



2024
HSC
ASSESSMENT
MANUAL

GHS | GALSTON
HIGH SCHOOL

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NESA states that students need reading, writing and maths skills to be successful in everyday life after school. That is why students are required to show a minimum standard of literacy and numeracy to receive the Higher School Certificate (HSC) from 2020.

To check students have the basics right, students need to sit short online tests of reading, writing and maths for everyday life. Students get four chances a year to pass each of the tests from Year 10 until five years after they finish their HSC course.

If students pass the online tests of basic reading, writing and numeracy skills it will show they have met the HSC minimum standard.

Timetable for HSC minimum Standards:

Students need to meet the HSC minimum standard to receive the HSC.

To show students meet the standard students need to:

- pass the online reading test and
- pass the online writing test and
- pass the online numeracy test.

How is the standard set?

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school. It includes skills for tasks such as:

- following safety instructions in equipment manuals
- understanding a mobile phone plan
- writing a job application
- creating a personal weekly budget.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

Disability provisions and exemptions

Some students with disabilities will be eligible for extra provisions for the minimum standard online tests, or be exempt from meeting the HSC minimum standard in order to receive their HSC.

Pattern of Study

To qualify for the Higher School Certificate (HSC) students must satisfactorily complete a minimum of 10 units in the HSC course (Year 12). The pattern of study must include:

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

To satisfy pattern of study requirements for the HSC a student may count up to seven units of Science in Year 12.

Satisfactory Completion of Courses

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

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

To achieve the outcomes above, students must:

a) satisfactorily complete classwork

There is an expectation that all work set by teachers, regardless of whether it is related to an assessment task or not, must be completed.

b) satisfactorily complete assessment tasks

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute **in excess of 50 percent** of available marks in courses where internal assessment marks are submitted. Students must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.

c) attend school regularly.

Regular attendance at school is essential to assist students to maximise their potential. Under the rules set by the Department of Education students must attend a minimum of 85% of lessons. If attendance is unsatisfactory a warning letter will be sent. The Department's document "Suspension and Expulsion of School Students – Procedures 2011" details the circumstances in which students of post-compulsory age [17+] **may be expelled from a school because of unsatisfactory participation in learning**. This will be evident in a documented pattern of any one (or combinations) of the following:

- non-satisfactory completion of work
- non-serious attempts to meet course objectives
- non-compliance with NESA requirements for the award of an HSC.

This will generally be where a student has failed to apply themselves with diligence and sustained effort to set tasks and experiences and the lack of application is impacting on the good order of the school and learning of other students.

If a student fails to complete tasks, (made a serious attempt), in a course to the value of more than 50% of that course's total assessment they will be deemed unsatisfactory in that course. This may mean that they are ineligible to receive their HSC.

Help for students who find themselves in difficulty is always available from their Year Adviser, the Careers Advisor, Head Teacher Secondary Studies, Head Teacher Welfare, Learning and Support Teacher, School Counsellor or Deputy Principal.

The publication from NESA, “Rules and Procedures for Higher School Certificate Candidates”, covers most of the things students need to know about the HSC.

Assessment

Student performance, application and the achievement of course outcomes in the HSC course will be measured through an assessment program. Assessment seeks to give credit for the mastery of skills and for achievements which may not be adequately evaluated in a single examination.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course. NESA uses a standards-referenced approach to reporting student achievement in the HSC. The standards in the HSC are:

- knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- levels of achievement of the knowledge, skills and understanding – the performance standards.

In summary, assessment for learning are principles to provide the criteria for judging the quality of assessment materials and practices. They appear below as they do in each of the syllabuses.

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards for which they are aiming
- involves students in self-assessment and peer assessment
- provides feedback to help students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents in reflecting on assessment data
- emphasises the interactions between learning and manageable assessment strategies that promote learning
- clearly expresses for the student and teacher the goals of the learning activity
- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- provides ways for students to use feedback from assessment
- helps students take responsibility for their own learning
- is inclusive of all learners

Assessment Tasks

Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. Tasks may include a formal examination such as the Trial examination, written assignments, topic tests, practical activities, fieldwork and projects.

Final assessment marks will reflect a variety of components depending upon the requirements of each course. These assessment components are usually the skills and knowledge which students are expected to acquire. The student’s success in mastering the components is measured by his/her performance in the assessment tasks set. An assessment task may be designed to test a single component or a combination of components.

The assessment components will not all necessarily have the same importance or weighting. Similarly, assessment tasks will have different marking schemes. The assessment mark allows for performance over a range of activities to be judged. The mark represents a measure of achievement against a pre-set standard (standards reference).

Each course has an individual assessment program, assessment tasks may vary between & within subjects.

Assignments and Homework

One of the conditions of completing a course satisfactorily is that the student must apply themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school. This includes not only assessment tasks, but also assignments and homework.

Class work and assignment work may also be based on mandatory experiences as described by the syllabus for that course and as such it is a requirement of the HSC that students have a satisfactory attendance record and they complete all set class work and homework.

ACHIEVING EXCELLENCE – INSPIRING SUCCESS Year 12 Assessment and the HSC mark

How the HSC mark is achieved

With the exception of VET courses and non-ATAR (Australian Tertiary Admissions Rank) courses, the 2022 HSC will record two marks for each Board Developed course studied: an examination mark and a moderated, school-based assessment.

The examination marks will be determined from the individual student's performance in the HSC examinations, which include written papers and externally marked student 'Major Works' and/or performances. The written examinations are held in October/November of Year 12, 2024. 'Major Works' include performance and major projects in Industrial Technology, Music, Languages, Drama, Society and Culture, Science Extension and Visual Arts, and are marked as early as August. Each course will be individually reported. In each course, overall performance, part of which is the School Assessment, will be reported in respect of Performance Bands detailing what a student is able to do.

In each VET course, students may choose to sit for a written HSC examination paper and marks can be shown on the student's HSC. Marks can also contribute to ATAR calculations provided only one category B course is included in the ten best units being studied for the HSC. No assessment mark is awarded in VET subjects as performance is based on competencies achieved. Schools are required to submit an estimated examination mark for all students entered for the examination. The Trial HSC Examination mark may be used to assist in determining this estimate.

HSC Assessment marks will be derived from tasks set by the school between October of Term 4, 2023, and the end of Term 3 of Year 12, 2024.

If students apply for an ATAR, both the examination marks and the moderated school assessments are used to determine the rank. This is issued by the University Admissions Centre (UAC) in December.

Each tertiary institution sets its own entrance requirements. Virtually all of them will use the ATAR when choosing the students they will admit. For advice in regard to entrance levels and other requirements, students should consult the school's Careers Adviser and Head Teacher Secondary Studies. Note that the inclusion of 2 units of English is compulsory in the calculation of an ATAR.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the HSC. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. Any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA subject-specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

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

- copying someone else's work in part or in whole, and presenting it as their own, this includes AI generated work.
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an HSC examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- taking time off before an assessment task to study.
- Students may be asked to provide evidence that all unacknowledged work is entirely their own.

Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Malpractice will be penalised as follows:

- cheating or attempting to cheat = 0 marks awarded for the task.
- copying or using the works of other students = 0 marks awarded for the task.
- In all cases of malpractice, parents/caregivers will be notified and 'N' warning letters issued. NSW schools are required to maintain a register of all instances where a student is found to have engaged in malpractice in a school-based assessment task, including information about the subject concerned, the nature of the offence and the penalty applied. This information must then be reported to NESA.

ACHIEVING EXCELLENCE – INSPIRING SUCCESS

Disability Provisions

NESA assesses applications from students with special assessment needs in order to provide eligible students with practical support in NESA assessments and examinations. Applications may be made by students for the Year 10 and 11 RoSA, and Higher School Certificate according to procedures determined by NESA. The coordinators of these applications are the Head Teacher Welfare and the Head Teacher Secondary Studies.

Parents are encouraged to contact the Head Teacher Welfare with any questions regarding the process. Parents will also be provided with the part of the form to be completed by any relevant specialists. It is most important that parents carry out this request in order to support the application with statements from medical professionals. The due date is always the last day of Term 1 (year 12) for pre-existing conditions, except for applications based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever, which should be submitted in July of the HSC examination year, with teacher comments and medical documentation also dated July. For more details, refer to the NESA website on <http://www.boardofstudies.nsw.edu.au/disability-provisions/> or contact the school.

When an application is submitted, evidence must be included indicating the precise nature of the disability and the consequent effect on examination performance. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication. Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA only determines disability provisions for the Higher School Certificate examinations. **Students and parents should be aware that there is no guarantee NESA will grant the same provisions as those given at school.** Supporting documents, e.g. medical reports that confirm diagnosis of a particular condition; hearing and vision tests; timed essays should be submitted with the application. Supporting documentation should be less than 12 months old except where an existing medical condition/ diagnosis will not change with time, e.g. permanent vision loss, diabetes. Provisions for emergencies (eg a broken arm) may be sought up to the day of the examination. If all the necessary information is not provided, some requested provisions will be declined due to insufficient evidence.

Where a student has a **condition that may or may not occur during an examination**, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/ misadventure appeals, **not disability provisions**. Also, disability provisions cannot compensate students for difficulties in undertaking a course or for lost preparation time.

However, if there are identifiable factors known to contribute to or trigger a particular condition, an application can be submitted on this basis; for example, separate supervision in a room with natural light if bright lighting frequently results in a migraine.

Students may need provisions for:

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

NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.

Where a student has a condition that might manifest itself during an examination session (eg epilepsy or asthma), the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.

Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.

Submission of assessment tasks

Unless notified explicitly in the official assessment task notice for that particular task, all assessments tasks must be submitted **by 8.50am on the due date, in written hard copy or electronic form, (as stated on the instructions in the assessment task notification) regardless of whether a timetabled lesson for that subject has been set on that day.**

Specifically, students must:

- Personally deliver assessment tasks to the relevant teacher or delegate before 8.50am on or before the due date – not left at staffrooms or in classrooms or anywhere else.
- Present a medical certificate if absent on the day a task is due.
- Attend classes **ALL DAY** on days with scheduled assessment tasks. Students who arrive significantly late to school or take a morning off to prepare for a mid morning or afternoon assessment task will be awarded a **zero mark** for the task.
- Where a task requires an oral presentation, **all students** must be prepared to present the task on the due date, regardless of whether the oral presentations are completed in one lesson or a series of lessons.

No extensions will be granted if a student claims on the day a task is due that they are unable to submit or complete a task because “the computer broke down”, “the printer won’t work”, or other similar excuse. The malfunction or unavailability of computing equipment cannot be used as a legitimate excuse for the late submission of work.

If students are experiencing connectivity issues, they are required to contact their Class Teacher and/or the Faculty Head Teacher prior to the due date for the task (at least TWO school days) to organise an extension, an alternate task and/or an alternate submission method.

Connectivity issues on the day of submission are not grounds for an illness/misadventure application unless it is for a live examination during which an unexpected issue arises.

To overcome possible problems, students are encouraged to:

- start assignments early
- submit draft copies of tasks to the teacher before the due date
- back up electronic/digital files to more than one source including a cloud based source such as OneDrive available through the student portal.
- make and keep printouts of their work during the process of completing the assignment as evidence of what they have completed
- keep an up-to-date diary and/or log book (including problems experienced) as required in subjects such as design and technology, visual arts and computing subjects
- be prepared to use non-computing methods if all else fails.

'N' Determination Warning

Teachers can recommend an 'N warning' when a student has failed to meet one or more of the following requirements:

- participation in the required learning experiences and assessment tasks
- satisfactory effort and achievement
- achieving the course outcomes
- satisfactory attendance record at school and in classes.

It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.

Parents/care providers will be notified if the school has serious concerns about the progress of a student. Should a student fail to meet course requirements an '**N Determination Warning Letter**' is sent home outlining the issue and a new completion date by which the student must submit the outstanding work.

It is the responsibility of the student to redeem the incomplete work by a given date.

Failure to follow this procedure would result in the school notifying NESAs of the student's inability to gain a Record of School Achievement result for that course.

It is hoped that by notifying parents/caregivers as soon as there is a concern about a student's progress the problem will be resolved quickly and the Record of School Achievement not placed at risk.

Parents are also urged to contact the school if they are concerned about their child's progress.

Galston High School Support for students receiving N-Determination Improvement Program

Student misbehaviour, a poor attendance record and/or failure to complete all studies to a suitable standard, indicates a non-serious attempt by a student.

Students who do not show evidence of *due diligence and sustained effort* towards their studies will be issued with an **N Determination Warning Letter** and placed on an **Academic Improvement Program**. The purpose of the improvement program is to allow students the opportunity to mature and show a new willingness to comply with NESAs course requirements.

It will be the students' responsibility to attend each session and to complete all outstanding class work, homework and assessment tasks. A student will continue to attend until an improvement in the area of concern is achieved and/or all outstanding work is completed to a suitable standard, submitted and all relevant N warnings are resolved.

If, after five (5) weeks on the Improvement Program, there has been no significant improvement in behaviour and/or attitude & effort and/or attendance then a formal suspension caution will be issued. In this instance a student may not be able to meet course requirements and may be required to repeat the academic year.

Galston High School's N-Determination Monitoring Program

Level 1	<p>Classroom teacher monitors student achievement of course outcomes:</p> <ul style="list-style-type: none"> • Class learning activities (non-attendance or refusal) • Formal assessment <p>If student does not complete the task class teacher will send N-warning letter</p> <ul style="list-style-type: none"> • Assessment registrar follow up with student <p>Task completed by 'new due date' to a satisfactory standard</p> <ul style="list-style-type: none"> • Matter is resolved <p>Task not completed by 'new due date'</p> <ul style="list-style-type: none"> • Students will not receive a second warning letter. Matter remains unresolved and student are jeopardising achievement of HSC
Level 2	<p>Review Team Meeting:</p> <ul style="list-style-type: none"> • At the start of each term the review team will meet: Assessment Registrar, YA and DP • Informal Programs for Improvement coordinated by Year Adviser • Formal Programs for Improvement Coordinated by the Deputy Principal for a 5 week period
Level 3	<p>Term 3 Week 6 - N Determination meeting with Principal, Deputy Principal, Assessment Registrar & student occurs</p> <ul style="list-style-type: none"> • Student is given Principal's Determination Form and Student Appeal Form • NESAs processes followed • Students who are N determined do not receive HSC in that course which may impact on their overall ability to achieve their HSC

'N' Determination Grades

An 'N' determination is the decision made by the Principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course.

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The Principal may then apply the 'N' determination.

A Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to any student issued with an 'N' determination in any course, or sent to the student's home address. The Principal will also advise the student's parents or guardians (if the student is under 18 years of age) in writing of their right to appeal against the Principal's determination.

If a Determination reduces the total number of units studied to less than 12 in Year 11 the student will not be able to move onto year 12, and if it is less than 10 in year 12 the student will not be eligible for their HSC or an ATAR.

Zero (0) marks:

If students fail to hand in an assessment task on the due date, or fail to complete a task on the due date, and do not complete an Illness/Misadventure form with a valid medical certificate attached, they will be awarded a zero mark and an 'N' warning letter will be sent to parents/carers. They will be given two weeks to complete the task. However, the zero mark will remain.

Non serious attempts / non-attempts:

Non serious attempts / non-attempts in examinations and assessment tasks

HSC students who do not make a serious attempt or non-attempt HSC examinations and / or assessment tasks may render themselves ineligible for the award of the HSC.

NESA considers a student's examination or assessment to be a **non-attempt** if there is no evidence of academic engagement with the paper.

Students are required to attempt a range and a majority of not all of question types throughout the examination paper. It is insufficient to answer multiple-choice questions only.

Merely rewriting the question is not considered to be an adequate attempt of an examination and / or assessments.

Non-serious attempts include frivolous or objectionable material written in response to examination or assessment questions, as well as answers to questions in a language other than English (unless specifically instructed to do so). This includes the use of profanities which are unnecessary.

HSC students who do not make a serious attempt at an HSC examination may not receive an award in the course concerned. This may render some students ineligible for the award of the HSC. Any **student identified as making a non-serious attempt or a non-attempt in an HSC examination** will be asked by NESAs to justify why they should receive a result in the course concerned. NESAs will advise the student and the school Principal of its decision at the time of the release of HSC results.

In school assessment, a non-serious attempt at an assessment task may lead to being awarded a zero mark as per NESAs' guidelines. The Head Teacher, in consultation with the teacher's involved, shall determine whether the attempt is non-serious.

Illness / Misadventure

Students may lodge an Illness/Misadventure application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their assessment performance.

The right to submit an Illness/Misadventure application and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness.

If a student is unable to attend school on the day of an assessment task or the day a hand-in assessment task is due because of illness they must follow the correct procedure in **Appendix 1**.

When their sickness has been verified by a medical certificate, the Head Teacher/class teacher will arrange for them to sit an alternative task.

If the Head Teacher decides that the student should do the original or a substitute task, the student can be required to sit for the task IMMEDIATELY. For example, if they are sick on Friday when an assessment task is due and they return to school on Monday, they must submit or attempt the task as soon as practicable on the Monday.

Illness/Misadventure at school does not cover:

- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- misreading of the timetable
- misreading of examination and or assessment instructions
- failure to enter for the examination in the correct course
- long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
- conditions for which they have been granted disability provisions, unless they experience further difficulties
- courses that are undertaken as a self-tuition student
- attendance at a sporting or cultural event
- matters that could have been avoided by the student.
- Connectivity issues on the day of submission

A panel will be convened to decide on the outcome of an appeal. The panel will consist of the relevant Deputy Principal and two Head Teachers. Once the decision is made, students have the right of final appeal to the Principal.

The Illness/Misadventure form, as well as the flowchart of the Illness/Misadventure Process, is in the back of this booklet **Appendix 2**.

Invalid or Unreliable Assessment Tasks

If an internal assessment task is deemed to be invalid or unreliable by the Principal, he or she has the discretion to direct that an alternative assessment task be implemented. Depending on the task and the outcomes being assessed, a revised Assessment Schedule may need to be issued which indicates new weightings for remaining Assessment Tasks in the assessment program for the course.

Where a task is invalidated and a change is required for the assessment program, students and parents will be communicated of this in writing. Students will receive teacher feedback on any work that has been submitted on a task that has needed to be invalidated.

Querying the result of an assessment task

If, on the return of an assessment task, a student needs clarification of an assessment result, it is their responsibility to discuss their concern with the subject teacher or KLA Head Teacher at the time the assessment task is returned. If the matter cannot be resolved it can be referred to the **Assessment Registrar** (Mrs Andrus). A teacher's professional judgement cannot be questioned.

If a student does not raise any issues with their examination paper immediately (within one week of the task's return) after it has been returned there is no recourse for a student to do so at a later date.

The Appeals Process

The Appeals Panel consists of:

- Assessment Registrar (Mrs Andrus)
- Deputy Principal of the relevant year
- Head Teacher of the KLA and / or Welfare-

The panel will consider the written information supplied by the appealing student and the Galston High School Assessment Policy.

The panel is concerned with the **assessment process** and will not review the teacher's judgements of the worth of a particular task.

Suspended students - Assessments

If a student is on suspension when an assessment task is due the student must:

- Remain at home for the duration of their suspension
- Submit out-of-school assessment tasks by either email, mail or by delivery to the front Office (Reception desk) by the due date.
- Organise a time to sit in-school assessment upon return to school. An alternative task may be organised.

Unsatisfactory Attendance and Progress

Poor attendance and unsatisfactory progress are closely linked. Attendance in each course needs to meet satisfactory levels in order to complete sufficient course outcomes.

Where attendance and/or course outcome completion are of concern the student will be notified in writing with an 'N' Determination Warning Letter that they are jeopardising their achievement of the HSC due to non-attendance in class and / or non-completion of work missed due to absence.

Ongoing poor attendance at school, which results in non-completion of class work, means that course outcomes are not being met. This will result in class teachers issuing “N Determination Warning Letters” due to non-completion of course outcomes, meaning there is limited evidence of sustained effort and diligence. This will jeopardise the student’s achievement of the HSC.

Formal Examination Processes

Absence from formal examination tasks (Trial Examination)

Refer Appendix 1 and 2. A student who misses an exam for any reason must fill in an **Illness or Misadventure Form or Absence from an assessment task form depending on the situation**. In such circumstances it is advised that students seek guidance from Mrs Andrus.

Procedure for Rescheduling Trial Examinations

1. The student/parent must contact the school to inform them that the student will not be doing the exam. Mrs Andrus is the contact person.
2. The student will contact Mrs Andrus on the first day they are well/available with the appropriate documentation (**Illness or Misadventure Form/Absence from Assessment Task Form** and a **Medical Certificate** (for illness) **OR other appropriate supporting documentation** (for a non-medical reason))
3. Mrs Andrus will issue a rescheduled date and time based on the student’s **next available free slot within their exam timetable**

Note:

- Exams will not be rescheduled post the advertised date unless special permission is sought by the student from Mrs Andrus (examination coordinator) to undertake a rescheduled exam prior to the advertised date.
- A student who knows they will be absent from an exam due to a sporting or family commitment or other reason must see Mrs Andrus **prior** to the examination period.
- An **Illness or Misadventure Form/Absence from Assessment task form** must be submitted at the time a rescheduled exam is requested.
- No appeals will be considered after the results of an exam have been distributed to students.
- Failure to follow these procedures may result in a ZERO being awarded for the exam.

Students who re-schedule an exam may be required to sit an alternate paper.

ACHIEVING EXCELLENCE – INSPIRING SUCCESS

Year 12 Internal Assessment Schedule

Students should read Assessment Schedules carefully and ensure they are familiar with all assessment responsibilities and due dates.

Key Date to remember – Trial examinations: Term 2, Week 9 and 10

Specific examination schedules will be published closer to these events. Again, students are responsible for ensuring they know their examination timetable and all permitted materials. Any questions, students should ask the relevant classroom teacher or Head Teacher.

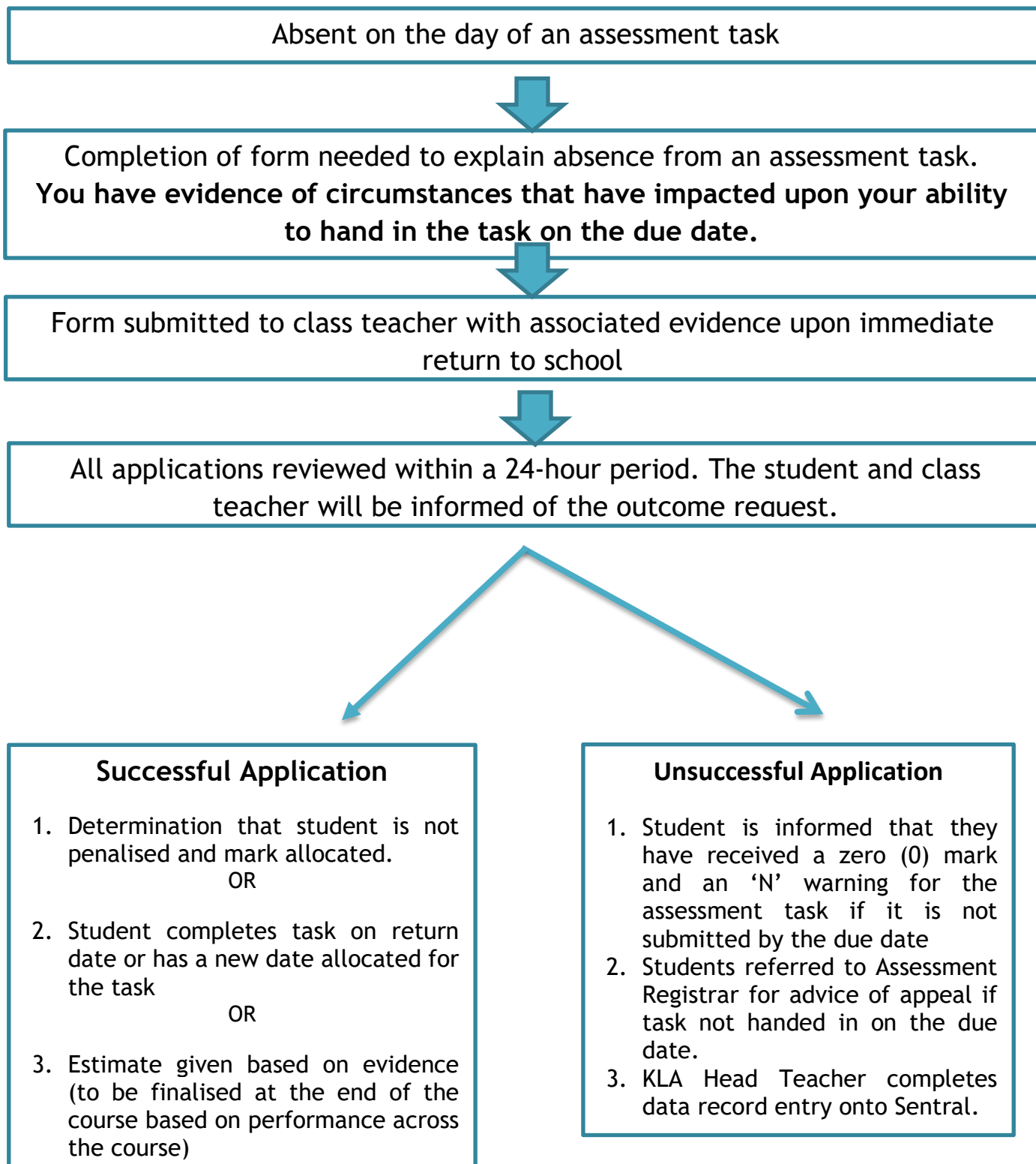
Situations which may arise regarding tasks

SITUATION	BACKGROUND	CONSEQUENCE	APPEAL and / or PROCESS
Absence on the day of notification of an assessment task	If a student is absent on the day of notification of the task the onus is on the student to find out about the task on their first day back at school	Zero mark if student does not hand in task	No appeal – onus on student to find out what work they have missed
Late arrival on the day of an assessment task due to be handed in	School records must show that a student attended a full day of school on the day of an assessment task. This is to ensure that no student is advantaged by using school time to work on an assessment task.	Zero mark	Request an appeal via Assessment registrar using Illness/Misadventure form – meet with Assessment Registrar – Refer Appendix 2
Absent with reason and student is still able to get the task to the teacher	If a student is away from school on the day of a hand-in task, it is their responsibility to arrange for someone to fax, email or deliver their work to the school.	Zero mark if student does not hand in task	NA
Absent with reason and student is NOT able to get the task to the teacher	If the absence is due to a medical condition that prevented them from completing the task. The assessment task is to be submitted on the first day of their return to school	Zero mark if inappropriate paper work provided and evidence not substantiated.	Explanation of Absence from an Assessment Task to be submitted to class teacher or HT KLA. A student who misses an assessment task for medical reasons must have a Medical Certificate as documentation. Refer Appendix 1
Requesting leave of absence on the day of an in-class assessment task	Requesting leave of absence, outlining the reason for the absence and attaching supporting evidence. If the reason is accepted, a substitute task or an alternate date will be given, whichever is appropriate. Under exceptional circumstances, the Principal may authorise the use of an estimated mark.	Zero mark if inappropriate paper work provided and evidence not substantiated.	Use Explanation of Absence and or Request for an extension of time form. Discuss with HT KLA and / or Assessment registrar. Refer Appendix 1 and 3
Absence on the day of an in-class assessment task due to illness or other unforeseen circumstances	A student who is absent due to illness or other unforeseen circumstances on the day of an assessment task.	Zero mark if inappropriate paper work provided and evidence not substantiated.	Use Explanation of Absence Form. In the case of a medical reason a student must have a Medical Certificate as documentation. This is to be attached to the Explanation of Absence from an Assessment Task form and submitted to class teacher or HT KLA. Refer Appendix 1
On the day of return to school students should arrive ready to sit the assessment task	If the reason for the absence is accepted, a substitute task may be given or the Principal may authorise the use of an estimated mark.	If a student misses an assessment task without a genuine reason, supported by written evidence, they will be given a ZERO .	Request an appeal via Assessment registrar using Illness/Misadventure form – meet with Assessment Registrar Refer Appendix 2
Illness/misadventure on the day of an assessment task	If a student feels well enough to do a task but believes that circumstances occurring immediately prior to the day or on the day of an assessment task may have diminished their performance, they should inform the relevant KLA Head Teacher prior to the task.	If a student misses an assessment task without a genuine reason, supported by written evidence, they will be given a ZERO .	Illness/Misadventure Appeal form and hand it to the KLA Head Teacher with the appropriate documentation. For medical reasons a student must have a Medical Certificate as documentation. Illness/Misadventure Forms must be submitted on the day of the assessment task or on the first day of return to school following the assessment task. No Illness/Misadventure Appeal will be considered after results of the assessment task have been distributed to students Refer Appendix 2
Work on assessment tasks in class time	Students are not permitted to miss class to complete assessment tasks and major works for other courses.	Potential zero mark in other subject	Request an appeal via Assessment registrar using Illness/Misadventure form – meet with Assessment Registrar Refer Appendix 2

Appendix 1



Year 7-12 Assessment Task Explanation of absence from an assessment task



Years 7-12 Explanation of absence from an Assessment Task

This form is to be submitted to the **class teacher** on your first day back after an absence.

Student Name:		Year:		Task Due Date:	
Subject:		Class Teacher:			
Assessment task description:					

•Explanation for absence from task:

Attach appropriate documentation (please tick and complete relevant information)

- Medical Certificate
- Statutory Declaration
- Supporting Letter from parent / care provider
- Other (please describe) _____

Student Signature:		Date:	
Parent/Care Provider Signature:		Date:	

Panel Recommendation:

Panel consists of KLA Head Teacher (Assessment Registrar where required)

- Upheld Declined

Panel Comments

Assessment Registrar Signature: <i>(if required)</i>		Date:	
KLA Head Teacher Signature		Date:	
Student Signature:		Date:	

- Sentral Entry - Data Record: Entry Number:.....
- Paper work uploaded to Sentral: Yes / No

Appendix 2

Year 7-12 Assessment Task Illness or Misadventure Appeal



You believe you have evidence of circumstances that have impacted upon your final assessment task result. You have evidence of circumstances that have impacted upon your final assessment task result.

See Mrs Andrus for advice on the appeal and discuss procedures associated with the appeals.

Submit appeal form to Mrs Andrus **within one week** of the students having the task returned to them if known prior to task - appeal form must be handed in with assessment task

All applications reviewed within a 24-hour period. The student and class teacher will be informed of the outcome request.

Successful Application

1. Determination that student is not penalised and mark allocated.
OR
2. Student mark re-evaluated and recorded in faculty mark book
OR
3. Student completes task on return date or has a new date allocated for the task
OR
4. Estimate given based on evidence (to be finalised at the end of the course based on performance across the course)

Unsuccessful Application

1. Student is informed that they have received a zero (0) mark for the assessment task
2. The task must be submitted to demonstrate they have achieved the course outcomes.

In dealing with illness/misadventure there can be no consideration for:

- Difficulties in preparation or general loss of preparation time
- Alleged deficiencies in teaching
- Loss of study time or facilities prior to the formal assessment
- Misreading of the timetable or examination instructions
- Long term illness, such as glandular fever, asthma and epilepsy - unless there is evidence of a sudden recurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experience further difficulties
- Attendance at a sporting or cultural event
- Matters that could have been avoided by the student.

Years 7-12 Assessment Task

Illness or Misadventure Appeal Form

This form is to be submitted to the **Mrs Andrus** within one week of the students having the task returned to them.

A student who believes that circumstances occurring immediately prior to or on the day of an assessment task, and which were beyond their control, leading to a possible diminished result in the task, should complete this form and give it to the **Assessment Registrar (Mrs Andrus)**.

In dealing with illness/misadventure there can be no consideration for:

- Difficulties in preparation or general loss of preparation time
- Alleged deficiencies in teaching
- Loss of study time or facilities prior to the formal assessment
- Misreading of the timetable or examination instructions
- Long term illness, such as glandular fever, asthma and epilepsy - unless there is evidence of a sudden recurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experience further difficulties
- Attendance at a sporting or cultural event
- Matters that could have been avoided by the student.

Student Name:		Year:		Task Due Date:	
Subject:		Class Teacher:			
Assessment task description:					

Describe how the illness or misadventure you have suffered has affected your performance in the assessment task (to be completed by the student):

Attach a copy of the:

- Original assessment task
- Completed assessment task

Attach appropriate documentation (please tick and complete relevant information)

- Medical Certificate
- Statutory
- Declaration
- Supporting Letter from parent / care provider
- Other (please describe) _____

Was the task completed? Yes No

Did you notify the KLA HT and / Assessment Registrar that you were submitting an
Illness/Misadventure prior to or during the task? Yes No

If yes, then who? _____

Student Signature:		Date:	
Parent/Care Provider Signature:		Date:	

Return form to Assessment Registrar (Mrs Andrus) to complete the remainder of the form

Panel Recommendation:

Panel consists of Deputy Principal, Assessment Registrar, and Faculty Head Teacher

Upheld Declined

Panel Comments

Assessment Registrar Signature:		Date:	
KLA Head Teacher Signature:		Date:	
Deputy Principal signature:		Date:	
Student Signature:		Date:	

Sentral Entry - Data Record: Entry Number: _____

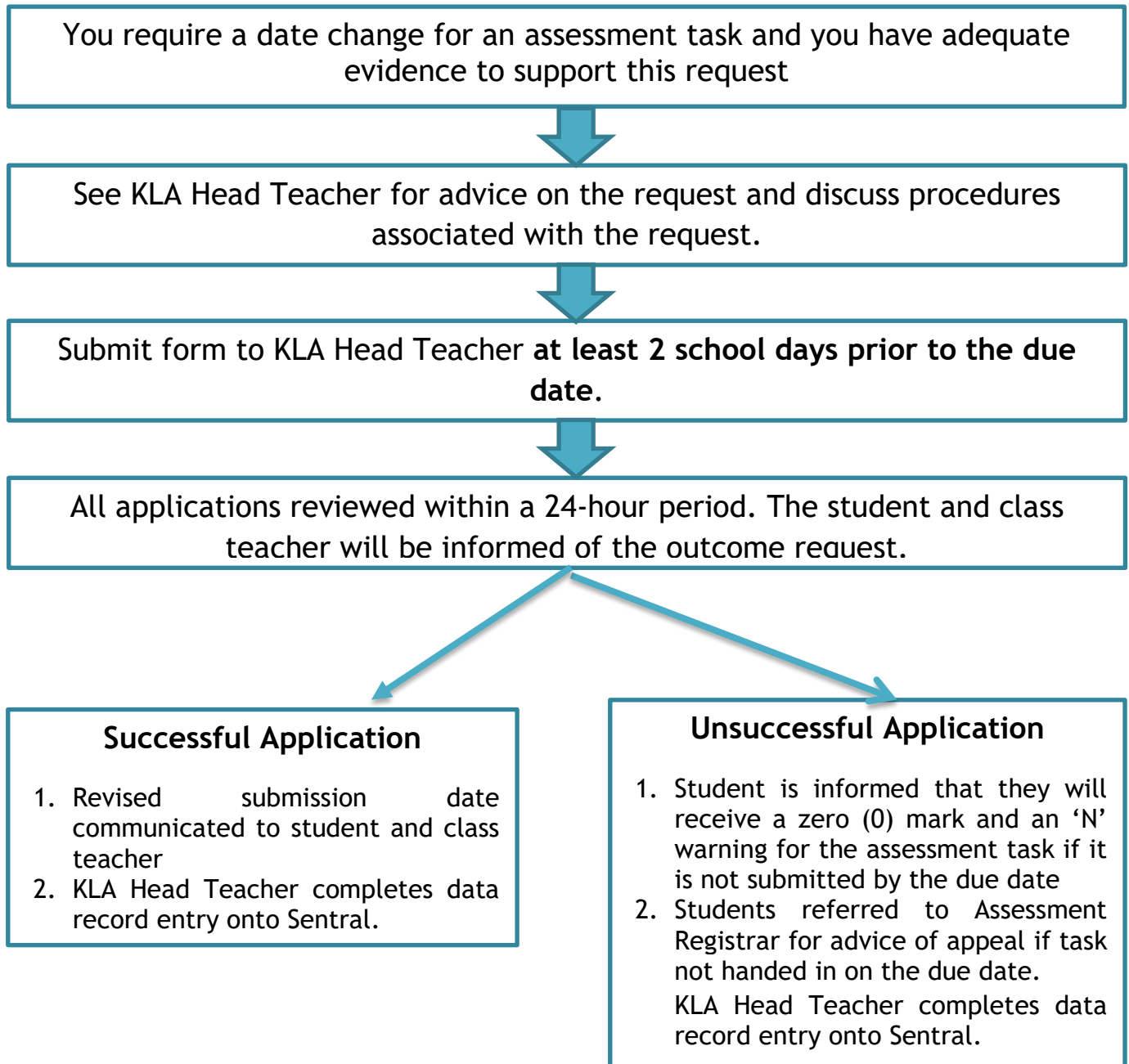
Paper work uploaded to Sentral: Yes / No

Appendix 3



Year 7-12 Assessment Task

Request for an extension of time / alternate date to complete task.



Request for extension of time/alternate date to complete task.

This form is to be submitted to the KLA Head Teacher at least **two (2) school days prior to the due date.**

Student Name:		Year:		Task Due Date:	
Subject:		Class Teacher:			
Assessment task description:					

Reason for Application (please tick):

- Absent on the day assessment task will be due, as a result of illness (medical documentation required)
- Absent on the day assessment task will be due, as a result of exceptional circumstances
- Other school commitment on the day of an assessment task
- Other _____

Detail needs to be provided in relation to the request for an extension of time (to be completed by the student):

Attach appropriate documentation (please tick and complete relevant information)

- Medical Certificate
- Statutory Declaration
- Supporting Letter from parent / care provider
- Other (please describe) _____

Student Signature:		Date:	
Parent/Care Provider Signature:		Date:	

KLA Head Teacher Recommendation:

Upheld

New date for assessment task to be submitted / completed _____

KLA

Head Teacher comments - (if applicable)

Declined

KLA Head Teacher comments -

KLA Head Teacher Signature:		Date :	
Student Signature:		Date :	

Sentral Entry - Data Record: Entry Number: _____

Paper work uploaded to Sentral: Yes / No

ASSESSMENT NOTIFICATION AND COMPLETION

NAME:	COURSE:
TEACHER:	CLASS:
ASSESSMENT TASK DESCRIPTION / NAME/ NUMBER:	FACULTY:
	DUE DATE:

	Student Name	Notice Received (Date/Student Signature)	Task Submitted (Date/Student Signature)	Task Returned (Date/Student Signature)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				

An example of what you will sign when you receive a task from a teacher.

What is referencing?

Referencing refers to the academic practice of acknowledging the use of sources of information in an assessment task.

In Stage 6, referencing requires both **in-text citations** to identify **direct quotes** or **paraphrases** a corresponding **reference list** at the end of your assessment task.

What style of referencing does GHS use?

Galston High School use the **APA system of citation**, which is an author/date system, which is used heavily in most local universities.

Why is referencing important?

Referencing is an essential part of *any* research-based assessment task for a number of reasons:

- Every author has the legal right to be acknowledged for their ideas. Referencing allows you to acknowledge where you have found your information.
- Failing to reference the sources you have used is a serious form of **academic misconduct** known as **plagiarism**. The penalties for this can include an N-award warning and/or a mark of zero.
- It allows you to support your argument with the research and opinions of others.
- Referencing allows your teacher to check the type of information you have used and proves that you have conducted research.

When should I reference?

Any time you are required to undertake **research** (using other sources such as websites, books, documentaries and interviews for information) for an assessment task, you **must** reference your research and provide both **in-text citations** and a **reference list**

In-Text References

In-Text references or in-text citations recognise where you have **directly quoted** OR **paraphrased** someone else's ideas within your own work.

Direct quote:

This is when you use the **exact words of an author**, indicated by the use of the quotation marks.

For example:

“the declaration of war saw hundreds of thousands of men from every corner of the vast Australian continent form long queues at recruiting offices around the country” (Perry, 2010, p. 38)

Paraphrase:

This is when you **use your own words to express the main idea/s** of a different source. No quotation marks are required, but the same in-text reference is needed.

For example:

When World War I first broke out, hundreds of thousands of Australian men signed up to join the war effort (Perry, 2010. p. 38).

Reference List

According to NESAs (2019), a reference list “includes all the sources of information that have been cited in a piece of work... [and is] located at the end of the piece of work” (para. 1). It is formatted in alphabetical order of the author of the source, **not** the order that each source was used in the work. **Make sure you refer to an APA style guide as this will assist you to organise your reference list correctly.**

How do I format my reference list?

Every source type must be formatted slightly differently. The following table provides a simple overview of how to format some of the more common source types.

Books:

Material Type	In-Text Example	Reference List Example
Book with one author	(Perry, 2010) or Perry (2010) argues that...	Perry, R. (2010). <i>The Australian Light Horse</i> . Hachette Australia: Sydney.
Book with two authors	(Steindorff & Seele, 1963) or Steindorff and Seele (1963) argue...	Steindorff, G., & Seele, K. C. (1963). <i>When Egypt ruled the East</i> . Chicago: University of Chicago Press.
Book with three or more authors	Use the term et al. after the first author (Green et al. 2000)	List all authors in the order they appear on the book – Green, J., Macdonald, F., Steele, P. Stotter, M. (2000). <i>The encyclopedia of the ancient Americas</i> . London: Southwater.
eBook	(Healy, 2017)	Healey, J. (2017). <i>End of Life issues</i> . Retrieved from https://oliver21.library.det.nsw.edu.au/

Digital sources:

Material Type	In-Text Example	Reference List Example
Webpage (no author)	Use the first few words of the page (All 33 Chile miners)	All 33 Chile miners freed in flawless rescue. (2010, October 13). Retrieved from http://www.msnbc.msn.com/id/39625809/ns/world_news-americas/ *Note – if a website is created by a large organisation but has no individual author, use this as the 'corporate author'
Webpage (no date)	(Australia Zoo, N.D.)	Australia Zoo. (N.D.) Endangered species programs: Koala. Retrieved from https://www.australiazoo.com.au/conservation/programs/endangered-species/koala.php
Web Document	Department of Agriculture and Water Resources (2017)	Department of Agriculture and Water Resources (2017). <i>Approved arrangement for Biosecurity containment level 1</i> . Retrieved from www.agriculture.gov.au › import › arrival › class-5.1-informative.docx
Website	(Pruitt, 2019)	Pruitt, S. (2019). How the Treaty of Versailles and German guilt led to World War II. Retrieved from https://www.history.com/news/treaty-of-versailles-world-war-ii-german-guilt-effects

Additional guides for APA referencing

The following tools can be used to help you:

- Cite This For Me: <http://www.citethisforme.com/apa/source-type>
- CSU Academic Referencing Tool (ART): <https://apps.csu.edu.au/reftool/apa-6>
- Microsoft Word also has a built-in referencing tool. Click the “references” tab, change the style to APA and click “insert citation”.

References:

NESA (2019). How should sources be referenced at the end of a work? Website. Retrieved from <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work/acknowledging-sources/how-to-reference-sources>

Perry, R. (2010). *The Australian Light Horse*. Sydney: Hachette Australia.

SUBJECT ASSESSMENT COMPONENTS, WEIGHTINGS AND TASKS

ANCIENT HISTORY		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Cities of Vesuvius Pompeii and Herculaneum	Ancient Societies		Personalities in their Times
HSC 2024 ASSESSMENT TYPE		Source Analysis – Topic Test	Research Task Submission	Trial HSC Examination	Research in-class extended response
OUTCOMES ASSESSED		AH12-6, AH12-8, AH12-9, AH12-10	AH12-1, AH12-2, AH12-3, AH12-9	AH12-5, AH12-6, AH12-8, AH12-9	AH12-3, AH12-4, AH12-6, AH12-TBC
COMPONENTS	SYLLABUS WEIGHTING	TERM 1 WEEK 2 2024	TERM 2 WEEK 2 2024	TERM 2 WEEK 9-10 2024	TERM 3 WEEK 4 2024
Knowledge and understanding of course content	40%	5%	10%	20%	5%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%		10%	5%
Historical inquiry and research	20%	5%	5%		10%
Communication of historical understanding in appropriate forms	20%	5%	10%		5%
TOTAL	100%	20%	25%	30%	25%

Outcome	Description
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	assess the significance of historical features, people, places, events and developments of the ancient world
AH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH12-7	discusses and evaluates differing interpretations and representations of the past
AH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH12-10	analyses issues relating to the ownership, custodianship and conservation of the ancient past

BIOLOGY		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Heredity	Genetic Change	Heredity, Genetic Change, Infectious Disease	Non-Infectious Disease
HSC 2024 ASSESSMENT TASKS		Model	Depth Study	Trial HSC Examination	Research Report
OUTCOMES ASSESSED		BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO12-12	BIO11/12-1, BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-13	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14	BIO11/12-1, BIO11/12-2, BIO11/12-5, BIO11/12-7, BIO12-14, BIO12-15
COMPONENTS	SYLLABUS WEIGHTING	TERM 4 WEEK 9 2023	TERM 1 WEEK 10 2024	TERM 2 WEEK 9-10 2024	TERM 3 WEEK 5 2024
Skills in Working Scientifically	60%	10%	20%	20%	10%
Knowledge and Understanding	40%	5%	10%	15%	10%
TOTAL	100%	15%	30%	35%	20%

Outcome	Description
Questioning and predicting-BIO12-1	develops and evaluates questions and hypotheses for scientific investigation
Planning investigations-BIO12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations-BIO11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information-BIO12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information-BIO12-5	analyses and evaluates primary and secondary data and information
Problem solving-BIO12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating-BIO12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

BUSINESS STUDIES		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Operations	Finance	Operations, Finance, Human Resources	Marketing
HSC 2024 ASSESSMENT TASKS		Research Task	In Class Topic Test	Trial Examination	Research Extended Response
OUTCOMES ASSESSED		H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H4, H5, H6, H7, H8, H9	H1, H2, H3, H5, H7, H8, H9, H10	H2, H4, H6, H7, H9
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 10 2023	TERM 2 WEEK 2 2024	TERM 2 WEEK 9/10 2024	TERM 3 WEEK 6 2024
Knowledge and understanding of course content	40%	5%	5%	20%	10%
Stimulus Based Skills	20%	10%	5%	5%	
Inquiry and research	20%		10%		10%
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	20%	25%	30%	25%

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

COMMUNITY AND FAMILY STUDIES		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Research Methodology	Groups in Context	Research Methodology Groups in Context Parenting and Caring	Option Topic
HSC 2024 ASSESSMENT TASKS		Independent research Project	Research	Trial HSC Examination	In class task
OUTCOMES ASSESSED		H4.1, H4.2	H1.1, H5.1, H6.2	H1.1 - H6.2	H2.2, H3.3, H5.2
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 10 2023	TERM 1 WEEK 8 2024	TERM 2 WEEK 9 / 10 2024	TERM 3 WEEK 6 2024
Knowledge and Understanding of Class Content	40%	5%	5%	15%	15%
Skills in Critical Thinking, Research Methodology, Analysing and Communication	60%	15%	20%	15%	10%
TOTAL	100%	20%	25%	30%	25%

Outcome	Description
H1.1	analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H2.1	analyses different approaches to parenting and caring relationships
H2.2	evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H2.3	critically examines how individual rights and responsibilities in various environments contribute to wellbeing
H3.1	analyses the sociocultural factors that lead to special needs of individuals in groups
H3.2	evaluates networks available to individuals, groups and families within communities
H3.3	critically analyses the role of policy and community structures in supporting diversity
H3.4	critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
H4.1	justifies and applies appropriate research methodologies
H4.2	communicates ideas, debates issues and justifies opinions
H5.1	proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H5.2	develops strategies for managing multiple roles and demands of family, work and other environments
H6.1	analyses how the empowerment of women and men influences the way they function within society
H6.2	formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
H7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society
H7.2	develops a sense of responsibility for the wellbeing of themselves and others
H7.3	appreciates the value of resource management in response to change
H7.4	values the place of management in coping with a variety of role expectations

EARTH & ENVIRONMENTAL SCIENCE		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Earths Processes	Hazards	Earth's Processes, Hazards, Climate Science	Resource Management
HSC 2024 ASSESSMENT TASKS		Research Report	Depth Study	Trial HSC Examination	Practical Task and Analysis
OUTCOMES ASSESSED		EES11/12-1, EES11/12-2, EES11/12-5, EES11/12-6, EES11/12-7, EES12-12	EES11/12-1, EES11/12-2, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-13	EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-12, EES12-13, EES12-14	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-15
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 6 2023	TERM 1 WEEK 10 2024	TERM 2 WEEK 9/10 2024	TERM 3 WEEK 4 2024
Skills in Working Scientifically	60%	15%	15%	10%	20%
Knowledge and understanding	40%	5%	10%	20%	5%
TOTAL	100%	20%	25%	30%	25 %

Outcome	Description
Questioning and predicting-EES12-1	develops and evaluates questions and hypotheses for scientific investigation
Planning investigations-EES12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations-EES12-3	conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information-EES12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information-EES12-5	analyses and evaluates primary and secondary data and information
Problem solving-EES12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating-EES12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES12-12	describes and evaluates the models that show the structure and development of the Earth over its history
EES12-13	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
EES12-14	analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
EES12-15	describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

ENGINEERING STUDIES		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Civil Structures	Personal and Public Transport	Aeronautical Engineering	Engineering Studies
HSC 2024 ASSESSMENT TASKS		Building Solution and Testing	Report	Material and Mechanical Analysis	HSC Trial Examination
OUTCOMES ASSESSED		H3.1, H4.1, H4.2, H4.3, H5.1, H6.1, H6.2	H1.2, H2.1, H4.1, H5.2, H6.1, H6.2	H1.2, H2.1, H3.2, H4.1, H5.1, H6.1, H6.2	H1.1, H1.2, H3.1, H3.3, H4.3
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 7 2023	TERM 1 WEEK 7 2024	TERM 2 WEEK 7 2024	TERM 2 WEEK 9 /10 2024
Knowledge and understanding of course content	60%	10%	15%	15%	20%
Knowledge and skills in research, problem solving and communication related to engineering practice	40%	15%	10%	5%	10%
TOTAL	100%	25%	25%	20%	30 %

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

ENGLISH ADVANCED		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Common Module Texts and Human Experiences	Module A Textual Conversations	Module B Critical Study of Literature	The Craft of Writing
HSC 2024 ASSESSMENT TASKS		Essay	Multimodal	Trial HSC Examination	Imaginative
OUTCOMES ASSESSED		EA12-1, EA12-3, EA12-5, EA12-7, EA12-8	EA12-1, EA12-2, EA12-5, EA12-6, EA12-8	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8-	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 9 2023	TERM 1 WEEK 10 2023	TERM 2 WEEK 9 2023	TERM 3 WEEK 4 2024
Knowledge and understanding of course content	50%	15%	10%	15%	10%
Skills in Responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	50%	10%	10%	15%	15%
TOTAL	100%	25%	20%	30%	25%

Outcome	Description
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
EA12-4	strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA12-5	thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA12-6	investigates and evaluates the relationships between texts
EA12-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA12-8	explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
EA12-9	reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

ENGLISH EXTENSION 1		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
TOPIC		Common Module Literary Worlds	Elective Module Literary Mindscapes	Elective Module Literary Mindscapes
HSC 2024 ASSESSMENT TASKS		Imaginative Response with Reflection	Critical Response with Related Text	Trial HSC Examination
OUTCOMES ASSESSED		EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5
COMPONENTS / TOPICS	SYLLABUS EIGHTING	TERM 1 WEEK 2 2024	TERM 2 WEEK 6 2024	TERM 2 WEEK 9 2024
Knowledge and understanding of texts and why they are valued	50%	15%	20%	15%
Skills in Complex analysis composition investigation	50%	15%	20%	15%
TOTAL	100%	30%	40%	30%

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

ENGLISH EXTENSION 2		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
TOPIC		Individual Major Project	Individual Major Project	Individual Major Project
HSC 2024 ASSESSMENT TASKS		Viva Voce (including written proposal)	Literature review	Critique of the creative process
OUTCOMES ASSESSED		EEX12-1, EEX12-4, EEX12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-5
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 6 2023	TERM 1 WEEK 7 2024	TERM 2 WEEK 5 2024
Knowledge and understanding of texts and why they are valued	5%	15%	20%	15%
Skills in Complex analysis composition investigation	5%	15%	20%	15%
TOTAL	100%	30%	40%	30%

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

ENGLISH STANDARD		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Common Module Texts and Human Experiences	Module A Language, Identity and Culture	Module B Close Study fo Literature	The Craft of Writing
HSC 2024 ASSESSMENT TASKS		Essay	Multimodal	Trial HSC Examination	Imaginative
OUTCOMES ASSESSED		EN12-1, EN12-3, EN12-5, EN12-6, EN12-8	EN12-1, EN12-5, EN12-7, EN12-8, EN12-9	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-2, EN12-3, EN12-4, EN12-5, EN12-9
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 9 2023	TERM 1 WEEK 10 2024	TERM 2 WEEK 9 2024	TERM 3 WEEK 4 2024
Knowledge and understanding of course content	50%	15%	10%	15%	10%
Skills in Responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	15%	15%
TOTAL	100%	25%	20%	30%	25%

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

ENGLISH STUDIES		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Mandatory Module Texts and Human Experiences	Module English and Web	Module English and FamilyLife	Module On the Road
HSC 2024 ASSESSMENT TASKS		Essay	Multimodal Presentation	Persuasive or Imaginative writing	Portfolio
OUTCOMES ASSESSED		ES12-1, ES12-4, ES12-7, ES12-8	ES12-1, ES12-4, ES12-5, ES12-6, ES12-8	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-7
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 9 2023	TERM 1 WEEK 9 2024	TERM 2 WEEK 7 2024	TERM 3 WEEK 4 2024
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Skills in Responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	15%	15%
TOTAL	100%	25%	20%	25%	30%

Outcome	Description
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

HISTORY EXTENSION		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
TOPIC		Historical Processes (proposal, process log, annotated sources)	Trial HSC Examination	History Project
HSC 2024 ASSESSMENT TASKS		History Project Draft	Examination	Essay
OUTCOMES ASSESSED		HE12-1, HE12-2, HE12-4	HE12-1, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 2 WEEK 2 2024	TERM 2 WEEK 10 2024	TERM 3 WEEK 2 2024
Knowledge and understanding about significant historiographical ideas and processes	40%	15%	15%	10%
Skills in designing, undertaking and communicatin g historical inquiry and analysis	60%	15%	15%	30%
TOTAL	100%	30%	30%	40%

Outcome	Description
HE12-1	analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
HE12-2	plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
HE12-3	communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
HE12-4	constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

INDUSTRIAL TECHNOLOGY		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Major Project	Industry Study	Industry Study / Industry related Manufacturing Technology	Major Project
HSC 2024 ASSESSMENT TASKS		Project Designing, Planning, Developing	In class test	Trial HSC Examination	Project Development, Management and Production
OUTCOMES ASSESSED		H3.1, H3.2, H4.1, H5.1, H5.2	H1.1, H1.2, H7.1, H7.2	H1.2, H1.3, H3.1, H7.1, H7.2	H1.2, H2.1, H3.1, H3.3, H4.1, H4.2 H4.3, H5.1, H5.2, H6.1, H6.2
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 10 2023	TERM 1 WEEK 6 2024	TERM 2 WEEK 9 / 10 2024	TERM 3 WEEK 1 2024
Knowledge and understanding of course content	40%		10%	30%	
Knowledge and skills in the design, management, communication and production of a major project	60%	25%			35%
TOTAL	100%	25%	10%	30%	35%

Outcome	Description
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

INVESTIGATING SCIENCE		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Scientific Investigations	Technologies	Scientific Investigations, Technologies, Fact or Fallacy	Science and Society
HSC 2024 ASSESSMENT TASKS		Practical	Research	Year 12 Examination	Depth Study
OUTCOMES ASSESSED		INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-7, INS12-12	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-7, INS12-13	INS11/12-1, INS11/12-5, INS11/12-6, INS11/12-7, INS11/12-14, INS12-15	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-12, INS12-13, INS12-14, INS12-15
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 8 2023	TERM 1 WEEK 8 2024	TERM 2 WEEK 9 / 10 2024	TERM 3 WEEK 3 2024
Skills in Working Scientifically	60%	20%	15%	10%	15%
Knowledge and understanding	40%	5%	5%	20%	10%
TOTAL	100%	25%	20%	30%	25%

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

LEGAL STUDIES		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Human Rights	Crime	Human Rights, Crime, Family	Focus Study 2 - Shelter
HSC 2024 ASSESSMENT TASKS		Research Task	In-Class Topic Test	Trial HSC Examination	In-Class Extended Response
OUTCOMES ASSESSED		H3, H4, H5, H7, H8	H1, H4, H5, H7, H8, H9,	H1, H2, H4, H6, H7, H8, H9, H10	H2, H4, H5, H7, H8, H9
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 10 2023	TERM 2 WEEK 2 2024	TERM 2 WEEK 9/10 2024	TERM 3 WEEK 7 2024
Knowledge and understanding of course content	40%		10%	20%	10%
Analysis and Evaluation	20%	5%	5%	5%	5%
Inquiry and Research	20%	10%			10%
Communication of legal information, issues and ideas in appropriate forms	20%	10%	5%	5%	
TOTAL	100%	25%	20%	30%	25%

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

MATHEMATICS ADVANCED		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Sequences and Series, Trigonometric Functions, Transformation of functions	Further Differentiation, Geometrical Applications of Differentiation Integration	Statistics Investments, Annuities and Loans Correlation and regression + All previous topics	Continuous Probability Distributions
HSC 2024 ASSESSMENT TASKS		In-Class Supervised Test	In-Class Supervised Test	Trial HSC Examination	Assignment
OUTCOMES ASSESSED		MA12-1, MA12-4, MA12-5, MA12-10	MA12-3, MA12-6, MA12-7, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-10	MA12-8, MA12-9, MA12-10
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 10 2023	TERM 1 WEEK 11 2024	TERM 2 WEEK 9 /10 2024	TERM 3 WEEK 5 2024
Understanding, fluency and communication	50%	12.5%	12.5%	15%	10%
Reasoning and Communication	50%	12.5%	12.5%	15%	10%
TOTAL	100%	25%	25%	30%	20%

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

MATHEMATICS EXTENSION 1		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Trigonometric Functions Vectors	Induction Further Differentiation Further Vectors	Further integration Differential equations Projectile motion + All previous topics	Binomial Distributions
HSC 2024 ASSESSMENT TASKS		In-Class Supervised Test	In-Class Supervised Test	Trial HSC Examination	Assignment
OUTCOMES ASSESSED		ME11-3, ME-12-2, ME12-3, ME12-7	ME12-1, ME12-2, ME12-4, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-7	ME12-5, ME12-6, ME12-7
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 7 2023	TERM 1 WEEK 8 2024	TERM 2 WEEK 9 / 10 2024	TERM 3 WEEK 6 2024
Understanding, fluency and communication	50%	12.5%	12.5%	15%	10%
Problem solving, reasoning and justification	50%	12.5%	12.5%	15%	10%
TOTAL	100%	25%	25%	30%	20%

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

MATHEMATICS EXTENSION 2		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Complex Numbers	Vectors	Complex Numbers Proofs Vectors Integration	Mechanics
HSC 2024 ASSESSMENT TASKS		In-Class Test	Assignment/ Investigation	Trial HSC Examination	In-Class Test
OUTCOMES ASSESSED		MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-7, MEX12-8	MEX12-6, MEX12-7, MEX12-8
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 10 2023	TERM 1 WEEK 10 2024	TERM 2 WEEK 9 / 10 2024	TERM 3 WEEK 6 2024
Understanding, fluency and communication	50%	12.5%	10%	15%	12.5%
Problem solving, reasoning and justification	50%	12.5%	10%	15%	12.5%
TOTAL	100%	25%	20%	30%	25%

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

MATHEMATICS STANDARD 1		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Driving Safety Investigating Money What's My Share graphing Lines Applying Rates	Depreciation and loans Fitting the data Finding the Right Path	Investing Money What's my Share, Graphing Curves Applying Rates, Finding the Right Path, So You've Got a Right Angle, Healthy Heart, Applying Trigonometry Depreciation and Loans Fitting the data from paper to reality	Unbiased data (S3)
HSC 2024 ASSESSMENT TASKS		In-Class Supervised Test	In-Class Supervised Test	Trial HSC Examination	Assignment
OUTCOMES ASSESSED		MS1 12-1, MS1 12-3, MS1 12-4, MS1 12-5, MS1 12-6, MS1 12-10, MS11-1, MS11-6	MS1 12-2, MS1 12-5, MS1 12-7, MS1 12-8, MS1 12-10	MS 1 12-1, MS1 12-2, MS1 12-3, MS1 12-4, MS1 12-5, MS1 12-6, MS1 12- 7, MS1 12-8, MS1 12-10	MS1 12-2, MS1 12-3, MS1 12-7, MS1 12-9, MS1 12-10, MS1 12-6
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 10 2023	TERM 1 WEEK 9 2024	TERM 2 WEEK 9 / 10 2024	TERM 3 WEEK 5 2024
Understanding, fluency and communicating	50%	12.5%	12.5%	15%	10%
Problem solving, reasoning and justification	50%	12.5%	12.5%	15%	10%
TOTAL	100%	25%	25%	30%	20%

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

MATHEMATICS STANDARD 2		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Driving Safety Interest and Depreciation, Ratios and Rates, Equations and Linear Functions	Loans and annuities, Correlation and regression, Networks	Interest and depreciation, Ratios and rates, Equations and linear functions, Loans and annuities, Correlation and regression, Networks, Energy and sustainability, The sine and cosine rules, Scale maps and plans, Non-linear functions	The normal distribution
HSC 2024 ASSESSMENT TASKS		In-Class Supervised Test	In-Class Supervised Test	Trial HSC Examination	Assignment
OUTCOMES ASSESSED		MS2 12-1, MS2 12-3, MS2 12-4, MS2 12-5, MS2 12-6, MS2 12-10, MS11-1, MS11-6	MS2 12-2, MS2 12-5, MS2 12-7, MS2 12-8, MS2 12-10	MS1 12-1, MS2 12-2, MS2 12-3, MS2 12-4, MS2 12-5, MS2 12-6, MS2 12-7, MS2 12-8, MS2 12-10	MS2 12-2, MS2 12-7, MS2 12-9, MS2 12-10
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 10 2023	TERM 1 WEEK 9 2024	TERM 2 WEEK 9 / 10 2024	TERM 3 WEEK 5 2024
Understanding, fluency and communicating	50%	12.5%	12.5%	15%	10%
Problem solving, reasoning and justification	50%	12.5%	12.5%	15%	10%
TOTAL	100%	25%	25%	30%	20%

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

MODERN HISTORY		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Core: Power and Authority Rise of Dictatorships 1919 - 1946	National Study	Peace and Conflict	Change in the Modern World
HSC 2024 ASSESSMENT TASKS		Source Analysis Test	Research Essay	Formal Examination	Historical Analysis Task
OUTCOMES ASSESSED		H1, H2, H4, H6, H7, H9	H1, H2, H3, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H9	H1, H2, H3, H4, H5, H6, H8, H9
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 10 2023	TERM 1 WEEK 9 2024	TERM 2 WEEK 9 / 10 2024	TERM 3 WEEK 6 2024
Knowledge and understanding of course content	40%	5%	10%	20%	5%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%		10%	5%
Historical inquiry and research	20%	10%			10%
Communication of historical understanding in appropriate forms	20%	5%	10%		5%
TOTAL	100%	25%	20%	30%	25%

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

MUSIC		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Music of the 20th and 21st Centuries	Popular Music	Music of the 20th and 21st centuries, Popular Music and An instrument and its repertoire	An instrument and its repertoire
HSC 2024 ASSESSMENT TASKS		Composition and Portfolio	Performance and Musicology Research Task	Trial HSC Examination	Presentation and Submission: Electives 2 and 3
OUTCOMES ASSESSED		H2, H3, H5, H7, H8, H10, H11	H1, H2, H4, H5, H6, H7, H9, H10, H11	H2, H4, H6, H8, H10, H11 (Elective dependant: H1, H7, H9 or H2, H4 or H3, H7)	H6, H8, H10, H11 (Elective dependant: H1, H7, H9 or H2, H4 or H3, H7)
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 4 2024	TERM 2 WEEK 3 2024	TERM 2 WEEK 9 / 10 2024	TERM 3 WEEK 3 2024
Performance	10%		10%		
Composition	10%	10%			
Musicology	10%		10%		
Aural	25%	10%		15%	
Elective	45%			15%	30%
TOTAL	100%	20%	20%	30%	30%

Outcome	Description
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

NUMERACY		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Finance	Space and Design	Statistics	Rates and Ratios
HSC 2024 ASSESSMENT TASKS		Assignment / Investigation	Assignment / Investigation	Assignment / Investigation	Assignment / Investigation
OUTCOMES ASSESSED		N6-2.3, N6-2.4, N6- 2.5, N6-3.1	N6-2.2, N6-2.3, N6- 2.5, N6-3.2	N6-1.2, N6-2.3, N6- 3.2	N6-1.3, N6-2.3, N6- 2.5, N6-3.2
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 8 2023	TERM 1 WEEK 7 2024	TERM 2 WEEK 7 2024	TERM 3 WEEK 6 2024
Knowledge and understanding	50%	12.5%	12.5%	12.5%	12.5%
Skills	50%	12.5%	12.5%	12.5%	12.5%
TOTAL	100%	25%	25%	25%	25%

Outcome	Description
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
N6-2.6	chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
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

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION		TASK 1	TASK 2	TASK 3	TASK 4
TOPIC		Sports Medicine	Health Priorities	Sports Medicine/Health Priorities/Factors Affecting Performance	Improving Performance
HSC 2024 ASSESSMENT TASKS		Research Task	In Class Task	Trial HSC Examination	In Class Task
OUTCOMES ASSESSED		H13	H1, H2	H8, H9, H11, H15, H17	H10
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 9 2023	TERM 1 WEEK 9 2024	TERM 2 WEEK 9 / 10 2024	TERM 3 WEEK 5 2024
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Skills in critical thinking, research, analysis and communicating	60%	10%	15%	20%	15%
TOTAL	100%	20%	25%	30%	25%

Outcome	Description
H1	describes the nature and justifies the choice of Australia's health priorities
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	analyses the determinants of health and health inequities
H4	argues the case for health promotion based on the Ottawa Charter
H5	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H6	demonstrates a range of personal health skills that enables them to promote and maintain health
Option 1	
H7	explains the relationship between physiology and movement potential
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	explains how movement skill is acquired and appraised
H10	designs and implements training plans to improve performance
H11	designs psychological strategies and nutritional plans in response to individual performance needs
H12	analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport
Option 2	
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)

PHYSICS		TASK 1	TASK 2	TASK 3	TASK 4
TOPIC		Advanced Mechanics	Electromagnetism	Advanced Mechanics Electromagnetism The Nature of Light	From the Universe to the Atom
HSC 2024 ASSESSMENT TASKS		Practical Investigation	Simulation Task	Trial HSC Examination	Depth Study
OUTCOMES ASSESSED		PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-5, PH11/12-6, PH11/12-7, PH11/12-12	PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-13,	PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11/12-12, PH11/12-13, PH11/12-14	PH11/12-1, PH11/12-4, PH11/12-6, PH11/12-7, PH11/12-15
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 9 2023	TERM 1 WEEK 8 2024	TERM 2 WEEK 9 / 10 2024	TERM 3 WEEK 6 2024
Knowledge and understanding of course content	40%	5%	5%	25%	5%
Skills in critical thinking, research, analysis and communicating	60%	15%	15%	10%	20%
TOTAL	100%	20%	20%	35%	25%

Outcome	Description
Questioning and predicting-PH12-1	develops and evaluates questions and hypotheses for scientific investigation
Planning investigations-PH12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations-PH12-3	conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information-PH12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information-PH12-5	analyses and evaluates primary and secondary data and information
Problem solving-PH12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating-PH12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

SCIENCE EXTENSION		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3
TOPIC		Science Research Task	Science Research Task	Science Research Task
HSC 2024 ASSESSMENT TASKS		Poster and Oral Presentation of Research Proposal	Statistical Case Study	Scientific Research Report
OUTCOMES ASSESSED		SE-1, SE-2, SE-3, SE-6, SE-7	SE-4, SE-5, SE-7	SE-1, SE-5, SE-7
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 5 2024	TERM 2 WEEK 6 2024	TERM 3 WEEK 6 2024
Communicating Scientifically	30%	15%	5%	10%
Gathering, recording, analysing and evaluating data	30%	5%	15%	10%
Application of Scientific Research Skills	40%	10%	10%	20%
TOTAL	100%	30%	30%	40%

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

SOCIETY AND CULTURE		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Social and Cultural Continuity and Change	Belief Systems and Ideologies	Continuity and Change, Belief Systems, Social Inclusion and exclusion	Social Inclusion and Exclusion
HSC 2024 ASSESSMENT TASKS		Research Essay	Report	Formal Examination	In-Class Test
OUTCOMES ASSESSED		H1, H3, H5, H6, H7, H10	H1, H3, H7, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10	H1, H2, H3, H10
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 4 2024	TERM 2 WEEK 3 2024	TERM 2 WEEK 9/ 10 2024	TERM 3 WEEK 7 2024
Knowledge and understanding of course content	50%	10%	10%	20%	10%
Application and Evaluation of Social and Cultural Research Methods	30%	10%	10%	5%	5%
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	25%	25%	30%	20%

Outcome	Description
H1	evaluates and effectively applies social and cultural concepts
H2	explains the development of personal, social and cultural identity
H3	analyses relationships and interactions withing 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, oral and graphic forms

SOFTWARE DESIGN AND DEVELOPMENT		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Social and Ethical Issues	Application of software development approaches, Defining and understanding the problem, Planning and designing software solutions	Social and Ethical Issues, Application of software development approaches, Defining and understanding the problem, Planning and designing software solutions, implementing of software solutions, Testing and Evaluating software solution, The interrelationship between software and hardware	Social and Ethical Issues, Defining and understanding the problem, Planning and designing software solutions, Implementing of software solutions, Testing and Evaluating software solution, Maintaining software solutions
HSC 2024 ASSESSMENT TASKS		Case Study	In Class Task	Trial HSC Examination	Major Work
OUTCOMES ASSESSED		H1.2, H2.2, H3.1, H6.1, H6.2	H1.1, H1.2, H1.3, H2.2, H4.1, H4.2, H5.2, H6.1, H6.2, H6.3	H1.1, H1.3, H2.2, H4.1, H5.2, H5.3, H3.1, H1.2, H4.1, H5.1, H6.1, H6.2, H1.2, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.1, H6.2, H6.3, H6.4	H1.2, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H5.3, H6.1, H6.2, H6.3, H6.4, H1.1, H2.1, H2.2
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 6 2023	TERM 1 WEEK 6 2024	TERM 2 WEEK 9/ 10 2024	TERM 3 WEEK 4 2024
Knowledge and understanding of course content	50%	10%	10%	20%	10%
Knowledge and skill in the design and development of software solutions	50%	5%	5%	10%	30%
TOTAL	100%	15%	15%	30%	40%

Outcome	Description
H1.1	explains the interrelationship between hardware and software
H1.2	differentiates between various methods used to construct software solutions
H1.3	describes how the major components of a computer system store and manipulate data
H2.1	explains the implications of the development of different languages
H2.2	explains the interrelationship between emerging technologies and software development
H3.1	identifies and evaluates legal, social and ethical issues in a number of contexts
H3.2	constructs software solutions that address legal, social and ethical issues
H4.1	identifies needs to which software solutions are appropriate
H4.2	applies appropriate development methods to solve software problems
H4.3	applies a modular approach to implement well-structured software solutions and evaluates their effectiveness
H5.1	applies project management techniques to maximise the productivity of the software development
H5.2	creates and justifies the need for the various types of documentation required for a software solution
H5.3	selects and applies appropriate software to facilitate the design and development of software solutions
H6.1	assesses the skills required in the software development cycle
H6.2	communicates the processes involved in a software solution to an inexperienced user
H6.3	uses and describes a collaborative approach during the software development cycle
H6.4	develops and evaluates effective user interfaces, in consultation with appropriate people

SPORTS, LIFESTYLE AND RECREATION		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		Fitness	Sports Coaching and Training	Resistance Training	Healthy Lifestyle
HSC 2024 ASSESSMENT TASKS		Practical and Theory Research Task	Practical	Practical and Theory Task	In class theory task
OUTCOMES ASSESSED		1.3, 2.2, 3.3, 4.1, 4.4	1.1, 1.3, 3.1, 4.2	1.2, 2.1, 2.3, 3.2, 4.4	1.2, 1.5, 4.3
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 4 WEEK 8 2023	TERM 1 WEEK 8 2024	TERM 2 WEEK 7 2024	TERM 3 WEEK 4 2024
Knowledge and understanding	50%	10%	10%	10%	20%
Skills	50%	15%	20%	15%	0%
TOTAL	100%	25%	30%	25%	20%

Outcome	Description
1.1	applies the rules and conventions that relate to participation in a range of physical activities
1.2	explains the relationship between physical activity, fitness and healthy lifestyle
1.3	demonstrates ways to enhance safety in physical activity
1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5	critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	describes how administrative procedures that support successful performance outcomes
2.1	explains the principles of skill development and training
2.3	selects and participates in physical activities that meet individual needs, interests and abilities
2.4	describes how societal influences impact on the nature of sport in Australia
2.5	describes the relationship between anatomy, physiology and performance
3.1	selects appropriate strategies and tactics for success in a range of movement contexts
3.2	designs programs that respond to performance needs
3.3	measures and evaluates physical performance capacity
3.4	composes, performs and appraises movement
3.5	analyses personal health practices
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 goals
4.2	demonstrates leadership skills and a capacity to work cooperatively in movement contexts
4.3	makes strategic plans to overcome the barriers to personal and community health
4.4	demonstrates competence and confidence in movement contexts
4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity

VISUAL ARTS		ASSESSMENT TASK 1	ASSESSMENT TASK 2	ASSESSMENT TASK 3	ASSESSMENT TASK 4
TOPIC		The Art of Challenge	The Art of Challenge	Art Outside the Vacuum, The Art of Challenge and The Timeline	The Timeline
HSC 2024 ASSESSMENT TASKS		Visual Arts Progress Diary and Physical Evidence	In Class Written Task	Trial HSC Examination	Final Body of Work Progress
OUTCOMES ASSESSED		H1, H2, H3, H4, H5, H6	H7, H8, H10	H7, H9, H10	H1, H2, H3, H4, H5, H6
COMPONENTS / TOPICS	SYLLABUS WEIGHTING	TERM 1 WEEK 2 2024	TERM 1 WEEK 8 2024	TERM 2 WEEK 9/10 2024	TERM 3 WEEK 4 2024 TBC (Based on NESA timeline)
Art Making	50%	20%			30%
Art Criticism and Art History	50%		25%	25%	
TOTAL	100%	20%	25%	25%	30%

Outcome	Description
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

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Preliminary and HSC qualification
- Competencies which can lead to a Statement of Attainment, Certificate 1, 2 or 3 which is awarded under the Australian Qualifications Framework (AQF)

Students will be assessed in both areas during each VET Course.

• AQF Assessment

All Industry Curriculum Framework Courses are assessed under national Competency standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either competent or not yet competent.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical task to written tasks. If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be re-assessed. There are a number of competencies that may only be offered once during the course due to their:

- WHS requirement
- Cost
- Time frame
- Supervision required
- Resource availability

Specific information about these competencies will be issued to students at the beginning of the course.

• Higher School Certificate (HSC)

Students will be awarded units towards their Preliminary and HSC by studying a VET Course.

Some VET Courses e.g., Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the ATAR.

As with all HSC courses, Board of Studies (BOS) procedures apply to all VET Courses. (Refer to school BOS procedures)

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the achievement of competency, AQF qualification will be assessed by BOS separately.

For students who have undertaken the HSC examination, a scaled examination mark will be recorded on the HSC Certificate. No school based assessment mark will be recorded.

No Assessment mark for VET Courses is required by the BOS. An estimated examination mark for students entered for the HSC written examination must be submitted. This mark will be used only in the case of an illness/disadvantage appeal.

The estimate mark will reflect each student's achievement on one or more written tasks, similar in nature to the HSC examination. A trial HSC examination mark would be a suitable task.

• Work placement

Work-placement is a mandatory HSC requirement of curriculum framework VET courses. Appropriate hours are as follows:

- 120 hour course – a minimum of 35 hours in a workplace
- 240 hour course – a minimum of 70 hours in a workplace
- Holistic unit (Hospitality)-12 SERVICE PERIODS

Learning in the workplace will enable students:

- Progress towards the achievement of industry competencies
- Develop appropriate attitude towards work
- Learn a range of behaviours appropriate to the industry
- Practice skills acquired on the job in a classroom or workshop
- Develop additional skills and knowledge, including key competencies.

A student may apply to use their paid part-time work to satisfy some or all of the mandatory work placement hours, by following the recognition and prior learning guidelines

• Assessment Schedule

Information regarding mandatory assessment tasks will be set out in an assessment schedule. These tasks will be used as evidence of competency. Refer to School Assessment Booklet.

• Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses. Refer to School Assessment Booklet.

School Name: Galston High School

Assessment Schedule Yr: 12 - 2024

Assessment Events		Task 5	Task 6	Task7	Trial HSC Examination
		Week: 10 Term: 4	Week: 6 Term: 2	Week: 6 Term: 3	Week: 9 Term: 2
Code	Unit of Competency				
CPCCB2001	Handle and prepare bricklaying and blocklaying materials	X			
CPCCB2002	Use bricklaying and blocklaying tools and equipment				
CPCCF2002	Use wall and floor tiling tools and equipment	X			
CPCCCM2013	Undertake basic installation of wall tiles				
CPCCN2001	Assemble components	X			
CPCCN3004	Manufacture and assemble joinery components				
CPCCA2002	Use carpentry tools and equipment		X		

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

VET Construction Work Placement: To be Confirmed

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

School Name: Galston High School

Assessment Schedule 2023

Assessment Tasks for SIT20421 Certificate II in Cookery		Task 3	Task 4	Task 5	Trial HSC Examination
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Week: 10 Term: 4 2023	Week: 10 Term: 1 2024	Week: 10 Term: 3 2024	Week: 9-10 Term: 2 2024
Code	Unit of Competency				
SITHCCC026	Package prepared foodstuffs	X			
SITHCCC023	Use food preparation equipment		X		
SITHCCC024	Prepare and present simple dishes		X		
SITHCCC027	Prepare dishes using basic methods of cookery			X	
SITHCCC034	Work effectively in a commercial kitchen			X	

Depending on the achievement of units of competency, the possible qualification outcome is a **SIT20421 Certificate II in Cookery**

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.**

VET Cookery Work Placement: To be Confirmed

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.

WEEK	TERM 4 2023	TERM 1 – 2024	TERM 2 - 2024	TERM 3 - 2024	
1				<ul style="list-style-type: none"> • Ind Technology-prac and written 	
2	ASSESSMENT BOOKLET DISTRIBUTED	<ul style="list-style-type: none"> • Ancient History–Source Analysis Topic Test • English Ext 1-Written task • Visual Arts – BOW 	<ul style="list-style-type: none"> • Ancient History-Research Task • Business Studies-In Class Topic Test • History Ext-Draft Project • Legal Studies-In Class Topic Test 	<ul style="list-style-type: none"> • History Ext - Essay 	
3			<ul style="list-style-type: none"> • Music-Performance and Research Task • Society & Culture-Report 	<ul style="list-style-type: none"> • Music 1– Presentation 	
4		<ul style="list-style-type: none"> • Music-Composition portfolio • Society & Culture-Research Essay 		<ul style="list-style-type: none"> • HSC Industrial Technology Major Work (TBC) • Ancient History-Research in-class extended response • E&ES-Practical Task & Analysis • Eng Adv -Imaginative task • Eng Ext 2 (TBC) • Eng Standard-Imaginative • English Studies-Portfolio • Investigating Science-Depth Study • SDD-Project • SLR-In Class Theory Task • HSC Visual Arts Major Project (TBC) 	
5		<ul style="list-style-type: none"> • Science Ext-Research proposal presentation 	<ul style="list-style-type: none"> • Ext 2 English-Critique of the creative process 	<ul style="list-style-type: none"> • Biology-Research report • Math Standard 1-assignment • Math Standard 2-assignment • Maths Adv-Assignment • PDHPE-In Class Task 	
6	<ul style="list-style-type: none"> • E&ES-Research Report • Eng Ext 2-Viva Voce (Including Written Proposal) • SDD-Case Study 	<ul style="list-style-type: none"> • Industrial Technology-In class Test • SDD-In Class Task 	<ul style="list-style-type: none"> • Engineering Studies-Analysis • Ext English 1-Critical response • Science Ext-Case Study • VET Construction-Task 6 	<ul style="list-style-type: none"> • CAFS-In Class Task • Business Studies-Research Extended Response • Legal Studies-In Class Essay • Maths Ext 1 – assignment • Mod Hist-Analysis Task • Numeracy-Assignment • Physics-Depth Study • Science Ext-Scientific report • Society & Culture (TBC) • VET-Construction-Task 7 	
7	<ul style="list-style-type: none"> • Engineering Studies-Building Solution and Testing • Maths Ext 1–In Class Test 	<ul style="list-style-type: none"> • Eng Ext 2-Literature Review • Engineering Studies-Report • Numeracy Assignment 	<p style="text-align: center;">Excursion free (unless approved at exec meeting)</p> <ul style="list-style-type: none"> • English Studies-Writing Task • Numeracy - assignment • SLR – Prac and Theory Task 	<ul style="list-style-type: none"> • Maths Ext 2-In Class Test • Science Extension (TBC) • Society & Culture-In Class Test 	
8	Orientation Day on Tuesday – No assessment task on this day in class	<ul style="list-style-type: none"> • CAFS-Research • Investigating Science-Research • Maths Ext 1-In Class Test • Physics-Simulation Task • SLR-Practical Task • Visual Arts –Written Task 	<p style="text-align: center;">Assessment and excursion free (unless approved at exec meeting)</p>	<ul style="list-style-type: none"> • HSC Music Performance(TBC) 	
9	Presentation Night Tuesday Night	<ul style="list-style-type: none"> • English Studies Multimodal • Math Standard 1-Class Task • Maths Standard 2-In Class Test • Mod History-Research Essay • PDHPE-In class task 	<p>TRIAL HSC</p> <ul style="list-style-type: none"> • Ancient History • Biology • Business Studies • CAFS • E&ES • Engineering St • English Adv • English Ext 1 • English Standard • Hist Ext • Industrial Technology • Inv Science 	<ul style="list-style-type: none"> • Legal Studies- • Math Standard 1 • Math Standard 2 • Mathematics Adv • Maths Ext 1 • Maths Ext 2 • Modern History • Music 1 • PDHPE • Physics • Society & Culture • SDD • VET Construction • VET Cookery • Visual Arts 	<p style="text-align: center;">NESA marks due to HT Sec. Studies</p> <ul style="list-style-type: none"> • HSC Music Performance(TBC)
10	<ul style="list-style-type: none"> • Business Studies – Research Task • CAFS – IRP • Ind Technology-Project plan • Legal Studies-Research Task • Maths Advanced-In Class Test • Maths Standard 1-In Class Test • Maths Standard 2-In Class Test • Maths Ext 2 – Test • Mod Hist-Source Analysis Test • VET Construction-Task 5 • VET Cookery – Task 3 	<ul style="list-style-type: none"> • Biology-Depth Study • E&ES-Depth Study • English Adv -Multimodal • English Standard-Multimodal • Maths Ext 2 Assignment • Vet Cookery-Task 4 			<ul style="list-style-type: none"> • VET Cookery -Task 5
11		<ul style="list-style-type: none"> • Maths Advanced-In Class Test 			