4/5 Option 1	CPCCBL20001 CPCCBL2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	CP-E C-E	E E	30	Cluster 5 – Brick and Blocklaying	35 hrs. Work placement
Terms 4/5 Option 2	CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	CP-E C-E	E E	35	Cluster 5 – Wall and Floor Tiling	50% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Terms 4/5/6/7	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	CP-E C CP-E	E M E	50	Cluster 6 – Tools, Equipment and Materials	
Terms 5/6/7	CPCCVE1011 CPCCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	C CP-C	M M	55	Cluster 7 – Major Project	

NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.	Total hours	235-240-245	Units of competency from the HSC focus areas will be included in the optional HSC examination.
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Hospitality
 Qualification: SIT20322 Certificate II in Hospitality
 Cohort 2023 - 2024
 Training Package SIT Tourism, Travel and Hospitality (version2.1)

Ultimo RTO - Department of Education - 90072

School Name: Mount Annan High School

Assessment Schedule Year 11 - 2023

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Preliminary Yearly Exam** (Optional)
		Week 8	Week 9
		Term 3	Term 3
		Date 2023	Date 2023
Code	Unit of Competency		
SITXFSA005	Use hygienic practices for food safety	x	x
SITXWHS005	Participate in safe work practices	x	x
SITXFSA006	Participate in safe food handling practices	x	x
SITHCCC025	Prepare and present sandwiches	x	
SITXCOM007	Show social and cultural sensitivity	x	x
SITXCCS011	Interact with customers	x	x

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards 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.**

School Name: Mount Annan High School

Assessment Schedule Year 12 – 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2	Task 3	Task 4	½ yearly Exam**	Trial Exam**
		Week 10	Week 10	Week 10	Week 10	Week 10
Term 4	Term 5	Term 7	Term 1	Term 1	Term 3	
Date: 2024	Date: 2024	Date: 2024	Date: 2024	Date: 2024	Date: 2024	
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**.