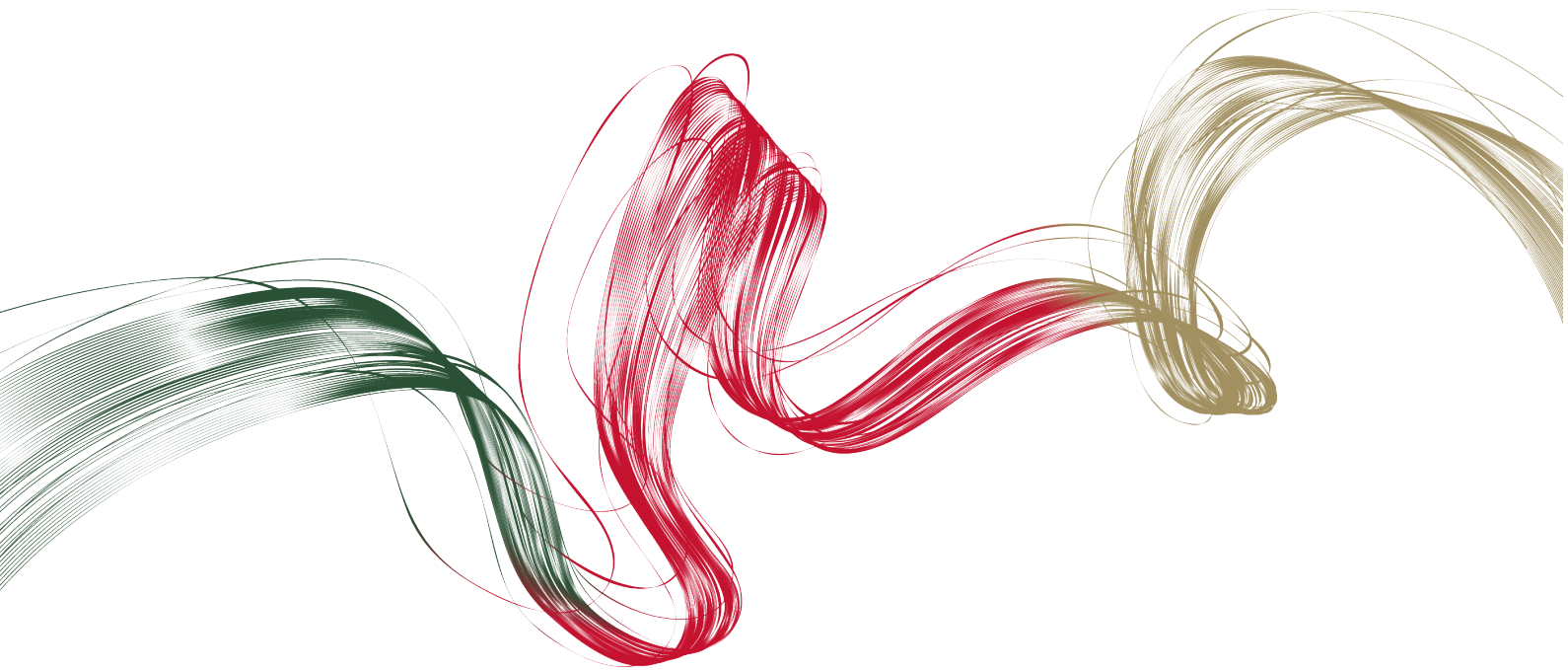




THE RIVERS
SECONDARY COLLEGE

The heart of secondary education for Lismore

Kadina High Campus



**STAGE 6 GUIDE
ASSESSMENT POLICY &
ASSESSMENT SCHEDULES**

HSC 2024

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1 HSC and ATAR Eligibility

1.1 Pattern of Study

To be eligible for the Higher School Certificate (HSC), students must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NSW Education Standards Authority (NESA)
- attend a government school, an accredited non-government school, a NESA recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work (or its equivalent) before submitting any work for Preliminary or HSC courses, unless only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed below
- sit for and make a serious attempt at the requisite HSC examinations
- Meet the HSC minimum standard of literacy and numeracy within five years of starting the HSC course

Certain patterns of study and course requirements apply:

Satisfactorily completing:

- a Preliminary pattern of study that includes at least 12 units
- a HSC pattern of study that includes at least 10 units

Both patterns of study must include at least:

- Six units of Board Developed Courses
- Two units of a Board Developed Course in English, or English Studies
- Three courses of two or more units (either Board Developed or Board Endorsed Courses)
- Four subjects

Specific Rules

There are also specific eligibility rules for some Languages courses, such as Beginners and Continuers. The campus principal or delegate must ensure that the course is at the appropriate level for the student's experience.

Enrolling in a course that a student is not eligible for could put their HSC at risk, students are responsible for carefully checking their eligibility for all courses they are entered for.

A student may study up to six units of Science in Year 11 and seven units of Science in Year 12. This allows for the study of Science Extension.

Students may study one of, or any combination of, the following Stage 6 Science courses:

- Biology
- Chemistry
- Earth and Environmental Science
- Investigating Science
- Physics
- Science Extension (Year 12 only)

The above Stage 6 Science courses including the Investigating Science course may provide entry into the new Science Extension (Year 12) course, which has been developed to engage high-

achieving students and better prepare them for university and careers in STEM. Students must continue studying at least one Science course in year 12 while studying Extension Science.

Those students who take English Studies in the 2023 HSC and want to receive an Australian Tertiary Admission Rank (ATAR) will need to remember that only two units of Category B courses can be included, and at least two units of English must be included, in the ATAR calculation. Therefore, English Studies students who want an ATAR will need to sit the optional HSC examination, but will not be able to include any other Category B units and will need at least eight units of Category A courses.

1.2 Types of HSC courses

Board Developed courses are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR. These include all Category A and all Category B courses.

Board Endorsed courses are developed by schools, TAFE and universities. They count towards a student's HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

Life Skills Pattern of Study can be followed by a student who has additional learning needs; they can attain their HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and general eligibility and study patterns will still need to meet the to earn a HSC. Students will need to talk with their year adviser, careers adviser and learning and support teacher to find out whether these courses are suitable. Life Skills courses do not count towards the ATAR.

Vocational Education and Training (VET) courses can be studied either at school or through TAFE NSW and other training providers. Students will need to check with their campus VET coordinator about which courses are available and the requirements of the different courses. For example, all VET courses involve a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam to enable students who choose to sit the exam, to have their results count towards their ATAR.

1.3 Understanding HSC pathways

Pathway	Description
Accumulating	Students can take up to five consecutive years to finish their studies, starting from the first year they complete a HSC course. After five years, they must have met all HSC requirements
Repeating	Students can repeat one or more courses within the five years (see pathway 1) without penalty. The Record of School Achievement (RoSA) will show the results of all attempts. The Universities Admissions Centre (UAC) will calculate the ATAR from the results of the most recent attempt
Transferring credit and recognition of prior learning (RPL)	Students may be able to count courses they did at TAFE or other educational institutions if they're not included as part of the Stage 5 pattern of study, towards their Preliminary or HSC, through RPL or credit transfer. Or, students may not need to complete some course components if they can show that they have met the necessary outcomes in another way, such as through interstate study, as 'RPL'. This may apply to a Preliminary course, part of a Preliminary course or part of a HSC course
Accelerating	Students may be able to accelerate in a course, sit for the HSC exam for that course (usually at the end of Year 11) and accumulate their results
Studying during an apprenticeship or traineeship	Students can complete a school-based apprenticeship or traineeship while studying. These combine paid work and training, lead to a recognised VET credential and count towards their HSC

1.4 Australian Tertiary Admission Rank (ATAR)

Applications for each university course are ranked in order of merit using the ATAR. The ATAR is a scale between 0 and 99.95, which indicates a student's placing in the state, relative to all other candidates for the HSC. This ranking is based on the assumption that all Year 10 students from a cohort completed Year 12 and were eligible for an ATAR.

To be eligible for an ATAR a student must complete:

- at least ten units of Board Developed Courses
- at least three courses of two units or greater
- at least eight units of Category A courses
- at least two units of English
- and at least four subjects.

A subject is the general name given to an area of study. A course is a branch of study within a subject. A subject may have several different courses, for example, with the subject English the courses will include English Standard, English Advanced, HSC English Extension 1, etc.

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed Courses:

- The best two units of English and
- The best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included

1.5 HSC Minimum Standard

Students need to meet the HSC minimum standard to receive the HSC. To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life.

Students undertaking Stage 6 Life Skills courses are eligible for an exemption from the HSC minimum standard under the following conditions:

- Students taking an English Life Skills course in Year 12 are exempt from demonstrating the HSC minimum literacy standard.
- Students taking a Mathematics Life Skills course in Year 12 are exempt from demonstrating the HSC minimum numeracy standard.
- Students who do not take a Mathematics Stage 6 course but who are enrolled in four or more Life Skills courses are exempt from demonstrating the HSC minimum numeracy standard.

To be exempt, students need to undertake Life Skills courses to the completion of Year 12.

Students do not need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a RoSA.

2 Requirements of The Rivers Secondary College

2.1 Satisfactory Record of Attendance

Satisfactory attendance at school is required to achieve the outcomes of the course.

In circumstances where attendance is deemed unsatisfactory, the principal may decide that sufficient course outcomes have not been achieved.

In this situation the student's pattern of attendance will be reviewed. Following this review the student will be required to justify to the principal that the record of attendance has not impeded achievement of sufficient course outcomes.

Where the principal considers that a student's pattern of attendance could result in the non-completion determination ('N' determination) of a HSC, the student must be warned and (if the student is under 18), the parents or caregiver immediately advised in writing.

Absences through illness/injury may be allowed if considered legitimate. medical certificates will be accepted as satisfactory evidence of legitimate absence in the event of prolonged/recurring illness/injury.

In cases of prolonged absence and where work is not possible or not done during the period of absence, the principal will decide whether sufficient course outcomes have been met.

Under certain circumstances leave may be granted. This must be discussed and negotiated with the principal in advance. Possible absence, such as that resulting from a student exchange, should be discussed with the principal.

2.2 Satisfactory Record of Application

Satisfactory application is essential for the completion of HSC courses. A judgement will be made by the principal as to whether a student has applied themselves with diligence and sustained effort to the set tasks and experiences provided in a course by the school. In making this judgement, the principal will take into account the degree of effort shown by the student and their attitude to their studies.

In circumstances where application is unsatisfactory, an 'N' determination will be issued for that course(s).

2.3 Satisfactory Completion of Course Requirements

A student will be considered to have satisfactorily completed a course if, in the school's view, there is sufficient evidence that the student has, by effort and achievement, indicated that he/she has followed the course laid down by NESAs.

If such evidence does not exist, the school will apply the 'N' determination for the HSC course(s).

The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course.

A student who does not comply with the assessment requirements and receives an 'N' determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

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

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

A student will be deemed not to have satisfactorily completed a course if there is sufficient evidence of:

- omission, to a significant degree, of experiences, which are integral requirements of the syllabus, e.g. assignments, practical work, participation in class or online/remote learning
- non-serious attempt or a non-attempt at the examination. Non-serious attempts include frivolous or objectionable material. Non-attempts include those where only multiple-choice questions are attempted. Any student identified as making a non-serious attempt or a non-attempt will be asked by NESAs to justify why they should receive a result in the course concerned
- failure to make a genuine attempt at assessment tasks which contribute in excess of 50 per cent of assessment marks available. Failure to make a genuine attempt at a particular task will score zero. It is a matter of the teacher's, in consultation with the head teacher's, professional judgement whether the attempt is a genuine one. The principal will make the final decision

3 'N' Determinations

The host campus will issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected. It is the student's responsibility to ensure that the course outcomes are met.

Students will be advised as to what is necessary to enable them to meet the requirements satisfactorily. If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

If a student makes no attempt to correct the problem and has received at least two official warning letters, the home campus principal may apply for an 'N' determination for that course. The student will be notified and informed of the appeal process.

Where a student receives an 'N' determination in a course, that course will not appear on the student's RoSA. The student may not then have the pattern of study necessary to complete the HSC.

In a course in which a student is also studying a related Extension course, neither that course nor the related Extension course will contribute to the required pattern of study. However, an 'N' determination in an Extension course has no effect on the related two unit course.

'N' warning letters may be sent if a teacher has concerns about:

- failure to complete an assessment task, and/or
- non-serious attempts in tasks
- poor performances in class, and/or
- lack of effort and/or interest, and/or
- incomplete or missed work due to frequent absence from class or online/remote learning
- VET or Board Endorsed Course (BEC) studied either at school or TAFE

As with all other courses studied for the HSC, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

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

- the HSC indicative hour requirements of the course
- the HSC course structure
- the HSC requirements and advice for examinable units of competency in Industry Curriculum Frameworks
- competency-based assessment requirements.

Courses studied at TAFE are either Board Developed or Board Endorsed Courses. Therefore, all courses fall under these same rules for 'N' determinations.

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

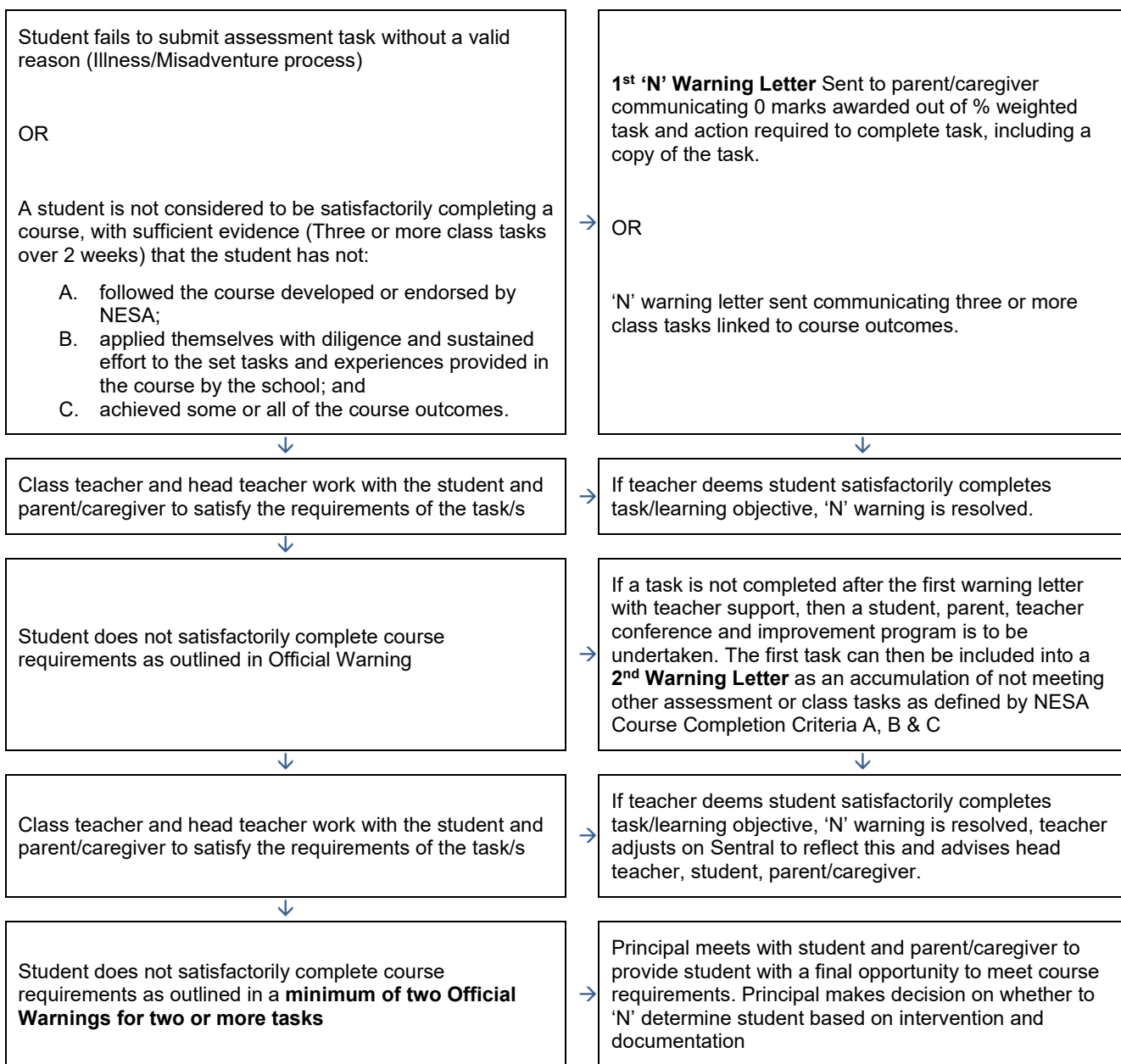
3.1 The 'N' Determination Process-Principal's Determination of Non-completion of Course Requirements

This determination process will begin in Term 4 of Year 12. It will normally finish at the end of Term 3 Year 12.

This process outlined in the table below is designed to provide a student with clear information about the steps taken towards an 'N' determination for a HSC course. Each subsequent action represents a student's failure to respond to the advice and concerns expressed by their teachers in the previous letter and/or further concerns that the teacher has. The purpose of this process is to give a student early warning, to provide them with the time and opportunity to take action to rectify area(s) causing concern, and to provide with the support that a student may need to successfully complete their HSC course.

TRSC 'N' Warning Procedures

The 'N' warning procedures are designed to ensure all students are given every opportunity to meet course requirements in partnership with parents/caregivers. Our aim is to minimise the final 'N' determinations at TRSC.



The Principal will explain the Review and Appeals process to the student, which may be used if the student believes that the 'N' determination is incorrect, or if believes that they have been treated unfairly.

3.2 Non-completion of HSC Internal Assessment: Review of Non-completion Determinations

The procedures for a school review of an 'N' determination will follow those laid down for other school reviews of assessments as follows:

- A student seeking a review of an 'N' determination must apply to the principal by the date listed in the Higher School Certificate Events Timetable
- If the school upholds the appeal, the school advises NESAs by the date stipulated in the Higher School Certificate Events Timetable
- If the appeal is declined, the student may appeal to NESAs. NESAs's review will focus on whether the school review properly and correctly considered the matters before it
- Appeals must reach NESAs by the date stipulated in the Higher School Certificate Events Timetable. NESAs will advise students and principals of the outcome of any appeal as soon as possible after the HSC examinations

4 Guidelines for School-based Assessment

The HSC Course will commence in Term 4 2023 and conclude with the HSC examinations in Term 4 2024.

Requirements for all Stage 6 courses include:

- mandatory components and weightings for both Year 11 and Year 12 courses
- capping the maximum number of formal assessment tasks to three in Year 11 and four in Year 12
- capping the number of formal written examination tasks that mimic the HSC examination to one per course, a maximum weighting of 40% for the Year 11 course and with a maximum weighting of 30% for the Year 12 course.

A formal written examination is defined as a task such as a Half Yearly, Yearly or Trial HSC Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items. A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time. A formal written examination is often in the format of an HSC examination and typically draws from most or all content areas or topics or modules completed at that point in time. Schools are able to schedule more than one written examination to provide opportunities for students to prepare for and experience examination conditions. However, only one formal written examination can contribute to a formal assessment schedule.

Tests of limited scope (i.e. include a small number of content areas or topics or modules) will continue to be relevant and appropriate methods of formal assessment. These types of tasks are not considered as formal written examinations.

NESA has given principals the authority to determine the number, type and weighting of tasks for Year 12 school-based assessment in 2024.

This includes making determinations about all mandated tasks that are internally assessed in the following courses:

- Aboriginal Studies
- Community and Family Studies
- Design and Technology
- English: English Studies, English Standard, English Advanced, English EAL/D, English Extension 1 and English Extension 2
- Engineering Studies
- Geography
- History: Ancient History, Modern History, History Extension
- Language in Context Stage 6 (Chinese, Japanese and Korean)
- Mathematics: Mathematics Standard, Advanced, Extension 1 and Extension 2
- Science (Biology, Chemistry, Physics, Earth and Environmental Science, Investigating Science, Science Extension, and Depth Studies).

NESA's principles of assessment continue to apply. While schools are abiding by Health orders, school-based assessment should continue to be:

- based on a range of syllabus outcomes
- based on measures made throughout the HSC course
- informed by the components identified in the assessment and reporting documents for each of the syllabuses
- inclusive of and accessible for all students.

4.1 Adjustment for Students with Disability

It is a requirement, under the Disability Standards for Education 2005, for schools to ensure that students with disability can access and participate in education on the same basis as other students. Some students with additional learning needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content.

These may include:

- adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or scribe or specific technology
- adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions
- alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations
- A substitute task assessing the same outcomes may be set if adjustments are not possible due to the student learning from home

Schools are responsible for any decisions about adjustments to course work and formal school-based assessment tasks throughout Year 11 and Year 12. To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted to NESAs. Providing adjustment does not restrict a student's access to the full range of grades or marks.

4.2 School-based Assessment and Students Undertaking Life Skills courses

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student. Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

4.3 Assessment Notification, Submission and Feedback

Students and staff will acknowledge by signature the receipt of a notification, a submission of an assessment task and received feedback, on the class teacher's record sheet. In instances where an assessment task is communicated through a digital medium, students will need to confirm their receipt digitally, as requested by the teacher. When assessment tasks have had to be posted to a student, confirmation of receipt will be sought and recorded by the teacher.

- Students must hand in their assessment tasks to the class teacher on the due date and by the prescribed time. Assessment tasks that are in a digital medium and submitted online must follow the ICT policy (4.4)
- Students must have at least 2 weeks notice of changes to assessment schedules
- Any changes to the assessment schedules must be notified in writing to students
- Students must keep a current timetable of assessment tasks
- Parents/caregivers must be notified by letter when an assessment task is missed or zero score is awarded
- Marked assessment tasks will be returned to each student personally; where this is not possible, feedback may be communicated via online/remote learning

- If a student has concerns about the timing of assessment tasks or the task itself, this must be discussed with the teacher well in advance of the due date for the task
- There is a two week moratorium on all assessment tasks prior to any examination period observed across the college

Absences before an Assessment Task

Students who take a day or timetabled periods off to prepare for assessment tasks are gaining an unfair advantage over other students. The college considers this malpractice. This will result in a zero mark unless an illness/misadventure claim is accepted.

Known Absences

If a student knows that he/she will be absent for a reason deemed acceptable by the campus on the day the assessment task is to be due, the student must negotiate, prior to the due date, an alternative time with the head teacher to complete or submit the task.

Unexpected Absences

The student should contact the campus on the day of the task, to explain the absence. Upon the student's return they must complete an Illness/Misadventure Appeal Application form.

For any absence it is the student's responsibility to contact the teacher responsible for administering the task, before or during the next lesson in the subject, where a task has not been completed.

The feedback for each assessment task should include:

- Mark
- Rank
- Feedback where appropriate, which may be written or oral
- Achievement of outcomes assessed

The achievement of syllabus outcomes together with information on assessment and exams will be reported on twice a year.

4.4 Information Communication Technology Policy

Assessment tasks may only be submitted on a digital medium (ie: USB, email etc.), in the following cases:

- the teacher of the course has given permission to the class in writing to submit in digital form, having negotiated an appropriate file format
- the student negotiates and receives in writing, permission to submit in digital form in an agreed file format at least two weeks prior to the due date

A student may only submit in digital form if all the following are satisfied:

- the teacher believes it to be an appropriate form of submission
- the student takes responsibility for the file being in the agreed file format and medium
- the student takes responsibility for replacing digital copies for any lost/crashed data within 24 hours of a written request from the teacher

If a student submits a file that is not in the agreed file format and medium, the assignment will be deemed not to have been submitted. It is the student's responsibility to ensure this condition is satisfied.

Breakdown of a student's computer hardware will only be accepted as a reason for extension if the student submits draft notes on the due date.

4.5 HSC Examinations - Accommodation

Campuses must provide suitable accommodation for the HSC examinations. Accommodation must be adequately lit and ventilated and as free as possible from external noise. Accommodation for students requiring disability provisions needs particular attention.

For the health and safety of students and supervisors, this accommodation must comply with COVID-19 social and physical distancing requirements as specified by the Australian Health Protection Principal Committee (AHPPC), supported by NSW Health.

A student's home campus provides the examination centre for all of his/her examinations, even if the course is studied through TAFE, another school or a private provider.

4.6 Examination Procedures

Examinations are conducted under conditions that are fair and equal for all students. They are used so that students can demonstrate their knowledge and understanding in a subject. The following instructions are to be followed so that all students have the best chance to show the outcomes they have achieved.

Instructions to Students

- Only clear containers holding equipment are to be taken into the exam room.
- All students are to remain in the exam room for the entire length of the exam
- All students are to supply an ID card for roll marking. This card should include a photo of the candidate. The student's name should be clearly visible
- If a student is absent from an exam they must follow the procedures for 'Illness and Misadventure'

It is expected that you come prepared to the exam room with the required approved equipment in working order:

- You should write in pen, preferably black, and bring an adequate supply of pens to each exam. You may wish to bring highlighters, pencils, ruler, and a pencil sharpener
- You may bring in water in a clear label-free bottle.
- You can wear a watch, but it should be taken off and placed in clear view on your desk once you sit down for your exam. Please note that programmable watches (eg. Smart watches) are not permitted in the exam room.
- All equipment you bring is subject to inspection on entry. Make sure any equipment you are allowed to bring, such as a calculator, is in good working order because an appeal under misadventure provisions for equipment failure will not be upheld.

What you cannot bring into your exam room

- A mobile phone. Mobile phones are not permitted in an exam room under any circumstances.
- A programmable watch, eg a smart watch.
- Other electronic devices (except a calculator or wired headphones where permitted). This includes any other communication devices, organisers, tablets (eg. iPads), wireless earphones/headphones (eg AirPods), electronic dictionaries, and music players.
- Paper or any printed or written material. You can ask your presiding officer for working paper.
- Print dictionaries, except where permitted in language exams.
- Correction fluid.

You are not allowed to borrow equipment during exams.

Special Arrangements for Students with Disabilities

If a student has a disability that may disadvantage them in an exam situation they should contact the school counsellor, learning support teacher, deputy principal or the year adviser to seek disability provisions.

Students may need provisions for:

- Physical disabilities or impairments
- Medical conditions
- Diagnosed learning difficulties, or
- Temporary and emergency-related disabilities, e.g. broken writing arm

Disability provisions may take the form of:

- Separate supervision
- Reader and/or writer
- Additional time and/or rest breaks
- Access to computers or interpreters
- Access to necessary medical equipment, e.g. blood glucose testing equipment, food, and drink for students with diabetes

These apply only where the disability needs a practical arrangement to reduce the student's disadvantage in an exam situation.

4.7 Other Circumstances

The following will occur when there has been:

Students who Change Courses

Students, who have commenced a course after the assessment period has begun, will be credited with an estimate for the missed tasks. The estimate will be based on the student's achievement in completed tasks i.e. the student will receive a mark in the missed task equivalent to that of the rank they achieve in completed tasks.

Invalid, Unreliable Results

If the results of an assessment task are deemed to be invalid or unreliable by the teacher/head teacher, an alternative task may be set. This would only be done in extreme circumstances. Results of assessment tasks that have been completed by students will not be discarded and will be held in faculty assessment files. The task will be returned to the student.

5 Alternative Submission Date of Assessment Tasks.

Students may apply for late submission, extension of an assessment task date or special consideration in the following circumstances:

5.1 Illness

If a student is applying for an extension to an assessment task due to illness, and the teacher considers the student to have a valid reason, the principal may decide that an extension of time may be granted or a mark may be awarded based on a substitute task. Students must apply for an extension on the day of their return after an illness.

If students are applying for an extension due to illness the following process must be followed:

- The teacher/head teacher is to be kept informed as soon as students are aware of events/illness that may affect their performance/completion of the task
- Complete the Illness/Misadventure Appeal Application form and attach any supporting documentation (Forms are available from the subject head teacher)
- The head teacher must sight all work completed to that date, demonstrating the progress the student has made
- Submit the form to the head teacher of the subject to complete. The head teacher will make a decision in consultation with the principal if appropriate. If the application is approved the head teacher will either:
 - Allow the student to do the same task, if applicable or,
 - Allow the student to do a suitable replacement task or,
 - In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the use of an estimate based on other appropriate evidence

Failure to apply for an extension on the day of return from an illness will lead to a zero for that task.

If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

5.2 Misadventure or Unforeseen Circumstance

There must be a valid reason in order to apply for an extension to an assessment task. In such cases the following process must be followed:

- The teacher/head teacher is to be kept informed as soon as students are aware of events or circumstances that may affect their performance/completion of the task
- The head teacher must sight all work completed to that date, demonstrating the progress the student has made
- Student to discuss the reason with the head teacher of the subject and complete the Illness/Misadventure Appeal Application stating the reason why an extension or alternative date is sought and attach any supporting documentation. Forms are available from the subject head teacher
- Submit the form to the head teacher of the subject to complete. The head teacher will make a decision in consultation with the principal if appropriate
- If approved, the principal will notify the head teacher of the subject who will either:
 - Allow the student to do the same task, if applicable, or
 - Allow the student to do a suitable alternative task, or
 - In exceptional circumstances (eg where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the use of an estimate based on other appropriate evidence.

Submitting an application for a late assessment does not necessarily mean that an extension will be granted.

The student will be informed of the outcomes of the illness/misadventure appeal within two weeks of it being submitted.

If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

5.3 Managing the Impact of School Endorsed Activities

This section includes including pertaining to work placement, TAFE mandatory tasks, sporting representation, debating, and public speaking.

If a student is involved in a school endorsed activity, it is their responsibility to complete, by the set date, any assessment tasks that may be due in their absence. They must see the teacher/s involved as soon as they are aware of these commitments and negotiate a solution if the task is an in-class activity or exam. Any hand-in assessment task will be expected on the due date or before.

For work placement, the course teacher will supply a document that must be signed by all class teachers acknowledging the absence. This will give the student an opportunity to speak to all class teachers about work that may be missed and assessment task issues. It is the student's responsibility to catch up on any work missed.

Being involved in a school endorsed activity is not a reason for late assessment. Being able to manage these commitments successfully requires careful forward planning by the student and communication with the teachers involved. It is essential that teachers are aware of students' progress and work efforts and they must be informed of impending absence prior to any school endorsed activity.

In the case of a suspension the student must indicate to the principal, upon being suspended, if they will miss any assessment tasks during the suspension period. If a student is on suspension at the time when an assessment item is due, it remains the student's responsibility to ensure that this task is submitted on the due date. On all such occasions, submission of the task is to be organised through the front office – the student is not to go directly to the course teacher as students are excluded from the school grounds when on suspension. If, however, the nature of the assessment item requires the student's attendance on the grounds for a set period of time (e.g. listening exercise, class test, presentation or speech), then the completion of this assessment item on the due date is at the discretion of the principal, and in negotiation with the relevant head teacher. Where appropriate, a student may be asked to complete the task upon return from suspension. Under no circumstances does suspension from school entitle a student to submit an assessment item after the due date, nor entitle a student to additional time in which to complete an item.

5.4 Other Circumstances

Absences from School with No Acceptable Explanation

This will result in a zero mark being recorded. The assessment task however must still be attempted in order for course outcomes assessment to be completed.

An Absence from School when Task/Calendar is Handed Out

The schedule of tasks/calendar will be posted in a prominent position (e.g. the main teaching room, senior study room, student notice board, etc.), for all students studying the course. Students are expected to consult the schedule of tasks regularly and to keep a current timetable of assessment tasks. This will also be shared to students through the agreed online/remote learning platform. Following an absence, a student must consult the subject teacher and the posted schedule of tasks to ensure the student's calendar remains accurate.

Non-completed Tasks

If the progress of a task is interrupted (e.g. by a fire), then this task is to be abandoned and an

alternative task may be scheduled.

Disputes/Problems

Any dispute/problem arising out of late submission of any task or absence from a task, will be resolved by a committee consisting of the principal (or nominee), deputy principal and a head teacher from outside the Key Learning Area concerned.

6 Assessment Appeals

6.1 School-based Assessment Appeals

Students who wish to challenge aspects of their assessment for a course, should immediately lodge their grievance with the appropriate subject head teacher, who will notify the School Assessment Appeals Panel.

For the purpose of reviewing assessment marking/ranking, a School Assessment Appeals Panel will be established comprising:

- the principal or nominee
- the deputy principal
- an independent head teacher

The School Review must ensure that

- assessment was in accordance with college and NESAs policies/procedures
- There are no computational or clerical errors

A student seeking a review must make the request within two days of the task being returned. A student has five school days to lodge an appeal in relation to an assessment task review. The appeal will be conducted by the School Assessment Appeals Panel. Students may appeal to NESAs for further review of school assessment procedures for HSC assessments.

6.2 VET Frameworks and TAFE Courses Appeals

Students have access to an appeal process if they feel in any way dissatisfied with the assessment process. Difficulties over assessment should be approached informally at first with a view to resolving them through discussion between student and assessor(s). Both sides of the story can be shared and any misunderstandings clarified. If not resolved by discussion, between teacher and student, the teacher's direct supervisor will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve concerns, a formal appeals process should be initiated. Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the principal clearly stating the grounds for the appeal. Appeals must be lodged within five days from the date of the assessment.

Appeal submissions are recorded by the school which then asks an appeals panel to review the assessment process to confirm whether or not there are justifiable grounds for appeal. The panel may call for the student and the assessor to present their views before reaching a decision.

If the student appeal is upheld, the Registered Training Organisation (RTO) arranges a re-assessment process with the student. The student should have the right to request that different assessor(s) be involved in the alternative assessment to avoid any fears of recrimination.

If the appeal is rejected, the trainee has the right to lodge a further appeal with Tamworth RTO. When this next course of action is taken, all assessment records and details of the appeal process need to be made available to the training authority to assist their deliberations.

7 Cheating and Plagiarism

7.1 What is Cheating in HSC Assessment?

Cheating is any dishonest behaviour which gives a student an unfair advantage over others. What constitutes cheating during examinations and tests is generally well understood by students, but there are other types of behaviours which are considered to be cheating. Some of these include:

- Downloading an assignment from an online source and submitting it as student's own work
- Buying, stealing or borrowing an assignment and submitting it as student's own work
- Copying a section of a book or an article and submitting it as student's own work
- Quoting from a source 'word for word', without using quotation marks
- Copying, cutting and pasting text from an electronic source and submitting it as student's own work
- Using the words of someone else and presenting them as student's own
- Using significant ideas from someone else and presenting them as student's own

Most of the above actions can be jointly described as plagiarism.

7.2 What is Plagiarism?

Plagiarism is an act of representing as one's own original work the creative works of another, without appropriate acknowledgment of the author or source. (Creative works may include published and unpublished written documents, interpretations, computer software, designs, music, sounds, images, photographs, and ideas gained through working with another person or in a group. These works may be in print and/or electronic media.)

Collusion is a form of plagiarism that can occur as a result of inappropriate collaboration during group work. An example of collusion would be if you helped out a friend and let him copy your most recent assignment, even if you remind him to change the words to make it look like his own before he hands it in.

The Internet and Plagiarism

The internet is a valuable source of information and an effective research tool. However, because electronic information is easily available does not make it 'free'. Information you find online should be referenced just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way as other, print based, information.

Sometimes a student might accidentally plagiarise. This is usually the result of a lack of academic writing skills, inexperience, sloppy note taking, or a combination of these. It is important that students learn and follow the rules for the acknowledgement of written works for their individual subjects.

7.3 General Principles for Acknowledgement

In all written work submitted for assessment students must show the sources of their material. The principle is that whenever submitted material is not the student's own original work, must be acknowledged. To present material without acknowledgement is in effect to claim that it represents the student's own work and ideas.

7.4 Common Knowledge

Students sometimes have difficulty knowing where the need for acknowledgement of works starts and finishes. The principle of common knowledge is worth understanding.

Common knowledge consists of information from a field of study as well as common-sense

observations. Standard information includes, for instance, the major facts of history. The dates of the first World War (1914-1918) and the fact that the ANZACs landed on the Gallipoli Peninsula on 25th April 1915 – both are facts available in many reference books – do not need to be acknowledged, even if you have to look up the information. Folk literature, which is popularly known and cannot be traced to particular writers, is considered common knowledge. This would include nursery rhymes, fairy tales, and any stories from the oral tradition of literature. Even if you read these things in printed form, documentation is not needed.

A common-sense observation, such as the idea that weather affects people's spirits does not require acknowledgement. But a scientist's findings about the effects of high humidity on people with blood pressure, will require acknowledgement.

Students may use common knowledge as their own, even if they have to look it up in a reference book. For example, a student may not know the dates of the French Revolution or the standard definition of photosynthesis, although these are considered common knowledge. If the student looks them up in a dictionary or reference book, they do not need to acknowledge the source.

7.5 Knowing What to Acknowledge

When writing a research essay, students may use information from three kinds of sources:

- their independent thoughts and experiences
- common knowledge, the basic information people share and
- other people's independent thoughts and experiences

Of the three, only the third must be acknowledged, the works of others. Teachers will speak to students about how they want the works of others acknowledged.

7.6 How Cheating and Plagiarism in School Assessment Tasks will be Dealt With

Staff at The Rivers Secondary College expect that submitted assessment tasks will be the independent work of that student, and that they have written their response in their own words. As indicated, where there is proven dishonesty the following will occur:

- Copied assignments will be given a zero
- If student A copies student B's assignment, both students may get zero
- Assignments copied in whole or large part from books or articles will receive zero

The same essay may not be submitted for assessment in two different subjects.

8 Who to Contact

Further advice or clarification can be obtained from:

- The head teacher of subjects
- Careers adviser/NESA contact
- Rivers coordinator
- Head teacher college
- Deputy principal
- NESA Liaison Officer – Heidi O'Brien

9 Forms



Task Number		Task Name	
Course		Faculty	
Teacher		Head Teacher	
Issue date		Due date	
Focus (Topic)		Task Weighting	

Outcomes

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Task description

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Marking Guidelines

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Illness/Misadventure Appeal - Application Form

Students may lodge an illness/misadventure appeal application if they believe that circumstances occurring immediately before or during an assessment task and which were beyond their control, diminished their performance, lead to their non-attendance or a late submission of an assessment task. Applications may be in respect of:

- illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student’s performance in an assessment task (e.g. influenza, an asthma attack, a cut hand)
- misadventure – that is, any other event beyond the student’s control which allegedly affected the student’s performance in an assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood) NB. The NESI Illness/Misadventure process is to be used for HSC examinations

Please complete this form and return to the head teacher of the subject

Student name: _____		Year group: _____
Subject: _____	Class teacher: _____	
Type of task: _____	Head teacher: _____	
Date of task: _____	Appeal applications for a Shared Curriculum subject must be returned to the head teacher at the campus where the subject is delivered.	
Nature of application (<i>please circle</i>):		
Extension- late assessment	Absence from assessment task	Special consideration
Basis of appeal (<i>please circle</i>):	Illness	Misadventure
Reasons for this application including the date, time and duration of illness or misadventure. (<i>continue on separate sheet as required, including all supporting documentation</i>)		
In the event of making an appeal application for multiple assessment tasks, please include details of all tasks in the same time period. Return this form and all documentation and/or medical certificate to your home campus deputy principal who will liaise with any host campus where applicable		
_____ Date: _____	_____ Date: _____	_____
Student signature	Parent signature	

Head teacher comment and recommendation: _____		
_____	_____	_____
	Head teacher signature	Date:
Principal’s determination: _____		
_____	_____	_____
	Principal signature	Date:
Appeal Upheld	Appeal Declined	
Outcome discussed with student	Signed: _____	Date: _____
Outcome recorded in Sentral	Signed: _____	Date: _____



THE RIVERS SECONDARY COLLEGE

Assessment Task Cover Sheet

This cover sheet is to be completed by the student and securely attached to the front of all submitted assessment tasks (or components of assessment tasks), completed outside class time. It is the student's responsibility to **complete the details; to sign the declaration; to ensure that a staff member signs the receipt on the bottom of this page, and to detach and retain the receipt** until completion of the marking process.

Student name: _____	Home campus: _____
Subject: _____	Teacher's name: _____
Task title: _____	
Number of pages: _____	Date submitted: _____

In signing this declaration you are acknowledging that this submitted work is your own, and that any contribution from other sources such as text books, other published works, literary articles, sources on the internet, past or fellow students' work etc., has been properly acknowledged. Students are referred to advice overleaf, and that contained in the Assessment Guidelines documentation distributed at the commencement of the course.

<i>Declaration</i>	
<i>Except where appropriately acknowledged, I verify that this assessment task is my own work, and that it has been written and/or expressed in my own words. I also verify that this work has not been previously submitted by me or any other student in this or any other subject, either this year, or in years past.</i>	
_____ Student's signature	_____ Date

✂

Assignment Receipt: Retain this receipt as proof of the submission of your task.

Student name:	Subject:
Description of task:	
Accepting teacher signature:	Date:

10 KHC Assessment Schedules – HSC 2024

Year 12 Ancient History

Outcomes

KNOWLEDGE AND UNDERSTANDING

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

SKILLS

A student:

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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Sparta In-class Task	Greek World Research Essay	Cities of Vesuvius Source Analysis Project	Trial HSC Examination	
Timing of Task	Term 4, Week 8	Term 1, Week 7	Term 2, Week 9	Term 3, Week 4	
Outcomes assessed	AH12-1,AH12-2, AH12-3, AH12-4, AH12-5, AH12-9	AH12-2,AH12-3, AH12-4,AH12-5, AH12-6,AH12-8, AH12-9	AH12-4, AH12-6, AH12-7, AH12-8, AH12-9	AH12-1,AH12-2, AH12-3,AH12-4, AH12-5,AH12-6, AH12-9, AH12-10	
Component					
Knowledge and understanding of course content	10	5		25	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10		20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

Year 12 Biology

Outcomes:

Component 1: Skills in Working Scientifically

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

Component 2: Knowledge and Understanding of Course Content

A student:

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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Protein Synthesis	Depth Study – Biotechnology	Infectious Disease case study	Trial HSC Exam	
Timing of Task	Term4, Week6	Term2, Week4	Term2, Week10	Term3, Week4-5	
Outcomes assessed	BIO12-3 BIO12-6 BIO12-12	BIO12-1 BIO12-4 BIO12-6 BIO12-7 BIO12-13	BIO12-2 BIO12-3 BIO12-14	BIO12-6 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Component					
Component 1	10	25	10	15	60
Component 2	10	5	10	15	40
Total %	20	30	20	30	100

Year 12 Business Studies

Outcomes

H1 critically analyses the role of business in Australia and globally

H2 evaluates management strategies in response to changes in internal and external influences

H3 discusses the social and ethical responsibilities of management

H4 analyses business functions and processes in large and global businesses

H5 explains management strategies and their impact on businesses

H6 evaluates the effectiveness of management in the performance of businesses

H7 plans and conducts investigations into contemporary business issues

H8 organises and evaluates information for actual and hypothetical business situations

H9 communicates business information, issues and concepts in appropriate formats

H10 applies mathematical concepts appropriately in business situations

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Operations Essay or Report	Marketing Topic Report	Financial Analysis Report	HSC Trial Exam	
Timing of Task	Term 4, Week 8	Term 1, Week 11	Term 2, Week 8	Term 3, Exam week	
Outcomes assessed	H4, H5, H6, H7, H9	H2, H3, H4, H9	H2, H4, H5, H6, H9, H10	H1, H4, H6, H8, H9, H10	
Component					
Knowledge and Understanding	5	10	10	15	40
Inquiry and Research	10	5	5		20
Stimulus-based skills			10	10	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	20	30	30	100

School Name: Kadina High Campus

Assessment Schedule Yr: 12 - 2024

Assessment Events		Task 5	Task 6	Task 7	½ yearly Exam**	Trial Exam**
		Week	Week	Week	Week	Week
		Term 4	Term 2	Term 3	Term	Term
		Date:	Date:	Date:	Date:	Date:
Code	Unit of Competency					
CPCCBL2001 CPCCBL2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	X				
CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	X				
CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	X				
CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials		X			
CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the construction industry			X		

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction
The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

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

Year 12 Drama

Outcomes

MAKING

A 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

PERFORMING

A 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

CRITICALLY STUDYING

A 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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	Australian Drama & Theatre	Studies in Drama & Theatre	GP and IP: Work in Progress	Trial HSC Exam	
Timing	Term 4, Week 10	Term 1, Week 10	Term 2, Week 10	Term 3, See Exam Schedule	
Assessable Outcomes	H1.1 H1.2 H1.3 H1.5 H1.7 H2.3	H1.1 H1.2 H1.3 H1.5 H1.7 H2.3	H1.1 H1.2 H1.3 H1.4 H1.5 H1.7 H2.1 H2.2 H2.3 H3.2 H3.3	H3.1 H3.2 H3.3	
Component					
Making	15	15	10		40
Performing	5	5	20		30
Critically Studying			10	20	30
Total %	20%	20%	40%	20%	100

Year 12 English Advanced

Outcomes

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

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

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

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

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

EA12-6 investigates and evaluates the relationships between texts

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

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

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

Task Number	Task 1	Task 2	Task 3	Task 4	
Type of Task	Texts and Human Experiences Multi Modal task using prescribed text and related text.	Textual Conversations In-class Comparative essay	Critical Study of Text In-class Persuasive Response	Trial Examination Module C-20% Common module 5% Module A 2.5% Module B 2.5%	Weighting %
Timing of Task	Term 4, Week 9	Term 1, Week 8	Term 2, Week 6	Term 3, Week 4/5	
Outcomes assessed	EA12-1, EA12-2, EA12-7	EA12-5,EA12-6, EA12-8	EA12-3,EA12-7, EA12-8	EA12-3, EA12-4, EA12-5,EA12-9	
Component					
C1 Knowledge and understanding of course content	15	10	10	15	50
C2 Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	25	20	25	30	100

Year 12 English Standard

Outcomes

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

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

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

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

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

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner.

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Texts and Human Experiences Multi Modal task using prescribed text	Module A: Language Culture and Identity In class Essay	Module B: Close Study of Text In-class Response	Trial Examination Module C: Craft of Writing -20% Common module 5% Module A 2.5% Module B 2.5%	
Timing of Task	Term 4, Week 9	Term1, Week 8	Term 2, Week 6	Term 3, Week 4/5	
Outcomes assessed	ES12-1, ES12-2, ES12-3, ES12-4, ES12-6	ES12-2, ES2-3, ES12-5, ES12-8	ES12-3, ES12-4, ES12-6, EN12-7	ES12-1, ES12-2, ES12-3, ES12-4, ES12-6, ES12-9	
Component					
C1 Knowledge and understanding of course content	15	10	10	15	50
C2 Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	25	20	25	30	100

Year 12 English Studies

Outcomes

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 composes proficient texts in different forms

ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-7 represents own ideas in critical, interpretive and imaginative texts

ES12-8 understands and explains the relationships between texts

ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Opinion piece with related material. Mandatory Module: Texts and Human Experiences	Multi modal presentation Elective: We Are Australian	Proposal for class excursion Elective: On the Road	Portfolio-Collection of Classwork for all Modules Elective: Local Heroes	
Timing of Task	Term 4, Week 9	Term1 , Week 7	Term 2, Week 9	Term 3, Week 2	
Outcomes assessed	ES12.1, ES12.2, ES12.7, ES12.8	ES 12.5, ES12.6, ES12.7, ES12.9	ES 12.5, ES12.6, ES12.7	ES 12.2, ES12.3, ES12.4, ES12.5, ES12.10	
Component					
C1- Knowledge and understanding of course content	15	10	10	15	50
C2- Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	25	20	25	30	100

School Name: Kadina High Campus

Assessment Schedule Year 12 - 2024

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		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:	
Assessment Due						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.

Year 12 Exploring Early Childhood – Content Endorsed Course

Outcomes:

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood: infant, toddler, preschool, and the early school years
- 1.4 examines the ways in which family, community and culture influence the 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
- 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
- 6.1 demonstrates an understanding of the decision-making process
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	In class task	Hand in task	In class task	In class task	
Task Description	Young Children & the Media	Starting School	Children's Literature	Food & Nutrition	
Timing of Task	Term 4 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Week 8	
Outcomes assessed	1.4, 2.2, 2.4	1.3, 2.4, 6.1	1.1, 1.5, 2.3, 6.2	1.3, 1.4, 6.1,6.2	
Component					
Knowledge and understanding	15	10	10	15	50
Skills outcomes	10	15	15	10	50
Total %	25	25	25	25	100

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	Term	Term	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.

Year 12 Industrial Technology Timber

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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Industry Study	Progress of Major Project	Progress of Design Portfolio	Trial Exam	
Timing of Task	Term 1 Week 6	Term 3 Week 8	Term 3 Week 8	Term 3 Week 4,5	
Outcomes Assessed	H.1.2, H1.3, H3.2, H7.1	H5.1, H5.2, H6.1	H3.1, H3.3, H4.1, H4.2, H6.2	H5.2, H6.1, H7.1	
Component					
Knowledge and understanding of course content	15%			25%	40
Knowledge and skills in the management, communication and production of projects		40%	20%		60
Total	15%	40%	20%	25%	100

Year 12 Mathematics Advanced

Outcomes

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

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

MA12-3 applies calculus techniques to model and solve problems

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

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

MA12-6 applies appropriate differentiation methods to solve problems

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

MA12-8 solves problems using appropriate statistical processes

MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Task Number	Task 1	Task 2	Task 3	Task 4	
Type of Task	Functions Reference Material Test F2,T3	Statistics and Differentiation Question bank T3, C2, C3, C4	Investigation- Integration, Sequences and Series M1, C4	Trial Examination (HSC Style) F2, T3, C2, C3, C4, M1, S2, S3	Weighting %
Timing of Task	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3, Week 4-5	
Outcomes assessed	MA12-1,5,6	MA12-6,8	MA12-4,7	MA12-1to10	
Component					
Understanding, fluency and communication	10	15	10	15	50
Problem solving, reasoning and justification	10	15	10	15	50
Total %	20	30	20	30	100

Year 12 Mathematics Standard 2

Outcomes

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

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

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

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

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

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

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

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

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

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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	In Class Test (Summary and Annotated Formula Sheet Allowed) F4, M7	In Class test Question Bank Distributed 2 weeks prior A4, F4, F5	Assignment Measurement (Non- right trig/scale) and Networks M6, M7, N2, N3	Trial Examination A4, M6, M7, F4, F5, S4, S5, N2, N3	
Timing of Task	Term 4 , Week 9	Term 1 , Week 9	Term 2 , Week 10	Term3 , Week 4-5	
Outcomes assessed	MS2-12-: 1, 3, 5, 10	MS2-12-: 1, 5, 6,	MS2-12-: 3, 4, 8, 9	MS2-12-: 1 to 10 (All)	
Component					
Understanding, fluency and communication	10	10	15	15	50
Problem solving, reasoning and justification	10	10	15	15	50
Total %	20	20	30	30	100

Year 12 MUSIC 1

Outcomes

H1: performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble

H2: reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied

H3: improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied

H4: articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

H5: critically evaluates and discusses performances and compositions

H6: critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

H7: understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied

H8: identifies, recognises, experiments with, and discusses the use and effects of technology in music

H9: performs as a means of self-expression and communication

H10: demonstrates a willingness to participate in performance, composition, musicology and aural activities

H11: demonstrates a willingness to accept and use constructive criticism

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Viva Voce and Elective	Composition, Elective and Aural	Performance and Elective	Performance, Elective and Aural Trial HSC	
Timing of Task	Term 4, Week 9/10	Term 1, Week 9	Term 2, Week 9	Term 3, Week 4/5	
Outcomes assessed	H2, H4, H5	H3, H7, H8	H1, H9	H6, H10, H11	
Component					
Performance			5	5	10
Composition		10			10
Musicology	10				10
Aural		15		10	25
Electives	10	10	10	15	45
Total %	20	35	15	30	100

Year 12 – Numeracy CEC

Outcomes

N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems

N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

N6-2.3: chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance

N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design

N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Financial Mathematics Research Task	Open Book In class Test	Data Assignment	Yearly Examination	
Timing of Task	Term 4, Week 9	Term 1, Week 9	Term 2, Week 10	Term 3, Week 4/5	
Outcomes assessed	N6-2.3, N6-2.4, N6-2.5, N6-3.1	N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-2.5, N6-3.2	N6-1.1, N6-1.2, N6-2.1, N6-2.2, N6-3.2	N6-1.1N6-1.2 N6-1.3N6-2.1 N6-2.2N6-2.4 N6-2.5 N6-3.1 N6-3.2	
Component					
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	15	10	15	10	50
Total %	25	25	25	25	100

Year 12 – Personal Development, Health and Physical Education (PDHPE)

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
- H6** demonstrates a range of personal health skills that enables them to promote and maintain health
- H7** explains the relationship between physiology and movement potential
- H8** explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** explains how movement skill is acquired and appraised
- H10** designs and implements training plans to improve performance
- H11** designs psychological strategies and nutritional plans in response to individual performance needs
- H12** analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport
- H13** selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14** argues the benefits of health-promoting actions and choices that promote social justice
- H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16** devises methods of gathering, interpreting and communicating information about health and physical activity concepts.
- H17** selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	<u>Option 3: Sports Medicine Analysis</u>	<u>Core 2: Factors Affecting Performance Report</u>	<u>Core 1: Health Priorities in Australia- Research Analysis task</u>	<u>Trial HSC Written Examination</u>	
Timing of Task	Term 4 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Week 4/5	
Outcomes assessed	H8, H13, H16, H17	H7, H8, H9, H10, H11, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16	H1-H11, H13-H17	
Component					
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating	10	15	15	20	60
Total %	20	25	25	30	100

Year 12 - Sport, Lifestyle and Recreation

Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.4 demonstrates competence and confidence in movement contexts

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Fitness Hand in Assignment Fitness Program	First Aid and Sports Injuries In class Exam Resuscitation/First Aid Scenario	Athletics Hand in Task	Games & Sports Applications 2 Practical performance cumulative from the year of participation in games and sports	
Timing of Task	Term 4, Week 7	Term 2, Week 3	Term 2, Week 8	Term 3, Week 3	
Outcomes assessed	1.2 1.3 2.2 2.5 3.2 3.3	3.6	3.7	1.1 1.3 2.3 3.1 3.3 3.4 4.1 4.2 4.4	
Component					
Knowledge and understanding	10	10	10	20	50
Skills	10	10	5	25	50
Total %	20	20	15	45	100

Year 12 Textiles and Design

Outcomes

H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project

H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements

H1.3 identifies the principles of colouration for specific end-uses

H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences

H2.2 demonstrates proficiency in the manufacture of a textile item/s

H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion

H3.1 explains the interrelationship between fabric, yarn and fibre properties

H3.2 develops knowledge and awareness of emerging textile technologies

H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses

H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use

H5.1 investigates and describes aspects of marketing in the textile industry

H5.2 analyses and discusses the impact of current issues on the Australian textiles industry

H6.1 analyses the influence of historical, cultural and contemporary developments on textiles

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	MTP Designing and Planning Oral Presentation	Current Issues in the ATCFAI Investigation	MTP Project Development and Management Report	Trial HSC Examination	
Timing of Task	Term 4, Week 8	Term 1, Week 6	Term 2, Week 8	Term 3, Weeks 3–4	
Outcomes assessed	H2.1, H2.3, H4.2	H5.1, H5.2	H1.1, H1.2, H2.2, H3.1, H4.2	H1.3, H3.1, H3.2, H4.1, H5.2, H6.1	
Component					
Knowledge and understanding of course content		20		30	50
Skills and knowledge in the design, manufacture and management of textiles projects	20		30		50
Total %	20	20	30	30	100

Year 12 Visual Arts

Outcomes:

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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Hand in Task	In class essay	Hand in task	Examination	
Timing of Task	Term 4, Week 10	Term 1, Week 10	Term 3, Week 2	Term 3, Week 4-5	
Outcomes assessed	H2, H3, H4, H9	H7, H8	H2, H4, H5, H6, H10	H10	
Component					
Art Criticism and Art History	HSC Body of Work Proposal Case Study 1: ArtExpress Case Study 2: Artist of Influence 10%	Case Study 4: Art Now In class Essay 20%		Trial HSC Visual Arts Examination 20%	50
Artmaking	HSC Body of Work Proposal Development of ideas for HSC Body of Work in Visual Arts Process Diary 20%		HSC Body of Work Resolution Body of Work and Visual Arts Process Diary 30%		50
Total %	30%	20%	30%	20%	100

11 LHC Assessment Schedules – HSC 2024

Year 12 Biology Assessment Schedule

Outcomes

SKILLS

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

KNOWLEDGE AND UNDERSTANDING

A student:

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

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	DNA Models	Depth Study – Genetic Disorders	Practical Assessment – Infectious Disease	Trial HSC Exam	
Timing	Term 4, Week 5	Term 1, Week 5	Term 2, Week 4	Term 3, Week 4-5	
Outcomes Assessed	BIO12-3, BIO12-6, BIO12-12	BIO12-1, BIO12-4, BIO12-6, BIO12-7, BIO12-13	BIO12-2, BIO12-3, BIO12-14	BIO12-6, BIO12-12, BIO12-13, BIO12-14, BIO12-15	
Component					Weighting %
Skills in working scientifically	10	25	15	10	60
Knowledge and understanding of course content	10	5	5	20	40
Total %	20	30	20	30	100

Year 12 Business Studies Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING

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

SKILLS

A student:

H7 plans and conducts investigations into contemporary business issues

H8 organises and evaluates information for actual and hypothetical business situations

H9 communicates business information, issues and concepts in appropriate formats

H10 applies mathematical concepts appropriately in business situations

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Report - Research & Analysis of Operations in two global businesses <i>(one Australian)</i>	Marketing Extended Response	Financial Management In class test	Trial HSC Exam	
Timing	Term 4, Week 8	Term 1, Week 7	Term 2, Week 8	Term 3, Week 4-5	
Outcomes Assessed	H1, H2, H5, H7	H3, H6, H7, H8, H9	H4, H8, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Component					Weighting %
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills	5	5	5	5	20
Inquiry and research	10	10			20
Communication of business information, ideas and issues in appropriate forms		5	5	10	20
Total %	20	30	20	30	100

Year 12 Ceramics Assessment Schedule

Outcomes

CERAMICS MAKING

A student:

M1 generates a characteristic style that is increasingly self-reflective in their ceramic practice

M2 explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works

M3 investigates different points of view in the making of ceramic works

M4 explores ways of generating ideas as representations in the making of ceramic works

M5 engages in the development of different techniques suited to artistic intentions in the making of ceramic works

M6 takes into account issues of Work Health and Safety in their practice

CRITICAL AND HISTORICAL STUDIES IN CERAMICS

A student:

CH1 generates in their critical and historical investigations ways to interpret and explain ceramic works and practices

CH2 investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations

CH3 distinguishes between different points of view in their critical and historical studies

CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics

CH5 recognises how ceramic works are used in various fields of cultural production

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Collection of Works & Case Study	Collection of Works & Case Study	Collection of Works & Case Study	Collection of Works & Yearly Exam/Case Study	
Timing	Term 4, Week 9	Term 1, Week 7	Term 2, Week 8	Term 3, Week 6	
Outcomes Assessed	M2, M3, M5, M6, CH4, CH5	M1, M4, M5, M6, CH3	M5, M6, CH1	M1, M3, M5, M6, CH2, CH4, CH5	
Component					Weighting %
Making	15	15	15	25	70
Critical Study/ Historical Study	5	5	5	15	30
Total %	20	20	20	40	100

Year 12 Dance Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

- H1.1** understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2** performs, composes and appreciates dance as an artform
- H1.3** appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H1.4** acknowledges and appreciates the relationship of dance and other media
- H2.1** understands performance quality, interpretation and style relating to dance performance
- H2.2** performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
- H2.3** values the diversity of dance performance
- H3.1** identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent
- H3.2** demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent
- H3.3** recognises and values the role of dance in achieving individual expression
- H3.4** explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
- H4.1** understands the concept of differing artistic, social and cultural contexts of dance
- H4.2** recognises, analyses and evaluates the distinguishing features of major dance works
- H4.3** utilises the skills of research and analysis to examine dance as an artform
- H4.4** demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
- H4.5** acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Core Composition	Core Performance	Major Study	Trial HSC Exam (Core Appreciation)	
Timing	Term 4, Week 7	Term 1, Week 3	Term 2, Week 1	Term 3, Week 4-5	
Outcomes Assessed	H3.3, H3.4, H3.6	H2.1, H2.2, H2.3	H1.1, H1.2, H1.4	H4.1, H4.2, H4.4	
Component					Weighting %
Performance		20			20
Composition	20				20
Appreciation				20	20
Major Study			40		40
Total %	20	20	40	20	100

Year 12 Earth & Environmental Science Assessment Schedule

Outcomes

SKILLS

A student:

EES12-1 develops and evaluates questions and hypotheses for scientific investigation

EES 12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

EES 12-3 conducts investigations to collect valid and reliable primary and secondary data and information

EES 12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES 12-5 analyses and evaluates primary and secondary data and information

EES 12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES 12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

KNOWLEDGE AND UNDERSTANDING

A student:

EES 12-12 describes and evaluates the models that show the structure and development of the Earth over its history

EES 12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems

EES 12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate

EES 12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Scientific Developments In Class Task	Natural Disasters Depth Study & Presentation	Climate Change Secondary Source Analysis	Trial HSC Exam	
Timing	Term 4, Week 10	Term 1, Week 10	Term 2, Week 7	Term 3, Week 4-5	
Outcomes Assessed	EES12-5, EES12-7, EES12-12	EES12-1, EES12-4, EES12-6, EES12-7, EES12-13	EES12-6, EES12-7, EES12-14	EES12-5, EES12-6, EES12-12, EES12-13, EES12-14, EES12-15	
Component					Weighting %
Skills in working scientifically	15	20	15	10	60
Knowledge and understanding of course content	5	10	5	20	40
Total %	20	30	20	30	100

Year 12 English Extension 1 Assessment Schedule

Outcomes

KNOWLEDGE, UNDERSTANDING AND SKILLS

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

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Creative Task – Portfolio of creative composition & reflection	Critical response with related text	Trial HSC Exam	
Timing	Term 4, Week 8	Term 2, Week 9	Term 3, Week 4	
Outcomes Assessed	EE12-1, EE12-2, EE12-5	EE12-1, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	
Component				Weighting %
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
Total %	30	40	30	100

Year 12 Industrial Technology Timber Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

H1.1 investigates industry through the study of businesses in one focus area

H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry

H1.3 identifies important historical developments in the focus area industry

H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques

H3.1 demonstrates skills in sketching, producing and interpreting drawings

H3.2 selects and applies appropriate research and problem-solving skills

H3.3 applies and justifies design principles through the production of a Major Project

H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project

H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills

H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components

H5.1 selects and uses communication and information processing skills

H5.2 examines and applies appropriate documentation techniques to project management

H6.1 evaluates the characteristics of quality manufactured products

H6.2 applies the principles of quality and quality control

H7.1 explains the impact of the focus area industry on the social and physical environment

H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Designing & Planning Presentation	Product Analysis	Project Development & Management Interview	Trial HSC Exam	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 4	Term 3, Week 4-5	
Outcomes Assessed	H3.1, H3.2, H3.3, H5.1	H3.2, H4.3, H5.2, H6.1	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
Component					Weighting %
Knowledge and understanding of course content	5	5	10	20	40
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	60
Total %	20	20	30	30	100

Year 12 Marine Studies Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussions
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Coral Reef Research Task	Practical test with report	Oral Presentation with artefact	Exam with logbook	
Timing	Term 4, Week 7	Term 1, Week 7	Term 2, Week 9	Term 3, Week 6	
Outcomes Assessed	1.1, 1.2, 1.3, 2.3, 3.2, 3.3	1.4, 2.2, 3.1, 4.1, 4.2, 5.2	1.1, 1.2, 1.5, 2.1, 2.3, 3.2, 3.4	1.2, 1.3, 3.1, 5.1, 5.2, 5.3, 5.4	
Component					Weighting %
Knowledge and understanding	15	10	15	10	50
Skills in working scientifically	10	15	10	15	50
Total %	25	25	25	25	100

Year 12 Music 1 Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

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

H5 critically evaluates and discusses performances and compositions

H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied

H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music

H9 performs as a means of self-expression and communication

H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities

H11 demonstrates a willingness to accept and use constructive criticism

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Musicology Viva Voce Performance Core	Aural Skills Exam One elective	Composition draft Core & Elective	Trial HSC Exam Aural Skills paper & Elective VivaVoce/ Performance/ Portfolio/ Composition	
Timing	Term 4, Week 9	Term 1, Week 8	Term 2, Week 9	Term 3, Week 4-5	
Outcomes Assessed	H2, H4, H5, H6, H7, H9, H11	H1, H4, H6, H10	H3, H5, H7, H8, H9, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	
Component					Weighting %
Performance	10				10
Composition			10		10
Musicology	10				10
Aural		10		15	25
Electives		15	15	15	45
Total %	20	25	25	30	100

12 RRHC Assessment Schedules – HSC 2024

Year 12 - Biology

Outcomes, A student:

Skills:

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

Knowledge and Understanding:

- BIO 12-12** explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO 12-13 explains natural genetic change and the use of genetic technologies to induce genetic change
BIO 12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO 12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	DNA Models	Depth Study – Genetics	Practical Assessment – Infectious Disease	Trial HSC Examination	
Timing of Task	Term 4, Week 6	Term 1, Week 8	Term 2, Week 5	Term 3, Week 4/5	
Outcomes assessed	Skills: 12-3; 12-6 Knowledge: 12-12	Skills: 12-1; 12-4; 12-6; 12-7 Knowledge: 12-13	Skills: 12-2; 12-3; 12-5 Knowledge: 12-14	Skills: 12-6 Knowledge: 12-12; 12-13; 12-14; 12-15	
Component					
Skills in Working Scientifically	10	25	15	10	60
Knowledge and Understanding of Course Content	10	5	5	20	40
Total %	20	30	20	30	100

Year 12 - Chemistry

Outcomes, A student:

Skills:

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

Knowledge and Understanding:

- CH 12-12** explains the characteristics of equilibrium systems, and the factors that affect these systems
CH 12-13 describes, explains and quantitatively analyses acids and bases using contemporary models
CH 12-14 analyses the structure of, and predicts reactions involving, carbon compounds
CH 12-15 describes and evaluates chemical systems used to design and analyse chemical processes

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	In class test – Module 5	Depth Study	Practical Assessment	Trial HSC Examination	
Timing of Task	Term 4, Week 8	Term 1, Week 9	Term 2, Week 5	Term 3, Week 4/5	
Outcomes assessed	Skills: 12-5; 12-6 Knowledge: 12-12	Skills: 12-1; 12-4; 12-5; 12-7 Knowledge: 12-13	Skills: 12-2; 12-3; 12-5 Knowledge: 12-14	Skills: 12-6 Knowledge: 12-12; 12-13; 12-14; 12-15	
Component					
Skills in Working Scientifically	10	25	15	10	60
Knowledge and Understanding of Course Content	10	5	5	20	40
Total %	20	30	20	30	100

Year 12 – Japanese Beginners

Outcomes, A student:

Interacting:

- 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

Understanding texts:

- 2.1 understanding 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 identifies the purpose, context and audience of a text
- 2.5 identifies and explains aspects of the culture of Japanese speaking communities in texts

Produced texts:

- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 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

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	Listening and Speaking Task	Reading and Writing Task	Trial HSC Examination Listening, Reading & Writing Trial HSC Examination	
Timing of Task	Term 1, Week 7	Term 2, Week 10	Term 3, Week 4/5	
Outcomes assessed	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5	2.1,2.2,2.3,2.4,2.5 3.1,3.2,3.3,3.4	2.1,2.2,2.3,2.4,2.5, 3.1,3.2,3.3,3.4	
Component				
Speaking	20			20
Listening	20		10	30
Reading		20	10	30
Writing in Japanese		10	10	20
Total %	40	30	30	100

Year 12 – Extension 1 Mathematics

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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Investigation	Ref Notes Test	Open Book Test	Trial HSC Examination	
Timing of Task	Term 4, Week 8	Term 1, Week 9	Term 2, Week 8	Term 3, Week 4/5	
Outcomes assessed	12-1, 12-6, 12-7, 12-5	12-2, 12-4, 12-3, 12-1	12-2, 12-4, 12-3, 12-5	12-1, 12-2, 12-3, 12-4, 12-5, 12-7	
Component					
Understanding, fluency and communication	20	10	5	15	50
Problem Solving, Reasoning and Justification	10	10	15	15	50
Total %	30	20	20	30	100

Year 12 – Personal Development, Health and Physical Education

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
- H6** demonstrates a range of personal health skills that enables them to promote and maintain health
- H7** explains the relationship between physiology and movement potential
- H8** explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** explains how movement skill is acquired and appraised
- H10** designs and implements training plans to improve performance
- H11** designs psychological strategies and nutritional plans in response to individual performance needs
- H12** analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport
- H13** selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14** argues the benefits of health-promoting actions and choices that promote social justice
- H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16** devises methods of gathering, interpreting and communicating information about health and physical activity concepts.
- H17** selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Option 1 Sports Medicine - Report	Core 2 Factors Affecting Performance – Training Analysis	Core 1 Health Priorities in Australia – Ottawa Charter Application	Trial HSC Written Examination Core 1 Core 2 Options	
Timing of Task	Term 4, Week 7	Term 1, Week 8	Term 2, Week 7	Term 3, Week 4/5	
Outcomes assessed	H8, H13, H16, H17	H7, H8, H9, H10, H11, H16, H17	H1, H2, H3, H4, H5, H14, H15 ,H16	H1-H11, H13-H17	
Component					
Knowledge and understanding of course content	10	10	10	10	40
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	15	20	60
Total %	20	25	25	30	100

Year 12 – Physics

Outcomes, A student:

Skills:

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

Knowledge and Understanding:

- PH12-12** describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Projectile Motion Practical Task	Depth Study Presentation	Nature of Light Research Task	Trial HSC Examination	
Timing of Task	Term 4, Week 5	Term 1, Week 7	Term 2, Week 6	Term 3, Week 4/5	
Outcomes assessed	Skills: 12-1; 12-2; 12-3; 12-5 Knowledge: 12-12	Skills: 12-1; 12-2; 12-4; 12-5; 12-7 Knowledge: 12-12/13/14/15	Skills: 12-3; 12-4; 12-5; 12-6 Knowledge: 12-14	Skills: 12-6 Knowledge: 12-12; 12-13; 12-14; 12-15	
Component					
Skills in Working Scientifically	15	25	10	10	60
Knowledge and Understanding of Course Content	5	5	10	20	40
Total %	20	30	20	30	100

Student Competency Assessment Schedule VET Agriculture, Horticulture and Conservation and Land Management

AHC20116 Certificate II in Agriculture

HSC course

Assessment events for AHC20116 Certificate II in Agriculture <i>Must be edited to suit school delivery – refer to TAS</i>			Cluster 3	Cluster 4	Cluster 8	Cluster 5	HSC half- yearly exam**	Work placement 2*	HSC trial exams**
			Week 4 Term 4	Week 2 Term 1	Week 8 Term 1	Week 3 Term 3	Week X Term X	Week X Term X	Week X Term X
Cluster	Code	Unit of competency							
3	AHCWRK201	Observe and report on weather	X						
4	AHCCHM201	Apply chemicals under supervision		X					
	AHCPMG201	Treat weeds							
8	AHCLSK209	Monitor water supplies			X				
	AHCLSK211	Provide feed for livestock							
5	AHCLSK202	Care for health and welfare of livestock							
	AHCLSK204	Carry out regular livestock observation				X			
	AHCLSK205	Handle livestock using basic techniques							
	AHCLSK206	Identify and mark livestock							

*** Students must complete 70 hours of work placement during the course before the end of term 3, 2024.**

Depending on the achievement of units of competency, the possible qualification outcome is a **AHC20116 Certificate II in Agriculture** or a **Statement of Attainment towards a AHC20116 Certificate II in Agriculture**. 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”.

**Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy. *Public Schools NSW, Tamworth* (RTO 90162) have engaged NESAs to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nsw.edu.au/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESAs directly for additional copies of their transcript.

Year 12 – Society and Culture

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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Topic Test <i>Core</i>	Essay <i>Pop Culture</i>	Research Proposal <i>PIP</i>	Trial Exam	
Timing of Task	Term 4, Week 7	Term 1, Week 9	Term 2, Week 7	Term 3, Week 4/5	
Outcomes assessed	H1,H5,H6,H9,H10	H3,H9,H10	H1,H6,H7,H8	H1,H2,H3,H4,H5,H6,H9,H10	
Component					
Knowledge and understanding of course content	20	15	5	10	50
Application and evaluation of social and cultural research methods	5	10	10	5	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	30	30	20	20	100

Year 12 – Work Studies

Outcomes, A student:

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

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Type of Task	Holiday Budget	Teamwork and Enterprise project	Is it Safe? in class test	Workplace balance task	
Timing of Task	Term 4, Week 6	Term 1, Week 6	Term 2, Week 5	Term 3, Week 1	
Outcomes assessed	4,6,7,8	5,6,7,8	1,2,7,8,9	4,6,7,9,	
Component					
Knowledge and understanding outcomes and course content	5	5	15	5	30
Skills outcomes and course content	20	20	10	20	70
Total %	25	25	25	25	100

13 HSC Course Assessment Schedule Overview 2024

Kadina High Campus

TERM 4 2023										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	Week 11
					Biology	EEC PHDPE SLR	Ancient History Business Studies Textiles	English Advanced English Standard English Studies Maths Advanced Maths Standard 2 Numeracy Music 1	Drama Visual Art	
TERM 1 2024										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	Week 11
					Textiles Industrial Tech	Ancient History EEC English Studies PDHPE	English Advanced English Standard	Maths Advanced Maths Standard 2 Numeracy Music 1	Drama Visual Art	Business Studies
TERM 2 2024										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
		SLR	Biology		English Advanced English Standard	EEC PDHPE	Business Studies Maths Advanced SLR Textiles	Ancient History English Studies Music 1	Biology Drama Maths Standard 2 Numeracy	
TERM 3 2024										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
	Assessment Free Period Visual Art hand in	Assessment Free Period SLR practical	Trial HSC Exams	Trial HSC Exams		English Studies	EEC Industrial Tech			

