



ELDERSLIE HIGH SCHOOL HSC ASSESSMENT GUIDELINES 2023 – 2024

TO GUIDE STUDENTS TOWARDS THE REALISATION OF THEIR PERSONAL BEST

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Year 12: 2023-2024 Calendar

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10						
Term 4 2023 11 Weeks Beginning Mon 9 th Oct	9/10/23	16/10/23	23/10/23	30/10/23	6/11/23	13/11/23	20/11/23	27/11/23	4/12/23	11/12/23						
							Year 12 2023 Assessment Period 1			Science Ext Task 1						
							Lines 6/7 Eng Ex1/2 Math Ext 1 Biology Business	Lines 3/4 PDHPE	Lines 1/2/5 Math Ext2 Legal Ancient H	Drama Task 1						
Term 1 2024 11 Weeks Beginning Tues 30 th Jan	30/01/24	5/02/24	12/02/24	19/02/24	26/02/24	4/03/24	11/03/24	18/03/24	25/03/24	1/04/24	8/04/24					
						Year 12 2024 Assessment Period 2			Science Ext Task 4 Legal							
						Lines 6/7 Eng Ex1/2 Math Ext 1 Business	Lines 3/4 PDHPE	Lines 1/2/5 Math Ext 2 Ancient H								
Term 2 2024 10 Weeks Beginning Tues 29 th April	29/04/24	6/05/24	13/05/24	20/05/24	27/05/24	3/06/24 Textiles & Design Task 3	10/06/24	17/06/24	24/06/24	1/07/24						
									Year 12 2024 Assessment Period 3 Trial Examinations							
Term 3 2024 10 Weeks Beginning Mon 22 nd July	22/07/24	29/07/24	5/08/24	12/08/24	19/08/24	26/08/24	2/09/24	9/09/24	16/09/24	23/09/24						
												Major works & Practical Performances Due				
												History Extension Music		Society & Culture Industrial Technology		Visual Arts Ext 2 English
												Science Ext Task 3				
												Year 12 2024 Assessment Period 4				
												HSC CAPA Evening-Music/VA Task History Ext	Lines 6/7 Eng Ex1/2 Math Ext 1 Ancient H Business	Lines 3/4 PDHPE	Lines 1/2/5 Maths Ext 2 Dance Legal Ancient H	

Assessment Guidelines

1. DEFINITION: Assessments measure students' achievements over a wider range of syllabus outcomes than can be measured by the external examination and are based on multiple measures and observations made throughout the HSC course rather than a single assessment event.

Assessment tasks are your opportunity to show what you know, understand and can do. School-based assessments also give you the chance to identify and improve any weak areas in your knowledge before you sit your external HSC exams. Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus.

In all courses, assessment tasks will be designed so that you can demonstrate your level of achievement of the course outcomes. There will be a variety of task types that may include formal examinations, practical tests, oral tests, research projects, process diaries, etc, appropriate for the outcomes being assessed.

The maximum number of tasks in any 2-unit course will be **four** including the Trial HSC. The maximum number of tasks in any 1-unit course, including any extension course, will be **three**. In the case of Extension courses, if you fail to meet the assessment requirements for the co-requisite 2-unit course you will not receive a result in either course. All weightings and components are listed according to the relevant syllabus.

Assessments measure performance in the whole course, but do not take into account interests, attitudes or conduct.

2. Issuing and Receiving the Assessment Guidelines, Assessment Outline and Assessment Notification

- All Year 12 students are issued this Assessment Guideline at the commencement of the HSC Course. You will sign that you have received your copy.
- All Year 12 students are then issued with the Assessment Outline for each subject at the commencement of each HSC course. You will be required to sign that you have received a copy. Staff will explain the Assessment Outline when it is issued. Ongoing assistance is available from the class teacher, Head Teacher, and the relevant Deputy Principal.
- HSC Assessment tasks do not commence until the completion of the Preliminary Course.
- **You will be given at least two weeks notice of an assessment task in writing** on an Assessment Notification. The Assessment Notification will include the task number, topic or area of study, date received, the date and time for its completion or submission, rationale, the value or weighting of the task, outcomes to be assessed, task description, details of task format eg essay, oral presentation etc, and assessment criteria. **If you are absent for the issuing of an assessment notification, it is your responsibility to obtain the task information.** There will not be a change to the due date because of your absence.
- Assessment Periods are set out on an Assessment Calendar (Page 3) according to elective lines to ensure that a minimum number of assessment tasks are due at the same time. Assessment tasks will not be set with a due date that is in the week prior to any examination period.

Due to unforeseen circumstances, minor variations of the program may be necessary. These will be negotiated with the students and a **written statement of the changes signed by the class teacher, Head Teacher and all students.**

3. Completion of Assessment Tasks At School

You have a responsibility to be present in class for all assessment tasks. **These tasks take priority over all other school activities.** If you are aware of circumstances that may prevent your attendance in class for a task you must make these circumstances known to your class teacher and the appropriate Head Teacher **before** the day of the task **and** must use the Illness/Misadventure Application for Extension/Appeal Process. You must ensure that arrangements have been made to complete the task or a substitute task.

It is important that you attend on days with scheduled assessment tasks for the WHOLE DAY. Taking time off school to prepare assessment tasks on the due date is MALPRACTICE. It is a form of cheating. You will receive a **zero mark** for the task.

If you are late for school on the day of a scheduled assessment task you must report to the office and obtain a late pass before attempting an assessment task. You must go through the Illness/Misadventure Application for Extension/Appeal Process (refer to point 6).

If a class teacher is absent when an assessment is due for completion on that day, the Head Teacher will determine whether the task can proceed with another teacher. If it needs to be rescheduled, all students will be appropriately informed and sign that they are aware of the new date and time.

Year 12 Half Yearly and Trial HSC examinations will all involve anonymous marking. (NESA student number will be used.)

4. 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 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.

5. Submission of Assessment Tasks Completed at Home

You must submit assessment tasks yourself personally to the relevant teacher (or delegate) by the due date and time specified on the Assessment Notification form – tasks are not to be left at staffrooms, in classrooms or anywhere else. You must use the Illness/Misadventure Application for Extension/Appeal Process if there is any variation.

If you are unable to attend school on the day the task is due you must submit the task before school on the next day you are at school. You must then go through the Illness/ Misadventure Application for Extension/Appeal Process (refer to point 6) or a **zero mark** will be awarded.

You may arrange for delivery of the task to the school on the due day. The date and time of receipt of the task should be recorded and signed (by both the individual delivering and receiving) on the task cover sheet and the appropriate Head Teacher notified. You must then go through the Illness/Misadventure Application for Extension/Appeal Process (refer to point 6) or a **zero mark** will be awarded.

6. Illness/Misadventure Application for Extension/Appeal Process

If any assessment task is missed, is overdue or late or any other anomaly arises, the Illness/Misadventure Application for Extension/Appeal 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) you **must** do the following:

1. **Ring 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 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 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 Application form** from the 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 a ZERO mark 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 Application form**, outlining your reasons and adding all documentation or evidence from a health professional or another relevant person eg 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.
5. **Lodge the completed Illness/ Misadventure Application form to the relevant Head Teacher *within one week of the due date of the task*.**
6. **The Head Teacher** sights a medical certificate, notes it on the form and submits the medical certificate to the Roll Office. **The Head Teacher makes a written recommendation on the Application form and meets with the relevant Deputy Principal** to discuss the Application, liaising with the class teacher where necessary.
7. **Students will be notified of the result of their Application by the Head Teacher/Class Teacher.**
8. If successful, the completed assessment task will be marked as usual and the mark will stand. If unsuccessful, Students/Parents then have the right to appeal this decision within 5 school days. The Appeal form is available from the relevant Head Teacher. In the case of an unsuccessful Appeal, the Class Teacher will notify the parents in writing (through an official NESA letter) of the zero mark.
9. **Medical certificates** - Medical certificates from a qualified medical practitioner with whom the student has engaged in a face-to-face consultation will be accepted as supporting documentation for misadventure/illness appeal. Online medical certificates will not be accepted.
10. **Estimates - Year 12** - If the assessment misadventure/illness application is upheld, students will complete an alternate task to demonstrate outcome achievement and to form the basis of an estimated mark. In Year 12, the estimated assessment task mark will be derived through consideration of all tasks completed and the student ranking in the subject.

7. Failure to Complete or Submit an Assessment Task

Where a task is not completed and there is no valid reason, **a zero mark** will be recorded for that task and parents will be notified through an official NESA 'N' Warning letter. Such tasks cannot be counted to satisfy the course completion criteria. Advice to satisfactorily meet course requirements will be outlined in this 'N' Warning letter.

All zero tasks need to be submitted regardless of reasons so that performance on relevant outcomes can still be seen.

If you have a prolonged absence or are physically unable to complete a task (eg. an accident) the Head Teacher will generate a substitute task upon your return, or in exceptional circumstances (and after consultation with the relevant Deputy Principal), an estimate in line with other proven performances may be issued.

If you are suspended, you must still submit tasks on the due dates. The Deputy Principal will negotiate alternative arrangements for in-class tasks and/or formal examinations.

8. Assessment Tasks and Other School Sanctioned Commitments

In the event of an assessment task clashing with work placement or any other approved school activity (compulsory course excursions, school camps, representative sports, etc), which you are to attend, it is your responsibility to notify teachers of this commitment well in advance. You may apply for an extension before the event occurs or submit the task prior to the engagement. Otherwise, you may be given approval to complete or submit the task in the first lesson in that subject upon your return or complete a substitute task. **Approval for late submission/completion of a task must be requested in advance.**

9. Extension of Time for an Assessment Task

Through using the Illness/Misadventure Application for Extension Application Process, the Deputy Principal (acting on Head Teacher recommendation) may grant an extension of time. Extension must be **sought at least one week before the due date**. No teacher is to grant an extension as this is unfair to the greater number of students.

10. Conduct during Assessment Tasks (Including Examination Periods)

You must follow the examination rules and teachers' instructions at all times during the conduct of an assessment task. You may not have electronic devices, mobile phones and/or notes without the specific approval of the teacher conducting the task. Notes must not be taken from an assessment task room without the approval of the teacher in charge. You must not behave in any way that is likely to disturb the work of any other student or upset the conduct of the task. If you engage in misconduct you risk being excluded from an assessment task and/or receiving **a zero mark** for that task, and parents will be notified. The Illness/Misadventure Application for Extension Application Process can be followed by the affected parties.

11. Malpractice

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Dishonest behaviour includes plagiarism, regardless of the quantity. Proven cases of undertaking or assisting in cheating or dishonest practices may receive **a zero mark** for part or all of the task and parents will be notified. Students will be issued an N Warning Letter and the incident will be recorded on the NESA Malpractice Register. If you facilitate cheating (eg. providing your work to be 'looked at' or copied), you are cheating. The Illness/Misadventure Application for Extension Application Process can be followed by the affected parties. In the case of suspected malpractice, students will be required to provide evidence to show that the work is their own.

All students are aware of their obligation in relation to matters such as plagiarism as outlined in the HSC "All My Own Work" program.

12. Non-Serious Attempts

If your assessment task effort is deemed by the class teacher and Head Teacher to be non-serious you will receive **a zero mark** and parents will be notified. Non-serious attempts may include instances where there is no response to a question(s), extremely short or nonsensical responses, responses of irrelevance, those containing inappropriate comments or a refusal to complete or participate in any part of an assessment task. Please note that if a section of an examination is omitted, it will contribute its percentage value to the non-completion of 50% of assessment tasks requirement as outlined by NESA. The Illness/Misadventure Application for Extension Application Process can be followed by the affected parties.

13. Technology Problems

Computer or USB malfunction (loss of data) is not sufficient grounds for Application on its own. Computer or USB malfunction needs to be safeguarded by you through backing up, print outs, multiple copies or paper drafts. You would attach these as evidence to any genuine case through Illness/ Misadventure Application for Extension Application Process. 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.

14. Procedures for Students in Danger of Not Meeting NESA Requirements of a Course

You must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total HSC mark. NESA requires that to satisfactorily complete a course, students must also **follow the course developed or endorsed by NESA; apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and achieve some or all of the course outcomes.**

Not all class work, course work, practical, field work, tests, etc. are assessable for the HSC. All work, however contributes towards success in the HSC and to the achievement of outcomes specified in the syllabus.

You and your parents will be sent a copy (or over time, copies) of official NESA letters outlining the precise concerns and ways that you can remedy the situation. Absence from school will affect your ability to meet course completion criteria and these letters will indicate this impact. These letters will be presented as evidence to assist the Principal in determining whether you are to be issued an 'N' determination.

If an 'N' Determination is attained in English, or in a course/s that results in less than 10 units being completed you will not be eligible for the HSC.

15. Student Assessment Task Feedback

In Board Developed and Board Endorsed courses, following each assessment task you will be given your score, position in group, level of achievement of specific outcomes and the steps you need to take to improve your result. You are also entitled to know your own (not others') cumulative rank at the end of each assessment task. Cumulative ranks will be based on progress in relation to the published syllabus course assessment components. You will also be notified of your cumulative ranking in each course on a report issued by the school. Final assessment marks WILL NOT be disclosed to students as per NESA policy.

16. Disability Adjustments

Disability provisions are practical arrangements designed to help students who couldn't otherwise make a fair attempt to demonstrate their skills and knowledge under exam conditions.

NSW Education Standards Authority (NESA) is responsible for approving these provisions for the HSC examinations. The school is responsible for determining and approving adjustments for all school-based assessment tasks. These decisions are in-line with NESA guidelines on disability provisions and the *Disability Standards for Education*. Please note that school-determined provisions may **NOT** necessarily apply in the HSC examinations.

Disability provisions assist students to read examination questions and write their answers. NESA determined provisions include: diabetic provisions, writer, extra time to write, toilet breaks, computer, small group supervision, modified paper requirements, examiner aware (for speaking and performances), alternate exam venue (eg: hospital), home supervision, reader, extra time for reading, coloured paper, rest breaks. (Principal determined provisions are also available).

Students may need provisions for:

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

What is covered

Disability provisions address students' exam needs related to learning, medical, vision or hearing disabilities. For example, students with a learning disability may use reader or writer, medical disability may access toilet breaks or use adapted furniture, vision disability may use braille or large-print papers, hearing disability may use an oral or sign interpreter.

What is not covered

Disability provisions do not apply to: Conditions that may or may not occur during an exam (episodic), eg migraines. An occurrence of this type of condition would be covered by an illness/misadventure application, except when there are identifiable factors that might contribute to, or trigger, a condition. For example, if fluorescent lighting frequently results in a migraine, a student might request seating near a window with natural light. Loss of preparation time or difficulty undertaking a course, eg a musical instrument being broken some months prior to the HSC. Difficulty with reading due to English being an additional language/dialect for a student.

Trial HSC Examinations

Students in Year 12 are able to apply for disability provisions for the trial examinations. Approval for disability provisions will be approved by the Learning Support Team. Applications must be submitted to the Learning and Support Team one month before the trial examinations commence.

When to submit your application

Students in Year 12 wishing to apply for disability provisions for their HSC year can submit an application from as early as **term 4 the year prior to the HSC**. Applications for provisions should be **submitted to NESA by the end of Term 1 of the HSC year**. Applications exempt from this due date are emergency provisions and students whom the impact of their disability in exam situations is variable and unstable, i.e newly diagnosed psychiatric/neurological disorders. It is the responsibility of the student to ensure their application is received by a Learning and Support Teacher before the due date (end Term 1 of HSC year). The paperwork provided by the student and the school is submitted to NESA who examine the complexity of the case, type of disability and evidence provided. They also determine who reviews the file. NESA have a panel of specialists that includes medical practitioners, educational psychologists, and consultants for the visually or hearing impaired who make the decision and then advise the school of the outcome.

For a detailed guide to disability provisions for the HSC, <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Please speak to a Learning and Support Teacher (staffroom located top level library) to discuss applying for disability provisions.

Further information will be provided to you during the year.

Please note

It is important that all disability provision paperwork is supplied to the school within the articulated time frames. Students benefit from early and complete applications for provisions. Appeals or applications submitted close to the exam date may not be resolved in time for that exam. Please keep in mind decisions are determined by NESA and each application receives individual attention by trained and experienced NESA staff, with access to expert health professionals as required. This ensures provisions granted respond to each student's specific learning, medical and psychological health needs that have an impact in exam situations.

17. Final Assessment Rank Order Notice

Actual final HSC Assessment mark totals are not revealed to students. However, you will receive your Final HSC Assessment Rank Order Notice from the school at the graduation dinner/assembly. It is recommended that you check your final rank in each course by using the Students Online service at the NESA website after the final HSC examination and within the time period for Applications.

18. School Reviews of Assessment

If you have any concerns about the marking of an assessment task you must follow this up using the Applications process (refer to point 6) with your Classroom Teacher or the Head Teacher within one week of the return of the task.

If you consider your ranking to be incorrect you can apply to the Head Teacher for a review of your ranking. All marks and their computations (in line with syllabus requirements) are checked. Marks awarded cannot be questioned, however the process and procedures can. If there is any other concern about the administration

of an assessment task or the procedures followed, you must lodge an Illness/Misadventure Application for Extension Application form following the normal procedures and time limits so that the appeals panel of the Principal, relevant Deputy Principal and a Head Teacher can preside over the concern, consider it and inform the Principal of the decision. Once this occurs, the result of the concern will be communicated to you and/or your parents. If you are not satisfied by the school's review of your placement in the rank order for a course, the process of appealing to NESA can be provided through liaising with the relevant Deputy Principal or via the NESA website.

19. VET Courses

Assessment of VET Courses

a) Dual Accreditation of VET courses

VET courses are dual accredited. This means they allow you to gain a credential you can use in a vocational pathway beyond school whilst simultaneously contributing to the HSC. Vocational qualifications lead to recognition under the Australian Qualifications Framework (AQF) such as the award of Certificates I, II or III or Statements of Attainment toward one of these credentials.

b) Assessment in VET Courses

- AQF Assessment:

As you are assessed, you are judged as **competent** or **not yet competent**.

Assessment in all VET courses is ongoing. This means you will have more than one opportunity to demonstrate your skills in each unit of competency. You will be able to successfully complete competencies until the end of the course.

- HSC Assessment:

If you are seeking an ATAR, you MUST sit for the Higher School Certificate examination in the VET course you have studied. If you are not applying for an ATAR, there is no requirement for you to undertake the HSC examination unless you choose to do so. If you are enrolled in a VET course, you will be automatically entered for the examination until you notify the school that you no longer wish to complete it. In this situation, you will be required to obtain parental permission.

c) Formulating Assessments

All faculties in which VET courses are delivered will administer a mandatory program of assessment tasks as determined by the Department of Education. A list of these tasks can be found in the assessment schedule for each VET subject within this handbook. You should also understand that some competencies are assessed in an ongoing manner over time and evidence of competency is also gathered during work placement.

d) Reporting Competencies

Your report will contain the units that a student has gained *complete* competency in. If there are any units in which you have attained competence in *some* elements but not others, these will be reported as “not yet competent” pending the full completion of each unit. Reports will also contain information about the number of work placement hours that have been satisfactorily completed.

e) Recognition of Prior Learning (RPL)

You can apply for RPL for any unit of competency. The RPL process is an assessment process in which a student's prior achievements can be acknowledged by their current school. If you wish to apply for RPL, your teachers will still need to conduct an assessment of your skills and knowledge in the units of competency. RPL applications should be submitted at the beginning of the course.

f) VET Course Applications

In the event that a student appeals the decision made by their classroom teacher regarding an achievement of a competency, the Head Teacher or Principal may organise for another assessor to re-assess the student. This should be scheduled to occur no later than two weeks after the application has been lodged.

g) Work placement

All VET Industry Curriculum Framework courses have a mandatory work placement requirement. If a student fails to undertake the mandatory work placement component of a VET course, the principal will apply the “N” determination. The minimum number of mandatory hours spent in a workplace setting is 70 hours in a 240 hour course. This is usually arranged so that 35 hours are completed in Year 11 and a further 35 hours are completed during Year 12.

In the event of your scheduled work placement clashing with an assessment task for another subject or any other approved school activity (compulsory course excursions, school camps, representative sports, etc), which you are to attend, it is your responsibility to notify teachers of your commitment to work placement well in advance. You may apply for an extension before the event occurs or submit the task prior to the engagement. Otherwise, you may be given approval to complete or submit the task in the first lesson in that subject upon your return or complete a substitute task.

PLEASE NOTE:

**The full version of this document including individual subject Assessment Outlines
can be viewed on the school website:**

www.elderslie-h.schools.nsw.edu.au/

A Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically	Add a degree or level of accuracy depth, knowledge and understanding, (analyse/ logic, questioning, reflection and quality to (analysis/evaluation) evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against

Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole



ELDERSLIE HIGH SCHOOL
ROSA, Preliminary HSC and HSC Illness/Misadventure and
Extension Application Form

Section A Student Details	
Family Name: _____	Given Name: _____
Year/Course: _____	Class Teacher: _____

Section B **Assessment Task Details** use a separate application form for each assessment task

Task Number: _____ Topic: _____
Weighting: _____ Due Date: _____

Have you completed/submitted the assessment task? (tick) ☐ Yes ☐ No

Section C **What is the nature of the application – See page 2** **(indicate with a tick)**

☐ Misadventure ☐ Illness ☐ Extension

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 appeal the decision.

Application form handed out by Head Teacher?

YES

NO



ELDERSLIE HIGH SCHOOL
ROSA, Preliminary HSC and HSC Appeal Form

Student Name: _____	Date Application Submitted: _____
Year/Course: _____	Head Teacher Signature: _____

If the student wishes to appeal they must:

- Submit this appeal form within 5 school days of an Illness/Misadventure and Extension Application being declined.
- Attach additional supporting evidence to this application.

Section A Additional Evidence Supporting the application. Please list evidence you have attached to this application.

Student Signature

Parent/Guardian Signature

Section B Completed by the Deputy Principal

Date Received by Deputy Principal _____

Comments: Please include circumstances relevant to this application.

Deputy Principal Signature

Date

Section C Completed by the Appeals Panel

Date Received by Appeals Panel _____

☐ **Upheld**

☐ **Declined**

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

Outcome communicated to Student:

YES

NO

Student Signature

Date Received

Appeals Panel Representative Signature

Date



ELDERSLIE HIGH SCHOOL

ROSA, Preliminary HSC and HSC illness, misadventure and extension information.

Types of Application

Illness/Misadventure

If you cannot attend school on the day of an assessment task to submit or complete the task in person because of a valid reason.

Applications will only be considered when you have complied with the following guidelines:

(a) For Assessment Tasks completed at home – you must submit the assessment task before school on the next day you attend, or

(b) For Assessment Tasks completed at school – you must report to the relevant 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 attach a Medical Certificate with this application indicating how your Illness/Misadventure would affect you completing the Assessment Task.

Extension

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

Technology Problems

If you have had a computer or USB malfunction. You must attach back up 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.

Assessment Application

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

Assessment Guidelines Document – See Section 6

Illness/Misadventure and Extension Appeal Application 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) you **must** do the following:

1. **Ring 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 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 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 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 eg 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 Head Teacher within one week of the due date of the task.**
6. **The 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. (refer to point 9 of page 6 – Illness/Misadventure).**
7. **Students will be notified of the result of their application by the 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 5 school days to be considered.

How is HSC: All My Own Work Related to HSC eligibility?

All students entered for one or more HSC courses with an external examination are required to have satisfactorily completed HSC: All My Own Work or its equivalent. This requirement excludes students who are only entered for Life Skills courses or Board Endorsed courses although the program would still be available as an option for these students if this was seen as appropriate by their school.

What are the objectives and outcomes for HSC: All My Own Work?

The values and attitudes students will develop through completing the HSC: All My Own Work program are:

- a commitment to principles of good scholarship, academic honesty and ethical practices.
- respect for the fundamental rights, rules and procedures that promote honesty, equity and respect for the integrity of their own work and the work of others.

In addition, the program addresses the following objectives and outcomes:

Objectives	Outcomes
Students will develop:	A student:
1. Knowledge and understanding about scholarship principles, academic honesty and ethical practices in the context of the Higher School Certificate	1.1 demonstrates an understanding of what constitutes good scholarship and ethical practices in the context of the HSC 1.2 demonstrates an understanding of the legal context of ethical practices such as copyright law and intellectual property rights 1.3 analyses the factors that may lead to inappropriate practices 1.4 explains the benefits of respecting the integrity of works created by self and others 1.5 demonstrates an understanding of the consequences of malpractice in the context of the HSC
2. Skills in working appropriately with others in the context of the HSC	2.1 distinguishes between appropriate and inappropriate collaboration in completing school assessment tasks 2.2 evaluates opportunities to access assistance from others in completing school assessment tasks 2.3 identifies appropriate methods of acknowledging the assistance of others in completing school assessment tasks
3. Skills acknowledging the work of others appropriately to avoid plagiarism	3.1 identifies inappropriate practices such as plagiarism 3.2 attributes the work of others appropriately using referencing, bibliographic and citation conventions 3.3 applies knowledge of ethical practices to the context of the internet

Higher School Certificate Assessment 2023-2024



Course: Agriculture

Faculty: Science

Line(s): 5

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2023	Term 1 Week 8 2024	Term 2 Week 9, 10 2024	Term 3 Week 6 2024
		Product Study	Writing Task	Trial HSC Examination	Experimental Design and Analysis
Knowledge and understanding of: The physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems The impact of innovation, ethics and current issues on Australian agricultural systems	40	5	15	20	
Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing.	40	10	5	25	
Skills in effective research, experimentation and communication	20				20
Marks	100	15	20	45	20
HSC Outcomes Assessed in Tasks		H3.1, H3.2, H3.3, H3.4	H1.1, H2.1, H2.2, H3.1, H3.4	H1.1, H2.1, H2.2, H3.1, H3.4, H4.1, H5.1	H3.4, H4.1, H5.1

Outcomes:

A student:

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

Higher School Certificate Assessment 2023-2023



Course: Ancient History

Faculty: HSIE

Line(s): 2 and 4

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2023	Term 1 Week 8 2024	Term 2 Weeks 9 & 10 2024	Term 3 Week 6 2024
		Ancient Society Sparta Research	Core Study – Cities of Vesuvius In class Writing Task and Source Analysis	Trial HSC Examination	Personalities In Their Times Agrippina II Research & In Class Task
Knowledge and understanding of course content	40	5	15	15	5
Source based skills	20		5	10	5
Historical inquiry and research	20	10			10
Communication of historical understanding in appropriate forms	20	10	5		5
Marks	100	25	25	25	25
HSC Outcomes Assessed in Tasks		AH 12.3, AH 12.5	AH 12.6, AH 12.10	AH 12.10, AH 12.1, AH 12.9	AH 12.7, AH 12.8

Outcomes:

A student:

AH12-1 accounts for the nature of continuity and change in the ancient world

AH12-2 proposes arguments about the varying causes and effects of events and developments

AH12-3 evaluates the role of historical features, individuals and groups in shaping the past

AH12-4 analyses the different perspectives of individuals and groups in their historical context

AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world

AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH12-7 discusses and evaluates differing interpretations and representations of the past

AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

Higher School Certificate Assessment 2023-2023

Course: Biology

Faculty: Science

Line(s): 3 and 6



Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2023	Term 1 Week 7 2024	Term 2 Weeks 9 & 10 2024	Term 3 Week 5 2024
		Research Task	Depth Study	Trial HSC Examination	Genetics Practical Task
Knowledge and understanding of: <ul style="list-style-type: none"> the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species natural genetic change and the use of genetic technologies to induce genetic change infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease. 	40	10	10	10	10
Skills in: <ul style="list-style-type: none"> developing and evaluating questions and hypotheses for scientific investigation designing and evaluating investigations in order to obtain primary and secondary data and information conducting investigations to collect valid and reliable primary and secondary data and information selecting and processing appropriate qualitative and quantitative data and information using a range of appropriate media analysing and evaluating primary and secondary data and information solving scientific problems using primary and secondary data, critical thinking skills and scientific processes communicates scientific understanding using suitable language and terminology for a specific audience or purpose. 	60	10	15	20	15
Marks	100	20	25	30	25
HSC Outcomes Assessed in Tasks		BIO12-2-7, BIO12-14-15	BIO12-1-7, BIO12-12-13 or 14-15	BIO12-1-7, BIO12-12-15	B12-1-6 BIO12-14-15

Outcomes:

A student:

BIO12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO12-5	analyses and evaluates primary and secondary data and information
BIO12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Higher School Certificate Assessment 2023-2023

Course: Business Studies

Faculty: HSIE

Line(s): 3 and 6



Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2023	Term 1 Week 6 2024	Term 2 Week 9 & 10 2024	Term 3 Week 4 2024
		HR Extended Response Research Task	Financial Concepts Task	Trial HSC Examination	Business Report Assessment Task
Knowledge and understanding course content	45	5	10	20	10
Stimulus-Based skills	25	5	5	5	10
Inquiry and Research	10	10			
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
Marks	100	25	20	30	25
HSC Outcomes Assessed in Tasks		H3, H7, H9	H5, H10	H1, H2, H4, H6	H8, H9

Outcomes:

A student:

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

Higher School Certificate Assessment 2023-2023

Course: Community and Family Studies



Faculty: PDHPE

Line(s): 4

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2023	Term 1 Week 7 2024	Term 2 Weeks 9 & 10 2024	Term 3 Week 5 2024
		Independent Research Task Research Methodology	Research and Written Task Groups in Context	Trial HSC Examination	Case Study: Social Impacts of Technology
Knowledge and understanding of course content	40	5	10	15	10
Skills in critical thinking, research methodology, analysing and communicating	60	15	15	15	15
Marks	100	20	25	30	25
HSC Outcomes Assessed in Tasks		H4.1, H4.2	H2.2, H3.1, H3.3, H4.2, H5.1, H6.2	H1.1 to H6.2	H2.2, H3.4, H4.2, H5.2

Outcomes:

A student:

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

Higher School Certificate Assessment 2023-2023



Course: Drama

Faculty: Creative and Performing Arts

Line(s): 6

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10 2023	Term 1 Week 6 2024	Term 2 Weeks 9 & 10 2024	Term 3 Week 3 2024
		Prepared Essay	Individual Project Process Logbook	Trial Examination Written Paper Group Performance Logbook	HSC CAPA Evening Individual Project Logbook Group Performance Logbook
Making	40		15	15	10
Performing	30		5	10	15
Critically Studying	30	15		15	
Marks	100	15	20	40	25
HSC Outcomes Assessed in Tasks		H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.7, H2.1, H2.2, H2.3, H3.1, H3.3	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3

Outcomes:

Through Drama, students will develop knowledge and understanding about and skills. The student:

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

Values and attitudes*. The student

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

Through Drama, students will develop knowledge and understanding about and skills. The student:

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

Values and attitudes*. The student

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

Through Drama, students will develop knowledge and understanding about and skills. The student:

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

Values and attitudes*. The student

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 as in the HSC assessment program.

Higher School Certificate Assessment 2023-2023

Course: English Advanced

Faculty: English

Line(s): 1



Assessment Components	Modes	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2023	Term 1 Week 8 2024	Term 2 Week 9 & 10 2024	Term 3 Week 6 2024
		Multimodal Presentation: Common Module	Persuasive Response: Module B	Trial HSC Examination	Module C Craft of Writing Module C
Knowledge and Understanding of Course Content	Reading		10	5	10
	Writing	10	10	10	10
	Speaking	5			
	Listening			5	
Skills in Responding to Texts and Communication of Ideas Appropriate to Audience, Purpose and Context Across All Modes	Viewing			5	5
	Representing	10		5	
	WEIGHTING %	25	20	30	25
HSC Outcomes Assessed in Tasks		EA12-1, EA12-2, EA12-3, EA12-4 EA12-5, EA12-6, EA12-7, EA 12-8, EA12-9	EA12-1, EA12-3, EA12-5, EA12-7, EA12-8	EA12-2, EA12-3, EA12-4 EA12-5, EA12-7, EA12-9	EA12-1, EA12-2, EA12-3, EA12-4 EA12-5, EA12-6, EA12-7, EA 12-8, EA12-9

Outcomes:

A student:

- EA12-1: Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2: Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA12-3: Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA12-4: Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA12-5: Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA12-6: Investigates and evaluates the relationship 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

Higher School Certificate Assessment 2023-2023

Course: English Standard

Faculty: English

Line(s): 1



ASSESSMENT COMPONENTS	MODES	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2023	Term 1 Week 8 2024	Term 2 Week 9 & 10 2024	Term 3 Week 6 2024
		Multimodal Presentation: Common Module	Persuasive Response: Module B	Trial HSC Examination	Imaginative/Reflective: Module C
Knowledge and Understanding of Course Content	Reading		10	5	10
	Writing	10	10	10	10
	Speaking	5			
	Listening			5	
Skills in Responding to Texts and Communication of Ideas Appropriate to Audience, Purpose and Context Across All Modes	Viewing			5	5
	Representing	10		5	
	WEIGHTING %	25	20	30	25
HSC Outcomes Assessed in Tasks		EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-2, EN12-3, EN12-4, EN12-5, EN12-7, EN12-9	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9

Outcomes:

A student:

EN12-1:Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3:Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4:Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5: Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6: Investigates and explains the relationship 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

Higher School Certificate Assessment 2023-2023

Course: English Extension One

Faculty: English

Line(s): Offline



ASSESSMENT COMPONENTS	MODES	Task 1	Task 2	Task 3
		Term 4 Week 7 2023	Term 1 Week 6 2024	Term 2 Week 9 & 10 2024
		Imaginative Response & Reflection Common Mod – Lit Worlds	Critical Response & Evaluation Related Text Re-imagined Worlds	Trial HSC Examination
Knowledge and understanding of texts and why they are valued Skills in complex analysis, composition and investigation	Reading	15	10	15
	Writing	15	10	15
	Speaking		10	
	Listening		10	
	WEIGHTING %	30	40	30
HSC Outcomes Assessed in Tasks		EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5

Outcomes:

A student:

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

Higher School Certificate Assessment 2023-2023

Course: English Extension Two

Faculty: English

Line(s): Offline



ASSESSMENT COMPONENTS	MODES	Task 1	Task 2	Task 3
		Term 4 Week 7 2023	Term 1 Week 6 2024	Term 2 Week 9 & 10 2024
		Viva Voce	Review	Critique
<p>Objective One: Skills in extensive, independent investigation</p> <p>Objective Two: Skills in sustained composition</p>	Reading	10	10	20
	Writing		10	30
	Speaking	10		
	Listening		10	
	WEIGHTING	20	30	50
HSC Outcomes Assessed in Tasks		EEX12-1	EEX12-2	EEX12-3, EEX12-4, EEX12-5

Outcomes:

A student:

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

Higher School Certificate Assessment 2023-2023

Course: English Studies

Faculty: English

Line(s): 1



ASSESSMENT COMPONENTS	MODES	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2023	Term 1 Week 8 2024	Term 2 Week 9 & 10 2024	Term 3 Week 6 2024
		Multimodal Presentation: Common Module	Persuasive Response	Trial HSC Examination	Portfolio
Knowledge and Understanding of Course Content	Reading		10	5	10
	Writing	10	10	5	10
	Speaking	5			
	Listening			5	
Skills in Responding to Texts and Communication of Ideas Appropriate to Audience, Purpose and Context Across All Modes	Viewing			5	5
	Representing	10		5	5
	WEIGHTING %	25	20	25	30
HSC Outcomes Assessed in Tasks		ES12-1, ES12-2, ES12-3, ES12-4 ES12-5, ES12-6, ES12-7, ES 12-8, ES12-9	ES12-1, ES12-3, ES12-5, ES12-7, ES12-8, ES12-10	ES12-2, ES12-3, ES12-4 ES12-5, ES12- 7, ES12-9	ES12-1, ES12-2, ES12-3, ES12-4 ES12-5, ES12-6, ES12-7, ES12-8, ES12-9

Outcomes:

A student:

- ES12-1: Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES12-2: Identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual and 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 explore 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

Higher School Certificate Assessment 2023-2023

Course: Exploring Early Childhood

Faculty: PDHPE

Line(s): 6



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 4 Week 7 2023	Term 1 Week 6 2024	Term 3 Week 4 2024
		Children's Literature Task	Field Report of a Contemporary Issue in Early Childhood	Portfolio of Child Care Design and Activities
Knowledge and understanding of course content	50	10	20	20
Skills in critical thinking, research methodology, analysing and communication	50	15	15	20
Marks	100	25	35	40
HSC Outcomes Assessed in Tasks		1.2, 1.3, 4.1, 4.2	1.4, 2.2, 2.4, 5.1	All Outcomes may be assessed

Outcomes:

A student:

- 1.1 Analyses prenatal issues that have an impact on development
- 1.2 Examines major physical socio-economical, behavioral, 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 behavior 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.

Values and Attitudes

A student:

- V1.1 Displays a willingness to respond to the individual needs of young children and families.
- V1.2 Interacts with children and adults in a positive non-judgmental and accepting manner.
- V2.1 Appreciates the importance of facilitating responsible and supportive interactions with young children.

Higher School Certificate Assessment 2023-2023

Course: Food Technology

Faculty: TAS

Line(s): 4



Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2023	Term 1 Week 7 2024	Term 2 Weeks 9 & 10 2024	Term 3 Week 5 2024
		AFI in Depth Study	Product Development Task	Trial HSC Examination	Investigation of Contemporary Nutrition Issues
Knowledge and understanding of course content	40	10		25	5
Knowledge and skills in designing, researching, analysing & evaluating	30	15	5		10
Skills in experimenting with and preparing food by applying theoretical concepts	30		25		5
Marks	100	25	30	25	20
HSC Outcomes Assessed in Tasks		H1.2, H3.1, H1.4, H5.1	H4.1, H1.3, H5.1	H1.1, H1.2, H1.3, H1.4, H3.1, H4.2	H2.1, H3.2, H5.1

Outcomes:

A student:

- H1.2 examines the nature and extent of the Australian food industry
- H1.4 evaluates the impact of the operation of an organisation within the Australian food industry on the individual, society and environment
- H3.1 investigates operations of one organisation within the Australian food industry.
- H1.1 explains manufacturing processes and technologies used in the production of food products
- H4.2 applies principles of food preservation to extend the life of food and maintain safety.
- H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H4.1 develops, prepares and presents food using product development processes.
- H2.1 evaluates the relationship between food, its production, consumption, promotion and health
- H3.2 independently investigates contemporary nutrition issues
- H5.1 develops, realises and evaluates solutions for a range of food situations.

Higher School Certificate Assessment 2023-2023



Course: Geography

Faculty: HSIE

Line(s): 6

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2023	Term 1 Week 6 2024	Term 2 Weeks 9 & 10 2024	Term 3 Week 4 2024
		Urban Places Task	Ecosystems at Risk Task	Trial HSC Examination	People and Economic Activity Task
Knowledge and understanding course content	35	5	10	15	5
Geographical tools and skills	25	5	5	10	5
Geographical Inquiry and Research	20	10	5		5
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	5	5
Marks	100	25	25	30	20
HSC Outcomes Assessed in Tasks		H1, H3, H6, H8, H9, H10 H11, H12, H13	H1, H2, H5, H6, H8, H9 H10, H11, H12, H13	H1, H2, H5, H6, H10, H11, H12, H13	H4, H6, H7, H8, H9, H10, H11, H12 H13

Outcomes:

A student:

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

Higher School Certificate Assessment 2023-2023

Course: History Extension

Faculty: HSIE

Line(s): Offline



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 2 Weeks 9 & 10 2024	Term 3 Week 3 2024	Term 3 Week 3
		Trial HSC Examination	Project - Process	Project - Essay
Knowledge and understanding of significant historiographical ideas and processes	30%	30		
The History Project	70%		30	40
Marks	100	30	30	40
HSC Outcomes Assessed in Tasks		HE 12-3	HE 12-1, HE 12-2	HE 12-1, HE 12-2

Outcomes:

A student:

HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Higher School Certificate Assessment 2023-2023



Course: Industrial Technology Timber

Faculty: TAS – Industrial Arts

Line(s): 6

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2023	Term 1 Week 6 2024	Term 2 Weeks 9 & 10 2024	Term 3 Weeks 4 2024
		Major Project Stage 1 Folio Designing & Planning	Project Development & Management Folio	Trial HSC Examination	Industry Study
Knowledge and understanding of organisation and management of, and manufacturing processes and techniques used by, the focus area.	40	10	10	10	10
Knowledge, skills and understanding in designing, managing problem solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project.	60	10	20	20	10
Marks	100	20	30	30	20
HSC Outcomes Assessed in Tasks		H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H3.3, H4.1, H4.3, H5.1, H6.1, H6.2, H7.1	H1.1, H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.1	H1.2, H2.1, H3.3, H4.1, H4.3, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2

Outcomes:

A student:

- H1.1 investigates industry through the study of business in one focus area.
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry.
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques.
- H3.1 is skilled in sketching, producing and interpreting drawings.
- H3.2 selects and applies appropriate research and problem solving skills.
- H3.3 applies design principles effectively through the production of projects.
- H4.1 demonstrates competency in 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 selects 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 evaluates the impact of the focus area industry on the social and physical environment.

Higher School Certificate Assessment 2023-2023



Course: Japanese Beginners

Faculty: English

Line(s): Offline 7

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 4 Week 7 2023	Date Due: Term 1 Week 6 2023	Date Due: Term 2 Weeks 9 & 10 2024	Date Due: Term 3 Week 4 2024
		Task Title: Reading Task	Task Title: Listening & Speaking Task	Task Title: Trial HSC Examination	Task Title: Reading & Writing Task
Speaking	20		15	5	
Listening	30		20	10	
Reading	30	10		10	10
Writing	20			5	15
Marks	100	10	35	30	25
HSC Outcomes Assessed in Tasks		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	2.1, 2.2, 2.5, 2.6	1.1, 1.2, 1.3, 3.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4

Outcomes:

A student:

- 1.1 establishes and maintains communication in Japanese.
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese.
- 1.3 sequences ideas and information.
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately.
- 2.1 understands and interprets information in texts using a range of strategies.
- 2.2 conveys the gist of and identifies specific information in texts.
- 2.3 summarises the main points of a text.
- 2.4 draws conclusions from or justifies an opinion about a text.
- 2.5 identifies the purpose, context and audience of a text.
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts.
- 3.1 produces texts appropriate to audience, purpose and context.
- 2.3 structures and sequences ideas and information.
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese.
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.

Higher School Certificate Assessment 2023-2023

Course: Legal Studies

Faculty: HSIE

Line(s): 4 and 5



Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2023	Term 1 Week 9 2024	Term 2 Week 9 & 10 2024	Term 3 Week 6 2024
		Human Rights Task	Research Task & In Class Task Crime	Trial HSC Examination	Family Law Research Essay
Knowledge and understanding course content	60	10	10	20	20
Research	20	10	10		
Communication	20		5	10	5
Marks	100	20	25	30	25
HSC Outcomes Assessed in Tasks		H2, H3, H5, H10	H4, H6, H7, H8, H9	H1, H3, H4, H5, H9	H7, H8, H9

Outcomes:

A student:

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

Higher School Certificate Assessment 2023-2023

Course: Mathematics Advanced

Faculty: Mathematics

Line(s): 2



Assessment Components	Weighting %	Task 1 Term 4 Week 9 2023	Task 2 Term 1 Week 8 2024	Task 3 Term 2 Weeks 9 & 10 2024	Task 4 Term 3 Week 6 2024
		Investigative Style Assessment / In-Class test	Half Yearly Examination	Trial HSC Examination	Assignment /in class Test
Concepts, Skills and Techniques	50	10	15	15	10
Reasoning and Communication	50	10	10	15	15
Marks	100	20	25	30	25
HSC Outcomes Assessed in Tasks		MA 12-2, MA 12-4, MA 12-9, MA 12-10	MA 12-1, MA 12-2, MA 12-4, MA 12-5, MA 12-9, MA 12-10	MA 12-1, MA 12-2, MA 12-3, MA 12-4, MA 12-5, MA 12-6, MA 12-7, MA 12-8, MA 12-9, MA 12-10	MA 12-1, MA 12-2, MA 12-3, MA 12-4, MA 12-5, MA 12-6, MA 12-7, MA 12-8, MA 12-9, MA 12-10

Outcomes:

A student:

MA12-1 - uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

MA12-2 - models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

MA12-3 - applies calculus techniques to model and solve problems

MA12-4 - applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

MA12-5 - applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

MA12-6 - applies appropriate differentiation methods to solve problems

MA12-7 - applies the concepts and techniques of indefinite and definite integrals in the solution of problems

MA12-8 - solves problems using appropriate statistical processes

Higher School Certificate Assessment 2023-2024

Course: Mathematics Standard 1

Faculty: Mathematics

Line(s): 2



Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2023	Term 1 Week 8 2024	Term 2 Week 9-10 2024	Term 3 Week 6 2024
		Investigative Style Assessment / In-Class test	Half Yearly Examination/In class test	Trial HSC Examination	Assignment /in class Test
Knowledge and understanding	50	10	15	15	10
Skills	50	10	10	15	15
Marks	100	20	25	30	25
HSC Outcomes Assessed in Tasks		MS1-12-5	MS1-12-3, MS1-12-4, MS1-12-8	MS1-12-1 to MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-6, MS1-12-7, MS1-12-9, MS1-12-10

Outcomes:

A student:

MS1-12-1: uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts

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

MS1-12-3: interprets the results of measurements and calculations and makes judgements about their reasonableness

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

MS1-12-5: makes informed decisions about financial situations likely to be encountered post-school

MS1-12-6: represents the relationships between changing quantities in algebraic and graphical forms

MS1-12-7: solves problems requiring statistical processes

MS1-12-8: applies network techniques to solve network problems

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

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

Higher School Certificate Assessment 2023-2024



Course: Mathematics Standard 2

Faculty: Mathematics

Line(s): 2

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2023	Term 1 Week 8 2024	Term 2 Week 9-10 2024	Term 3 Week 6 2024
		Investigative Style Assessment / In-Class test	Half Yearly Examination/In class test	Trial HSC Examination	Assignment /in class Test
Concepts, skills and techniques	50	10	15	15	10
Reasoning and communication	50	10	10	15	15
Marks	100	20	25	30	25
HSC Outcomes Assessed in Tasks		MS2-12-5	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1 to MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10

Outcomes:

A student:

MS2-12-1: uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2: analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3: interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4: analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5: makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6: solves problems by representing the relationships between changing quantities in algebraic and graphical forms

MS2-12-7: solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

MS2-12-8 : solves problems using networks to model decision-making in practical problems

MS2-12-9 : chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

MS2-12-10: uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Higher School Certificate Assessment 2023-2024

Course: Mathematics Extension 1

Faculty: Mathematics

Line(s): Offline



Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2023	Term 1 Week 6 2024	Term 2 Weeks 9 & 10 2024	Term 3 Week 4 2024
		Investigative Style Assessment / In-Class test	Half Yearly Examination	Trial HSC Examination	Assignment /in class Test
Concepts, Skills and Techniques	50	10	10	20	10
Reasoning and Communication	50	10	15	10	15
Marks	100	20	25	30	25
HSC Outcomes Assessed in Tasks		ME 12-1, ME 12-6, ME 12-7	ME 12-1, ME 12-5, ME 12-6, ME 12-7	ME 12-1, ME 12-2, ME 12-3, ME 12-4, ME 12-5, ME 12-6, ME 12-7	ME 12-1, ME 12-2, ME 12-3, ME 12-4, ME 12-5, ME 12-6, ME 12-7

Outcomes:

A student:

ME12-1 - applies techniques involving proof or calculus to model and solve problems

ME12-2 - applies concepts and techniques involving vectors and projectiles to solve problems

ME12-3 - applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

ME12-4 - uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

ME12-5 - applies appropriate statistical processes to present, analyse and interpret data

ME12-6 - chooses and uses appropriate technology to solve problems in a range of contexts

ME12-7 - evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Higher School Certificate Assessment 2023-2024



Course: Mathematics Extension 2

Faculty: Mathematics

Line(s): Offline

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2023	Term 1 Week 8 2024	Term 2 Weeks 9 & 10 2024	Term 3 Week 6 2024
		Task Title: Assignment/ In class test	Task Title: Half Yearly Examination	Trial HSC Examination	Task Title: Sighted Examination
Knowledge and understanding	50	10	10	20	10
Skills	50	10	15	10	15
Marks	100	20	25	30	25
HSC Outcomes Assessed in Tasks		MEX12-1, MEX12-2, MEX12-3,	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7,	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8

Outcomes:

A student

MEX12-1 - understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts

MEX12-2 - chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings

MEX12-3 - uses vectors to model and solve problems in two and three dimensions

MEX12-4 - uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems

MEX12-5 - applies techniques of integration to structured and unstructured problems

MEX12-6 - uses mechanics to model and solve practical problems

MEX12-7 - applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems

MEX12-8 - communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

Higher School Certificate Assessment 2023-2024

Course: Modern History

Faculty: HSIE

Line(s): 3 and 4



Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2023	Term 1 Week 7 2024	Term 2 Weeks 9 & 10 2024	Term 3 Week 5 2024
		Change in the Modern World Key Events Study	20 th National Study Research Essay	Trial HSC Examination	Conflict Task
Knowledge and understanding of course content	40	10	10	5	10
Source based skills	20	5		15	
Historical inquiry and research	20		10		15
Communication of historical understanding in appropriate forms	20	5	5	10	
Marks	100	20	25	30	25
HSC Outcomes Assessed in Tasks		MI12-4, MI2-9	MI12-2, MI12-8	MI-1, MI12-3, MI12-6	MI12-5, MI12-7

Outcomes:

A student:

MH12-1 accounts for the nature of continuity and change in the modern world

MH12-2 proposes arguments about the varying causes and effects of events and developments

MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12-4 analyses the different perspectives of individuals and groups in their historical context

MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7 discusses and evaluates differing interpretations and representations of the past

MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Higher School Certificate Assessment 2023-2024

Course: Music

Faculty: Creative and Performing Arts

Line(s): 5



Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2023	Term 1 Week 8 2024	Term 2 Weeks 9 & 10 2024	Term 3 Week 3 2024
		Research Composition	Aural Task Performance	Trial HSC Examination Aural Practical Task	HSC CAPA Evening Performance
Core Performance	10				Core Performance 10
Core Composition	10	Composition 10			
Core Musicology	10	Research 10			
Core Aural	25		Written Responses 15	Written Responses 10	
Elective 1	15		Elective 1 10	Elective 1 5	
Elective 2	15		Elective 2 5		Elective 2 10
Elective 3	15			Elective 3 10	Elective 3 5
Marks	100	20	30	25	25
HSC Outcomes Assessed in Tasks		H3, H5, H7, H8, H10, H11	H4, H6, H9, H10, H11	H2, H4, H6, H10, H11 Outcomes Relating to Electives	H1, H2, H7, H9, H10, H11 Outcomes Relating to Electives

Outcomes:

Students develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts. Through activities in performance, composition, musicology and aural.

A student:

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

Students develop the skills to evaluate music critically. Through activities in performance, composition, musicology and aural.

A student:

- 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.

Students develop an understanding of the impact of technology on music. Through activities in performance, composition, musicology and aural.

A student:

- 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.

Students develop personal values about music. Through activities in performance, composition, musicology and aural.

A student:

- 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.

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

Higher School Certificate Assessment 2023-2024

Course: PDHPE

Faculty: PDHPE

Line(s): 3 and 5



Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2023	Term 1 Week 7 2024	Term 2 Weeks 9 & 10 2024	Term 3 Week 5 2024
		Research Task In class Assessment Core 1	Case Study In Class Core 1 and Core 2	Trial HSC Examination Core 1, Core 2 and Option 4 – Improving Performance	Written Report Option 3 – Sports Medicine Option 4 – Improving Performance
Knowledge and understanding of course content	40	5	10	15	10
Skills in critical thinking, research, analysis and communicating	60	10	15	20	15
Marks	100	15	25	35	25
HSC Outcomes Assessed in Tasks		H1, H2, H3, H4, H5, H14, H15, H16,	H7, H8, H9, H10, H11, H16, H17	H8, H13, H16, H17	H7, H8, H9, H10, H16, H17

Outcomes:

A student:

- H1 describes the nature and justifies the choice of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- 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
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts.
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

Higher School Certificate Assessment 2023-2024

Course: Physics

Faculty: Science

Line(s): 4



Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2023	Term 1 Week 7 2024	Term 2 Weeks 9 & 10 2024	Term 3 Week 5 2024
		Advanced Mechanics Practical Task	Processing Task (Electromagnetism)	HSC Trial Examination	Depth Study (Universe to the Atom)
Knowledge and understanding	40	5	10	20	5
Skills in Working Scientifically	60	10	20	15	20
Marks	100	15	30	35	25
HSC Outcomes Assessed in Tasks		PH 12-2, PH12-3, PH12-5, PH12-6, PH12-12	PH12-1, PH12-5, PH12-7, PH12-12	PH12-4-7, PH 12-7	PH12-1-5, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15

Outcomes:

A student:

- PH12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH12-5 analyses and evaluates primary and secondary data and information
- PH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- H12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- H12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- H12-14 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
- H12-15 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.

Higher School Certificate Assessment 2022-2023

Course: Science Extension

Faculty: Science

Line(s): Offline



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 4 Week 7 2023	Term 1 Week 9 2023	Term 3 Week 4 2023
		Research task	Case Study analysis	Depth Study
Communicating scientifically	30	30		
Gathering, recording, analysing and evaluating data	30		30	
Application of scientific research skills	40			40
Marks	100	30	30	40
HSC Outcomes Assessed in Tasks		SE-1-3	SE-4-6	SE-1-7

Outcomes:

A student:

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

Higher School Certificate Assessment 2023-2024

Course: Society and Culture

Faculty: HSIE

Line(s): 5



Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9 2023	Term 1 Week 8 2024	Term 2 Weeks 9 & 10 2024	Term 3 Week 6 2024
		Depth Study ONE Social Continuity & Change Research Task	Depth Study TWO In Class Task	Trial HSC Examination	Depth Study THREE Belief Systems & Ideologies: Research Task
Knowledge and understanding of course content	50	10	10	20	10
Application and evaluation of social and cultural research methodologies	20	10	5	5	0
Communication of information, ideas and issues in appropriate forms	30	5	10	5	10
Marks	100	25	25	30	20
HSC Outcomes Assessed in Tasks		H1,H2,H3,H5,H9,H10	H1,H3,H5,H9,H10	H1,H3,H4, H5,H9	H5, H7, H9, H10

Outcomes:

A student:

H1 evaluates and effectively applies social and cultural concepts

H2 explains the development of personal, social and cultural identity

H3 analyses relationships and interactions within and between social and cultural groups

H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy

H5 analyses continuity and change and their influence on personal and social futures

H6 evaluates social and cultural research methods for appropriateness to specific research tasks

H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias

H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex

H9 applies complex course language and concepts appropriate for a range of audiences and contexts

H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms



Course: Year 12 Sport, Leisure and Recreation

Faculty: PDHPE

Line(s): 5

Assessment Components	Weighting %	Task 1	Task 2	Task 4
		Term 4 Week 9 2023	Term 1 Week 8 2024	Term 3 Week 6 2024
		Report: First Aid and Sport Injuries	Fitness Program	Topic Test: Social Perspectives of Games and Sports
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in critical thinking, research methodology, analysing, communicating and sport application	50%	10%	20%	20%
	100	25	35	40
HSC / ROSA Outcomes Assessed in Tasks		1.3, 2.5, 3.6, 4.2, 4.4, 4.5	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4

Outcomes:

A student:

First Aid and Sport Injuries

- 1.3 demonstrates ways to enhance safety in physical activity.
- 2.5 describes the relationship between anatomy, physiology and performance.
- 3.6 assesses and responds appropriately to emergency care situations.
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts.
- 4.4 demonstrates competence and confidence in movement contexts.
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

Fitness

- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle.
- 1.3 demonstrates ways to enhance safety in physical activity.
- 2.2 analyses the fitness requirements of specific activities.
- 3.2 designs programs that respond to performance needs.
- 3.3 measures and evaluates physical performance capacity.
- 4.1 plans strategies to achieve performance goals.

Games and Sport Application 2

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities.
- 1.3 demonstrates ways to enhance safety in physical activity.
- 2.1 explains the principles of skill development and training.
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts.
- 3.2 designs programs that respond to performance needs.
- 4.1 plans strategies to achieve performance goals.
- 4.4 demonstrates competence and confidence in movement contexts.

Social Perspectives of Games and Sport

- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia.
- 2.4 describes how societal influences impact on the nature of sport in Australia.
- 3.7 analyses the impact of professionalism in sport.
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

Higher School Certificate Assessment 2022-2023

Course: Textiles and Design

Faculty: TAS

Line(s): 3



Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8 2023	Term 1 Week 7 2024	Term 2 Week 6 2024	Term 2 Weeks 9 & 10 2023
		Project Proposal	Design case study & exam responses	Properties and Performance (FYF)	Trial HSC Examination
Knowledge and understanding of course content	50		25	10	15
Skills and knowledge in the design, manufacture and management of a major textiles project	50	20		20	10
Marks	100	20	25	30	25
HSC Outcomes Assessed in Tasks		H1.1, H1.2, H2.1, H2.3	H1.3, H6.1	H3.1, H4.1, H4.2	H1.3, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1

Outcomes:

A student:

Task 1

- H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
- H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
- H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences
- H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion

Task 2

- H1.3 identifies the principles of colouration for specific end-uses
- H6.1 analyses the influence of historical, cultural and contemporary developments on textiles.

Task 3

- H3.1 explains the interrelationship between fabric, yarn and fibre properties
- H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use.
- H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses

Task 4

- H1.3 identifies the principles of colouration for specific end-uses
- H3.1 explains the interrelationship between fabric, yarn and fibre properties
- H3.2 develops knowledge and awareness of emerging textile technologies
- H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses
- H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use.
- H5.1 investigates and describes aspects of marketing in the textile industry
- H5.2 analyses and discusses the impact of current issues on the Australian textiles industry
- H6.1 analyses the influence of historical, cultural and contemporary developments on textiles.

Higher School Certificate Assessment 2023-2024



Course: Visual Arts

Faculty: Creative and Performing Arts

Line(s): 6

Assessment Components	Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 2023	Term 1 Week 6 2024	Term 2 Weeks 9 & 10 2024	Term 3 Week 3 2024
		Research Essay V.A.P.D./Body of Work	Art Historical Critical Evaluation & Essay V.A.P.D./Body of Work	Trial HSC Examination Written V.A.P.D./Body of Work	HSC CAPA Evening Presentation of Body of Work/V.A.P.D.
Art Making	50	10	15	15	10
Art Criticism & History	50	20	15	15	
Marks	100	30	30	30	10
HSC Outcomes Assessed in Tasks		H3, H4, H7, H8, H9, H10	H1, H3, H5, H6, H7, H8, H.9, H.10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10

Outcomes:

A student:

- H1: initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2: applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3: demonstrates an understanding of the frames when working independently in the making of art
- H4: selects and develops subject matter and forms in particular ways as representations in artmaking
- H5: demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6: demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

Art Criticism and Art History Objective. A student:

Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.

Art Criticism and Art History Outcomes. A student:

- H7: applies their understanding of practice in art criticism and art history
- H8: applies their understanding of the relationships among the artist, artwork, world and audience
- H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10: constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

Higher School Certificate Assessment 2023-2024

Course: Work Studies

Faculty: HSIE

Line(s): 5



Assessment Components	Weighting %	Task 1	Task 2	Task 3
		Term 4 Week 9 2023	Term 1 Week 8 2024	Term 3 Week 6 2023
		ICT Research Project	Work Skills Practical	Career and Transition Plan
Knowledge and understanding	30	10	10	10
Skills	70	25	25	20
Marks	100	35	35	30
HSC Outcomes Assessed in Tasks		H1, H2, H4, H5	H2, H3, H7	H6, H7, H8, H9

Outcomes:

A student:

- H1. Investigates a range of work environments
- H2. Examines different types of work and skills for employment
- H3. Analyses employment options and strategies for career management
- H4. Assesses pathways for further education, training and life planning
- H5. Communicates and uses technology effectively
- H6. Applies self -management and teamwork skills
- H7. Utilises strategies to plan, organise and solve problems
- H8. Assesses influences on people's working lives
- H9. Evaluates personal and social influences on individuals and groups



PUBLIC SCHOOLS NSW RTOs

VOCATIONAL EDUCATION AND TRAINING

School Delivered 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 an HSC or RoSA and a national qualification or statement of attainment 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 RTOs are accredited to deliver and assess VET qualifications to secondary 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.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to 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 expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser

Entertainment Industry

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

Qualification: CUA30420 Certificate III in Live Production and Technical Services

Cohort 2023 - 2024

Training Package CUA Creative Arts and Culture (version 6.0)

School Name:

Assessment Schedule Year 12 - 2024

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services Assessment Due		Task 4	Task 5	Task 6	Task 6a	Trial HSC Exam
		Working in the Industry	To Project and Serve	Showtime	Plan a Career	
		Week: Term:	Week: Term:	Week: Term:	Week: Term:	Week: Term:
Code	Unit of Competency					HSC Examinable Units of Competency
CUAIND311	Work effectively in the Creative Arts Industry	X				
SITXCCS014	Provide service to customers		X			
CUASOU306	Operate sound reinforcement systems		X			
CUAVSS312	Operate vision systems		X			
CUASTA311	Assist with production operations for live performances			X		
CUASMT311	Work effectively backstage during performances			X		
CUAIND314	Plan a career in the creative arts industry				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Services.

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

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

Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162
 Qualification: SIT20322 Certificate II in Hospitality
 Cohort 2023 - 2024
 Training Package SIT Tourism, Travel and Hospitality (version2.1)

School Name:

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	Week	Week	Week	Week
		Term 4	Term 5	Term 7	Term	Term
		Date:	Date:	Date:	Date:	Date:
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.

Sport Coaching

Qualification: SIS30521 Certificate III in Sport Coaching

Cohort 2023 2024 Training Package SIS Sport, Fitness and Recreation (version 5)

Assessment Schedule HSC

School

Assessment Tasks for SIS30521 Certificate III in Sport Coaching		Cluster 3 2 nd Elective	Cluster 4	Cluster 5	Cluster 6
		2 nd Elective	Coaching the Individual	Next Level Coaching	Provide First Aid
		Week: Term:	Week: Term:	Week: Term:	Week: Term:
Code	Unit of Competency				
SISXCAI009	Instruct Strength and Conditioning Techniques	X			
SISSSCO003	Meet participant coaching needs		X		
BSBOPS403	Apply business risk management procedures		X		
SISSSCO012	Coach sports participants up to an intermediate level			X	
HLTAID011	Provide First Aid <i>If delivered by an external RTO - Credit transfer is to be recorded as the outcome on Schools Online</i>				X

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30521 Certificate III in Sport Coaching or a Statement of Attainment towards a SIS30521 Certificate III in Sport Coaching.

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

Preliminary and Higher School Certificate Assessment 2023-2024

Community of Schools – Wednesday Afternoons

Economics is being taught at Elizabeth Macarthur High School and is being taught through the Community of Schools. Please contact your teachers for assessment information.

Japanese is being taught at Elderslie High School and is being taught through the Community of Schools. Please contact your teachers for assessment information.

